The Summary of Annual Reports provides data and information about Ohio pre-licensure education programs. Pre-licensure nursing education programs with Full Approval, Provisional Approval, or Continued Conditional Approval are required to submit an Annual Report to the Board in accordance with Rule 4723-5-05(A), Ohio Administrative Code. This Summary of Annual Reports covers the time period of July 1, 2016, through June 30, 2017 (FY17).

For this time period, there were 168 pre-licensure nursing education programs that submitted Annual Reports: 100 registered nursing (RN) programs and 68 practical nursing (PN) programs. Of the 100 RN programs, there are 41 baccalaureate degree programs, 46 associate degree programs, 9 diploma programs, and 4 direct entry graduate programs.

The first section of the Report provides data for RN education programs. The second section provides the same data for PN education programs.

This report and the raw data is available on the Board website at www.nursing.ohio.gov.
## Registered Nursing (RN) Programs

### Total-100 Programs
- Baccalaureate Degree Programs – 41
- Associate Degree Programs – 46
- Diploma Programs – 9
- Direct Entry Graduate Programs (Direct Entry Graduate) – 4

## Students Admitted with Credit for LPN Education, EMT/Paramedic, or Military

<table>
<thead>
<tr>
<th>Program Type</th>
<th>LPN Education</th>
<th>EMT/Paramedic</th>
<th>Military Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>1,384</td>
<td>54</td>
<td>1</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>26</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Diploma</td>
<td>187</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,597</strong></td>
<td><strong>61</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## Maximum Student Capacity, Peak Enrollment, Completions

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Maximum Capacity</th>
<th>Peak Enrollment</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>14,012</td>
<td>10,877</td>
<td>4,234</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>16,042</td>
<td>11,350</td>
<td>3,836</td>
</tr>
<tr>
<td>Diploma</td>
<td>701</td>
<td>360</td>
<td>167</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>378</td>
<td>266</td>
<td>138</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31,133</strong></td>
<td><strong>22,853</strong></td>
<td><strong>8,375</strong></td>
</tr>
</tbody>
</table>
### Admissions and Enrollments

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Planned Admissions</th>
<th>Applications Received</th>
<th>Admissions Offered</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>8,321</td>
<td>12,598</td>
<td>7,879</td>
<td>6,672</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>5,095</td>
<td>12,407</td>
<td>6,835</td>
<td>4,426</td>
</tr>
<tr>
<td>Diploma</td>
<td>345</td>
<td>445</td>
<td>270</td>
<td>239</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>302</td>
<td>535</td>
<td>312</td>
<td>170</td>
</tr>
<tr>
<td>Total</td>
<td>14,063</td>
<td>25,985</td>
<td>15,296</td>
<td>11,507</td>
</tr>
</tbody>
</table>

33 programs reported the following enrollment net increase/decrease:

- 15 programs reported a collective net increase of 590 students
- 12 programs reported a collective net decrease of 412 students
- 6 programs may expand to another location for a potential collective increase of 188

### Programs With 200 or More Qualified Applicants Not Offered Admission

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent State University College of Nursing, BSN Program</td>
<td>Kent</td>
<td>246</td>
</tr>
<tr>
<td>University of Cincinnati, BSN Program</td>
<td>Cincinnati</td>
<td>791</td>
</tr>
</tbody>
</table>

### Additional Admission and Readmission Information

- 3,035 applicants met program admission requirements, but were not offered admission
- 1,400 students were readmitted to programs
Number of Student Dismissals

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Student Conduct</th>
<th>Academic Performance</th>
<th>Clinical Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>89</td>
<td>1,088</td>
<td>21</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>7</td>
<td>432</td>
<td>18</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>1,569</td>
<td>41</td>
</tr>
</tbody>
</table>

Drug Screens

- 47 programs required a drug screen at time of admission, and 69 programs may require students to submit a drug screen at any point during their program.
- No students were dismissed due to a positive drug screen.
Students at Enrollment – Demographics¹
(22,853 Total Students)

3% (657) Hispanic or Latino ethnicity, the races of which are reported:
- Unknown – 438
- White/Caucasian – 149
- Two or more races – 36
- Black/African American – 23
- American Indian or Alaska Native – 7
- Asian – 3
- Native Hawaiian/Pacific Islander – 1

94% (21,459) Not Hispanic or Latino ethnicity, the races of which are reported:
- White/Caucasian – 17,629
- Black/African American – 2,510
- Unknown – 289
- Asian – 514
- Two or more races – 426
- American Indian or Alaska native – 63
- Native Hawaiian/Pacific Islander – 28

3% (737) Reported ethnicity unknown

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¹ The Integrated Post Secondary Data Systems classifications/format, as used by U.S. colleges, universities, and technical/vocational institutions, is used throughout this report, as requested by education programs for consistency in reporting the data.
**Students at Program Completion – Demographics**
(Total of 8,375 students completed the program, a lower number than enrollments)

2.36% (198) Hispanic or Latino ethnicity, and the following race:
- Unknown – 138
- White/Caucasian – 36
- Two or more races – 11
- Black/African American – 9
- American Indian/Alaska Native – 3
- Asian – 0
- Native Hawaiian/Pacific Islander – 1

94.93% (7,950) Not Hispanic or Latino ethnicity, and the following race:
- White/Caucasian – 6,577
- Black/African American – 857
- Unknown – 191
- Asian – 175
- American Indian/Alaska Native – 22
- Two or more races – 115
- Native Hawaiian/Pacific Islander – 13

2.71% (227) Reported as ethnicity unknown

**Student Gender**
- Male 14%
- Female 86%

**Student Age**
- 18-30 71%
- 31-50 27%
- 51 & over 2%
Faculty Demographics
(1,600 Total Faculty)

0.5% (8) Hispanic or Latino ethnicity, the races of which are reported:
  Unknown – 7
  White/Caucasian – 1
  Two or more races – 0
  Black/African American – 0
  American Indian or Alaska Native – 0
  Asian – 0

98% (1,568) Not Hispanic or Latino ethnicity, the races of which are reported:
  White/Caucasian – 1,421
  Black/African American – 116
  Unknown – 2
  Asian – 20
  Two or more races – 4
  American Indian or Alaska native – 3
  Native Hawaiian/Pacific Islander – 2

1.5% (24) Reported ethnicity unknown

**Gender**

- Male: 6%
- Female: 94%

**Highest Academic Degree**

- Ph.D. in Nursing – 135
- Doctor of Nursing Practice – 146
- Non-nursing Doctorate – 78
- Master’s (Nursing) – 1,209
- Master’s (Non-nursing) – 32

**Ages:** 2% are 30 and younger; 15% are 31 to 40; 25% are 41 to 50; 20% are 51 to 55; 17% are 56 to 60; 19% are 61 to 70; and 2% are 71 or older
Teaching Assistant Demographics
94 programs used a total of 2,013 teaching assistants

<1% (12) Hispanic or Latino ethnicity, the races of which are reported:
  Unknown – 9
  White/Caucasian – 2
  Two or more races – 0
  Black/African American – 0
  American Indian or Alaska Native – 0
  Asian – 0
  Native Hawaiian/Pacific Islander – 1

86.28% (1,737) Not Hispanic or Latino ethnicity, the races of which are reported:
  White/Caucasian – 1,566
  Black/African American – 128
  Unknown – 17
  Asian – 16
  Two or more races – 4
  American Indian or Alaska native – 4
  Native Hawaiian/Pacific Islander – 2

13.11% (264) reported as ethnicity unknown

Gender

- Male 6%
- Female 94%

Highest Academic Degree

- Ph.D. in Nursing – 18
- Doctor of Nursing Practice – 32
- Non-nursing Doctorate – 4
- Master’s (Nursing) – 883
- Master’s (Non-nursing) – 23
- Baccalaureate in Nursing – 1,053

Ages: 12% are 30 and younger; 36% are 31 to 44; 19% are 45 to 50; 11% are 51 to 55; 10% are 56 to 60; 7% are 61 to 65; 5% are 66 & older
Faculty and Teaching Assistants – Vacancies and Projections

<table>
<thead>
<tr>
<th>Reasons For Leaving Positions</th>
<th>Faculty &amp; Teaching Assistants Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload</td>
<td>20</td>
</tr>
<tr>
<td>Returned to Clinical Practice</td>
<td>71</td>
</tr>
<tr>
<td>Retirement</td>
<td>43</td>
</tr>
<tr>
<td>Personal/Family</td>
<td>64</td>
</tr>
<tr>
<td>Compensation</td>
<td>37</td>
</tr>
<tr>
<td>Other reasons or unknown</td>
<td>192</td>
</tr>
</tbody>
</table>

- Programs reported faculty and teaching assistants left to accept a position at another nursing education program
  - 93 – another program in Ohio
  - 20 – program outside of Ohio

- 327 faculty and 444 teaching assistants anticipate leaving in the next 5 years

- 19 Programs reported unfilled faculty positions due to a lack of qualified applicants – 9 Baccalaureate; 10 Associate Degree, 0 Diploma and Direct Entry Graduate

- 7 Programs reported unfilled teaching assistant positions due to a lack of qualified applicants – 3 Baccalaureate; 4 Associate Degree; 0 Diploma and Direct Entry Graduate
Curriculum Implementation

Programs must establish a curriculum plan that sets forth the number of hours allotted to theory, laboratory, and clinical experiences within each course. The administrative rules establish parameters and outcomes for laboratory and clinical experiences, but the rules do not establish a minimum number of hours.

Theory and Laboratory Hours

<table>
<thead>
<tr>
<th>Program Type</th>
<th>All Theory Hours Low/High/Average/Median</th>
<th>All Laboratory Hours Low/High/Average/Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>105/951/448.96/375</td>
<td>48/370/183.08/177.5</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>238/1515/655.37/622</td>
<td>45/488/169.15/161</td>
</tr>
<tr>
<td>Diploma</td>
<td>440/1522/834.44/758</td>
<td>40/302/186.22/181</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>476/945/692.5/674.5</td>
<td>90/174/133.75/135.5</td>
</tr>
</tbody>
</table>
### Clinical Hours by Program Type

<table>
<thead>
<tr>
<th>Program Type</th>
<th>All Clinical Low/High/Average/Median</th>
<th>Pediatric Clinical Low/High/Average/Median</th>
<th>Obstetrical Clinical Low/High/Average/Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>240/639/478/469</td>
<td>8/72/34.6/33.5</td>
<td>12/68/35.2/36.5</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>501/1252/701.3/689</td>
<td>16/112/61/60</td>
<td>16/112/58.9/54</td>
</tr>
<tr>
<td>Diploma</td>
<td>256/704/433.3/400</td>
<td>14/108/38/24</td>
<td>8/108/35.8/24</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>472/1092/752.5/723</td>
<td>40/112/63/50</td>
<td>40/112/63/50</td>
</tr>
</tbody>
</table>

### Hours of Moderate or High Fidelity Simulation by Program Type

<table>
<thead>
<tr>
<th>Program Type (Number )</th>
<th>Laboratory Hours Devoted to Simulation Low/High/Average/Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate (44)</td>
<td>5/120/40.2/29</td>
</tr>
<tr>
<td>Baccalaureate (39)</td>
<td>3/213/47.6/32</td>
</tr>
<tr>
<td>Diploma (6)</td>
<td>4/150/48.3/31</td>
</tr>
<tr>
<td>Direct Entry (4)</td>
<td>3/85/34.3/24.5</td>
</tr>
</tbody>
</table>

### Clinical Agencies Used for Obstetrical Clinical Experiences by Program Type

<table>
<thead>
<tr>
<th>Clinical Site</th>
<th>AD</th>
<th>BSN</th>
<th>Diploma</th>
<th>Direct Entry</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care Facility</td>
<td>44</td>
<td>41</td>
<td>6</td>
<td>4</td>
<td>95</td>
</tr>
<tr>
<td>Licensed Birthing Clinic</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Physician/APRN Office</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Community Health Clinic</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Home Health Agency</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Clinical Agencies Used for Pediatric Clinical Experiences by Program Type

<table>
<thead>
<tr>
<th>Clinical Site</th>
<th>AD</th>
<th>BSN</th>
<th>Diploma</th>
<th>Direct Entry</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care Facility</td>
<td>35</td>
<td>39</td>
<td>5</td>
<td>4</td>
<td>83</td>
</tr>
<tr>
<td>Public/Private School</td>
<td>19</td>
<td>19</td>
<td>6</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>Community Health Clinic</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>

- 87 programs used preceptors to supervise students during clinical experiences
  - Associate degree programs – 35
  - Baccalaureate degree programs – 41
  - Diploma programs – 7
  - Direct entry graduate programs – 4

- Ratio of faculty or teaching assistant to students during clinical experiences
  - 1:5 – 3 programs
  - 1:6 – 14 programs
  - 1:7 – 12 programs
  - 1:8 – 49 programs
  - 1:9 – 10 programs
  - 1:10 – 12 programs

Capstone/NCLEX Predictor Use and Practicum

- 56 programs concluded with a capstone practicum clinical experience as part of the curriculum

- 66 programs used a NCLEX predictor examination at various intervals throughout the program

- Capstone practicum clinical experiences ranged from 40 to 378 clock hours

- 84 programs used a NCLEX predictor/capstone examination as one or more of the following (programs selected more than one):
  - Examination contributed to the capstone course grade – 54
  - Examination passage required to pass the capstone course – 17
  - Examination passage required (independent of a course) for successful program completion – 3
  - Examination used only for feedback or had no impact on the course grade or successful program completion – 20
  - Examination used for evaluation of the program and had no impact on grades or successful program completion – 8
Capstone Examination and Student Completion

- Baccalaureate and Direct Entry Graduate programs – all students passed the capstone exam
- 2 Associate degree programs collectively reported 3 students did not successfully complete the program due to failing the capstone exam
- 3 Diploma programs collectively reported 7 students did not successfully complete the program due to failing the capstone exam

### NCLEX Predictor/Capstone Examination Product Used

<table>
<thead>
<tr>
<th>Program Type</th>
<th>HESI</th>
<th>ATI</th>
<th>Kaplan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>17</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>12</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>46</td>
<td>18</td>
</tr>
</tbody>
</table>

Accreditation

- 79 – ACEN, CCNE or both
- No programs accredited by NLN CNEA

Articulation Agreements

- 26 Associate degree programs and 1 Diploma program established articulation agreements with other degree granting programs for graduates to obtain a baccalaureate or higher degree

Inter-Professional Education Experiences

- 63 programs reported using inter-professional education experiences

Clinical Experiences Outside of Ohio

- 31 programs used clinical settings in the following states or countries for student experiences: Kentucky, West Virginia, Indiana, Pennsylvania, Michigan, Texas, Alaska, Mexico, Dominican Republic, Ecuador, Belize, Haiti, Hong Kong, Brazil, Tanzania, Philippines and Kenya
Practical Nursing (PN) Programs – Total 68

### Student Capacity, Peak Enrollment and Completions

<table>
<thead>
<tr>
<th>Maximum Student Capacity</th>
<th>Peak Student Enrollment</th>
<th>Successful Completions</th>
<th>Calculated Capacity Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,163</td>
<td>5,485</td>
<td>2,898</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Planned Admissions, Applications, and Actual Admissions

<table>
<thead>
<tr>
<th>Planned Admissions</th>
<th>Applications Received</th>
<th>Admission Offered</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,548</td>
<td>8,723</td>
<td>6,450</td>
<td>5,081</td>
</tr>
</tbody>
</table>

### Additional Admission, Readmission and Net Enrollment Information

- 680 applicants met program admission, but were not offered admission
- 464 students were readmitted to programs

12 programs reported enrollment net increase/decrease:
- 4 programs reported a collective net increase of 156 students
- 3 programs may expand to another location; potential increase of 120
- 5 programs reported a collective net decrease of 126 students

### Programs granted credit to students with STNA, EMT, or Military Training, or for prior healthcare courses:

- 495 State tested nurse aides (STNAs)
- 2 Emergency medical technician (EMTs)
- 11 Military trained personnel (MTs)
- 88 Previous healthcare courses

### Student Dismissals

- 852 students dismissed due to academic performance
- 37 students dismissed due to clinical performance
- 133 students dismissed due to conduct
  - Unprofessional conduct – 44
  - Failure to attend – 50
  - Substance use/abuse – 7
  - Criminal conduct –10
  - Other – 22
Drug Screens

- 35 programs required a drug screen at time of admission, and 42 programs may require students to submit a drug screen at any point during their program.
- 6 students were dismissed due to a positive drug screen.
Students at Enrollment – Demographics
(5,485 Total Students)

2% (134) Hispanic or Latino ethnicity, the races of which are reported:
- Unknown – 94
- White/Caucasian – 31
- Two or more races – 8
- Black/African American – 0
- American Indian or Alaska Native – 1
- Asian – 0

95% (5,208) Not Hispanic or Latino ethnicity, the races of which are reported:
- White/Caucasian – 2,946
- Black/African American – 2,025
- Unknown – 41
- Asian – 65
- Two or more races – 90
- American Indian or Alaska native – 9
- Native Hawaiian/Pacific Islander – 32

3% (143) reported as ethnicity unknown

Student Gender

- Male 9%
- Female 91%
Students at Program Completion – Demographics
(Total of 2,898 students completed the program, a lower number than enrollments)

2.3% (67) identified Hispanic or Latino ethnicity, and the following race:
- Unknown – 46
- White/Caucasian – 16
- Two or more races – 5
- Black/African American – 0
- American Indian/Alaska Native – 0
- Asian – 0

94.7% (2,745) identified Not Hispanic or Latino ethnicity, and the following race:
- White/Caucasian – 1,724
- Black/African American – 874
- Unknown – 72
- Asian – 27
- American Indian/Alaska Native – 4
- Two or more races – 43
- Native Hawaiian/Pacific Islander – 1

3% (86) is reported as ethnicity unknown

---

**Student Age**

- 41 & over: 12%
- 17-25: 36%
- 26-40: 52%

**Student Gender**

- Female: 92%
- Male: 8%
Faculty Demographics
(537 Total Faculty)

<1% (2) Hispanic or Latino ethnicity
  White/Caucasian – 1
  Two or more races – 1

96.6% (519) Not Hispanic or Latino ethnicity, the races of which are reported:
  White/Caucasian – 451
  Black/African American – 57
  Unknown – 1
  Asian – 2
  Two or more races – 4
  American Indian or Alaska native – 3
  Native Hawaiian/Pacific Islander – 1

2.97% (16) reported as ethnicity unknown

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5%</td>
</tr>
<tr>
<td>Female</td>
<td>95%</td>
</tr>
</tbody>
</table>

Highest Academic Degree

- Ph.D. in Nursing – 4
- Doctor of Nursing Practice – 15
- Non-nursing Doctorate – 3
- Master’s (Nursing) – 212
- Master’s (Non-nursing) – 28
- Baccalaureate in Nursing – 275

Ages: 3% are 30 and younger; 17% are 31 to 40; 23% are 41 to 50; 18% are 51 to 55; 16% are 56 to 60; 21% are 61 to 70; and 2% are 71 or older
Faculty and Teaching Assistants Vacancies and Projections

Reasons for Leaving Positions

- **Workload**: 11
- **Returned to Clinical Practice**: 33
- **Retirement**: 14
- **Personal/Family**: 44
- **Compensation**: 25
- **Other reasons or unknown**: 57

- Programs reported faculty and teaching assistants left to accept a position at another nursing education program
  - 67 – another program in Ohio
  - 7 – program outside of Ohio

- 195 faculty members and 85 teaching assistants anticipate leaving their position in the next 5 years

- 5 programs reported unfilled faculty positions and 6 programs reported unfilled teaching assistant positions due to a lack of qualified applicants
**Teaching Assistant Demographics**
(53 programs reported using a total of 330 teaching assistants)

0.6% (2) Hispanic or Latino ethnicity, the races of which are reported:
- Unknown – 0
- White/Caucasian – 2
- Two or more races – 0
- Black/African American – 0
- American Indian or Alaska Native – 0
- Asian – 0

96.7% (319) Not Hispanic or Latino ethnicity, the races of which are reported:
- White/Caucasian – 280
- Black/African American – 33
- Unknown – 1
- Asian – 2
- Two or more races – 0
- American Indian or Alaska native – 0
- Native Hawaiian/Pacific Islander – 3

2.7% (9) Ethnicity unknown

**Gender**
- Female 93%
- Male 7%

**Highest Academic Degree**
- Doctor of Nursing Practice – 1
- Master’s (Nursing) – 67
- Master’s (Non-nursing) – 4
- Baccalaureate in Nursing – 115
- Associate in Nursing – 104
- Nursing Diploma (no academic degree) – 39

**Ages:**
- 6% are 30 and younger; 27% are 31 to 44; 17% are 45 to 50; 14% are 51 to 55; 14% are 56 to 60; 14% are 61 to 65; 8% are 66 & older
Curriculum Implementation

Programs must establish a curriculum plan that sets forth the number of hours allotted to theory, laboratory, and clinical experiences within each course. The administrative rules establish parameters and outcomes for laboratory and clinical experiences, but the rules do not establish a minimum number of hours.

Theory and Laboratory Experiences

- Theory hours ranged from 127 to 1035, with an average of 607 and a median of 620 hours.
- Laboratory hours ranged from 38 to 308, with an average of 151.35 and a median of 140 hours.

Clinical and Simulation Experiences

- Clinical experience hours ranged from 114 to 609. The average number of clinical hours was 347, a decrease from the average of 352 reported in the previous reporting period.

<table>
<thead>
<tr>
<th>Clinical Hours</th>
<th>All Clinical Hours Low/High/Average/Median</th>
<th>Pediatric Clinical Hours Low/High/Average/Median</th>
<th>Obstetrical Clinical Hours Low/High/Average/Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>114/609/347/352</td>
<td>3/64/18/13</td>
<td>3/64/16.79/14</td>
</tr>
</tbody>
</table>

Faculty and Teaching Assistants Enrolled to Obtain Additional Academic Degrees

- Faculty & Teaching Assistants Combined
  - Non-Nursing Doctorate: 4
  - PhD in Nursing/DNP: 20
  - Non-Nursing Masters: 1
  - MSN: 73 (with a High of 16)
  - BSN (TA’s only): 16

Pre-Licensure Nursing Education Programs
Summary of Annual Reports July 1, 2016 through June 30, 2017
Most Frequent Sites for Obstetric Clinical Experience
- Acute Care Facility – 47
- Physician Office/APRN Office – 12
- Community Health Clinic – 12

Most Frequent Sites for Pediatric Clinical Experience
- Public/Private School – 38
- Acute Care – 25
- Physician Office/APRN Office – 7

9 programs used clinical sites in states outside of Ohio for student experience
- West Virginia, Indiana, Kentucky, and Michigan

Simulation
- 45 programs provided laboratory hours for skills practice using moderate or high fidelity human patient simulations
- Laboratory hours for simulation ranged from 2 to 161 hours with an average of 29.07 hours, and a median of 14.5 hours

Clinical Supervision
- 39 programs use preceptors to supervise students during clinical experiences

Clinical Ratios of Faculty or Teaching Assistant to Students
- 1:4 – 1 program
- 1:5 – 2 program
- 1:6 – 3 programs
- 1:7 – 7 programs
- 1:8 – 27 programs
- 1:9 – 6 programs
- 1:10 – 22 programs

Capstone/ NCLEX Predictor Use and Practicum

- 21 programs concluded with a capstone or practicum clinical experience within the curriculum
  - Capstone clinical ranged from 36 to 120 clock hours

- 42 programs used a NCLEX predictor examination at various intervals throughout the program
65 programs used a NCLEX predictor/capstone examination as one or more of the following (programs selected more than one):

- Examination contributed to the capstone course grade – 35
- Examination passage required to pass the capstone course – 18
- Examination passage required (independent of the course) for successful program completion – 10
- Examination used only for feedback or had no impact on the course grade or successful program completion – 15
- Examination used for program evaluation and had no impact on grades or successful program completion – 5

75 students in 12 programs did not successfully complete the program due to failing the required capstone examination as a course or program requirement

NCLEX Predictor/Capstone Products

- HESI – 22 programs
- ATI – 37 programs
- Other – 10 (Kaplan, NCSBN Comprehensive LPN, Lippencott’s Passpoint, Arnett, ACE-PN)

Articulation Agreements

- 26 programs had agreements with 5 RN diploma and 21 associate degree programs
  - 162 students completing PN programs in the prior reporting period articulated and enrolled in a RN diploma or associate degree program
  - 2 programs had agreements with baccalaureate degree programs

Inter-Professional Education Experiences

- 22 programs reported having inter-professional education experiences

Accreditation

- ACEN accredited – 3
- NLN CNEA – 0
- Considering ACEN accreditation – 9
- Considering NLN CNEA accreditation – 8
### Appendix A

#### Reporting Programs, Enrollment, and Graduates

<table>
<thead>
<tr>
<th>Nursing Programs</th>
<th>Enrollment</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Entry Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013 . . . 4</td>
<td>2012-2013 . . . 302</td>
<td>2012-2013 . . . 162</td>
</tr>
<tr>
<td>2013-2014 . . . 4</td>
<td>2013-2014 . . . 344</td>
<td>2013-2014 . . . 113</td>
</tr>
<tr>
<td>2015-2016 . . . 4</td>
<td>2015-2016 . . . 302</td>
<td>2015-2016 . . . 152</td>
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<tr>
<td><strong>Baccalaureate Degree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013 . . . 31</td>
<td>2012-2013 . . . 10,745</td>
<td>2012-2013 . . . 3,447</td>
</tr>
<tr>
<td>2015-2016 . . . 39</td>
<td>2015-2016 . . . 10,468</td>
<td>2015-2016 . . . 3,580</td>
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<tr>
<td><strong>Associate Degree</strong></td>
<td></td>
<td></td>
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<tr>
<td>2012-2013 . . . 40</td>
<td>2012-2013 . . . 12,924</td>
<td>2012-2013 . . . 5,089</td>
</tr>
<tr>
<td>2015-2016 . . . 51</td>
<td>2015-2016 . . . 12,120</td>
<td>2015-2016 . . . 4,679</td>
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<tr>
<td><strong>Diploma</strong></td>
<td></td>
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<tr>
<td>2012-2013 . . . 4</td>
<td>2012-2013 . . . 270</td>
<td>2012-2013 . . . 90</td>
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<tr>
<td>2015-2016 . . . 8</td>
<td>2015-2016 . . . 358</td>
<td>2015-2016 . . . 149</td>
</tr>
<tr>
<td><strong>Practical - High School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013 . . . 4</td>
<td>2012-2013 . . . 121</td>
<td>2012-2013 . . . 43</td>
</tr>
<tr>
<td>2015-2016 . . . 4</td>
<td>2015-2016 . . . 153</td>
<td>2015-2016 . . . 49</td>
</tr>
<tr>
<td><strong>Practical - Adult</strong></td>
<td></td>
<td></td>
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<tr>
<td>2012-2013 . . . 65</td>
<td>2012-2013 . . . 6,938</td>
<td>2012-2013 . . . 4,021</td>
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<tr>
<td>2013-2014 . . . 64</td>
<td>2013-2014 . . . 5,780</td>
<td>2013-2014 . . . 3,335</td>
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<tr>
<td>2015-2016 . . . 63</td>
<td>2015-2016 . . . 5,089</td>
<td>2015-2016 . . . 2,782</td>
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