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, 2017 through June 30, 2018 (FY18).

For this time period, there were 168 pre-licensure nursing education programs that submitted Annual Reports: 99 registered nursing (RN) programs and 69 practical nursing (PN) programs. Of the 99 RN programs, there are 42 baccalaureate degree programs, 44 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 are available on the Board website at www.nursing.ohio.gov.
Registered Nursing (RN) Programs

**Total-99 Programs**
Baccalaureate Degree Programs – 42  
Associate Degree Programs – 44  
Diploma Programs – 9  
Direct Entry Graduate Programs (Direct Entry) – 4

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

<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>1,263</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>20</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Diploma</td>
<td>264</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,547</strong></td>
<td><strong>42</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

### Maximum Capacity, Peak Enrollment, Completions

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Maximum Student Capacity</th>
<th>Peak Student Enrollment</th>
<th>Successful Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>13,793</td>
<td>10,989</td>
<td>4,320</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>13,502</td>
<td>11,962</td>
<td>3,567</td>
</tr>
<tr>
<td>Diploma</td>
<td>644</td>
<td>463</td>
<td>149</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>388</td>
<td>310</td>
<td>139</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28,327</strong></td>
<td><strong>23,724</strong></td>
<td><strong>8,175</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>8,325</td>
<td>13,256</td>
<td>7,869</td>
<td>6,628</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>5,793</td>
<td>14,832</td>
<td>7,281</td>
<td>4,397</td>
</tr>
<tr>
<td>Diploma</td>
<td>433</td>
<td>660</td>
<td>394</td>
<td>312</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>237</td>
<td>423</td>
<td>267</td>
<td>201</td>
</tr>
<tr>
<td>Total</td>
<td>14,788</td>
<td>29,171</td>
<td>15,811</td>
<td>11,538</td>
</tr>
</tbody>
</table>

33 programs reported the following enrollment net increase/decrease, and potential net increase:

- 18 programs reported a collective net increase of 934 students
- 9 programs reported a collective net decrease of 307 students
- 6 programs may expand to another location for a potential collective increase of 206

### Programs With Over 200 Qualified Applicants Not Offered Admission

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ohio State University College of Nursing</td>
<td>Columbus</td>
<td>217</td>
</tr>
<tr>
<td>Kent State University College of Nursing, BSN Program</td>
<td>Kent</td>
<td>300</td>
</tr>
<tr>
<td>University of Cincinnati, BSN Program</td>
<td>Cincinnati</td>
<td>810</td>
</tr>
</tbody>
</table>

### Additional Admission and Readmission Information

- 3,559 applicants met program admission requirements, but were not offered admission
- 1,331 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>85</td>
<td>974</td>
<td>36</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>21</td>
<td>322</td>
<td>14</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>Direct Entry Graduate</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>111</strong></td>
<td><strong>1,350</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

### Drug Screens

- 46 programs required a drug screen at time of admission, and 80 programs may require students to submit a drug screen at any point during their program
- 7 students were dismissed due to a positive drug screen
### Students at Enrollment – Demographics
(23,724 Total Students at Peak Enrollment)

3% (704) Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 8
- Asian – 7
- Black/African American – 12
- Native Hawaiian/Pacific Islander – 2
- White/Caucasian – 205
- Two or more races – 33
- Unknown – 437

93% (22,175) Not Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 56
- Asian – 551
- Black/African American – 2,752
- Native Hawaiian/Pacific Islander – 26
- White/Caucasian – 17,881
- Two or more races – 529
- Unknown – 380

4% (845) Reported ethnicity unknown

#### Student Gender at Enrollment

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14%</td>
</tr>
<tr>
<td>Female</td>
<td>86%</td>
</tr>
</tbody>
</table>

Annual Report Summary: July 1 2017 to June 30, 2018
Students at Program Completion – Demographics
(Total of 8,175 students completed the program, a lower number than enrollments)

2.6% (217) Hispanic or Latino ethnicity, and the following race:
   American Indian or Alaska Native – 2
   Asian – 4
   Black/African American – 3
   Native Hawaiian/Pacific Islander – 1
   White/Caucasian – 61
   Two or more races – 10
   Unknown – 136

93.6% (7,653) Not Hispanic or Latino ethnicity, and the following race:
   American Indian or Alaska Native – 12
   Asian – 179
   Black/African American – 879
   Native Hawaiian/Pacific Islander – 10
   White/Caucasian – 6,315
   Two or more races – 151
   Unknown – 107

3.8% (305) Reported as ethnicity unknown
Faculty Demographics
(1,655 Total Faculty)

0.4% (7) Hispanic or Latino ethnicity, the races of which are reported:
   - American Indian or Alaska Native – 0
   - Asian – 1
   - Black/African American – 1
   - Native Hawaiian/Pacific Islander – 1
   - White/Caucasian – 1
   - Two or more races – 0
   - Unknown – 3

98.3% (1,626) Not Hispanic or Latino ethnicity, the races of which are reported:
   - American Indian or Alaska Native – 3
   - Asian – 28
   - Black/African American – 135
   - Native Hawaiian/Pacific Islander – 0
   - White/Caucasian – 1,418
   - Two or more races – 9
   - Unknown – 33

1.3% (22) Reported ethnicity unknown

Faculty Gender

- Male 6%
- Female 94%

Faculty Highest Academic Degree

- Ph.D. in Nursing – 149
- Doctor of Nursing Practice – 191
- Non-nursing Doctorate – 103
- Master’s (Nursing) – 1,196
- Master’s (Non-nursing) – 16

Ages: 2% are 30 and younger; 16% are 31 to 40; 26% are 41 to 50; 19% are 51 to 55; 16% are 56 to 60; 19% are 61 to 70; and 2% are 71 or older
Teaching Assistant Demographics
97 programs used a total of 2,147 teaching assistants

1% (21) Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 0
- Asian – 0
- Black/African American – 2
- Native Hawaiian/Pacific Islander – 0
- White/Caucasian – 10
- Two or more races – 1
- Unknown – 8

95% (2,033) Not Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 3
- Asian – 14
- Black/African American – 184
- Native Hawaiian/Pacific Islander – 1
- White/Caucasian – 1,787
- Two or more races – 8
- Unknown – 36

4% (93) reported as ethnicity unknown

Teaching Assistant Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>93%</td>
</tr>
<tr>
<td>Male</td>
<td>7%</td>
</tr>
</tbody>
</table>

Teaching Assistant Highest Academic Degree

- Ph.D. in Nursing – 21
- Doctor of Nursing Practice – 32
- Non-nursing Doctorate – 3
- Master’s (Nursing) – 950
- Master’s (Non-nursing) – 14
- Baccalaureate in Nursing – 1,127

Ages: 13% are 30 and younger; 40% are 31 to 40; 16% are 41 to 50; 11% are 51 to 55; 8% are 56 to 60; 7% are 61 to 65; 3% are 66 to 70; and 2% are 71 & older
Faculty and Teaching Assistants – Vacancies and Projections

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

Programs reported 336 faculty and 370 teaching assistants anticipate leaving in the next 5 years

14 Programs reported unfilled faculty positions due to a lack of qualified applicants – 5 Baccalaureate; 7 Associate Degree; 1 Diploma; and 1 Direct Entry Graduate

7 Programs reported unfilled teaching assistant positions due to a lack of qualified applicants – 2 Baccalaureate; 5 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>148/912/433.88/365.5</td>
<td>32/362/186.55/170.5</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>423/1515/686.14/641.5</td>
<td>64/360/171.88/165</td>
</tr>
<tr>
<td>Diploma</td>
<td>440/1091/758.78/758</td>
<td>40/318/175.67/150</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>479/945/693.38/674.75</td>
<td>90/209/142.5/135.5</td>
</tr>
</tbody>
</table>

➢ 27 Programs moved hours between laboratory and clinical within one or more nursing courses.
  ▪ Associate degree programs – 10
  ▪ Baccalaureate degree programs – 12
  ▪ Diploma programs – 3
  ▪ Direct entry graduate programs – 2
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>240/651/462.5/450</td>
<td>6/65/30.14/33.5</td>
<td>12/68/31.77/35.5</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>501/960/672.42/672</td>
<td>16/112/60.52/58</td>
<td>16/112/58.40/52</td>
</tr>
<tr>
<td>Diploma</td>
<td>252/704/420.67/400</td>
<td>8/64/29.56/24</td>
<td>0/64/27.55/22</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>472/1064/736.75/705.5</td>
<td>40/112/63/50</td>
<td>40/112/63/50</td>
</tr>
</tbody>
</table>

➢ Most Frequently Used Clinical Agencies for All Clinical Experiences
   ▪ Acute Care – 809
   ▪ Long Term Care – 477
   ▪ Public/Private School – 339

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>41</td>
<td>41</td>
<td>6</td>
<td>4</td>
<td>92</td>
</tr>
<tr>
<td>Licensed Birthing Clinic</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Physician/APRN Office</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Community Health Clinic</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Home Health Agency</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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>34</td>
<td>40</td>
<td>5</td>
<td>4</td>
<td>83</td>
</tr>
<tr>
<td>Public/Private School</td>
<td>19</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>Community Health Clinic</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>
➢ 83 programs used preceptors to supervise students during clinical experiences
  ▪ Associate degree programs – 31
  ▪ Baccalaureate degree programs – 42
  ▪ Diploma programs – 6
  ▪ Direct entry graduate programs – 4

➢ Ratio of faculty or teaching assistant to students during clinical experiences
  ▪ 1:4 – 1 program
  ▪ 1:5 – 6 programs
  ▪ 1:6 – 11 programs
  ▪ 1:7 – 10 programs
  ▪ 1:8 – 50 programs
  ▪ 1:9 – 11 programs
  ▪ 1:10 – 10 programs

Simulation

Hours of Moderate or High Fidelity Simulation by Program Type

<table>
<thead>
<tr>
<th>Program Type (Number of Programs)</th>
<th>Laboratory Hours Devoted to Simulation Low/High/Average/Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate (43)</td>
<td>4/240/46.63/26</td>
</tr>
<tr>
<td>Baccalaureate (41)</td>
<td>48/320/54.24/40</td>
</tr>
<tr>
<td>Diploma (7)</td>
<td>4/150/40.29/26</td>
</tr>
<tr>
<td>Direct Entry (4)</td>
<td>7/15/10.5/10</td>
</tr>
</tbody>
</table>

Substitution of OB Clinical with Moderate or High Fidelity Simulation

<table>
<thead>
<tr>
<th>Program Type/Percentage of Substitution</th>
<th>100%</th>
<th>66-99%</th>
<th>31-65%</th>
<th>1-30%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Substitution of Pediatric Clinical with Mid/Moderate or High Fidelity Simulation

<table>
<thead>
<tr>
<th>Program Type/ Percentage of Substitution</th>
<th>100%</th>
<th>66-99%</th>
<th>31-65%</th>
<th>1-30%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone/ NCLEX Predictor Use and Practicum

- 97 programs concluded with a capstone practicum clinical experience as part of the curriculum
- 65 programs used a NCLEX predictor examination at various intervals throughout the program
- Capstone practicum clinical experiences ranged 40 to 320 clock hours
- 99 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 – 68
  - Examination passage required to pass the capstone course – 15
  - Examination passage required (independent of a course) for successful program completion – 5
  - Examination used only for feedback or had no impact on the course grade or successful program completion – 23
  - Examination used for evaluation of the program and had no impact on grades or successful program completion – 10

Capstone Examination and Student Completion

- Baccalaureate programs – all students passed the capstone exam
- 4 Associate degree programs collectively reported 25 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
- 1 Direct Entry Graduate program reported 2 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>19</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>14</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>52</td>
<td>18</td>
</tr>
</tbody>
</table>

Accreditation

- 83 programs reported accreditation by ACEN, CCNE, or both
- No programs reported accreditation by NLN CNEA

Articulation Agreements and Dual Enrollment

- 23 Associate degree programs and 1 Diploma program established articulation agreements with other degree granting programs for graduates to obtain a baccalaureate or higher degree
- 6 Associate degree programs and 1 Diploma program has a Dual Enrollment option

Ohio Nurse Competency Model

- 29 programs reported implementing the Ohio Nurse Competency Model in its curriculum

Inter-Professional Education Experiences

- 66 programs reported using inter-professional education experiences

Clinical Experiences Outside of Ohio

- 32 programs used clinical settings in the following states or countries for student experiences: Alaska, Botswana, Ecuador, Georgia, Guatemala, Haiti, Hawaii, India, Indiana, Kansas, Kentucky, Kenya, Nicaragua, North Carolina, Pennsylvania, Tanzania, Texas, and West Virginia
Practical Nursing (PN) Programs – Total 69

### Student Capacity, Peak Enrollment and Completions

<table>
<thead>
<tr>
<th>Maximum Student Capacity</th>
<th>Peak Student Enrollment</th>
<th>Successful Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,989</td>
<td>5,640</td>
<td>3,053</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>6,816</td>
<td>10,862</td>
<td>6,372</td>
<td>5,300</td>
</tr>
</tbody>
</table>

### Additional Admission, Readmission and Net Enrollment Information

- 612 applicants met program admission, but were not offered admission
- 409 students were readmitted to programs

21 programs reported the following enrollment net increase/decrease, and potential net increase:
- 10 programs reported a collective net increase of 406 students
- 6 programs reported a collective net decrease of 174 students
- 5 programs may expand to another location; potential increase of 251

### Programs With 100 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>Cincinnati State Great Oaks School of Practical Nursing</td>
<td>Cincinnati</td>
<td>123</td>
</tr>
<tr>
<td>Clark State Community College Practical Nurse Program</td>
<td>Springfield</td>
<td>258</td>
</tr>
</tbody>
</table>
Students admitted with credit granted for STNA, EMT, Military Training, or for previous healthcare courses:

- 311 State tested nurse assistants (STNAs)
- 1 Emergency medical technician (EMT)
- 1 Military trained personnel (MT)
- 87 Previous healthcare courses

Student Dismissals

- 772 students dismissed due to academic performance
- 29 students dismissed due to clinical performance
- 112 students collectively dismissed by 33 programs due to conduct:
  - Unprofessional conduct – 31
  - Failure to attend – 59
  - Substance use/abuse – 6
  - Criminal conduct – 5
  - Other – 11

Drug Screens

- 40 programs required a drug screen at time of admission, and 49 programs may require students to submit a drug screen at any point during their program.
- 7 students were dismissed due to a positive drug screen.
### Students at Enrollment – Demographics

(5,640 Total Students at Peak Enrollment)

2% (121) Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 0
- Asian – 0
- Black/African American – 2
- Native Hawaiian/Pacific Islander – 0
- White/Caucasian – 14
- Two or more races – 6
- Unknown – 99

97% (5,441) Not Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 11
- Asian – 72
- Black/African American – 2,241
- Native Hawaiian/Pacific Islander – 3
- White/Caucasian – 2,919
- Two or more races – 115
- Unknown – 80

1% (78) reported as ethnicity unknown

#### Student Gender at Enrollment

- **Male**: 12%
- **Female**: 88%
Students at Program Completion – Demographics
(Total of 3,053 students completed the program, a lower number than enrollments)

2% (63) identified Hispanic or Latino ethnicity, and the following race:
- American Indian or Alaska Native – 0
- Asian – 0
- Black/African American – 0
- Native Hawaiian/Pacific Islander – 0
- White/Caucasian – 12
- Two or more races – 3
- Unknown – 48

96.8% (2,955) identified Not Hispanic or Latino ethnicity, and the following race:
- American Indian or Alaska Native – 5
- Asian – 40
- Black/African American – 1,061
- Native Hawaiian/Pacific Islander – 4
- White/Caucasian – 1,775
- Two or more races – 48
- Unknown – 22

1.1% (35) is reported as ethnicity unknown
Faculty Demographics
(519 Total Faculty)

<1% (3) Hispanic or Latino ethnicity
- White/Caucasian – 1
- Two or more races – 1
- Unknown – 1

95.8% (497) Not Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 1
- Asian – 4
- Black/African American – 57
- Native Hawaiian/Pacific Islander – 1
- White/Caucasian – 431
- Two or more races – 2
- Unknown – 1

3.66% (19) reported as ethnicity unknown

Ages: 4% are 30 and younger; 17% are 31 to 40; 24% are 41 to 50; 17% are 51 to 55; 15% are 56 to 60; 15% are 61 to 65; 4% are 66 to 70; and 3% are 71 or older

Faculty Gender

- Female 95%
- Male 5%

Faculty Highest Academic Degree

- Ph.D. in Nursing – 5
- Doctor of Nursing Practice – 16
- Non-nursing Doctorate – 5
- Master’s (Nursing) – 219
- Master’s (Non-nursing) – 24
- Baccalaureate in Nursing – 250
Faculty and Teaching Assistants Vacancies and Projections

Reasons Faculty and Teaching Assistants Left their Positions

- **Faculty & Teaching Assistants Combined**
  - Workload: 4
  - Returned to Clinical Practice: 51
  - Retirement: 22
  - Personal/Family: 62
  - Compensation: 10
  - Other reasons or unknown: 71

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

- 187 faculty members and 114 teaching assistants anticipate leaving their position in the next 5 years

- 12 programs reported unfilled faculty positions and 6 programs reported unfilled teaching assistant positions due to a lack of qualified applicants
Teaching Assistant Demographics
57 programs reported use of a total of 381 teaching assistants

0.3% (1) Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 0
- Asian – 0
- Black/African American – 0
- Native Hawaiian/Pacific Islander – 0
- White/Caucasian – 1
- Two or more races – 0
- Unknown – 0

96% (366) Not Hispanic or Latino ethnicity, the races of which are reported:
- American Indian or Alaska Native – 0
- Asian – 3
- Black/African American – 46
- Native Hawaiian/Pacific Islander – 0
- White/Caucasian – 293
- Two or more races – 2
- Unknown – 22

3.7% (14) Ethnicity unknown

Teaching Assistant Gender

- Male 6%
- Female 94%

Teaching Assistants Highest Academic Degree

- PhD (Nursing) – 3
- DNP - 4
- Master’s (Nursing) – 78
- Master’s (Non-nursing) – 9
- Baccalaureate in Nursing – 141
- Associate in Nursing – 103
- Nursing Diploma (no academic degree) – 43

Ages: 6% are 30 and younger; 30% are 31 to 44; 18% are 45 to 50; 14% are 51 to 55; 10% are 56 to 60; 13% are 61 to 65; 7% are 66 to 70; 2% are 71 & older
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 156 to 1,055, with an average of 602.81 and a median of 620 hours.
- Laboratory hours ranged from 37 to 365, with an average of 158.19 and a median of 142 hours.

**Clinical Experiences**

- Clinical experience hours ranged from 114 to 565. The average number of clinical hours was 340.27, a decrease from the average of 347 reported in the previous reporting period.

**Clinical Hours**

<table>
<thead>
<tr>
<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>114/565/340.27/350</td>
<td>0/64/14.65/12</td>
<td>0/64/15.49/12</td>
</tr>
</tbody>
</table>

- 18 Programs moved hours between laboratory and clinical within one or more nursing courses.
Most Frequently used Agencies for All Clinical Experiences
- Long Term Care – 434
- Acute Care – 122
- Rehabilitation - 113

Most Frequently used Clinical Agencies for Obstetric Clinical Experience
- Acute Care Facility – 45
- Physician Office/APRN Office – 9
- Community Health Clinic – 5

Most Frequently used Clinical Agencies for Pediatric Clinical Experience
- Public/Private School – 39
- Acute Care – 23
- Physician Office/APRN Office – 5

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

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

Clinical Ratios of Faculty or Teaching Assistant to Students
- 1:4 – 1 program
- 1:5 – 1 program
- 1:6 – 5 programs
- 1:7 – 5 programs
- 1:8 – 34 programs
- 1:9 – 5 programs
- 1:10 – 18 programs

Simulation

44 programs provided any 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 39.41 hours, and a median of 21 hours

Number of Programs Substituting OB and Pediatric Experiences with Mid/Moderate or High Fidelity Simulation

<table>
<thead>
<tr>
<th>Clinical Experience/ Percentage of Substitution</th>
<th>100%</th>
<th>66-99%</th>
<th>31-65%</th>
<th>1-30%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>OB</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>61</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>63</td>
</tr>
</tbody>
</table>

Annual Report Summary: July 1 2017 to June 30, 2018
Capstone/ NCLEX Predictor Use and Practicum

➢ 29 programs concluded with a capstone or practicum clinical experience within the curriculum
   ▪ Capstone clinical ranged from 16 to 160 clock hours

➢ 69 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 – 16
   ▪ Examination passage required (independent of the course) for successful program completion – 12
   ▪ Examination used only for feedback or had no impact on the course grade or successful program completion – 14
   ▪ Examination used for program evaluation and had no impact on grades or successful program completion – 7

➢ 117 students in 21 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 – 43 programs
➢ Other – 8 (Kaplan, NLN Fundamental Exam, Arnett CE, ACE-PN, Lippincott NCLEX PN)

Articulation Agreements

➢ 29 programs have articulation agreements with a pre-licensure RN program

Inter-Professional Education Experiences

➢ 22 programs reported having inter-professional education experiences

Ohio Nurse Competency Model

➢ 13 programs reported implementing the Ohio Nurse Competency Model in its curriculum

Accreditation

➢ Currently ACEN accredited – 3
➢ No programs are currently accredited by NLN CNEA
➢ Considering ACEN accreditation – 14
➢ Considering NLN CNEA accreditation – 6
## Nursing Programs

<table>
<thead>
<tr>
<th></th>
<th>Direct Entry Graduate</th>
<th>Reporting Programs, Enrollment, and Graduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Entry Graduate</td>
<td></td>
<td>Direct Entry Graduate</td>
<td></td>
</tr>
<tr>
<td>2013-2014 . . . 4</td>
<td>2013-2014 . . . 344</td>
<td></td>
<td>2013-2014 . . . 113</td>
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<tr>
<td>2015-2016 . . . 4</td>
<td>2015-2016 . . . 302</td>
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<td>2015-2016 . . . 152</td>
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<tr>
<td>Baccalaureate Degree</td>
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<td>Baccalaureate Degree</td>
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<tr>
<td>2015-2016 . . . 39</td>
<td>2015-2016 . . . 10,468</td>
<td></td>
<td>2015-2016 . . . 3,580</td>
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<tr>
<td>Associate Degree</td>
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<td>Associate Degree</td>
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<tr>
<td>2015-2016 . . . 51</td>
<td>2015-2016 . . . 12,120</td>
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<td>2015-2016 . . . 4,679</td>
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<tr>
<td>Diploma</td>
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<td>Diploma</td>
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<tr>
<td>2015-2016 . . . 8</td>
<td>2015-2016 . . . 358</td>
<td></td>
<td>2015-2016 . . . 149</td>
</tr>
<tr>
<td>Practical - High School</td>
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<td>Practical - High School</td>
<td></td>
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<tr>
<td>2015-2016 . . . 4</td>
<td>2015-2016 . . . 153</td>
<td></td>
<td>2015-2016 . . . 49</td>
</tr>
<tr>
<td>Practical - Adult</td>
<td></td>
<td>Practical - Adult</td>
<td></td>
</tr>
<tr>
<td>2013-2014 . . . 64</td>
<td>2013-2014 . . . 5,780</td>
<td></td>
<td>2013-2014 . . . 3,335</td>
</tr>
<tr>
<td>2015-2016 . . . 63</td>
<td>2015-2016 . . . 5,089</td>
<td></td>
<td>2015-2016 . . . 2,782</td>
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</tbody>
</table>