



BACCALAUREATE PROPOSAL

for the Ohio Department of Higher Education

Bachelor of Science in Nursing

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SECTION 1: EVIDENCE OF NEED

Western and Northwestern Ohio, like all of Ohio, suffers from a chronic and alarming nursing shortage. The Governor's Office of Workforce Transformation lists nurses as the number one in-demand job needing a bachelor's degree for both regions, with more than 1,500 job openings currently, along with growth of more than 200 openings projected for next year.

But hospitals in our ten-county service territory (hereinafter, the "Region") have told us that they believe the shortage is going to get even worse in the near future, as COVID-exacerbated stress and overwork lead to greater-than-expected retirements among experienced nurses. In addition, several hospitals are seeking to increase dramatically the proportion of Bachelor of Science (BSN) prepared nurses in their workforce from the present 40%-50% towards a goal of 80%. Thus, it is reasonable to conclude that the true shortage is likely greater.¹

What is very clear from the data is that existing bachelor's degree nursing programs in the Region are not sufficient to meet our workforce needs. As discussed later in this proposal, the five existing university BSN programs (three pre-licensure, two RN to BSN completion) can be expected to produce at most sixty graduates per year, and a significant number of those will not remain in the Region for employment.

Even stronger and more direct confirmation of our Region's workforce need can be found in the partnership agreements accompanying this proposal. Between all of these agreements combined, our industry partners (which include every hospital in the Region) have committed to hiring annually a total of at least 57 new pre-licensure BSN graduates from Rhodes State, and to placing annually a total of at least 61 associate degree nurses in their current employ into Rhodes State's RN to BSN program option. This documented demand for new BSN nurses from our Region's hospitals outstrips the projected capacity of Rhodes State's proposed program. Justification for the BSN program options is reiterated in the letter of support from Mercy Health St. Rita's:

Offering these programs at Rhodes State would create a steady stream of potential employees that could benefit organizations like ours in Northwest Ohio. These degrees would be offered on the Rhodes State campus, which makes earning the bachelor's degree convenient. Offering them at the Rhodes State tuition rate makes them affordable. Further, offering these degrees on our student-centered campus makes them achievable. All of this adds up to an exciting opportunity for our entire region.

¹ While there was a time when an Associate degree was sufficient for most nursing positions, those days are behind us. According to the American Nurses Association (ANA), a baccalaureate degree is the preferred level of education for entry-level registered nurses.

A variety of factors are influencing this movement, particularly evidence related to better patient outcomes, the ability for hospitals to obtain Magnet Recognition from the ANA, the ability to care for more complex patients, and to establish a leadership pipeline for the future. All of those factors have been cited by our Region's hospitals.

<http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-21-2016/No3-Sept-2016/Registered-Nurses-as-Professionals.html>



It has been suggested that existing BSN programs outside the Region that have fully online formats negate the statutory requirement of an “absence of a bachelor’s degree program that meets the workforce need addressed by the proposed program.” The problem with the suggestion is that it focuses on the first half of the statutory requirement, the “absence of a bachelor’s degree program.” Respectfully, the true focus should be on the second half—that these existing programs “meet[s] the workforce need addressed by the proposed program.”² But the statewide shortage of nurses with a BSN degree—more than 8,300 at last count—continues to grow, despite the best efforts of these existing programs. Ohio needs all of these programs and much more. Rhodes State’s proposed program is intended to supplement, not supplant.

Our workforce partners would also beg to differ with the argument that program slots are fungible between programs. In working with the College to develop this proposal, they identified several characteristics of a BSN program that would meet their workforce needs:

- To ensure quality, a program affiliated with a local ADN program whose graduates have a strong workforce track record for these employers;
- To maximize the number of graduates who remain in the Region for employment and to enhance employment stability in the local hospitals, a program that would attract students who have family and economic ties to the region at an institution whose graduates have a demonstrated propensity to remain in the Region for employment.
- To build personal and employment connections between pre-licensure students and potential local employers, a local program that offers clinical placements and preceptorships with the Region’s hospitals;
- To prepare graduates for work in critical care and step-down units, a program that features a high-end simulation and multi-disciplinary education.
- To adapt to the diverse learning styles of students already in the workforce, a program that provides for in-person, online, and hybrid learning formats.
- To ensure that hospitals can afford to subsidize or underwrite tuition for their employees, a RN to BSN program with a low tuition cost that can be completed in one year; and
- To attract non-traditional students who may already be in the workforce, a program with both a low tuition cost and a shorter time frame to graduation.

²The Ohio Department of Higher Education has previously taken the position that in interpreting Sec. 3333.051(A)(4), not only is a program’s physical location relevant but also whether it is capable of meeting the workforce need. See email from then-ODHE Chief of Staff Matt Whatley to Tom Walsh of the OACC, June 2, 2017 at 10:16 am.

All of these characteristics combine to make Rhodes State the ideal partner for our Region’s employers—and help to explain why generic program slots in another part of the State, even if fully online, would not fill the workforce need in our Region:

- Our ADN students have a first-time passage rate that is significantly better than the State average, and enjoy a good reputation among our Region’s hospitals (see page 21);
- Most of our students come from the Region or have family and economic ties here, and our graduates have demonstrated a strong propensity to remain in the Region for employment (see page 10);
- Every hospital in the Region has committed to provide clinical placements and preceptorships for our pre-licensure BSN and RN to BSN students (see pages 13-14, 42-83);
- Our new, state-of-the-art Borra Center for Health Sciences, gives Rhodes State the unmatched ability to provide high-end simulation and multi-disciplinary education, with advanced training in critical care simulators through the Center’s four simulation suites (medical, ICU, obstetrical, and surgical) (see page 12); and
- Finally, Rhodes State’s proposed program options offer both a very low tuition cost and the shortest practicable time frame to degree attainment.³

Each of these characteristics will be discussed later in this proposal.

³ While tuition cost is not by itself a factor in degree approval by the Department, it is an important consideration for students, especially those who might not traditionally be expected to seek a four-year degree. Lower tuition and a shorter time frame allow prospective students who are already in the workforce a pathway to completion with less employment disruption and/or a reasonable path to degree attainment as a part-time student. In turn, lower tuition expenses and less time away from the working world helps our nursing students create and keep better ties to our region and its employers and removes a non-insignificant debt-based incentive for many local college graduates to leave the Region after graduation to seek higher remuneration in a more metropolitan area. Finally, a lower tuition cost makes it eminently more affordable for healthcare employers in the Region to consider underwriting tuition for their ADN nurse employees who seek a BSN.

1.1 Program Information

In partnership with all of our Region’s hospitals, the College has developed a two-pronged strategy to address their workforce needs:

1. **A RN to BSN degree completion option for board-licensed, associate degree nurses to complete their bachelor’s degree.**

Our industry partners have identified a ready source of potential BSN candidates within their existing workforce: licensed nurses holding only an associate degree. These partners are all willing, even eager, to encourage and find ways to support their employees who pursue the BSN—and in many cases will underwrite at least part of their employees’ tuition cost.

2. **A pre-licensure BSN degree option for nursing students seeking a bachelor’s degree.**

Unfortunately, the Region’s shortage of BSN-degree nurses is too large and chronic to be erased simply by associate degree nurses completing a BSN, even were every such nurse to do so. More pre-licensure BSN degrees must be granted to students who will remain in the Region.

- ***Provide the Name of the proposed Program:***

- Bachelor of Science in Nursing (BSN), with two program options:
 - Pre-licensure BSN
 - RN to BSN completion

- ***Provide the six-digit CIP Code of the proposed program:***

The primary six-digit CIP Code is 51.3801 “Registered Nursing/Registered Nurse.”

The BSN has multiple industry applications and may include the following CIP codes:

51.3813: Clinical Nurse Specialist

Definition: A program that prepares registered nurses to deliver direct patient and client care in clinical settings. Includes instruction in clinical pharmacotherapeutics, advanced clinical practice, holistic nursing, nursing practice and health care policy, administration and consultation services, health assessment, patient stabilization and care, and patient education.

51.3814: Critical Care Nursing

Definition: A program that prepares registered nurses to provide specialized care to patients with life-threatening problems, including those in intensive care facilities and on life support. Includes instruction in adult, neonatal, and pediatric critical care; technical skills; patient monitoring and assessment; normal and abnormal readings; and troubleshooting.

51.3820 Clinical Nurse Leader

Definition: A program that prepares registered nurses for careers as clinical nurse leaders in which they work as part of an interdisciplinary team that provides direct medical care for patients based on evidence-based practice and research. Includes instruction in pharmacology, pathophysiology, epidemiology, research in nursing methods, advanced health assessment, statistics, and clinical practice management.

- ***Provide the names of the AAS program at your college upon which the proposed program is intended to build:***

Rhodes State College's BSN program options are built upon the College's Associate Degree Nursing Program, approved by the Ohio Board of Nursing (OBN) and accredited by the Accreditation Commission for Education in Nursing (ACEN). The College proposes to offer both the pre-licensure BSN program and the RN to BSN completion program.

Upon authorization from the Ohio Department of Higher Education (ODHE) and the Higher Learning Commission (HLC) to offer the BSN degree, Rhodes State College will seek OBN approval and ACEN accreditation. The College will pursue articulation pathways from regional associate degree registered nursing programs as needed. Additional pathways will also be built in conjunction with College Credit Plus (CCP), vocational schools, and nursing pre-apprentice programs that have been established with existing high school partners.

1.2 Workforce Need and Workforce Gap Not Being Met by Existing Programs

- ***Describe the workforce needs and required skills of a regional business or industry and indicate how the proposed program is particularly suited for preparing graduates for careers in that regional business or industry. To substantiate that the need is in an in-demand field with long-term sustainability, submit regional data from the Governor’s Office of Workforce Transformation In-Demand Jobs List (topjobs.ohio.gov) and the regional or local workforce board data as an appendix item.***

According to the [Governor’s Office of Workforce Transformation](#), Ohio has a chronic shortage of nurses, with registered nurses listed as having the highest annual growth among jobs that require a bachelor’s degree. Currently, as of January 4, 2022, Ohio has 8,357 job openings and annual growth of 1,225 positions for nurses. Western and Northwest Ohio showed 1,526 openings and annual growth of 204, both of which far exceed the existing Regional educational capacity. (Refer to [Appendix A](#)). As Lima Memorial Health System (LMHS) noted in its letter of support for Rhodes State’s program, LMHS has “a greater need for BSN graduate nurses than can be met through currently available nursing programs.”

It’s important to note, however, that the true need for BSN-degree nurses is greater than the number of job positions open. LMHS, for example, has noted that only half their need for BSN-degree nurses over the next decade can be filled through new hires. An equal number of their existing ADN-degree nursing workforce also would need to complete their BSN.

Today, the overall BSN rate at LMHS is 54% with only a 40% BSN rate for frontline/direct care staff. This falls short of the Institute of Medicine’s goal by 2020 of 80%. With 500 nurses employed by LMHS, and 25% over the age of 50 and likely to exit the workforce in the next five to ten years, LMHS will likely need to hire more than [one] hundred nurses over the next decade. Even if all of them were to hold a BSN degree, that would still leave us with a need for an additional one hundred or more of our existing nursing staff to complete their BSN. (Refer to [Appendix D](#) for entire letter of support).

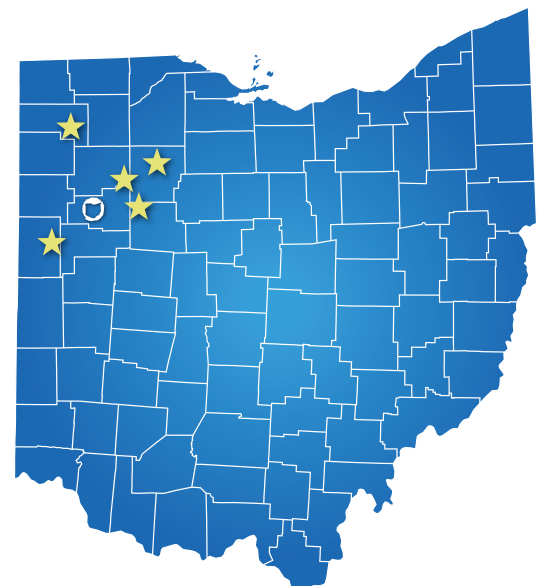
- ***Prior to submission, this proposal must be discussed at a meeting of the community college’s regional educational providers. Discussions among institutional members should address regional workforce needs, benefits to the region, concerns about potential duplication and program overlaps, and options for articulated pathways (2+2 or 3+1), as appropriate. Attach a fact-based summary of the discussion and related documentation (including comments both in favor of and opposed to the program) as well as supportive employers’ data on the collective employment needs as an appendix item.***

Rhodes State College discussed their proposal to offer a BSN degree during a virtual town hall meeting on January 20, 2021. Five regional institutions offering either the pre-licensure BSN or RN to BSN completion were invited and attended the meeting, including: Defiance College (completion), Bluffton University (completion), the University of Findlay (pre-licensure), Wright State Lake Campus (pre-licensure), Ohio Northern University (pre-licensure). OSU-Lima was likewise invited and attended, because of an existing 3+1 MOU between Rhodes State and OSU-Columbus for the online delivery of OSU-Columbus' completion program. In addition, representatives of two BSN programs located outside of the Region also attended the meeting.

Attendees were informed that Rhodes State College had conducted a survey with nine of our local and regional hospitals (Mercy Health, Lima Memorial Health Systems, Blanchard Valley Hospital, Paulding County Hospital, Promedica, IOS, Van Wert Health, Mary Rutan and Ohio Health). In addition, multiple meetings were held with the two largest hospital employers in Allen County (Mercy Health St. Rita's, Lima Memorial Health Systems) concerning BSN education. Responses to the survey and information from discussions with health industry partners supported the need for local, affordable BSN degree options. A fact-based summary of the discussion and the survey can be found in [Appendix B](#).

- ***Describe the specific workforce need and skills gap that is not being met by existing college or university programs (public or private) in your region. List similar bachelor's degrees at public and private colleges and universities in your region and identify, in detail with specific program examples, how they do not meet the regional business and industry needs.***

Nursing is the number-one baccalaureate-level need in both Western and Northwestern Ohio. Unfortunately, the Region's institutions of higher education have not been able to produce BSN graduates in sufficient numbers to erase the gap. Thus, more providers and more programs are needed—not to supplant, but to supplement the work being done in the five Regional nursing programs currently available for pre-licensure BSN or RN to BSN completion. Only one of the five is a public college: Wright State Lake Campus, located 35 miles southwest of Lima, which offers a pre-licensure BSN program. The other four are private: Ohio Northern University and the University of Findlay, located 15 miles east and 35 miles northeast of Lima, respectively, which also offer a pre-licensure BSN; and Defiance College, 50 miles to the north and Bluffton University, 20 miles to the northeast, which both offer an RN-to-BSN.



In the five most recent years for which there is ODHE data (2013 to 2017), Ohio Northern (170 degrees), Defiance College (23) and Wright State Lake Campus (1), collectively granted a total of 194 BSN degrees over that five-year period (see **Table 1: ODHE 5-Year BSN Graduates and Associated Number of Nursing Faculty**).

Table 1: ODHE 5-Year BSN Graduates and Associated Number of Nursing Faculty

Institution	Total # BSN Graduates Over 5 Years	Total # Core Nursing Faculty
Ohio Northern University	170	13
Defiance College	23	1
Wright State Lake	1	2
University of Findlay*	N/A	3
Bluffton University*	N/A	2

* Established after 2013 and would not have produced graduates within the 5-year time frame.

The more recent addition of the University of Findlay’s pre-licensure program (established 2014) and Bluffton University’s RN to BSN program (established 2021) will but slightly help to narrow the gap. The small number of core nursing faculty in each (three at Findlay and two at Bluffton) suggests that the program sizes and number of graduates would be more in line with Defiance College’s RN to BSN program (1 faculty, 23 BSN graduates over five years) and Wright State – Lake’s pre-licensure program (2 faculty, 1 BSN graduate over the five years) than Ohio Northern’s pre-licensure program (thirteen faculty). In any case, even if these two new entrants each were immediately to produce twice the number of annual BSN graduates as Defiance College, the five regional providers would still produce between fewer than 50 graduates per year, which is not anywhere near sufficient to meet our Region’s workforce needs.

What’s more, while our Region’s nursing shortage would remain acute even were all these graduates to remain in Northwest Ohio, it appears that many if not most of them leave the region after graduation to pursue employment opportunities elsewhere. Area hospitals have told us that they see very few graduates from these institutions among their applicant pool. Ohio’s—and in particular, rural Ohio’s and Western/ Northwest Ohio’s—brain drain is real and exacerbates the nursing shortage.

In contrast, Rhodes State’s graduates have consistently demonstrated a very different post-college trajectory, with 87% remaining in Northwest Ohio after graduation. Rhodes States’ more diverse student population includes a greater proportion of non-traditional college students, the vast majority of whom have family, economic, and situational ties to the Region. This “stickiness” of our graduates is one important way that Rhodes State College stands out from existing BSN providers, and was identified by hospitals in our Region as helping to meet their workforce need for graduates who will likely seek employment in the Region after graduation.

Another workforce need identified by our industry partners is a low tuition cost and a time frame to degree attainment that is as short as practicable. While of course tuition cost is not by itself a factor in degree approval by the ODHE, it is an important consideration for students, especially those who might not traditionally be expected to seek a four-year degree. Lower tuition makes a BSN degree affordable to a broader range of prospective students and, together with a shorter time frame, allows prospective students who are already in the workforce a pathway to completion with less employment disruption, as well as a reasonable path to degree attainment as a part-time student. In turn, lower tuition expenses and less time away from the working world helps our nursing students create and keep better ties to our region and its employers and removes a non-insignificant debt-based incentive for many local college graduates to leave the Region after graduation to seek higher remuneration in a more metropolitan area.

Finally, a lower tuition cost makes it eminently more affordable for healthcare employers in the Region to consider underwriting tuition for their ADN nurse employees who seek a BSN—which is itself a major workforce need for them.

As **Table 2** illustrates, Rhodes State College would be the most affordable institution in the Region for both the pre-licensure BSN program and RN to BSN completion program, even with average financial aid and external scholarships applied to reduce overall tuition costs. Rhodes State College has a robust scholarship program to assist current and future nursing students with financial assistance. The average financial aid package awarded to associate degree nursing students is \$1,749.00 per semester and a typical nursing scholarship from the Rhodes State College Foundation is approximately \$1,080.00 per year. From 2017-2021, 236 scholarships were awarded to 236 nursing students (general prep, LPN to ADN transition, and associate degree nursing) from 39 individual scholarship funds totaling \$246,223.49. This total also includes 10 Rhodes State College nursing alumni who were awarded scholarships to pursue their BSN. The College will continue to enhance financial assistance for the proposed pre-licensure BSN and RN to BSN completion programs.

Although not included in **Table 2**, Rhodes State College also compared tuition cost with Western Governors University’s and Ohio University’s online RN to BSN programs. The tuition cost of Rhodes State College’s RN to BSN completion program is more than \$4,000.00 dollars less than that of Western Governors (\$10,425.00) and more than \$1,800.00 dollars less than Ohio University (\$7,440).⁴

⁴Tuition cost from four of the five Regional programs was determined in conversations with the Director of Nursing or a nurse educator at each of the programs. Tuition cost from the remaining Regional program, as well two cited online programs, was determined by review of the respective institution’s website.

Table 2: Cost Comparison of Regional BSN Granting Institutions vs. Rhodes State’s Proposed BSN Program Options

Institution	Pre-licensure BSN (tuition only)	Pre-licensure BSN (tuition after average financial aid or external support)	RN to BSN Completion* (tuition only)	RN to BSN Completion (tuition after average financial aid or external support)
University of Findlay (Tuition information garnered from University webpage)	\$147,712.00	Financial aid and merit scholarships available	N/A	N/A
Ohio Northern University (Tuition verified with Director of Nursing)	\$148,015.00	\$42,415.00	N/A	N/A
Defiance College (Tuition verified with Director of Nursing)	N/A	N/A	\$7,500.00	Military & employer tuition reimbursement available
Bluffton University (Tuition verified with Director of Nursing)	N/A	N/A	\$25,575.00	\$11,794.00
Wright State Lake (Tuition verified with Clinical Instructor/Nursing Educator)	\$27,672.00	Financial aid and merit scholarships available	N/A	N/A
Rhodes State College	\$21,983.018	\$3,671.18	\$5,585.89	Financial aid and scholarships available

* This column assumes that the student has completed at least 90 credit hours before entering the core nursing curriculum (approximately 30 credit hours).

A third important factor that makes Rhodes State stand out from existing BSN providers is the new, state-of-the-art Borra Center for Health Sciences, through which Rhodes State has the ability to provide the high-end simulation and multi-disciplinary education necessary to prepare students for work in critical care and step-down units. Discussions with local hospitals in the Lima region have revealed that BSN graduates are often not prepared to enter acute-care nursing. Advanced training in critical care simulators through Borra Center’s four simulation suites (medical, ICU, obstetrical, and surgical) will create “acute-care and job ready” BSN nurses for our regional hospitals.

Rhodes State’s proposed BSN programs’ affiliation with our existing, strong associate degree nursing program; the fact that our student body is predominantly from the Region, and the propensity of most all our graduates/alumni to remain and work in the Region; our proposed program’s affordable tuition (lower than any existing BSN-degree program in our Region); and the Borra Center collectively make Rhodes State the ideal choice to help meet the workforce needs of our Region’s hospitals as well as an ideal supplement to the Region’s existing BSN programs.



SECTION 2: INDUSTRY PARTNERSHIP



2.1 General Partnership Information

- ***Provide the name(s) of the regional business/industry partner(s) for the proposed program:***

Rhodes State's two BSN program options were developed in collaboration with our industry partners to meet the workforce needs of Northwest Ohio's healthcare employers. These partners include:

1. Blanchard Valley Health Systems
2. Joint Township District Memorial Hospital
3. Lima Memorial Health Systems
4. Mary Rutan Hospital
5. Mercer County Community Hospital
6. Mercy Health, St. Rita's
7. Ohio Health
8. Paulding County Hospital
9. Van Wert Hospital
10. Wilson Health

The partners listed above represent all of the hospitals located within our 10 county geographic service area. All of these partners and employers have made specific commitments in support of Rhodes State's BSN program options.

- ***Submit a copy of the partnership agreement(s) as an appendix item.***

The partnership agreements in [Appendix C](#) demonstrate not only a high demand for new BSN nurses in our region, but also the strong healthcare industry confidence in Rhodes State's nursing program. Each of the ten made commitments to participate in clinical placements and preceptorships. In addition, six made specific annual hiring commitments, as follows:

1. Lima Memorial Health Systems (hire 25 pre-licensure BSN graduates per year, and enroll 25 of their ADN nurse employees into the RN to BSN program option each year)
2. Joint Township District Memorial Hospital (10 pre-licensure BSN graduates per year, 20 RN to BSN)
3. Wilson Health (10 pre-licensure BSN graduates per year, 10 RN to BSN)
4. Blanchard Valley Health Systems (8 pre-licensure BSN graduates per year, 4 RN to BSN)

5. Paulding County Hospital (2 pre-licensure BSN graduates, 2 RN to BSN)
6. Mary Rutan Hospital (2 pre-licensure BSN graduates)

A seventh, Mercy Health, St. Rita's made a more general hiring commitment, stating in their partnership agreement that "The Hospital's need far exceeds the number this program will graduate on an annual basis, so strong consideration will be given to all nursing graduates of Rhodes State College."

● ***Describe current and future employment opportunities with the business/industry partner(s) and within the region. Include the data points that will be collected to track employment outcomes.***

The partnership agreements included in [Appendix C](#) identify the expected current and future employment opportunities from each partner. As detailed above, six out of the ten regional industry partners committed to employment of 57 pre-licensure BSN graduates per year. In addition, five partners committed to enroll 61 of their ADN staff members in Rhodes State's BSN completion option. Finally, all ten committed to providing BSN clinical placements in addition to their existing partnerships with regional institutions, therefore mitigating concern that additional programs will strain the availability of clinical placements. Rhodes State College intends to enroll a total of 20 students each year in the pre-licensure BSN program option which equates to approximately 2.5 clinical groups (8 students per clinical group) which can be easily managed across ten partner facilities.

Remarkably, our healthcare industry partners have committed to hire annually significantly more BSN graduates (57 per year) from Rhodes State than our program at full capacity is designed to produce (15-20 per year, depending on full/part-time status). At the same time, these partners have committed to put 62 of their existing RN workforce through the BSN completion option, which also far exceeds the projected full capacity of 15-20 annually.

Several things seem clear from these partnership agreements: (1) there is a large unmet workforce need in our Region; (2) our Region's hospitals view Rhodes State as able to help meet that need; and (3) our BSN program graduates will have a wealth of job opportunities in our Region in jobs that provide family-sustaining wages, with benefit packages and long-term employment stability.

To help ensure that our BSN programs are adequately meeting the needs of area employers, Rhodes State will annually track key performance indicators including graduation rates, employment rates, geographic displacement, salary ranges, and those students continuing their education. In addition, the College will work closely with local employers to gauge employer satisfaction with graduates through advisory committee groups and annual surveys, and will make program adjustments as needed.

- **Submit letters of support from specific business/industry partners indicating their commitment to train students in an in-demand field and to employ students upon their successful completion of the program as an appendix item. Support letters are expected to detail the partner’s current and future employment needs and to specifically describe the partner’s level of involvement with the proposed program (e.g., participation in curriculum development, participation in program advisory boards, and commitment to providing work-based learning opportunities for students).**

In addition to our partnership agreements summarized above, Rhodes State has also received very positive letters of support from eight out of the ten regional health providers (see [Appendix D](#)). The two regional healthcare providers that did not submit letters of support did sign partnership agreements, and committed to hiring ten BSN graduates. These letters describe several common levels of involvement, including, but not limited to: curriculum advisement, preceptor and clinical placements and employment upon graduation. Both letters from Mercy Health (Mercy Health Defiance Clinic and Hospital (MHD); Mercy Health St. Rita’s (MHSR) Talent Acquisition Recruiter stated:

MMHD/MHSR would absolutely take a virtually unlimited number of preceptors and provide clinicals. The hospital will surely hire as many BSN prepared new graduates as can safely be accommodated.

Because Rhodes State wanted to clearly understand the employment needs and varied levels of support, we included the request for that information within the Partnership Agreements (Refer to [Appendix C](#)).

2.2 Work-Based Learning Experiences

- ***Describe the workforce-based learning experience(s) embedded in the program. Include commitments from business and industry partner(s) as an appendix item.***

Rhodes State's existing ADN and proposed BSN programs incorporate work-based experiences wherein small groups of eight students are supervised by faculty in local clinical settings (in compliance with OBN requirement 4723-5-20). Clinical experiences include a combination of long-term and acute care facilities and reflect contemporary practice and nationally established patient health and safety goals (ACEN Criterion 4.9). During the students' capstone course, they are placed one-on-one with a registered nurse preceptor, which allows the student nurse to carry out the nursing assignment while being supervised by the preceptor for a period of 72 hours.

Some concerns have been raised about whether there are sufficient clinical placements in the Region to absorb a new, full-capacity, pre-licensure BSN cohort of twenty students without either (1) taking placements away from existing (traditional four-year college) pre-licensure programs or (2) restricting the ability of our ADN program to provide the additional placements that would be needed were the ADN program demand to rise.

The answer to whether there are sufficient clinical placements is absolutely yes: With the approach taken by Rhodes State, our Region has a much greater capacity for clinical placements than is commonly recognized or appreciated.

Rhodes State takes better advantage of nursing's 24/7 work schedule and works with a broader spectrum of health care institutional providers.

From the perspective of a traditional, four-year college pre-licensure program, nearly all clinical placements need to be scheduled during traditional classroom hours. For example, many nursing students at the University of Findlay and Ohio Northern University, participate in sports or other extracurricular activities in late afternoons and evenings and so expect to be able to complete their coursework during the regular school day.

And in truth our Region's hospitals do give a preference for weekday, 8-to-5 daytime clinical placements to students in those pre-licensure programs over ADN students, for example. So it is perhaps understandable that four-year colleges might be concerned that any new pre-licensure program would compete for and take away some of those placements.

But that concern is misplaced. Rhodes State has never had an issue with placements, even when all nursing programs in the Region had higher enrollments. In fact, it's a misnomer to describe clinical placements as a "competition" at all: Our clinical instructors and staff work with our Region's hospitals to compromise,

accommodate, and work around the clinical placement needs of students at those universities. In addition, we can and do draw upon a large array of other, non-hospital health care clinical sites.

One way in which the College has accommodated the needs of other universities over the past several years (even prior to the pandemic), is by providing some clinical opportunities in evenings and on weekends. Adding evening and weekend placements has nearly *tripled* the potential hospital clinical placement times from five (M-F, 8-to-5 only) to 14 (M-Su, workday and evenings both).

After all, nursing is anything but a “9 to 5” profession, and Rhodes State students benefit from getting a more well-rounded look at the demands of the profession. In addition, because a large number of our students are older or part-time, may have young families, and/or are already in the workforce, they are more likely to value the flexibility of having an evening or weekend clinical placement that may allow them to work during the day and also can make it easier to find a family member who is able to care for their children while they are in an evening or weekend clinical placement.

Utilizing non-hospital clinical settings is another way that Rhodes State has expanded clinical placement opportunities. At orientation, our nursing students commit in writing to travelling as far as sixty miles for clinical opportunities. That larger radius greatly expands the pool of potential host healthcare institutions. In fact, while ten of our Region’s hospitals have committed to hiring our pre-licensure graduates, *sixteen* have signed affiliation agreements to provide clinical placements to students (both ADN and pre-licensure). What’s more, both ACEN and the Ohio Board of Nursing permit non-hospital placements for clinical courses related to specialties such as long-term care, behavioral health, and pediatrics. Rhodes State has clinical agreements with *forty* such non-hospital institutional health care providers. Finally, the College has not exhausted the available clinical facilities and we continue to add affiliation agreements as new facilities open in our Region.⁵ **Appendix H** contains a list of all 56 clinical placement partners that have signed affiliation agreements with Rhodes State specific to nursing student placements.

Rhodes State has proven that it has clinical placement capacity more than sufficient for both current enrollments in the ADN program and the new pre-licensure program.

In the Fall of 2017, Rhodes State enrolled 105 new ADN students (just three short of the program’s enrollment cap) and provided the required 425 clinical placements for all ADN students enrolled in the program. As clinical placements are provided in groups of eight students and one clinical instructor, the College placed 53 clinical groups that semester. In contrast, current ADN enrollment numbers for the Spring of 2022 require 315 clinical placements (39 placement groups).

⁵ While Rhodes State provides a wealth of nursing clinical placement opportunities within our Region, it is important to note that the College can and does place health sciences program students in experiences out side the region. For example, Respiratory Care and EMS students travel to Columbus (Nationwide Children’s Hospital) for pediatric experiences. Students know up front that they will likely have to travel for clinicals.

Since ADN students and pre-licensure students have exactly the same clinical requirements, it is appropriate to add them together when determining clinical placement needs. When the new pre-licensure program reached full enrollment, the College would need to place nine additional clinical groups per semester (fall and spring). Assuming ADN program enrollments were at the same level as in the current semester, the College would need to place a total of 48 clinical groups to cover both ADN and pre-licensure students—less than the 53 clinical groups that were placed in the Fall of 2017.

Even if RSC would return to maximal enrollment in the ADN program comparable to enrollment in the Fall of 2017, it would not be difficult to place the nine (9) additional clinical groups needed to accommodate the pre-licensure students.

Table 3 details the clinical placements utilized by the ADN program during the current semester. **Table 4** details the clinical placements utilized in Fall 2017, and explains how the College would provide placements for the additional twenty pre-licensure students in three clinical groups.

Table 3: Spring 2022 - 315 clinical placements (39 clinical groups)

Course	Number of Students	Number of Clinical Groups	Required Placement Type and Number of Hours	Sites Used During Spring 2022 to Accommodate Clinical Groups
NSG 1520	49	8	Long term 81 hours	St. Rita's LMH
NSG 1523	56	7	Acute (Hospital) 85.5 hours	St. Rita's Mary Rutan LMH
NSG 1524	58	8	OB: 1 day per week for a 5-week session. Three sessions per term. 41 hours	St. Rita's Wilson LMH
NSG 2521	36	5	Psych: 1 day per week for a 5-week session. Three sessions per term. 41 hours	St. Rita's
NSG 2522	55	8	Acute (Hospital) 110 hours	St. Rita's LMH
NSG 2525	61	8	Adult acute and pediatrics 80 hours	St. Rita's

Table 4: Fall 2017 - 425 placements (53 clinical groups) and plan for placing pre-licensure clinical groups

Course	Number of Students	Number of Clinical Groups	Required Placement Type and Number of Hours	Sites Used During Fall 2017 to Accommodate Clinical Groups	Where 3 additional clinical groups can be placed
NSG 1520	105	13	Long term 81 hours	1. Springview 2. Lima nursing and rehab 3. Meadows of Ottawa 4. Lima Convalescent 5. Cridersville 6. Liberty 7. Richland Manor	RSC has 12 other longterm care facilities to place 3 clinical groups.
NSG 1523	64	8	Acute (Hospital) 85.5 hours	1. St. Rita's 2. LMH 3. Mary Rutan 4. JTDMH 5. Van Wert	RSC has 11 other hospitals to place 3 clinical groups.
NSG 1524	64	8	OB: 1 day per week for a 5-week session. Three sessions per term. 41 hours	1. St. Rita's 2. LMH 3. Wilson	St. Rita's, LMH and Wilson are primary providers of OB clinical rotations. To accommodate 20 additional students, it would require just one clinical instructor, one day a week for 15 weeks. Example: • Group 1 on Tuesday first 5 weeks. • Group 2 on Tuesday weeks 6-10 • Group 3 on Tuesday weeks 7-15
NSG 2521	48	6	Psych: 1 day per week for a 5-week session. Three sessions per term. 41 hours	1. St. Rita's 2. Coleman	We have traditionally relied on St. Rita's, but we have numerous affiliations for psych placements. • 3 other behavioral units • Any memory care unit within the 19 long term care facilities
NSG 2522	80	10	Acute (Hospital) 110 hours	1. St. Rita's (9 groups) 2. LMH (1 group)	We have traditionally relied on St. Rita's and LMH. LMH is willing to place more students. 14 other hospitals available for placements.
NSG 2525	64	8	Adult acute and pediatrics 80 hours	1. St. Rita's 2. Wilson 3. JTDMH 4. RSC Early Learning Center 5. Allen East 6. Bluffton 7. Temple Christian	We have agreements with 13 other hospitals and 13 other specialty areas for pediatrics.

Notes to Table 4:

The pre-licensure BSN program admits students only one time per year during fall semester. The ADN program admits students every semester.

In the fall semester, RSC would need to accommodate three additional clinical groups for the pre-licensure students in NSG 1520, NSG 2521 and NSG 2522 (total of 9 clinical groups). Likewise, in the spring semester, RSC would need to accommodate three additional clinical groups for the pre-licensure students in NSG 1523, NSG 1524, and NSG 2525 (total of 9 clinical groups).

The College's broad array of health care institutional provider partners, the resourcefulness of our clinical instructors and staff, and the flexibility of our students makes us confident that we will be able to provide placements for every clinical group, even should the combined need exceed the Fall 2017 level.

- ***Describe the relationship of the individuals working with students in the workplace-based learning experience to those in the on-campus program (e.g., are they members of the on-campus faculty who also participate in the off-campus experience, or are they individuals employed by the off-campus facility who agree to supervise/mentor students)?***

Students in work-based clinical experiences will be supervised by a combination of on-campus full-time faculty and off-campus adjunct faculty who supervise and mentor the students. Students entering into their preceptorship experience are partnered with a non-faculty, BSN-or-greater-degreed registered nurse from our healthcare facilities. Additional internship opportunities are planned with nurses working in our partnering healthcare facilities in specific specialty areas such as nursing supervisors, unit managers, rapid response nurses, critical care nurses, and nurse educators.

- ***Provide a description of the mechanisms used to measure the success of the workplace-based learning experience. Indicate how faculty members on the main campus are involved in monitoring and improving the experience.***

All nursing students are evaluated by their immediate clinical instructor during their work-based learning experience, as required by 4723-5-20 (A) of the Ohio Administrative Code and ACEN Criterion 4.9. The clinical evaluation tool is reviewed and approved by the on-campus full-time faculty member who is in the lead position for the clinical course being evaluated. Preceptorship experiences are monitored by the students' clinical instructor and the BSN program administrator. Successful completion of each workplace-based learning experience is required before advancement to the next level NSG clinical course. Registered nurse preceptors and nursing staff leadership involved in the students' capstone course will be selected among candidates recommended by their unit manager.

SECTION 3: INSTITUTIONAL CAPACITY

- ***Describe the faculty capacity for the proposed program. Include numbers for existing faculty, and faculty that will be hired.***

One hallmark of the quality of Rhodes State’s nursing faculty is our ADN nursing students’ first-time NCLEX-RN pass rates in 2020 of 88.79%, well above both the State of Ohio’s average pass rate of 84.41% and the National pass rate of 86.58%. As of September 10, 2021, the first-time NCLEX-RN pass rate for the cohort graduating in May 2021 was 93.75%. Both the 2020 and 2021 pass rates exceed the requirements set forth in rule 4723-5-23 of the Ohio Administrative Code and ACEN Criterion 6.2.^[6]

Each of RSC’s 31 current faculty meets or exceeds the minimum requirements necessary for curriculum development and delivery required of a BSN program (Ohio Administrative Code 4723-5-10, ACEN Criterion 2.1-2.10, ODHE Guidelines for Academic Program Review, p.8). The nursing department is comprised of seventeen full-time faculty members, three with doctoral level degrees and fourteen with a master’s degree. There are also fourteen part-time/adjunct instructors who primarily instruct in the campus laboratory or clinical setting, twelve of whom hold a master’s degree and two with a doctorate.

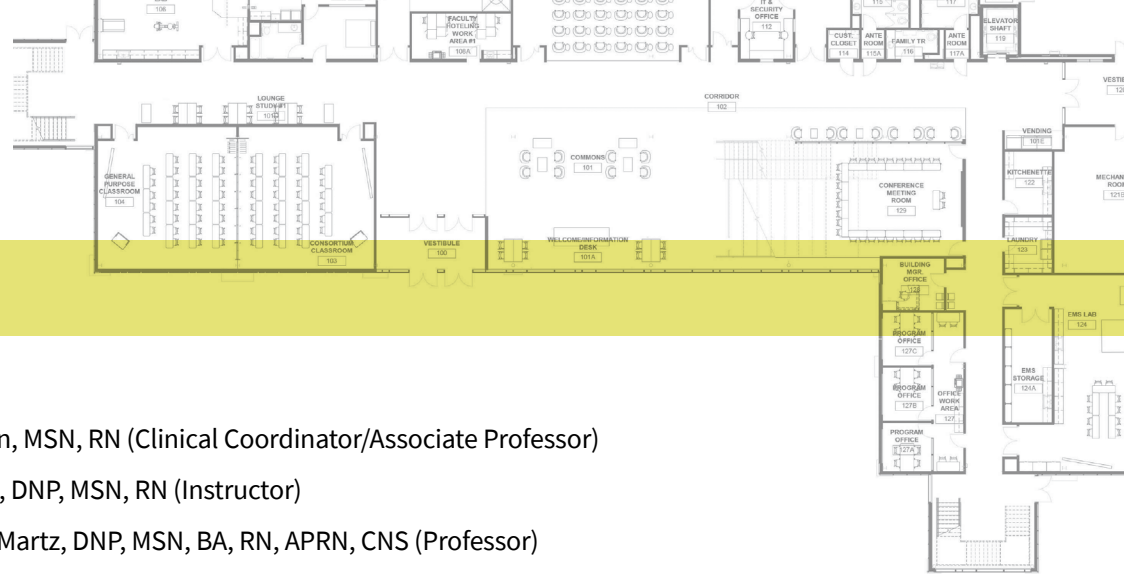
Students enrolled into the proposed BSN programs will have access to highly qualified educators whose area of specialty aligns with the program objectives. Rhodes State anticipates hiring four additional full-time faculty, two for the pre-licensure program and two for the RN to BSN completion program, to complement our current faculty. While some regions of the state may have difficulty attracting qualified faculty, Rhodes State College has never experienced difficulty in doing so. Rhodes State College receives an average of 11 qualified applicants for each nursing faculty job posting. Therefore, the proposed BSN programs at Rhodes State College should have a minimal adverse effect on the availability of qualified faculty for existing programs.

The following is a list of Rhodes State nursing faculty members:

Full-Time:

1. April Bates, MSN/Ed, RN, CNE (Instructor)
2. Martha Butler, MSN/Ed, RN (Associate Professor)
3. April Fischer, MSN, RN (Instructor)
4. Anne Hammersmith, MS, RN (Instructor)
5. Melissa Harvey, Ed.D., MSN, RN, CNE (Chair of Nursing Services)
6. Amanda Hoskins, MSN, RN (Instructor)
7. René Huffman, MSN, RN (Instructor)

⁶Subsequent to the writing of this report, 2021 First-time Pass Rates for May graduates dropped. From our review, this drop in pass rates is attributed to the fact that these students took advantage of temporary licensure available through the State of Ohio for a declared emergency. This led students to working heavier pandemic-related work hours of over 40 hours a week, rather than devoting time to NCLEX-RN preparation. With the temporary licensure no longer in effect, the College believes that it will return to pass rates that are above the state average.



8. Petra Linnon, MSN, RN (Clinical Coordinator/Associate Professor)
9. Lori Ludwig, DNP, MSN, RN (Instructor)
10. Jacqueline Martz, DNP, MSN, BA, RN, APRN, CNS (Professor)
11. Brady Pickford, MSN, RN (Instructor)
12. Tammy Segovia, MSN/Ed, RN (ADN Program Administrator)
13. Jill Sell, MSN, RN (Instructor)
14. Monica Slattman, MSN, MEd, RN (Professor)
15. David Thornton, MSN, MHA, RN (Assistant Professor)
16. Alexis Verhoff, MSN, RN (Instructor)
17. Kimberly Wright, MSN, RN, PCCN (Laboratory Coordinator/Instructor)

*All curriculum vitae and resumes of full-time faculty are included in [Appendix E](#).

Part-Time/Adjunct Faculty:

1. Mary Coleman, MSN, RN (Instructor/Nursing Lab)
2. Christina Frymyer, MSN, RN (Clinical Instructor)
3. April Hamel, MSN, RN (Clinical Instructor)
4. Jim Hoffman, MSN, RN, CNE (Instructor/Nursing Lab)
5. Hazel Holmes, DNP, MSN, RN (Instructor)
6. Michelle Klaus, MSN, RN (Clinical Instructor)
7. Melissa Maag, MSN, APRN, FNP-BC (Clinical Instructor)
8. Terrie McDougale, MSN, RN (Clinical Instructor)
9. Brittney Moore, MSN, RN (Clinical Instructor)
10. Julie Osenga, MSN, RNC-EFM (Clinical Instructor)
11. Carol Schmidt, MS, BSN, RN (Instructor/Nursing Lab)
12. Larissa Simpson, MSN, RN (Clinical Instructor)
13. Elizabeth Spradlin, Ed.D., MS, BSN, RN (Clinical Instructor)
14. Elizabeth Wagner, MSN, RN (Clinical Instructor)

Faculty members demonstrate a variety of professional activities which include, but are not limited to, nursing practice, completion of continuing education, post-master's work, volunteer work, and research. Their personal/professional goals exemplify strategies for attaining scholarship, incorporating evidence-based practices in the classroom and clinical setting and contributing to the achievement of the College's strategic plan.

● ***Describe the financial capacity for the proposed program.***

Rhodes State College has a strong financial composite score, achieving the maximum 5.0 in 2019 and 4.4 in 2020, with the maximum 5.0 projected for 2021 as well.

In addition, the College's nursing department possesses the financial capacity to deliver both program options efficiently from the onset. Revenue for both of its two current programs (practical nursing and ADN) exceeds expenditures. For the two proposed BSN programs, anticipated annual expenditures will be fully covered by program revenues – starting in the first semester of its first year in operation.

(Refer to [Appendix F](#)).



- ***Describe the facilities and equipment capacity for the proposed program.***

Nursing students will have general education coursework on the main campus with labs and simulation activities conducted at the newly-opened Borra Center for Health Sciences, a 50,000 square foot center housing hands-on laboratories for Nursing, Respiratory Care, Emergency Medical Services, Physical Therapist Assistant, and Occupational Therapy Assistant. Located within five miles of the main campus, this state-of-the-art facility contains an Anatomage virtual dissection table, a nine-panel collaborative video wall (MultiTaction), a four-room high-fidelity clinical simulation center equipped with four debriefing rooms, a 16-bed nursing lab, and six additional classrooms. View the video of the Borra Center for Health Science Education at <https://youtu.be/NdwoFxFN638>

On the main campus, students will enjoy a wide variety of academic experiences, student services, and amenities. The main campus is comprised of ten buildings and sits on 565 acres ([See RSC's virtual tour](#)).

- ***In addition to allowable tuition, will additional program fees be required for students in the proposed program? If so, please describe.***

The pre-licensure BSN program will require fees similar to those charged in the ADN Program: lab fees, uniform fees, drug screening, and compliance tracking fees (background check, physical exam, vaccination record, CPR, and nurse aid training certificate records). The RN to BSN program does not require these additional fees.

- ***Provide a budget that addresses the up-front investment required to establish the proposed program.***

The College does not anticipate a significant increase in cost associated with the startup of the BSN program as it will be built upon the financially-stable existing practical nursing and ADN programs. Funding has already been secured for the required new equipment for the Borra Center for Health Sciences along with the continuation of robust library resources currently accessible to students through Ohio link. Thus, the main new cost will be the hiring of two additional full-time, appropriately-credentialed faculty for each program. The entire salary cost of these new hires (projected at \$108,800 for each program) will be covered by the program revenue once the program is approved, open and has enrolled its first cohort of students. The College has agreed to defray their salary in the interim using existing operational dollars. No new administrative positions will be created.

- ***Please provide revenue and expense information that tracks how many years it will take for revenue derived from the program to exceed program expenses.***

As shown in the following fiscal impact statements (**Table 5** and **Table 6**), revenues for each program will exceed expenses every year—including the first year of operation.

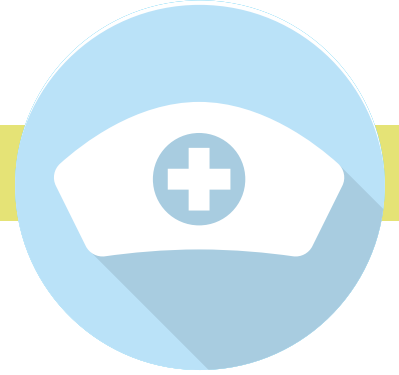
**Table 5: Fiscal Impact Statement for New Degree Programs
Pre-Licensure BSN**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
New Students				
I. Projected Enrollment (new plus continuing students)				
Head-count full time	10	20	30	30
Head-count part time	10	20	30	30
Full Time Equivalent (FTE) enrollment	22.5	44	60	60
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$121,628	\$237,851	\$324,342	\$324,342
Expected state subsidy (public institutions only)	\$74,403	\$180,813	\$269,581	\$269,581
Externally funded stipends, as applicable	0	0	0	0
Other income (if applicable, describe in narrative section below)	0	0	0	0
Total Projected Program Income	\$196,031	\$418,664	\$593,923	\$593,923
III. Program Expenses				
New Personnel				
• Instruction (technical, professional and general education)				
Full <u> 2 </u>				
Part Time _____				
• Non-instruction (indicate role(s) in narrative section below)				
Full _____				
Part time _____				
	\$100,800	\$100,800	\$100,800	\$100,800
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (if applicable, describe in narrative section below)*	\$52,092	\$101,868	\$138,911	\$138,911
Total Projected Expense	\$152,892	\$202,668	\$239,711	\$239,711

**Table 6: Fiscal Impact Statement for New Degree Programs
RN to BSN**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
New Students				
IV. Projected Enrollment				
Head-count full time	10	10	10	10
Head-count part time	10	10	10	10
Full Time Equivalent (FTE) enrollment	25	25	25	25
V. Projected Program Income				
Tuition (paid by student or sponsor)	\$135,142.50	\$135,142.50	\$135,142.50	\$135,142.50
Expected state subsidy (public institutions only)	\$110,479.50	\$110,479.50	\$110,479.50	\$110,479.50
Externally funded stipends, as applicable	0	0	0	0
Other income (if applicable, describe in narrative section below)	0	0	0	0
Total Projected Program Income	\$245,622	\$245,622	\$245,622	\$245,622
VI. Program Expenses				
New Personnel				
• Instruction (technical, professional and general education)				
Full <u> 2 </u>				
Part Time _____				
• Non-instruction (indicate role(s) in narrative section below)				
Full _____				
Part time _____				
	\$100,800	\$100,800	\$100,800	\$100,800
New facilities/building/space renovation (if applicable, describe in narrative section below)	0	0	0	0
Scholarship/stipend support (if applicable, describe in narrative section below)	0	0	0	0
Additional library resources (if applicable, describe in narrative section below)	0	0	0	0
Additional technology or equipment needs (if applicable, describe in narrative section below)	0	0	0	0
Other expenses (if applicable, describe in narrative section below)*	\$57,879.46	\$57,879.46	\$57,879.46	\$57,879.46
Total Projected Expense	\$158,679.46	\$158,679.46	\$158,679.46	\$158,679.46

SECTION 4: PROGRAM INFORMATION



Rhodes State has designed cost- and time-efficient BSN programs that build upon the existing, high-quality ADN curriculum. The ADN Program at Rhodes State College is approved by the OBN and accredited by ACEN. The program was recently reviewed by ACEN in March 2021 and OBN in October 2021, with both site visits granting maximum length accreditation and compliance with all standards, including program outcomes related to graduation, retention and employment rates. **Table 7** provides detailed enrollment, retention, and graduation data for each academic year 2014-2015 to 2020-2021. Students are admitted twice a year (fall and spring semesters). Rhodes State College's enrollment in the Associate Degree Nursing Program (ADN and LPN to RN transition students) has remained consistent from 2014-2021. As shown in the table below, the ADN program averages an enrollment of approximately 175 students per academic year (fall and spring semester cohorts combined) with a consistent graduation rate between 59-68% of the cohort. Retention rates reflect a similar trajectory as graduation rates.

The core mission of Rhodes State College is to meet the workforce demands of the community. Thus, Rhodes State College will continue to offer its accredited ADN program to meet the frontline RN demands in the Lima region and the BSN programs will help address the need for bachelor's degree nurses to hit the ground running.



**Table 7: Associate Degree Nursing enrollment, retention, and graduation data
Includes ADN and LPN to RN transition students**

Semester Admitted	15th Day Enrollment	Graduation Rate	*Retention
Fall 2014	106	67.92%	
Spring 2015	89	60.67%	
2014-2015 Total	195	64.62%	58.9%
Fall 2015	98	72.45%	
Spring 2016	86	58.14%	
2015-2016 Total	184	65.76%	59.2%
Fall 2016	85	71.76%	
Spring 2017	70	64.29%	
2016-2017 Total	155	68.39%	62.3%
Fall 2017	105	59.05%	
Spring 2018	81	59.26%	
2017-2018 Total	186	59.14%	62.3%
Fall 2018	95	In progress	
Spring 2019	95	In progress	
2018-2019 Total	190	In progress	60.0%
Fall 2019	100	In progress	
Spring 2020	74	In progress	
2019-2020 Total	174	In progress	61.7%
Fall 2020	78	In progress	
Spring 2021	69	In progress	
2020-2021 Total	147	In progress	62.9%

*Retention rates are reported on individual student SN file enrollment from Fall term to Fall term and based on HEI coded Freshman students in CIP codes 51.1105 and 51.3801.

Notably, both BSN programs are designed to get critically-trained nurses into the workforce in a shorter amount of time than normal, with the pre-licensure BSN taking just three years, rather than the usual four years at most institutions, and the RN to BSN completion program taking only one year. Rhodes State College has also strategically considered the mode of delivery for each program option. Out of the 35 courses in the pre-licensure BSN program, Rhodes State College anticipates 74% of the projected program to be in-person, in a traditional face-to-face format, with 9% hybrid and 17% online. Six out of the nine new nursing courses will be offered on-line, while the other three courses will be offered in a hybrid format to enable students to complete critical care simulations in the Borra Center for Health Sciences. General education courses and electives will be available both online and face-to-face, to meet student preferences.

Rhodes State College acknowledges that there are a significant number of BSN completion programs approved to operate in the state of Ohio that are available to students in a fully online format. However, hospitals in our region have expressed their preference that online format classes be supplemented with hands-on opportunities for training in simulations to help prepare the BSN graduate to employ well-developed clinical judgments when providing nursing care. Based on this feedback from our regional partners, 82% of the BSN completion program will be offered online and the remaining 18% will be offered in a hybrid format incorporating the hands-on simulation resources available in our state-of-the-art Borra Center for Health Sciences. This unique training opportunity distinguishes Rhodes State College's BSN completion program from other online programs in the state and meets our regional employers' needs for more training in clinical judgment. The mode of delivery is designated with each course in the curricular plan of study for both BSN program options (refer to pages 31-32).

- ***Provide the learning outcomes of the program. Note: If existing bachelor's degree programs might appear to be duplicative, please list them and describe how the learning outcomes of the proposed program differ from the learning outcomes of existing programs.***

The end of program learning outcomes for the pre-licensure BSN (ACEN Criterion 4.2 and 6.1) and RN to BSN completion programs are measured once students begin the NSG 3000 and 4000 level courses and include the following:

1. Exemplifies professional leadership characteristics.
2. Integrates evidence-based practice into the care of patients.
3. Designs strategies to promote quality and safety in the care of patients.
4. Promotes communication, teamwork and collaboration with the healthcare team.
5. Coordinates individualized patient-centered care.
6. Utilizes informatics and technology in the care of patients.

● ***Provide the proposed course sequence and course descriptions.***

The curriculum for the BSN program builds upon the established courses offered in the ADN program and adds nine new required courses ([Appendix G](#)). These nine new bachelor-level courses were developed based upon BSN curriculum requirements and our review of BSN programs offered at other institutions and are in compliance with OBN rules and regulations (Rule 4723-5-13) and ACEN curriculum Criteria 4.1-4.11. These nine new courses will also be included in the required curriculum for the RN to BSN completion program.

The BSN degree's required general education courses already exist within the catalog of courses offered at Rhodes State. Faculty who teach these general education courses within the College are appropriately credentialed and meet the minimum requirements to teach in the arts, sciences, and humanities realm. The draft curriculum is as follows:



THREE YEAR “PRE-LICENSURE” BSN CURRICULUM PLAN

First Year, Semester 1 (fall)

SDE 1010 First Year Experience (IP)	1 credit
BIO 1110 Anatomy & Physiology I (IP)	4 credits
COM 1100 English Composition (IP)	3 credits
DTN 1220 Principles of Nutrition (IP)	2 credits
BHS 2110 Growth and Development (IP)	2 credits
*Select elective from approved course list (IP)	3 credits

Total 15 credits

First Year, Semester 2 (spring)

BIO 1120 Anatomy & Physiology II (IP)	4 credits
PSY 1010 General Psychology (IP)	3 credits
SOC 1010 Sociology (IP)	3 credits
MTH 1260 Statistics (IP)	3 credits
BHS 1711 Pathophysiology (IP)	2 credits

Total 15 credits

First Year, Semester 3 (summer)

BIO 1400 Microbiology (IP)	4 credits
PSY 1730 Abnormal Psychology (IP)	3 credits
COM 2110 Public Speaking or or COM 2213 Verbal Judo (IP)	3 credits
BHS 2120 Introduction to Nursing (IP)	2 credits
*Select elective from approved course list (IP)	3 credits

Total 15 credits

Second Year, Semester 1 (fall)

NSG 1510 Fundamentals of Nursing (IP)	6 credits
NSG 1721 Pharmacology (IP)	2 credits
CHEM 1110 Chemistry (IP)	4 credits

Total 12 credits

Second Year, Semester 2 (spring)

NSG 1523 Adult Health Nursing I (IP)	6 credits
NSG 1524 Care of the Childbearing Family (IP)	3 credits
NSG 3010 Evolving Roles in Professional Nursing (OL)	3 credits
NSG 3020 Healthcare Research in Evidence-Based Practice (OL)	3 credits

Total 15 credits

Second Year, Semester 3 (summer)

NSG 3030 Nursing Informatics in a Technological Healthcare Community (OL)	3 credits
NSG 3040 Nursing Leadership and Management (OL)	4 credits
CHM 1120 Organic Chemistry (IP)	4 credits
*Select elective from approved course list (IP)	3 credits

Total 14 credits

Third Year, Semester 1 (fall)

NSG 2521 Psychosocial Nursing (IP)	3 credits
NSG 2522 Adult Health Nursing II (IP)	6 credits
NSG 4010 Advanced Health Assessment for Individuals and Families (HY)	3 credits
NSG 4020 Birth to Middle Age Nursing Care in a Global Community (OL)	3 credits
NSG 4021 Gerontological Nursing Care in a Global (OL)	3 credits

Total 18 credits

Third Year, Semester 2 (spring)

NSG 2525 Foundations of Nursing (IP)	9 credits
NSG 4011 Advanced Health Assessment for Complex Health Disorders (HY)	3 credits
NSG 4030 Capstone in Professional Nursing (HY)	6 credits

Total 18 credits

Total Program Credit hours: 122

Breakdown of Credit Hours:

General Education Courses (Complies with ODHE Guidelines, p. 63)	47 Credit Hours
Basic Related Courses	9 Credit Hours
Nursing (NSG) Technical Courses	66 Credit Hours

Total Program Hours: 122 Credit Hours

IP: in-person
OL: on-line
HY: Hybrid

ONE YEAR RN TO BSN CURRICULUM PLAN

The proposed RN to BSN is based upon an accelerated one-year platform, which is designed to facilitate critically trained nurses into the workforce in a shorter amount of time. The draft curriculum is as follows:

First Semester (fall)

1st 8 weeks

NSG 3010 Evolving Roles in Professional Nursing (OL)	3 credits
NSG 3020 Healthcare Research in Evidence-Based Practice (OL)	3 credits

2nd 8 weeks

NSG 3030 Nursing Informatics in a Technological Healthcare Community (OL)	3 credits
NSG 3040 Nursing Leadership and Management (OL)	4 credits

Half- or Full-Term selection

CHM 1110 Chemistry (OL)	4 credits
PSY 1010 General Psychology or SOC 1010 Sociology (OL)	3 credits

Total 20 credits

Second Semester (Spring)

1st 8 weeks

NSG 4010 Advanced Health Assessment for Individuals and Families (HY)	3 credits
NSG 4020 Birth to Middle Age Nursing Care in a Global Community (OL)	3 credits

2nd 8 weeks

NSG 4011 Advanced Health Assessment for Complex Health Disorders (HY)	3 credits
NSG 4021 Gerontological Nursing Care in a Global Community (OL)	3 credits

Half- or Full-Term selection

*Select elective from approved course list (OL)	3 credits
CHM 1120 Organic Chemistry (OL)	4 credits

Total 19 credits

Third Semester (Summer)

NSG 4030 Capstone in Professional Nursing (HY) 6 credits

Half- or Full-Term selection

*Select elective from approved course list (OL)	3 credits
*Select elective from approved course list (OL)	3 credits
COM 2110 Public Speaking or COM 2213 Verbal Judo (OL)	3 credits
PSY1730 Abnormal Psychology (OL)	3 credits

Total 18 credits

Total Program Credit Hours: 57

Breakdown of Credit Hours:

35 Technical NSG credit hours from an accredited associate degree or diploma in nursing programs

56 credit hours (minimum of 9 credit hours from RSC) from general education and applied education/basic related courses

31 credit hours from Rhodes State College's RN to BSN NSG core program courses

*Approved Elective Course List for both the BSN and RN to BSN Programs:

Minimum of 6 credit hours must come from the arts and humanities:

• HST 2300 Technology and Civilization	3 credits
• HST 2510 History of Latin American	3 credits
• HST 2521 Women in World History	3 credits
• LIT 2210 Introduction to Literature	3 credits
• LIT 2227 Literature of Graphic Novels	3 credits
• LIT 2228 African American Literature	3 credits
• LIT 2250 The American Short Story	3 credits
• LIT 2260 Fantasy Literature	3 credits
• LIT 2301 British Literature I	3 credits
• PHL 1011 Introduction to Philosophy	3 credits
• POL 1010 Introduction to Political Science	3 credits

Minimum of 3 credit hours must come from the social & behavioral sciences:

• PSY 2200 Social Psychology	3 credits
• SOC 1200 Death and Dying	3 credits
• SOC 1320 American Cultural Diversity	3 credits
• SOC 2211 World Religions	3 credits
• SOC 2300 Social Problems	3 credits

Comparison of Rhodes State’s BSN Program Options to Other Regional Programs

The Rhodes State College curriculum for both the Pre-licensure BSN and RN to BSN Programs feature many of the same high-quality attributes as their four-year institution counterparts. However, RSC’s curriculum also features specific in-demand preparation that the region’s healthcare partners seek in their entry level BSN prepared nurses. By comparing actual course material based on catalog course descriptions, Rhodes State’s curriculum demonstrates a distinction in the evolving roles of the professional nurse and advanced health assessment in complex health disorders (critical care). These distinctions are designed to meet the industry identified needs and evolving nature of the nursing profession. **Tables 8 and 9** identify the key differences between Rhodes State’s curriculum and the regional program providers.



Table 8: Rhodes State Curriculum Differences – Pre-licensure BSN

Institution	Ohio Northern University	University of Findlay	Wright State University
Degree Name	BSN	BSN	BSN
Course: NSG 3010 Evolving Roles in Professional Nursing			
Course: NSG 3020 Healthcare Research in Evidence-Based Practice			
Course: NSG 3030 Nursing Informatics in a Technological Healthcare Community			
Course: NSG 3040 Nursing Leadership and Management			
Course: NSG 4010 Advanced Health Assessment for Individuals and Families			
Course: NSG 4020 Birth to Middle Age Nursing Care in a Global Community			
Course: NSG 4021 Gerontological Nursing Care in a Global Community			
Course: NSG 4011 Advanced Health Assessment for Complex Health Disorders			
Course: NSG 4030 Capstone in Professional Nursing			
Key Differences	No course specific to role of professional nurse. No critical/complex care. Traditional capstone.	No course specific to role of professional nurse. No critical/complex care. Traditional capstone.	No course specific to role of professional nurse. Limited Informatics in Healthcare Technology. Traditional capstone.
% of Overlap	67%	67%	67%

Courses that match in both content and/or contextualization between the institutions

Courses that share similar content with the Rhodes State proposed courses, but lack the contextualization of concepts

Courses or content that is unique to Rhodes State College curriculum

Table 9: Rhodes State Curriculum Differences – RN to BSN completion

Institution	Bluffton University	Defiance College	The Ohio State University
Degree Name	RN to BSN (1+2+1)	RN to BSN	RN to BSN
Course: NSG 3010 Evolving Roles in Professional Nursing			
Course: NSG 3020 Healthcare Research in Evidence-Based Practice			
Course: NSG 3030 Nursing Informatics in a Technological Healthcare Community			
Course: NSG 3040 Nursing Leadership and Management			
Course: NSG 4010 Advanced Health Assessment for Individuals and Families			
Course: NSG 4020 Birth to Middle Age Nursing Care in a Global Community			
Course: NSG 4021 Gerontological Nursing Care in a Global Community			
Course: NSG 4011 Advanced Health Assessment for Complex Health Disorders			
Course: NSG 4030 Capstone in Professional Nursing			
Key Differences	No course specific to role of professional nurse. No critical/complex care. Traditional capstone.	No course specific to role of professional nurse. No critical/complex care. Traditional capstone.	No course specific to role of professional nurse. Limited Informatics in Healthcare Technology. Traditional capstone.
% of Overlap	78%	67%	89%

Courses that match in both content and/or contextualization between the institutions

Courses that share similar content with the Rhodes State proposed courses, but lack the contextualization of concepts

Courses or content that is unique to Rhodes State College curriculum

- ***If students will earn industry-recognized credentials as a part of the program, please identify those credentials.***

Students who successfully complete the proposed BSN program will be eligible to apply and take the NCLEX-RN in order to obtain their RN license through the State of Ohio or any other State or territories in the Nation.

Students who successfully complete the RN to BSN program already have their RN licensure but will gain the BSN credentials.

- ***Is programmatic/specialized accreditation for the program? If so, please indicate the accreditor and the time line for seeking accreditation.***

Upon authorization by the Chancellor, Rhodes State will complete the Application for New Education Program Proposal through the OBN for initial approval of the pre-licensure BSN program, along with an application to the HLC for offering a bachelor's degree program.

In addition, Rhodes State's ADN program is accredited by ACEN, and Rhodes State will seek ACEN accreditation for the two new BSN programs, and anticipates submitting a Candidacy Eligibility Application (CEA) upon gaining program approval of the BSN program from the Ohio Board of Nursing.

APPENDICES

APPENDIX A: Regional Workforce Data

APPENDIX B: Summary of January 20, 2021 Town Hall Discussion

APPENDIX C: Partnership Agreements – Specific Annual Hiring and Clinical Placement/
Preceptor Commitments

APPENDIX C: Partnership Agreements – General Hiring Intentions and Clinical Placement/
Preceptor Commitments

APPENDIX C: Partnership Agreements – Clinical Placement/Preceptor Commitments

APPENDIX D: Regional Health Care Partners' Letter of Support

APPENDIX E: Faculty Credentials

APPENDIX F: Fiscal Impact

APPENDIX G: Detailed Course Descriptions

APPENDIX H: NSG Clinical Affiliations by Setting Type

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