



GOOD SAMARITAN COLLEGE
OF NURSING AND HEALTH SCIENCE

Environmental Scan 2011

compiled in preparation for GSC's
next strategic plan, 2012 to 2014

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GSC background

Good Samaritan College of Nursing and Health Science (GSC), a subsidiary of TriHealth, Inc. and Good Samaritan Hospital, is a private, not-for-profit institution of higher education located in Cincinnati, Ohio. The College, which serves the tri-state region of Southwestern Ohio, Northern Kentucky, and Southeastern Indiana, is committed to being the regional leader in providing nursing and health care education in a unique Catholic and hospital-based collegiate environment.

Good Samaritan College of Nursing and Health Science has its origins in the Good Samaritan Hospital School of Nursing, an institution established in 1896. In 1998, administrators and faculty of the former *School* of Nursing began discussing the changing needs of both aspiring health care professionals and the Greater Cincinnati community. As a result, the administration and faculty unanimously approved the formation of a collegiate institution and sought authority to offer an associate degree program. The Ohio Board of Nursing granted approval for the associate of applied science in nursing degree in September 2001. The Ohio Board of Regents granted approval for the College and the Certificate of Authority to grant that degree, effective December 13, 2001. Thus, with these approvals, the College awarded its first associate of applied science in nursing degrees to the December 2001 graduating class.

GSC currently has one major program of study, nursing, culminating in the associate of applied science in nursing degree. The College supports two academic departments, General Education and Nursing. GSC views itself as a collegiate institution producing *generally educated* graduates who are qualified nurses. Thus, the General Education goals are the overarching goals for which all programs and departments are responsible and under which all other goals fall. Courses offered through the General Education Program provide students with educational diversity and increased depth of knowledge, as well as establish the foundation for nursing education. These courses also fulfill the transfer module of the Ohio Board of Regents.

Numerous tables and charts depicting GSC data and information appear in the appendices.

A strategic plan establishes the basis for measuring institutional effectiveness. Institutional effectiveness is attained when an organization can conclusively document that it achieved the purposes set forth in its mission. Realization of established outcomes is the ultimate evidence that an institution is, in fact, effective; and these outcomes must align with the needs and expectations of the institution's constituents. Simple measures are not a substitute for true institutional effectiveness. Indicators of success link expected outcomes to the institutional mission. Further, indicators – as with outcomes – must connect to the needs of constituents.

Internal constituents:

- Students
- Faculty and staff
- College Board of Trustees

External constituents:

- Prospective students
- TriHealth, Inc.
- Employers
- Alumni
- Accreditation agencies
- Government agencies
- Higher education institutions (baccalaureate plus)
- Secondary schools

The vision and mission of Good Samaritan College were established during GSC's nascent days as a collegiate institution. As a first step in the developing the next strategic plan, it is suggested that the College engage its constituents in revising these statements to better reflect *how, or for what, the college wants to be known* [vision] and *how it expects to achieve its vision* [mission]. These statements need to be written in a manner that truly reflects constituent needs and expectations while also considering the strengths, limitations, and aspirations of the College; and these statements must be written so that GSC can assess institutional effectiveness beyond simple measures. A strategic plan cannot succeed unless it is derived from a clear vision of what the organization will look like at a specific point in the future (Mittenthal, p. 6).

The information that follows will provide the basis for establishing the challenges GSC faces and the opportunities to pursue. These challenges and opportunities will dictate the strategic direction of the institution in the years ahead.

ENVIRONMENT

Strategic planning reflects assumptions about certain external and internal conditions and is responsive to those conditions. These assumptions are derived from environmental scanning and data collecting. Major factors which influence strategic planning in higher education include: population shifts, changes in local and regional demographics, educational attainment of citizenry, academic preparation of potential students, diversity, changes in student population (e.g., enrollment patterns, age, ethnicity, prior education, etc.), economic factors, employment needs (general and health care, specifically).

GSC

The Consultant-Evaluators of the Higher Learning Commission (HLC), following their visit to GSC in September, 2010, indicated two core components that require institutional attention. Institutional attention to these recommendations is expected by the HLC and should be built into GSC's efforts to improve institutional effectiveness. The complete *Report Of a Comprehensive Evaluation Visit* is found at: [J:\2010 HLC Self-Study\Final Reports and Documentation\Good Samaritan Assurance\[1\].pdf](J:\2010 HLC Self-Study\Final Reports and Documentation\Good Samaritan Assurance[1].pdf).

The first core component noted was 1D: *GSC's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

The HLC Consultant-Evaluator response:

The governance structure of Good Samaritan College reflects that often found at nursing colleges that evolved from a diploma program administered under the "umbrella" of a health system (i.e. TriHealth, Inc.) and associated hospital (i.e. Good Samaritan Hospital). Whereas the structure exists, progress continues in the transformation to a collegial environment and away from compartmentalized thinking. Multiple interviews by the team indicate that further effort could be made in promoting collaboration between nursing education faculty and general education faculty.

The other core component requiring institutional attention is 2C: *GSC's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

The HLC Consultant-Evaluator response:

In the Self-Study document, the College Assessment Program (CAP) is explained and visually depicted. It reflects the philosophy of Good Samaritan College and includes institutional, academic program assessment, and co-curricular assessment (enrollment and student services). While it is obvious that much data is being gathered, there was little evidence in meeting minutes or in survey reports to show that the collected data was actually used to drive curriculum change or to direct evidence-based evaluation

The HLC Consultant-Evaluators – as indicated by their title – also provide recommendations of a consultative nature for the purpose of *advancing* an institution's effectiveness. Unlike the recommendations borne out of their evaluation of an institution's response to the Criteria, these are more suggestive.

- Collegiality: Observation of interactions of the entire faculty, as well as interviews conducted by the peer review team, revealed a disconnect between the nursing and general education faculty.
- Adapting to future trends: In light of the awareness that health care delivery in the U.S. is changing, GSC will want to provide a clear, seamless pathway for graduates to achieve a bachelor of science in nursing (BSN) degree.
- Curriculum considerations: In a review of the current syllabi, multiple differences were noted. Students would be well served if the syllabi were in a consistent format. Some of the courses have 30 or more objectives or outcomes listed. Careful attention to focused, measureable outcomes would improve the use of these syllabi, as well as facilitate the assessment process.

- Student involvement: One challenge identified in the Self-Study by faculty and staff at Good Samaritan College was the difficulty in getting students involved in the various committees that call for student input. Technology offers a variety of ways for all meeting participants (faculty, staff, and students) to attend online, virtual meetings (both synchronously and asynchronously), open a meeting chat room, discussion board, or a secured blog or social networking site, where participants can log on and share ideas over a designated period of time on a particular topic or a variety of subjects.
- Assessment: While the nursing department is currently using the Institutional Researcher as a consultant, it would greatly enhance the analysis of nursing assessment data if the interpretations of the Institutional Research Director were integrated into the nursing assessment process. The College collects a wealth of data relating to students and other information related to the program. The next step is to put those data to work in improving courses, programs and the institution.
- Facilities: Good Samaritan College's location within three floors of the Good Samaritan Hospital's North Wing may be viewed as both an asset and a liability. A distinct asset is that interfacing with a large, reputable hospital provides easy access to hospital resources—physically and otherwise. Having the college pieced together on three floors does not lend itself to a collegiate setting. Crowding conditions don't seem to allow for future progress envisioned by Good Samaritan College.

Students

- Enrollment remains flat.
- Employment rates of new graduates are declining.
- There is no longer a waiting list for the nursing program.
- New students are bringing higher entering credentials (GPAs and test scores).
- The three-year graduation rate is currently trending upward.
- The one-year fall-to-fall retention rate is also trending upward.
- Results from institutional surveys are generally favorable. However, the 2010 Student Opinion Survey revealed that about 46% of continuing students would likely not chose GSC if they had it [college choice] to do over.

Alumni

- Recent alumni (2001 to 2009), generally, would recommend GSC, are satisfied with GSC as their college choice, and believe that GSC prepared them well compared to their peers.
- Giving to GSC has remained relatively consistent: 908 donors giving \$117,500 (2008); 938/\$122,125 (2009); 916/\$125,825 (2010).

Faculty & staff

- General education added one full-time instructor (2011) to alleviate lab and classroom crowding and reduce the student-to-faculty ratio in several general education courses.
- GSC faculty earn wages above median values reported by peer institutions; staff salaries are generally on par with median wages.
- About half of GSC faculty reported that they considered leaving GSC for another institution and about 40% received a job offer (Faculty Survey, 2010).
- Two statements that faculty deemed not descriptive of GSC were: *faculty can challenge the traditional way of doing things here* and *the College facilities are properly maintained*. College staff agreed with faculty regarding [lack of] maintenance of College facilities (Faculty Survey, 2010).
- College staff generally hold positive attitudes regarding GSC's attention to diversity and the positive contribution to the local economy. Staff also feel committed to the institution and believe that their values are congruent with those of the institution (Staff Survey, 2010).
- Staff tend to be less positive regarding opportunities for professional development, [lack of] opportunities to evaluate senior leaders, their involvement in decision-making, and criteria for advancement and promotion (Staff Survey, 2010).

Facilities

- Enrollment growth is restricted, in part, by the College's physical plant.

- The current structure of the classrooms prevents GSC from developing the types of learning environments necessary to support contemporary trends in student learning and effective teaching.
- Forty-seven percent of continuing students – in the most recent Student Opinion Survey – disagreed with the statement: *the College facilities are in good condition*.
- Growth is also hampered by a lack of technology and faculty expertise to support offering courses in alternative formats.

General

- NCLEX pass rates have been below acceptable rates for the past three years.
- GSC received an allocation of Federal Supplemental Educational Opportunity Grant (FSEOG) funds (nearly \$16,000) for AY 2011-12 to support low-income students.
- Nursing curriculum was reviewed and modified.
- New competition from several area for-profits offering nursing degrees.
- GSC has a much lower admission yield than its similar peers; and an *Admissions Study* revealed that it is the stronger applicants who do not enroll.
- Endowment holdings have not been adversely affected by the economic downturn.
- HLC and NLNAC re-accreditations were successfully completed during 2010-2011.
- Student/Alumni Services and Enrollment Management, GSC's main co-curricular departments, maintain active and successful assessment plans (see: [J:\Assessment and Evaluation\Assessment\Co-Curricular Assessment](#)).

Select GSC data appear in Appendix A. Additional surveys and IPEDS reports can be found on the College's infonet at [J:\Assessment and Evaluation](#). Data from peer institutions appear in Appendices B-E.

GSC - comparative

GSC data were compared to three groups of institutions for benchmarking. The first group included nine institutions selected from the IPEDS universe based on the following criteria:

1. all are within a metropolitan statistical area with at least one urbanized area that has a population of at least 50,000;
2. all are *Special Focus Institutions - other health professions* schools;
3. all have an enrollment below 1,000;
4. all award ADN degrees; and the ADN is the only degree awarded by most.

The second group of institutions includes the members of the AHSEC (American Health Science Education Consortium). This is a group of 27 hospital healthcare system related institutions, and GSC is a member of the Consortium. The third group represents Cincinnati area colleges and universities (public, private, and for-profit) that offer nursing degree programs. Data tables and descriptions are found in Appendices B, C and D.

Across these three groups, GSC compares similarly, on average:

- GSC's tuition charged to first-time full-time students and overall costs to students living off-campus (with or without parents) tend to be higher.
- GSC students receive fewer grant aid dollars and less federal student loan aid.
- GSC has higher expenses per FTE.
- Compared to AHSEC peers, GSC revenues per FTE are slightly lower than average; although GSC's tuition and fee revenue per FTE, as a percent of core revenues, is much lower. Compared to the local institutions, GSC's revenue per FTE is higher.
- GSC faculty salaries are higher than average on three sources of national data: IPEDS, CUPA-HR National Faculty Salary Survey and Two-Year Faculty Salary Survey (nursing faculty, only), and AAUP data (see appendices B, C and E).
- Locally, GSC has one of the lowest rates of enrollment growth.

If GSC is to grow and prosper, it must differentiate itself from its competitors in ways that constituents value.

Higher education – Ohio

Ohio is a member of the Midwest Higher Education Compact (MHEC), one of four statutorily-created interstate compacts founded in 1991. To meet the needs of its constituents, the MHEC collects and reports a multitude of education-related data on member states. The table below compares Ohio and two neighboring states (note that Kentucky is not an MHEC institution) on a number of indicators.

Data Indicator	Ohio	Kentucky	Indiana	MHEC* Avg	US Avg
FINANCIAL AID / PARTICIPATION / WORKFORCE DEMANDS					
Percent of population age 25-64 with some postsecondary education ¹	57	55	51	53	60
Average annual/student borrowing of fed undergrad loans, 2006-07 ²	\$4,648	\$4,625	\$4,841	\$4,733	\$4,608
State rank of average educational debt of 2009 graduates ³	10	13	42		
Proportion of 2009 graduates with debt ³	66%	63%	54%	59%	58%
Need-based grant aid to students at private, non-profit institutions, 2008-09 (in millions) ⁴	\$43.5	\$87.0	\$38.7	\$62.9	\$1,706.2
18-24 enrolled in college 2008 ²	34%	36%	35%	36%	34%
Residents enrolling in college for the first time in their home state (2008) ⁵	86%	77%	82%	80%	
% of jobs requiring some postsecondary education ⁶	61	62	62	62	56

*MHEC = Midwestern Higher Education Compact (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI)

Data collected from MHEC website (www.mhec.org). Original sources include:

¹Lumina Foundation, A Stronger Nation Through Higher Education (2010)

²National Center for Public Policy and Higher Education, Measuring Up 2008

³The Project on Student Debt, Student Debt and the Class of 2009 (October 2010)

⁴National Association of State Student Grant and Aid Programs, 2008-2009, Table 10

⁵National Center for Education Statistics, Table 222. Residence and migration of all freshmen students in degree-granting institutions, by state or jurisdiction: Fall 2008

⁶The Georgetown University Center on Education and the Workforce, *Help Wanted: Projection of Jobs and Education Requirements Through 2018* (2010)

A report from the Ohio Board of Regents (OBR) (2009) notes that only 35% of Ohioans between the ages of 25 and 64 have an associate's degree or higher.

Another OBR report (2010) reveals that participation rates of high school graduates (Butler, Clermont, Hamilton and Warren counties) going directly to a public college or university in Ohio range from 5% to 51%.

Higher education – general

Typically, during periods of economic uncertainty, enrollment increases in all sectors of higher education, especially in areas of high unemployment.

- Since 2008, 1.4 million people enrolled in community colleges (Baime, 2011).
- Nationally, college enrollment of first-time freshman younger than 21 declined 2009 to 2010; in the Midwest there was a slight increase, driven by enrollments at four-year public institutions ("Trends", 2011).
- Adults (those 25 and older) represent an increasing proportion of college students. This trend is fueled by the need for retraining due to job loss, the need to acquire new skills necessary for a current job, and/or the availability of online learning.

According to a report by EducationDynamics (Aslanian & Giles, 2008), the influx of adult learners requires institutions *to create or expand career-oriented programs of study, convenient schedules and locations, and age-based services needed...to meet the academic and logistical needs of older learners*. This report further contends that:

- Students of all ages are seeking alternative ways to learn [beyond the traditional classroom experience].
- There are more adult students than ever; and the number is expected to continue growing.
- The postsecondary institutions that are most successful in serving adult students are those that are “nimble, flexible and savvy enough to leverage technology and scheduling to meet the demands of this very busy, overscheduled population.”

Main issues facing higher education (Yankelovich, 2011):

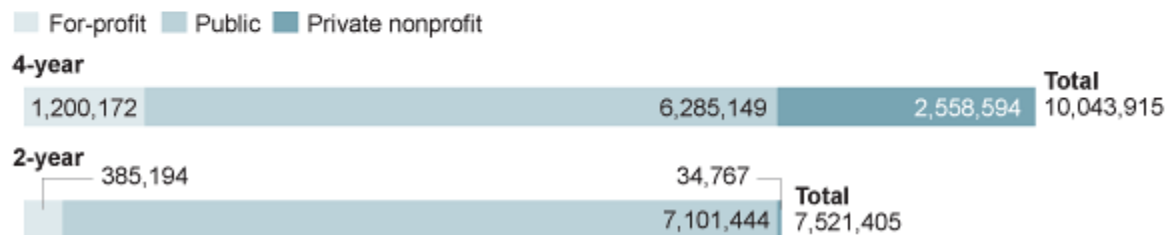
1. Affordability – college costs have increased 50% in the past decade while personal income has remained flat.
2. Better integration of two-year [public] institutions – these institutions support a growing share of the student population, often serving students with weaker academic skills, with a declining share of government support.
3. Imparting the higher skills that good jobs demand – it is not enough to receive a degree; that degree must include solid education in science, math, and technology.

Although public and not-for-profit institutions continue to enroll the majority of students, the for-profit education sector experienced rapid growth during the past decade:

Growth of undergraduate enrollments, by type of college, 1999-2009



Total undergraduate enrollments, by type of college, 2009



Note: Figures were derived from fall "head count" enrollment figures, which include all full- and part-time undergraduates. Source: Chronicle analysis of U.S. Education Department data. (*The Chronicle of Higher Education*, August 21, 2011, <http://chronicle.com/article/For-Profit-Colleges-Grow/128594/>).

Nursing education and health care

GSC's ability to grow enrollment will also be impacted by a reduction in the number of available nursing jobs. According to the Greater Cincinnati Health Council (GCHC), staff RN retention rates increased from 84% in 2008 to 89% in 2009. This brought a reduction in the number of unfilled positions, from 731 in 2008 to 304 in 2009 ("Nursing supply", 2010).

Data from the Ohio Department of Job and Family Services ("2018 Ohio Job") confirm that nursing is no longer one of the region's fastest growing occupations. Nursing is still considered a high demand occupation, with 739 annual openings expected through 2018. However, in 2010, local colleges and universities produced 1,303 graduates of nursing programs (ADN and BSN) indicating that competition for available nursing positions – locally – is very strong.

Occupational Wage Survey Estimates, from Ohio Labor Market Information					
Area	Employment	Average Hourly Wage	Median Hourly Wage	Middle Range	Average Annual Wage
29-111 Registered Nursing					
Statewide - Ohio	117,870	\$29.31	\$28.58	\$24.57 - \$32.89	\$60,965
Cincinnati MSA - Ohio Part	21,630	\$30.25	\$29.71	\$25.24 - \$34.57	\$62,920
EDR-5 - Cincinnati Area	18,370	\$30.71	\$29.97	\$25.59 - \$34.77	\$63,877
25-1072 Nursing Instructors and Teachers, Postsecondary*					
Statewide - Ohio	2,930	Hourly Data Not Displayed			\$64,411
Cincinnati MSA - Ohio Part	560	Hourly Data Not Displayed			\$67,474
EDR-5 - Cincinnati Area	490	Hourly Data Not Displayed			\$66,781

The average annual wage is the average hourly wage times 2,080 work hours per year.

* Incumbents generally work fewer than 2,080 hours per year. Education level is doctoral degree.

<http://ohiolmi.com/proj/SocOccCodes.htm> retrieved 29 September 2011.

Metropolitan Statistical Areas (MSA) have at least one urbanized area with a population of 50,000 or more, plus adjacent territory with a high degree of social and economic integration with the core as measured by commuting ties. Cincinnati-Middletown MSA: Brown, Butler, Clermont, Hamilton & Warren Counties in Ohio; Boone, Bracken, Campbell, Gallatin, Grant, Kenton & Pendleton Counties in Kentucky; and Dearborn, Franklin & Ohio Counties in Indiana. The Southwest Ohio Economic Development Region (EDR-5) includes just Butler, Clermont, Hamilton, and Warren counties.

Nursing education in the United States is experiencing a profound shift. Expectations of education levels for RNs are increasing, partly driven by *The Future of Nursing* initiative of the Robert Wood Johnson Foundation which recommends that "to...meet the changing needs of patients, nurses must achieve higher levels of education." This endorsement has been echoed by a number of organizations and studies (AACN fact sheet, 2011).

As cited on the Future of Nursing website (<http://thefutureofnursing.org/resource/detail/physician-opinions-about-whether-nurses-employed-hospitals-should-be-required-have-b>), a survey of 100 primary care and specialist physician members of the online community *Sermo.com* that collected physician opinions about a range of issues related to nursing found that the majority of physicians believed that nurses should be required to obtain a BSN degree before being allowed to work in a hospital.

A report issued by the Ohio Organization of Nurse Executives notes that "new graduate nurses enter the workforce wholly unprepared for the acuity and complexity of the typical acute care hospital." The report, *Transition into Practice – A Proposal for a Pilot Study in Ohio*, follows from a study by the National Council of State Boards of Nursing (NCSBN) that resulted in the development of a model to regulate the transition from education to nursing practice. The NCSBN found that more than 40% of new nurses reported making medication errors and more than 50% would fail to recognize life-threatening complications in their patients (<https://www.ncsbn.org/363.html>, retrieved 14 October 2011).

The NCSBN *Transition into Practice* initiative currently involves Illinois and North Carolina, as well as Ohio. The key elements of the model (from the Tristate Nursing Resource Center Day of Dialogue presentation):

1. Evidence-based experiential learning and core competency modules;
2. Mentoring by a trained preceptor; and,
3. Competency validation

The Greater Cincinnati Health Council (“Nursing supply”, 2010) notes that educational levels of local nurses increased between 2008 and 2010, with the number of bachelor’s degree holders up eight percentage points and the number of nurses holding master’s degree up nine percentage points.

- RN programs are filling fewer seats: associate degree programs were at 78.45% of capacity and BSN (and higher) were at 98.64% capacity (Ohio Nursing Education, 2011).

Kettering College of Medical Arts and Miami University are phasing out their ADN programs. Sinclair Community College, which has one of the region’s strongest ADN programs, maintains solid partnerships with institutions that offer the BSN. In fact, about 44% of Sinclair’s graduates move directly into advanced education (*Dayton Daily News*, August 22, 2011, www.daytondailynews.com/news/dayton-news/hospitals-demand-higher-educated-nurses-1236220.html).

Demographics

In addition to a wide-range of competition from area colleges and universities, GSC faces additional challenges for growing enrollment: Ohio’s projected population growth through 2030 is a dismal 0.6% and the population under the age of 18 is declining. Population in neighboring states (overall and under 18), however, is projected to grow. On the plus side, Ohio residents are more likely (compared to residents of neighboring states) to remain in-state when pursuing higher education.

Data Indicator	Ohio	Kentucky	Indiana	MHEC* Avg	US Avg
DEMOGRAPHICS					
Projected change in total population 2005-2030	0.6%	9.0%	9.4%	6.2%	23.0%
Projected change in under 18 population	-6.3%	6.6%	2.3%	0.3%	16.4%
Projected change in 18-64 population	-8.2%	-0.3%	-0.6%	-4.3%	11.5%
Projected change in over 64 population	54.9%	60.8%	73.9%	66.4%	94.7%

*MHEC = Midwestern Higher Education Compact (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI)

Data collected from MHEC website (www.mhec.org). Original source: U.S. Census Bureau

Low levels of educational attainment among Ohio adults point to that population sector as a source of enrollment growth.

Technology

An institution’s website provides a vital first impression. In fact, a recent study by E-Expectations revealed that:

- 1 in 4 students reported removing a school from their prospective list because of a bad experience on that school's Web site.
- 92 percent said that they would be disappointed with a school or remove it entirely from their lists if they didn't find the information they needed on the school's Web site (Noel-Levitz, 2010).

A study on graduate students’ perceptions regarding HEI websites concluded:

What is clear from this review of studies on institutional websites is the lack of focus on what current [graduate] students need to find and what current websites convey to them about the institution (Meyer & Jones, 2011).

Distance education comes in many forms: audio (e.g., telephone/phone conferencing, audio recordings); video (e.g., televised, video recordings); print (e.g., study guides, textbooks); and data (e.g., computer-assisted instruction, computer-managed instruction, and computer-mediated instruction) (Distance Education).

According to a U.S. Department of Education brief (Walton Radford, 2011):

- Undergraduates enrolled in a distance education course increased from 8% to 20% between 2000 and 2008.
- Participation was highest at public two-year institutions (22%).
- Older students and/or those with family and/or job responsibilities were more likely to be enrolled in distance learning courses.

These last two facts are not surprising given other information contained herein: that community college headcounts are rising, driven in part by increasing enrollments of adults over 25.

Judith Boettcher, in *Designing for Learning* (<http://www.designingforlearning.info/services/writing/dlmay.htm>), notes that it takes approximately 18 hours of faculty time to develop one hour of web-based instruction – that equates to 810 hours (keep in mind that this is faculty time, only) to develop the typically semester long three credit hour course. Developing a course for web-based instruction is not something that should be left to faculty who have no training or background with such courses. Faculty inexperience and poor course design and implementation are the main reason students fail to complete online courses.

An in-depth study from EDUCAUSE concludes that “mobile computing is on the rise, and cloud-based applications and resources are catching on among undergraduates” (Smith & Caruso, 2010). This study reveals a number of interesting insights. For example, regarding IT use in the classroom, students responded that:

- 47% of instructors use IT effectively in their classrooms;
- 49% of instructors have adequate skills for carrying out course instruction; and
- 38% of instructors provide students with adequate training for IT in their courses.

Other findings from the study:

- The vast majority of respondents use social networking sites, but only about one in four would like greater use of such websites in their courses;
- Students consider themselves to be [at least] very skilled in using and searching the Internet.

Data breaches remain a real threat to campus computing (*EDUCAUSE*, ECAR Research Bulletin, May 5, 2009, T. Clark, “Securing Institutional Data: Let’s Make It Everyone’s Business,” Volume 2009, Issue 9, www.educause.edu/ecar/).

Economics and politics

The following information was reported by the Ohio Department of Job and Family Services (2009):

- Ohio is not keeping pace with other states, either in Gross Domestic Output or per capita income.
- Employment growth has lagged the national trend since the mid-1990s. Ohio employment never fully recovered from the 2001 recession.
- The current recession is hitting Ohio hard. Employment is declining more in Ohio than in the nation as a whole.
- Ohio is ranked 24th out of the 50 states and District of Columbia in the proportion of adults with a high school diploma. Low levels of educational attainment could act as a constraint on Ohio employment growth.
- Ohio’s workforce is older compared to decades past and the trend will continue for the foreseeable future. This shifts the underlying foundation of workforce and economic development and the nature of policy and intervention services required of government.
- Ohio’s population has plateaued relative to decades past and is expected to remain well under the growth patterns of other areas of the country over the next decade or more. We do not have the luxury of large new generations and the talent and promise they brought to the economy of the past.
- Ohio’s per capita personal income fell from 21st, nationally, in 1997 to 33rd in 2007.

Many sources of external financial support to students have reduced or even eliminated programs (*The New York Times*, June 27, 2009, www.nytimes.com).

The cost of postsecondary education remains a concern, especially among the traditional-aged students and their parents. *Public anxiety over college costs is at an all-time high* (Fischer, 2011).

The Higher Education Price Index (HEPI) continues to outpace the Consumer Price Index (CPI).

Greater Cincinnati Workforce Network, in spring 2010, conducted a survey of 122 regional employers. Health care was one of the top represented industries (16.4%).

- 34% of employers indicated that they currently have difficulty finding qualified workers; 50% expect to experience such difficulty in the future.
- 47% require some level of post-secondary education for entry-level jobs, with 25% requiring at least a bachelor's degree.
- Workplace competencies of new hires with which employers are most dissatisfied: problem solving and appropriate dress.
- Personal effectiveness traits of new hires with which employers are most dissatisfied: taking initiative and dependability, followed very closely by time management.
- Academic competencies of new hires with which employers are most dissatisfied: writing and mathematics.

MHEC data:

Data Indicator	Ohio	Kentucky	Indiana	MHEC* Avg	US Avg
AFFORDABILITY / BENEFITS					
Average income of the poorest 20% of families 2008 ¹	\$10,565	\$8,854	\$11,571	\$11,112	\$11,169
Total unemployment rate 25-64 years old, 2009 1-year estimates ²	9.4%	8.5%	9.5%	7.1%	8.4%
Percent of population 25-64 in labor force unemployed in 2009 w/some college or associate's ²	9.3	8.2	9.2	4.4	8.3
Percent of population 25-64 in labor force unemployed in 2009 w/bachelor's or higher ²	3.9	3.8	4.1	2.1	4.5
Poverty rate (bachelor's degree) ³	3.8%	4.0%	3.4%	3.3%	3.9%
Median income of 25+ with less than a H.S. diploma, 2009 ³	\$17,616	\$18,139	\$16,127	\$17,133	\$18,432
Median income of 25+ with a H.S. diploma, 2009 ³	\$25,565	\$26,024	\$24,002	\$25,013	\$26,140
Median income of 25+ with some college or associate's degree, 2009 ³	\$30,088	\$30,376	\$29,191	\$29,784	\$31,906
Median income of 25+ with a bachelor's degree, 2009 ³	\$44,713	\$42,294	\$40,812	\$41,553	\$47,510
Annual income tax revenue (H.S. diploma) ⁴	\$900	\$885	\$1,392	\$1,151	
Annual income tax revenue (bachelor's deg.) ⁴	\$1,837	\$1,438	\$2,367	\$1,911	

*MHEC = Midwestern Higher Education Compact (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI)

Data collected from MHEC website (www.mhec.org). Original sources include:

¹ National Center for Public Policy and Higher Education, *Measuring Up 2008*

² U.S. Census Bureau, American Community Survey, 2009, 1-year estimates, Table S2301. Employment Status

³ U.S. Census Bureau, American Community Survey, 2009, 1-year estimates, Table S1501. Educational Attainment

⁴ Tax Foundation 2010

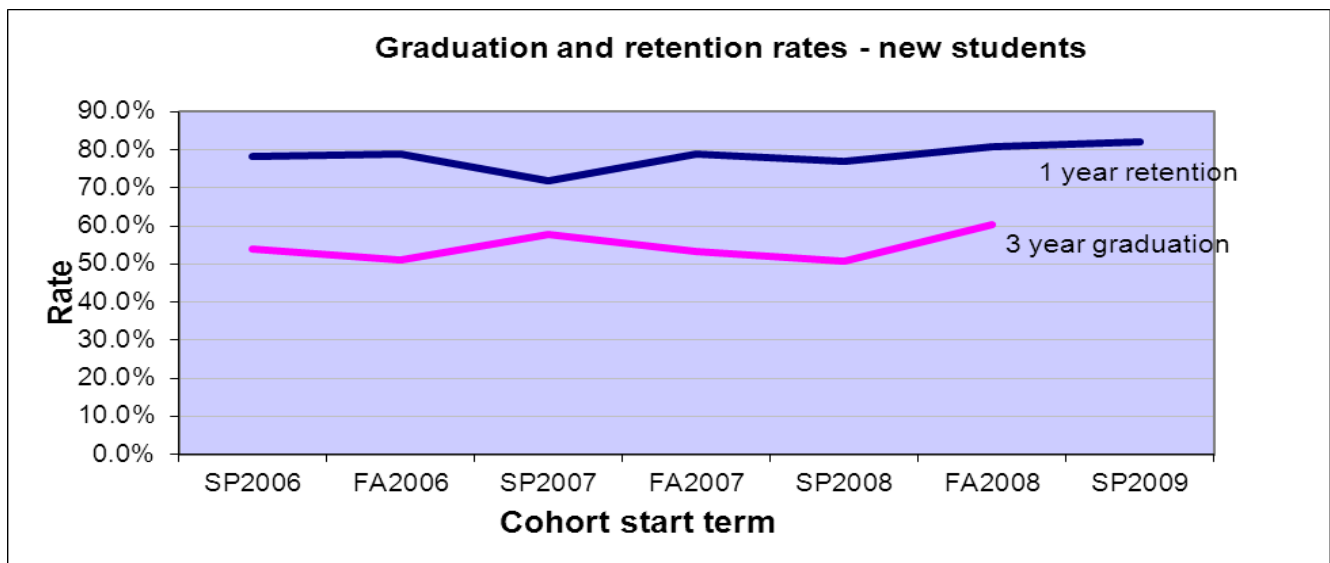
GSC data and information

Enrollment	FA2008	SP2009	FA2009	SP2010	FA2010	SP2011	FA2011
Headcount	304	304	301	306	316	304	313
FTE*	195.5	211.7	188.2	209.5	206.9	210.5	197.2
Female (N)	282	279	273	279	282	273	276
Female (%)	92.8	91.8	89.8	91.8	92.8	89.8	88.2
White (N)	258	251	256	267	273	269	277
White (%)	84.9	82.6	84.2	87.8	89.8	88.5	88.5
Full-time (N)	124	151	114	146	135	149	121
Fulltime (%)	40.8	49.7	37.5	48.0	44.4	49.0	38.7
New students	68	67	73	73	72	59	70
Cred Hrs ATTEMPTED	3,162	2,777	3,078	3,350	3,328	3,297	3,166

*IPEDS semester FTE calculation = FT headcount + (PT headcount * .397058)

New students	FA2008	SP2009	FA2009	SP2010	FA2010	SP2011	FA2011
Cohort size	68	67	73	73	72	59	70
Age*	26.9	25.2	24.2	25.1	26.7	26.6	24.6
ACT Comp*	19.0	19.4	20.7	20.7	19.1	18.0	21.1
SAT Math & Verbal*	933.0	904.1	958.9	963.0	872.0	918.9	1114.4
HS GPA*	2.83	2.78	3.03	3.00	2.83	2.80	3.06
First-time-in-college (FTIC)	16	13	11	13	9	9	8
Retention and graduation	SP2006	FA2006	SP2007	FA2007	SP2008	FA2008	SP2009
Cohort size (new students)	78	47	71	62	65	68	67
1yr retention	78.2%	78.7%	71.8%	79.0%	76.9%	80.9%	82.1%
3yr graduation	53.8%	51.1%	57.7%	53.2%	50.8%	60.3%	n/a

* represents mean



GSC data and information

Credit hour production by academic year

Program Area	Measure	AY 05-06	AY 07-08	AY 09-10	AY 10-11
Nursing	SCH	3,972	3,880	3,760	3,890
	Student FTE ¹	132.4	129.3	125.3	129.7
	Faculty FTE ²	18.3	22.3	24.0	27.7
	Std FTE/Fac FTE	7.2	5.8	5.2	5.3
	SCH/Faculty FTE	216.7	173.8	156.7	157.5
General Educ³	SCH	2,554	2,159	2,477	2,484
	Student FTE ¹	85.1	72.0	82.6	82.8
	Faculty FTE ²	3.3	3.7	3.7	3.7
	Std FTE/Fac FTE	25.6	19.6	22.5	22.4
	SCH/Faculty FTE	767.0	588.3	674.9	676.8

¹Student FTE (std FTE) = Annual SCH/30: IPEDS method of calculating AY FTE.

²Faculty FTE (fac FTE) = Fulltime count + (parttime count/3): IPEDS method of calculating faculty FTE.

³Does not include SCH generated in the courses taught by adjuncts; includes Dept Chair in faculty FTE.

SCH = Student credit hour production

FTE = Fulltime equivalent

FACULTY & STAFF	Fall 2001	Fall 2005	Fall 2009*
Total faculty & staff	45	53	70
Faculty	23	28	34
Full-time faculty	78.3%	71.4%	67.6%
Staff	22	25	36
Full-time staff	81.8%	80.0%	83.3%

*Includes all Library Services staff (N=8), not just the dean; in prior years, the dean was the only Library Services staff member included in these counts.

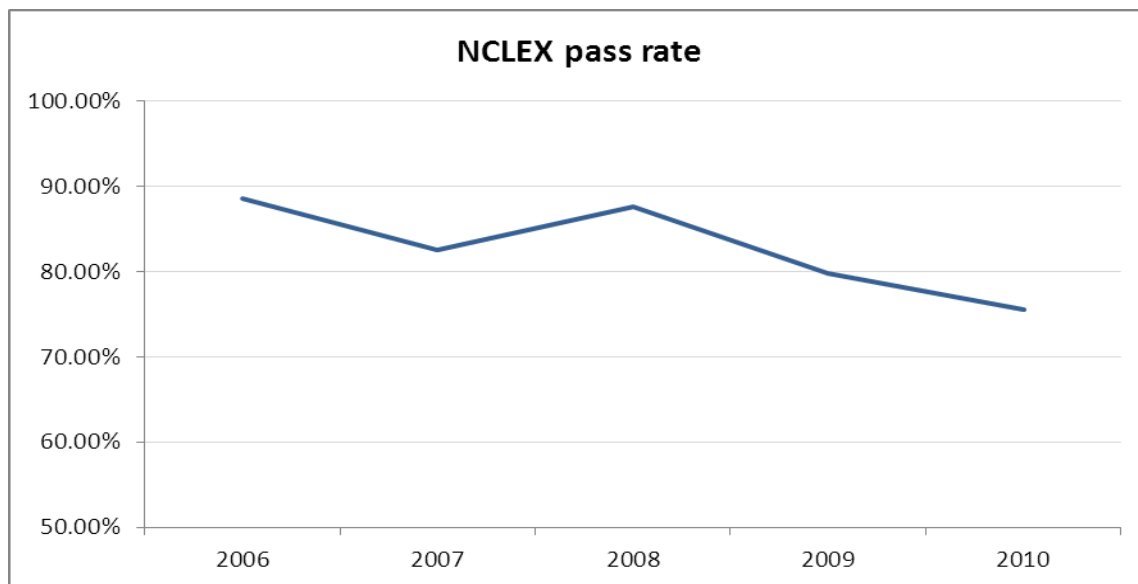
NCLEX results

Calendar Year	GSC graduates tested	NCLEX pass rate
2006	96	88.5%
2007	103	82.5%
2008	97	87.6%
2009	99	79.8%
2010	94	75.5%

Results are from NCLEX quarterly reports.

APPENDIX A

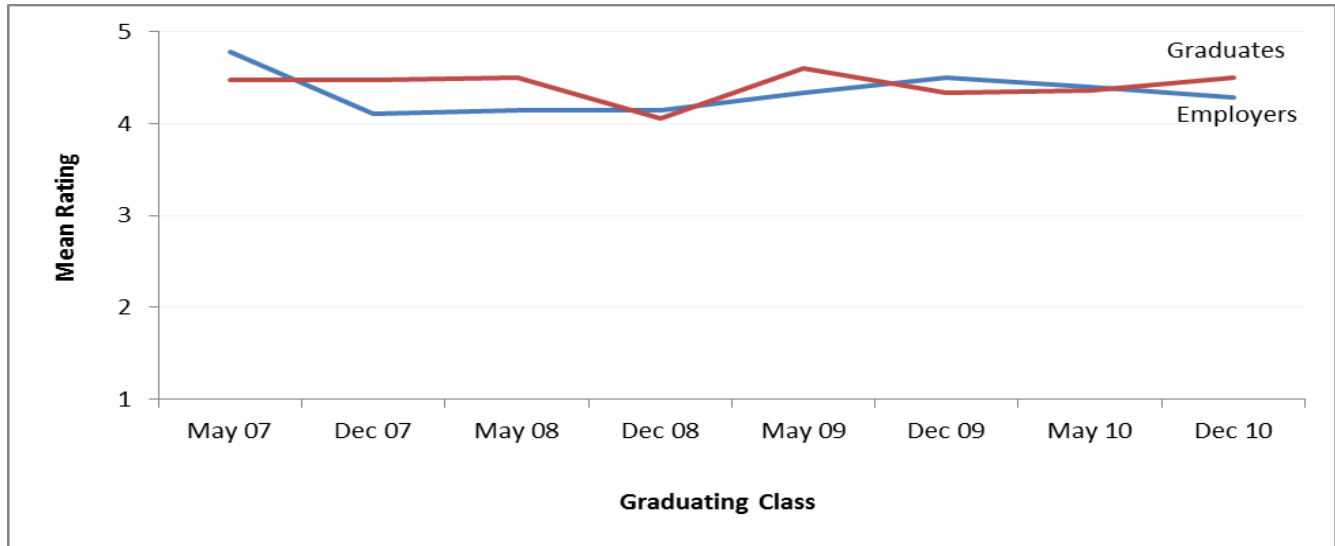
GSC data and information



Course	COURSE SUCCESS RATES (A, B, C, P grades)							
	FA07-08	SP07-08	FA08-09	SP08-09	FA09-10	SP09-10	FA10-11	SP10-11
A & P I	89.2%	87.5%	75.6%	73.5%	77.2%	86.9%	88.0%	87.5%
A & P II	91.3%	92.6%	100.0%	88.9%	77.8%	93.5%	86.8%	82.5%
Microbiology	96.8%	86.7%	84.4%	88.9%	88.2%	87.9%	88.5%	97.4%
Chemistry I	91.3%	93.8%	90.2%	89.6%	91.4%	95.2%	91.4%	91.1%
Chemistry II	92.5%	91.7%	97.4%	95.5%	87.5%	92.2%	96.9%	93.2%
Healthcare Ethics	88.4%	88.6%	91.3%	94.1%	96.7%	90.2%	91.1%	96.8%
Pharmacological Math	75.0%	87.0%	89.7%	88.2%	90.5%	70.8%	89.7%	93.8%
Intro to Psychology	95.5%	85.2%	92.3%	77.3%	75.9%	80.6%	72.2%	84.0%
Lifespan Development	85.7%	86.7%	96.8%	87.0%	100.0%	93.1%	87.8%	100.0%
Intro to Sociology	94.4%	73.7%	91.3%	94.4%	86.2%	88.0%	96.0%	92.9%
Nursing I	68.6%	74.6%	67.6%	56.3%	80.0%	64.4%	78.8%	76.1%
Nursing II	94.3%	98.1%	93.5%	92.3%	85.1%	90.6%	70.2%	90.2%
Nursing III	98.1%	98.2%	96.2%	92.7%	90.7%	93.2%	87.1%	97.7%
Nursing IV	96.1%	97.8%	87.0%	98.1%	94.3%	100.0%	95.3%	94.4%
Nursing V	100.0%	100.0%	98.1%	100.0%	100.0%	100.0%	100.0%	98.1%

GSC data and information

Graduate and Employer Surveys



Employers were asked: *Thinking about your own personal experiences as the **supervisor** of a GSC graduate, please evaluate how you think the education received at GSC prepared this employee to function as a beginning staff nurse.*

Graduates were asked: *Thinking about your own personal experiences as a GSC **graduate**, please evaluate how your education at GSC prepared you to function as a beginning staff nurse.*

Some responses from selected surveys:

Statement	Percent selecting 4 or 5	Mean rating (std dev)
Alumni Survey (Fall 2010)		
I am satisfied with my decision to attend the Good Samaritan College of Nursing and Health Science	92.0	4.64 (sd=.712)
I would recommend GSC to others	91.9	4.65 (sd=.706)
Compared to my co-workers who graduated from other institutions, I rate the education I received from GSC as:	84.3	4.29 (sd=.695)
The College promotes academic excellence	94.1	4.61 (sd=.666)
College Resources Survey (Fall 2009)		
Overall rating of Library Services	87.5	4.53 (sd=.880)
Overall rating of Media Center	73.9	4.41 (sd=.800)
Overall rating of Nursing Skills Lab	87.0	4.48 (sd=.820)
Student Opinion Survey (Spring 2011)		
Overall satisfaction with GSC as college choice	85.4	4.21 (sd=1.071)
If I could start college again, I would choose GSC (asked of continuing students, only)	54.3	3.43 (sd=1.500)
There is a good overall sense of community among the students (asked of continuing students, only)	76.1	4.07 (sd=.929)
GSC promotes academic excellence (asked of continuing students, only)	87.0	4.22 (sd=1.031)
The College encourages a commitment to learning (asked of continuing students, only)	87.0	4.26 (sd=1.104)

Responses on GSC surveys are typically offered as rating scales, with 1 being the lowest rating and 5 the highest. Ratings on the course evaluations are described (1=lowest, e.g., definitely disagree and 5 = highest, e.g., definitely agree); ratings on other surveys may or may not be similarly described. Thus, both means and distributions are being reported here.

APPENDIX A

GSC data and information

GSC indicators reported to IPEDS

The Integrated Postsecondary Education Data System (IPEDS), established as the core postsecondary education data collection program for National Center for Education Statistics (NCES), is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and academic libraries. (retrieved 3 October 2011 from <http://nces.ed.gov/surveys/SurveyGroups.asp?group=2>)

Additional IPEDS data appear in tables comparing GSC to various peers in appendices B and C.

Student Costs	2008-09	2009-10	2010-11
Total price for students living off campus (not with family)	\$ 37,900	\$ 37,934	\$ 38,862
Total price for students living off campus (with family)	\$ 21,273	\$ 21,737	\$ 22,665

Figures reflect what was reported to IPEDS

Financial Aid	2006-07	2007-08	2008-09
Pell grants	\$ 265,052	\$ 267,964	\$ 153,153
Total student grants	\$ 452,095	\$ 459,186	\$ 320,812
Revenues			
Tuition and fees as a percent of core revenues	52	51	51
Revenues from tuition and fees per FTE	\$ 9,860	\$ 10,617	\$ 12,050
Expenses			
Core expenses - total dollars	\$ 4,596,005	\$ 4,775,318	\$ 5,069,051
Instruction expenses as a percent of total core expenses	44	46	46
Academic support expenses as a percent of total core expenses	25	22	23
Student service expenses as a percent of total core expenses	15	18	18
Institutional support expenses as a percent of total core expenses	16	14	14
Instruction expenses per FTE	\$ 8,304	\$ 9,492	\$ 10,800
Academic support expenses per FTE	\$ 4,862	\$ 4,681	\$ 5,377
Student service expenses per FTE	\$ 2,894	\$ 3,726	\$ 4,201
Institutional support expenses per FTE	\$ 3,010	\$ 2,953	\$ 3,200
Salaries, wages and benefit expenses as a percent of total core expenses	82	85	87
Endowment assets (year end) per FTE enrollment	\$ 6,756,000	\$ 8,280,000	\$ 9,309,000

Figures reflect what was reported to IPEDS

APPENDIX B

Benchmarking GSC compared to similar institutions in the IPEDS universe

Institution Name	Location
Aultman College of Nursing and Health Sciences	Canton, OH
Cabarrus College of Health Sciences	Concord, NC
Central Maine Medical Center College of Nursing and Health Professions	Lewiston, ME
Good Samaritan College of Nursing & Health Science	Cincinnati, OH
Saint Elizabeth College of Nursing	Utica, NY
Southeast Missouri Hospital College of Nursing and Health Sciences	Cape Girardeau, MO
St Luke's College	Sioux City, IA
St Vincent's College	Bridgeport, CT
The Christ College of Nursing and Health Sciences	Cincinnati, OH
Trinity College of Nursing and Health Sciences	Rock Island, IL

These institutions were selected because:

1. all are within a metropolitan statistical area with at least one urbanized area that has a population of at least 50,000;
2. all are Special Focus Institutions--Other health professions schools;
3. all have an enrollment below 1,000;
4. all award ADN degrees; and the ADN is the only degree awarded by most.

Measure	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
FTE AY 2009-10	214	176	213	86.82
FTE AY 2008-09	215	166	198	80.13
FTE AY 2007-08	229	147	186	84.48
ENR FA 2009	301	264	281	130.85
FTE FA 2009	188	187	179	74.87
FT ENR FA 2009 - percent	37.9	45.0	41.4	21.6
Women FA 2009 - percent	90.7	87.2	85.5	3.18
White FA 2009 - percent	85.0	89.8	87.8	7.80
Under 25 FA 2009 - percent	55.8	46.6	44.6	10.91

Figures reflect what was reported to IPEDS.

Degrees, 2009	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
Total degrees awarded	104	72	122	133.2
Associate degrees awarded - percent of total	100.0	100.0	79.9	28.8
Nursing associate degrees awarded - percent of ADs	100.0	84.5	75.3	33.6

Figures reflect what was reported to IPEDS.

APPENDIX B

Benchmarking GSC compared to similar institutions in the IPEDS universe

Institution	Location	NCLEX pass rate and number testing, first time examinees*		
		2008	2009	2010
Good Samaritan College of Nursing & Health Science	Cincinnati, OH	88% (97)	80% (99)	76% (94)
Aultman College of Nursing and Health Sciences	Canton, OH	88% (68)	98% (92)	78% (79)
Cabarrus College of Health Sciences	Concord, NC	94% (67)	93% (72)	96% (69)
Central Maine Medical Center College of Nursing	Lewiston, ME	97%	88%	n/a
Saint Elizabeth College of Nursing	Utica, NY	90% (73)	91% (69)	92% (78)
Southeast Missouri Hospital College of Nursing	Cape Girardeau, MO	91%	97%	86% (56)
The Christ College of Nursing and Health Sciences	Cincinnati, OH	82% (136)	86% (116)	89% (108)
Trinity College of Nursing and Health Sciences	Rock Island, IL	100% (25)	94% (31)	93% (27)

*results are for ADN examinees, only.

Tuition and fees	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
Tuition & fees, AY 2010-11	16,187	13,532	12,978	2,296
Tuition & fees, AY 2009-10	15,802	12,536	12,279	2,391

Figures reflect what was reported to IPEDS. Peer institution data reflect averages reported for in-state students.

Total price, 2010-11	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
Students living off campus (not with family)	38,862	26,881	26,780	3,368
Students living off campus (with family)	22,665	18,967	19,426	2,859

Figures reflect what was reported to IPEDS.

Undergraduate financial aid, 2009-10 average award amount	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
All grant aid*	2,202	4,946	5,660	2,792
Pell grants, only	1,721	2,900	3,029	832
Federal loans	4,620	7,101	7,711	1,983

* includes federal, state, local, institutional and/or other sources of grant aid dollars. Figures reflect what was reported to IPEDS.

Admissions, 2009-2010	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
Total admitted	82%	64%	65.6%	28.4
Admissions yield	20%	82%	75.6%	26.5

Figures reflect what was reported to IPEDS.

APPENDIX B

Benchmarking GSC compared to similar institutions in the IPEDS universe

Endowment assets (year end) per FTE enrollment	GSC actual	Peer Institutions (N=4)		
		Median	Mean	Std dev
2009-2010	9,619	8,407.5	8,009.5	3,055.0
2008-2009	9,309	8,750.5	8,043.0	3,386.1

Figures reflect what was reported to IPEDS.

Revenues, 2009-10	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
Tuition & fee revenue per FTE	11,434	10,757	10,582	3,842
Tuition & fee revenue - percent of core revenues	46	80	69	26
Endowment assets (year-end) per FTE (N=6)*	9,619	9,427	16,125	19,248

Figures reflect what was reported to IPEDS. *One institution has a very large endowment compared to the other five; the median value shown is close to the median value with that institution removed.

Expenses per FTE, 2009-10	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
Instruction	11,158	10,221	10,283	3,159
Academic support	5,599	1,975	2,849	2,752
Student services	4,315	1,541	1,818	1,174
Institutional support	3,704	3,066	3,805	3,513

Figures reflect what was reported to IPEDS.

Average salaries of full-time instructional staff equated to 9-month contracts, 2010	GSC actual	Peer institutions (N=8)		
		Median	Mean	Std dev
Associate Professor	66,037	63,887	62,370	5,571
Assistant Professor	61,002	56,764	55,501	4,113
Instructor	56,619	49,778	51,711	10,830

Figures reflect data for all faculty (regardless of discipline) reported to IPEDS.

Ratios	GSC actual	Peer Institutions (N=9)		
		Median	Mean	Std dev
Student-to-faculty, 2009-2010	7.9	9.2	9.9	2.5
Student-to-faculty, 2008-2009	7.7	10.7	9.5	2.2
Student credit hours* per faculty FTE, 2009-2010	237.8	276.9	296.3	75.3
Student credit hours* per faculty FTE, 2008-2009	230.3	320.6	284.2	66.2

*calculated based upon total credit hours generated by undergraduates, only. Based upon data reported to IPEDS.

APPENDIX C

GSC and AHSEC peers

The American Health Science Education Consortium's (AHSEC) purpose is to advance and support quality hospital and healthcare system related health sciences education in the United States.

Membership is open to hospital/healthcare system related institutions that undertake health science education at the certificate, associate, baccalaureate, masters and advanced levels.

(Retrieved 3 October 2011 from www.ahsec.org).

Institution Name	Location
Allen College	Waterloo, IA
Aultman College of Nursing and Health Sciences	Canton, OH
Baptist Memorial College of Health Sciences	Memphis, TN
Bellin College	Green Bay, WI
BryanLGH College of Health Sciences	Lincoln, NE
Cabarrus College of Health Sciences	Concord, NC
Carolinas College of Health Sciences	Charlotte, NC
Clarkson College	Omaha, NE
Cox College	Springfield, MO
Florida Hospital College of Health Sciences	Orlando, FL
Good Samaritan College of Nursing & Health Science	Cincinnati, OH
Jefferson College of Health Sciences	Roanoke, VA
Kettering College of Medical Arts	Kettering, OH
Mercy College of Health Sciences	Des Moines, IA
Mercy College of Northwest Ohio	Toledo, OH
Methodist College of Nursing	Peoria, IL
Mount Carmel College of Nursing	Columbus, OH
Nebraska Methodist College of Nursing & Allied Health	Omaha, NE
Our Lady of the Lake College	Baton Rouge, LA
Resurrection University (aka West Suburban College of Nursing)	Oak Park, IL
Saint Anthony College of Nursing	Rockford, IL
Saint Francis Medical Center College of Nursing	Peoria, IL
Saint Luke's College of Health Sciences	Kansas City, MO
Southeast Missouri Hospital College of Nursing and Health Sciences	Cape Girardeau, MO
St Luke's College	Sioux City, IA
St Vincent's College	Bridgeport, CT
Trinity College of Nursing and Health Sciences	Rock Island, IL

Tuition and fees	GSC actual	AHSEC peers (N=21)		
		Median	Mean	Std dev
Tuition & fees, AY 2010-11	16,187	11,700	12,601	3,118
Tuition & fees, AY 2009-10	15,802	11,592	12,071	3,086

Figures reflect what was reported to IPEDS.

APPENDIX C

GSC and AHSEC peers

Total price, 2010-11	GSC actual	AHSEC peers (N=21)		
		Median	Mean	Std dev
Students living off campus (not with family)	38,862	26,295	26,807	2,848
Students living off campus (with family)	22,665	17,876	18,401	3,537

Figures reflect what was reported to IPEDS.

Undergraduate financial aid, 2009-10 average award amount	GSC actual	AHSEC peers (N=26)		
		Median	Mean	Std dev
All grant aid*	2,202	4,980	6,001	2,836
Pell grants, only	1,721	3,532	3,503	696
Federal loans	4,620	8,231	8,385	1,623

* includes federal, state, local, institutional and/or other sources of grant aid dollars. Figures reflect what was reported to IPEDS.

Revenues, 2009-10	GSC actual	AHSEC peers (N=25)		
		Median	Mean	Std dev
Tuition & fee revenue per FTE	11,434	11,973	12,436	4,671
Tuition & fee revenue - percent of core revenues	46	70	68	19
Endowment assets (year-end) per FTE	9,619	5,107	8,152	9,310

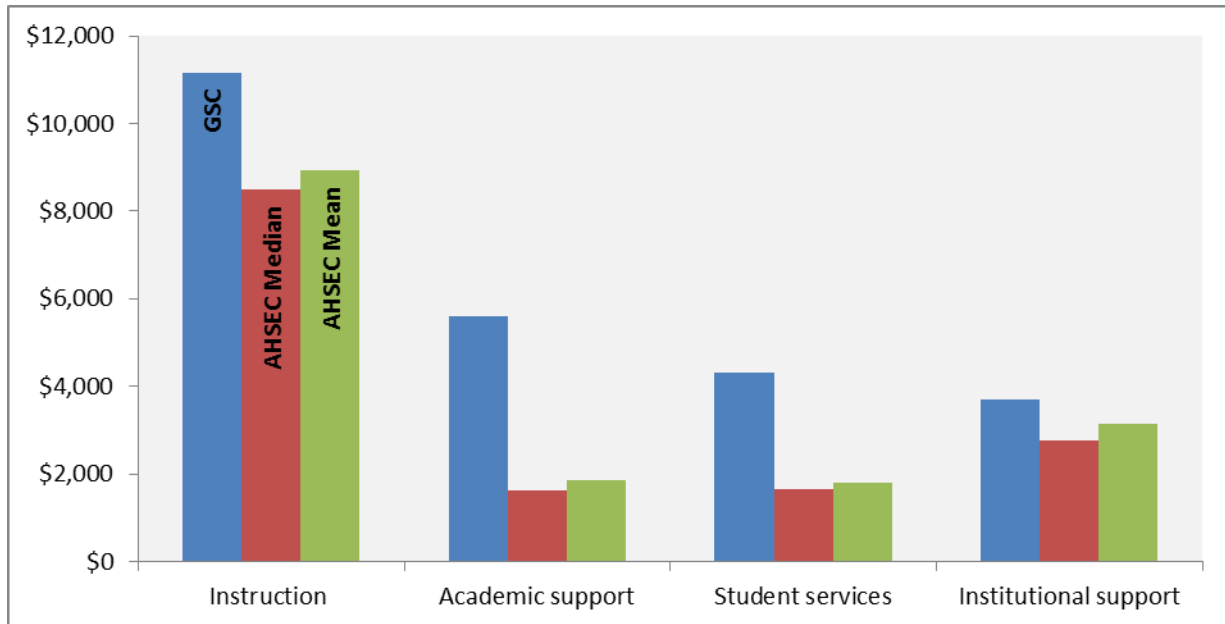
Figures reflect what was reported to IPEDS.

Expenses per FTE, 2009-10	GSC actual	AHSEC peers (N=25)		
		Median	Mean	Std dev
Instruction	11,158	8,483	8,928	2,512
Academic support	5,599	1,635	1,855	1,260
Student services	4,315	1,662	1,783	787
Institutional support	3,704	2,768	3,138	2,130

Figures reflect what was reported to IPEDS.

GSC and AHSEC peers

Expenses per FTE, 2009-10



Average salaries of full-time instructional staff equated to 9-month contracts, 2010	GSC actual	AHSEC peers (N=25)		
		Median	Mean	Std dev
Associate Professor	66,037	61,370	62,280	6,221
Assistant Professor	61,002	56,778	56,275	4,338
Instructor	56,619	51,566	50,655	7,867

Figures reflect what was reported to IPEDS.

Average salaries - nursing faculty, only, 2010	AHSEC member institutions (GSC incl'd)			
	Median	Mean	NP	NI
Professor**	72,154	72,659	14	6
Associate Professor*	61,163	63,654	57	11
Assistant Professor*	57,299	57,601	194	12
Instructor**	51,118	51,757	139	10

*Weighted

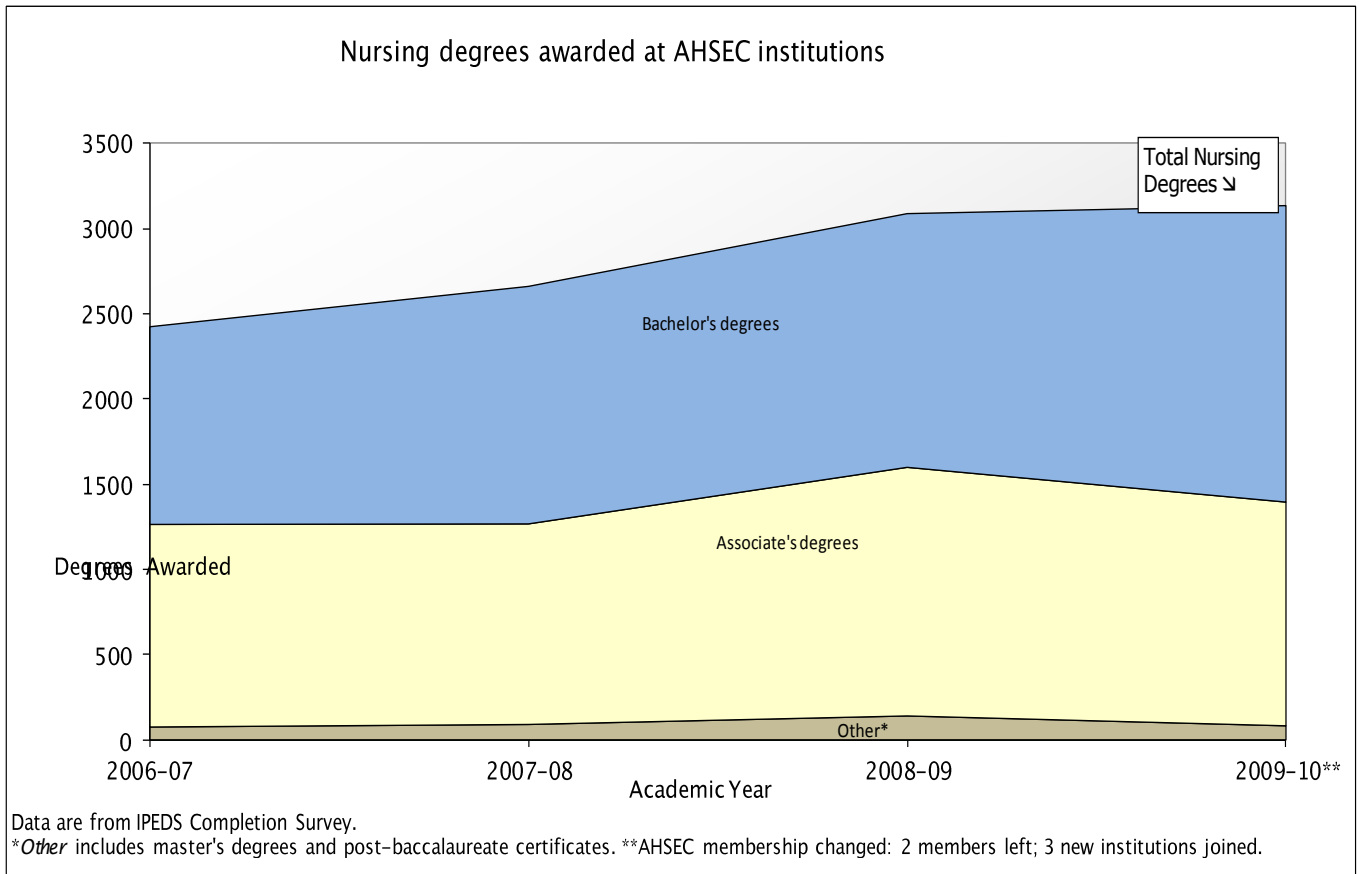
**Unweighted because one institution's data comprise more than 25% of the total (resulting in unbalanced data).

NP = Number of Incumbents.

NI = Number of Institutions.

Data are from the CUPA-HR National Faculty Salary Survey and Two-Year Faculty Salary Survey.

GSC and AHSEC peers



APPENDIX D

GSC and local nursing programs

There are currently 17 colleges and universities in the Cincinnati area that offer a nursing degree. Eleven of those institutions offer an associate's degree in nursing (ADN).

Two-year for-profit (offerings range from diploma to RN-to-BSN)

- Breckinridge School of Nursing at ITT Tech
- Beckfield College (2 local campuses)
- Brown Mackie College
- Fortis College
- Galen College of Nursing
- Hondros College

Associate's degree programs

- Cincinnati State Technical & Community College
- The Christ College of Nursing
- Gateway Community and Technical College
- Miami University – Hamilton
- University of Cincinnati – Blue Ash College (formerly Raymond Walters College)

Bachelor's degree (and higher) programs

- College of Mount Saint Joseph
- Miami University – Hamilton
- Northern Kentucky University
- Thomas More College
- University of Cincinnati
- Xavier University

How does GSC compare to these local institutions, on average based upon data reported to IPEDS?

- GSC students receive fewer grant aid dollars and less federal student loan aid.
- GSC ranks fourth in the number of ADN graduates (behind Cincinnati State, Christ College and Galen College; ahead of Beckfield College, UC Blue Ash, Gateway Community and Technical College, and Fortis College).
- GSC ranks fourth in the amount of tuition charged to full-time, first time students (behind College of Mount Saint Joseph, Thomas More College, Xavier University).
- GSC's unduplicated twelve-month headcount change (2008-09 to 2009-10) was 1.1% compared to 9.5% (9.1% median) at the other local college and universities (not including Beckfield College in Ohio, which had a 538% increase).
- The average salary equated to 9-month contracts of full-time instructional staff at GSC is higher for associate professors, assistant professors and instructors.
- GSC has higher revenue per FTE from tuition and fees, as well as higher expenses per FTE (Instruction, academic support, student services, and institutional support).

(Breckinridge and Hondros do not report IPEDS data for individual campuses and, thus, are not included in the analysis).

APPENDIX E

American Association of University Professors (AAUP): average salaries of full-time faculty members, 2010-11

	Two-year institutions with academic ranks				
	All	1yr change	Public	1yr change	Private
Professor	\$73,869	0.10%	\$74,092	0.10%	\$57,200
Associate professor	\$61,391	0.50%	\$61,469	0.40%	\$57,744
Assistant professor	\$54,094	0.20%	\$54,307	0.30%	\$44,351
Instructor	\$46,905	-0.70%	\$47,072	-0.70%	\$35,400
Lecturer	\$52,931	--	\$52,943	--	\$43,187
No rank	\$40,687	--	\$40,501	--	\$27,255
All	\$60,353	0.10%	\$60,532	0.10%	\$50,142

Note: Dollar figures are based on data from 1,319 institutions; percentage changes are based on data from 1,191 institutions that reported comparable data for both years. As a result, the percentage changes refer to a different set of dollar figures than those shown. Percentages are not adjusted for inflation. Dollar figures do not reflect all pay reductions caused by unpaid furloughs attributed to the recession. The figures cover full-time members of the instructional staff, except those in medical schools. The salaries are adjusted to a standard nine-month work year. A dash indicates that no data were reported.

Source: American Association of University Professors. Retrieved 5 October 2011 from: <http://chronicle.com/article/Faculty-Salaries-Vary-by/127073>

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