

Comprehensive Program Review – Associate of Science in Nursing, ASN
Instructions, Reporting Vehicle, and Definitions

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☒ **Program MEETS Institution's Criteria**

☒ **Program is critical to the institutional mission and will be retained.**

☒ **Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.**

☐ **Program DOES NOT MEET Institution's Criteria**

☐ **Program will be placed on a monitoring status.**

☐ **Program will undergo substantive curricular revisions.**

☐ **Program will be deactivated.**

☐ **Program will be voluntarily terminated.**

☐ **Other (identify/add text): _____**

Comprehensive Program Review – Associate of Science in Nursing, ASN

Instructions, Reporting Vehicle, and Definitions

Contextual Closing Narrative: In the space provided below (*and can be expanded*), provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).

A review of the results of the comprehensive program review indicate that the Bachelor of Science in Nursing (BSN) and the Associate of Science in Nursing (ASN) are quality, viable, and productive programs. They are essential to Gordon State College's mission as an access institution. In addition, these baccalaureates play a key role in the work-force needs of our surrounding communities.

These results will now be carefully studied by the School of Nursing for the purpose of fine tuning program delivery to ensure optimal student outcomes, and to determine further ways to enhance the programs to meet local and regional community needs.

Provost/VPAA Signature and Date: _____

C. Jeffery Kingston 6/30/2018

----- OR -----

Provost/VPAA's Designee Signature and Date: _____



Gordon State College
University System of Georgia

SCHOOL OF NURSING & HEALTH SCIENCES

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25 June 2018

MEMO: Comprehensive Program Review: AY 2015-2017 Report for RN-BSN and ASN programs

TO: Dr. Jeffery Knighton, VPAA/Provost

FROM: Dr. Anne Purvis, Dean, School of Nursing and Health Sciences

The reports appear to reflect the two programs accurately. They show the diligence and determination of the students to complete the program and become licensed professions and/or to continue their education at a higher level. There was no indication of the number of ASN graduates who return for a BSN within 5 years, but the numbers there are also reflective of the determination of the students.

There are two areas that are troublesome. One is in the RN-BSN program, where the numbers for admission have declined. There are several issues outside the program that feed into this decline. The initial interest in the program was spurred by an Institute of Medicine (IOM) report asking for 80/20 (80% BSN and 20% ASN graduates) employed by the healthcare facilities. The healthcare facilities were pushing employees with ASN degrees to return for the BSN. The IOM has since clarified the report to indicate that there needs to be some form of knowledge progression (this could be with certifications and other means of lifelong education in the employment field). The healthcare facilities are no longer pushing the BSN as strenuously as a couple of years ago. There has also been an increase in the number of RN-BSN programs from which the ASN/Diploma graduates can choose. The School of Nursing is looking at the hours designated for clinical in the RN-BSN program and will be determining if any changes need to be made in that part of the curriculum in the upcoming academic year.

The second troubling trend is with the retention rate for the ASN program. This took a significant dive, but has been rebounding. The School of Nursing has already and continues to put in action means to better support the success of the ASN students. The visitors from the ASN national accreditation agency, Accreditation Commission for Education in Nursing (ACEN), found that the measures planned and/or already in place were sufficient to address the retention issue during the February 2017 continuing accreditation visit.

The report accurately reflects the dedication and workload of the faculty of both the ASN and the RN-BSN programs.

Anne Purvis, EdD, MSN, MEd, BSN, CNE
Professor of Nursing
Dean, School of Nursing and Health Sciences

COMPREHENSIVE PROGRAM REVIEW: AY2015-AY2017

Project Team: Samantha H. Bishop, Margie Wright,
Erik McCarthy, and Andy Osborne

Academic Program Name: ASSOCIATE OF SCIENCE IN NURSING, ASN

CIP Code: 51.3801

College or School and Department: School of Nursing and Health Sciences

Date of Last Internal Review: AY2009

Outcomes of Previous Program Review (brief narrative statement):

Current Date Program Reviewed at the Institution for this report:

Executive Summary and Memo:

Discuss the overall assessment of the program including a summary of the narratives on quality, viability, and productivity. If the major includes minors or tracks such as Teacher Certification, Professional Communication, etc. explain that the data is incorporated in the program review. There will not be a separate review since only one review will be submitted per CIP Code.

Quality Summary:

Enrollment has been steady over the last three years. The incoming student freshman index, SAT/ACT scores, and incoming GPA have also remained steady. The quality of the students has been maintained, as evidenced by the NCLEX-RN pass rates over the last three years. The students had quality instruction from faculty who mostly have terminal degrees or are working towards them. Faculty are also actively engaged in professional development, with over 300 hours logged for continuing education.

Viability Summary:

The ASN program is supported by qualified faculty that have an appropriate workload divided between classroom and clinical instruction. Student-to-faculty ratios are acceptable. Faculty advise pre-nursing as well as nursing students, and contribute to the growth of the student body as a whole.

Productivity Summary:

Although retention rates declined during the period of review, time-to-degree and degree completion remained fairly constant, with a rebound between AY2016 and AY2017.

Mission Statement and Curriculum

Program Mission Statement (Data Source B and D)

The mission of the School of Nursing is to educate professional nurses who are able to provide competent, quality, and holistic care that meets individual, family, and community needs in a rapidly changing healthcare environment. Degree offerings at the Associate and Baccalaureate level (Pre-licensure BSN and RN-BSN completion) provide the opportunity to educate nurses who have the knowledge, skill, and aptitude to:

1. accept increased responsibility as providers, designers, managers, and coordinators of care.
2. make clinical decisions based on sound nursing judgment, critical thinking, and current research-based evidence.
3. scrutinize, appraise, interpret, and apply research-based evidence to clinical practice.
4. promote the health of the local, regional, and global community through collaboration and effective communication with interdisciplinary team members.
5. provide safe and quality nursing care for individuals, families, and communities.
6. flourish in the profession of nursing by becoming global thinkers who extend their knowledge through inquiry, discovery, and life-long learning.
7. accept the responsibility and accountability inherent with becoming a member of the nursing profession.

Program Requirements (Data Source D and E)

Admission Requirements

Applicants must have graduated from high school or received a GED. All students must have a completed admissions file in the Gordon State College Office of Admissions and have received an acceptance letter from Gordon State College by the deadline of the application period for which you are applying. **Students must also submit a separate application for the nursing program. Application periods and required paperwork is listed online at www.gordonstate.edu/nursing/home.**

To be considered for acceptance into the nursing program, students must have:

1. **Formal** acceptance to Gordon State College
2. Exemption from or completion of all Learning Support classes
3. Nursing core classes **MUST** be completed with a minimum GRADE of C or better. A grade of D in any core class is not accepted by the Nursing department
4. Minimum overall GPA of 2.5 to be eligible **to apply**
5. Completion of the Kaplan Admission Test.
6. BIOL 2210, 2211, and 2250 must all be **LESS** than 5 years old at the time of admission. **NO EXCEPTIONS.**

7. Not failed two (2) or more nursing courses in any unsuccessful attempt at a nursing program, including LPN. A grade of D is considered failing in a nursing program.
8. Not failed any nursing course with a grade of F in any unsuccessful attempt in a nursing program, including LPN.
9. Certified Nursing Assistant (CNA) training is strongly encouraged by the School of Nursing and Health Sciences. Once admitted, those students who have completed a CNA or other health related certifications will be allowed to test out of selected skills via a skills validation check-off.
10. Ability to meet Technical Standards

It is strongly suggested that 75% of the core course requirements be completed prior to applying to the nursing program. Generally, the first year of study is spent on campus taking core course requirements for the nursing curriculum.

Self-managed nursing applications are available ONLINE ONLY during selective periods from the School of Nursing and Health Sciences website at www.gordonstate.edu/nhs/home. Application deadlines are posted online. Admission to the Nursing Program is selective and competitive. Applicants are ranked from highest to lowest and the applicants with the strongest credentials will be accepted first. A student must receive a letter of acceptance from the Nursing Program to be admitted for classes. There is NO WAITING LIST for the Nursing Program. Applicants who are not accepted must reapply during the next application period. The Nursing Program reserves the right to end the application period once enough qualified applications have been received.

LPN to RN Bridge Program

This is a program for LPN's who wish to further their education to become an RN. The classes will begin in the fall semester (August) each year and continue in Spring and the following Fall. No summer semester exists.

Admission Requirements

To be eligible for admission to the LPN Bridge Program, a student must meet the admission criteria for both Section A and Section B as listed below. **Application deadline for the August class occurs the December prior to the August term start.** Check the nursing website for exact details: www.gordonstate.edu/nursing/home. Conditional acceptance will be granted before the validation exam, Dosage Calculation Test, and Skills Test will be scheduled. **Final acceptance will occur after successful completion of all three tests.**

Section A

1. **Formal** acceptance letter from Gordon State College by July 30.
2. Exemption from or completion of all Learning Support classes.
3. Completion of Nursing Program application.
4. Nursing core classes **MUST** be completed with a minimum GRADE OF C or better. A grade of D in any core class is not accepted by the Nursing department. Prerequisites for NURS 1906, NURS 1911, and NURS 1912 must be completed with a grade of C or better. See nursing curriculum for details.
5. Minimum overall GPA of **2.5** to be eligible to apply.
6. Completion of the Kaplan Admission Test.

7. BIOL 2210, 2211, and 2250 must all be LESS than 5 years old at the time of admission to the program. NO EXCEPTIONS.
8. Not failed two (2) or more nursing courses in any unsuccessful attempt at a nursing program, including LPN. A grade of D is considered failing in a nursing program.
9. Not failed any nursing course with a grade of F in any unsuccessful attempt in a nursing program, including LPN.
10. Have a minimum of one year of practice as a Licensed Practical Nurse.
11. Hold a current valid Georgia license as a Licensed Practical Nurse.
12. Ability to meet Technical Standards.

Section B

1. Successful completion of validation exam
2. Successful completion of Dosage Calculation Test
3. Successful completion of Skills (lab) Test

Board of Regents' Guidelines for Program (Data Source F)

3.3.6.2 Career Degrees

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science in allied health areas (A.S. in designated health fields).

Career degrees are not intended for transfer and are primarily designed to prepare students for employment upon graduation. AAS degrees are generally awarded through successful completion of a planned program of study at Technical College System of Georgia institutions (see BOR Policy 3.3.5.1 for additional information on AAS degree offerings at USG institutions). Career associate degrees may designate a specific disciplinary area of study (e.g., AAS in Criminal Justice or AS in Nursing) and are considered distinct programs of study. Career associate degrees are subject to USG policies on comprehensive program review and all relevant SACSCOC standards for a distinct program of study. Career associate-level degree programs of study must have appropriate student learning outcomes, must be assessed, must demonstrate continuous improvement based on assessment results, and may be advertised as available programs of study at the institution.

Core Curriculum Course Prerequisites

MATH 1001 or *MATH 1111 which is preferred

BIOL 2210**

One of the following courses: BIOL 1111, BIOL 1107, CHEM 1151K or CHEM 1211K with the grade of C or better, or SAT Math score of 450 or higher or ACT Math score of 19 or higher

BIOL 2211**

BIOL 2210

BIOL 2250**

BIOL 2210

ENGL 1101

Course Title

Quantitative Skills and Reasoning or College Algebra

Anatomy & Physiology - Part I

Anatomy & Physiology - Part II

Microbiology for Health Sciences

English Composition I

ENGL 1102
PSYC 2103
HIST 2111/2112

ENGL 1101

Approved Humanities Elective

[varies]

English Composition II
Human Growth & Development
American History –
part I or part II
Art Appreciation, Survey of Art History I or II, World
Literature, British Literature,
American Literature, Humanities I or II, Music Appreciation,
Introduction to Philosophy, Introduction to Ethics or Theatre
Appreciation

Offerings by Course (Data Source A)

Number of sections each year

Program Title	Course Title	AY2015	AY2016	AY2017
ASN - All	NURS 1903	2		
	NURS 1904	2		
	NURS 1905	2	2	2
	NURS 1906	1	2	2
	NURS 1910	6	6	7
	NURS 1911	1	2	2
	NURS 1912	1	2	2
	NURS 1922	1		
	NURS 2903	2		
	NURS 2904	4	1	
	NURS 2907		1	2
	NURS 2910		2	2
	NURS 2911		2	2
	NURS 2912		1	2
	NURS 2991	2		
	NURS 2992	2	1	

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

	AY2015	AY2016	AY2017
Program Title	Day Classes	Day Classes	Day Classes
ASN - LPN-RN Bridge	3	12	14
ASN - Prelicensure	26	22	23
Overall Program	26	22	23

Number of Day, Evening, and Online sections offered

Day Classes - Non Online classes with meeting start times prior to 6pm

Evening Classes - Non Online classes with meeting time on or after 6pm

Fully Online Classes - Online classes with instructional method of Fully or Entirely Online

Hybrid/Partially Online Classes - Online classes with instructional method of Hybrid or Partially Online

Number of Sections by Location/Delivery

	AY2015	AY2016	AY2017
Program Title	Barnesville/Main Campus	Barnesville/Main Campus	Barnesville/Main Campus
ASN - LPN-RN Bridge	3	12	14
ASN - Prelicensure	26	22	23
Overall Program	26	22	23

Campus/Location of offerings by campus. Online classes include e-Core.

Section Enrollments (Mean Class Size)

Program Title	Course Title	AY2015		AY2016		AY2017	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
ASN - All	NURS 1903	28	28				
	NURS 1904	30	32				
	NURS 1905	71	73	58	60	77	80
	NURS 1906	66	62	60	61	58	59
	NURS 1910	25	25	19	20	21	22
	NURS 1911	69	62	62	61	55	58
	NURS 1912	65	62	55	61	55	59
	NURS 1922	59	59				
	NURS 2903	37	50				
	NURS 2904	21	20	31	40		
	NURS 2907			37	45	39	49
	NURS 2910			53	52	43	48
	NURS 2911			55	53	44	48
	NURS 2912			37	45	41	49
	NURS 2991	36	41				
	NURS 2992	39	41	30	40		

Mean class size for section enrollments

Course Offerings – Enrollment Totals

Program Title	Course Title	AY2015		AY2016		AY2017	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
ASN - LPN-RN Bridge	NURS 1906	66	62	117	122	115	118
	NURS 1911	69	62	119	122	110	118
	NURS 1912	65	62	110	122	110	118
	NURS 2907			37	45	77	98
	NURS 2910			108	105	86	96
	NURS 2911			110	105	88	96
	NURS 2912			37	45	81	98
ASN - Prelicensure	NURS 1903	57	57				
	NURS 1904	60	63				
	NURS 1905	145	148	116	120	154	160
	NURS 1906	66	62	117	122	115	118
	NURS 1910	145	148	116	120	154	159
	NURS 1911	69	62	119	122	110	118
	NURS 1912	65	62	110	122	110	118
	NURS 1922	59	59				
	NURS 2903	75	99				
	NURS 2904	83	80	31	40		
	NURS 2907			37	45	77	98
	NURS 2910			108	105	86	96
	NURS 2911			110	105	88	96
	NURS 2912			37	45	81	98
	NURS 2991	72	82				
	NURS 2992	78	81	30	40		

Total enrollments for sections

Mission Statement and Curriculum Narrative:

The School of Nursing's (SON) mission statement is available on the school's website and in the nursing student handbook. The Associate of Science in Nursing (ASN) Degree is designed primarily to prepare students for employment upon graduation. The program has appropriate student learning outcomes, is assessed on a regular basis, and shows continuous improvement as required by the Board of Regents (BOR) to be classified as a career degree program. The program core curriculum course requirements meet the BOR requirements for a career program and are offered by the college every semester with a wide range of delivery options (online/hybrid/traditional classes). The availability of core curriculum courses meets the demands of the nursing program. All program requirements are readily available in the college catalog and on the SON's website. The ASN curriculum successfully prepares students to provide quality nursing care in diverse healthcare settings, thereby meeting the SON mission and BOR guidelines. The SON is accredited by the Accreditation Commission for Education in Nursing (ACEN) and the Board of Nursing (BON). ACEN accreditation was last obtained in August of 2017 and is good for eight years. The SON ASN program was last reviewed by the Georgia BON in November 2017; this review is also good for eight years.

Program Quality

Student Inputs

Number of Students

Program Title	AY2015			AY2016			AY2017		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
ASN - LPN-RN Bridge	4,424	9	0.2%	4,314	14	0.3%	3,996	6	0.2%
ASN - Prelicensure	4,424	307	6.9%	4,314	295	6.8%	3,996	311	7.8%
Overall Program	4,424	316	7.1%	4,314	308	7.1%	3,996	317	7.9%

Program Level - Associate

Average Incoming SAT/ACT for Program Majors

Program Title	AY2015			AY2016			AY2017		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
ASN - LPN-RN Bridge	9		889.4	14		881.6	6		805.0
ASN - Prelicensure	307	21.9	969.1	295	21.8	972.5	311	20.4	962.3
Overall Program	316	21.9	964.6	308	21.8	968.5	317	20.4	960.4

Average Incoming GPA for Program Majors

Program Title	AY2015		AY2016		AY2017	
	Students in Program	Avg. HS_GPA	Students in Program	Avg. HS_GPA	Students in Program	Avg. HS_GPA
ASN - LPN-RN Bridge	9	3.3	14	2.9	6	2.0
ASN - Prelicensure	307	3.4	295	3.4	311	3.5
Overall Program	316	3.4	308	3.4	317	3.5

Average High School GPA of Students in the Program

Freshman Index* for Program Majors

Program Title	AY2015		AY2016		AY2017	
	Students in Program	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index
ASN - LPN-RN Bridge	9		14		6	
ASN - Prelicensure	307	2,766	295	2,694	311	2,693
Overall Program	316	2,766	308	2,694	317	2,693

Incoming Learning Support Requirements for Program Majors

Program Title	AY2015			AY2016			AY2017		
	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total
ASN - LPN-RN Bridge	3	6	9	4	10	14	2	4	6
ASN - Prelicensure	47	260	307	44	251	295	43	268	311
Overall Program	50	266	316	48	260	308	45	272	317

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	AY2014	AY2015	AY2016
National Council Licensure Examination – Registered Nurse (NCLEX-RN)	95.05%	98.81%	93.65%
Associate of Science Degree	96/101	83/84	59/63

Average Graduating Major GPA

Program Title	AY2015		AY2016		AY2017	
	Count	Major_GPA	Count	Major_GPA	Count	Major_GPA
ASN - LPN-RN Bridge			3	2.83	3	2.80
ASN - Prelicensure	75	2.87	62	2.91	71	2.75
Overall Program	75	2.87	65	2.91	74	2.75

GPA in program required courses for students in program at midterm census that graduated from program at end of term.

Average Major GPA

Program Title	AY2015		AY2016		AY2017	
	Count	Major GPA	Count	Major GPA	Count	Major GPA
ASN - LPN-RN Bridge	6	2.9	12	2.5	6	2.2
ASN - Prelicensure	285	2.5	258	2.4	296	2.3
Overall Program	291	2.6	269	2.4	302	2.3

GPA in program required courses only. Major GPA Student Count may be smaller than total program count since only students enrolled in a course listed in the program curriculum are included.

Employment Rates

Program Title	AY2014	AY2015	AY2016
Associate of Science Degree in Nursing	92%	100%	Pending 6-month Reviews

Entry into Graduate Programs

Program Title	AY2014	AY2015	AY2016
Not Applicable	Not Applicable	Not Applicable	Not Applicable
Overall Program			

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E

Faculty Outputs (Data Source A, B, and C)

Faculty Outputs- Number of Faculty

Program Title	AY2015			AY2016			AY2017		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
ASN - LPN-RN Bridge	7	2	9	13	6	19	12	4	16
ASN - Prelicensure	14	10	24	14	8	22	14	8	22
Overall Program	14	10	24	14	8	22	14	8	22

revised - 2/6/2018

Faculty Outputs - Number of Terminally Degreed Faculty

Program Title	AY2015				AY2016				AY2017			
	Terminal Degree	Non-Terminal Degree	Unknown	Total	Terminal Degree	Non-Terminal Degree	Unknown	Total	Terminal Degree	Non-Terminal Degree	Unknown	Total
ASN - LPN-RN Bridge		9		9	3	16		19	3	13		16
ASN - Prelicensure	1	19	4	24	3	18	1	22	3	17	2	22
Overall Program	1	19	4	24	3	18	1	22	3	17	2	22

revised - 2/6/2018

Amount of Sponsored Research Funding

Program Title	AY2014	AY2015	AY2016
Not Applicable	Not Applicable	Not Applicable	Not Applicable
Overall Program			

Amount of Other External Funds

Program Title	AY2014	AY2015	AY2016
Not Applicable	Not Applicable	Not Applicable	Not Applicable
Overall Program			

Number of Peer-Reviewed Publications

Program Title	AY2014	AY2015	AY2016
ASN Faculty Publications	2	0	1
Overall Program	2	0	1

Number of Faculty Research Fellowships

Program Title	AY2014	AY2015	AY2016
Not Applicable	Not Applicable	Not Applicable	Not Applicable
Overall Program			

Number of Academic Conference Presentations

Program Title	AY2014	AY2015	AY2016
ASN Faculty Presentations	3	3	0
Overall Program	3	3	0

Faculty Growth and Development

Faculty	Manuscripts completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews
Total for all ASN Faculty (FY14-FY16)	0	2	2	7	3	33 workshops 382 CEU's	3

Program Quality Narrative:

The School of Nursing (SON) Associate of Science in Nursing (ASN) program has been established since 1971. The quality of the program is evident in the competitiveness of the students selected for admission, the exit scores on the National Council Licensure Examination – Registered Nurse (NCLEX-RN), and the faculty qualifications. For the academic years 2015, 2016, and 2017 the number of students in the program has exceeded 300. Of those students, the average SAT scores have been greater than 960 and the average ACT Comp scores have been greater than 20, placing the average freshman index around 2700. The average GPA of an incoming nursing student has been 3.4 or better. The majority of students do not have learning support requirements.

Most significantly, average exit scores or pass rates on the NCLEX-RN have been > 93%, compared to a four-year average national pass rate of 83.48% and a four year average Georgia pass rate of 85.42%. According to the Georgia Board of Nursing (GBON), GSC's four year average pass rate is 93.73%, which is the highest in the state. This information is available to the public on the GBON website at <http://sos.ga.gov/index.php/licensing/plb/45> .

2014 National Pass Rate 81.78% - Georgia Pass Rate 85.32% - **Gordon State College ASN Nursing Program 95.05%**

2015 National Pass Rate 84.53% - Georgia Pass Rate 86.06% - **Gordon State College ASN Nursing Program 98.81%**

2016 National Pass Rate 84.57% - Georgia Pass Rate 85.40% - **Gordon State College ASN Nursing Program 93.65%**

The ASN program has maintained at least fourteen full-time faculty and eight part-time faculty/instructors committed to the success of the program. All faculty meet the educational and professional requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Georgia Board of Nursing (GBON), and Accreditation Commission for Education in Nursing, Inc. (ACEN). Of those faculty, five hold terminal degrees, and many are working towards a terminal degree. Over the last three academic years, the faculty have published and presented at academic conferences, presented papers, performed book/article/chapter reviews, attended 33 professional development workshops and spent over 382 hours participating in continuing education. The nature of the nursing profession requires lifelong learning; as a result, the bulk of professional development is spent on continuing education

within each faculty's specific discipline. Many of the faculty maintain certificates such as Pediatric Nurse Practitioner, Family Nurse Practitioner, Maternal Certified Nurse, and Oncology Certified Nurse; a select few have supplemented their knowledge of their profession by becoming Certified Nurse Educators. The SON also promotes professional development through online educational options such as NurseTim faculty development webinars and on-campus educational options offered through the Center for Excellence in Teaching and Learning (CETL).

Program Viability

Student Numbers

Overall Credit Hours at Entrance

	AY2015						AY2016						AY2017					
Program Title	0 Hours	1-30 Hours	31-60 Hours	31-90 Hours	90 or More ..	Total	0 Hours	1-30 Hours	31-60 Hours	31-90 Hours	90 or More ..	Total	1-30 Hours	31-60 Hours	31-90 Hours	90 or More ..	Total	
ASN - LPN-RN Bridge			6	3		9		1	7	5	1	14		4	1	1	6	
ASN - Prelicensure	1	5	117	126	58	307	1	4	138	114	38	295	6	157	107	41	311	
Overall Program	1	5	123	129	58	316	1	5	145	119	39	308	6	161	108	42	317	

Cumulative overall hours earned (including Transfer credit) at the beginning of the term the student declared the major.

Faculty Workload

Number of Credit Hours Taught in the Program

Program Title	AY2015	AY2016	AY2017
ASN - LPN-RN Bridge	738	2,736	2,897
ASN - Prelicensure	4,335	4,119	4,283

Calculated as course credit hours multiplied by number of students enrolled.

ASN - Prelicensure encompasses all courses in ASN - LPN-RN Bridge

revised - 2/7/2018

Standard Faculty Workload for Degree Program

Program Title	AY2014	AY2015	AY2016
Average Faculty Workload per Week for ASN FT Faculty	17.05 hrs/wk	16.93 hrs/wk	16.33 hrs/wk

Number of Faculty Supporting Program Within/Outside Department

Department Group	Program Title	AY2015	AY2016	AY2017
from Within Department	ASN - LPN-RN Bridge	9	19	16
	ASN - Prelicensure	24	22	22
	Overall Program	24	22	22
from Outside Department	ASN - LPN-RN Bridge	1	2	3
	ASN - Prelicensure	6	2	4
	Overall Program	6	2	4

revised - 2/6/2018

Percentage of Classes Taught by Full-time and Part-time Faculty

Program Title	Full-time		AY2015				AY2016				AY2017			
	Count	%	Count	%	Total	%	Count	%	Count	%	Count	%	Count	%
ASN - LPN-RN Bridge	2	100.0%	2	100.0%	2	100.0%	10	100.0%	5	50.0%	10	100.0%	12	100.0%
ASN - Prelicensure	22	100.0%	14	63.6%	22	100.0%	18	100.0%	11	61.1%	18	100.0%	19	100.0%
Grand Total	22	100.0%	14	63.6%	22	100.0%	18	100.0%	11	61.1%	18	100.0%	19	100.0%

Number and Percentage of classes taught by Full-time and Part-time Faculty.

Administrative faculty such as Department Heads and Deans are included in the Part-time measures.

NOTE: Due to team teaching, Full-time Count plus Part-time Count will be greater than Total Count and Full-time% plus Part-time% will be greater than 100%.

revised - 2/6/2018

Number of Advisees per Faculty Member

Program Title	Department	Advisor	AY2015		AY2016		AY2017	
			Students in Program	%	Students in Program	%	Students in Program	%
ASN - LPN-RN Bridge	Associate of Science in Nurs.	Bobo, Charles M	1	0.3%	2	0.6%		
		Dansby, Cassandra L			2	0.6%		0.6%
		Nobles, JoAnne				0.3%		0.3%
		Williams, Mary B		0.6%		0.6%		0.3%
		Wright, Marguerite E		0.3%				
		Yarbrough, Amy E		0.3%	1	0.3%		
		Buchanan, Theresa		0.3%	2	0.6%		0.3%
		Chang, Winsome R		0.3%		0.3%		
		Davis, Kathy E		0.3%		0.3%		0.3%
		Jackson, Annette J		0.3%		0.3%		
ASN - Prelicensure	Associate of Science in Nurs.	Moore, Tonya C				0.3%		
		Student Success Center Total		2.8%	14	4.5%	6	1.9%
		Billingslea, Rminda T					3	0.9%
		Bishop, Samantha H	25	7.9%	18	5.8%	15	4.7%
		Bobo, Charles M	17	5.4%	23	7.5%	21	6.6%
		Brooker, Heather E	26	8.2%	19	6.2%	21	6.6%
		Dansby, Cassandra L			1	0.3%	11	3.5%
		Harrison, Melissa A	13	4.1%	16	5.2%	19	6.0%
		Key, Jacquelyn A				1.0%	10	3.2%
		Martin, Wendy L	31	9.8%	24	7.8%	22	6.9%
		Morgan, Rebekah A	19	6.0%	18	5.8%	19	6.0%
		Nobles, JoAnne				1.3%	12	3.8%
		Skinner, Christa B	19	6.0%		1.0%		0.6%
		Williams, Mary B	27	8.5%	23	7.5%	21	6.6%
		Wright, Marguerite E	24	7.6%	19	6.2%	23	7.3%
		Yarbrough, Amy E	20	6.3%	18	5.8%	22	6.9%
	Bachelor of Science in Nursing	Buchanan, Theresa	19	6.0%	24	7.8%	13	4.1%
		Chang, Winsome R	11	3.5%	14	4.5%	15	4.7%
		Davis, Kathy E		1.6%	14	4.5%	10	3.2%
		Jackson, Annette J		2.2%	13	4.2%	11	3.5%
		Quinn, Christina M		1.6%	13	4.2%	11	3.5%
		Stewart, Patricia M	18	5.7%	16	5.2%	15	4.7%
	Biology & Phys Sciences	Bender, Michael J						0.3%
		Rebello, Theresa L		0.6%		0.3%		0.3%
		Rosario, Sarah E		0.3%				0.3%
		Rumfelt, Lynn M		0.3%		0.3%		
	Business & Public Service	Awbrey, James L						0.3%
		Howard, Anissa K		0.3%		0.6%		
		Mayo, Joseph A						0.6%
		Terry, Pamela M		0.3%				
		Vick, Timothy P				0.3%		
	Education	Zhou, Qi		0.3%				
		O'Sullivan, Sheryl L				0.3%		
		Agyare, Stephen				0.3%		
		Godasky, Rebecca S						0.3%
		Janssen, David A			6	1.9%	11	3.5%
Overall Program	Math & Computer Science Nursing & Health Sciences	McMurray, Nolan G				0.3%		
		Hammond, Cathy L		0.9%				
		McIlwain, Margaret M		0.9%				
		Purvis, Carol A	15	4.7%		2.6%	6	1.9%
		Seale, Melvin M						0.3%
		Stuckey, Wanda M	1	0.3%				
		Student Success Center Total						
			307	97.2%	295	95.8%	311	98.1%
			316	100.0%	308	100.0%	317	100.0%

Program Viability Narrative

All courses in the ASN program are taught by full-time faculty. Nursing faculty cross-teach to assist and supplement their general and specialized nursing ability into other courses. Three RN-to-BSN faculty also taught and assisted with clinical in the ASN Program until the start of the BSN Program in fall 2017. Part-time faculty assist with the important clinical component of the program; these faculty have a Master's Degree or are enrolled in a Master's program. Two clinical faculty hold a BSN degree. All full-time faculty hold a Master's and/or Doctorate degree in nursing. Verification of licensure and evidence of adherence to the credentialing requirements for the governing and accrediting organizations is on file in the NAHS Resource Library 342, Employee Records.

Credit hours taught in the program range from 4,119 to 4,335 for all nursing courses; full-time workload is based on 15-18 contact hours/week/semester. Nursing faculty teach in both classroom and off-site clinical settings. Clinical simulations in the nursing labs are recognized as clinical time. Faculty are required to do two days of clinical per week, in a six- or eight-hour clinical. Nursing course coordinators are expected to do one six- or eight-hour clinical per week.

Student-to-faculty classroom ratios are below the required 20:1 ratio, and clinical ratios are at or below the 10:1 ratio established by the GBON.

ASN nursing faculty are responsible for advising all Pre-nursing students as well as those already admitted into the nursing program. Advisees are evenly spread among the ASN nursing faculty. One nursing faculty member is the Dual Enrollment Coordinator for the high school student Dual Enrollment Program and does advisement for this program which now has over 300 participating high school students.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Acyr	Program Title	Non-Transfer		2 yrs or less Transfer		Total		Non-Transfer		3 to 4 yrs Transfer		Total		Non-Transfer		More than 4 yrs Transfer		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AY2015	ASN - LPN-RN Bridge			1	100.0%	1	100.0%												
	ASN - Prelicensure			7	16.3%	7	16.3%	6	14.0%	18	41.9%	24	55.8%	10	23.3%	2	4.7%	12	27.9%
	Overall Program			8	18.2%	8	18.2%	6	13.6%	18	40.9%	24	54.5%	10	22.7%	2	4.5%	12	27.3%
AY2016	ASN - LPN-RN Bridge			1	100.0%	1	100.0%												
	ASN - Prelicensure			4	10.8%	4	10.8%	8	21.6%	6	16.2%	14	37.8%	16	43.2%	3	8.1%	19	51.4%
	Overall Program			5	13.2%	5	13.2%	8	21.1%	6	15.8%	14	36.8%	16	42.1%	3	7.9%	19	50.0%
AY2017	ASN - Prelicensure			2	5.1%	2	5.1%	10	25.6%	11	28.2%	21	53.8%	12	30.8%	4	10.3%	16	41.0%
	Overall Program			2	5.1%	2	5.1%	10	25.6%	11	28.2%	21	53.8%	12	30.8%	4	10.3%	16	41.0%

Time to Degree based on first-term of enrollment at GSC.

Includes students known to Institutional Research as First-time Freshmen (Non-Transfer) or First-time Transfer (Transfer) (beginning Fall 2005 for Freshmen and Fall 2007 for Transfers).

Associate Level Graduation Numbers (for Review of Associate Level Programs)

Program Title	AY2015		AY2016		AY2017	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
ASN - LPN-RN Bridge	2	1.67	3	2.00	3	2.22
ASN - Prelicensure	77	3.24	62	3.88	72	3.75
Overall Program	79	3.20	65	3.79	75	3.69

Time to Degree based on first-term of enrollment at GSC.

Baccalaureate Level Graduation Numbers (for Review of Baccalaureate Level Programs)

N/A

Student Retention (Data Source A)

Returned the Subsequent Term

Program Title	AY2015				AY2016				AY2017			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
ASN - Prelicensure	131	107		81.7%	102	84	1	83.3%	147	103		70.1%
ASN - LPN-RN Bridge	5	5		100.0%	7	5		71.4%				
Overall Program	136	112		82.4%	109	89	1	82.6%	147	103		70.1%

* Academic year - AY of first semester (Summer, Fall or Spring) student has declared major for the program under review.

* Returned - Returned the subsequent Fall term - student enrolled Fall term subsequent to his/her Cohort Term

* Graduated- Graduate prior to subsequent Fall term - student was awarded degree in program prior to the Fall term subsequent to his/her Cohort Term

* % - Percentage retained/graduated - total number of students retained and graduated divided by total students in a Cohort of the Academic Year

Program Productivity Narrative

Overall program retention/graduation rate has declined somewhat from 82.4% in AY2015 to 70.1% in AY2017. The number of students graduating per year ranges from 65 to 79; the average time to degree ranges from 3.2 to 3.79 years.

Appendix A: Data Sources

A = Institutional Research

B = Department/Department Head

C = Human Resources

D = Department Website

E = Gordon State College Catalog

F = Board of Regents Website

Note: If other data sources are used, they can be implemented as need to Appendix A and the appropriate sections above.

Appendix B: Student Demographics

Number of program students

Total number of students in the program and as a percentage of all Bachelors students at Gordon State College

Program Title	AY2015			AY2016			AY2017		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
ASN - LPN-RN Bridge	4,424	9	0.2%	4,314	14	0.3%	3,996	6	0.2%
ASN - Prelicensure	4,424	307	6.9%	4,314	295	6.8%	3,996	311	7.8%
Overall Program	4,424	316	7.1%	4,314	308	7.1%	3,996	317	7.9%

Program Level - Associate

Number of students in [Program] program by self-reported Age, Gender, and Ethnicity and percentage of all program level students at Gordon State College.

Self-Reported Age

Age Category	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
<= 23	ASN - Prelicensure	140	44.3%	146	47.4%	152	47.9%
	Total	140	44.3%	146	47.4%	152	47.9%
> 23	ASN - LPN-RN Bridge	9	2.8%	14	4.5%	6	1.9%
	ASN - Prelicensure	170	53.8%	154	50.0%	161	50.8%
	Total	179	56.6%	167	54.2%	167	52.7%

NOTE: Percent base changed from total student at program level, i.e. all bachelor's students, for AY to total students in program for AY.

Self-Reported Gender

GENDER	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
Female	ASN - LPN-RN Bridge	9	2.8%	14	4.5%	6	1.9%
	ASN - Prelicensure	266	84.2%	253	82.1%	267	84.2%
	Total	275	87.0%	266	86.4%	273	86.1%
Male	ASN - Prelicensure	41	13.0%	42	13.6%	44	13.9%
	Total	41	13.0%	42	13.6%	44	13.9%

NOTE: Percent base changed from total student at program level, i.e. all bachelor's students, for AY to total students in program for AY.

Self-Reported Ethnicity

Ethnicity/Race	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
Asian	ASN - Prelicensure	3	0.9%	2	0.6%	5	1.6%
	Total	3	0.9%	2	0.6%	5	1.6%
Black or African American	ASN - LPN-RN Bridge	4	1.3%	7	2.3%	3	0.9%
	ASN - Prelicensure	61	19.3%	64	20.8%	66	20.8%
	Total	65	20.6%	70	22.7%	69	21.8%
Hispanic or Latino	ASN - Prelicensure	2	0.6%	4	1.3%	6	1.9%
	Total	2	0.6%	4	1.3%	6	1.9%
Native Hawaiian or Other Pacific Islander	ASN - Prelicensure						0.3%
	Total					1	0.3%
Two or more races	ASN - Prelicensure	10	3.2%	6	1.9%	6	1.9%
	Total	10	3.2%	6	1.9%	6	1.9%
Unknown	ASN - Prelicensure		0.3%				0.3%
	Total	1	0.3%			1	0.3%
White	ASN - LPN-RN Bridge	5	1.6%	7	2.3%	3	0.9%
	ASN - Prelicensure	230	72.8%	219	71.1%	226	71.3%
	Total	235	74.4%	226	73.4%	229	72.2%

NOTE: Percent base changed from total student at program level, e.g. all bachelor's students, for AY to total students in program for AY.

Students by Number of Hours Completed

Number of Hours Earned	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
< 60	ASN - LPN-RN Bridge	3	1.0%	3	1.0%		0.3%
	ASN - Prelicensure	34	11.3%	35	12.0%	41	13.4%
	Total	37	12.3%	38	13.0%	42	13.8%
60 - 74	ASN - LPN-RN Bridge	3	1.0%	4	1.4%	1	0.3%
	ASN - Prelicensure	52	17.3%	46	15.8%	63	20.7%
	Total	55	18.3%	50	17.1%	64	21.0%
75 - 89	ASN - LPN-RN Bridge			2	0.7%	3	1.0%
	ASN - Prelicensure	70	23.3%	57	19.5%	59	19.3%
	Total	70	23.3%	59	20.2%	62	20.3%
90 - 104	ASN - LPN-RN Bridge	3	1.0%	2	0.7%		
	ASN - Prelicensure	48	15.9%	52	17.8%	51	16.7%
	Total	51	16.9%	54	18.5%	51	16.7%
105 - 120	ASN - LPN-RN Bridge			1	0.3%		
	ASN - Prelicensure	33	11.0%	37	12.7%	31	10.2%
	Total	33	11.0%	38	13.0%	31	10.2%
> 120	ASN - LPN-RN Bridge			1	0.3%	1	0.3%
	ASN - Prelicensure	55	18.3%	52	17.8%	54	17.7%
	Total	55	18.3%	53	18.2%	55	18.0%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

Faculty Name	Rank	Graduate Degrees* (credential)	Institution Granting Degrees*	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
					T	O
Billingslea, Rovina	Associate Professor	MSN, 2005	University of South Alabama	Mental Health	NURS 1912: Mental Health Nursing	Coordinates NURS 1912
Bishop, Samantha	Associate Professor	MN, 2006 EdD(c)	Medical College of Georgia University of Georgia	Neonatal/Pediatric Nursing	NURS 2911: Maternal Child Nursing	Coordinates NURS 2911
Bobo, Charles	Associate Professor	MSN, 1997	Florida Atlantic University	Medical – Surgical	NURS 2912: Complex Adult Health	Coordinates NURS 2912
Brooker, Heather	Assistant Professor	MSN, 2012	Jacksonville University	Medical – Surgical	NURS 1911: Introduction to Adult Health Care	
Buchanan, Theresa	Associate Professor	MSN, 2008 DNP, 2014	Medical College of Georgia Georgia College & State University	Pharmacology Medical – Surgical	NURS 1905: Foundations in Pharmacology NURS 1906: Applied Pharmacology	
Chang, Winsome	Assistant Professor	MSN, 2011	South University	Critical Care	NURS 2910: Acute Adult Health Nursing	Coordinates NURS 2910
Dansby, Cassandra	Assistant Professor	MSN, 2014	Brenau University	Medical-Surgical Cardiac Telemetry	NURS 1911: Introduction to Adult Health Care	
Harrison, Melissa	Assistant Professor	MSN, 2013	University of West Georgia		NURS 2910: Acute Adult Health Nursing	
Key, Jacquelyn	Assistant Professor	MSN, 2014	Brenau University	Medical – Surgical	NURS 1910: Foundations in Nursing	

Faculty Name	Rank	Graduate Degrees* (credential)	Institution Granting Degrees*	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
					T	O
Martin, Wendy	Assistant Professor	MSN, 2014	University of West Georgia	Medical – Surgical	NURS 1910: Foundations of Nursing	NURS 2911: Maternal Child Nursing
Morgan, Rebecca	Associate Professor	MSN, 2011 PhD(c)	University of Memphis Georgia State University	Medical – Surgical Surgical Services	NURS 1911: Introduction to Adult Health Care	Coordinates NURS 1911:
Murray-Nobles, JoAnne	Assistant Professor	MA – Public Health PhD, 2015	Ft. Valley State University University of Phoenix		NURS 1912: Mental Health Nursing	
Purvis, Anne	Professor of Nursing	M.Ed, 1985 MSN, 1987 EdD, 2009	Boston University University of Texas Health University of Georgia		Dean, School of Nursing and Health Sciences	
Skinner, Christy	Assistant Professor	MSN 2008	Georgia College and State University	Medical – Surgical	NURS 1910: Foundations of Nursing	
Stewart, Patricia	Assistant Professor	MS 2010 DNP, 2016	Georgia State University	Neonatal/Pediatric Adult Health	Simulations Coordinator NURS 1911: Introduction to Adult Health Nursing NURS 2910: Acute Adult Health Nursing NURS 2911: Maternal Child Nursing	

Faculty Name	Rank	Graduate Degrees* (credential)	Institution Granting Degrees*	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
					T	O
Williams, Mary	Associate Professor	MS, 2001	Georgia State University	Women's Health Perinatal Nursing	NURS 2907: Transition to Professor Nursing	Academic Intervention and Mentoring (AIM) Coordinator Leadership Community Health
Wright, Margie	Professor	MSN, 1973	Boston College	Maternal – Child Nursing	NURS 2911: Maternal-Child Nursing	
Yarbrough, Amy	Assistant Professor	MSN, 2007	University of Cincinnati	Medical – Surgical	NURS 1910: Foundations of Nursing	Coordinates 1910: Foundations in Nursing

Appendix D: Library Resources Complete for SON

Appendix B

Dorothy W. Hightower Collaborative Learning Center & Library

The Dorothy W. Hightower Collaborative Learning Center (CLC) & Library provides appropriate facilities and information resources to support the college's mission and core values to "develop creativity, critical thinking, problem solving, innovation, a global perspective and a commitment to lifelong learning that includes a respect for everyone involved in the process". The library's mission statement and primary functions serve as a guide for the library to serve the curricular needs of students, faculty, and staff, and where possible, the educational needs of the broader community.

Mission

The mission of the Dorothy W. Hightower CLC & Library is to support the teaching, learning, and research needs of the college community by providing a knowledgeable staff, resources, tools, information, learning spaces, and instruction in evaluative and lifelong learning skills.

Vision and Function

The Dorothy W. Hightower CLC & Library is a welcoming environment offering and encouraging flexible, open, and collaborative learning spaces as well as individual study spaces to meet the needs of the 21st Century student learner. The library provides and maintains a full range of print, non-print, and electronic resources as well as technology and services to support teaching and learning at Gordon State College. Additionally, the library promotes awareness, understanding, and the use of these resources through research skills courses, library orientation classes, individualized instruction, online tutorials, and hands-on research assistance for Gordon State students including distance education learners (off-site, hybrid, and

online). Gordon State College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower Collaborative Learning Center & Library to pursue academic and intellectual interests.

The primary functions of the library are:

1. To provide physical and electronic access to the necessary informational and instructional resources and technologies which facilitate teaching and nurture learning via logical organization of materials and services, enabling information to be conveniently located, accessed, manipulated, and created.
2. To provide an expert staff, whose value as an informational source equals that of our print and electronic resources, and who are committed to aiding the student, faculty, and staff in the most effective manner.
3. To provide for a growing student body and faculty an attractive yet functional facility which respects the tradition of individual study while simultaneously encouraging the spirit of collaborative engagement, and which allows students, faculty, and staff to achieve their academic goals through research, education, facilitation, presentations, stimulation, and innovation.

Research Assistance

Research assistance is available by walk-up face-to-face assistance, phone, email, and online via PowerPoint and video tutorials, as well as LibGuides (subject guides). Additionally, Gordon State students are assigned a personal librarian based on their majors or home department. Students are able to schedule consultation appointments with their personal librarian to seek help with their research assignments. Faculty/staff may also take advantage of the Personal Librarian program and work with librarians to create/revise class assignments, request library instruction for their classes, conduct research

for professional development or scholarly activities, or recommend library materials to support the curriculum offered at Gordon State.

The Personal Librarian for Nursing is Beth Pye.

Facility and Online Description

The library supports an on-site, physical collection consisting of 101,000 volumes, 7,932 bound periodicals, 7,932 current periodical subscriptions, 10,402 microfilm units, and 160,987 electronic books. In addition to books and periodicals, the library houses a growing collection of audiovisual materials for use in the library or for classroom use. Patrons have access, in GALILEO (Georgia Library Learning Online) to more than 93,000 online serials and core academic journals, and 322 databases. Equipment is available in the library for viewing these materials.

Hightower Collaborative Learning Center & Library, a two story building, named for Dorothy Watson Hightower, was built in 1978. Reference materials, bound periodicals, microfilm, the Georgia Collection, video collection, and LP collection were housed on the first floor until renovation began in July 2015. The circulating collection, study rooms, and AV equipment were located on the second floor. Hightower Library provided space for quiet study and collaborative group work (6 study rooms), 27 computers, 24 laptops, 2 printers, wireless access, 3 microfilm readers, and 2 photocopiers.

During the renovation, students accessed computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connected remotely using their personal devices or utilized technology at one of the partner libraries (Henry County Public Library or Southern Crescent Technical College). Since the renovation completion in 2016, the library is a state of the art learning facility for the 21st century learner

which houses approximately fifty-five percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located in the Guillebeau Hall repository. Items in the repository are made available upon electronic request. The renovated building houses an increased number of (1) general student seating, (2) thirty-six computers, (3) twelve laptops, (4) two scanners, (5) nineteen individual and group study rooms for collaborative work and individual quiet study, (6) one Presentation Practice Room, (7) one Assistive Technology Resource Room, (8) two instructional classrooms, (9) wireless access, (10) two microfilm readers, (11) color and b/w printing, and (12) and a book self-check-out machine.

Guillebeau Hall was built in 1934 as Memorial Gymnasium to honor the men who fought in World War I. Memorial Gymnasium was a Public Works Administration project. The building was remodeled in 1999 and converted to a co-ed honors hall that housed 36 students. The building was renamed in honor of Colonel Joseph Edwin Guillebeau, a former professor and President of Gordon Military College. More recently, the main floor of Guillebeau Hall was renovated in 2015 to accommodate the library repository. It houses approximately forty-five percent of the library's collection as well as the Archives Collection. Archives consist of materials donated to the college related to the history of the (1) college, (2) Lamar County, (3) City of Barnesville, (4) alumni memorabilia, and (5) well-known alumni. Students and community members wanting to access these materials may do so by scheduling an appointment with the Reference and Instruction Librarian who also serves as the college's Archivist. Library users may access materials in the Archives Monday through Friday from 8AM until 5PM upon scheduling an appointment with a librarian.

Available Resources

Nursing Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books	4,327	
Electronic Books	1,073,847	Total count includes some duplicates
Print/Microfilm Journals	70	This counts only unique titles.
Electronic Journals	1,948	Total count includes some duplicates

Nursing and Health databases available through GALILEO

DATABASE TITLE
CINAHL with Full Text – abbreviated CINAHL
Journals @ OVID Nursing Collection - abbreviated OVID
Nursing & Allied Health Database (ProQuest) – abbreviated NAH
JSTOR
Health Source: Nursing/Academic edition
Alt HealthWatch
Family Health Database (ProQuest)
Health & Medical Collection (ProQuest)
Health Management Database (ProQuest)
Medline with Full Text
Public Health Database (ProQuest)
Consumer Health Complete
Bepress Digital Commons

Academic Search Complete
ProQuest Central

Nursing Journals available through GALILEO

Title
Advances in Nursing Science: ANS (OVID)
American Journal of Critical Care (CINAHL)
American Journal of Nursing (OVID)
AORN (NAH)
CIN: Computers, Informatics, Nursing (OVID)
Critical Care Nursing Quarterly (OVID)
Geriatric Nursing – Paper subscription
Journal of Cardiovascular Nursing (OVID)
Journal of Community Health Nursing (JSTOR)
Journal of Emergency Nursing (NAH)
Journal of Nursing Administration (OVID)
Journal of Nursing Education (NAH)
Journal of Nursing Scholarship (NAH)

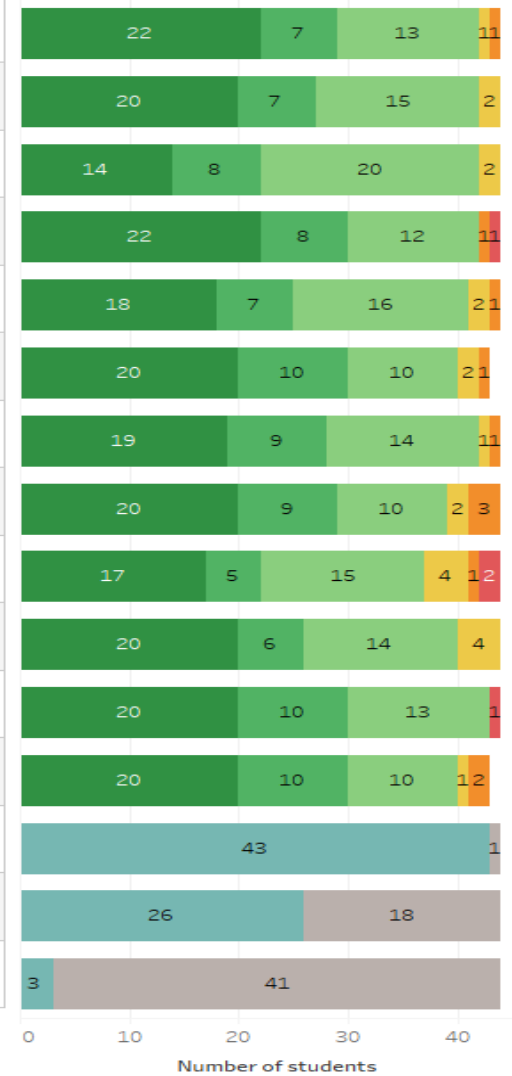
Journal of Pediatric Health Care – paper subscription
Journal of Professional Nursing – paper subscription
MCN – (OVID)
Nursing – (OVID)
Nursing Administration Quarterly – (OVID)
Nursing Clinics of North America-paper subscription
Nursing Management – (OVID)
Nursing Outlook – paper subscription
Nursing Research – (OVID)

Appendix E: Student Satisfaction with Program Survey Results

Student Satisfaction with Program Survey Results

ASN Student Satisfaction Survey Spring 2018

Question	Average	STDev	Count
I am satisfied with the availability of courses in my major.	5.09	1.05	44.00
Overall, I am satisfied with my experience at Gordon.	4.93	1.34	44.00
I find the day and time of my major course are convenient for me.	5.02	1.00	44.00
I am satisfied with extracurricular learning experiences offered for my major.	4.77	0.96	44.00
I am pleased with the quality of the professors in my major.	5.07	1.17	44.00
I feel my classes at Gordon State College have prepared me well for BSN programs.	4.89	1.08	44.00
I am satisfied with the availability of professors outside of class.	4.95	1.29	44.00
As an advisee, I made appointments when needed to see my advisor.	5.00	1.03	44.00
My advisor makes it easy to get in touch and set up an advisement time.	4.93	1.23	44.00
I feel my advisor takes a personal interest in me.	4.61	1.38	44.00
My advisor is knowledgeable about course requirements for my major.	4.95	1.08	44.00
Overall, I am satisfied with my experience in the Associate of Science in Nursing Program.	5.07	1.07	44.00
Are you a member of the Gordon State College Association of Nursing Students (GCANS)?			44.00
During the past year, have you attended an educational event outside of class?			44.00
During the past year, have you attended an on-campus cultural/social event?			44.00



Response Key

Yes	Moderately Agree	Moderately Disagree
No	Agree	Strongly Disagree
Strongly Agree	Disagree	