



MEMORANDUM

DATE: June 26, 2025

TO: Dr. Don Green, President
Gordon State College

FROM: Dr. Joanne Ardovini
Provost, Vice President of Academic & Student Affairs
Gordon State College

CC: Dr. Victor Vilchiz, Dean
School of Nursing, Health Science & STEM

Dear President Green:

Please find enclosed the Comprehensive Program Reviews (CPR) for our BSN and ASN Programs conducted during the 2024-2025 academic year. While the full report contains numerous suggestions regarding the program, I direct you to the summary memo prepared by Dean Vilchiz and Dr. Bishop, which briefly lays out arguments regarding the quality, viability, and productivity of the program.

It is very clear from the CPRs that both Programs have multiple recommendations for improvement. Dr. Vilchiz and his team will be working on these areas over the 25-26 academic year.

Respectfully,

J . Ardovini, Ph.D.

J. Ardovini, Ph.D.
Provost, Vice President for Academic Affairs & Student Affairs

COMPREHENSIVE PROGRAM REVIEW: AY 2020-2024

Project Team: Professor Michele Anderson, Professor Ashlee Fuller, Dr. John George, Dr. Brenda Johnson, Amanda Maynard, Dr. Wesley Venus, Professor Nancy Walraven, Dr. Ed Whitelock

Academic Program Name: Associate of Science in Nursing (ASN) and Associate of Science in Nursing LPN-to-RN Bridge

CIP Code: 51.3801

College or School and Department: Gordon State College, Department of Nursing and Health Sciences

Date of Last Internal Review: AY2015 - AY2017

Outcomes of Previous Program Review:

Enrollment was steady for the previous CPR. Student SAT/ACT scores and incoming GPA were steady. The quality of students was attained as evidenced by NCLEX-RN pass rates reported. Students received quality instruction from faculty who mostly held terminal degrees or were working towards them. Faculty was engaged in professional development, with over 300 hours logged for continuing education. The ASN program was supported by qualified faculty with workload appropriately divided between classroom and clinical instruction. Student-to-faculty ratios were acceptable. Faculty advised pre-nursing students, nursing students and contributed to the growth of the student body as a whole. Even though retention rates declined during the review period, time-to-degree and degree completion remained constant with a rebound between AY2016 and AY2017.

Current Date Program Reviewed at the Institution for this report: AY2020 - AY2024

Executive Summary and Memo:

The ASN and ASN-Bridge programs continue to excel in quality, viability, and productivity. Students report strong satisfaction with the ASN program, specifically the quality of Faculty and the availability of courses. Students consistently bring higher than required Freshman Index scores and strong GPAs into the program. Faculty deliver on average 2100+ credit hours annually and oversee a manageable advisement load. Further, the program boasts some of the highest retention rates at Gordon State College and graduates on average 42 students annually. Recommendations are offered to sustain and increase enrollment, retention, and graduation rates.

Quality Summary:

The ASN program stands out for the exceptional quality of its students and faculty. Student achievement is demonstrated through strong GPAs and high pass rates on the National Council Licensure Examination. Faculty involvement continues to grow, with a notable increase in article and chapter review contributions. Student satisfaction in the program remains consistently high.

Viability Summary:

Program *viability* is the ability of current systems and processes to maintain a separate existence, to ensure sustainability and consistency. While seeking ways to serve students, employers, patients, and taxpayers more efficiency and “doing more with less,” *viability* requires efficiencies, effectiveness and the provision of support for programs that generate capital and other resources for the institution. Data from **Student Outputs** and **Faculty Outputs** support the viability of ASN program. On average, ASN Faculty delivered 2,155 credit hours annually. Faculty student advisement loads appear manageable and sustainable. Of concern to program *viability* include Faculty workload hours, which exceeded workload standards established in GSC *Faculty Handbook*. Also, the number of ASN Faculty increased each year, a 44.4 percent increase, while student enrollment decreased. This increase reduced the Faculty-to-Student ratio from 10.4 to 6.58, which improves Program Quality.

Productivity Summary:

Productivity is understood as the efficiency and effectiveness of a program expressed by specific measures. *Productivity* is viewed as the central factor in program and College performance. ASN student retention rates are among the highest at Gordon State College, ranging between 70 and 100 percent. Of concern is the 20 – 25 percent decline in ASN graduation numbers and the increased years-to-graduation. The ASN Bridge graduates showed a significant increase in graduates, albeit the years-to-graduation also remain lengthy.

The ASN program includes students who complete the BSN Core yet lack GPAs high enough to enter the BSN program. These students transfer into the ASN program to receive a degree. This explains why the majority of ASN students take more than four years to complete the Associate degree. The average number of students completing the program in review years was 42.6.

Retention and completion data provide evidence of *productivity* of ASN programs. *Student Time to Graduation* averaged 5.08 years for the years under review. Traditional BSN Student Time to Graduation averaged 4.42 years. Faculty show skill in moving students through the program to successful completion in a reasonable amount of time. Time-to-Graduation appears to increase as the number of students in the program increases, which may impact program productivity. The average student retention rate at 91.53 percent is one of the highest in the College and probably in the State and points to the strong productivity of the BSN and RN-to-BSN programs. Total Student numbers continue to remain high for BSN program while the RN-to-BSN numbers are on a declining trend.

Mission Statement and Curriculum

The mission of the Department 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.

The Department of Nursing Mission Statement can be found in the nursing student handbook and on the Department of Nursing website at:

<https://www.gordonstate.edu/academics/school-nursing-health-sciences/department-of-nursing/index.html>

Analysis of Program Mission Statement

This mission statement effectively outlines the goals and values of the Department of Nursing. The statement shows commitment to comprehensive nursing education and the development of professionals prepared to navigate the healthcare system.

Findings:

The mission statement includes:

- Clear alignment with nursing core values such as holistic care, patient-centered practices, critical thinking, and evidence-based decision-making.
- The importance of collaboration and communication is highlighted.
- The need to be a life-long, forward thinker is emphasized.
- The responsibility and accountability expected of nursing professionals.

Recommendations:

1. Acknowledge a commitment to produce Nurses who serve diverse communities.
2. Emphasize the advancing role of technology in healthcare.
3. Include a commitment to modern nursing practices.
4. Highlight GSC's state-of-the-art Nursing classrooms and labs.
5. Continue to monitor and update mission statement.

Program Requirements

Admission Requirements

Admission to the ASN program is a competitive process. To be considered, applicants must meet the Prerequisite Core Requirements as well as meet all general ASN admission requirements as outlined.

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 are listed online at:

<https://www.gordonstate.edu/academics/school-nursing-health-sciences/departments-of-nursing/nursing/index.html>

To be considered for acceptance into the ASN Prelicensure Nursing Program, students must have:

1. Acceptance to Gordon State College
2. Exemption from or completion of all supplemental Math and/or English courses.
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 a Nursing Admission Test.
6. BIOL 2251K, 2252K, and 2260K 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. Ability to meet Technical Standards on pages 248-251 in the GSC academic catalog.
10. Submission of a recommendation form completed by a professor, instructor, and/or employer. This form will be available on the website with the admission application during the application period.

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.

To be considered for acceptance into the LPN/Paramedic to RN Bridge Program, students must have:

This is a program for LPNs and Paramedics who wish to further their education to become an RN.

Admission Requirements

To be eligible for admission to the **LPN/Paramedic Bridge Program**, a student must meet the admission criteria for both **Section A and Section B.**

Section A

1. Applied to Gordon State College.
2. Exemption from or completion of all Learning Support classes.
3. Completion of Nursing Program application.
4. All 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. All core classes must be completed prior to beginning the program.
5. Minimum overall **GPA of 2.5** to be eligible to apply.
6. Completion of the ATI TEAS.
7. BIOL 2251K, 2252K, and 2260K 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 (LPN) or Paramedic.
11. Hold a current valid Georgia license as a Licensed Practical Nurse/Paramedic.
12. Ability to meet Technical Standards located on page 248 of the GSC Academic Catalog.

Section B

1. Successful completion of validation exam.
2. Successful completion of Skills lab Test.

The above admission requirements can be found in the Gordon State College Academic Catalog at:

<https://www.gordonstate.edu/academics/student-resources/academic-catalog/index.html>

ASN Prelicensure Program admission requirements on p. 230. LPN/Paramedic to RN Bridge Program admission requirements on p. 240.

Analysis of Program Requirements

The admission requirements for the ASN program emphasize academic rigor, professional readiness, and technical competency.

Findings:

The list of requirements is clear, ensuring that candidates understand what is necessary.
Rigorous professional standards are highlighted with the requirement of a Nursing Admission Test.
The reference to recent coursework in biology places importance on up-to-date foundational knowledge in the sciences.
The requirements between ASN and LPN/Paramedic Bridge Program are clearly detailed.

Recommendations:

1. Create a link to the above-referenced technical standards documents.
2. Continue to monitor.

Board of Regents' Guidelines for Program

3.8.2.2 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 primarily designed to prepare students for employment upon graduation. A.A.S. degrees are generally awarded through successful completion of a planned program of study at Technical College System of Georgia institutions. USG institutions that have been approved by the Board of Regents to offer career associate degrees must designate specific disciplinary areas of study (e.g., A.A.S. in Criminal Justice or A.S. in Nursing) that are considered distinct programs of study. Career degrees are subject to Board of Regents and USG policies on comprehensive program review and all relevant SACSCOC standards for a distinct program of study. Career degree programs of study may be advertised as available programs of study at the institution.

<https://www.usg.edu/policymanual/section3/C343>

Associate of Science in Nursing

IMPACTS* <i>The ASN program does not require the full IMPACTS curriculum because it has been approved as a Career Track program.</i>	Cr. Hrs.	Completed or Enrolled	Need to Complete
Mathematics & Quantitative Skills (3-4 Credit Hours)			
Choose one of the following: MATH 1001, 1111, 1113	3-4		
Political Science and US History (3 Credit Hours)			
HIST 2111 or 2112 (American History)	3		
Arts, Humanities & Ethics (3 Semester Hours)			
Choose one of the following courses: ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; HUMN 1500, MUSIC 1100, SPAN 1001, 1002, 1060; THEA 1000, 1100	3		
Communication in Writing (6 Semester Hours)			
ENGL 1101	3		
ENGL 1102	3		
Technology, Mathematics & Sciences* STEM Nursing, Health Services (4 Semester Hours)			
Not required for program but as pre-requisite for BIOL 2251K (Choose One): BIO 1111K and 1112K, BIO 1107K and 1108K, CHEM 1151K and 1152K, CHEM 1211K and CHEM 1212K, PHYS 1111K and 1112K	4		
Field of Study (18 Semester Hours)			
BIOL 2251K: Anatomy & Physiology I (with lab) Prerequisite: Completion of a 4-credit hour Area D lab science course with a grade of C or better.	4		
BIOL 2252K: Anatomy & Physiology II (with lab) Prerequisite: Grade of C or better in BIOL 2251K	4		

BIOL 2260K: Foundations of Microbiology (with lab) Prerequisite: Grade of C or higher in BIOL 1107K or BIOL 2251K	4		
PSYC 2103: Human Growth & Development	3		
Total Credit Hours	34-35		

Required Nursing Track Courses (Junior/Senior) (37 Semester Hours)			
NURS 1905 Foundations in Pharmacology	2		
NURS 1910 Foundations in Nursing	7		
NURS 1906 Applied Pharmacology	3		
NURS 1911 Intro to Adult Health Nursing	5		
NURS 2910 Acute Adult Health Nursing	5		
NURS 2911 Maternal-Child Nursing	5		
NURS 2907 Transition to Prof. Practice	2		
NURS 2912 Complex Adult Health Nursing	8		

LPN/Paramedic to RN Associate of Science in Nursing

IMPACTS* <i>The ASN program does not require the full IMPACTS curriculum because it has been approved as a Career Track program.</i>	Cr. Hrs.	Completed or Enrolled	Need to Complete
Mathematics & Quantitative Skills (3-4 Credit Hours)			
Choose one of the following: MATH 1001, 1111, 1113	3-4		
Political Science and US History (3 Credit Hours)			
HIST 2111 or 2112 (American History)	3		
Arts, Humanities & Ethics (3 Semester Hours)			
Choose one of the following courses: ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; HUMN 1500, MUSIC 1100, SPAN 1001, 1002, 1060; THEA 1000, 1100	3		
Communication in Writing (6 Semester Hours)			
ENGL 1101	3		
ENGL 1102	3		

Technology, Mathematics & Sciences* STEM Nursing, Health Services (4 Semester Hours)			
Not required for program but as pre-requisite for BIOL 2251K (Choose One): BIO 1111K and 1112K, BIO 1107K and 1108K, CHEM 1151K and 1152K, CHEM 1211K and CHEM 1212K, PHYS 1111K and 1112K		4	
Field of Study (18 Semester Hours)			
BIOL 2251K: Anatomy & Physiology I (with lab) Prerequisite: Completion of a 4-credit hour Area D lab science course with a grade of C or better.		4	
BIOL 2252K: Anatomy & Physiology II (with lab) Prerequisite: Grade of C or better in BIOL 2251K		4	
BIOL 2260K: Foundations of Microbiology (with lab) Prerequisite: Grade of C or higher in BIOL 1107K or BIOL 2251K		4	
PSYC 2103: Human Growth & Development		3	
Total Credit Hours		34-35	

Required Nursing Track Courses (Junior/Senior) (30 Semester Hours)			
NURS 1800 Bridge to Professional Nursing	5		
NURS 1810 Adult Health Nursing	5		
NURS 2810 Mental Health Nursing	3		
NURS 2811 Maternal-Child Nursing	7		
NURS 2807 Transition to Prof. Practice	2		
NURS 2812 Complex Adult Health Nursing	8		
<i>Students who successfully complete the LPN Validation Exam and Skills Test will have those scores leading to validation of the first semester ASN courses held in escrow until Nursing 1800 and 1810 have been successfully completed.</i>			

Offerings by Course**Number of sections each year****Course Offerings - Sections Each Academic Year**

Program Title	Course Title	2020	2021	2022	2023	2024
ASN - Nursing	NURS 1905	1	1	1	1	2
	NURS 1906	1	1	1	1	2
	NURS 1910	2	3	2	2	2
	NURS 1911	1	1	1	1	1
	NURS 1912	1	1	1	1	1
	NURS 2907	1	1	1	1	2
	NURS 2910	1	1	1	1	1
	NURS 2911	1	1	1	1	1
	NURS 2912	1	1	1	1	1
ASN - Nursing (LPN to RN Bridge)	NURS 1906	1	1	1	1	2
	NURS 1911	1	1	1	1	1
	NURS 1912	1	1	1	1	1
	NURS 2907	1	1	1	1	2
	NURS 2910	1	1	1	1	1
	NURS 2911	1	1	1	1	1
	NURS 2912	1	1	1	1	1

Number of sections of required courses and electives offered

One element supporting the Quality of a program is the availability of required courses for students to take in sequence during their program. ASN Core courses are offered each year, and some courses multiple times each year. This suggests equilibrium, with the number of courses offered meeting the demand of students. Courses are available for students as they track through the degree program.

Number of sections each year**Course Offerings - Sections Each Academic Year**

Program Title	Course Title	2020	2021	2022	2023	2024
ASN - Nursing	NURS 1905	1	1	1	1	2
	NURS 1906	1	1	1	1	2
	NURS 1910	2	3	2	2	2
	NURS 1911	1	1	1	1	1
	NURS 1912	1	1	1	1	1
	NURS 2907	1	1	1	1	2
	NURS 2910	1	1	1	1	1
	NURS 2911	1	1	1	1	1
	NURS 2912	1	1	1	1	1
ASN - Nursing (LPN to RN Bridge)	NURS 1906	1	1	1	1	2
	NURS 1911	1	1	1	1	1
	NURS 1912	1	1	1	1	1
	NURS 2907	1	1	1	1	2
	NURS 2910	1	1	1	1	1
	NURS 2911	1	1	1	1	1
	NURS 2912	1	1	1	1	1

Number of sections of required courses and electives offered

At least one section of each course required for successful completion of the ASN program is offered each year, and some courses multiple times each year. Students can register for required courses and progress in degree attainment.

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2020	2021			2022		2023			2024	
	Day Classes	Day Classes	Fully Online ..	Hybrid/ Patriall..	Day Classes	Fully Online ..	Day Classes	Fully Online ..	Hybrid/ Patriall..	Day Classes	Fully Online ..
ASN - Nursing	10	3	1	7	9	1	8	1	1	11	2
ASN - Nursing (LPN to RN Bridge)	7	3	1	3	6	1	5	1	1	7	2

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

Pre-pandemic, all ASN courses were offered in a day-only format. Evening classes have been scheduled in the past, with extremely low enrollment. ASN students showed a strong preference for classes scheduled during the day. Faculty showed flexibility during the pandemic moving courses to a hybrid model (50% on campus and 50% online). Faculty also found ways to deliver some ASN courses fully online. When the pandemic passes, Faculty returned to mainly day classes on campus. On average, 76.6 percent of all ASN courses are offered in a daytime, face-to-face format. Only 10 percent of courses are offered online and 13.3 percent are delivered in a hybrid model. It is noted that as enrollment changes, the number of courses scheduled increases or (in one semester) decreases. It should be noted that the ASN program includes the LPN-to-RN Bridge program, a degree program designed mainly for working LPNs who benefit from online and hybrid course deliveries.

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	2020	2021		2022		2023		2024	
	Barnesville/Main Campus	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class
ASN - Nursing	10	3	8	9	1	8	2	11	2
ASN - Nursing (LPN to RN Bridge)	7	3	4	6	1	5	2	7	2

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

Due to the extensive use of labs and simulation in ASN courses, all course offerings are delivered in the Nursing and Allied Health Sciences Building on the Barnesville campus. The Nursing and Allied Health Sciences building is equipped with wet-lab courses, simulation lab, clinical labs and other facilities to provide students an unparalleled hands-on experience. These labs and specialized facilities are difficult and expensive to construct in off-campus settings. Therefore, ASN courses are not offered on satellite campuses. All face-to-face and hybrid sections (90 percent of all course offerings) are delivered on the Barnesville / Main campus.

Section Enrollments (Mean Class Size)**Course Offerings - Enrollments (Mean Class Size)**

Program Title	Course Title	2020		2021		2022		2023		2024	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
ASN - Nursing	NURS 1905	62	65	69	69	56	57	62	65	28	29
	NURS 1906	55	48	66	67	63	68	60	60	32	33
	NURS 1910	31	33	23	23	25	26	30	31	26	27
	NURS 1911	56	48	66	67	58	64	53	53	62	64
	NURS 1912	55	48	66	67	58	62	54	54	61	63
	NURS 2907	51	52	52	53	41	41	41	41	24	24
	NURS 2910	58	60	45	46	42	43	50	51	56	56
	NURS 2911	57	60	47	48	45	45	48	49	55	55
	NURS 2912	52	52	52	53	41	41	41	41	47	50
ASN - Nursing (LPN to RN Bridge)	NURS 1906	55	48	66	67	63	68	60	60	32	33
	NURS 1911	56	48	66	67	58	64	53	53	62	64
	NURS 1912	55	48	66	67	58	62	54	54	61	63
	NURS 2907	51	52	52	53	41	41	41	41	24	24
	NURS 2910	58	60	45	46	42	43	50	51	56	56
	NURS 2911	57	60	47	48	45	45	48	49	55	55
	NURS 2912	52	52	52	53	41	41	41	41	47	50

Mean class size for section enrollments

The average class enrollment in most semesters meets or exceeds class capacity. Over the five years reviewed, the average percentage of enrollment to capacity was 98.2 percent. The average capacity for NURS 1912 over the five years reached 100 percent. The lowest average capacity was NURS 2911 at 94.4 percent. With courses at or exceeding capacity, it leaves little room for program growth.

RECOMMENDATIONS:

1. Continue to monitor course offerings, enrollments, and section capacity.
2. To increase enrollment or grow the ASN program, look for ways to extend capacity through additional Faculty or increased equipment and classroom space. Increased capacity allows for growth.
3. Investigate cause(s) of significant enrollment declines or increases over the five-year period for NURS 1910, NURS 2907, and NURS 2911.

Section Enrollments (Total Enrollments)

Course Offerings - Enrollment Totals

Program Title	Course Title	2020		2021		2022		2023		2024	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
ASN - Nursing	NURS 1905	62	65	69	69	56	57	62	65	56	57
	NURS 1906	55	48	66	67	63	68	60	60	63	66
	NURS 1910	62	65	69	69	49	51	60	62	52	53
	NURS 1911	56	48	66	67	58	64	53	53	62	64
	NURS 1912	55	48	66	67	58	62	54	54	61	63
	NURS 2907	51	52	52	53	41	41	41	41	47	47
	NURS 2910	58	60	45	46	42	43	50	51	56	56
	NURS 2911	57	60	47	48	45	45	48	49	55	55
	NURS 2912	52	52	52	53	41	41	41	41	47	50
ASN - Nursing (LPN to RN Bridge)	NURS 1906	55	48	66	67	63	68	60	60	63	66
	NURS 1911	56	48	66	67	58	64	53	53	62	64
	NURS 1912	55	48	66	67	58	62	54	54	61	63
	NURS 2907	51	52	52	53	41	41	41	41	47	47
	NURS 2910	58	60	45	46	42	43	50	51	56	56
	NURS 2911	57	60	47	48	45	45	48	49	55	55
	NURS 2912	52	52	52	53	41	41	41	41	47	50

Total enrollments for sections

The average enrollment in ASN courses over the five years reviewed largely remained consistent, between an average of enrollment of 50.3 and 59.1 per course. It is noted that the highest average enrollment occurred in AY 2020-21 and the lowest enrollment occurred the following year, AY2021-22, a 15 percent decline in one year. Three years later, the average enrollment for ASN courses had not recovered to reach 2020-21 levels. Or even the 2019-20 levels (56.4 average enrollment). Courses with the highest average enrollment include NURS 1905 (61 average), NURS 1906 (61.4 average), and NURS 1911 (59 average). Courses with the lowest enrollment average included NURS 2907 (46.4 average) and NURS 2912 (46.6 average), a 24.4 percent difference between the course with the highest average enrollment (61.4) and the course with the lowest average (46.4) enrollment.

RECOMMENDATIONS:

1. Continue to monitor course enrollments
2. Research to learn more about the impact to ASN program in AY 2021-22 when enrollment experienced a 15.0 percent decline. It appears the event or factors yet impact enrollment, as recovery to AY 2019-20 and AY 2020-21 levels has not yet occurred.
3. Study causes resulting in attrition or decline in enrollment in 1000-level courses and 2000-level courses.
4. Create and implement intervention strategies to retain ASN students into the 2000-level courses.

Mission Statement and Curriculum Narrative:

The Department of Nursing's (DON) mission statement is available on the Gordon State College website and in the *Nursing Student Handbook* (<https://www.gordonstate.edu/documents/departments/institutional-effectiveness/nursing-student-handbook-policy.pdf>). The Associate of Science in Nursing (ASN) program 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 DON's website. The ASN curriculum successfully prepares students to provide quality nursing care in diverse healthcare settings, thereby meeting the DON mission and BOR guidelines. The DON is accredited by the Accreditation Commission for Education in Nursing (ACEN) and the Georgia Board of Nursing (GBON). ACEN accreditation was last obtained AY2024 and is good for two years with the next due during the Spring 2026 Accreditation Cycle. The DON ASN program was last reviewed by the GBON AY2022 and approval is good for eight years.

ASN curriculum meets Board of Regents requirements. Advisement Worksheets and Course Maps have been developed for students' ease in tracking progress toward graduation. An adequate number of courses are scheduled for students to enroll and progress toward program completion. During the pandemic, Faculty used creative means of moving courses to online or hybrid format. Post-pandemic, course schedules returned to the face-to-face format which works best for courses with specialized technical skills, although 10 percent of courses are scheduled in online or hybrid format.

Due to the extensive use of labs and simulation in ASN courses, all course offerings are delivered in the Nursing and Allied Health Sciences Building on the Barnesville campus. The Nursing and Allied Health Sciences building is equipped with wet-lab courses, simulation lab, clinical labs and other facilities to provide students with hands-on experience. All face-to-face and hybrid sections (90 percent of all course offerings) are delivered on the Barnesville / Main campus.

Average enrollment in ASN courses over the five years reviewed remained within 50.3 and 59.1 per course. AY 2020-21 and 21022 saw the highest average enrollment. Then average enrollment declined 15 percent and had not recovered three years later. Recommendations are offered to investigate this enrollment drop in order to pursue actions to reverse the decline. Additionally, enrollment declines were detected from the 1000-level courses to the 2000-level courses. Recommendations to intervene and reverse the decline are offered.

Program Quality

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title Majr	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
ASN - Nursing	2,573	183	7.1%	2,485	191	7.7%	2,294	155	6.8%	2,336	151	6.5%	2,311	140	6.1%
ASN - Nursing (LPN to RN Bridge)	2,573	4	0.2%	2,485	6	0.2%	2,294	15	0.7%	2,336	19	0.8%	2,311	31	1.3%

Program Level - Associates

The number of students in the ASN program peaked in AY2020-21 at 7.7 percent of all GSC Associate-level students. Then a three-year decline began, 20.8 percent off the 2020-21 peak. The percentage decline corresponds with the 2021-22 decline in enrollment.

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Majr	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	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 - Nursing	183	19.0	923.6	191	18.4	919.9	155	18.6	913.5	151	18.1	902.5	140	18.0	879.6
ASN - Nursing (LPN to RN Bridge)	4	26.0	830.0	6	26.0		15	14.0	790.0	19	15.4	750.0	31	16.8	788.3

Average Admissions Test Scores of Students in the Program

NOTE: Not all students will have admissions test scores

The Board of Regents waived SAT requirements in March 2020 due to the pandemic (<https://www.gordonstate.edu/newsroom/2020/03/gordon-state-temporarily-waives-satact-scores-for-admission/index.html>). SAT Requirements have not been restored during the remaining years under review. However, students may choose to submit SAT or ACT to opt out of Learning Support (<https://www.gordonstate.edu/admissions/types-of-students/freshmen/index.html>). SAT requirements exist for Dual Enrollment students, with a minimum score of 1200 (<https://www.gordonstate.edu/admissions/types-of-students/dual-enrollment/index.html>). Likewise, SAT requirements are in place for International Students, a minimum of 860 (<https://www.gordonstate.edu/admissions/types-of-students/international-students/index.html>). Prior to the pandemic, in AY 2019-20. Students applying to the GSC Engineering program were required to have a minimum SAT score of 1090 (2019-20 Academic Catalog, p. 257).

If the pre-pandemic requirements were in place, the Average Incoming SAT scores for ASN students for each year were between the 860 and 1090 score requirements. Indeed, each year students *exceeded* the 860 minimum. However, it is noted that average Incoming SAT scores for ASN students declined slightly each year under review, from 923.6 in AY 2019-20 to 879.6 in AY 2023-24, a 4.76 percent drop. While not a major decline in scores, it is the trend that is concerning. As with factors reviewed earlier in this report, AY2019-20 and AY20-21 were outstanding years for the ASN program. The declines in several areas set in and peaks have not been reached again.

Average Incoming GPA for Program Majors**Student Inputs - Average Incoming GPA**

Program Title Majr	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA
ASN - Nursing	183	3.226	191	3.239	155	3.267	151	3.286	140	3.234
ASN - Nursing (LPN to RN Bridge)	4	3.000	6		15	2.630	19	2.778	31	2.787

Average High School GPA of Students in the Program

NOTE: Not all students will have HS GPA

Average Incoming High School GPA remained consistent across the years in review, with a high of 3.286 in AY 2022-23 and a low of 3.226 in AY 2019-20. The ASN program retains its reputation for excellence and ability to attract and select High School students with a strong academic background. The LPN-to-RN program saw a decline in Incoming GPA, dropping from 3.0 in AY 2019-29 to 2.63 in AY 2021-22, or a 12.3 percent decline. Incoming GPA continues to be lower than 2019-20 benchmark and significantly lower than traditional ASN students.

Freshman Index* for Program Majors**Student Inputs - Average Freshmen Index**

Program Title Majr	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index
ASN - Nursing	183	2,548	191	2,529	155	2,542	151	2,505	140	2,438
ASN - Nursing (LPN to RN Bridge)	4	2,330	6		15	1,991	19	2,200	31	2,182

Average Freshman Index of Students in the Program

NOTE: Not all students will have a freshman index

Board of Regents require applicants to “some State Colleges” to meet a Freshman Index (FI) (https://www.usg.edu/student_affairs/high_school/admissions). The Index is calculated using the applicant’s High School GPA and SAT/ACT score. GSC is reported to have a Freshman Index of 1830 (https://www.gwa.com/editoruploads/files/Academics%20Files/University_System_of_Georgia_Admission_Requirements.pdf), along with Dalton State and ABAC, and the lowest Freshman Index level of the 26 USG institutions. Georgia State University reported the highest FI requirement, at 2500. In this context, it is inspiring to see the Freshman Index of BSN and RN-BSN students.

Based on a Freshman Index of 1830, incoming ASN students score considerably higher each year under review. AY 2019-20 saw the highest Average Freshman Index at 2548, a full 39.23 percent higher than the 1830 minimum. The lowest Average Freshman Index occurred in AY 2023-24 at 2438, a slight 4.3 percent below the 2019-20 highest score, and still 33.2 percent above the minimum. These scores reaffirm the ASN program’s standing in the community and ability to attract high-performing students.

LPN-to-RN students have lower Freshman Index averages than traditional ASN students. Again, the AY2019-20 average was the highest in the review years and dropped to below 2000 in AY2021-22. The following year the Freshman Index improved by 200 points and continued to remain above 2000.

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title Majr	2019 - 2020		2020 - 2021		Total	2021 - 2022		Total	2022 - 2023		Total	2023 - 2024		Total
	No LS Requirement	Total	LS Requirement	No LS Requirement		LS Requirement	No LS Requirement		LS Requirement	No LS Requirement		LS Requirement	No LS Requirement	
ASN - Nursing	183	183	4	187	191	4	151	155	1	150	151	3	137	140
ASN - Nursing (LPN to RN Bridge)	4	4	2	5	6		15	15		19	19		31	31

A minimal number of ASN students require Learning Support assistance.

Student Outputs

Average Exit Scores on National Exams

Program Title	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
National Council Licensure Examination – Registered Nurse (NCLEX-RN) Associate of Science Degree (<i>First-time pass rate</i>)	82.46%	81.25%	88.46%	86.67%	97.5% (tentative until 12/31/2024)

The National Council Licensure Examination – Registered Nurse (NCLEX-RN) is the leading nurse licensure exam created and administered by the National Council of State Boards of Nursing (<https://www.nclex.com/index.page>). After graduating from a school of nursing, students sit for the NCLEX exam to receive a nursing license. A nursing license grants permission to practice nursing, granted by the state where they met the requirements. The NCLEX-RN is designed to measure a Nurse's ability to think critically and make the right decisions for patient care.

The percentage of Gordon State ASN students who pass such a rigorous licensure Exam in the first attempt is *highly commendable*. Further, the percentage of first-time pass students increased from 81.25 percent in AU 2019-2020 to an estimated 97.5 percent in AY 2023-24. This represents a 20.0 percent increase in first-time pass-rates. The students sitting for the AY2023-24 examination would have started in AY 2020-21 or AY 2021-22, years that saw incoming freshman with high Freshman Index scores and strong SAT scores (and also the pandemic years).

RECOMMENDATIONS:

1. Continue to monitor to maintain the gains achieved in program success.
2. Closely monitor the first-time pass rate the next few Academic Years, as students entering the ASN program in AY 2022-23 and AY 2023-24 arrived with lower Average Freshman Index and SAT scores
3. Develop a process for identifying at-risk students within the Department and design strategies for intervention.

Comparison Table for NCLEX Pass Rates

NCLEX Pass Rates	2020	2021	2022	2023	2024
National Pass Rate	86.57%	82.58%	79.9%	88.56%	92.10% <i>*excludes Oct.-Dec. data</i>
Georgia Pass Rate	87.91%	85.24%	82.21%	91.44%	not available
GSC ASN Pass Rate	82.46%	81.25%	88.46%	86.67%	97.5% (tentative until 12/31/2024)
GSC Pass Rate compared to National Rate	-4.75 %	-1.61 %	+10.71%	-2.12%	+5.86%

Gordon State ASN students remain highly competitive in pass rates both statewide and nationally. Note that when the pass-rate percentage drops for Gordon State ASN students, the rate also drops state- and nation-wide (AYA 2020-21). The state- and nation-wide rates *continued* to decline in AY 2021-22 while the Gordon State students' pass rate *increased* by 9 percent surpassing the state and national rates. This phenomenon suggests Gordon State Faculty may have adapted quicker and more effectively during the Pandemic years than at other institutions. In AY 2021-22 GSC ASN pass rate exceeded the national pass rate by 10.71 percent and in AY 2023-24 exceeded national pass rate again by 5.86 percent. The Gordon State ASN pass rate appears consistent around +/- 5.0% of the national percentage.

RECOMMENDATIONS:

1. Establish annual pass rate goals for ASN students for measurable progress
2. Include pass rate goals in relation to state-wide and/or nation-wide pass rates.
3. Incorporate pass rate comparisons in marketing communication for potential ASN students (and parents)
4. Include pass rate comparison table on ASN website
5. Continue to monitor and celebrate achievements

Average Graduating Major GPA**Student Outputs - Average Graduating Major GPA**

Program Title Major	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
ASN - Nursing	49	2.882	48	3.029	36	3.153	38	2.997	37	2.937
ASN - Nursing (LPN to RN Bridge)	3	2.952	3	3.727	4	3.143	3	3.143	10	2.909

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

Average Major GPA

Student Outputs - Average Major GPA

Program Title Major	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
ASN - Nursing	176	2.998	182	2.927	145	2.934	149	2.880	138	2.889
ASN - Nursing (LPN to RN Bridge)	4	3.545	7	3.038	15	2.944	18	2.725	32	2.857

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.

Student GPA correlates with program validity. The Academic Standard of Progress at Gordon State is a 2.0 GPA (2023-24 Academic Catalog, p. 75). Students who do not maintain a 2.0 GPA are placed on Academic Probation, which possibly leads to Academic Suspension. The ASN program does not set a minimum GPA beyond the College standard. Some national programs require a GPA of 2.5 to remain in the ASN program (Lincoln Memorial University) and Dalton State promotes a creative “Tuition Waiver” for designated groups of students maintaining a 2.5 GPA (International, Athletic, Academic, etc.)

(https://www.daltonstate.edu/wp-content/uploads/2023/12/Dalton_State_Tuition_Waiver_Policy1.pdf).

Using either of these standards (2.0 and 2.5), the Average ASN GPA is well above the minimum. Average Major GPAs remained in the 2.88 - 2.98 range over the five review years. AY 2022-23 saw a slight decline in GPA that fell below 2.9 the first time. AY 2023-24 saw an improvement, but not enough to breach the 2.9. The average Graduating GPA exceeded the 3.0 mark in AY 2020-21 and 2021-22. These would have been ASN students who completed coursework during the challenges of the pandemic, making their successes even sweeter. Faculty are to be commended in maintaining the high standards of the program and overcoming the challenges to graduate students with 3.0 GPAs.

RECOMMENDATIONS:

1. Monitor *Major* and *Graduation* GPA in upcoming years, as students who entered the program with lower High School GPAs and SAT scores will be pacing through the ASN program.
2. Create procedures for identifying students potentially at risk and develop intervention strategies.
3. Investigate sister institutions’ intervention plans for ASN (and other programs) and select the best practices for adapting to Gordon State students’ preferences.

Employment Rates

Program Title	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Associate of Science in Nursing Degree	Not available	Not available	100%	100%	Pending

Entry into Graduate Programs

Program Title	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Associate of Science in Nursing Degree	Not Available	Not Available	Not Available	Not Available	Not Available

The Employment Rates for AY 2021-22 and 2022-23 were the only data reported. No data on Entry to Graduate Programs

RECOMMENDATIONS:

1. The Department refine the definition of “Employment Rates.” Eventually, all students are hired. Limit the definition to include “what” and “when” factors. For instance, “Percentage of students gaining employment in the Nursing profession within six months of graduation.”
2. Likewise, the Department must refine the “Entry into Graduate Programs” variable, as it will be years before an Associate level student considers Graduate School. The factor might be entitled “Percent of ASN Students Who Continue in BSN Programs.” That might be easier to monitor as well.
3. Develop processes for tracking ASN graduates in employment and/or continuing education.
4. Create ways this data can be included in marketing messages for ASN program.

Student Satisfaction***GSC Student Satisfaction Survey*** (See Appendix E) Brenda

A significant predictor of program quality is feedback from students. The Gordon State College Institutional Research administered the *Student Satisfaction Survey* after mid-term Fall semester, 2024, to 85 students enrolled in core requirement courses of the ASN, with 15 students responding. The response rate is a key indicator of data-quality, and a 21.2 percent response rate does *not* suggest survey outcomes to be generalized. Most academic journals require a 60 percent or greater response rate for publication. Albeit Meterko, et. al. (2015) concluded "results from 'low' response-rate surveys should be considered on their merits, as they may accurately represent the attitudes of the larger population." The writers concluded that low response rate rates should *not* be reasons to dismiss survey results as “uninformative.”

Responding students scored the item “I am pleased with the quality of the Professors in my major” with the highest score, an average of 4.93 (out of 5.0). Students admire the level of professionalism, knowledge, credentials, and experience of the Nursing Faculty. Also, students reported “strongly agree” with the statement “I am satisfied with availability of Faculty outside of class,” also 4.93 average score. However, this variable carried a standard deviation (SD) of 1.75, suggesting the spread of responses to be one of the widest. While 60 percent of respondents reported strong agreement with the statement, 26.7 percent reported agreement and 13.3 percent reported strong disagreement with the statement. While not a high percentage of disagreement, data suggests that while the majority of Faculty make themselves available to students outside of class time, a small number of Faculty are not available for students.

Recommendations:

1. Academic Unit Head and Program Coordinator consider administering the Student Satisfaction with Program survey each Fall semester to regularly monitor standard elements of student satisfaction.

2. Consider adding questions on variables deemed important to the ASN Faculty and Coordinator
3. Compile survey results over multiple years and continue to monitor for changes
4. Academic Unit Head and Program Coordinator monitor and promote Faculty availability outside of class time.

Faculty Outputs

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program Title	Department	2020		2021		2022		2023		2024	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
ASN - Nursing	Nursing	13	5	14	8	15	6	14	8	15	11
ASN - Nursing (LPN to RN Bridge)	Nursing	10	4	11	6	11	4	10	6	11	8
Overall Program		13	5	14	8	15	6	14	8	15	11

Faculty supporting program through assignment to required courses.

Number of Terminally Degreed Faculty and Number of Non-Terminally Degreed Faculty

Faculty Outputs - Number of Terminally Degreed Faculty

Program Title	Department	2020		2021		2022		2023		2024	
		Terminal Degree	Non-Terminal Degree	Terminal Degree	Non-Terminal Degree	Terminal Degree	Non-Terminal Degree	Terminal Degree	Non-Terminal Degree	Terminal Degree	Non-Terminal Degree
ASN - Nursing	Nursing	7	11	5	17	5	16	5	17	7	19
ASN - Nursing (LPN to RN Bridge)	Nursing	5	9	3	14	4	11	4	12	5	14
Overall Program		7	11	5	17	5	16	5	17	7	19

The Accreditation Commission for Education in Nursing's (ACEN), Standard 2, states Faculty must be "educationally and experientially qualified for their assigned roles and responsibilities, maintain expertise, and are regularly evaluated to support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies"

(<https://resources.acenursing.org/space/SAC/1825603701/STANDARD+2+-+Faculty>). In addition to academic credentials, Faculty must hold current "nursing licensure, and certification consistent with their roles and responsibilities." The *SACSCOC 2024 Resource Manual* section 6.2.a empowers institutions to set and justify the academic qualifications of their faculty. "The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials" (p.45).

Within these considerations, the majority of ASN faculty are non-Terminal Degree faculty in the review years. It would be more informative to know the number of Faculty that hold licenses and certificates pertinent to the program.

RECOMMENDATIONS:

1. Revise the factor to include required licensing and certifications along with “Terminal” and “Non-Terminal” degrees in the criteria.
2. Include Faculty credentials in marketing communications for the ASN program
3. Include Faculty licenses and certifications in Faculty Bios on the Department of Nursing website (<https://www.gordonstate.edu/academics/school-nursing-health-sciences/department-of-nursing/index.html>). Also include credentials on the Gordon State Faculty website: <https://apps.gordonstate.edu/faculty/>

Amount of Sponsored Research Funding

Program Title	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
Associate of Science Degree in Nursing	Not available	Not available	Not available	Not available	Not available

Amount of Other External Funds

Program Title	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
Associate of Science Degree in Nursing	Not available	Not available	Not available	Not available	Not available

Number of Peer-Reviewed Publications

Program Title	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
ASN Faculty Publications	NA	2	2	1	2
Overall Program=7					

Number of Faculty Research Fellowships

Program Title	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
ASN Faculty Research Fellowships	NA	NA	NA	NA	NA

Number of Academic Conference Presentations

Program Title	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
ASN Faculty Presentations	1	1	1	3	2
Overall Program=8					

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 (AY2019-AY2024)	0	7	6 (one is pending publication)	17	20	AY19-20: 30/351 AY20-21: 39/196 AY21-22: 23/447 AY22-23: 39/272 AY23-24: 30/504	46

Analysis of Faculty Outputs:

Gordon State College holds a 2021 Carnegie Classification of *Mixed Baccalaureate/Associate's College* (<https://carnegieclassifications.acenet.edu/institution/gordon-state-college/>) and therefore, does not have a strong research requirement. Despite this standard, BSN Faculty are quite productive, regularly publishing in peer-reviewed journals, present at professional conferences, and serving as subject-matter experts in reviewing articles, chapters, and books for publication. Additionally, significant numbers of Faculty engage in Professional Growth and Development opportunities, earning hundreds of CE units each year. It must also be noted that the number of faculty participating in growth and development opportunities, and the number of CE hours earned increased each year. Even during the COVID years (AY 2019-20 and 2020-21) ASN Faculty were active in professional growth. These activities reveal the above-and-beyond work ethic of BSN and RN-BSN Faculty, which strongly contributes to the quality of the program.

RECOMMENDATIONS:

1. Develop strategies and methods for tracking faculty development activities
2. Continue to monitor Faculty engagement in academic performance, personal learning, and discipline enrichment.
3. Recognize and resource Faculty who engage in research, publications, and continuing education events.

Program Quality Narrative:

The *United Nations* (2000) defined *Quality* in education as, “Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.” Quality includes “Content that is reflected in relevant curricula and materials for the acquisition of ... skills” with “Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.” The ASN program is built on relevant curricula from USG and Nursing accreditation programs. Student outcomes are monitored to ensure success in achieving learning outcomes.

The Associate of Science in Nursing (ASN) program was established in 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 under review, the number of students in the program ranged from 170 to 197. Among those students, average SAT scores exceeded 907 and average ACT Comp scores exceeded 18.4. The average GPA of incoming ASN students exceeded 3.2, and most students had no learning support requirements.

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. Part-time faculty assist with the important clinical component of the program. All members of the full-time nursing 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 are available in the nursing administration office. Four full-time nursing faculty are Certified Nurse Educators (CNE) and many nursing faculty are certified in their specialty, with six of them holding advanced practice certifications/licenses.

As of November 2024, there are 15 full-time faculty and one Director of Nursing who also teaches in the classroom. The Department of Nursing employs 17 part-time clinical instructors of which four hold a master's degree in nursing and two have doctoral degrees in nursing. Ten of the part-time faculty members hold bachelor's degrees in nursing and one part-time faculty member holds an associate's degree in nursing but is in school for a bachelor's degree. All part-time employees work with students in the clinical laboratory and/or in the clinical agency.

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 (ACEN). Of those faculty, six (6) hold terminal degrees, and many are working towards a terminal degree. Since 2019, the nursing faculty has published and presented at academic conferences, presented papers, performed book/article/chapter reviews, attended more than 161 professional development workshops and spent over 1,770 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, Oncology Certified Nurse, and Certified Nurse Educator. The DON 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).

Further indications of program quality include student satisfaction ratings. Students reported satisfaction with ASN program, noting strong satisfaction with program elements like class schedules, quality of ASN Faculty, and advisement opportunities.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

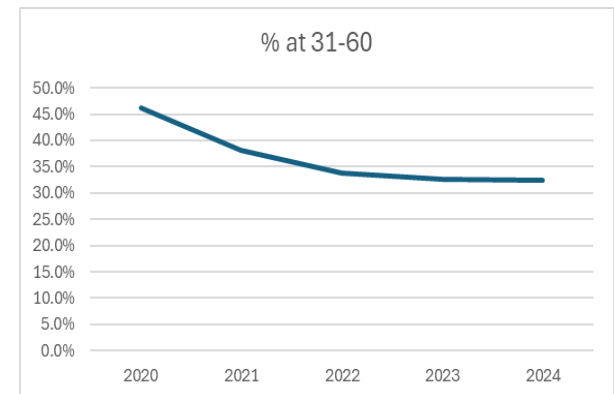
Student Numbers - Overall Credit Hours at Program Declaration

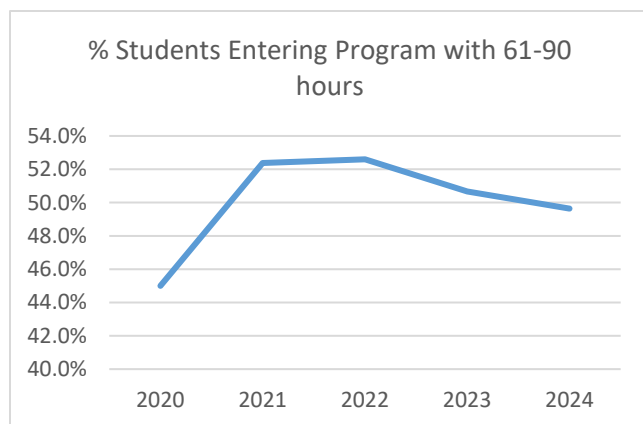
Program Title Majr	Overall hours	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
ASN - Nursing	1-30 Hours	3	2	1	1	1
	31-60 Hours	83	72	52	49	45
	61-90 Hours	81	99	81	76	69
	91-120 Hours	8	10	10	12	10
	121 or More Hours	8	8	11	13	15
ASN - Nursing (LPN to RN Bridge)	1-30 Hours	1	1			
	31-60 Hours	2	3	11	14	23
	61-90 Hours	1	2	3	2	2
	91-120 Hours			1	2	3
	121 or More Hours				1	3

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

NOTE: This table includes all students for AY and not just those declaring major during that AY. There can be duplication across AYs.

The ASN core (37 hours) must be completed before applying to the ASN program. Therefore, most students enter the program with 31-60 hours completed. It is noted that between 45 and 52 percent of students enter with 61-90 hours completed, which seems high for an Associate program. The percentage of students declaring ASN at 31-60 hours declined over the years under review, from 46.1 to 32.4 percent of total students, as visualized in graph to the right.





Along with the decline in students-declaring-major at 31-60 hours completed, students-declaring-major at 61- 90 hours completed *increased* from 45 percent of students to 52.6 percent, as viewed on graph. The percentage tapers back to 49.6 percent by AY 2023-24. However, even that reduced percentage is significantly higher than the AY2023-24 percentage of students entering the program at 31-60 hours (32.4 percent).

It is also noted that the percentage of students entering the ASN program with 91-120 hours completed increased from 4.4 to 8.0 percent and students entering with 121+ hours completed more than doubled, from 4.4 to 10.8 percent. This could reflect students who have completed a Bachelor's degree in another discipline and returned to GSC to earn an ASN. Another reason for the 60-plus hours-to-completion might also be when students who completed the BSN core requirements, but do not meet the required GPA requirements for admission to the BSN program change their major to the ASN program.

Faculty Workload

Number of Credit Hours Taught in the Program

Number of Credit Hours Taught in the Program

Program Title	2020	2021	2022	2023	2024
ASN - Nursing	2,261	2,327	1,953	2,051	2,183
ASN - Nursing (LPN to RN Bridge)	1,703	1,706	1,498	1,507	1,707

Credit hours generated by Faculty support the legitimacy of the ASN program. On average, 2,155 credit hours are delivered each year by ASN Faculty. As noted in other review factors, AY 2021-22 saw a prominent decline in credit hours taught, 16.1 percent less than AY 2020-21. Levels of Credit Hours Taught improved the following academic year yet have not returned to 2020-21 levels.

RECOMMENDATIONS:

1. Establish Credit Hours Taught goals for the program, possibly around the 2155-hour average
2. Investigate causes of the AY 2021-22 decline in Credit Hours Taught and develop strategies to intervene or prevent decline
3. Maintain a watch to ensure Credit Hours Taught meets the demands of a growing program.

Standard Faculty Workload for Degree Program

Program Title	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
Associate of Science in Nursing (ASN) (averages)	31.74	29.13	26.39	28.59	30.14
Overall Program	31.74	29.13	26.39	28.59	30.14

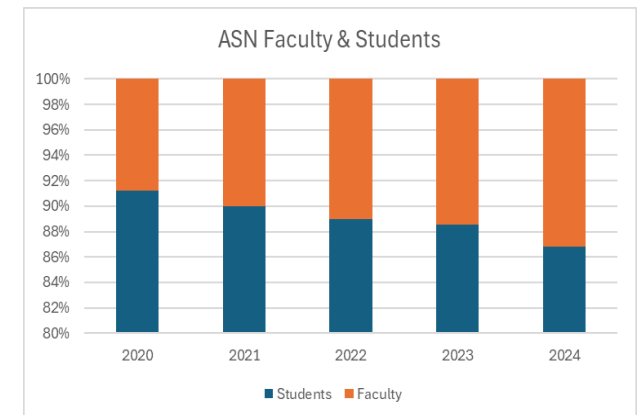
The *Gordon State College Faculty Handbook* establishes the standard tenure-track Faculty teaching load at alternating 5 / 4 class sections. That is, 15-16 credit hours in one semester of the Academic Year, and 12-13 credit hours the other semester (§ 2.2.1 Teaching Loads), for a total of 27 – 29 hours per academic year. Non-tenure track faculty standard is set at 15 – 16 hours per semester, or 30 – 32 hours per Academic Year. Averaging the tenure and non-tenure track workload hours gives a 28.5 - 30.5 range per Academic Year. Based on these standards, ASN Faculty exceeded standard workloads in AY 2019-20, 2023-24 and dropped below the standard in AY 2021-22, a year that saw declines in other factors as well.

Number of Faculty Supporting the Degree Program (within and outside the academic unit)

Number of Faculty Supporting Program Within/Outside Department

Department Group	Program Title Major	2020	2021	2022	2023	2024
within Program	ASN - Nursing	18	22	21	22	26
	ASN - Nursing (LPN to RN Bridge)	14	17	15	16	19
	Total	18	22	21	22	26

Faculty numbers expanded each year during the five years under review, from 18 to 26, a 44.4 percent increase. Viewed considering ASN student enrollment, the number of Faculty increases while enrollment decreases, reducing the Faculty-to-student ratio from 10.4 to 6.58. This chart provides a visual of the trend.



Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
			Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
ASN - Nursing	--Bachelor of S.	Buchanan, Theresa	1	0.5%								
	Arts & Humaniti..	Perkowski, Caesar	1	0.5%	1	0.5%						
	Natural Sciences	Fermin-Ennis, Cristina			1	0.5%						
		Hartman, Gregory D	1	0.5%								
	Nursing	Bishop, Samantha H	17	9.1%	21	10.7%	15	8.8%	15	8.8%	13	7.6%
		Brooker, Heather E	23	12.4%	24	12.2%	16	9.4%				
		Chang, Winsome R	5	2.7%	10	5.1%	7	4.1%				
		Chapman, Caitlin									2	1.2%
		Fuller, Ashlee R									3	1.8%
		Gordon, Melissa G			1	0.5%	5	2.9%	11	6.5%	6	3.5%
		Harrison, Melissa A	23	12.4%	19	9.6%	14	8.2%	17	10.0%	14	8.2%
		Jackson, Annette J	11	5.9%	10	5.1%	14	8.2%	15	8.8%	14	8.2%
		Johnson, Amie							14	8.2%	9	5.3%
		Key, Jacquelyn A	16	8.6%	11	5.6%	9	5.3%	10	5.9%	14	8.2%
		Martin, Wendy L	21	11.3%	21	10.7%	14	8.2%	13	7.6%	16	9.4%
		Mertz, Melanie L	12	6.5%	16	8.1%	10	5.9%	11	6.5%	8	4.7%
		Murray-Nobles, JoAnne	15	8.1%	12	6.1%	11	6.5%				
		Nwabuebo, Elizabeth	7	3.8%	14	7.1%	11	6.5%	12	7.1%	10	5.8%
		Purvis, Carol A	1	0.5%								
		Skinner, Christy B	22	11.8%	21	10.7%	14	8.2%	9	5.3%	7	4.1%
		Stevenson, Derrica L			1	0.5%						
		Walraven, Nancy									4	2.3%
		Williams, Mary B			2	1.0%	4	2.4%	11	6.5%	13	7.6%
		Wilson, Kelly M	1	0.5%	6	3.0%	11	6.5%	14	8.2%	12	7.0%
		Wright, Marguerite E	14	7.5%								
		Yarbrough, Amy E	1	0.5%								
	Professional St..	McKinney, Jane-Marie	1	0.5%	1	0.5%						
	Student Succes..	Stuckey, Wanda M	1	0.5%								
ASN - Nursing (LPN to RN Bridge)	Nursing	Brooker, Heather E					3	1.8%				
		Chang, Winsome R	1	0.5%	1	0.5%	2	1.2%				
		Chapman, Caitlin									1	0.6%
		Fuller, Ashlee R									1	0.6%
		Gordon, Melissa G					1	0.6%	2	1.2%	3	1.8%
		Harrison, Melissa A	2	1.1%	1	0.5%	2	1.2%	1	0.6%	1	0.6%
		Jackson, Annette J					1	0.6%	3	1.8%	4	2.3%
		Key, Jacquelyn A							1	0.6%	4	2.3%
		Martin, Wendy L							1	0.6%	1	0.6%
		Mertz, Melanie L	1	0.5%	1	0.5%			1	0.6%	3	1.8%
		Murray-Nobles, JoAnne			2	1.0%	2	1.2%				
		Nwabuebo, Elizabeth					1	0.6%	3	1.8%	2	1.2%
		Skinner, Christy B			1	0.5%	2	1.2%	3	1.8%	5	2.9%
		Williams, Mary B							1	0.6%	2	1.2%
		Wilson, Kelly M					1	0.6%	4	2.4%	6	3.5%
		Wright, Marguerite E	1	0.5%								
		Grand Total			186	100.0%	197	100.0%	170	100.0%	170	100.0%

The AY2023-24 student Advisement load per Faculty ranged from 0.6 percent to 9.4 percent of program students. While this does appear to be a wide disparity, the number of student-advisees per Faculty falls between 2 and 16, which appears to be manageable. The number of Faculty makes the advisement load more manageable. In AY2021-22, it is good to see that non-Nursing Faculty have been removed from the list of ASN advisors.

Program Viability Narrative

Credit hours generated by Faculty support the legitimacy of the ASN program. On average, 2,155 credit hours are delivered each year by ASN Faculty. As noted in other review factors, AY 2021-22 saw a prominent decline in credit hours taught, 16.1 percent less than AY 2020-21. Levels of Credit Hours Taught improved the following academic year yet have not returned to 2020-21 levels.

The *Gordon State College Faculty Handbook* establishes the standard tenure-track Faculty teaching load at alternating 5 / 4 class sections. That is, 15-16 credit hours in one semester of the Academic Year, and 12-13 credit hours the other semester (§ 2.2.1 Teaching Loads), for a total of 27 – 29 hours per academic year. Non-tenure track faculty standard is set at 15 – 16 hours per semester, or 30 – 32 hours per Academic Year. Averaging the tenure and non-tenure track workload hours gives a 28.5 - 30.5 range per Academic Year. Based on these standards, ASN Faculty slightly exceeded standard workloads in AY 2019-20, 2023-24 and dropped below the standard in AY 2021-22 (a year that saw declines in other factors as well).

The number of ASN Faculty increased each year under review, from 18 to 26, a 44.4 percent increase. Viewed considering ASN student enrollment, the number of Faculty increases while enrollment decreases. One benefit is the reduction in Faculty-to-student ratio from 10.4 to 6.58 students per Faculty.

The number of advisees per Faculty ranged between 2 and 16 students, which is manageable and sustainable. The number of Faculty makes the advisement load practicable. In AY2021-22, it was good to see that non-Nursing Faculty have been removed from the list of ASN advisors.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Student Graduation Statistics - Time to Degree

Acyr	Program Title MAJR	2 yrs or less						3 to 4 yrs						More than 4 yrs					
		Non-Transfer		Transfer		Unknown		Non-Transfer		Transfer		Unknown		Non-Transfer		Transfer		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2020	ASN - Nursing					5	10.2%	4	8.2%	10	20.4%	7	14.3%	12	24.5%	5	10.2%	6	12.2%
	ASN - Nursing (LPN to RN Bridge)			1	33.3%											2	66.7%		
2021	ASN - Nursing			1	2.1%	3	6.3%	6	12.5%	8	16.7%	5	10.4%	10	20.8%	7	14.6%	8	16.7%
	ASN - Nursing (LPN to RN Bridge)			2	50.0%	1	25.0%	1	25.0%										
2022	ASN - Nursing					4	11.1%	1	2.8%	4	11.1%	2	5.6%	13	36.1%	3	8.3%	9	25.0%
	ASN - Nursing (LPN to RN Bridge)			3	75.0%	1	25.0%												
2023	ASN - Nursing					4	10.5%	2	5.3%	4	10.5%	3	7.9%	13	34.2%	6	15.8%	6	15.8%
	ASN - Nursing (LPN to RN Bridge)			1	33.3%					1	33.3%					1	33.3%		
2024	ASN - Nursing					5	13.5%	5	13.5%	2	5.4%	6	16.2%	10	27.0%	5	13.5%	4	10.8%
	ASN - Nursing (LPN to RN Bridge)			2	20.0%	1	10.0%			3	30.0%	1	10.0%	3	30.0%				

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)

Due to the nature of ASN program, where students who complete the BSN Core, yet do not have GPAs high enough to enter the BSN program, transfer into the ASN program to receive a degree. Therefore, the majority of ASN students take more than four years to complete the Associate degree. Average completion for review years showed 4.4 students complete in 2-years, 14.8 students complete in 3-4 years, and 23.4 students complete in more than four years. The average number of students completing the ASN in review years was 42.6.

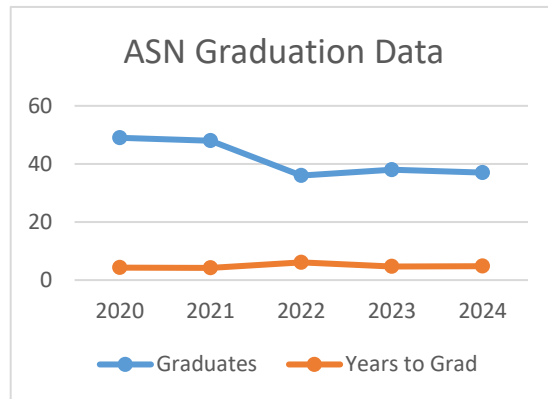
RECOMMENDATIONS:

1. Continue to track student-time-to-degree
2. Using the current average completion time of 4.4 years, consider ways to possibly fast-track students entering the program with previous degrees or academic work.
3. Consider using a different model for tracking ASN years to completion, especially when students enter the program with a degree from another discipline.

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

Program Title MAJR	2020		2021		2022		2023		2024	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
ASN - Nursing	49	4.3	48	4.2	36	6.1	38	4.7	37	4.8
ASN - Nursing (LPN to RN Bridge)	3	4.7	4	1.6	4	1.3	3	6.3	10	6.0

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



Graduation data for ASN program shows AY 2019-20 as the pinnacle year, with 49 graduates. AY 2020-21 graduate numbers remained high, at 48. Then came the dramatic drop in graduates, a 26.5 percent decline. Of note is the significant increase in the number of years-to-graduation for this smallest cohort. At 6.1 years, the AY2021-22 graduates took an additional two years to reach program completion. As of AY 2023-24, the number of ASN graduates remained low, a 22 – 26 percent decline from the AY2019-20 and 20-21 highs. Additionally, years-to-completion has remained longer than the AY2019-20 time of 4.2 - 4.3 years. Thus, graduation rates dropped and remained low, while years-to-completion increased and remained at increased levels.

The LPN-to-RN Bridge ASN saw a reverse trend in number of graduates. Program graduates remained static between 3- 4 for four of the five review years. In 2023-24, the number of graduates increased by 150 percent. Years-to-completion ranged from 1.3 to 6.0 years, with a five-year average of 3.98 years.

RECOMMEDATIONS:

- Investigate reasons resulting in the AY 2021-22 drop in graduates.
- Identify factors keeping the graduation numbers at declined rate
- Create and implement methods for identifying students who are taking longer time to complete the program
- Brainstorm ways students can complete the program in fewer years, possibly compressed semesters or fast-track schedules.
- Look into causes of increased numbers of ASN Bridge graduates in AY 2023-24
- Research reasons behind the wide range of years-to-completion in ASN Bridge program. Knowing students can complete in 1.3 or 1.6 years, identify the supports (advisement, scheduling, admissions) resulting in the low years-to-completion.
- Identify and implement actions to reduce the AY 2022-23 and AY 2023-24 years-to-completion of 6+ years closer to the average (3.98).
- Continue to monitor graduation numbers and years-to-graduation.

Analysis of Student Statistics

The total number of students graduating per year ranges from 40 to 52; the average time to degree ranges from 1.3 to 6.3 years. This data reflects the COVID-19 impacted years.

Except when the retention numbers seem to have dipped in AY2021-2022, the program has been on an upward trend. While the total number of students stayed roughly the same during this time, the return percentage and graduation percentages dropped sharply, though it did recover.

In the bridge program, the numbers are increasing, though they are still small, but this program has also shown the most dynamic growth in enrollment numbers. (Five years ago, there was only one student, and now there are fifteen.) If it continues to grow it will be a vital, productive program.

In AY2021-22 there was a sharp upward spike in average years to graduation (6.1 years from 4.2 the previous year), though it dropped back to 4.7 the following year. This could possibly be attributed to the cascading effects of the pandemic.

Student Retention

Returned the Subsequent Term

Student Retention - Returning Students

Program Title MAJR	2019 - 2020				2020 - 2021				2021 - 2022				2022 - 2023				2023 - 2024			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
ASN - Nursing	66	63		95.5%	67	47		70.1%	43	37		86.0%	52	40		76.9%	44	37		84.1%
ASN - Nursing (LPN to RN Bridge)	1	1		100.0%	5	4	1	100.0%	9	8		88.9%	8	5		62.5%	15	13		86.7%

* 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

Analysis of Student Retention Statistics

The retention numbers for the ASN-Nursing are solid, peaking in 2019–2020 but always at least 70%, with a low in 2020–2021 of 70.1%. The numbers appear to indicate an overall mean of at least 80%, and the numbers of students seem solid (always at least 43 students). The program certainly appears to be both productive and viable.

The retention numbers for the ASN-Nursing (LPN to RN Bridge) are somewhat more worrying, with single-digit numbers until the 2023–2024 year, which is the last year under consideration. It will be important to continue to monitor program size, as programs that continue to produce low numbers of students are good candidates for elimination. The upward trend in numbers of students, however, would seem to indicate a hope of a sustainable program for future years.

Program Productivity Narrative

For this discussion, we focus on Time to Degree, with an eye to producing nurses as quickly as is practicable. We also neglect the numbers for the LPN to RN Bridge program, as they are too small for the indicated years to be statistically significant.

It may be noted that in 2020, combining the numbers of Non-transfer Students and Unknown, between 8.2% and 22.5% of students were non-transfer and graduated within four years; significantly more (24.5% to 36.7%) took more than four years. In 2021, however, 12.5% to 22.9% took between 3 and 4 years, whereas 20.8% to 37.5% took more than 4 years, a probable reduction from the previous year.

Now in AY 2021-22, only 2.8% to 8.4% were non-transfer students who finished in 3 to 4 years, and 8.3% to as many as 33.3% were non-transfer students who took more than 4 years; this drop has no apparent cause, though it may be suspected that lingering effects from the pandemic may have been at fault.

Matters improved slightly in 2023; the numbers were 5.3% to 13.2% in 3 to 4 years, 34.2% to 50.0% in more than four years, and improved again in 2024 (13.5% to 29.7% in 3 to 4 years, versus 27.0% to 30.7% in more than 4 years). This makes sense if we assume that the pandemic was partly responsible, and we will hope to see increasing numbers of non-transfer students finishing within four 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 needed 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 Bachelor students at Gordon State College

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

Self-Reported Age

Student Demographics Self Reported Age

Program Title Majr	Age Category	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
ASN - Nursing	<= 23	82	44.1%	92	46.7%	70	41.2%	68	40.0%	54	31.6%
	> 23	103	55.4%	100	50.8%	85	50.0%	85	50.0%	87	50.9%
ASN - Nursing (LPN to RN Bridge)	<= 23							1	0.6%		
	> 23	4	2.2%	6	3.0%	15	8.8%	18	10.6%	31	18.1%

Self-Reported Gender

Student Demographics Self Reported Gender

Program Title Majr	GENDER	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
ASN - Nursing	Female	167	89.8%	175	88.8%	138	81.2%	133	78.2%	124	72.5%
	Male	16	8.6%	16	8.1%	17	10.0%	18	10.6%	16	9.4%
ASN - Nursing (LPN to RN Bridge)	Female	4	2.2%	6	3.0%	15	8.8%	19	11.2%	30	17.5%
	Male									1	0.6%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

Program Title Majr	Ethnicity/Race	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
ASN - Nursing	Hispanic or Latino	7	3.8%	10	5.1%	11	6.5%	11	6.5%	8	4.7%
	American Indian or Alaska ..			1	0.5%						
	Asian	1	0.5%	1	0.5%	1	0.6%	2	1.2%	3	1.8%
	Black or African American	40	21.5%	49	24.9%	35	20.6%	47	27.6%	51	29.8%
	White	128	68.8%	126	64.0%	103	60.6%	87	51.2%	76	44.4%
	Two or more races	7	3.8%	3	1.5%	4	2.4%	3	1.8%	2	1.2%
	Unknown			1	0.5%	1	0.6%	1	0.6%		
ASN - Nursing (LPN to RN Bridge)	Hispanic or Latino					2	1.2%	2	1.2%	3	1.8%
	Asian					1	0.6%	1	0.6%	2	1.2%
	Black or African American	3	1.6%	2	1.0%	7	4.1%	12	7.1%	13	7.6%
	White	1	0.5%	4	2.0%	5	2.9%	4	2.4%	11	6.4%
	Two or more races									2	1.2%

Students by Number of Hours Completed

Student Demographics - Students by Number of Hours Completed

Program Title Majr	Number of Hours Earned	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
ASN - Nursing	< 60	17	9.1%	15	7.6%	13	7.6%	13	7.6%	10	5.8%
	60 - 74	34	18.3%	35	17.8%	25	14.7%	26	15.3%	19	11.1%
	75 - 89	48	25.8%	56	28.4%	36	21.2%	29	17.1%	30	17.5%
	90 - 104	46	24.7%	40	20.3%	37	21.8%	35	20.6%	32	18.7%
	105 - 120	24	12.9%	23	11.7%	21	12.4%	27	15.9%	22	12.9%
	> 120	14	7.5%	22	11.2%	23	13.5%	21	12.4%	27	15.8%
ASN - Nursing (LPN to RN Bridge)	< 60	1	0.5%	1	0.5%	5	2.9%	4	2.4%	8	4.7%
	60 - 74	2	1.1%	2	1.0%	3	1.8%	8	4.7%	8	4.7%
	75 - 89			2	1.0%	3	1.8%	2	1.2%	7	4.1%
	90 - 104			1	0.5%	1	0.6%			1	0.6%
	105 - 120	1	0.5%			2	1.2%	2	1.2%	1	0.6%
	> 120					1	0.6%	3	1.8%	6	3.5%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Bishop, Samantha	Director of Nursing 2911,1906	EdD, MSN, BSN	CPNP-PC and CNE
Chapman, Caitlin	2911,1905,1906	MSN	CNE
Fuller, Ashlee	1910	MSN-ED	EdD in Nursing Education candidate w/ anticipated graduation Fall 2025
Harrison, Melissa	2910,2907,2912	MSN-ED	
Johnson, Amie	1910,1905,1906	DNP, MSN-NP	FNP
Key, Jackie	1912	DNP	
Martin, Wendy	2911,1905,1906,1910,1911,2910	MSN-ED	CNE, RN-C
Mertz, Melanie	1905, 2911	MSN-NP	APRN/WHNP-BC
Ogletree, Melissa	2910,1911	MSN-NP	FNP-C
Pugh, Charlene	1912	DNP	
Tucker, Cindy	Simulation coordinator,1911	MSN	Simulation coordinator
Walraven, Nancy	1910,1906	MSN-NP	FNP
Wilson, Kelly	2910,1911,2912	MSN-ED	

Appendix D: Library Resources Complete for English and History

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

The mission of the Dorothy W. Hightower Collaborative Learning Center and 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.

Library Vision and Primary Function

With an extensive renovation slated for completion by Spring 2016, the Dorothy W. Hightower Collaborative Learning Center and 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; 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 located in Barnesville, Griffin, McDonough and distance education learners. Gordon State College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower 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, provide library instruction 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 the Department of Nursing and Health Sciences is Beth Pye, MSLS.

Facility and Online Description

The Library presently houses approximately 59,000 books, over 1 million electronic books, 10,406 microfilms, and 4,785 audio-visual materials, as well as numerous archival materials. Students, faculty, and staff have access to all eligible circulating materials at all USG libraries through a Universal Catalog and GIL Express and journals through Interlibrary Loan. The library currently subscribes to the local newspaper in print and patrons have access, in GALILEO (Georgia Library LEarning Online) to more than 105,000 online serials and core academic journals with over 93,221 of these full-texts and 286 databases.

The Dorothy W. Hightower C.L.C. and Library, a two-story building, named for Dorothy Watson Hightower, was built in 1978, and after renovation reopened in April 2016, redesigned for the 21st century. Both floors have wireless access with the first floor housing open study space, a presentation practice room, microfilm, the reference collection, and the circulating collections of oversized, new, and juvenile fiction collections. The second floor houses the circulating collection, 9 group study rooms (collaborative work), 8 individual study rooms (quiet study), two library classrooms for orientations/research, and open study space. The library also has 36 computers, 12 laptops for in-house use, 2 printers, 2 scanners, 2 microfilm readers, graphing calculators, and 22 laptops for use outside the library.

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 during Spring and Summer semesters 2015 to accommodate the library repository. It houses the majority 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 Guillebeau Monday through Friday from 8AM until 5PM upon scheduling an appointment with a librarian.

Department of Nursing and Health Sciences Resources available in Hightower Library overall

Format	Number of Titles	Comments
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Books	1,442	
Electronic Books	1,073,847	Total count includes some duplicates
Microfilm Journals	17	This counts only unique titles.
Electronic Journals	1,543	Total count includes some duplicates

Department of Nursing and Health Sciences 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
Health & Medical Collection (ProQuest)
Healthcare Administration Database (ProQuest)
Medline with Full Text
Public Health Database (ProQuest)
Consumer Health Complete
Bepress Digital Commons
Academic Search Complete
ProQuest Central

Department of Nursing and Health Sciences Journals available through GALILEO (partial list)

Title
Advanced Emergency Nursing Journal (OVID)
Advances in Neonatal Care (OVID)
Advances in Nursing Science: ANS (OVID)
Advances in Skin & Wound Care (OVID)
American Journal of Critical Care (CINAHL)

American Journal of Nursing (OVID)
AORN (NAH)
British Journal of Nursing (CINAHL)
Cancer Nursing (OVID)
CIN: Computers, Informatics, Nursing (OVID)
Clinical Journal of Oncology Nursing (CINAHL)
Clinical Nurse Specialist (OVID)
Comprehensive Child & Adolescent Nursing (CINAHL)
Critical Care Nursing Quarterly (OVID)
Dimensions of Critical Care Nursing (OVID)
Evidence-Based Nursing (NAH)
Family & Community Health (OVID)
Gastroenterology Nursing (OVID)
Journal for Nurses in Professional Development (OVID)
Journal of Addictions Nursing (OVID)
Journal of Burn Care & Research (OVID)
Journal of Cardiovascular Nursing (OVID)
Journal of Community Nursing (CINAHL)
Journal of Emergency Nursing (NAH)
Journal of Forensic Nursing (OVID)
Journal of Gerontological Nursing (NAH)
Journal of Hospice & Palliative Nursing (OVID)
Journal of Informatics Nursing (NAH)
Journal of Infusion Nursing (OVID)
Journal of Neuroscience Nursing (OVID)
Journal of Nursing Administration (OVID)
Journal of Nursing Care Quality (OVID)
Journal of Nursing Education (NAH)
Journal of Nursing Scholarship (NAH)
Journal of Perinatal & Neonatal Nursing (OVID)
Journal of Perioperative Nursing (CINAHL)

Journal of Psychosocial Nursing & Mental Health Services (NAH)
Journal of the Association of Nurses in AIDS Care (OVID)
Journal of Trauma Nursing (OVID)
Journal of Wound, Ostomy & Continence Nursing (OVID)
MCN – (OVID)
MEDSURG Nursing (CINAHL)
Nurse Educator (OVID)
Nursing – (OVID)
Nursing Administration Quarterly – (OVID)
Nursing Education Perspectives (OVID)
Nursing Forum (NAH)
Nursing Management – (OVID)
Nursing Research – (OVID)
Oncology Nursing Forum (CINAHL)
Orthopaedic Nursing (OVID)
Pediatric Nursing (CINAHL)
Perspectives in Psychiatric Care (NAH)
Professional Case Management (OVID)
Rehabilitation Nursing Journal (OVID)
Research in Gerontological Nursing (NAH)

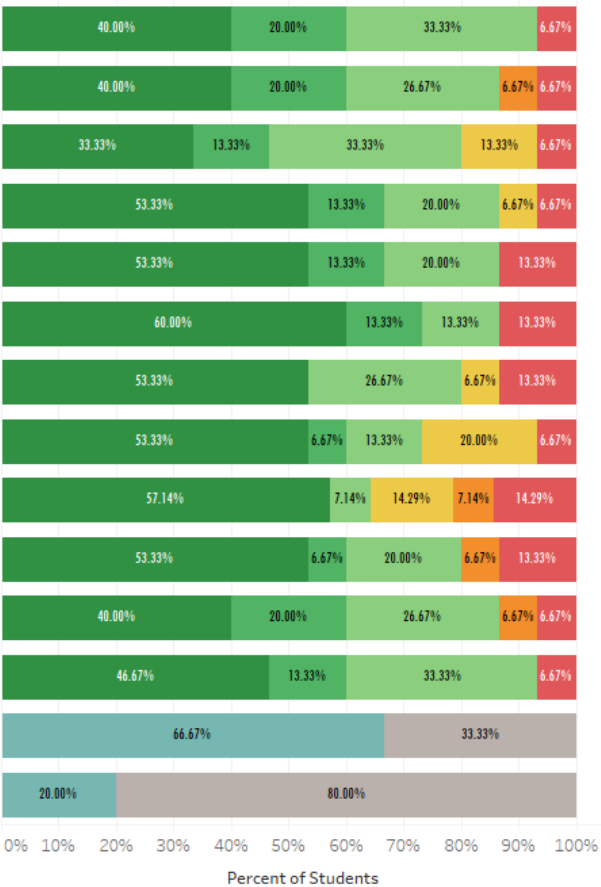
Appendix E: Student Satisfaction with Program Survey Results

ASN - Nursing Student Satisfaction Survey Fall 2024

Question	Average	Standard Deviation	Count
I am satisfied with the availability of courses in my major.	4.80	1.37	15
I find the day and time of my major course are convenient for me.	4.67	1.54	15
I am satisfied with extracurricular learning experiences offered for my major.	4.47	1.46	15
I am pleased with the quality of the professors in my major.	4.93	1.49	15
I feel my classes at Gordon State College have prepared me well for graduate school.	4.80	1.74	15
I am satisfied with the availability of professors outside of class.	4.93	1.75	15
As an advisee, I made appointments when needed to see my advisor.	4.60	1.80	15
My advisor makes it easy to get in touch and set up an advisement time.	4.73	1.62	15
I feel my advisor takes a personal interest in me.	4.43	2.03	14
My advisor is knowledgeable about course requirements for my major.	4.60	1.88	15
Overall, I am satisfied with my experience with the Bachelor of Science in Health Information Management.	4.67	1.54	15
Overall, I am satisfied with my experience at Gordon.	4.87	1.41	15
During the past year, have you attended an educational event outside of class?			15
During the past year, have you attended an on-campus cultural/social event?			15

Answer

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



ASN AY 2020-2024 CPR

Recommendation	Action
Incorporate commitment to produce Nurses that serve diverse communities on Mission Statement	The Department will start the review process to update the Mission, Vision and Philosophy at the August meeting to complete by end of Fall 2025.
Emphasize the increase importance of Technology in the Healthcare field	
Publish the Core Performance Standards	WebPage will be updated to include standards by end of Summer 2025
Publish Information on Faculty Credentials beyond the degree	Will work in compiling Faculty Certifications as well as degrees attained. To be added to the Department website Faculty Bios section.
Deploy Intervention Strategies	Will work with AIM coordinator to try to expand this area
Monitor NCLEX pass rates as Average FI has declined	Will ask the Department's evaluation Committee to track this information
Publish NCLEX pass rates in comparison to National and State Averages	Department Website has been updated to include this comparison
Identify areas for improvement for the program using a regularly deployed survey	Will work with IE/IR to see if a modified survey can be developed to gather input in this regard. Changes to be added in the Spring 2026 survey
Change Employment Survey to more meaningful information.	

ASN Comprehensive Program Review
Response to Recommendations
Respectfully Submitted by Samantha Bishop – Director of Nursing
June 11, 2025

Analysis of Program Mission Statement

Recommendations:

1. Acknowledge a commitment to produce Nurses who serve diverse communities.
The mission statement for the nursing programs describe care that is holistic as well as with a focus on local, regional and global communities. The nursing department's philosophy goes on to describe that individuals "... represent a diverse range of ages, cultures, socioeconomic, and ethnic characteristics that are reflective of the larger community." It is a good time to review the mission, vision, and philosophy of the department and this will be done at the August 2025 department meeting.
2. Emphasize the advancing role of technology in healthcare.
Even though technology in healthcare is not specifically identified in the mission statement for the department, it is incorporated in philosophy and program outcomes. It is a good time to review the mission, vision, and philosophy of the department and this will be done at the August 2025 department meeting.
3. Include a commitment to modern nursing practices.
It is a good time to review the mission, vision, and philosophy of the department and this will be done at the August 2025 department meeting.
4. Highlight GSC's state-of-the-art Nursing classrooms and labs.
It is a good time to review the mission, vision, and philosophy of the department and this will be done at the August 2025 department meeting.
5. Continue to monitor and update mission statement.
It is a good time to review the mission, vision, and philosophy of the department and this will be done at the August 2025 department meeting.

Analysis of Program Requirements

Recommendations:

1. Create a link to the above-referenced technical standards documents.
This is an excellent idea and will be created this summer 2025.
2. Continue to monitor.

Class Size and Capacity

RECOMMENDATIONS:

1. Continue to monitor course offerings, enrollments, and section capacity.
Noted.
2. To increase enrollment or grow the ASN program, look for ways to extend capacity through additional Faculty or increased equipment and classroom space. Increased capacity allows for growth.
Program Capacity will be increased to 250 with 16 FT faculty and PT Clinical Support and/or 275 students if one more faculty position becomes available for a total of 17 faculty and PT Clinical

Support. Growth is contingent upon faculty numbers in the classroom and the clinical setting and will occur over the next three years thru 2028.

3. Investigate cause(s) of significant enrollment declines or increases over the five-year period for NURS 1910, NURS 2907, and NURS 2911.

In the Fall 2017 the pre-licensure BSN program admitted the first cohort. Since that time, the BSN cohort has increased by 130% from 29 students in the first class to 66 students in the cohort admitted for Fall 2025. The ASN program has decreased by about 40% from 86 students in the Spring 2018 cohort to 51 students this last Spring 2025. Approximately, the same number of faculty and staff are in place as they were in 2017. I do believe that this is the reason for

Enrollment

RECOMMENDATIONS:

1. Continue to monitor course enrollments
Noted.
2. Research to learn more about the impact to ASN program in AY 2021-22 when enrollment experienced a 15.0 percent decline. It appears the event or factors yet impact enrollment, as recovery to AY 2019-20 and AY 2020-21 levels has not yet occurred.
Again, the impact of the beginning of the first BSN cohort in Fall 2017 is evident and there may have been some post-pandemic impacts.
3. Study causes resulting in attrition or decline in enrollment in 1000-level courses and 2000-level courses.
4. Create and implement intervention strategies to retain ASN students into the 2000-level courses. AIM Coordinator will be provided with recommendations from CPR.

Student Outputs

RECOMMENDATIONS:

1. Continue to monitor to maintain the gains achieved in program success.
Noted.
2. Closely monitor the first-time pass rate the next few Academic Years, as students entering the ASN program in AY 2022-23 and AY 2023-24 arrived with lower Average Freshman Index and SAT scores.
Noted – passed information on to Department Evaluation Committee
3. Develop a process for identifying at-risk students within the Department and design strategies for intervention.
This process already exists. It is driven by the AIM Coordinator. This process will be revisited in the Fall 2025 Department meeting at the beginning of the semester.

NCLEX-RN Pass Rates

RECOMMENDATIONS:

1. Establish annual pass rate goals for ASN students for measurable progress
Those goals have been established for the department. They are as follows:
AY 25/26 - ASN to be at or above 90%, and for the BSN to be at or above 88% for the calendar year 2025.

AY 24/25 - ASN to be at or above 90%, and for the BSN to be at or above 85% for the calendar year 2024. (Met this goal: 2024 ASN 97.87% and BSN 86.05%)

AY 23/24 - 1. Strengthen the preparation of students in the program to maintain the NCLEX-RN first time pass rates to be at or above 88%. (Partially met this goal: 2023 ASN 88.89% and BSN 84.44%)

AY 22/23 - NCLEX-RN first time pass rates to be at or above 85%. (Did not meet this goal: 2022 ASN 84.62% and BSN 84.38%)

2. Include pass rate goals in relation to state-wide and/or nation-wide pass rates.
See above.
3. Incorporate pass rate comparisons in marketing communication for potential ASN students (and parents)
Noted. Pass rates currently posted on website.
4. Include pass rate comparison table on ASN website
Currently exist, does not include national and state pass rates. Will consider making this revision.
5. Continue to monitor and celebrate achievements
Noted

GPA/ Graduation

RECOMMENDATIONS:

1. Monitor *Major* and *Graduation* GPA in upcoming years, as students who entered the program with lower High School GPAs and SAT scores will be pacing through the ASN program.
Noted.
2. Create procedures for identifying students potentially at risk and develop intervention strategies.
AIM Program
3. Investigate sister institutions' intervention plans for ASN (and other programs) and select the best practices for adapting to Gordon State students' preferences.
Noted.

Student Satisfaction

Recommendations:

1. Academic Unit Head and Program Coordinator consider administering the Student Satisfaction with Program survey each Fall semester to regularly monitor standard elements of student satisfaction.
This survey is administered every semester to the program graduating.
2. Consider adding questions on variables deemed important to the ASN Faculty and Coordinator
Noted
3. Compile survey results over multiple years and continue to monitor for changes
Surveys are reviewed every year with faculty at department meetings.
4. Academic Unit Head and Program Coordinator monitor and promote Faculty availability outside of class time.
Noted

Faculty Output

RECOMMENDATIONS:

1. Revise the factor to include required licensing and certifications along with “Terminal” and “Non-Terminal” degrees in the criteria.
Great idea will be revised.
2. Include Faculty credentials in marketing communications for the ASN program
Noted
3. Include Faculty licenses and certifications in Faculty Bios on the Department of Nursing website (<https://www.gordonstate.edu/academics/school-nursing-health-sciences/department-of-nursing/index.html>). Also include credentials on the Gordon State Faculty website: <https://apps.gordonstate.edu/faculty/>
Noted
4. Develop strategies and methods for tracking faculty development activities
Revised Faculty qualification form completed every year for FT and PT faculty.
5. Continue to monitor Faculty engagement in academic performance, personal learning, and discipline enrichment.
Noted
6. Recognize and resource Faculty who engage in research, publications, and continuing education events.
Noted

Faculty Workload

RECOMMENDATIONS:

1. Establish Credit Hours Taught goals for the program, possibly around the 2155-hour average
Noted
2. Investigate causes of the AY 2021-22 decline in Credit Hours Taught and develop strategies to intervene or prevent decline
3. Maintain a watch to ensure Credit Hours Taught meets the demands of a growing program.
Note; Workload calculations being reviewed

Program Productivity

1. Continue to track student-time-to-degree
Noted
2. Using the current average completion time of 4.4 years, consider ways to possibly fast-track students entering the program with previous degrees or academic work.
Noted
3. Consider using a different model for tracking ASN years to completion, especially when students enter the program with a degree from another discipline.
Noted