

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

Provost/VPAA Categorical Summation:

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

☒ **Program MEETS Institution's Criteria**

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

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

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

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

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

☐ **Program will be deactivated.**

☐ **Program will be voluntarily terminated.**

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

Comprehensive Program Review – Associate of Science in Nursing, ASN

Instructions, Reporting Vehicle, and Definitions

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

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

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

Provost/VPAA Signature and Date: _____

C. Jeffery Kingston 6/30/2018

----- OR -----

Provost/VPAA's Designee Signature and Date: _____



Gordon State College
University System of Georgia

SCHOOL OF NURSING & HEALTH SCIENCES

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25 June 2018

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

TO: Dr. Jeffery Knighton, VPAA/Provost

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

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

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

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

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

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

COMPREHENSIVE PROGRAM REVIEW: AY2015-AY2017

Project Team: [Brian Webb, Annette Jackson, Christina Quinn, Beth Pye]

Academic Program Name: BACHELOR OF SCIENCE IN NURSING, RN TO BSN

CIP Code: 51.3801

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

Date of Last Internal Review: N/A

Outcomes of Previous Program Review: N/A

Current Date Program Reviewed at the Institution for this report: Spring 2018

Executive Summary and Memo:

The RN to BSN program is performing at exceptional levels. It shows high levels of quality, viability, and productivity. The job placement rate is perfect and the faculty leading the program are exceptional and are providing Gordon with invaluable experience, teaching, and service.

Quality Summary:

Both student and faculty quality are high for the RN to BSN program. Average GPA and graduation rate are well above average for the rest of Gordon. Job placement is perfect, in addition, the program has produce several graduate students. The fact that this program accomplishes so much with three faculty members is to be commended.

Viability Summary:

The program without question is viable. The program maintains a high number of students and continually graduates and places those students in jobs and graduate school. The workload is divided evenly among faculty. Again, considering the fact that three faculty members are maintaining such an active program highlights not only the viability of the program, but the bargain Gordon receives through this program.

Productivity Summary:

The statistics asked for in this report do not accurately measure all of the productivity of the program. This report solicited traditional forms of faculty development and academic accomplishments. The RN to BSN faculty have received and maintained several nursing and education certifications and spend a substantial portion of time conducting clinicals and hands on teaching with students. Thus, traditional measure of faculty development are not fitting. Judging from the amount of time spent in clinicals and certifications, the program meets any definition of productivity.

Mission Statement and Curriculum

Program Mission Statement

Mission Statement

The mission of the School of Nursing is to facilitate the acquisition of knowledge and skills required as professional nurses to competently and holistically meet individual, family, and community needs in a variety of settings; assume increasing responsibilities across a continuum of care; make critical decisions based on sound nursing judgment, and assume leadership roles in collaboration with other members of the healthcare team.

Vision Statement

The vision of the School of Nursing is to become one of Georgia's regional leaders in the education of professional nurses.

Program Requirements (Data Source D and E)

NURS 3092--Health Assessment and Health Promotion (4 sem hr)
NURS 3992--Professional Nursing Concepts (3 sem hr)
NURS 3922--Pathophysiology/Pharmacology (3 sem hr)
NURS 3093--Community Health Nursing (6 sem hr)
NURS 3993--Research and Evidence-Based Practice (3 sem hr)
NURS 4093--Nursing Leadership and Management (6 sem hr)
NURS 4922--Critical Analysis: Acute and Chronic Illness (3 sem hr)
NURS 4994--Synthesis in Professional Nursing (3 sem hr)

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

BOR requirements for Area F requirements may be found at

http://www.usg.edu/assets/academic_programs/areaf/healthpro_Nursing.pdf

The nursing program meets the requirements and suggestions offered by the BOR.

Offerings by Course (Data Source A)

Number of sections each year

Program Title	Course Title	AY2015	AY2016	AY2017
BSN Completion	NURS 3092	1	1	1
	NURS 3093	1	1	1
	NURS 3922	1	1	1
	NURS 3992	1	1	1
	NURS 3993	1	1	1
	NURS 4093	1	1	1
	NURS 4922	1	1	1
	NURS 4994	1	1	1

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

Program Title	AY2015	AY2016	AY2017
	Hybrid/Partially Online Class	Hybrid/Partially Online Class	Hybrid/Partially Online Class
BSN Completion	8	8	8
Overall Program	8	8	8

Number of Day, Evening, and Online sections offered

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

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

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

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

Number of Sections by Location/Delivery

Program Title	AY2015	AY2016	AY2017
	Online Class	Online Class	Online Class
BSN Completion	8	8	8
Overall Program	8	8	8

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

Section Enrollments (Mean Class Size)

Program Title	Course Title	AY2015		AY2016		AY2017	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BSN Completion	NURS 3092	41	55	39	45	23	40
	NURS 3093	41	55	40	40	20	40
	NURS 3922	41	55	40	40	20	40
	NURS 3992	41	55	39	45	23	40
	NURS 3993	41	55	40	40	20	40
	NURS 4093	41	41	39	40	18	25
	NURS 4922	41	41	39	40	18	25
	NURS 4994	41	41	39	40	18	25

Mean class size for section enrollments

Mission Statement and Curriculum Narrative:

The RN-BSN completion program meets the curriculum expectations. The program requires courses either required or suggested by the BOR. All program requirements are readily available in the college catalogue as well as on the department's website. The information regarding required courses, instructors, and course rotation is readily available on the department's website. The basic information regarding the program and its requirements is readily available. The BSN completion program meets the mission statement guidelines.

Program Quality

Student Inputs

Number of Students

Program Title	Total Program Level Students	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
BSN Completion	1,003	47	4.7%	41	3.3%	23	1.8%
Overall Program	1,003	47	4.7%	41	3.3%	23	1.8%

Program Level - Bachelor's

Average Incoming SAT/ACT for Program Majors

Program Title	AY2015			AY2016			AY2017		
	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program
BSN Completion	19	958	47	24	951	41	23	1,021	23
Overall Program	19	958	47	24	951	41	23	1,021	23

Average Incoming GPA for Program Majors

Program Title	AY2015		AY2016		AY2017	
	Avg. HS_GPA	Students in Program	Avg. HS_GPA	Students in Program	Avg. HS_GPA	Students in Program
BSN Completion	3.23	47	3.33	41	3.24	23
Overall Program	3.23	47	3.33	41	3.24	23

Average High School GPA of Students in the Program

Freshman Index* for Program Majors

Program Title	AY2015		AY2016		AY2017	
	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index	Students in Program
BSN Completion	3,540	47	2,952	41	2,705	23
Overall Program	3,540	47	2,952	41	2,705	23

Incoming Learning Support Requirements for Program Majors

Program Title	AY2015			AY2016			AY2017		
	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total
BSN Completion	8	39	47	4	37	41	4	19	23
Overall Program	8	39	47	4	37	41	4	19	23

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams*

*No national exit exams are required for the completion of the curriculum. However, all RN-BSN completion students have previously passed a national nurse licensing exam (NCLEX).

Average Graduating Major GPA

Program Title	AY2015		AY2016		AY2017	
	Major_GPA	Count	Major_GPA	Count	Major_GPA	Count
BSN Completion	3.94	40	3.75	39	3.63	17
Overall Program	3.94	40	3.75	39	3.63	17

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

Average Major GPA

Program Title	AY2015		AY2016		AY2017	
	Major_GPA	Count	Major_GPA	Count	Major_GPA	Count
BSN Completion	3.76	43	3.66	40	3.26	23
Overall Program	3.76	43	3.66	40	3.26	23

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

Employment Rates

Program Title	AY2014	AY2015	AY2016
BSN Completion	100%	100%	100%
Overall Program	100%	100%	100%

Entry into Graduate Programs

Program Title	AY2014	AY2015	AY2016
Master of Science	3	4	1
Overall Program	6%	10%	4%

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E

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

Number of Full-time and Part-time Faculty

Program Title	AY2015		AY2016		AY2017	
	Full-time	Total	Full-time	Total	Full-time	Total
BSN Completion	3	3	3	3	3	3
Overall Program	3	3	3	3	3	3

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

Program Title	AY2015		AY2016		AY2017	
	Terminal Degree	Total	Terminal Degree	Total	Terminal Degree	Total
BSN Completion	3	3	3	3	3	3
Overall Program	3	3	3	3	3	3

Amount of Sponsored Research Funding

Program Title	AY2014	AY2015	AY2016
BSN completion	n/a	n/a	n/a
Overall Program	n/a	n/a	n/a

Amount of Other External Funds

Program Title	AY2014	AY2015	AY2016
BSN completion	n/a	n/a	n/a
Overall Program	n/a	n/a	n/a

Number of Peer-Reviewed Publications

Program Title	AY2014	AY2015	AY2016
BSN completion	0	0	1
Overall Program	0	0	1

Number of Faculty Research Fellowships

Program Title	AY2014	AY2015	AY2016
BSN completion	n/a	n/a	n/a
Overall Program	n/a	n/a	n/a

Number of Academic Conference Presentations

Program Title	AY2014	AY2015	AY2016
BSN completion	0	0	2
Overall Program	0	0	2

Program Quality Narrative:

Student Inputs Overall Programs

--- The percentage of students enrolled in the BSN completion program has decreased within the three year period assessed from 4.7% (47 students) in AY2015 to 1.8% (23 students) in AY2017.

--- The average SAT incoming student scores has decreased then increased from 958 in AY2015 to 1,021 in AY2017. The average ACT composite score has been fairly consistent from AY2016 (24) to AY2017 (23).

---The average Grade Point Average (GPA) increased in AY2016 (3.33) then decreased slightly in AY2017 (3.24).

--- The percent of learning support dipped to 9.7% in AY2016; but remained at 17% in both AY2015 and AY2017.

Summary: Enrollment has decreased in this time period by 2.9%. The SAT and GPA scores have fluctuated slightly which may not be significant. The students identifying themselves with needing learning support appears to be consistent in this time period. The BSN Completion program has implemented plans to increase enrollment such as recruitment at local hospitals and moving the entire program to 100% online. Current ASN students who graduate from Gordon State College are recruited to the BSN completion program before graduation. In addition, in AY2017, potential students can apply to the BSN completion program in any semester.

Student Outputs Overall Programs

--The average graduating GPA for the BSN completion program has decreased slightly from 3.94 in AY2015 to 3.63 in AY2017.

--Employment rates are consistently 100% for each academic year in this time period.

--From graduate surveys returned to the department, entry into post-baccalaureate program was 23% in AY2014, 28% in AY2015, and 6% in AY2016. These numbers could be higher since some students did not participate in the survey that asked this question.

Summary: The overall program has shown the majority of students have GPA's between 3.0-3.7. There is 100% employment rate suggesting students are well prepared for the workforce. Finally, a number of students apply and/ or enter graduate programs after graduation, suggesting these students are prepared for further education.

Student Satisfaction

--Summary: The satisfaction survey asked varied questions regarding satisfaction of the BSN completion program. (see Appendix E). The one consistent question from AY2014_AY2016 was "Would you recommend this program to someone else?" and 100% of the students responding to the survey would recommend the program to others.

Faculty Outputs

--The numbers of full time faculty has remained the same, eg. 3 full-time faculty. All faculty have terminal degrees in their discipline.

--The BSN completion faculty have produced one peer reviewed publication and two have presented at academic conferences.

Summary: All faculty are full-time with terminal degrees. A few have published and/or presented in their discipline between AY2014-AY2016.

Summary of findings for program quality

Enrollment has decreased by 2.9% in the BSN completion program. Initiatives have been put in place to increase enrollment. The SAT scores have increased and the ACT scores have been consistent. The quality of the students is strong with 100% being employed and the GPA varying slightly. The students had quality instruction from faculty, who all have terminal degrees in their discipline. Program quality has been shown by this evidence.

Program Viability

Student Numbers

Overall Credit Hours at Entrance

Program Title	AY2015			AY2016			AY2017	
	31-90 Hours	90 or More Hours	Total	31-90 Hours	90 or More Hours	Total	90 or More Hours	Total
BSN Completion	1	46	47	1	40	41	23	23
Overall Program	1	46	47	1	40	41	23	23

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

Faculty Workload

Number of Credit Hours Taught in the Program

Program Title	AY2015	AY2016	AY2017
BSN Completion	189	180	147
Overall Program	189	180	147

Standard Faculty Workload for Degree Program

Program Title	AY2014	AY2015	AY2016
BSN Completion	15-18 contact hours /semester	15-18 contact hours /semester	15-18 contact hours /semester
Overall Program	15-18 contact hours /semester	15-18 contact hours /semester	15-18 contact hours /semester

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

Program Title	AY2014	AY2015	AY2016
BSN Completion	3	3	3
Overall Program	3	3	3

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

Program Title	AY2014	AY2015	AY2016
n/a	n/a	n/a	n/a
Overall Program			

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

Program Title	AY2015 Full-time		AY2016 Full-time		AY2017 Full-time	
	Count	%	Count	%	Count	%
BSN Completion	8	100.0%	8	100.0%	8	100.0%
Grand Total	8	100.0%	8	100.0%	8	100.0%

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

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

Number of Advisees per Faculty Member

Program Title	Department	Advisor	AY2015		AY2016		AY2017	
			Students in Program	%	Students in Program	%	Students in Program	%
BSN Completion	Associate of Science in Nurs.	Bishop, Samantha H	1	2.1%				
		Bobo, Charles M	5	10.6%			2	8.7%
		Harrison, Melissa A	1	2.1%				
		Martin, Wendy L					1	4.3%
		Morgan, Rebecca A	1	2.1%				
		Williams, Mary B					2	8.7%
		Wright, Marguerite E					1	4.3%
		Total	8	17.0%			6	26.1%
	Bachelor of Science in Nursing	Davis, Kathy E	9	19.1%	12	29.3%	5	21.7%
		Jackson, Annette J	20	42.6%	13	31.7%	6	26.1%
		Quinn, Christina M	9	19.1%	16	39.0%	5	21.7%
		Stewart, Patricia M					1	4.3%
		Total	38	80.9%	41	100.0%	17	73.9%
	Humanities	Janssen, David A			1	2.4%		
		Total			1	2.4%		
	Nursing & Health Sciences	McIlwain, Margaret L	1	2.1%				
		Purvis, Carol A	1	2.1%				
		Total	2	4.3%				
	Total		47	100.0%	41	100.0%	23	100.0%
Overall Program			47	100.0%	41	100.0%	23	100.0%

Program Viability Narrative

Students had 90 or more credit hours at entrance to the BSN Completion Program. This is consistent with being a transfer student.

The faculty workload remained stable from AY2014-AY2016. The standard faculty workload is consistently at least 15 hours per semester. Thus, faculty workload is divided equally between the three full time faculty.

Students with a BSN completion major are advised by faculty who teach in the BSN completion program.

Summary of Program Viability:

Overall, the program is viable with faculty workload and advisees distributed fairly equally.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Acyr	Program Title	Non-Transfer		4 yrs or less Transfer		Total		Non-Transfer		5 to 6 yrs Transfer		Total		Non-Transfer		More than 6 yrs Transfer		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AY2015	BSN Completion			3	14.3%	3	14.3%	4	19.0%	5	23.8%	9	42.9%	7	33.3%	2	9.5%	9	42.9%
	Overall Program			3	14.3%	3	14.3%	4	19.0%	5	23.8%	9	42.9%	7	33.3%	2	9.5%	9	42.9%
AY2016	BSN Completion			7	35.0%	7	35.0%	4	20.0%	2	10.0%	6	30.0%	3	15.0%	4	20.0%	7	35.0%
	Overall Program			7	35.0%	7	35.0%	4	20.0%	2	10.0%	6	30.0%	3	15.0%	4	20.0%	7	35.0%
AY2017	BSN Completion							4	50.0%	1	12.5%	5	62.5%	2	25.0%	1	12.5%	3	37.5%
	Overall Program							4	50.0%	1	12.5%	5	62.5%	2	25.0%	1	12.5%	3	37.5%

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

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

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

Program Title	AY2014	AY2015	AY2016
n/a	n/a	n/a	n/a
Overall Program			

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

Program Title	AY2015		AY2016		AY2017	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
BSN Completion	40	5.09	39	4.67	17	5.78
Overall Program	40	5.09	39	4.67	17	5.78

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

Student Retention (Data Source A)

Returned the Subsequent Term

Program Title	AY2015				AY2016				AY2017			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
BSN Completion	40	1	38	95.0%	38	1	37	97.4%	21	1	17	85.7%
Overall Program	40	1	38	95.0%	38	1	37	97.4%	21	1	17	85.7%

** 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*

Program Productivity Narrative

Student time to degree in 6 years or less has increased from 57% in AY2015 to 63% in AY2017. This is a modest increase which is reflective in a transfer degree such as a BSN completion degree. Although there is variation in time to degree, the average years to graduation is between AY2015-AY2017 is 5.18 years.

The student retention rate has varied between AY2015-AY2017 (95%-85.7%). The lower percentage from AY2017 reflects the decreased class size.

Summary of Program Productivity:

Although the retention rate appears to have decreased slightly, the BSN completion program has instituted a 100% online curriculum. This teaching format is meant to both recruit and retain students who are returning to gain a Bachelor Completion degree

Appendix A: Data Sources

A = Institutional Research

B = Department/Department Head

C = Human Resources

D = Department Website

E = Gordon State College Catalog

F = Board of Regents Website

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

Appendix B: Student Demographics

Number of program students

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

Program Title	AY2015			AY2016			AY2017		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
BSN Completion	1,003	47	4.7%	1,259	41	3.3%	1,311	23	1.8%
Overall Program	1,003	47	4.7%	1,259	41	3.3%	1,311	23	1.8%

Program Level - Bachelor's

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

Self-Reported Age

Age Category	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
<= 23	BSN Completion	7	14.9%	10	24.4%	7	30.4%
	Total	7	14.9%	10	24.4%	7	30.4%
> 23	BSN Completion	41	87.2%	35	85.4%	16	69.6%
	Total	41	87.2%	35	85.4%	16	69.6%

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

Self-Reported Gender

GENDER	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
Female	BSN Completion	46	97.9%	41	100.0%	20	87.0%
	Total	46	97.9%	41	100.0%	20	87.0%
Male	BSN Completion	1	2.1%			3	13.0%
	Total	1	2.1%			3	13.0%

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

Self-Reported Ethnicity

Ethnicity/Race	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
Asian	BSN Completion	1	2.1%	1	2.4%		
	Total	1	2.1%	1	2.4%		
Black or African American	BSN Completion	13	27.7%	7	17.1%	3	13.0%
	Total	13	27.7%	7	17.1%	3	13.0%
Hispanic or Latino	BSN Completion			1	2.4%	1	4.3%
	Total			1	2.4%	1	4.3%
Two or more races	BSN Completion			1	2.4%	1	4.3%
	Total			1	2.4%	1	4.3%
White	BSN Completion	33	70.2%	31	75.6%	18	78.3%
	Total	33	70.2%	31	75.6%	18	78.3%

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

Students by Number of Hours Completed

Number of Hours Earned	Program Title	AY2015		AY2016		AY2017	
		Students in Program	%	Students in Program	%	Students in Program	%
90 - 104	BSN Completion						4.5%
	Total						4.5%
105 - 120	BSN Completion	3	6.4%			4	18.2%
	Total	3	6.4%			4	18.2%
> 120	BSN Completion	44	93.6%	41	100.0%	17	77.3%
	Total	44	93.6%	41	100.0%	17	77.3%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Kathy Davis	NURS 3092-Health Assessment and Health promotion NURS 3922-Pathophysiology/pharmacology NURS 4922-Critical Analysis	BSN, MSN, PHD	NCWON
Annette Jackson	NURS 3992- Professional Nursing Concepts NURS 3093-Community Health Nursing NURS 4093 Nursing Leadership and Management	BSN, MSN, DNS	May, 2016-completion of Doctorate of Nursing Science
Christina Quinn	NURS 3993-Research and Evidence-based Practice NURS 3093-Community Health Nursing NURS 4093 Nursing Leadership and Management NURS 4994-Synthesis in Professional Nursing	BSN, MS, DNS	2009-Post Doctoral Fellowship

Appendix D: Library Resources Complete for English and History

Dorothy W. Hightower Collaborative Learning Center and Library Resources

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

Mission

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

Vision and Function

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

The primary functions of the library are:

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

Research Assistance

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

instruction for their classes, conduct research for professional development or scholarly activities, or recommend library materials to support the curriculum offered at Gordon State.

The Personal Librarian for Nursing is Beth Pye.

Facility and Online Description

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

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

During the renovation, students accessed computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connected remotely using their personal devices or utilized technology at one of the partner libraries (Henry County Public Library or Southern Crescent Technical College). Since the renovation completion in 2016, the library is a state of the art learning facility for the 21st century learner which houses approximately fifty-five percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located in the Guillebeau Hall repository. Items in the repository are made available upon electronic request. The renovated building houses an increased number of (1) general student seating, (2) thirty-six computers, (3) twelve laptops, (4) two scanners, (5) nineteen individual and group study rooms for collaborative work and individual quiet study, (6) one Presentation Practice Room, (7) one Assistive Technology Resource Room, (8) two instructional classrooms, (9) wireless access, (10) two microfilm readers, (11) color and b/w printing, and (12) and a book self-check-out machine.

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

Available Resources

Nursing Resources available in Hightower Library overall

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

Nursing and Health databases available through GALILEO

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

Consumer Health Complete
Bepress Digital Commons
Academic Search Complete
ProQuest Central

Nursing Journals available through GALILEO

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

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

Appendix E: Student Satisfaction with Program Survey Results

Student Satisfaction with Program Survey Results

BSN Completion	AY2014	AY2015	AY2016
Did the RN-BSN completion program provide a quality education? (asked in AY2016)	n/a (this question was not asked in AY2014)	n/a (this question was not asked in AY2014)	Yes= 15/15
Would you recommend this program to someone else?	Yes = 13/13	Yes = 15/15	Yes=15/15
In this program I experienced innovative teaching and was given opportunities to engage with the material I studied in a variety of ways	n/a (this question was not asked in AY2014)	Excellent = 9/14 Above Average = 5/14	Excellent = 8/15 Above Average = 4/15 Average = 3/15

BSN Student Satisfaction Survey Spring 2018



Answer

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