



**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

# Bachelor of Science in Nursing COMPREHENSIVE PROGRAM REVIEW: AY 2020-2024

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

Academic Program Name: [Bachelor of Science in Nursing \(BSN\) and RN-to-BSN](#)

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 (brief narrative statement):

Per prior CPR, the RN to BSN program performed at exceptional levels showing high levels of quality, viability, and productivity. The job placement rate was 100%, with exceptional faculty providing GSC with invaluable experience, teaching, and service. Average GPA and graduation rates were above average, with those students reaching 100% job placement and some continuing to graduate school.

Current Date Program Reviewed at the Institution for this report: [AY 2024-25 Assessment Committee](#)

## Executive Summary:

The Bachelor of Science in Nursing program at Gordon State College proves to be a productive and quality program with strong viability for continuation. Program Faculty created and maintained strong academic and professional standards established by the Board of Regents, SACS-COC, the Accreditation Commission for Education in Nursing (ACEN), the Georgia Board of Nursing (GBON), and national licensing agencies. Courses are offered on a schedule that allows students to remain on track to graduate. A highly productive program, BSN holds one of the highest *Retention* rates of the College (91.53 percent) with an average *Years-to-Graduation* at 4.42 years. The program saw a significant growth in *Total Students* in AY 2020-21 (48.4 percent) and has maintained the increased level of students. Data from *Student Outputs* and *Faculty Outputs* support the viability of the BSN program. Of concern to viability are factors such as the high ratio of part-time to full-time Faculty, high Faculty workloads, and Faculty attrition. With adequate resources and Faculty, the BSN and RN-to-BSN programs will remain relevant, viable, productive, and of exceptional quality.

## Quality Summary:

While USG does not provide a definition, 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 BSN program maintains strong academic standards, with both student and faculty quality remaining high. Students in the program consistently achieve above-average GPAs and graduation rates compared to the rest of Gordon. Faculty contributions are on the rise, with increasing numbers and scholarly publications. Student satisfaction with the program also remains consistently high.

### Viability Summary:

Program *viability* is understood as 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 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 BSN program. However, the workload of BSN Faculty is not tenable for the program to remain viable. To prevent the denial of qualified Nursing student applicants, additional Faculty must be recruited, current Faculty must be developed and retained, and facilities must be adequate, working, and updated. Further, an increase in Faculty numbers will spread the growing Advisee load to be more reasonable and tenable for each Faculty.

### Productivity Summary:

Productivity is understood as the efficiency and effectiveness of a program expressed by specific measures and is viewed as the central factor in program and College performance. Enrollment, retention, and completion data provide evidence of productivity of BSN 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

### Program Mission Statement

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/departments-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 professions prepared to navigate the healthcare system.

A few strengths:

- 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.
- It highlights the responsibility and accountability expected of nursing professionals.

### Recommendations:

1. Acknowledge a commitment to produce Nurses who serve diverse communities in a variety of settings.
2. The advancing role of technology in healthcare and a commitment to modern nursing practices.

## Program Requirements

### Admission Requirements

Admission to the BSN and RN to BSN Completion Programs are competitive. To be considered, applicants must meet the Prerequisite Core Requirements as well as meet all general BSN and RN to BSN 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/index.html>

**To be considered for acceptance into the BSN prelicensure program, students must have:**

1. Acceptance to Gordon State College prior to the nursing application deadline.

2. Have a cumulative/overall **GPA of at least 2.75.**
3. Have a minimum cumulative/overall **GPA of 3.0** in ALL required science and math courses.
4. Complete all prerequisite core curriculum course work with a grade of “C” or higher by the beginning of the BSN program.
5. Completion of a Nursing Admission Test.
6. Completed BIOL 2251K, 2252K, and 2260K within the last 5 years. NO Exceptions.
7. Not failed two (2) or more nursing courses in any nursing program, including an LPN program (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 an LPN program.
9. Ability to meet technical standards – See Gordon State College Nursing and Health Sciences Technical Standards, current p. 248 in the catalog.

**To be considered for acceptance into the RN to BSN nursing program, students must have:**

1. Acceptance to Gordon State College prior to the RN to BSN application deadline.
2. Be a graduate of an accredited associate degree or diploma program in nursing.
3. Have an overall GPA of at least 2.5.
4. Ideally, students should complete all prerequisite core curriculum coursework with a grade of “C” or higher by the beginning of the RN to BSN program. However, a student will be allowed to submit an application with a maximum of 4 hours of CORE outstanding with the understanding that the CORE will be complete by the second semester of the RN to BSN program.
5. Proof of RN Licensure or Proof of Pursuance of NCLEX Test date at time of application (If a student has not passed the NCLEX exam and received a Georgia Board of Nursing license by the start of second semester, the student will not be allowed to progress in the BSN Completion (RN to BSN) program under any circumstances).
6. If the student is an international student whose native language is not English and who did not receive a nursing degree from an accredited U.S. institution, the student must submit scores, not more than two years old, on the Test of English as a Foreign Language (TOEFL). Official TOEFL scores of 550 paper-based, 213 computer-based, or 79 internet-based are required.

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>

BSN Prelicensure Program admission requirements on p. 201

RN to BSN Completion Program admission requirements on p. 207

## **Analysis of Program Requirements**

The detailed list of program requirements for both BSN and RN to BSN demonstrates a rigorous and structured admission process.

A few strengths:

The requirements clearly outline specific requirements for consideration.

The requirements show a commitment to academic and professional standards.

The reference to recent coursework in biology places importance on up-to-date foundational knowledge in the sciences.

**Recommendations:**

1. Continue to monitor program requirements
2. Include link to the referenced technical standards document.

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

### 3.8.4 Bachelor Degrees

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are comprised of general education and designated major of study requirements. Bachelor degrees consist of 120 credit hours and have a coherent program of study. Bachelor 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. Bachelor degrees beyond 120 credit hours require the approval of the USG chief academic officer. [https://www.usg.edu/policymanual/section3/C343/#p3.8.4\\_bachelors\\_degrees](https://www.usg.edu/policymanual/section3/C343/#p3.8.4_bachelors_degrees)

### Bachelor of Science in Nursing (BSN)

| IMPACTS                                                                                                                                       | Cr. Hrs. | Completed or Enrolled | Need to Complete |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|------------------|
| <b>Institutional Priority (4 Credit Hours)</b>                                                                                                |          |                       |                  |
| Choose one of the following: COLQ 2991, 2992, 2993, or 2994H                                                                                  | 2        |                       |                  |
| FIRE 1000: Freshman Introduction to Reasoning Essentials                                                                                      | 2        |                       |                  |
| <b>Mathematics &amp; Quantitative Skills (3-4 Credit Hours)</b>                                                                               |          |                       |                  |
| Choose <b>one</b> of the following: MATH 1001, 1111, 1113                                                                                     | 3-4      |                       |                  |
| <b>Political Science and US History (6 Credit Hours)</b>                                                                                      |          |                       |                  |
| POLS 1101                                                                                                                                     | 3        |                       |                  |
| HIST 2111 or 2112 (American History)                                                                                                          | 3        |                       |                  |
| <b>Arts, Humanities &amp; Ethics (6 Semester Hours)</b>                                                                                       |          |                       |                  |
| Choose one of the following courses:<br>ENGL 2111, 2112, 2121, 2122, 2131, 2132 or PHIL 2010 or 2020                                          | 3        |                       |                  |
| Choose one of the following courses:<br>ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; HUMN 1500, MUSIC 1100, SPAN 1001, 1002, THEA 1000, 1100 | 3        |                       |                  |
| <b>Communication in Writing (6 Semester Hours)</b>                                                                                            |          |                       |                  |
| ENGL 1101                                                                                                                                     | 3        |                       |                  |

|                                                                                                                                                                                                                                                                                                                                                                                       |        |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--|--|
| ENGL 1102                                                                                                                                                                                                                                                                                                                                                                             | 3      |  |  |
| <b>Technology, Mathematics &amp; Sciences* STEM Nursing, Health Services (11-12 Semester Hours)</b>                                                                                                                                                                                                                                                                                   |        |  |  |
| <b>Choose one of the following sequences: 8 hours</b><br>BIOL 1111K and 1112K, BIOL 1107K and 1108, CHEM 1151K and 1152K, CHEM 1211K and 1212K, PHYS 1111K and 1112K, PHYS 2211K and 2212K                                                                                                                                                                                            | 8      |  |  |
| <b>Choose one of the following courses: 3 – 4 hours</b><br>ASTR 1010K, ASTR 1020K, BIOL 1011, BIOL 1050, BIOL 1107K, BIOL 1108K, BIOL 1111K, BIOL 1112K, CHEM 1151K, CHEM 1152K, CHEM 1211K, CHEM 1212K, CSCI 1101, CSCI 2102, ENVS 2202, ISCI 1121K, MATH 1113 <b>MATH 1401</b> , MATH 1501, MATH 1502, PHSC 1011, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K                    | 3-4    |  |  |
| Notes:<br>1 Math 1401 must be taken but if a student takes an additional science, Math 1401 can be counted in the Field of Study.<br>2 If a student takes both BIOL 1111K and BIOL 1107K, only one of these will count toward the STEM science requirement.<br>3 If a student takes both BIOL 1112K and BIOL 1108K, only one of these will count toward the STEM science requirement. |        |  |  |
| <b>Social Sciences (6 semester hours)</b>                                                                                                                                                                                                                                                                                                                                             |        |  |  |
| Choose two from the following:<br>ANTH 1102; any ECON; HIST 1121 or 1122 or any HIST not taken above; PSYC 1101; SOCI 1101; or, 2201, 2301, 2401 [ <b>PSYC 1101 &amp; SOCI 1101 recommended</b> ]                                                                                                                                                                                     | 3<br>3 |  |  |
| <b>Field of Study (18 Semester Hours)</b>                                                                                                                                                                                                                                                                                                                                             |        |  |  |
| BIOL 2251K: Anatomy & Physiology I (with lab)<br>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)<br>Prerequisite: Grade of C or better in BIOL 2251K                                                                                                                                                                                                                                                                                    | 4      |  |  |
| BIOL 2260K: Foundations of Microbiology (with lab)<br>Prerequisite: Grade of C or higher in BIOL 1107K or BIOL 2251K                                                                                                                                                                                                                                                                  | 4      |  |  |
| PSYC 2103: Human Growth & Development                                                                                                                                                                                                                                                                                                                                                 | 3      |  |  |
| MATH 1401 (PSYC 2101, SOCI 1160, SOCI 2293 if used in the area of Technology, Mathematics & Sciences)                                                                                                                                                                                                                                                                                 | 3      |  |  |
| <b>Gordon State College Requirements (4 Semester Hour)</b>                                                                                                                                                                                                                                                                                                                            |        |  |  |
| PHED 1001 or PHED 1010 (3-hour course)                                                                                                                                                                                                                                                                                                                                                | 3      |  |  |
| PHED_ (1 credit hour Activity course)                                                                                                                                                                                                                                                                                                                                                 | 1      |  |  |
| TOTAL CREDIT HOURS                                                                                                                                                                                                                                                                                                                                                                    | 64-66  |  |  |

| <b>Required Nursing Track Courses (Junior/Senior) (60 Semester Hours)</b> |   |  |  |
|---------------------------------------------------------------------------|---|--|--|
| NURS 3010<br>Pathophysiology/Pharmacology for Nursing Practice            | 3 |  |  |
| NURS 3011 Nursing Assessment in the Promotion of Health and               | 3 |  |  |

|                                                                |   |  |  |
|----------------------------------------------------------------|---|--|--|
| Wellness                                                       |   |  |  |
| NURS 3012 Foundations of Professional Nursing Practice         | 6 |  |  |
| NURS 3210 Pathophysiology/Pharmacology for Nursing Practice II | 3 |  |  |
| NURS 3212 Professional Nursing Practice I                      | 7 |  |  |
| NURS 3220 Perspectives in Mental Health Nursing                | 5 |  |  |
| NURS 3322 Evidence-Based Research in Nursing Practice          | 3 |  |  |
| NURS 3324 Community Based Nursing                              | 4 |  |  |
| NURS 4412 Professional Nursing Practice II                     | 8 |  |  |
| NURS 4420 Perspectives in Maternal-Child Health Nursing        | 6 |  |  |
| NURS 4522 Leadership & Management for Nursing Practice         | 4 |  |  |
| NURS 4512 Professional Nursing Senior Practicum                | 5 |  |  |
| NURS 4524 Professional Nursing Transition to Practice          | 3 |  |  |

## RN to BSN Completion Program

| IMPACTS                                                         | Cr. Hrs. | Completed or Enrolled | Need to Complete |
|-----------------------------------------------------------------|----------|-----------------------|------------------|
| <b>Institutional Priority (4 Credit Hours)</b>                  |          |                       |                  |
| Choose one of the following: COLQ 2991, 2992, 2993, or 2994H    | 2        |                       |                  |
| FIRE 1000: Freshman Introduction to Reasoning Essentials        | 2        |                       |                  |
| <b>Mathematics &amp; Quantitative Skills (3-4 Credit Hours)</b> |          |                       |                  |
| Choose <b>one</b> of the following: MATH 1001, 1111, 1113       | 3-4      |                       |                  |
| <b>Political Science and US History (6 Credit Hours)</b>        |          |                       |                  |
| POLS 1101                                                       | 3        |                       |                  |
| HIST 2111 or 2112 (American History)                            | 3        |                       |                  |

|                                                                                                                                                                                                                                                                                                                                                                                       |                      |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--|--|
| <b>Arts, Humanities &amp; Ethics (6 Semester Hours)</b>                                                                                                                                                                                                                                                                                                                               |                      |  |  |
| Choose one of the following courses:<br>ENGL 2111, 2112, 2121, 2122, 2131, 2132 or PHIL 2010 or 2020                                                                                                                                                                                                                                                                                  | <b>3</b>             |  |  |
| Choose one of the following courses:<br>ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; HUMN 1500, MUSIC 1100, SPAN 1001, 1002, THEA 1000, 1100                                                                                                                                                                                                                                         | <b>3</b>             |  |  |
| <b>Communication in Writing (6 Semester Hours)</b>                                                                                                                                                                                                                                                                                                                                    |                      |  |  |
| ENGL 1101                                                                                                                                                                                                                                                                                                                                                                             | <b>3</b>             |  |  |
| ENGL 1102                                                                                                                                                                                                                                                                                                                                                                             | <b>3</b>             |  |  |
| <b>Technology, Mathematics &amp; Sciences* STEM Nursing, Health Services (11-12 Semester Hours)</b>                                                                                                                                                                                                                                                                                   |                      |  |  |
| <b>Choose one of the following sequences: 8 hours</b><br>BIOL 1111K and 1112K, BIOL 1107K and 1108, CHEM 1151K and 1152K, CHEM 1211K and 1212K, PHYS 1111K and 1112K, PHYS 2211K and 2212K                                                                                                                                                                                            | <b>8</b>             |  |  |
| <b>Choose one of the following courses: 3 – 4 hours</b><br>ASTR 1010K, ASTR 1020K, BIOL 1011, BIOL 1050, BIOL 1107K, BIOL 1108K, BIOL 1111K, BIOL 1112K, CHEM 1151K, CHEM 1152K, CHEM 1211K, CHEM 1212K, CSCI 1101, CSCI 2102, ENVS 2202, ISCI 1121K, MATH 1113 <b>MATH 1401</b> , MATH 1501, MATH 1502, PHSC 1011, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K                    | <b>3-4</b>           |  |  |
| Notes:<br>1 Math 1401 must be taken but if a student takes an additional science, Math 1401 can be counted in the Field of Study.<br>2 If a student takes both BIOL 1111K and BIOL 1107K, only one of these will count toward the STEM science requirement.<br>3 If a student takes both BIOL 1112K and BIOL 1108K, only one of these will count toward the STEM science requirement. |                      |  |  |
| <b>Social Sciences (6 semester hours)</b>                                                                                                                                                                                                                                                                                                                                             |                      |  |  |
| Choose two from the following:<br>ANTH 1102; any ECON; HIST 1121 or 1122 or any HIST not taken above; PSYC 1101; SOCI 1101; or, 2201, 2301, 2401 [ <b>PSYC 1101 &amp; SOCI 1101 recommended</b> ]                                                                                                                                                                                     | <b>3</b><br><b>3</b> |  |  |
| <b>Field of Study (18 Semester Hours)</b>                                                                                                                                                                                                                                                                                                                                             |                      |  |  |
| BIOL 2251K: Anatomy & Physiology I (with lab)<br>Prerequisite: Completion of a 4-credit hour Area D lab science course with a grade of C or better.                                                                                                                                                                                                                                   | <b>4</b>             |  |  |
| BIOL 2252K: Anatomy & Physiology II (with lab)<br>Prerequisite: Grade of C or better in BIOL 2251K                                                                                                                                                                                                                                                                                    | <b>4</b>             |  |  |
| BIOL 2260K: Foundations of Microbiology (with lab)<br>Prerequisite: Grade of C or higher in BIOL 1107K or BIOL 2251K                                                                                                                                                                                                                                                                  | <b>4</b>             |  |  |
| PSYC 2103: Human Growth & Development                                                                                                                                                                                                                                                                                                                                                 | <b>3</b>             |  |  |
| MATH 1401 (PSYC 2101, SOCI 1160, SOCI 2293 if used in the area of Technology, Mathematics & Sciences)                                                                                                                                                                                                                                                                                 | <b>3</b>             |  |  |
| <b>Gordon State College Requirements (4 Semester Hour)</b>                                                                                                                                                                                                                                                                                                                            |                      |  |  |
| PHED 1001 or PHED 1010 (3 hour course) or PHED (1 credit hour Activity course)                                                                                                                                                                                                                                                                                                        | <b>1-3</b>           |  |  |
| <b>TOTAL CREDIT HOURS</b>                                                                                                                                                                                                                                                                                                                                                             | <b>61-64</b>         |  |  |

| Required Nursing Track Courses (Junior/Senior) (28 Semester Hours)                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
| NURS 3397 (eCampus) Health Assessment and Health Promotion                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3 |  |  |
| NURS 3398 Health Assessment Clinical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1 |  |  |
| NURS 3197 (eCampus) Professional Nursing Concepts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3 |  |  |
| NURS 3922 Pathophysiology/Pharmacology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 |  |  |
| NURS 4497 (eCampus) Community Health Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3 |  |  |
| NURS 4498 Community Health / Leadership Clinical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1 |  |  |
| NURS 4597 (eCampus) Nursing Leadership and Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3 |  |  |
| NURS 3297 (eCampus) Research and Evidence-Based Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3 |  |  |
| NURS 4922 Critical Analysis: Acute and Chronic Illness                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 |  |  |
| NURS 4994 Synthesis in Professional Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3 |  |  |
| <p><i>Gordon State College supports the Georgia RN-BSN Articulation model for entry and progression through the program. The registered nurse articulating to the baccalaureate level will be awarded 31 semester hours accrued from their previous associate or diploma degree. These credits will be held in escrow until the baccalaureate candidate successfully completes 7 semester hours of RN-BSN nursing credit at Gordon State College. Credits held in escrow will then be added to the student's transcript.</i></p> |   |  |  |

## Offerings by Course

## Number of Sections Per Year

## Course Offerings - Sections Each Academic Year

| Program Title                               | Course Title | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------------------------------|--------------|------|------|------|------|------|
| <b>BSN - Nursing (Pre-licensure)</b>        | NURS 3010    | 1    | 1    | 1    | 1    | 2    |
|                                             | NURS 3011    | 2    | 4    | 3    | 3    | 3    |
|                                             | NURS 3012    | 2    | 4    | 3    | 3    | 3    |
|                                             | NURS 3212    | 1    | 1    | 1    | 1    | 1    |
|                                             | NURS 3220    | 1    | 1    | 1    | 1    | 1    |
|                                             | NURS 3322    | 1    | 1    | 1    | 2    | 2    |
|                                             | NURS 3324    | 1    | 1    | 1    | 2    | 2    |
|                                             | NURS 4412    | 1    | 1    | 1    | 1    | 1    |
|                                             | NURS 4420    | 1    | 1    | 1    | 1    | 1    |
|                                             | NURS 4512    | 1    | 1    | 1    | 1    | 1    |
|                                             | NURS 4522    | 1    | 1    | 1    | 1    | 1    |
|                                             | NURS 4524    | 1    | 1    | 1    | 1    | 2    |
| <b>BSN - Nursing (RN to BSN Completion)</b> | NURS 3398    |      |      | 1    | 1    | 1    |
|                                             | NURS 3922    | 1    | 1    | 1    | 1    | 1    |
|                                             | NURS 4498    |      |      |      | 2    | 1    |
|                                             | NURS 4922    | 2    | 1    | 1    | 2    | 1    |
|                                             | NURS 4994    | 2    | 1    | 1    | 2    | 1    |

*Number of sections of required courses and electives offered*

All BSN courses are scheduled each Academic Year, with some courses offered multiple times each year. Faculty increase the number of course sections based on student growth and demand. This means students have options and can register for required courses and remain on-track to program completion.

## Offerings by Course

## Number of Sections Per Year

## Course Offerings - Sections Each Academic Year

| Program Title                           | Course Title | 2020 | 2021 | 2022 | 2023 | 2024 |
|-----------------------------------------|--------------|------|------|------|------|------|
| BSN - Nursing<br>(Pre-licensure)        | NURS 3010    | 1    | 1    | 1    | 1    | 2    |
|                                         | NURS 3011    | 2    | 4    | 3    | 3    | 3    |
|                                         | NURS 3012    | 2    | 4    | 3    | 3    | 3    |
|                                         | NURS 3212    | 1    | 1    | 1    | 1    | 1    |
|                                         | NURS 3220    | 1    | 1    | 1    | 1    | 1    |
|                                         | NURS 3322    | 1    | 1    | 1    | 2    | 2    |
|                                         | NURS 3324    | 1    | 1    | 1    | 2    | 2    |
|                                         | NURS 4412    | 1    | 1    | 1    | 1    | 1    |
|                                         | NURS 4420    | 1    | 1    | 1    | 1    | 1    |
|                                         | NURS 4512    | 1    | 1    | 1    | 1    | 1    |
|                                         | NURS 4522    | 1    | 1    | 1    | 1    | 1    |
|                                         | NURS 4524    | 1    | 1    | 1    | 1    | 2    |
| BSN - Nursing (RN to<br>BSN Completion) | NURS 3398    |      |      | 1    | 1    | 1    |
|                                         | NURS 3922    | 1    | 1    | 1    | 1    | 1    |
|                                         | NURS 4498    |      |      |      | 2    | 1    |
|                                         | NURS 4922    | 2    | 1    | 1    | 2    | 1    |
|                                         | NURS 4994    | 2    | 1    | 1    | 2    | 1    |

*Number of sections of required courses and electives offered*

Program quality is supported by the availability of courses for students to take. Core BSN courses are offered regularly, often with multiple sections. When viewed with the *Student Satisfaction Survey* results, students overwhelmingly reported satisfaction with the *availability of courses* in their program, with an average of 5.38 (SD = 0.92). This suggests course scheduling sufficiently meets the needs and preferences of students.

## Number of Day, evening, and online sections

### Course Offerings - Sections by Day, Evening, and Online

| Program Title                        | 2020        |                 | 2021        |                 |                    | 2022        |                 |                    | 2023        |                 |                    | 2024        |                 |                    |
|--------------------------------------|-------------|-----------------|-------------|-----------------|--------------------|-------------|-----------------|--------------------|-------------|-----------------|--------------------|-------------|-----------------|--------------------|
|                                      | Day Classes | Fully Online .. | Day Classes | Fully Online .. | Hybrid/ Patriall.. | Day Classes | Fully Online .. | Hybrid/ Patriall.. | Day Classes | Fully Online .. | Hybrid/ Patriall.. | Day Classes | Fully Online .. | Hybrid/ Patriall.. |
| BSN - Nursing (Pre-licensure)        | 14          |                 | 6           | 4               | 8                  | 11          | 1               | 4                  | 11          |                 | 7                  | 12          |                 | 8                  |
| BSN - Nursing (RN to BSN Completion) |             | 5               |             | 3               |                    |             | 4               |                    |             | 8               |                    |             | 5               |                    |

#### 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

Clearly the Pandemic had a positive impact on the format of BSN course delivery, moving courses from 100 percent on-campus Day Classes to more flexible and creative formats. In years following the 2020 Pandemic, BSN Faculty deliver 55.6 percent of courses in daytime on-campus format and 44.4 percent of courses in more creative formats of fully online and hybrid models. Faculty are to be commended for pursuing flexibility and student preference in course delivery.

The RN to BSN program is a strictly online program, created and designed for working professionals; therefore, all courses are delivered in an online format.

## Number of Sections by Location/Delivery

### Course Offerings - Sections by Location/Delivery

| Program Title                        | 2020                    |              | 2021                    |              | 2022                    |              | 2023                    |              | 2024                    |              |
|--------------------------------------|-------------------------|--------------|-------------------------|--------------|-------------------------|--------------|-------------------------|--------------|-------------------------|--------------|
|                                      | Barnesville/Main Campus | Online Class | Barnesville/Main Campus | Online Class | Barnesville/Main Campus | Online Class | Barnesville/Main Campus | Online Class | Barnesville/Main Campus | Online Class |
| BSN - Nursing (Pre-licensure)        | 14                      |              | 6                       | 12           | 11                      | 5            | 11                      | 7            | 12                      | 8            |
| BSN - Nursing (RN to BSN Completion) |                         | 5            |                         | 3            |                         | 4            |                         | 8            |                         | 5            |

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

BSN Faculty increased the number of course sections by implementing online and hybrid formats, from 14 in AY 2019-20 to 20 in AY2023-24, a 42.8 percent increase in the number of sections. It appears equilibrium has been achieved, with 62.8 percent of sections delivered on-campus and 37.2 percent delivered online.

## 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 |
| BSN - Nursing (Pre-licensure)        | NURS 3010    | 31       | 36       | 44       | 45       | 55       | 55       | 56       | 57       | 26       | 27       |
|                                      | NURS 3011    | 16       | 18       | 11       | 11       | 18       | 18       | 18       | 20       | 16       | 17       |
|                                      | NURS 3012    | 16       | 18       | 11       | 12       | 18       | 18       | 18       | 19       | 17       | 18       |
|                                      | NURS 3212    | 29       | 31       | 40       | 40       | 50       | 52       | 45       | 45       | 50       | 50       |
|                                      | NURS 3220    | 29       | 31       | 40       | 40       | 50       | 52       | 47       | 47       | 49       | 49       |
|                                      | NURS 3322    | 35       | 35       | 28       | 28       | 35       | 35       | 23       | 23       | 23       | 23       |
|                                      | NURS 3324    | 34       | 35       | 28       | 28       | 35       | 35       | 23       | 23       | 23       | 23       |
|                                      | NURS 4412    | 37       | 37       | 29       | 29       | 35       | 35       | 47       | 47       | 46       | 47       |
|                                      | NURS 4420    | 37       | 37       | 32       | 32       | 37       | 37       | 48       | 48       | 48       | 48       |
|                                      | NURS 4512    | 33       | 37       | 29       | 29       | 33       | 33       | 46       | 46       | 46       | 46       |
|                                      | NURS 4522    | 33       | 37       | 29       | 29       | 33       | 33       | 46       | 46       | 46       | 46       |
|                                      | NURS 4524    | 33       | 37       | 29       | 29       | 33       | 33       | 46       | 46       | 23       | 23       |
| BSN - Nursing (RN to BSN Completion) | NURS 3398    |          |          |          |          | 11       | 15       | 3        | 4        | 11       | 11       |
|                                      | NURS 3922    | 23       | 25       | 11       | 11       | 11       | 15       | 3        | 3        | 10       | 15       |
|                                      | NURS 4498    |          |          |          |          |          |          | 7        | 7        | 10       | 15       |
|                                      | NURS 4922    | 5        | 18       | 20       | 20       | 10       | 10       | 7        | 7        | 10       | 10       |
|                                      | NURS 4994    | 5        | 18       | 20       | 20       | 10       | 10       | 7        | 7        | 10       | 10       |

Mean class size for section enrollments

## 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 |
| BSN - Nursing (Pre-licensure)        | NURS 3010    | 31   | 36       | 44   | 45       | 55   | 55       | 56   | 57       | 51   | 53       |
|                                      | NURS 3011    | 31   | 36       | 44   | 44       | 54   | 54       | 55   | 59       | 49   | 52       |
|                                      | NURS 3012    | 31   | 36       | 44   | 46       | 54   | 54       | 55   | 57       | 51   | 53       |
|                                      | NURS 3212    | 29   | 31       | 40   | 40       | 50   | 52       | 45   | 45       | 50   | 50       |
|                                      | NURS 3220    | 29   | 31       | 40   | 40       | 50   | 52       | 47   | 47       | 49   | 49       |
|                                      | NURS 3322    | 35   | 35       | 28   | 28       | 35   | 35       | 46   | 46       | 46   | 46       |
|                                      | NURS 3324    | 34   | 35       | 28   | 28       | 35   | 35       | 46   | 46       | 46   | 46       |
|                                      | NURS 4412    | 37   | 37       | 29   | 29       | 35   | 35       | 47   | 47       | 46   | 47       |
|                                      | NURS 4420    | 37   | 37       | 32   | 32       | 37   | 37       | 48   | 48       | 48   | 48       |
|                                      | NURS 4512    | 33   | 37       | 29   | 29       | 33   | 33       | 46   | 46       | 46   | 46       |
|                                      | NURS 4522    | 33   | 37       | 29   | 29       | 33   | 33       | 46   | 46       | 46   | 46       |
|                                      | NURS 4524    | 33   | 37       | 29   | 29       | 33   | 33       | 46   | 46       | 46   | 46       |
| BSN - Nursing (RN to BSN Completion) | NURS 3398    |      |          |      |          | 11   | 15       | 3    | 4        | 11   | 11       |
|                                      | NURS 3922    | 23   | 25       | 11   | 11       | 11   | 15       | 3    | 3        | 10   | 15       |
|                                      | NURS 4498    |      |          |      |          |      |          | 13   | 13       | 10   | 15       |
|                                      | NURS 4922    | 9    | 35       | 20   | 20       | 10   | 10       | 14   | 14       | 10   | 10       |
|                                      | NURS 4994    | 9    | 35       | 20   | 20       | 10   | 10       | 14   | 14       | 10   | 10       |

Total enrollments for sections

Course enrollment and capacity averaged from 92.2 percent to 102.2 percent for all BSN courses over the years in review. The course running the lowest capacity is NURS 3010 at 92.2 percent. The course with overcapacity is NURS 3212 at 102.2 percent. Courses from NURS 3212 and above run at more than 97 percent capacity. Operating at such a narrow capacity rate, one must ask if there is room to grow. If at 100 percent capacity (or above), how many students are prevented from enrolling in the course?

Interestingly, the year with the lowest capacity for all BSN courses was AY 2019-20 at 92.8 percent. The following four years increased capacity to 97 percent or greater, with AY 2020-21 at 102 percent capacity; obviously, some sections were overloaded.

During its first year (AY2019-20), the RN-to-BSN enrollment ran a 54.1 percent capacity rate. The following year (AY2020-21) saw a 100 percent capacity, a two-year range between 85.7 to 100 percent capacity since the program launch. RN-BSN course capacity shows room for potential growth, with most courses running between 80 and 100 percent, with NURS 4498 running at full capacity (100 percent). AY2022-23 saw a dip in enrollment and capacity size, with a 50 percent drop. However, enrollment in AY 2023-24 rebounded to AY 2021-22 levels. The year with the highest RN-BSN enrollment was 2020-21 and the lowest enrollment was in AY 2022-23, even though both years saw a 100 percent capacity rate. No explanation was provided for the drop in enrollment and drop in capacity sizes. One would expect the capacity for NURS courses to remain the same from year to year.

#### **RECOMMENDATIONS:**

1. Consider increasing the size of course capacity (class cap) or adding more sections, especially for the high demand courses: NURS 3212 (at 102.2 percent), NURS 4420 (at 100 percent), NURS 4412 (at 99.5 percent), and NURS 3322 (at 99.3 percent).
2. Create a Wait List for each course to track the number of students who want to register for the course but are prevented due to lack of capacity. When the Wait List.
3. Create a program policy for creating new courses when the Wait List reaches a certain level.

#### **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. The Bachelor of Science in Nursing (BSN) Degree is designed primarily to prepare students for employment upon graduation. The program has appropriate student learning outcomes, is assessed on a regular basis, and shows continuous improvement required by the Board of Regents (BOR) to be classified as a Bachelor's degree program. The program core curriculum course requirements meet the BOR requirements for a Bachelor's degree 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 BSN 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 BSN program was last reviewed by the GBON AY2022 and approval is good for eight years.

Program quality is supported by the availability of courses for students to complete the degree in a timely manner. Core BSN courses are offered regularly, often with multiple sections in multiple semesters. When viewed along with the *Student Satisfaction Survey* results, students overwhelmingly reported satisfaction with the *availability of courses* in their program, with an average of 5.38 (out of 6.0). This suggests course scheduling sufficiently meets the needs and preferences of students.

Enrollment appears to be at capacity for the BSN program, meaning space needs to be made for growth. Despite adding more courses, the capacity appears to have been met and at times exceeded.

The number of BSN course sections increased chiefly by implementing online and hybrid formats. The number of online and hybrid sections increased from 14 in AY 2019-20 to 20 in AY2023-24, a *42.8 percent increase*. It appears equilibrium has now been achieved, with 62.8 percent of sections delivered on-campus and 37.2 percent delivered online. BSN Faculty successfully transitioned from 100 percent on-campus Day Classes to a mix of on-campus and online courses. In years following the 2020 Pandemic, BSN Faculty delivered 55.6 percent of courses in daytime on-campus format and 44.4 percent of courses in more creative formats of fully online and hybrid models. Faculty are to be commended for pursuing flexibility and student preference in course delivery.

The RN-to-BSN program is a fully online program designed for working adults. Therefore, all courses are offered in an online only format. RN-BSN courses run at 80 to 100 percent capacity and enrollment seems to have recovered from an AY 2022-23 decline of 65 percent.

#### **RECOMMENDATIONS:**

1. Continue to monitor and update as needed.
2. Monitor website to ensure links remain live.
3. Consider increasing the size of course capacity (class cap) or adding more sections, especially for the high demand courses: NURS 3212 (at 102.2 percent), NURS 4420 (at 100 percent), NURS 4412 (at 99.5 percent), and NURS 3322 (at 99.3 percent).
4. Create a Wait List for each course to track the number of students who want to register for the course but are prevented due to lack of capacity. When the Wait List.
5. Establish a BSN program policy for creating new courses when the enrollment Wait List reaches a certain level.
6. Continue to monitor RN-BSN enrollment and capacity year-over-year and by course.

## Program Quality

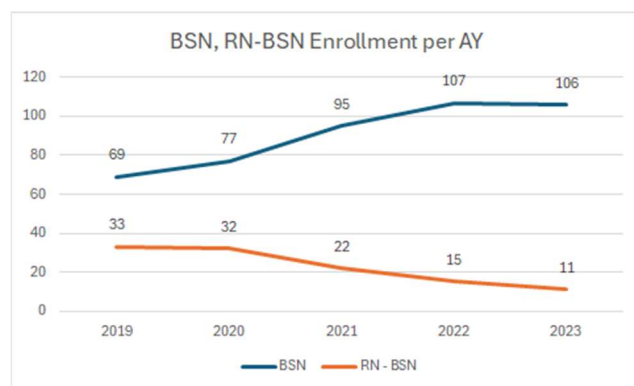
### Student Inputs

#### Number of Students

Student Inputs - Number of Students

| Program Title Major                  | 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 | %    |
| BSN - Nursing (Pre-licensure)        | 1,528                        | 69                  | 4.5% | 1,430                        | 77                  | 5.4% | 1,375                        | 95                  | 6.9% | 1,410                        | 107                 | 7.6% | 1,403                        | 106                 | 7.6% |
| BSN - Nursing (RN to BSN Completion) | 1,528                        | 33                  | 2.2% | 1,430                        | 32                  | 2.2% | 1,375                        | 22                  | 1.6% | 1,410                        | 15                  | 1.1% | 1,403                        | 11                  | 0.8% |

Program Level - Bachelors



The BSN enrollment continues to grow at a manageable pace each AY under review, with a 55 percent increase in enrollment. During the same years, the RN-BSN program saw a decrease in enrollment, a 66.7 percent decline. Enrollment in RN-BSN declined each year, dropping to 11 students in 2023-24. The graph provides a visual of enrollments over the years under review.

Growth of BSN program and decline in RN-BSN program does not appear to be a reflection of enrollment changes in all GSC Program-Level Students. For instance, in AY 2021-22 when Total Program Level Students saw a decline in enrollment, BSN experienced a 23.4 percent increase.

#### RECOMMENDATIONS:

1. Continue to monitor program enrollments and track as percentage of Total Program Level Students
2. Assess continued market need for RN-BSN program. If the need is still there, appropriate resources to the program to strengthen and rebuild.
3. Consider creating a Student Ambassador type organization for RN-BSN program, to be an extension of GSC Admissions team and carry out focused recruiting strategies and attract new students.
4. Develop other marketing/communication strategies to augment efforts of campus Admissions.
5. Set realistic enrollment targets and track progress. Communicate with Faculty program goals and results.
6. Celebrate progress toward target enrollments.
7. Create recruitment and enrollment supports for incoming and continuing students
8. Partner with external organizations who employ RNs who lack the BSN.
9. Consider streamlining program offerings, cutting back on RN-BSN to focus resources on the more successful BSN.

## Average Incoming SAT/ACT for Program Majors

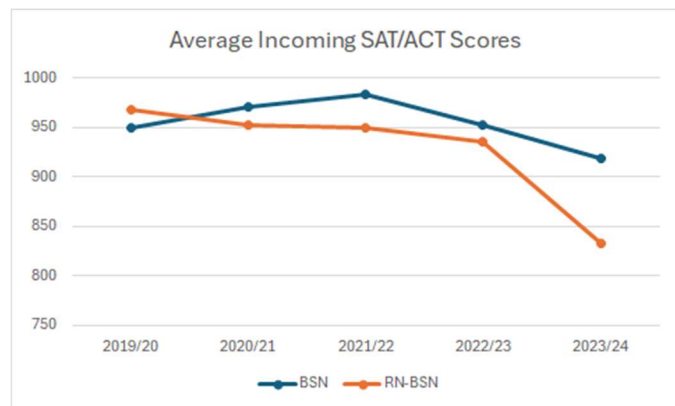
Student Inputs- Average Incoming SAT/ACT Scores

| Program Title Major                  | 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 |
| BSN - Nursing (Pre-licensure)        | 69                  | 20.7          | 949.4    | 77                  | 20.4          | 970.2    | 95                  | 20.1          | 984.0    | 107                 | 19.2          | 952.2    | 106                 | 20.3          | 919.3    |
| BSN - Nursing (RN to BSN Completion) | 33                  | 21.6          | 967.4    | 32                  | 20.9          | 952.2    | 22                  | 21.1          | 950.0    | 15                  | 19.2          | 936.3    | 11                  | 16.4          | 833.3    |

Average Admissions Test Scores of Students in the Program

NOTE: Not all students will have admissions test scores

The BSN programs saw slight changes in Incoming SAT Scores over the years assessed. Incoming SAT peaked in AY 2021-22 at 984.0] and bottomed out two years later at 919.3, a decline of 6.6 percent. RN-BSN Incoming SAT scores declined each year under review. The highest Incoming SAT score in the RN-BSN program appeared in AY 2019-20 at 967.4 and declined each year to 833.3 in AY 2023-24, a total decline of 13.86 percent, twice the rate of BSN students.



This decline may be due to RN-BSN students returning to college after a time in the workforce. In the *Student Demographics Self-Reported Age* confirms this, with 47 percent of BSN students < 23 years old, while only 4.9 percent of RN / BSN students in the <23 years. RN / BSN students could be completing the SAT several years after High School graduation. It is noted again that AY 2021-22 is a top performing year for both programs, with significant drops in subsequent years.

## RECOMMENDATIONS:

1. Continue to monitor Incoming SAT scores to see if scores continue to decline, and if so at what rate.
2. Review admission policies for RN-BSN students to ensure relevancy
3. Again, review policies and practices in AY 2021-22 to understand why it was a peak year again for both programs.

## Average Incoming GPA for Program Majors

### Student Inputs - Average Incoming GPA

| Program Title Major                  | 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 |
| BSN - Nursing (Pre-licensure)        | 69                  | 3.449       | 77                  | 3.569       | 95                  | 3.637       | 107                 | 3.542       | 106                 | 3.525       |
| BSN - Nursing (RN to BSN Completion) | 33                  | 3.287       | 32                  | 3.405       | 22                  | 3.531       | 15                  | 3.449       | 11                  | 2.978       |

Average High School GPA of Students in the Program

NOTE: Not all students will have HS GPA

Average BSN student GPA has remained consistent over the years in review, ranging from a low of 3.449 to high of 3.637, or a 5 percent range.

RN-BSN GPA Average saw a wider gap, from a low of 2.987 and high of 3.531, a 15.4 percent decline. Interesting that the high Average GPA for both programs occurred in AY 2021-22.

### RECOMMENDATIONS:

1. Continue to monitor Average GPA for both BSN and RN / BSN students.
2. Look back at practices in AY 2021-22 to see if changes occurred that year that would explain the high Average GPAs for both programs, and the decline in GPAs following that peak.
3. Compare other factors to identify potential influences on the 15.4 percent decline in Average GPA for RN / BSN students.

## Freshman Index\* for Program Majors

### Student Inputs - Average Freshmen Index

| Program Title Major                  | 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 |
| BSN - Nursing (Pre-licensure)        | 69                  | 2,686                  | 77                  | 2,757                  | 95                  | 2,781                  | 107                 | 2,716                  | 106                 | 2,662                  |
| BSN - Nursing (RN to BSN Completion) | 33                  | 2,579                  | 32                  | 2,685                  | 22                  | 2,734                  | 15                  | 2,677                  | 11                  | 1,899                  |

Average Freshman Index of Students in the Program

NOTE: Not all students will have a freshman index

USG requires applicants to “some State Colleges” to meet a Freshman Index (FI) ([https://www.usg.edu/student\\_affairs/high\\_school/admissions](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.qwa.com/editoruploads/files/Academics%20Files/University\\_System\\_of\\_Georgia\\_Admission\\_Requirements.pdf](https://www.qwa.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.

BSN students’ Freshman Index remained consistent over the review years, with the highest average score of 2781 and lowest 2662, or a 4.28 percent change. RN-BSN student Freshman Index saw a wider variation, with a high score of 2734 and low score of 1899, a 30.5 percent variability. Of interest is the strongest

Freshman Index for *both* programs that occurred in AY 2021-22. Additionally, BSN and RN-BSN lowest scores were recorded in AY 2023-24. Viewing this data along with Average GPA data, we again see that AY 2021-22 was a banner year for both programs.

### RECOMMENDATIONS:

1. Academic Unit Heads and Faculty are to be commended for attracting students with Freshman Index scores well above the GSC requirement of 1830.
2. Review practices and policies of AY 2021-22 to identify best practices supporting such successes. Identify what changed that caused the drastic drop in FI in AY 2023-24, especially for RN-BSN students.
3. Identify factors that resulted in the 29 percent one-year drop in Average FI for RN-BSN students, between AY 2022-23 and AY 2023-24.
4. Continue to monitor Freshman Index of each incoming cohort of students.

### Incoming Learning Support Requirements for Program Majors

#### Student Inputs- Incoming Learning Support Requirements

| Program Title Major                  | 2019 - 2020    |                   |       | 2020 - 2021    |                   |       | 2021 - 2022    |                   |       | 2022 - 2023    |                   |       | 2023 - 2024    |                   |       |
|--------------------------------------|----------------|-------------------|-------|----------------|-------------------|-------|----------------|-------------------|-------|----------------|-------------------|-------|----------------|-------------------|-------|
|                                      | LS Requirement | No LS Requirement | Total | LS Requirement | No LS Requirement | Total | LS Requirement | No LS Requirement | Total | LS Requirement | No LS Requirement | Total | LS Requirement | No LS Requirement | Total |
| BSN - Nursing (Pre-licensure)        | 1              | 69                | 69    | 77             | 77                | 77    | 95             | 95                | 95    | 1              | 107               | 107   | 106            | 106               | 106   |
| BSN - Nursing (RN to BSN Completion) | 1              | 32                | 33    | 32             | 32                | 32    | 22             | 22                | 22    | 1              | 15                | 15    | 11             | 11                | 11    |

The number of BSN and RN-BSN students with Learning Support Requirements is so minimal that analysis is impractical.

### 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) Bachelor of Science in Nursing Degree (First time pass rate) | 94.29%       | 84.85%       | 84.21%       | 84%          | 82.61%<br>(tentative until 12/31/2024) |
| Overall Program                                                                                                                   | 94.29%       | 84.85%       | 84.21%       | 84%          | 82.61%                                 |

#### BSN Students' NCLEX Pass Rate with State and National Pass Rates:

| NCLEX Pass Rates   | 2020   | 2021   | 2022   | 2023   | 2024                            |
|--------------------|--------|--------|--------|--------|---------------------------------|
| National Pass Rate | 86.57% | 82.58% | 79.9%  | 88.56% | 92.10% *Excludes Oct.-Dec. data |
| Georgia Pass Rate  | 87.91% | 85.24% | 82.21% | 91.44% | not yet available               |

|                   |        |        |        |     |        |
|-------------------|--------|--------|--------|-----|--------|
| GSC BSN Pass Rate | 94.29% | 84.85% | 84.21% | 84% | 82.61% |
|-------------------|--------|--------|--------|-----|--------|

Faculty are to be commended with the number of BSN students to sit for licensure exams. The rate of first-time passes is laudable. It is also noted that the *First-Time Pass Rate* of BSN students taking the *National Council Licensure Examination – Registered Nurse* (NCLEX-RN) declined ten percentage points from AY 2019/20 to AY 2020/21. The lower rate stabilized and remained consistent through AY 20/21, 21/22, and 22/23. One would blame this on COVID conditions during these years of decline, and the lost learning experienced by BSN students. Harvard University's *Education Recovery Scorecard* (<https://educationrecoverycard.org/>) reports Henry and Bibb County K-12 students as remaining a grade level behind in 2024. This may explain the decline in Gordon BSN student pass-rate during the COVID years. Of concern is the first-time pass rate in AY 23/24 continued to decline, reflecting a 12.4 percent weakening in first-time pass rate. Gordon BSN student pass rate exceeded the National pass rate and Georgia pass rate two of the five years under review. The direction of GSC BSN first-time pass rate is not going in the desired direction. To maintain a quality program, actions must be taken to reverse the trend.

#### RECOMMENDATIONS:

1. Review Czekanski, Hoerst, & Kurtz (2018) "Instituting Evidence-Based Changes to Improve First-Time NCLEX-RN Pass Rate." *Journal of Nursing Regulation*, 9, Issue 1, pp. 11 – 18 for practical ideas from another BSN program that reversed a decline with a sustained 45 percent increase.
2. Academic Unit Head and BSN faculty research best practices of USG institutions in supporting NCLEX-RN first-time pass rates
3. Build a system to monitor student first-time pass rates each semester and communicate results to BSN Faculty
4. Evaluate policies related to student admission to BSN program and update as needed
5. Consider creating a 1-hr. Course focused on test taking skills, test preparation, and even sample tests, much like SAT, LSAT, GRE, etc. test preparation courses.
6. Create a system to identify students at-risk of not passing NCLEX-RN on first attempt
7. Possibly provide remediation type course requirements for students identified as at-risk
8. Incorporate faculty development initiatives designed to strengthen student first-time pass rate
9. Link faculty evaluations to pass rate as part of the Teaching as well as Professional Growth & Development categories.

#### Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

| Program Title Majr                   | 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 |
| BSN - Nursing (Pre-licensure)        | 33          | 3.136                | 29          | 3.216                | 33          | 3.348                | 46          | 3.345                | 44          | 3.366                |
| BSN - Nursing (RN to BSN Completion) | 9           | 3.778                | 20          | 3.567                | 10          | 3.633                | 14          | 3.918                | 10          | 3.780                |

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

Average Graduating GPA shows little variation for both BSN and RN-BSN students. Faculty are to be commended for achieving these results in such a rigorous program. Of significance are the RN-BSN Average Graduating GPA over the five years in review. For both programs, the lower scores occurred in early review years, in AY 2019 (BSN) and AY 2020-21 (RN-BSN). Despite the chaos of the COVID learning disruption, Graduating GPAs improved. The highest years were AY 2023-24 for

BSN students and AY 2022-23 for RN-BSN students. Overall, Average Graduating GPAs for BSN students increased by 7.33 percent and for RN-BSN students the improvement was 9.84 percent.

#### RECOMMENDATIONS:

1. Continue to monitor Graduating GPAs for both programs.
2. Establish specific and measurable goals for GPA maintenance or improvement.
3. Make use of practice tests for online students
4. Recognize and reward student attendance in F2F classes.
5. Celebrate student successes, possibly something like the Faculty Choice Award.

#### 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 |
| BSN - Nursing (Pre-licensure)        | 68          | 3.200          | 76          | 3.176          | 93          | 3.275          | 107         | 3.350          | 101         | 3.358          |
| BSN - Nursing (RN to BSN Completion) | 32          | 3.703          | 31          | 3.569          | 21          | 3.873          | 14          | 3.914          | 11          | 3.780          |

*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.*

The Average Major GPA for BSN and RN-BSN are among the highest at GSC. Additionally, the GPAs vary only slightly over the years under review. Average Major GPAs for both programs experienced the lowest point in AY 2020-21 (BSN 3.176 and RN-BSN 3.569), probably due to the COVID disruption. The variation between this low point and the highest point for BSN students reflects only a 5.73 percent change. For RN-BSN students, the variation spread was larger at 9.66 percent, yet still below a 10 percent variation. Faculty should be celebrated for bringing students through the COVID slump to achieve their highest Average Major GPA.

#### RECOMMENDATIONS:

1. Continue to monitor Average Major GPA for both programs.
2. Recognize Faculty and student progress.
3. Establish specific and measurable goals for GPA improvement
4. Feature GPA and student accomplishments in internal and external communications

#### Employment Rates

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

Data on Employment Rates is inconclusive. AY2022-23 graduates from BSN program totaled 46. It is commendable if all 46 were employed in the Nursing field.

#### RECOMMENDATIONS:

1. Develop methods for collecting, analyzing, and reporting employment data for BSN and RN-BSN.
2. Include the high employment rate in external communications and recruitment activities.
3. Create a BSN Alumni sub-group and plan regular meetings and events for alumni
4. Identify and plan ways alumni can engage with current students.

#### Entry into Graduate Programs

| Program Title                         | AY 2019-2020  | AY 2020-2021  | AY 2021-2022  | AY 2022-2023  | AY 2023-2024  |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Bachelor of Science in Nursing Degree | Not available | Not available | Not available | Not available | Not available |

Data not available for measuring.

#### RECOMMENDATIONS:

1. Develop a process for gathering data on Graduate School applications
2. Begin tracking Entry into Graduate Programs

### Student Satisfaction

#### Student Satisfaction Survey (See Table in Appendix E)

In Fall 2024, GSC Institutional Research administered the *Student Satisfaction with Program* survey to 18 students enrolled in a required course for the BSN. Eight students responded to the survey, making a 44.4 percent response rate. Overall, students surveyed report satisfaction with the BSN Program, with averages ranging from 4.13 to 5.38 (out of 6.0) and standard deviations between 0.92 to 1.85.

Students overwhelmingly report satisfaction with the *availability of courses* in their program, with an average of 5.38 (SD = 0.92). This suggests course scheduling sufficiently meets the needs and preferences of students. Students affirm satisfaction with *Advisor knowledge of program requirements* (4.75; SD 1.58). Students also report satisfaction with *availability of Professors outside of class time* (4.63; SD 1.77). Note, these higher SDs suggest a wider spread of response ratings, that students are either very satisfied or very dissatisfied.

Variables of most concern include student ratings of *overall experience at Gordon* (4.14; SD 1.77), with the most tepid responses to feeling their *advisor takes a personal interest in me* (4.13; SD 1.25). While the Department has little control over the “overall experience at Gordon” variable, it reflects on the quality of the BSN program. The third variable of concern is *pleased with the quality of professors in the major* (4.25; SD 1.75), where a full 25 percent of respondents reported moderate-to-strong dissatisfaction.

Students reported strong satisfaction with the BSN Program, with variable averages ranging from 4.13 to 5.38 (out of 6.0) with standard deviations ranging between 0.92 to 1.85. *Noel-Levitz* linked student satisfaction with programs as leading to student retention, progression, and graduation (Schreiner, 2009). Indeed, satisfaction

is strongly influenced by quality and linked to student loyalty (Rane, Achari, & Choudhary, 2023). The high averages in the Student Satisfaction with Program survey suggest program quality meeting and exceeding student expectations.

#### RECOMMENDATIONS:

1. That the Academic Unit Head (AUH) administers the Student Satisfaction with Program every semester to track improvements in areas of Advisement and Faculty availability.
2. Compare the *overall experience at Gordon* variable results with Student Satisfaction with Program in other programs to see if this is an institution-wide concern or a program issue.
3. The AUH works with other AUHs in the School of Nursing, Health & STEM to identify where students are having experiences that taint their *overall experience at Gordon*.
4. Make students aware of the quality of Faculty by introducing themselves to students the first day of every class and every semester, providing professional and academic credentials.
5. AUH identify BSN faculty that provide exceptional services advising students and recognize/reward the behavior desired. Additionally, identify faculty who fall below the BSN advising standard and provide training and developmental plans.
6. Continue to identify and assess what is important to currently enrolled students to ensure meeting their satisfaction and successful completion
7. Use student satisfaction assessment data to make program process improvements and to address attrition

## Faculty Outputs

### Number of 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 |
| BSN - Nursing (Pre-licensure)        | Nursing    | 9         | 5         | 12        | 5         | 13        | 8         | 13        | 10        | 15        | 12        |
| BSN - Nursing (RN to BSN Completion) | Nursing    | 2         | 2         | 2         |           | 3         |           | 3         |           | 3         |           |
| Overall Program                      |            | 10        | 7         | 12        | 5         | 13        | 8         | 14        | 10        | 16        | 12        |

Faculty supporting program through assignment to required courses.

## 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 |
| BSN - Nursing (Pre-licensure)        | Nursing    | 9         | 5         | 12        | 5         | 13        | 8         | 13        | 10        | 15        | 12        |
| BSN - Nursing (RN to BSN Completion) | Nursing    | 2         | 2         | 2         |           | 3         |           | 3         |           | 3         |           |
| Overall Program                      |            | 10        | 7         | 12        | 5         | 13        | 8         | 14        | 10        | 16        | 12        |

*Faculty supporting program through assignment to required courses.*

The number of BSN Teaching Faculty increased all but one year between 2020 and 2024, with BSN Faculty growing from 9 to 15 full time faculty (66.67 percent increase). The increase in Faculty is in tandem with the increase in enrollment. The ratio of BSN student to Faculty (full and part time) remained consistent between AY2019-20 and AY 2022-23, between 4.43 and 4.85. AY 2023-24 saw a slight decline in enrollment and an increase in Faculty, resulting in a reduced ratio of Students to Faculty of 3.74.

Of concern is the heavy reliance on and increase in Part-time Faculty. Beginning in AY2019-20, the percentage of Part-time Faculty to total Program Faculty was 35.7 percent. The percentage dropped in AY 2020-21 to 29.4 percent, then returned to 38 percent in 2021-22. The percentage of Part-time Faculty ballooned in AY 2022-23 to 43.5 percent and maintained 44.4 percent in AY 2023-24. [SACSCOC § 6.2.b]

| BSN Faculty                                        | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|----------------------------------------------------|---------|---------|---------|---------|---------|
| Program Enrollment                                 | 68      | 76      | 93      | 107     | 101     |
| Full-Time Faculty                                  | 9       | 12      | 13      | 13      | 15      |
| Part-Time Faculty                                  | 5       | 5       | 8       | 10      | 12      |
| Percentage of Part-time Faculty in Program Faculty | 35.7    | 29.4    | 38.0    | 43.5    | 44.4    |

### RECOMMENDATIONS:

1. Closely monitor the percentage of Part-time Faculty in BSN.
2. Research standards of BSN accreditation organizations around Part-Time and Full-Time Faculty.
3. If enrollment remains above 100, a tenure-track Faculty position should be added.
4. Develop a written policy for use of Part-Time Faculty in the BSN program.

**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 |
| BSN - Nursing (Pre-licensure)        | Nursing    | 7               | 7                   | 8               | 9                   | 6               | 15                  | 6               | 17                  | 8               | 19                  |
| BSN - Nursing (RN to BSN Completion) | Nursing    | 4               |                     | 2               |                     | 2               | 1                   | 3               |                     | 2               | 1                   |
| Overall Program                      |            | 10              | 7                   | 8               | 9                   | 6               | 15                  | 7               | 17                  | 8               | 20                  |

While the percentage of BSN faculty holding terminal degrees is quite low, it is noted that Faculty are professionally qualified. The American Medical Association defined a qualified health care professional as one “qualified by education, training, licensure, regulation and facility privilege who performs service within their scope of practice.” These Faculty bring practical healthcare and facility skills to BSN students. It is further noted that several of the non-terminally degreed BSN faculty are currently pursuing terminal degrees.

1. Continue to monitor rate of terminal degreed Faculty
2. Establish a system for tracking licenses, special training, special privilege, and other indicators of professional qualification
3. If not already, include Clinical Faculty in professional credentials.
4. Track and celebrate current Faculty who are in degree-seeking programs
5. Include Faculty credentials in external communications and recruitment activities
6. Include in reports BSN Faculty that are in-process in accredited academic programs.
7. Support full-time Faculty who choose to work on a terminal degree, possibly with flexibility in class schedule and lighter service-to-the-campus responsibilities
8. Recognize Faculty who successfully complete academic programs, continuing education event, and other professional development opportunities
9. Consider reviewing the research findings published in 2020 on “*Evidence-Based Quality Indicators in Nursing Education Programs*” for ideas and benchmarks.

**Amount of Sponsored Research Funding**

| Program Title                         | AY 2020       | AY 2021       | AY 2022       | AY 2023       | AY 2024       |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Bachelor of Science in Nursing Degree | 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       |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Bachelor of Science in Nursing Degree | 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 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Bachelor of Science in Nursing Degree | NA      | 2       | 2       | 1       | 2       |
| Overall Program                       | 0       | 2       | 2       | 1       | 2       |

**Number of Faculty Research Fellowships**

| Program Title                         | AY 2020 | AY 2021 | AY 2022 | AY 2023 | AY 2024 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Bachelor of Science in Nursing Degree | NA      | NA      | NA      | NA      | NA      |
| Overall Program=NA                    |         |         |         |         |         |

**Number of Academic Conference Presentations**

| Program Title             | AY 2020 | AY 2021 | AY 2022 | AY 2023 | AY 2024 |
|---------------------------|---------|---------|---------|---------|---------|
| BSN Faculty Presentations | 1       | 1       | 1       | 3       | 2       |
| Overall Program           | 1       | 1       | 1       | 3       | 2       |

**Faculty Growth and Development**

| Faculty                                          | Manuscripts completed | Papers submitted for publication | Papers Accepted or Published      | Papers Presented | Book Reviews | Professional Development Workshops; Continuing Education                                    | Article and Chapter Reviews |
|--------------------------------------------------|-----------------------|----------------------------------|-----------------------------------|------------------|--------------|---------------------------------------------------------------------------------------------|-----------------------------|
| <b>Total for all BSN Faculty (AY2019-AY2024)</b> | 0                     | 7                                | 6<br>(one is pending publication) | 17               | 20           | AY19-20: 30/351<br>AY20-21: 39/196<br>AY21-22: 23/447<br>AY22-23: 39/272<br>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 and the number of CE hours earned increased each year, dropping only during the COVID year (2020-21). Of course, 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. Continue to monitor Faculty engagement in academic performance, personal learning, and discipline enrichment.
2. 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 BSN and RN-BSN programs are built on relevant curricula from USG and Nursing accreditation programs. Student outcomes are monitored to ensure success in achieving learning outcomes.

Academic qualifications further enhance the quality of the BSN program, in full-time, part-time, and Clinical Faculty. While the percentage of BSN Faculty holding terminal degrees remains low, all hold Master’s degrees in their field and many hold professional qualifications, bringing practical healthcare and facility skills to BSN students. It is also noted that several of the non-terminally degreed BSN faculty are currently pursuing terminal degrees. Several recommendations are offered to further enhance BSN program. Even though it is not required by GSC’s Carnegie Classification, BSN Faculty regularly publishing in peer-reviewed journals, present at professional conferences, and serves as subject-matter experts in reviewing articles, chapters, and books for publication. Each year a significant number of BSN Faculty engage in Professional Growth and Development opportunities and earn hundreds of CE units.

Further, Nursing Faculty are professionally qualified. 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 faculty are Certified Nurse Educators (CNE) and many Nursing faculty are certified in their specialty, with six of them holding advanced practice certifications/licenses.

All courses in the BSN 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.

As of November 2024, there are 15 full-time faculty and one Director of Nursing with teaching responsibilities. Seventeen part-time clinical instructors supervise students in clinical settings. Four of these part-time Clinical faculty 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. One part-time faculty holds an Associate’s degree in nursing and is currently working on a bachelor’s degree. All part-time Faculty 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* (online faculty development program hosted by Lippincott Publishers) faculty development webinars and on-campus educational options offered through the Center for Excellence in Teaching and Learning (CETL).

The quality of the BSN program is evident in the competitiveness of students selected for admission, exit scores on the National Council Licensure Examination – Registered Nurse (NCLEX-RN), and Faculty qualifications. For AY 2020-21, 2021-22, 2022-23, and 2023-24, the number of students in the program ranged from 102 to 122. Of those students, the average SAT scores were greater than 942 and the average ACT Comp scores have been greater than 20. The average GPA of an incoming BSN nursing student has been consistent at 3.4 or higher. Only one or two BSN or RN-BSN students enter the program with learning support requirements.

## PROGRAM VIABILITY

### Student Numbers

#### Overall Credit Hours at Entrance

##### Student Numbers - Overall Credit Hours at Program Declaration

| Program Title Majr                   | Overall hours     | 2019 -<br>2020 | 2020 -<br>2021 | 2021 -<br>2022 | 2022 -<br>2023 | 2023 -<br>2024 |
|--------------------------------------|-------------------|----------------|----------------|----------------|----------------|----------------|
| BSN - Nursing (Pre-licensure)        | 1-30 Hours        |                |                | 1              |                | 1              |
|                                      | 31-60 Hours       | 11             | 4              | 6              | 10             | 10             |
|                                      | 61-90 Hours       | 47             | 60             | 72             | 79             | 73             |
|                                      | 91-120 Hours      | 6              | 5              | 7              | 11             | 10             |
|                                      | 121 or More Hours | 5              | 8              | 9              | 7              | 12             |
| BSN - Nursing (RN to BSN Completion) | 31-60 Hours       |                | 1              |                |                |                |
|                                      | 91-120 Hours      | 24             | 25             | 18             | 12             | 8              |
|                                      | 121 or More Hours | 9              | 6              | 4              | 3              | 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.*

BSN students typically declare the BSN major holding 60 hours. Some students transition to the BSN program with course hours from other degree programs. Most students declare the BSN major with 61-90 hours.

## 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  |
|--------------------------------------|-------|-------|-------|-------|-------|
| BSN - Nursing (Pre-licensure)        | 1,974 | 2,076 | 2,519 | 2,899 | 2,782 |
| BSN - Nursing (RN to BSN Completion) | 123   | 153   | 115   | 116   | 131   |

The number of credit hours in the BSN program increased each Academic Year under review, from 1974 credit hours to 2782 credit hours in AY 2023-24, or a 40.9 percent increase. Maintaining this growth rate will require additional Faculty and facility space.

The RN-BSN program experienced a more up-and-down growth pattern, ending the five-year review period with a 06.5 percent increase. AY 2020-21 saw the highest credit hours at 153. Subsequent years have not seen comparable credit hour production. Obviously, credit hours are driven by enrollment.

#### RECOMMENDATIONS:

1. Monitor BSN program credit hours and use to drive resource allocation
2. To ensure BSN credit hours continue to increase at a 40 percent rate over the next five years, designate Faculty, support personnel, and resources to support the program.
3. In the RN-BSN program, identify actions taken within the department or program that resulted in the high credit hour generation in AY 2020-21.
4. Continue to monitor RN-BSN credit hours generated

### Standard Faculty Workload for Degree Program

| Program Title                               | AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 |
|---------------------------------------------|------------|------------|------------|------------|------------|
| Bachelor of Science in Nursing Degree (ASN) | 31.74      | 29.13      | 26.39      | 28.59      | 30.14      |
| Overall Program                             | 31.74      | 29.13      | 26.39      | 28.59      | 30.14      |

Faculty Workload in the BSN program generally remained consistent in the years reviewed. However, despite a 27.6 percent increase in credit hours generated in AY 2021-22, the faculty workload declined by 16.8 percent. To achieve this increase, class size must be expanded, resulting in a greater student-to-faculty ratio.

The RN-BSN workload likewise remained fairly consistent, with a 16.8 percent range. As with the BSN program, the RN-BSN Faculty Workload dipped in AY2021-22, despite having the highest Credit Hour generation. Obviously, a strategy that is not tenable.

## 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   | BSN - Nursing (Pre-licensure)        | 14        | 17        | 21        | 23        | 27        |
|                  | BSN - Nursing (RN to BSN Completion) | 4         | 2         | 3         | 3         | 3         |
|                  | <b>Total</b>                         | <b>17</b> | <b>17</b> | <b>21</b> | <b>24</b> | <b>28</b> |

Faculty supporting the BSN program increased each year under review, a total of 92.8 percent increase. To maintain the Quality of the BSN program, Faculty must be recruited and developed. At a time when demand is high for Nursing workforce, Nurse educators are the only ways to meet the market demand. According to the [American Association of Colleges of Nursing](#), 78,191 qualified Nursing student applications were denied entrance in U.S. Nursing schools in 2022. The primary cause for denial was insufficient nurse faculty, along with inadequate classroom space, and needed clinical sites. To maintain the viability of the BSN program, Faculty must be recruited and retained.

The RN-BSN Faculty count has varied, based on student counts. Faculty remain productive with competitive Credit Hour generation.

### RECOMMENDATIONS:

1. Continue to monitor BSN Faculty numbers, workload, and credit hours generated.
2. Monitor Faculty workloads to ensure program quality and prevent Faculty burnout
3. Add a Tenure-track Faculty position to the program and begin recruiting for Fall semester.
4. Conduct a Faculty-Use Review to ensure adequate space for qualified Nursing students applying for the program.

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

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

| Program Title                        | 2020            |       |                 |       | 2021            |        |                 |       | 2022            |        |                 |       | 2023            |        |                 |       | 2024            |        |                 |       |
|--------------------------------------|-----------------|-------|-----------------|-------|-----------------|--------|-----------------|-------|-----------------|--------|-----------------|-------|-----------------|--------|-----------------|-------|-----------------|--------|-----------------|-------|
|                                      | Full-time Count | %     | Part-time Count | %     | Full-time Count | %      | Part-time Count | %     | Full-time Count | %      | Part-time Count | %     | Full-time Count | %      | Part-time Count | %     | Full-time Count | %      | Part-time Count | %     |
| BSN - Nursing (Pre-licensure)        | 13              | 92.9% | 7               | 50.0% | 18              | 100.0% | 7               | 38.9% | 16              | 100.0% | 9               | 56.3% | 18              | 100.0% | 6               | 33.3% | 19              | 100.0% | 7               | 36.8% |
| BSN - Nursing (RN to BSN Completion) | 3               | 60.0% | 2               | 40.0% | 3               | 100.0% |                 |       | 4               | 100.0% |                 |       | 8               | 100.0% |                 |       | 5               | 100.0% |                 |       |

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

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

**NOTE:** If "team teaching" is utilized, Full-time Count plus Part-time Count will be greater than Total Count and Full-time% plus Part-time% will be greater than 100%.

Whereas most programs have one faculty assigned to one course, this is not always the case with Nursing. For example, NURS 2911 has six faculty members assigned, including a mix of FT and PT. Each faculty has a different percentage of the class for which they are responsible. In the above chart, all six faculty are counted as teaching the course, causing an overlap of FT and PT faculty as well as the percentage of overall courses taught. Thus, totals will exceed 100%. In each AY most BSN courses are instructed by Full-time Faculty,

## Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

| Program Title<br>Majr                      | Department                  | Advisor                     | 2019 - 2020            |        | 2020 - 2021            |        | 2021 - 2022            |        | 2022 - 2023            |        | 2023 - 2024            |        |      |
|--------------------------------------------|-----------------------------|-----------------------------|------------------------|--------|------------------------|--------|------------------------|--------|------------------------|--------|------------------------|--------|------|
|                                            |                             |                             | Students in<br>Program | %      | Students in<br>Program | %      | Students in<br>Program | %      | Students in<br>Program | %      | Students in<br>Program | %      |      |
| BSN - Nursing<br>(Pre-licensure)           | Null                        | Null                        | 1                      | 1.0%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            | Arts & Humanities           | Janssen, David A            | 1                      | 1.0%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            | Business                    | Traylor, Ryran R            |                        |        |                        |        |                        |        | 1                      | 0.8%   | 1                      | 0.9%   |      |
|                                            | Business & Public Service   | Awbrey, James L             |                        |        |                        |        |                        |        | 1                      | 0.8%   |                        |        |      |
|                                            |                             | Traylor, Jessica S          |                        |        | 1                      | 0.9%   |                        |        |                        |        |                        |        |      |
|                                            |                             | Webb, Brian M               | 1                      | 1.0%   |                        |        |                        |        |                        |        | 1                      | 0.9%   |      |
|                                            | Education, Math & Applied.. | Mittelman, Rachel J         |                        |        |                        |        | 1                      | 0.9%   | 1                      | 0.8%   |                        |        |      |
|                                            |                             | Nursing                     | Bishop, Samantha H     | 2      | 2.0%                   | 7      | 6.4%                   | 7      | 6.0%                   | 8      | 6.6%                   | 11     | 9.5% |
|                                            |                             | Bobo, Charles M             | 1                      | 1.0%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            |                             | Brooker, Heather E          | 6                      | 5.9%   | 8                      | 7.3%   | 7                      | 6.0%   |                        |        |                        |        |      |
|                                            |                             | Chang, Winsome R            | 15                     | 14.7%  | 9                      | 8.3%   | 7                      | 6.0%   |                        |        |                        |        |      |
|                                            |                             | Chapman, Caitlin            |                        |        |                        |        |                        |        |                        |        | 1                      | 0.9%   |      |
|                                            |                             | Fuller, Ashlee R            |                        |        |                        |        |                        |        |                        |        | 4                      | 3.4%   |      |
|                                            |                             | Gordon, Melissa G           |                        |        |                        |        |                        | 2      | 1.7%                   | 7      | 5.7%                   | 11     | 9.5% |
|                                            |                             | Harrison, Melissa A         | 2                      | 2.0%   | 2                      | 1.8%   | 3                      | 2.6%   | 6                      | 4.9%   | 4                      | 3.4%   |      |
|                                            |                             | Jackson, Annette J          | 14                     | 13.7%  | 13                     | 11.9%  | 6                      | 5.1%   | 8                      | 6.6%   | 10                     | 8.6%   |      |
|                                            |                             | Johnson, Amie               |                        |        |                        |        |                        |        |                        |        | 10                     | 8.6%   |      |
|                                            |                             | Key, Jacquelyn A            | 5                      | 4.9%   | 4                      | 3.7%   | 7                      | 6.0%   | 12                     | 9.8%   | 10                     | 8.6%   |      |
|                                            |                             | Martin, Wendy L             | 9                      | 8.8%   | 7                      | 6.4%   | 10                     | 8.5%   | 16                     | 13.1%  | 10                     | 8.6%   |      |
|                                            |                             | Mertz, Melanie L            | 3                      | 2.9%   | 3                      | 2.8%   | 6                      | 5.1%   | 7                      | 5.7%   | 10                     | 8.6%   |      |
|                                            |                             | Murray-Nobles, JoAnne       | 6                      | 5.9%   | 9                      | 8.3%   | 10                     | 8.5%   | 2                      | 1.6%   |                        |        |      |
|                                            |                             | Nwabuebo, Elizabeth         | 9                      | 8.8%   | 11                     | 10.1%  | 8                      | 6.8%   | 8                      | 6.6%   | 10                     | 8.6%   |      |
|                                            |                             | Purvis, Carol A             | 1                      | 1.0%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            |                             | Skinner, Christy B          | 7                      | 6.9%   | 4                      | 3.7%   | 6                      | 5.1%   | 7                      | 5.7%   | 7                      | 6.0%   |      |
|                                            |                             | Stewart, Patricia M         | 6                      | 5.9%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            |                             | Walraven, Nancy             |                        |        |                        |        |                        |        |                        |        | 2                      | 1.7%   |      |
|                                            |                             | Williams, Mary B            |                        |        |                        |        |                        | 12     | 10.3%                  | 18     | 14.8%                  | 10     | 8.6% |
|                                            |                             | Wilson, Kelly M             |                        |        |                        |        |                        | 2      | 1.7%                   | 7      | 5.7%                   | 7      | 6.0% |
|                                            |                             | Wright, Marguerite E        | 3                      | 2.9%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            |                             | Professional Studies        | Flatt, Christy H       |        |                        | 1      | 0.9%                   |        |                        |        |                        |        |      |
|                                            |                             | School Bus & Professio St.. | Knighton, Jeffery      |        |                        |        |                        |        |                        | 1      | 0.8%                   |        |      |
|                                            |                             | STEM                        | Brinkman, Mark A       |        |                        |        |                        | 1      | 0.9%                   |        |                        |        |      |
| BSN - Nursing<br>(RN to BSN<br>Completion) | Nursing                     | Bishop, Samantha H          | 5                      | 4.9%   | 5                      | 4.6%   |                        |        |                        |        | 3                      | 2.6%   |      |
|                                            |                             | Brooker, Heather E          | 4                      | 3.9%   | 5                      | 4.6%   | 5                      | 4.3%   | 1                      | 0.8%   |                        |        |      |
|                                            |                             | Capers, Bruce               |                        |        |                        |        |                        |        |                        |        | 1                      | 0.9%   |      |
|                                            |                             | Chang, Winsome R            | 5                      | 4.9%   | 1                      | 0.9%   |                        |        |                        |        |                        |        |      |
|                                            |                             | Harrison, Melissa A         | 2                      | 2.0%   | 3                      | 2.8%   | 1                      | 0.9%   | 1                      | 0.8%   | 2                      | 1.7%   |      |
|                                            |                             | Jackson, Annette J          | 2                      | 2.0%   | 2                      | 1.8%   | 2                      | 1.7%   | 2                      | 1.6%   | 1                      | 0.9%   |      |
|                                            |                             | Key, Jacquelyn A            | 3                      | 2.9%   | 3                      | 2.8%   | 5                      | 4.3%   | 4                      | 3.3%   |                        |        |      |
|                                            |                             | Martin, Wendy L             | 3                      | 2.9%   | 3                      | 2.8%   | 2                      | 1.7%   | 3                      | 2.5%   |                        |        |      |
|                                            |                             | Mertz, Melanie L            | 4                      | 3.9%   | 4                      | 3.7%   | 1                      | 0.9%   |                        |        | 1                      | 0.9%   |      |
|                                            |                             | Murray-Nobles, JoAnne       | 1                      | 1.0%   | 2                      | 1.8%   | 2                      | 1.7%   |                        |        |                        |        |      |
|                                            |                             | Nwabuebo, Elizabeth         |                        |        | 1                      | 0.9%   | 1                      | 0.9%   | 1                      | 0.8%   | 1                      | 0.9%   |      |
|                                            |                             | Purvis, Carol A             | 1                      | 1.0%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            |                             | Skinner, Christy B          | 3                      | 2.9%   | 2                      | 1.8%   | 2                      | 1.7%   | 2                      | 1.6%   |                        |        |      |
|                                            |                             | Stewart, Patricia M         | 1                      | 1.0%   |                        |        |                        |        |                        |        |                        |        |      |
|                                            |                             | White, Jeff                 |                        |        |                        |        |                        |        |                        |        | 1                      | 0.9%   |      |
|                                            |                             | Williams, Mary B            |                        |        |                        |        |                        |        | 1                      | 0.8%   | 2                      | 1.7%   |      |
|                                            |                             | Wilson, Kelly M             |                        |        | 1                      | 0.9%   | 1                      | 0.9%   |                        |        |                        |        |      |
|                                            |                             |                             | Wright, Marguerite E   | 1      | 1.0%                   |        |                        |        |                        |        |                        |        |      |
|                                            |                             |                             | Yarbrough, Amy E       | 1      | 1.0%                   |        |                        |        |                        |        |                        |        |      |
| Grand Total                                |                             |                             | 102                    | 100.0% | 109                    | 100.0% | 117                    | 100.0% | 122                    | 100.0% | 116                    | 100.0% |      |

Although uneven, student / advisee assignments across BSN faculty appear to be somewhat reasonable and manageable. It is noted that three or four Faculty seem to carry a heavier load of advisees, and over multiple years. It is odd to see some BSN students assigned Academic Advisors in other programs (Business, Professional Studies, Education, Arts & Humanities).

#### **RECOMMENDATIONS:**

1. Continue to monitor advisee workload across Faculty
2. Consider creating a *BSN Advisement Handbook* with established policies for assigning Advisees, expectations of Advisors, and desired outcomes.
3. Reassign BSN students to BSN Faculty as advisees. Faculty from other disciplines may serve as Mentors, if desired.
4. Work to create balance in Advisee assignments across BSN Faculty

### **Program Viability Narrative**

Program viability is viewed as the ability of the current system 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 effectiveness and the provision of support for programs that generate capital and other resources for the institution. Data on Student Outputs and Faculty outputs support the viability of BSN program as able to ensure sustainability and consistency.

Credit hours taught in the program range from 1,974 to 3,015 for all nursing courses; full-time workload of a tenured or tenure-track faculty member alternates during academic year between a load of 15 to 16 credit hours per semester (4-5 class sections) and a load of 12 credit hours per semester (3-4 class sections). The standard workload of a nursing faculty includes teaching expectations in the form of contact hours with students in the classroom and in the clinical/lab setting. The non-teaching work expectations for full-time faculty include service, scholarly work, and student success. Over the last five years, nursing faculty have averaged approximately 20 hours of voluntary overload due to various reasons, mostly faculty attrition, while maintaining or increasing the number of students admitted into all programs.

The workload of BSN Faculty is not tenable for the program to remain viable. To prevent the denial of qualified Nursing student applicants, additional Faculty need to be recruited, current Faculty must be developed and retained, and facilities must be adequate and updated. Increase in Faculty will spread the growing Advisee loads to be more reasonable and tenable.

## Program Productivity

### Student Graduation Statistics

### Student Time to Degree

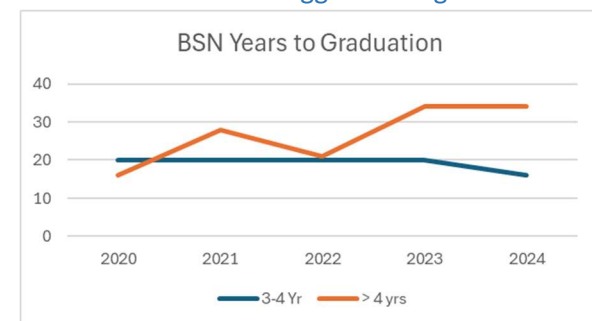
#### Student Graduation Statistics - Time to Degree

| Acr  | Program Title MAJR                   | 2 yrs or less |   |          |      |         |       |       |       | 3 to 4 yrs   |       |          |       |         |       |       |       | More than 4 yrs |       |          |       |         |       |       |       |
|------|--------------------------------------|---------------|---|----------|------|---------|-------|-------|-------|--------------|-------|----------|-------|---------|-------|-------|-------|-----------------|-------|----------|-------|---------|-------|-------|-------|
|      |                                      | Non-Transfer  |   | Transfer |      | Unknown |       | Total |       | Non-Transfer |       | Transfer |       | Unknown |       | Total |       | Non-Transfer    |       | Transfer |       | Unknown |       | Total |       |
|      |                                      | Count         | % | Count    | %    | Count   | %     | Count | %     | Count        | %     | Count    | %     | Count   | %     | Count | %     | Count           | %     | Count    | %     | Count   | %     | Count | %     |
| 2020 | BSN - Nursing (Pre-licensure)        |               |   | 2        | 6.1% | 2       | 6.1%  | 4     | 12.1% | 9            | 27.3% | 7        | 21.2% | 3       | 9.1%  | 19    | 57.6% | 5               | 15.2% | 3        | 9.1%  | 2       | 6.1%  | 10    | 30.3% |
|      | BSN - Nursing (RN to BSN Completion) |               |   |          |      | 2       | 22.2% | 2     | 22.2% |              |       | 1        | 11.1% |         |       | 1     | 11.1% | 3               | 33.3% |          |       | 3       | 33.3% | 6     | 66.7% |
|      | Total                                |               |   | 2        | 4.8% | 4       | 9.5%  | 6     | 14.3% | 9            | 21.4% | 8        | 19.0% | 3       | 7.1%  | 20    | 47.6% | 8               | 19.0% | 3        | 7.1%  | 5       | 11.9% | 16    | 38.1% |
| 2021 | BSN - Nursing (Pre-licensure)        |               |   | 1        | 3.4% |         |       | 1     | 3.4%  | 6            | 20.7% | 7        | 24.1% | 5       | 17.2% | 18    | 62.1% | 7               | 24.1% |          |       | 3       | 10.3% | 10    | 34.5% |
|      | BSN - Nursing (RN to BSN Completion) |               |   |          |      |         |       |       |       |              |       |          |       | 2       | 10.0% | 2     | 10.0% | 8               | 40.0% | 3        | 15.0% | 7       | 35.0% | 18    | 90.0% |
|      | Total                                |               |   | 1        | 2.0% |         |       | 1     | 2.0%  | 6            | 12.2% | 7        | 14.3% | 7       | 14.3% | 20    | 40.8% | 15              | 30.6% | 3        | 6.1%  | 10      | 20.4% | 28    | 57.1% |
| 2022 | BSN - Nursing (Pre-licensure)        |               |   | 2        | 6.1% |         |       | 2     | 6.1%  | 10           | 30.3% | 6        | 18.2% | 3       | 9.1%  | 19    | 57.6% | 5               | 15.2% |          |       | 7       | 21.2% | 12    | 36.4% |
|      | BSN - Nursing (RN to BSN Completion) |               |   |          |      |         |       |       |       |              |       |          |       | 1       | 10.0% | 1     | 10.0% | 5               | 50.0% | 1        | 10.0% | 3       | 30.0% | 9     | 90.0% |
|      | Total                                |               |   | 2        | 4.7% |         |       | 2     | 4.7%  | 10           | 23.3% | 6        | 14.0% | 4       | 9.3%  | 20    | 46.5% | 10              | 23.3% | 1        | 2.3%  | 10      | 23.3% | 21    | 48.8% |
| 2023 | BSN - Nursing (Pre-licensure)        |               |   | 4        | 8.7% | 1       | 2.2%  | 5     | 10.9% | 13           | 28.3% | 4        | 8.7%  | 1       | 2.2%  | 18    | 39.1% | 11              | 23.9% | 4        | 8.7%  | 8       | 17.4% | 23    | 50.0% |
|      | BSN - Nursing (RN to BSN Completion) |               |   |          |      | 1       | 7.1%  | 1     | 7.1%  |              |       |          |       | 2       | 14.3% | 2     | 14.3% | 4               | 28.6% | 1        | 7.1%  | 6       | 42.9% | 11    | 78.6% |
|      | Total                                |               |   | 4        | 6.7% | 2       | 3.3%  | 6     | 10.0% | 13           | 21.7% | 4        | 6.7%  | 3       | 5.0%  | 20    | 33.3% | 15              | 25.0% | 5        | 8.3%  | 14      | 23.3% | 34    | 56.7% |
| 2024 | BSN - Nursing (Pre-licensure)        |               |   | 3        | 6.8% | 1       | 2.3%  | 4     | 9.1%  | 7            | 15.9% | 3        | 6.8%  | 5       | 11.4% | 15    | 34.1% | 11              | 25.0% | 4        | 9.1%  | 10      | 22.7% | 25    | 56.8% |
|      | BSN - Nursing (RN to BSN Completion) |               |   |          |      |         |       |       |       |              |       | 1        | 10.0% |         |       | 1     | 10.0% | 3               | 30.0% | 1        | 10.0% | 5       | 50.0% | 9     | 90.0% |
|      | Total                                |               |   | 3        | 5.6% | 1       | 1.9%  | 4     | 7.4%  | 7            | 13.0% | 4        | 7.4%  | 5       | 9.3%  | 16    | 29.6% | 14              | 25.9% | 5        | 9.3%  | 15      | 27.8% | 34    | 63.0% |

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)

The average number of students over the review years who complete the BSN degree in 3 - 4 years is 19.2 and students who completed the BSN in 5 or more years is 26.6. The numbers suggest the rigor of the BSN program results in students completing the program in five years or more. A recent trend sees the number of



students completing the BSN in 3 – 4 years slightly declining while the number of students who complete the BSN in 5 or more years increased in AY2022-23 and remained high in AY2023-24. The chart to the left visualizes these trends. Students completing the BSN in 3 - 4 years remained stable between AY 2019-20 and AY 2022-23. However, in AY 2023-24, the number of students completing the BSN in 3 – 4 years declined by 20 percent. Students completing the BSN in five or more years increased by 75 percent between AY2019-20 and 2020-21. In AY 2021-22, the number of students declined, but increased by 61.9 percent in AY 2022-23 and remained at the higher level. This growth points to the productivity of the BSN program.

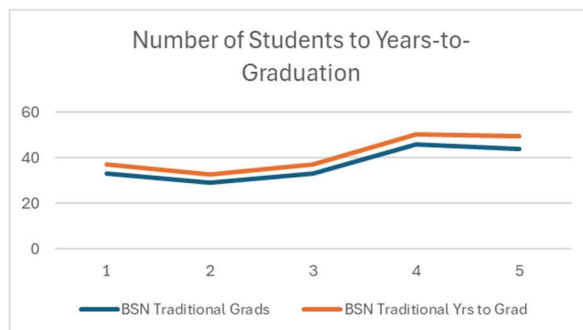
## Baccalaureate Level Graduation Numbers (for Review of Baccalaureate Level Programs)

### Baccalaureate 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 |
| BSN - Nursing (Pre-licensure)        | 33        | 4.0                | 29        | 3.8                | 33        | 4.2                | 46        | 4.4                | 44        | 5.7                |
| BSN - Nursing (RN to BSN Completion) | 9         | 4.7                | 20        | 7.3                | 10        | 6.8                | 14        | 6.4                | 10        | 9.4                |
| <b>Total</b>                         | <b>42</b> | <b>4.1</b>         | <b>49</b> | <b>5.2</b>         | <b>43</b> | <b>4.8</b>         | <b>60</b> | <b>4.9</b>         | <b>54</b> | <b>6.4</b>         |

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

Over the review years, the average years to completion for all BSN students is 5.08 years. It is noted the time to completion has increased significantly over the review years, from AY2019-20 low of 4.1 years to AY 2023-24 high of 6.4 years, a 56.1 percent increase. When the data is disaggregated, the greatest increase in years to completion comes from the RN-to-BSN degree completion program. Time-to-graduation increased from 4.7 to 9.4 years, a 100 percent or doubling of the time to complete (AY 2019-20 to AY 2023-24). Traditional BSN students also increased in years-to-completion, but at half the rate (50 percent). Over the review years, the average years-to-graduation for traditional BSN students was 4.42 years. The average years-to-graduation for RN-to-BSN students was 6.92 years.



It is noted that for traditional BSN students, as the number of graduates increases, the number of years to graduation also increases. The chart to the left depicts the number of students to the years-to-completion pattern, rising in tandem.

It makes sense that RN-to-BSN students would take longer than traditional BSN students to complete the program. Most RN-to-BSN students have work and family responsibilities in addition to coursework. The fact that RN-to-BSN students complete the program at the rate they do is commendable and speaks to the quality of the program. bj

## 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 | %     |
| BSN - Nursing (Pre-licensure)        | 31             | 29     |      | 93.5% | 45             | 42     |      | 93.3% | 47             | 41     |      | 87.2% | 45             | 42     |      | 93.3%  | 44             | 40     |      | 90.9% |
| BSN - Nursing (RN to BSN Completion) | 22             | 19     |      | 86.4% | 11             | 10     |      | 90.9% | 11             | 10     |      | 90.9% | 4              | 1      | 3    | 100.0% | 9              |        | 8    | 88.9% |

\* 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

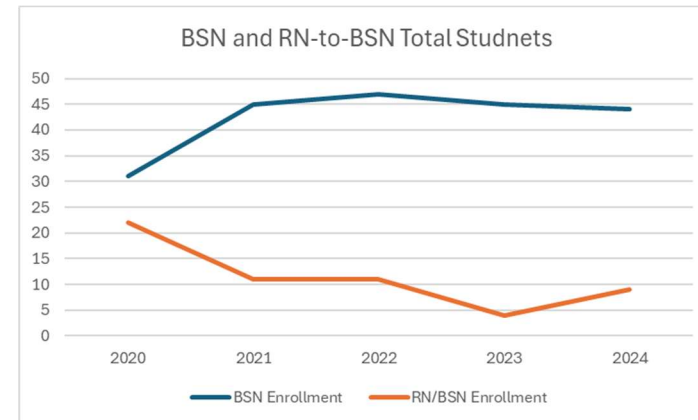
\* Graduated- Graduate prior to subsequent Fall term - student was awarded degree in program prior to the Fall term subsequent to his/her Cohort Term

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

The BSN proves to be a productive program. Overall program retention/graduation rate ranged from 90.56% in AY2020, 92.86% in AY2021, 91.07% in AY2022, and 87.75% in AY2023. AY2024 is pending due to BSN stats not available for Fall 2024 semester. The number of students graduating per year ranges from 42 to 60; the

average time to degree ranges from 4.1 to 6.4 years. It is important to note that this data reflects the COVID-19 impacted years.

BSN programs hold one of the highest retention rates at Gordon State College. The average retention rate for the review years is 91.53 percent. Of note is the similarity of retention rate for both programs, with BSN at 91.64 percent and RN-to-BSN at 91.42 percent. This points to the productivity of the programs and is especially commendable for the RN-to-BSN degree completion program. Total Students in the BSN program saw significant growth in AY 2020-21, at 48.4 percent. Total Students count remained at higher levels the remaining years under review. However, Total Students in the RN-to-BSN saw significant declines from AY 2019-20 to AY 2023-24, at 59.1 percent. The chart to the right depicts *Total Students* trends in both BSN and RN-to-BSN programs.



## Program Productivity Narrative

Enrollment, retention, and completion data provide evidence of productivity of BSN 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. bj

### RECOMMENDATIONS:

1. Continue to monitor retention, graduation, and years-to-completion rates for BSN and RN-to-BSN
2. RN-to-BSN program is at an important crossroads. Recommend Faculty discuss merits of the program and resources available to continue. If Faculty supports continuation of the program, then financial and human resources must be allocated to reverse the current trend in student numbers. Work with the GSC Marketing Department to develop recruitment messages to reach potential students. Conduct a current market analysis to determine the size of student niche. Research markets not-yet reached. Based on findings from the [National Sample Survey of Registered Nurses](#) around 45% of nurses hold a bachelor's degree.
3. Study websites of sister institutions for ideas on promoting the BSN program. Augusta University might be a good place to start, especially their "Accelerated Nursing Program" <https://www.augie.edu/academics/undergraduate-programs/nursing>. Consider including a list of Advantages for earning BSN. Here are some examples: <https://www.nursingprocess.org/accelerated-lpn-to-bsn-programs-online.html>.
4. Identify actions taken that resulted in a 122.22 percent increase in RN-to-BSN students from AY 2019-20 to AY 2020-21. What actions were not taken resulting in a 50 percent decline in AY 2022-23? Develop a plan to stabilize student numbers and reverse the downward trend.
5. Investigate reasons for increase in RN-to-BSN students' years-to-graduate to understand factors leading to increased years; determine if resources are available to reduce the upward trend of years-to-graduation.

## 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

See table “Number of Students” in the *Student Inputs* section.

[Number of students in program by self-reported Gender, Age, and Ethnicity and percentage of all Bachelors 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 | %     |
| BSN - Nursing (Pre-licensure)        | <= 23        | 48                  | 47.1% | 59                  | 54.1% | 72                  | 61.5% | 75                  | 61.5% | 61                  | 52.6% |
|                                      | > 23         | 22                  | 21.6% | 20                  | 18.3% | 25                  | 21.4% | 36                  | 29.5% | 47                  | 40.5% |
| BSN - Nursing (RN to BSN Completion) | <= 23        | 5                   | 4.9%  | 3                   | 2.8%  | 8                   | 6.8%  | 5                   | 4.1%  | 1                   | 0.9%  |
|                                      | > 23         | 28                  | 27.5% | 29                  | 26.6% | 14                  | 12.0% | 12                  | 9.8%  | 10                  | 8.6%  |

### 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 | %     |
| BSN - Nursing (Pre-licensure)        | Female | 59                  | 57.8% | 64                  | 58.7% | 83                  | 70.9% | 95                  | 77.9% | 96                  | 82.8% |
|                                      | Male   | 10                  | 9.8%  | 13                  | 11.9% | 12                  | 10.3% | 12                  | 9.8%  | 10                  | 8.6%  |
| BSN - Nursing (RN to BSN Completion) | Female | 30                  | 29.4% | 30                  | 27.5% | 22                  | 18.8% | 15                  | 12.3% | 11                  | 9.5%  |
|                                      | Male   | 3                   | 2.9%  | 2                   | 1.8%  |                     |       |                     |       |                     |       |

### Self-Reported Ethnicity

### Student Demographics Self Reported Ethnicity

| Program Title<br>Majr                      | Ethnicity/Race            | 2019 - 2020            |       | 2020 - 2021            |       | 2021 - 2022            |       | 2022 - 2023            |       | 2023 - 2024            |       |
|--------------------------------------------|---------------------------|------------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|
|                                            |                           | Students in<br>Program | %     | Students in<br>Program | %     | Students in<br>Program | %     | Students in<br>Program | %     | Students in<br>Program | %     |
| BSN - Nursing<br>(Pre-licensure)           | Hispanic or Latino        | 4                      | 3.9%  | 7                      | 6.4%  | 8                      | 6.8%  | 6                      | 4.9%  | 5                      | 4.3%  |
|                                            | Asian                     | 2                      | 2.0%  | 3                      | 2.8%  | 2                      | 1.7%  | 1                      | 0.8%  | 2                      | 1.7%  |
|                                            | Black or African American | 9                      | 8.8%  | 10                     | 9.2%  | 7                      | 6.0%  | 17                     | 13.9% | 24                     | 20.7% |
|                                            | White                     | 48                     | 47.1% | 56                     | 51.4% | 78                     | 66.7% | 82                     | 67.2% | 72                     | 62.1% |
|                                            | Two or more races         | 6                      | 5.9%  | 1                      | 0.9%  |                        |       |                        |       | 2                      | 1.7%  |
|                                            | Unknown                   |                        |       |                        |       |                        |       | 1                      | 0.8%  | 1                      | 0.9%  |
| BSN - Nursing<br>(RN to BSN<br>Completion) | Hispanic or Latino        |                        |       |                        |       | 1                      | 0.9%  | 1                      | 0.8%  |                        |       |
|                                            | Asian                     | 1                      | 1.0%  | 1                      | 0.9%  | 1                      | 0.9%  |                        |       |                        |       |
|                                            | Black or African American | 3                      | 2.9%  | 2                      | 1.8%  | 1                      | 0.9%  | 2                      | 1.6%  | 2                      | 1.7%  |
|                                            | White                     | 27                     | 26.5% | 27                     | 24.8% | 19                     | 16.2% | 12                     | 9.8%  | 9                      | 7.8%  |
|                                            | Two or more races         | 2                      | 2.0%  | 2                      | 1.8%  |                        |       |                        |       |                        |       |

### Students by Number of Hours Completed

#### Student Demographics - Students by Number of Hours Completed

| Program Title Majr                      | Number of Hours<br>Earned | 2019 - 2020            |       | 2020 - 2021            |       | 2021 - 2022            |       | 2022 - 2023            |       | 2023 - 2024            |       |
|-----------------------------------------|---------------------------|------------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|
|                                         |                           | Students in<br>Program | %     | Students in<br>Program | %     | Students in<br>Program | %     | Students in<br>Program | %     | Students in<br>Program | %     |
| BSN - Nursing<br>(Pre-licensure)        | < 60                      |                        |       | 1                      | 0.9%  | 1                      | 0.9%  |                        |       |                        |       |
|                                         | 60 - 74                   |                        |       | 3                      | 2.8%  | 5                      | 4.3%  | 6                      | 4.9%  | 1                      | 0.9%  |
|                                         | 75 - 89                   | 7                      | 6.9%  | 14                     | 12.8% | 16                     | 13.7% | 7                      | 5.7%  | 11                     | 9.5%  |
|                                         | 90 - 104                  | 15                     | 14.7% | 15                     | 13.8% | 23                     | 19.7% | 29                     | 23.8% | 26                     | 22.4% |
|                                         | 105 - 120                 | 6                      | 5.9%  | 6                      | 5.5%  | 8                      | 6.8%  | 10                     | 8.2%  | 12                     | 10.3% |
|                                         | > 120                     | 41                     | 40.2% | 38                     | 34.9% | 42                     | 35.9% | 55                     | 45.1% | 55                     | 47.4% |
| BSN - Nursing (RN to<br>BSN Completion) | < 60                      |                        |       | 1                      | 0.9%  |                        |       |                        |       |                        |       |
|                                         | 105 - 120                 | 14                     | 13.7% | 9                      | 8.3%  | 5                      | 4.3%  |                        |       |                        |       |
|                                         | > 120                     | 19                     | 18.6% | 22                     | 20.2% | 17                     | 14.5% | 15                     | 12.3% | 11                     | 9.5%  |

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,4420,4522    | EdD, MSN, BSN           | CPNP-PC and CNE                                                        |
| Chapman, Caitlin  | 4420                             | MSN                     | CNE                                                                    |
| Fuller, Ashlee    | 3012                             | MSN-ED                  | EdD in Nursing Education candidate w/ anticipated graduation Fall 2025 |
| Harrison, Melissa | 3212                             | MSN-ED                  |                                                                        |
| Jackson, Annette  | 3010, 3210,4512,4524,3322,3324   | DNS                     |                                                                        |
| Johnson, Amie     | 3012,4922                        | DNP, MSN-NP             | FNP                                                                    |
| Key, Jackie       | 3220                             | DNP                     |                                                                        |
| Martin, Wendy     | 4522,3012,3322,3324,3398,4498    | MSN-ED                  | CNE, RN-C                                                              |
| Mertz, Melanie    | 3011,4420,4412                   | MSN-NP                  | APRN/WHNP-BC                                                           |
| Pugh, Charlene    | 3220                             | DNP                     |                                                                        |
| Tucker, Cindy     | Simulation Coordinator,3212,3011 | MSN                     | Simulation coordinator                                                 |
| Walraven, Nancy   | 3012                             | MSN-NP                  | FNP                                                                    |
| Williams, Mary    | 4994,3922                        | MSN                     |                                                                        |
| Williams, Tammie  | 4412                             | DNP                     |                                                                        |
| Wilson, Kelly     | 4412                             | 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 21<sup>st</sup> 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 students, 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.

## 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 21<sup>st</sup> 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.

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

| Format              | Number of Titles | Comments                             |
|---------------------|------------------|--------------------------------------|
| 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

| <b>DATABASE TITLE</b>                                         |
|---------------------------------------------------------------|
| 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)

| <b>Title</b>                                |
|---------------------------------------------|
| 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) |

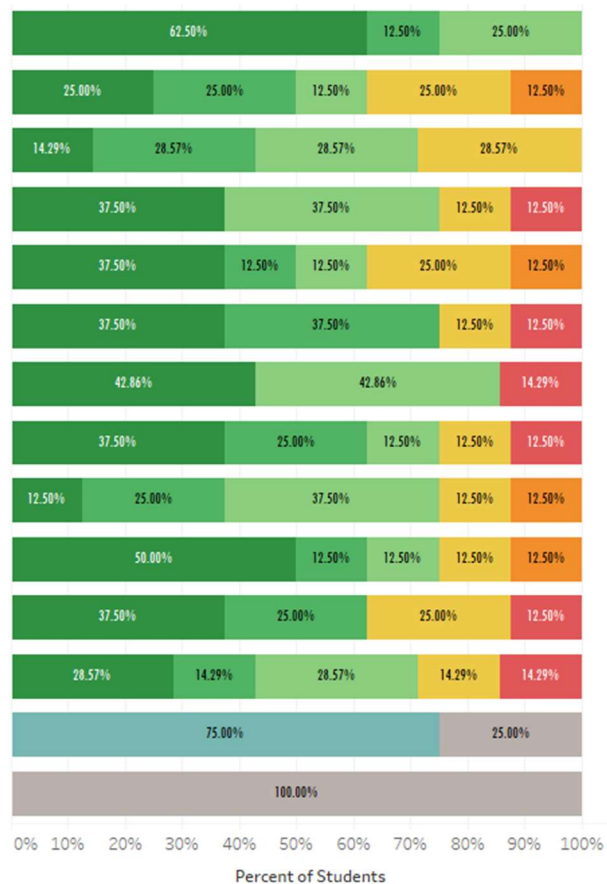
|                                                                |
|----------------------------------------------------------------|
| Clinical Journal of Oncology Nursing (CINAHL)                  |
| Clinical Nurse Specialist (OVID)                               |
| Comprehensive Child & Adolescent 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

### BSN Nursing (Pre-licensure) Student Satisfaction Survey Fall 2024

| Question                                                                             | Average | Standard Deviation | Count |
|--------------------------------------------------------------------------------------|---------|--------------------|-------|
| I am satisfied with the availability of courses in my major.                         | 5.38    | 0.92               | 8     |
| I find the day and time of my major course are convenient for me.                    | 4.25    | 1.49               | 8     |
| I am satisfied with extracurricular learning experiences offered for my major.       | 4.29    | 1.11               | 7     |
| I am pleased with the quality of the professors in my major.                         | 4.25    | 1.75               | 8     |
| I feel my classes at Gordon State College have prepared me well for graduate school. | 4.38    | 1.60               | 8     |
| I am satisfied with the availability of professors outside of class.                 | 4.63    | 1.77               | 8     |
| As an advisee, I made appointments when needed to see my advisor.                    | 4.43    | 1.81               | 7     |
| My advisor makes it easy to get in touch and set up an advisement time.              | 4.50    | 1.77               | 8     |
| I feel my advisor takes a personal interest in me.                                   | 4.13    | 1.25               | 8     |
| My advisor is knowledgeable about course requirements for my major.                  | 4.75    | 1.58               | 8     |
| Overall, I am satisfied with my experience with my major.                            | 4.38    | 1.85               | 8     |
| Overall, I am satisfied with my experience at Gordon.                                | 4.14    | 1.77               | 7     |
| During the past year, have you attended an educational event outside of class?       |         |                    | 8     |
| During the past year, have you attended an on-campus cultural/social event?          |         |                    | 8     |



Answer

Yes No

Strongly Agree Moderately Agree Agree Disagree

Moderately Disagree Strongly Disagree

## BSN 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                                                                                                      |
| Review Admission Policies                                                                    | Admissions Committee is currently carrying this review with expectation to implement changes prior to the next BSN application window (Dec 2025)                        |
| Celebrate student Successes and Accomplishments in both internal and external communications | Will ask the student focus committee to explore the possibility of acknowledging top students in 3 areas (Foundations, Med-Surg, and Specialty areas) Start Spring 2026 |
|                                                                                              | Will work with Marketing on Nursing Student Spotlights each semester. First Spotlight by October 2025                                                                   |
| Promote Alumni/Student Interaction                                                           | Will work with Institutional Advancement on developing these opportunities. Ongoing starting Spring 2026                                                                |
| Collect data on students applying and entering Graduate Programs                             | Need to explore ways to increase response rate on post-graduation survey. Develop strategy during Fall 2025 to deploy in Spring 2026                                    |
| Identify areas for improvement across GSC                                                    | Will work with IE/IR to see if a modify survey can be developed to gather input in this regard. Changes to be added in the Spring 2026 survey                           |
| Additional Faculty Member                                                                    | Recommend picking up the cost of the faculty member previously on the USG Grant. Starting in Fall 2025                                                                  |
| Ensure there is enough physical space to accommodate the increase in students                | Will work with the Business Office and Facilities to determine an appropriate survey/inventory to be concluded by end of May 2026                                       |

BSN 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.

**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. Consider increasing the size of course capacity (class cap) or adding more sections, especially for the high demand courses: NURS 3212 (at 102.2 percent), NURS 4420 (at 100 percent), NURS 4412 (at 99.5 percent), and NURS 3322 (at 99.3 percent).

Program Capacity is dependent upon faculty numbers, both full time and part time. Current efforts to maximize and increase capacity are under way.

2. Create a Wait List for each course to track the number of students who want to register for the course but are prevented due to lack of capacity.

Noted

3. Create a program policy for creating new courses when the Wait List reaches a certain level.

The program is delivered in a cohort model and therefore "other courses or new courses" cannot be created.

**Enrollment**

RECOMMENDATIONS:

1. Continue to monitor course enrollments

Noted.

2. Monitor website to ensure links remain live.  
Noted
3. Consider increasing the size of course capacity (class cap) or adding more sections, especially for the high demand courses: NURS 3212 (at 102.2 percent), NURS 4420 (at 100 percent), NURS 4412 (at 99.5 percent), and NURS 3322 (at 99.3 percent).  
See above note
4. Create a Wait List for each course to track the number of students who want to register for the course but are prevented due to lack of capacity.  
Noted
5. Establish a BSN program policy for creating new courses when the enrollment Wait List reaches a certain level.  
See above.
6. Continue to monitor RN-BSN enrollment and capacity year-over-year and by course.  
Noted

### **Student Outputs**

#### **RECOMMENDATIONS:**

1. Continue to monitor Average GPA for both BSN and RN / BSN students.  
Noted
2. Look back at practices in AY 2021-22 to see if changes occurred that year that would explain the high Average GPAs for both programs, and the decline in GPAs following that peak.  
Noted
3. Compare other factors to identify potential influences on the 15.4 percent decline in Average GPA for RN / BSN students.  
Noted
4. Academic Unit Heads and Faculty are to be commended for attracting students with Freshman Index scores well above the GSC requirement of 1830.  
Noted
5. Review practices and policies of AY 2021-22 to identify best practices supporting such successes. Identify what changed that caused the drastic drop in FI in AY 2023-24, especially for RN-BSN students.  
Noted
6. Identify factors that resulted in the 29 percent one-year drop in Average FI for RN-BSN students, between AY 2022-23 and AY 2023-24.  
Noted
7. Continue to monitor Freshman Index of each incoming cohort of students.  
Noted
8. Review Czekanski, Hoerst, & Kurtz (2018) "Instituting Evidence-Based Changes to Improve First-Time NCLEX-RN Pass Rate." Journal of Nursing Regulation, 9, Issue 1, pp. 11 – 18 for practical ideas from another BSN program that reversed a decline with a sustained 45 percent increase.  
Noted
9. Academic Unit Head and BSN faculty research best practices of USG institutions in supporting NCLEX-RN first-time pass rates

Noted

10. Build a system to monitor student first-time pass rates each semester and communicate results to BSN Faculty

This is currently being done. The GBON provides pass rate results and these results are shared with nursing faculty and posted on the website, as well as being shared with the Advisory Council.

11. Evaluate policies related to student admission to BSN program and update as needed

These are currently being reviewed by the Admission Committee.

12. Consider creating a 1-hr. Course focused on test taking skills, test preparation, and even sample tests, much like SAT, LSAT, GRE, etc. test preparation courses.

Noted.

13. Create a system to identify students at-risk of not passing NCLEX-RN on first attempt

Currently have AIM Coordinator and Program for at-risk students

14. Possibly provide remediation type course requirements for students identified as at-risk

Currently have AIM Coordinator and Program for at-risk students

15. Incorporate faculty development initiatives designed to strengthen student first-time pass rate

Noted

16. Link faculty evaluations to pass rate as part of the Teaching as well as Professional Growth & Development categories.

Noted

17. Continue to monitor Graduating GPAs for both programs.

Establish specific and measurable goals for GPA maintenance or improvement.

Make use of practice tests for online students

Recognize and reward student attendance in F2F classes.

Celebrate student successes, possibly something like the Faculty Choice Award.

Continue to monitor Average Major GPA for both programs.

Recognize Faculty and student progress.

Establish specific and measurable goals for GPA improvement

Feature GPA and student accomplishments in internal and external communications

ALL RECOMMENDATIONS NOTED

18. Develop methods for collecting, analyzing, and reporting employment data for BSN and RN-BSN.

This information is collected, analyzed and reported by the Department Evaluation Committee

19. Include the high employment rate in external communications and recruitment activities.

This is posted on the website.

20. Create a BSN Alumni sub-group and plan regular meetings and events for alumni

Noted

21. Identify and plan ways alumni can engage with current students.

Noted

22. Develop a process for gathering data on Graduate School applications and Begin tracking Entry into Graduate Programs

This information is currently collected 6-months post-graduation but the response rate has been poor.

### **Student Satisfaction**

#### Recommendations:

1. That the Academic Unit Head (AUH) administers the Student Satisfaction with Program every semester to track improvements in areas of Advisement and Faculty availability.  
Done
2. Compare the overall experience at Gordon variable results with Student Satisfaction with Program in other programs to see if this is an institution-wide concern or a program issue.  
Noted
3. The AUH works with other AUHs in the School of Nursing, Health & STEM to identify where students are having experiences that taint their overall experience at Gordon.  
Noted
4. Make students aware of the quality of Faculty by introducing themselves to students the first day of every class and every semester, providing professional and academic credentials.  
This is currently done on the first day of class for every new cohort.
5. AUH identify BSN faculty that provide exceptional services advising students and recognize/reward the behavior desired. Additionally, identify faculty who fall below the BSN advising standard and provide training and developmental plans.  
Noted
6. Continue to identify and assess what is important to currently enrolled students to ensure meeting their satisfaction and successful completion; Use student satisfaction assessment data to make program process improvements and to address attrition  
Noted

### **Faculty Output**

#### RECOMMENDATIONS:

1. Closely monitor the percentage of Part-time Faculty in BSN.  
Noted
2. Research standards of BSN accreditation organizations around Part-Time and Full-Time Faculty.  
There is not requirements as it relates to number of PT to FT faculty due to the need for PT faculty in the clinical setting at the bedside with faculty to student ratios of 1:8. There is almost 100% of FT faculty within the classroom.
3. If enrollment remains above 100, a tenure-track Faculty position should be added.  
Noted – Thank you
4. Develop a written policy for use of Part-Time Faculty in the BSN program.  
Unsure of what this policy would indicate. Currently PT faculty are used primarily in the clinical setting, and they have an entire clinical instructor manual that governs their practice. In addition, they have a job description specifically for their role as a clinical instructor.

### **Faculty Workload**

#### RECOMMENDATIONS:

1. Continue to monitor Faculty engagement in academic performance, personal learning, and discipline enrichment.

- Noted
2. Recognize and resource Faculty who engage in research, publications, and continuing education events.  
Noted
  3. Continue to monitor BSN Faculty numbers, workload, and credit hours generated.  
Done every semester
  4. Monitor Faculty workloads to ensure program quality and prevent Faculty burnout  
Noted
  5. Add a Tenure-track Faculty position to the program and begin recruiting for Fall semester.  
Noted
  6. Conduct a Faculty-Use Review to ensure adequate space for qualified Nursing students applying for the program.  
Noted
  7. Continue to monitor advisee workload across Faculty  
Noted
  8. Consider creating a BSN Advisement Handbook with established policies for assigning Advisees, expectations of Advisors, and desired outcomes.  
Noted
  9. Reassign BSN students to BSN Faculty as advisees. Faculty from other disciplines may serve as Mentors, if desired.  
RN2BSN students have been reassigned to the RN2BSN Coordinator, Wendy Martin.
  10. Work to create balance in Advisee assignments across BSN Faculty  
This should currently be balanced.

### **Program Productivity**

1. Monitor BSN program credit hours and use to drive resource allocation  
Noted
2. To ensure BSN credit hours continue to increase at a 40 percent rate over the next five years, designate Faculty, support personnel, and resources to support the program.  
Noted
3. In the RN-BSN program, identify actions taken within the department or program that resulted in the high credit hour generation in AY 2020-21.  
This could have been associated with the RN2BSN consortium with other USG schools and eCampus.
4. Continue to monitor RN-BSN credit hours generated  
Noted
5. Continue to monitor retention, graduation, and years-to-completion rates for BSN and RN-to-BSN  
Noted
6. RN-to-BSN program is at an important crossroads. Recommend Faculty discuss merits of the program and resources available to continue. If Faculty supports continuation of the program, then financial and human resources must be allocated to reverse the current trend in student numbers. Work with the GSC Marketing Department to develop recruitment messages to reach potential students. Conduct a current market analysis to determine the size of student niche.

Research markets not-yet reached. Based on findings from the National Sample Survey of Registered Nurses around 45% of nurses hold a bachelor's degree.

Current RN2BSN Summer 2025 Cohort has 26 students

7. Study websites of sister institutions for ideas on promoting the BSN program. Augusta University might be a good place to start, especially their "Accelerated Nursing Program" <https://www.augie.edu/academics/undergraduate-programs/nursing>. Consider including a list of Advantages for earning BSN. Here are some examples:  
<https://www.nursingprocess.org/accelerated-lpn-to-bsn-programs-online.html>.  
RN2BSN Coordinator will work to advertise and promote program.
8. Identify actions taken that resulted in a 122.22 percent increase in RN-to-BSN students from AY 2019-20 to AY 2020-21. What actions were not taken resulting in a 50 percent decline in AY 2022-23? Develop a plan to stabilize student numbers and reverse the downward trend.  
Noted
9. Investigate reasons for increase in RN-to-BSN students' years-to-graduate to understand factors leading to increased years; determine if resources are available to reduce the upward trend of years-to-graduation.  
Noted