



COMPREHENSIVE PROGRAM REVIEW

Division of Academic Affairs

INSTRUCTION GUIDE

Effective Fall 2016

Purpose

Comprehensive Program Review (CPR) is a set of procedures to evaluate the effectiveness of academic programs through a systematic review. Its purpose is to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review of academic programs shall involve analysis of both quantitative and qualitative data. Institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. ([See the Board of Regents CPR Policy 3.6.3: Comprehensive Academic Program Review](#))

Introduction

The goal of academic program review at Georgia College is to improve programs using information gathered and analyzed during a cyclical review process. The program review process allows GCSU to assess changes in programs, to examine their strengths and weaknesses, and to identify areas for strategic change. The aim of program review is to ensure the continuous improvement of programs, rather than to demonstrate a program's high quality. The process outlined in this document has been developed to adhere to the policy outlined by the University System of Georgia Board of Regents and SACSCOC accreditation requirements while simultaneously recognizing the unique mission of our institution.

Program Review and Institutional Effectiveness

Academic program review is one of several interrelated components of GC's overall institutional effectiveness plan. Program review is grounded in a culture of evidence, and relies upon tracking key performance indicators, assessing outcomes, and analyzing data to improve the quality of programs. Program review incorporates and builds on other related and ongoing report processes, including data from annual reports, assessment of learning outcomes in the SMART reporting structure, and relevant accreditation processes.



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Planning and conduct of academic program reviews is used for the progressive improvement and adjustment of programs in the context of the institution's strategic directions. Adjustments may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

Aggregate data is compiled in the Office of the Provost and Vice President of Academic Affairs on the basis of program reviews and other related reports, and is used for overall planning efforts. The Office of the Provost/Vice President of Academic Affairs incorporates this data into an overall analysis of institutional effectiveness and makes recommendations for long-range planning and improvement.

General Guidelines that Govern Comprehensive Program Review

(For additional information, please visit the GC CPR site)

1. **Review Timelines and Institutional Schedule:** A timeline for required CPR submissions (USG guidelines) and the institutional sequence of program reviews can be found in the GC Timeline/Schedule link on the CPR website. No program review cycle at any level shall exceed ten years in accordance with BOR guidelines (USG BOR Policy Manual Section 3.6.3; BOR Academic Affairs Handbook section 2.3.6).
2. **Method of Submission:** Adhering to the timeline found in this document and on the GC CPR website, all materials must be submitted in electronic format to the Dean and the Director of Institutional Effectiveness. The Director of Institutional Effectiveness will then coordinate the review conducted by the VPAA/Office of the Provost. Finally, the document in its entirety (including recommendations from Dean and Provost) is uploaded to USG's SharePoint no later than June 30th.
3. **Notification of CPR:** The Director of Institutional Effectiveness in coordination with the Office of the Provost will be responsible for notifying those programs that they are entering their cycles of program review no later than August, and for ensuring that the supporting materials are distributed by November 15.
4. **Focus of CPR:** Comprehensive Program Review is review of degree programs, not of the departments that deliver the degrees.



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5. Each program should evaluate its annual collected data in terms of the following criteria:
 1. Productivity: the number and contributions of graduates of an academic program and/or the number of students served through service courses in the context of the resources committed to its operation. (Additional measures of productivity might include counts of students who meet their educational goals through the program's offerings, including minors, certificates, or job enhancement, if such goals are part of the program's mission.)
 2. Viability: the use of such considerations as available resources, student interest, career opportunities, and contributions to the goals and mission of the institution, University System, and state to determine whether a program should be continued as is or modified (expanded, curtailed, consolidated, or eliminated). Viability considerations are independent of quality measures; i.e., a high quality program could lack viability, or a program in need of considerable improvement could have high viability
 3. Quality: measures of excellence. Quality indicators may include, but are not limited to, attainment of student learning outcomes, a comparison of program elements relative to internal and external benchmarks, resources, accreditation criteria, relevant external indicators of program success (e.g., license and certification results, placement in graduate schools, job placement, and awards and honors received by the program), and other standards.
6. The template provided must be used to complete the CPR.



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COVERSHEET

Academic Degree Program Name <small>(ex. BBA Accounting)</small>	CIP Code	Department
Bachelor of Science in Nursing	513801	School of Nursing College of Health Science
Review Year	Last Review Year	Primary Contact <small>(name and email)</small>
2020	2013	Deborah MacMillan, Director Debby.macmillan@gcsu.edu

Date	Action	Responsible
March 31	Submit completed CPR to Dean's Office for review and recommendation and to Office of Institutional Research (Cara Smith)	Department Chair or Program Coordinator
April 30	Submit completed CPR to the VPAA/Office of the Provost, providing notification of the submission to department chair.	Director of Institutional Effectiveness
May 1- June 15	Provost reviews CPR, meets with program representatives if necessary, makes final recommendations	Provost and Vice President for Academic Affairs
by June 30	Upload final CPR to USG SharePoint	Director of Institutional Effectiveness

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Indicators of Measures of Quality			
Student Input – Undergraduate Programs	Fall17	Fall18	Fall19
Standardized Test Scores (if applicable), for undergraduate programs	1167.8	1178.2	1264.2
#1 SAT Average Fall Cohorts	25.8	26.9	27.2
#2 ACT Average Fall Cohorts	3005.4	3099.5	3147.0
# 3 Freshman Index Fall Average			
#1 SAT Average Spring Cohorts	1136.6	1122.9	1260.0
#2 ACT Average Spring Cohorts	25.2	25.4	25.7
# 3 Freshman Index Spring Average	2910.7	2960.5	2997.9
Fall Snapshot of data for fall cohorts (2nd tier admission).			
# 1 Total number of applicants	177	171	173
#2 Total number of applicants to BSN Program who were eligible	139	153	158
# 3 Total number of eligible applicants who were offered admissions.	63	58	58
Spring Snapshot of data for spring cohorts (2nd tier admission).			
# 1 Total number of applicants	130	109	102
#2 Total number of applicants to BSN Program who were eligible	116	104	98
# 3 Total number of eligible applicants who were offered admissions.	62	54	59
Other - Institutional Indicators of Quality: Student Input			
ATI TEAS Nursing Entrance Exam # 1 Fall Cohort/# 2 Spring Cohort	86.5 avg	87.4 avg	87.1 avg
	81.5 avg	84.6 avg	85.7 avg
Student Output – Undergraduate Programs	FY17	FY18	FY19
Exit scores on national/state exams for licensure	95.96%	100%	99.06%
Specific Exam(s): BSN NCLEX-RN 1st time Pass Rate			
Number of students reporting scores for the exam(s):	N = 100	N = 96	N = 103
Average Cumulative GPA for the Academic Year	3.7 avg	3.8 avg	3.8 avg
# 1 Fall Cohort/# 2 Spring Cohort	3.6 avg	3.6 avg	3.6 avg
Employment rates of graduates (if available). IF NOT AVAILABLE state "NA".	100%	100%	100%
Admission into graduate programs (if available) IF NOT AVAILABLE state "NA"	N/A	N/A	N/A
Other: Institutional Indicators of Quality: Student Output			
BSN Graduate Rate	95%	84.7%	91%



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Measures of Quality: Faculty	FY17	FY18	FY19
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	15	20	19
Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)	9	7	5
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year	\$182,553	\$870,999	\$383,463
Undergraduate or Graduate programs: Other External funds for program support, # 1 Lettie Pate Whitehead Scholarship Fund # 2 Other Nursing Scholarships Awarded (13) Provide the total amount for the academic year.	\$234,000 \$19,202	\$250,000 \$18,290	\$270,000 \$22,005
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.	9	14	12
Undergraduate or Graduate programs: Number of faculty research fellowships/grants awarded in the academic year and total funding awarded.	7 \$30,830	4 \$44,082	5 \$45,655
Institutional Indicators of Faculty Quality: Output # 1 Number of Faculty Peer Reviewed Presentations for the academic year. # 2 Percentage of faculty who are Quality Matters Certified # 3 Average Student Rating of Instruction Survey by AY	30 100% 4.4/5	19 100% 4.1/5	16 96% 4.3/5
External Quality Assurance # 1 Commission on Collegiate Nursing Education (CCNE) 2020 Accreditation # 2 Georgia Board of Nursing (BON) 2021 Full Approval Prelicensure Program	CCNE BON	CCNE BON	CCNE BON



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Narrative Section (Quality):

1) What does the data tell you about the relative health of your program? What are your strengths, weaknesses, opportunities, and/or threats?

Strengths:

The *quality of GC SON faculty* is evidenced by their commitment to the Scholarship of Teaching and Learning (SoTL) and adoption of high impact and service-learning experiences for the students. SON faculty are regularly nominated and receive awards for excellence in teaching at the college, university, and state level, which often include monetary awards. For the past three years, a SON faculty member has won a state-wide teaching award at the Georgia Association for Nursing Education annual conference. In addition to external grant funding awards totaling **\$1,437,020.00** from 2017 to 2019, faculty were awarded a total of **\$120,567** in research fellowships and internal grants from 2017 to 2019. This funding enabled faculty to publish a total of 35 peer reviewed articles and complete 65 peer reviewed presentations from 2017 to 2019. The average SRI rating for nursing faculty is consistently above 4.0 on a 5-point scale.

The *quality of student* that applies to the GC SON program is high. The average student who is accepted into the program has an SAT Score of 1264, a TEAS Score of 87.4 and a GPA of 3.8. Approximately 46% of eligible applicants who applied from 2017 to 2019 were accepted into GC SON, making this a very selective and competitive process. Included in the pool of applicants for GC SON are transfer students from other universities. Because of the high quality of students who apply to GC SON, the total annual scholarship funding that was awarded to students between 2017 through 2019 ranged from to **\$252,202 to \$292,003**.

GC SON programs are logically structured to achieve expected student outcomes. The BSN program is built on a two-year core curriculum of Liberal Arts and Sciences that provides the student with a knowledge base for personal growth and professional development. Professional nursing education incorporates concepts and theories from the humanities and the natural, social, and behavioral sciences throughout the curriculum. Formal programs of study in nursing have been developed and are systematically evaluated and refined to meet the changing health care needs of people in Georgia and throughout the world. The theoretical knowledge of nursing is presented in the classroom and utilized in practice laboratories, selected clinical facilities, and our Simulation and Research Translation Center. The BSN program is designed to satisfy the current educational requirements prescribed by the Georgia Board of Nursing. Upon successful completion of this program, the unlicensed graduate is eligible to apply for licensure as a registered professional nurse by examination (NCLEX-RN). GC BSN graduates consistently score above the national average on the NCLEX-RN exam. The 4-year national NCLEX 1st time pass rate average from 2016 to 2019 was 87.0%. It is noteworthy that GC SON has the highest 4-year NCLEX 1st time pass rate average (**97.65%**) in the state. This includes comparisons with other prestigious private institutions such as Mercer University (90.34%) and Emory University (96.01%). See table below for additional statistics.

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Registered Nurse (RN)	Type	2016	2017	2018	2019	Four Year Average				
National Pass Rate	RN-All	84.57	87.11	88.29	88.18	87.04				
Georgia Pass Rate	RN-All	85.40	87.31	89.55	90.85	88.28				
Program – Bachelor of Science in Nursing (BSN)										
National BSN Pass Rate	BSN	87.80	90.04	91.57	91.22	90.16				
Georgia BSN Pass Rate	BSN	83.67	90.52	90.55	91.10	88.96				
Albany State University	BSN	71.43	5/7	91.67	11/12	85.71	6/7	87.50	14/16	84.08
Augusta University	BSN	84.78	156/184	88.05	140/159	87.72	150/71	90.55	182/201	87.78
Berry College	BSN	92.86	26/28	92.31	24/26	87.50	21/24	96.30	26/27	92.24
Brenau University	BSN	87.18	68/78	86.96	60/69	89.87	71/79	93.18	41/44	89.30
Chamberlain College of Nursing	BSN	83.51	157/188	87.64	241/275	87.86	248/282	87.91	298/339	86.73
Clayton State University	BSN	87.36	76/87	92.13	82/89	91.46	75/82	91.01	81/89	90.49
College of Coastal Georgia	BSN	100.00	38/38	97.06	33/34	94.44	34/36	94.29	33/35	96.45
Columbus State University	BSN	89.86	62/69	91.43	64/70	85.25	52/61	87.78	79/90	88.58
Emory University	BSN	91.38	159/174	97.52	197/202	98.87	262/265	96.26	283/294	96.01
Georgia Baptist College of Nursing at Mercer University	BSN	90.76	108/119	89.92	107/119	91.45	139/152	89.23	116/130	90.34
Georgia College and State University	BSN	95.56	86/90	95.96	95/99	100.00	96/96	99.06	105/106	97.65
Georgia Gwinnett College	BSN	83.33	20/24	95.92	47/49	96.43	54/56	94.20	65/69	92.47

Articulation of Quality: GC SON programs are accredited by the Commission of Collegiate Nursing Education (CCNE) and consistently meet the standards for accreditation as set forth by CCNE. These standards focus on: 1) Program Quality: Mission and Governance; 2) Program Quality: Institutional Commitment and Resources; 3) Program Quality: Curriculum and Teaching-Learning Practices, and 4) Program Effectiveness: Assessment and Achievement of Program Outcomes. Per CCNE, “accreditation focuses on the quality of institutions of higher and professional education and on the quality of educational programs within those institutions”. Because of our engagement in the accreditation process, the SON consistently operates within a state of continuous quality improvement. In order to demonstrate compliance with the CCNE standards for accreditation, the SON maintains and adheres to our quality plan (EE Plan) that indicates how quality is defined, promoted and assessed through the inclusion of benchmarks for both student and faculty success. The EE Plan functions on an annual cycle where the benchmarks are established for each standard and key element for each academic year, and data are gathered and assessed at the end of each academic year. Results are analyzed to determine whether benchmarks for all quality standards were met. If benchmarks were not met, appropriate nursing faculty committees conduct further analysis and planning.



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Weaknesses/Limitations:

The quality of GC students and faculty are exceptional, however limitation in terms of resources within GC and the community partners restrain our ability to admit additional qualified nursing students. The fall snap shot of majors by CIP code indicated the following number of students for pre-nursing and nursing combined: 1.) 2017 = 696, 2.) 2018 = 730 and 3.) 2019 691. The demand for the nursing program far exceeds our current capacity, 54% of eligible applicants from 2017 to 2019 were unable to be admitted because of lack of resources: faculty, class room and clinical spaces. GC SON competes for clinical spaces in surrounding cities (Macon, Warner Robins, and Dublin) with a number of other nursing schools. Placement for final semester practicum students is especially difficult, with increasing competition from priority nursing schools who pay for preceptors for these students.

Faculty salaries continue to be a deterrent to hiring and retaining diverse outstanding faculty. GC faculty did receive a faculty salary adjustment during 2019, but nursing faculty salaries continue to be a barrier to recruiting experience faculty, especially in high demand specialty areas (pediatric and psychiatric).

Despite recruitment efforts by GC as a whole, the SON has limited diversity within their student enrollment.

Opportunities:

There are exciting opportunities to be considered for the BSN program. GC SON has examined one opportunity to increase enrollment numbers in the BSN program. The SON currently admits two cohorts of 56 students (fall and spring) each year. Admitting a third cohort during the summer has been identified as a possibility. This additional cohort would be possible with additional faculty lines and support staff for the Simulation and Translational Research Center.

Opportunities to collaborate with other USG SONs who are struggling to fill their available seats also needs to be explored. A collaborative plan that assists students who are qualified to transfer to other nursing programs after the initial two years at Georgia College need to be explored. A collaborative model utilizing faculty and clinical resource sharing with other USG nursing programs could increase GC ability to retain more of our eligible applicants within the didactic courses, but allow them to complete clinical hours in other locations.

In addition to the shortage of nurses and nursing faculty, the profession lacks diversity which contributes to the ethnic racial and ethnic disparities in health outcomes (Phillips & Malone, 2014). The United States Census Bureau projects a significant increase in the ethnic and racial diversity within the U.S. over the next 4 decades, with 56.4% of the total population comprised of persons currently described as minority (Colby & Ortman, 2015). An Institute of Medicine report published in 2011 called for transformation of nursing education to prepare more men as well as ethnic and racial minority nursing professionals to achieve national goals for high quality, patient-centered health care. The GC SON faculty and student population mirrors the GC body of faculty as a whole. Recruiting and retaining diverse faculty is an important plan for the SON within the next five years. To address the workforce needs for a diverse nursing workforce, GC SON needs to be able to attract and admit a more diverse student population.

See the information presented in tables below regarding GC faculty and students.

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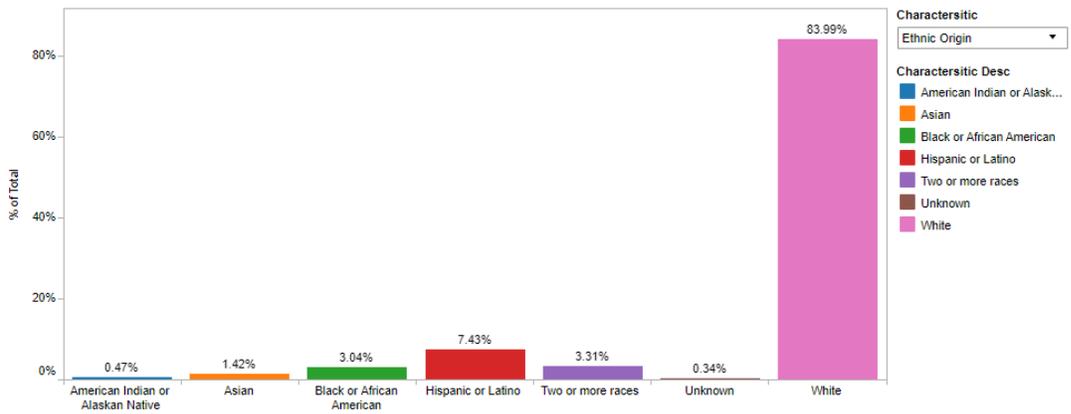
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IPEDS Race/Ethnicity	Prof. #	Prof. %	Associate Prof. #	Associate Prof. %	Assistant Prof. #	Assistant Prof. %	Lecturers #	Lecturers %	Total #	Total %
American Indian or Alaska Native	1	0.95	0	0.00	0	0.00	0	0.00	1	0.30
Asian	12	11.43	7	9.86	4	4.82	1	1.39	24	7.25
Black or African American	6	5.71	3	4.23	12	14.46	5	6.94	26	7.85
Hispanic/Latino	5	4.76	2	2.82	4	4.82	2	2.78	13	3.93
Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00	0	0.00	1	1.39	1	0.30
Nonresident alien	1	0.95	1	1.41	2	2.41	3	4.17	7	2.11
Race and ethnicity Unknown	1	0.95	0	0.00	1	1.20	2	2.78	4	1.21
Two or more races	0	0.00	0	0.00	2	2.41	0	0.00	2	0.60
White	79	75.24	58	81.69	58	69.88	58	80.56	253	76.44
Grand Total	105	100.00	71	100.00	83	100.00	72	100.00	331	100.00

Source: Office of Institutional Research and Effectiveness, Human Resources Data Collection

GC GOAL: For cohort fall 2020, Georgia College seeks to increase enrollment of students from traditionally underserved populations by 3% over current benchmark data.

Fall 2019 - Characteristics of First-Time Freshmen



Ethnic Origin	Count
American Indian or Alaskan N..	7
Asian	21
Black or African American	45
Hispanic or Latino	110
Two or more races	49
Unknown	5
White	1,243



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During 2018 -2019 the SON Exclusive Excellence Task force developed and a plan that strives to enhance the School of Nursing professional environment to encourage the recruitment, retention, and success of an exemplary and diverse faculty and staff to fill all vacant faculty lines. Additionally, the plan would enhance the School of Nursing admissions and progression policies to encourage the recruitment, retention, and success of an exemplary and diverse students. The overall goal of this plan is address nursing workforce needs. Part of this plan involves the implementation of a holistic admission process which has been shown to increase diversity in the student body without negative effects on the NCLEX pass rate and/or graduate rate. Deliberations and work of this task force within the SON were shaped by a common understanding of several core ideas: 1.) Inclusion is different from “not excluding”, 2. Changes in policy or practice require education, resources, and time to be effective, and 3. Efforts to increase diversity and inclusion require top down support and bottom up planning. Support was received from administration to conduct a Holistic Admissions Review Workshop conducted by the American Association of Colleges of Nursing in the spring of 2020. This workshop has been rescheduled for fall of 2020.

Faculty are also encouraged to develop initiatives that benefit the community at large. For example, in October 2018 a nursing faculty member was awarded an \$800,000 HRSA grant to support the training and certification of Sexual Assault Nurse Examiners in rural GA. Since the program started in January 2019, approximately 40 participants have received this training. Of those, three were School of Nursing faculty or staff, 10 were current GC students or previous graduates, and three have subsequently applied for full admission to one of our graduate programs. One faculty and one student trainee will take the national certification exam in April 2020. Prior to this initiative, Baldwin County had two SANE RNs serving the county, and now there are eight. Through this training, Georgia College is supporting the needs of the region, creating individual pathways to success, and contributing to recruitment for graduate programs. The SANE Training enhances the overall quality of the BSN program and other nursing programs by providing much needed content experts to assist in educating BSN graduates about the core concepts of Sexual Assault Nursing Care.

Expansion of the Simulation and Translational Research Center would allow for additional clinical opportunities for students at all levels of our program. The center currently has established a fee for service business plan that will allow GC SON to generate funds for professional development and additional staff. Currently we have established a contract with Kaplan Review for use of our center in assessing medical students. Additional inquiries are also being explored.

2) Curricular alignment and currency to the discipline as well as workforce/occupational need and demand:

During 2017 a full curriculum assessment and revision was completed for the prelicensure BSN program to ensure compliance with all national standards and to connect our students with the liberal arts mission of GC and the surrounding community. The curriculum for the BSN was formally evaluated and reviewed by SON faculty, SON students, SON Advisory Board and community stake holders.

Rationale: To ensure continued 1st time pass rates of above 95% faculty, students and community stake holders must evaluate changing needs and standards in nursing education and workforce demands. The Institute of Medicine (IOM) report has called for radical change to nursing education. Current research has found that up to



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50% of student's clinical experiences can come from simulation and no differences have been noted in test scores, pass rates, or clinical evaluations. Being in touch with the community and the workforce needs is a vital part of curriculum development is paramount to sustaining a high quality nursing program.

Measure: Curriculum changes were completed and submitted through university channels by end of AY 2017. Curriculum revisions were implemented in Fall 2018. The first cohort under the new curriculum graduates in May of 2020.

Curricular Changes: Combined feedback received from students and faculty during the BSN Curricular Assessment process focused a need for change in both content and time of offering for the pharmacology course which was taught in area F prior. This course was taken prior to the 2nd tier admissions into the nursing curriculum. Students reported that being introduced to this material without specific "nursing knowledge" made the synthesis and application of the material difficult for them to master. Faculty observed that a significant amount of this material had to be retaught once the students entered the program. NRS 3345 Patho-pharmacology was moved into the 1st semester of the nursing curriculum with a more robust and expanded content. The additional addressed core concepts of pathophysiology. A coordinated plan was developed to reinforce that this content in the other two nursing courses (*NRS 3140 Therapeutic Health Assessment and NRS 3240 Foundations of Nursing Practice*) that students are also taking that term. Additional content was added to the pharmacology course that addressed concepts of pathophysiology. This content was intentionally aimed at helping students to apply the concepts of pharmacodynamics and pharmacokinetics to their patients in the clinical setting. This coordinated effort between the three courses has produced improved scores for students in the area of pharmacology.

Nursing Advisory Board members and community stake holders identified a need for an increased emphasis on the application skills of leadership and communication for new graduates. The BSN curriculum changes threaded the concepts of TeamSTEPPS® (**Team Strategies and Tools to Enhance Performance and Patient Safety**) training, an evidence-based framework to optimize team performance across the healthcare delivery system throughout the nursing curriculum. The core concepts of the TeamSTEPPS® framework are comprised of four skills: Leadership, Situation Monitoring, Mutual Support, and Communication. The intentional use of simulation and standardized patients for clinical experiences at GC Simulation and Translational Research Center addresses the need to ensure that all students have "high stakes – low volume" clinical scenarios that often are not present in traditional clinical experiences that take place in the hospital setting. The opportunities to have multiple attempts for *intentional practice* and then be able to take the *actual role of a nurse* in leading and managing a critical situation in a simulated environment are vital to producing safe beginning practitioners who can identify changing patient status and communicate and respond in a timely manner.

The GC Simulation and Translational Research Center is in the process of becoming accredited by the Society for Simulation in Healthcare (SSH). During the accreditation process SSH will examine GC's simulation program's processes and outcomes in the assessment, research, teaching/education, and systems integration. As a part of meeting the criteria for accreditation, the GC Simulation and Translational Research Center has adopted the use of the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice in Simulation as our internal benchmark.



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Liberal Arts Connection: Another change to the BSN curriculum beginning Fall 2018 was the addition of a series of four Nursing Seminars (offered sequentially, once a semester) for all BSN nursing students that focus on addressing the Liberal Education and America’s Promise (LEAP) Essentials during their nursing program. Faculty believed that, although GC quality indicators such as the NCLEX-RN pass rate were top notch, our students could benefit from further development of LEAP skills that our employers indicated that they highly value. These seminars are developed with the input and guidance of our students and stake holders on topics that are identified as being relevant to the profession of nursing. These Nursing Seminar courses were designed to be adapted each time they are offered to “ask the big questions” on the forefront of nursing. The over-arching goal of the seminars is to thread liberal arts concepts through the nursing curriculum and to provide an opportunity to all nursing students to come together to discuss current issues and seek opportunities for engagement with these issues. These seminars also focus on the **leadership role** of nursing at the local, national, and global level. For example, the first seminar focused on bias, and students were required to complete this reflection following the guest speaker: 1) Hearing this information makes me think.....? 2) Hearing this information makes me feel.....? 3) Challenges I face with respect to differences are....? 4) What are the implications for me at work/school? Students provide reflections and SRIS evaluations to assist faculty in developing future seminars, and a sampling of feedback is provided below.

<p>NRSG 4003 (0 credit hours) (Fall 2019, N=168)</p> <p>Nursing Seminar: Personal and Social Responsibility</p> <p>Overall goals:</p> <ol style="list-style-type: none"> 1. Identify the role of the nurse in the current opioid crisis 2. Discuss signs of opioid overdose 3. Demonstrate ways to educate the public about opioid overdose 4. Discuss the expanded use of naloxone to treat opioid overdoses 5. Identify current legislation designed to fight the opioid epidemic. <p>SRIS Excellent Course Rating: 4.39/5 N = 86 Response Rate</p>	<p>Sample student feedback: During the seminar one of the speakers mentioned that every time she would overdose the nurses would label her as a “frequent flyer”. She felt that she was looked down upon and that she was dehumanized because of her opioid use disorder. Another one of the speakers noted that as soon as people saw her or heard that she was a convicted felon they labeled her and judged her for her decisions. After hearing from both of the speakers, it resonated with me that the stigma associated with the individuals with opioid use disorder is a huge part of the problem. As a nurse it is our responsibility to not let our judgement of an individual affect their quality of care. Instead of viewing these patients in a negative light we should seize the opportunity to build them up and encourage them to go to rehab and seek further resources to help aid in their recovery. Instead of driving patients away who struggle with opioid use it is important to erase the stigma, draw them in, and give them the medical care that they need.</p>
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Each semester course outcomes for the Nursing Seminars are evaluated and the attainment of benchmarks set forth in the GC Affiliate Leadership Proposal are tracked. The Nursing Seminar Courses along with all nursing courses are integrating GC's Core Leadership Competencies into the student experience. Individual course reports are reviewed by the Curriculum and the Educational Effectiveness Committee and the need for change is part of the continuous improvement process. These benchmarks are part of the GC University SMART Report in which the SON: 1.) **S**ets learning outcomes, 2.) **M**aps the curriculum, 3.) **A**ssesses, 4.) **R**eviews the results, and 5.) **T**ransfers information into action. The SON is working closely with Dr. Harold Mock, Director of Leadership Programs to explore additional opportunities that might be useful for our GC nursing students. Some options for collaboration with Leadership might include bringing more nursing or healthcare-related speakers to GC, providing consulting to our students, or partnering to teach or simulate certain leadership-related skills or topics. SON and Dr. Mock are exploring a plan to administer a range of leadership assessments and inventories for the nursing students to facilitate student's attainment of Core Leadership Competencies.

3) Describe additional details as deemed appropriate.

Efforts to Improve Teaching and Student Learning: SON faculty are actively engaged in efforts to improve teaching and student learning, both collectively and individually. Examples of their exceptional work in offering high impact and service-learning experiences can be seen in the context of our student and faculty-led healthcare clinic at Daybreak Homeless Day Shelter, pediatric screenings in the rural and medically underserved counties surrounding Milledgeville, and study abroad service and leadership classes in Belize, Honduras, Philippines, Tanzania and England. Students and faculty work together to plan and implement numerous other on-campus and community engagement opportunities such as Stop the Bleed, screening for substance abuse disorders, BP Screenings, and flu immunizations clinics. Nursing students have multiple opportunities to put didactic knowledge and skills into simulated training in communication with Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS®), disaster preparedness (FEMA Training), and core competencies at the Simulation and Translational Research Center (standardized patient, high fidelity, and combined scenario experiences). Core leadership competencies are threaded throughout the curriculum, and the SON BSN program was the first program at GC to receive a designation for leadership.

TeamSTEPPS® is highlighted here as one addition to the BSN curriculum that exemplifies the incorporation of the LEAP essentials, core leadership competencies, and AACN Essentials into learning activities that elevate students' communication skills. TeamSTEPPS® is a patient safety program created by the Agency for Healthcare Research and Quality. It was designed to improve the quality, safety and efficiency of multidisciplinary teams. At GC, TeamSTEPPS® training consists of a one-day workshop followed by a full day of high-fidelity simulation, peer role play, and standardized participant interaction to practice strategies. Preparing our graduates to address barriers to communication and teamwork supports the provision of safe patient care across healthcare settings.

Exemplary Programs for Student Success: The GC SON demonstrates an exemplary record of student success for the prelicensure BSN program. Student success can be attributed to a cohesive process of orientation, advising, mentoring and remediation that is combined with extensive faculty and student engagement in the class



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and clinical settings. Students receive a comprehensive orientation to the program, including technology requirements, survival tips, introduction to D2L, etc. In efforts to increase student success, BSN students are required to complete a remediation course upon any course failure and are also assigned a faculty member to discuss plans for success. Finally, BSN students complete an NCLEX-RN preparatory course geared towards topics deemed important for success on the exit exam and NCLEX-RN licensure exam such as test taking strategies, comprehensive content review, self-care, stress management, and creation of a remediation plan based on previous exam performance. Nursing faculty believe that this combination of activities has contributed to our success with many benchmarks such as NCLEX-RN and certification pass rates.

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<i>Indicators of Measures of Viability</i>			
Internal Demand for the Program	Fall17	Fall18	Fall19
Number of majors in the degree program	696	730	691
#1 Pre-nursing (undeclared) + nursing			
#2 Nursing program cohorts (2 nd tier admissions)	207	211	216
Fall Snapshot of data for fall cohorts (2nd tier admission).	177	171	173
# 1 Total number of applicants	139	153	158
#2 Total number of applicants to BSN Program who were eligible	63	58	58
# 3 Total number of eligible applicants who were offered admissions.			
Spring Snapshot of data for spring cohorts (2nd tier admission).	130	109	102
# 1 Total number of applicants	116	104	98
#2 Total number of applicants to BSN Program who were eligible	62	54	59
# 3 Total number of eligible applicants who were offered admissions.			
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes	209	237	225
# 1 First-Time Full-Time Freshman entering by CIP (Pre-nursing -undeclared)			
Standard Faculty Workload for the degree program	4/3	4/3	4/3
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department	26	27	24
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	0	0	0
Number of Full-Time faculty teaching in the program	25	26	23
Number of Part-Time faculty teaching in the program # 1	17	14	17
Number of Graduate Assistants teaching in the program #2	4	2	2
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department	42	40	40

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Narrative Section. What does the data tell you about the relative health of your program? What are your strengths, weaknesses, opportunities, and/or threats to viability?

The GC SON is one of the premier programs at the university, with a history of high demand that continues to increase each year. In fall of 2019 Registered Nursing/RN had 225 students entering. This was the 2nd highest demand program at the university, immediately behind General Studies which had 249 students entering.

Based on the CIPs of Fall 2019 First-Time, Full-Time Freshmen

CIP	2015	2016	2017	2018	2019	Trend
General Studies	169	312	341	303	249	
Registered Nursing/RN	176	196	209	237	225	
Biology, General	134	130	127	143	112	
Research and Experimental Psyc	71	87	80	75	103	
Exercise Sci/Physiology Study	84	65	90	80	103	
Business Marketing/Management	73	55	69	85	88	
Early Childhood Educ & Teach	53	55	59	78	85	

The RN-BSN program enrollment has continued to decline over the last 7 years, despite the fact that it was a high-quality program that received recognition with external stake holders. GC was unable to compete with proprietary for-profit programs or other programs that did not have the core requirements that GC has. A determination was made to do a teach out of the remaining students and to deactivate the program. It was felt that this was in the best interest of utilizing our existing resources more productively.

BSNC	Year	Enrollment
	Fall 2013	26
	Fall 2014	24
	Fall 2015	9
	Fall 2016	4
	Fall 2017	5
	Fall 2018	6
	Fall 2019	2

Strengths:

Interest in the GC SON and the nursing profession as a career remain strong. Students and parents are aware that the career opportunity for students graduating with a BSN degree are excellent. GC SON graduates normally



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receive employment offers before the end of their final semester and are actively recruited from the beginning of their entry into the program. Georgia is expected to have the sixth highest gap between supply and demand for nurses by 2030 in the U.S (National Center for Health Workforce Analysis 2019). The GC SON Mission speaks directly towards training the next generation of nurses and nursing leaders. During the 2017 to 2018 time-frame transfer students accounted for the following number of GC SON students: 28, 29, and 26 respectively. Students and parents seek out admission to GC SON because of our reputation.

Weaknesses:

According to the Georgia Board of Nursing, there are several guidelines that pertain to faculty: student ratios that must be followed to maintain approval. Therefore, there is a direct correlation between the number of students that we are able to accept and the number of full-time faculty that are employed in the SON. Without additional faculty lines, the enrollment in the BSN program will be capped at its current level.

Threats:

Our ability to recruit and retain quality faculty into open lines threatens viability. There is currently a nationwide shortage of nursing faculty and this is only expected to worsen with the number of aging nurse educators who are planning for retirement within the next five years. Nursing faculty on average earn about the same as registered nurses - \$64,590 and \$64,750, respectively despite the fact that faculty are required to have at minimum a master's degree and, within one year after being hired, a terminal degree. More specialized nurses can earn substantially more. Nurse practitioners, for example, earn an average of \$100,660, according to the Bureau of Labor Statistics.

Opportunities:

GC SON has one the few remaining MSN – Nurse Educator (NE) focused programs in Georgia, that is not associated with a proprietary for profit school. It is extremely important that we maintain and grow this program. Students enrolled in this program are offered opportunities to serve as Graduate Assistants and as Graduate Teaching Assistants after completing 18 hours. These master's level students help to supplement the clinical instructions for the BSN students and in doing so obtain a rich experience as they are mentored by seasoned nursing faculty. The addition of the Simulation and Translational Research Center at GC offers the potential to grow the NE program with an increased emphasis on simulation. This will benefit not only the GC SON but also the USG as a whole by providing additional nurse educators for the future.

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Indicators of Measures of Productivity			
Time to Degree	FY17	FY18	FY19
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)	3.95 yrs. N = 67	3.89 yrs. N = 67	3.93 yrs. N = 77
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	2.69 yrs. N = 9	3.85 yrs. N = 10	2.84 yrs. N = 10
# 1 Transfer with 0 to 59 hours			
# 2 Transfer with 60 + hours	2.41 yrs. N = 22	2.19 yrs. N = 16	3.25 yrs. N = 10
# 3 Other			
	4.92 N = 1	3.84 yrs. N = 3	4.05 yrs. N = 7
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate. <u>2 admissions cycles per year/ cohorts capped at 56. If a student is not accepted by their 2nd application, there is an increased likelihood that they change majors or transfer.</u> Formula (eligible – offered admission = # eligible students not offered admission each year)	Cohort Cap 56 255 – 125 = 130 not offered admission	Cohort Cap 56 257 – 112 = 145 not offered admission	Cohort Cap 56 256 – 112 = 112 not offered admission
Graduate student time to degree (average, in years) graduating in the academic year. # 1 Full-time (Program of Study = six semesters or 1.98 yrs.) # 2 Part-time (Program of study = nine semesters or 2.97 yrs.)	N/A	N/A	N/A
Institution specific factors impacting time to degree: Describe additional details as deemed appropriate.	N/A	N/A	N/A
Graduation - Only provide data for the level of program being reviewed.	AY17	AY18	AY19
Number of degrees awarded in the program for the academic year	100 BSN	96 BSN	104 BSN
# 1 BSN	9 BSNC	5 BSNC	4 BSNC
# 2 BSNC			



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Productivity Narrative Section. What does the data tell you about the relative health of your program? What are your strengths, weaknesses, opportunities, and/or threats to productivity?

Strengths:

Faculty within the SON generate a high number of credit hours each semester, including summer.

Fall Semester Credit Hours Generated by School of Nursing

2017			2018			2019		
Lower Hours	Upper Hours	Graduate Hours	Lower Hours	Upper Hours	Graduate Hours	Lower Hours	Upper Hours	Graduate Hours
111	3,147	926	297	3,039	1,019	204	3072	1110

Students who are admitted to the 2nd tiered admission for the SON are retained and graduate at high rates. These students are successful at passing the NCLEX Licensure exam on the 1st attempt and the employment rate is 100%.

Graduation Data	AY17	AY18	AY19
Number of degrees awarded in the program for the academic year	100 BSN	96 BSN	104 BSN
# 1 BSN	9 BSNC	5 BSNC	4 BSNC
Other: Institutional Indicators of Quality: Student Output BSN Graduate Rate	95%	84.7%	91%

GC undergraduate students who entered as 1st time freshmen and were accepted into the nursing program graduated on average during this time frame within 3.92 yrs. Transfer students with 0 to 59 hours that were accepted into the nursing program graduated on average during this time frame within 3.12 yrs.

Weakness:

Institution specific factors that impact time to degree for students. GC SON has 2 admissions cycles per year (fall and spring). These cohorts are capped at 56 students each. This represents approximately 46% of the eligible applicants to the program. The demand for the nursing program far exceeds our current capacity, 54% of eligible applicants are unable to be admitted because of lack of resources: faculty, classroom and clinical spaces. Because of the desirability of our program, students often apply during 2 admissions cycles in order to be admitted. This increases the time to degree for these students and also increase the likelihood that they will either change majors or transfer to another institution.

Students are occasionally unsuccessful in a nursing course once they are admitted. While these students normally are able to repeat the course successfully and move on to graduation, this also increases the time to degree.

Opportunities:

Additional resources in terms of faculty/staff lines, additional classroom space and expansion of the Simulation and Translational Research Center would provide an opportunity to expand the number of students admitted into the nursing program. A plan to admit a summer cohort has been discussed.



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Exploring additional opportunities to collaborate with other USG nursing programs (especially those with lower enrollment) could potentially offer not admitted eligible students the ability to transfer to these programs. Sharing of faculty and clinical spaces in areas with less saturation should also be explored.

Additionally, the SON Annual Progress and Planning Report sets yearly goals that define benchmarks related to viability, quality, and productivity for what is to be achieved for each program every year (see sample below). These goals are set by nursing administration in order to meet the overall department needs each year and then are shared with faculty. While some goals are practical in nature (e.g. fill a faculty line), often our goals set the direction for where the SON will grow/improve (e.g. complete the proposal for a new MSN Midwifery program). Results are compiled, analyzed, and shared with faculty at the end of each year. The Annual Progress and Planning Report process has been a successful tool for the SON to set goals that enhance the viability, quality, and productivity of our programs, and results demonstrate that the GC SON consistently meets or exceeds benchmarks and goals across all programs.

SON 2019 Annual Progress and Planning Goals

	Viability	Quality	Productivity
BSN	<p>1. To have sufficient faculty and staff to achieve the programs' missions, goals, and student outcomes. The unfilled lecture track line will be relisted and advertised.</p> <p>Goal partially met: An administrative team decision was made to continue to fill two of the open lecture positions for an additional year with the temporary hires that were in place. A search for the remaining lecture lines (2) which are temporarily filled and one tenure track position that</p>	<p>1. Develop a plan that would enhance the School of Nursing professional environment to encourage the recruitment, retention, and success of an exemplary and diverse faculty and staff to fill all vacant faculty lines.</p> <p>Goal partially met: A subcommittee was formed, and a plan was developed. A draft of the plan was presented at the April 2019 NFO meeting for evaluation. It was determined that faculty would provide input on the plan and it would be voted on at the September 2019 NFO meeting.</p> <p>2. Continue to develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences by implementing the new prelicensure BSN curriculum to ensure compliance with all national standards and to connect our</p>	<p>1. To conduct a feasibility study of adding a summer cohort of BSN students to the current Fall and Spring cohorts.</p> <p>Goal Met: Proposal was completed and submitted to GC Academic Affairs for review. The proposal was sent to USG for consideration during the 2019 annual budget review. At this point the proposal is still under consideration by the USG. Data to support</p>

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<p>is temporarily filled will be listed during the spring of 2020.</p>	<p>students with the liberal arts and the community beginning fall 2018.</p> <p>Goal fully met: BSN revised curriculum was implemented and the process of ongoing assessment was begun. The results of assessment can be noted in the SMART reports for this academic year.</p> <p>3. To identify potential barriers that exist for recruiting, admitting, enrolling, retaining and graduating highly qualified and diverse undergraduate students.</p> <p>Goal partially met: The subcommittee was formed and has begun work on this plan in spring of 2019, but the work was not completed. A tentative report was provided to the Nursing Faculty Organization meeting in April 2019. This work continues this fall and it is anticipated that a plan will be brought to the Nursing Faculty Organization for a vote by December 2019.</p>	<p>an additional cohort was provided by GC Institutional Review Board (Chris Ferland): from fall 2014 to Fall 2018 GC lost an average of 42.5 students annually to other institutions. 67% went to other institutions declaring a BSN/ASN major while the remainder are going outside of nursing into various health-related majors.</p>
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Summative Narrative

Provide a summative narrative concerning the academic program. This final narrative, among other points, includes information concerning the academic program's achievements, benchmarks of progress, areas of distinction, challenges, aspirations, and plans for action. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1500-word limit). **What specific action steps should the program pursue over the next five years?**

The Georgia College (GC) School of Nursing (SON) is privileged to be a part of the state's only designated public liberal arts university. In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values (see table below). Because of our mission, the SON is committed to providing our students with a unique combination of evidence-based nursing knowledge and clinical skills.



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GC nursing curricula are grounded in a liberal arts foundation that are based in the study of sciences and mathematics, social sciences, humanities, histories, languages, and the arts. This basis of understanding enables students to be engaged with the big questions, both contemporary and enduring inquires, that will shape them into future nursing leaders who are prepared to solve health care problems. During 2019 GC SON BSN program was ranked #1 in Georgia by CollegeAtlas.org and Registerednursing.org.

Mission: In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values.

Vision: The Georgia College School of Nursing aspires to be recognized as a national leader in nursing education. Georgia College nurses will serve at the forefront of the changing healthcare delivery system.

Philosophy: Georgia College's School of Nursing builds its philosophy by defining the basic concepts that comprise the discipline and science of nursing. These concepts are health, nursing, environment, education, and person.

Health: Health is the dynamic integration of the physical, psychological, spiritual, cognitive, and socio-cultural well-being of individuals, families, groups, and communities. The meaning of health varies between individuals and cultures, and is universally accepted as more than being free of disease or infirmity.

Nursing: Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response to actual or potential health problems for health promotion, disease prevention, and advocacy in the care of individuals, families, communities, and populations (Nursing's Social Policy Statement, 2010 Edition, Nursing: Scope and Standards of Practice, 2010).

Environment: The environment is the accumulation of physical, physiological, social, cultural, spiritual, economic, and political conditions that interact with and influence the human experience. The interaction is constant and the environment can be altered to influence health outcomes.

Education: Nursing education is an active process where the student develops and masters clinical reasoning, professional nursing skills and values that enable graduates to thrive in a health information intensive environment. The minimal level of education for entry to professional nursing practice occurs at the baccalaureate level and mastery occurs through graduate education and life-long learning.

- Clinical reasoning is a cognitive process of thinking where data is reviewed and analyzed to improve health outcomes.
- Professional nursing skills are developed through integration of theoretical knowledge and guided clinical practice.
- Professional nursing values are the consistent demonstration of altruism, autonomy, human dignity, integrity, and social justice.



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Person: Person is a complex, unique, holistic individual with inherent worth and dignity. The meanings a person attaches to life experiences are influenced by the environment, developmental level, group membership, culture, and ethnicity. Persons have the power to identify their own life choices.

The SON has an outstanding reputation both in the community and throughout the state. We consistently excel in achieving the common benchmarks of excellence for nursing programs: 1) NCLEX-RN 1st time pass rate, 2) Certification pass rates, 3) Graduation rates, and 4) Employment rates (See table below). For reference, the national NCLEX-RN pass rate has ranged from 85-90% over the past five years.

	2017	2018	2019
BSN NCLEX-RN Pass Rate	95.96%	100%	99.06%
BSN Graduation Rate	95%	84.7%	91%
BSN Employment Rate	No data	79%	83%

In addition to these measures, GC SON internal benchmarks focus on the attainment of SON programmatic outcomes that are aligned with the Quality and Safety Education for Nurses (QSEN) competencies, American Nursing Association (ANA) Scope and Standards of Practice, and American Association of Colleges of Nursing (AACN) Essentials. The recent curriculum revision for the baccalaureate in nursing focused on aligning the programmatic outcomes with the Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes and Set of Principals of Excellence to provide a new framework to guide students' cumulative progress throughout our programs. The GC SON has embraced the LEAP vision which is centered on achieving the program outcomes through high-impact practices which are rooted in the principles of inclusive excellence and supported by a continuous process of assessment of student learning. Baccalaureate nursing is the first GC program to receive a Georgia College Leadership Designation.

Baccalaureate in Nursing Program Outcomes
Provide leadership within the healthcare team to ensure safe, effective, patient-centered care in a variety of settings. (LEAP Essential: Intellectual and Practical Skills)
Integrate liberal arts foundation, scientific evidence , and clinical reasoning into nursing care delivery for diverse individuals, families, and populations. (LEAP Essential: Knowledge of Human Cultures and the Physical and Natural World)
Incorporate life-long learning, ethical principles, health policy, and professional standards into socially responsible care for individuals, communities, and populations. (LEAP Essentials: ALL)
Provide compassionate, competent, holistic nursing care across the lifespan. (LEAP Essentials: ALL)
Demonstrate effective communication through writing, speaking, listening , and using technology necessary for collaboration and quality nursing care. (LEAP Essential: Intellectual and Practical Skills)
Advocate for improved population health initiatives and systems of healthcare delivery locally, nationally, and globally . (LEAP Essential: Personal and Social Responsibility)



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Five Year Strategic Goals for the School of Nursing 2020-2025

1. To become a National **League of Nursing Center of Excellence** by end of 2021. (Since 2004, the NLN has welcomed schools of nursing to apply for the designation based on their ability to “demonstrate in measurable terms sustained excellence in faculty development, nursing education research, or student learning and professional development.” Applicants for this prestigious destination range across the academic spectrum of higher education in nursing and leading teaching hospitals and clinical sites. <http://www.nln.org/recognition-programs/centers-of-excellence-in-nursing-education>).
2. To Attain Society for Simulation in Healthcare accreditation for the Simulation and Translational Research by end of 2022. <https://www.ssih.org/Credentialing/Accreditation>
3. To implement a plan that would enhance the School of Nursing professional environment to encourage the recruitment, retention, and success of an exemplary and diverse faculty and staff to fill all vacant faculty lines. Plan was developed and approved by the Nursing Faculty Organization by January 2020.
4. To develop a holistic admission’s plan based on National League for Nursing Guidelines that would enhance the School of Nursing admissions and progression policies to encourage the recruitment, retention, and success of an exemplary and diverse students. Plan to be completed and approved by the Nursing Faculty Organization by fall December 2020. This is in alignment with GC Goal: For cohort fall 2020, Georgia College seeks to increase enrollment of students from traditionally underserved populations by 3% over current benchmark data.



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DEAN'S CPR RECOMMENDATION

Degree Program: BSN	Date Submitted:	Years of Data Examined: FY17 – FY19
(1) DO YOU CONCUR WITH THE PROGRAM'S EVALUATION IN TERMS OF PRODUCTIVITY, VIABILITY, AND QUALITY?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	COMMENTS: <ul style="list-style-type: none"> Productivity – The BSN program maintains a high level of productivity as measured by the second highest major enrollment at GC for incoming freshman which provides a robust pipeline for adequate enrollment in the program. The challenge is to develop strategies to increase secondary admission BSN enrollment through increasing faculty resources and capacity for simulated experiences within the Simulation Center. Strategies to maximize acceptance of students who declare nursing as a major as FTFTFs in order to improve RPG rates resulting in increased state appropriations to support additional resources should also be considered. I do believe that these strategies should be balanced with efforts to increase recruitment and retention of local/area students who meet the GC and nursing admission requirements. Viability – The BSN program is extremely viable as measured by the high demand for Registered Nurses across the state of Georgia and the nation. As long as there is a nursing shortage, this program will be viable. Any consideration of decreasing this program's ability to graduate nurses will be a detriment to our state. Quality – The BSN program is a high-quality program as measured by a high annual, first-time NCLEX pass rate, maintenance of CCNE accreditation standards, and continuation of the Georgia Board of Nursing's full approval. The BSN program touts a 4-year average of almost 98% for the NCLEX pass rate. Annual employment rate for this program is consistently 100%. I believe that an indirect indicator of quality is also evidenced by the high number of applicants that are submitted for the secondary admission into nursing which includes a significant number of transfer student applications. The nursing faculty are highly engaged professionals and committed to teaching/learning, service, and scholarship. The addition of study abroad opportunities, leadership competencies throughout the curriculum, and intentional student success initiatives also contribute to the overall quality of the BSN program. 	
(2) DO YOU CONCUR WITH THE PROGRAM'S IDENTIFICATION OF ACTION STEPS FOR THE NEXT FIVE YEARS?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	COMMENTS: <ul style="list-style-type: none"> The goals for becoming an NLN Nursing Center of Excellence and achieving accreditation for the Simulation Center will expand the designation of quality for the BSN program. The implementation of holistic admissions for the secondary 	



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	<p>application process will provide opportunities to maximize diversity in the nursing student population without negative impact on NCLEX pass rates and/or graduation rates. While I do agree with the goals set forth in this CPR, I do want to stress the continued consideration of faculty and the reality of initiative fatigue and the need to provide adequate time to solidify new changes and to assess/evaluate those changes and their positive and negative impacts.</p>
SIGNATURE	DATE
	_04/23/2020_



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PROVOST'S CPR RECOMMENDATION

Degree Program:	Date Submitted:	Years of Data Examined:
UNDERSTANDING THAT <u>NO</u> PROGRAMS CAN REMAIN AT THE STATUS QUO, WHICH FUTURE ACTION IS RECOMMENDED?		
<p>Program Meets Institution's Criteria</p> <p><input type="checkbox"/> Program Maintenance: Continue operations of the program with progressive improvements to address quality, viability, and productivity (i.e., new course delivery methods, recruitment of additional students, etc.).</p> <p><input type="checkbox"/> Program Enhancement: Add value to the existing program by better serving currently enrolled students and by continuing growth based on national trends.</p> <p>Program Does Not Meet Institution's Criteria</p> <p><input type="checkbox"/> Program Monitoring: Place on a monitoring status.</p> <p><input type="checkbox"/> Program Revision: Plan substantive curricular revisions.</p> <p><input type="checkbox"/> Program Deactivation: Cease new student enrollment; enter student teach-out phase.</p> <p><input type="checkbox"/> Program Termination: Cease new student enrollment; enter student teach-out phase.</p> <p><input type="checkbox"/> Other (specify): _____</p>		
COMMENTS		
<ul style="list-style-type: none"> • 		
PROVOST AND VPAA SIGNATURE		DATE
_____		_____