



**GEORGIA HIGHLANDS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
COMPREHENSIVE PROGRAM REVIEW  
2015-2016**

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## **I. Introduction**

Georgia Highlands College (GHC) serves as a point of access to higher education in Northwest Georgia. The college was founded in 1970 as Floyd Junior College, a non-residential two-year institution of the University System of Georgia. To meet the needs of northwest Georgia, the college has expanded from its original campus in Floyd County to include the James D. Maddox Heritage Hall building in downtown Rome, and teaching sites in Cartersville, Dallas, Douglasville, and Marietta. In May, 2011, the Board of Regents (BOR) approved a sector change to state college, a designation that allows GHC to offer a limited number of baccalaureate degrees. The first baccalaureate degree was offered in nursing. The program is an RN-BSN completion program and started in the fall of 2013. That was followed by a dental hygiene completion baccalaureate that began in the summer of 2015. In addition to these baccalaureate degrees, the college offers an Associate of Arts degree focused on art, criminal justice, English, foreign languages, history, journalism, philosophy, political science, psychology, sociology and communications as well as an Associate of Science degree focused on agriculture, associated dental sciences, biology, business administration, chemistry, computer information systems, computer science, economics, general studies, geology, human services, mathematics, medical technology, nursing, occupational therapy, pharmacy, physical therapy, physician's assistant, physics, respiratory therapy and teacher education. Associate of Science degrees offered in Dental Hygiene, Human Services, and Nursing are considered part of the career programs at GHC.

The current President is Dr. Donald J. Green. Dr. Green was named as the college's 4<sup>th</sup> president by the BOR of the University System of Georgia (USG) on June 6, 2014 after a national search. He began his position on September 7, 2014. GHC has six academic divisions, each headed by a Dean who reports to the Vice President for Academic Affairs. The divisions include: Academic Success and e-Learning; Health Sciences; Humanities; Mathematics; Natural Sciences and Physical Education; and Social Sciences, Business and Education.

The nursing department has been part of the college since 1971 beginning at the Floyd campus in Rome. The first class of 28 graduated in June, 1973. The National League for Nursing Accrediting Commission (NLNAC) gave initial approval of the program in June 1974 and full approval on April 16, 1976. More than 3000 students have graduated from the ASN Program and are working in a variety of health care settings throughout Northwest Georgia. Since its beginning, the ASN program has been providing reality based education to its students. Updates in the nursing curriculum have been on-going to keep pace with the current changes in health care and to insure well prepared graduates in the work force. There is a traditional ASN program as well as LPN and Paramedic to RN bridge programs. The associate degree nursing program has been accredited since its initial accreditation in 1976 by NLNAC until it changed its name in 2013 to the Accreditation Commission for Education in Nursing (ACEN), and is accredited by ACEN through spring 2016. The ASN program has full approval from the Georgia Board of Nursing (GBON) through December 31, 2016.

Reorganization of the College in 1993 placed the Nursing Department under a newly created Division of Health Sciences along with the Dental Hygiene Program. As the college expanded to additional teaching sites, the program of nursing expanded as well. Nursing courses were offered on both the Rome and Cartersville sites from 1993-1996. The Department of Nursing was relocated to Heritage Hall in downtown Rome, Georgia in 1995. Between 1996 and 2006, nursing courses were only offered at the Heritage Hall teaching site. As part of an initiative with the WellStar Health System, the program expanded to the Acworth campus at North Metro Technical College (now Chattahoochee Technical College) in 2006. In fall 2008, Georgia Highlands College moved from the Acworth campus to the campus of Southern Polytechnical State University (now KSU) in Marietta. The partnership with WellStar Health System expanded to include the use of the WellStar Development Center (WDC) in Marietta for campus lab space. In spring 2010, the nursing courses in Marietta were moved entirely to the WDC, with WellStar providing classroom, office, and campus lab space as part of the partnership. Nursing courses continue to be offered at both the Heritage Hall and WDC teaching sites.

The mission statement and core values of Georgia Highlands College are based on the belief that education is essential to the intellectual, physical, economic, social, emotional, cultural, and

environmental well-being of individuals and society. The mission and philosophy of the ASN program is congruent with the mission and philosophy of GHC. Table 1.1 illustrates the congruency between the ASN program and the college’s mission, philosophy and goals.

Table 1.1 Congruency of Mission/Goals-Outcomes	
Georgia Highlands College	Department of Nursing- ASN Program
<p style="text-align: center;"><b>Philosophy:</b></p> <p>Expressed in the beliefs that education is essential to the intellectual, physical, economic, social, emotional, cultural, and environmental, wellbeing of individuals and society and that education should be geographically and physically accessible and affordable:  <a href="http://www.highlands.edu/site/mission-and-institutional-goals">http://www.highlands.edu/site/mission-and-institutional-goals</a></p> <p style="text-align: center;"><b>Mission Statement:</b></p> <p>To promote access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer and career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.  <a href="http://www.highlands.edu/site/mission-and-institutional-goals">http://www.highlands.edu/site/mission-and-institutional-goals</a></p> <p style="text-align: center;"><b>GHC Goals:</b></p> <p>To achieve this mission of being a gateway to success for students. Georgia Highlands College has articulated the following goals:</p> <ul style="list-style-type: none"> <li>• Effect quality teaching and learning focused on academic achievement and personal and professional growth.</li> <li>• Provide comprehensive student services that encourage and enable all students to be successful learners.</li> <li>• Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.</li> <li>• Utilize appropriate technologies to advance programs services and operations to support teaching and learning.</li> <li>• Maintain efficient and effective administrative services and facilities to support all programs of the college.</li> <li>• Foster community relationships that facilitate partnering for mutual success:  <a href="http://www.highlands.edu/site/mission-and-institutional-goals">http://www.highlands.edu/site/mission-and-institutional-goals</a></li> </ul>	<p style="text-align: center;"><b>Philosophy:</b></p> <p>To provide a teaching/learning environment which promotes inclusiveness, accessibility and provides educational opportunities, programs and services of excellence in response to identified needs:  <a href="http://www.highlands.edu/site/asn-program">http://www.highlands.edu/site/asn-program</a></p> <p style="text-align: center;"><b>Mission Statement:</b></p> <p>To provide educational opportunities designed to produce a graduate nurse who demonstrates professional behaviors; interpersonal communication, comprehensive assessment, clinical decision making and collaboration skills; caring interventions, teaching and learning capabilities; and provides evidence based practice when managing care in diverse and complex health care settings. <a href="http://www.highlands.edu/site/asn-program">http://www.highlands.edu/site/asn-program</a></p> <p style="text-align: center;"><b>ASN Educational Outcomes</b></p> <p><b>Outcome 1:</b> Appraise the physical, developmental, functional, behavioral, cultural, and spiritual needs of clients in providing caring interventions to meet the identified needs.</p> <p><b>Outcome 2:</b> Evaluate the effectiveness of oral, written, and electronic communication.</p> <p><b>Outcome 3:</b> Utilize therapeutic communication, caring interventions, and critical thinking to provide client-centered nursing care.</p> <p><b>Outcome 4:</b> Apply evidence-based practice in creating comprehensive plans of care for individual and/or groups of clients.</p> <p><b>Outcome 5:</b> Manage care to maintain and promote wellness for clients utilizing a variety of health care systems.</p> <p><b>Outcome 6:</b> Analyze personal professional behaviors, competencies, and accountability within the legal,</p>

	<p>ethical and regulatory framework of nursing practice.</p> <p><b>Outcome 7:</b> Function as a client advocate in collaborating with other members of the inter-professional team to facilitate achievement of optimal client health outcomes.</p> <p><b>Outcome 8:</b> Utilize information systems to accurately plan, provide, and manage care for clients or groups of clients.</p> <p><b>Outcome 9:</b> Collaborate with the inter-professional team members to achieve maximum utilization of community resources in providing health education and services to clients from diverse backgrounds.</p> <p><b>Outcome 10:</b> Practice as a competent professional RN in various health care settings.</p>
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The associate degree nursing program is a 70 semester hour program designed to be completed in two years. Of the 70 total semester hours, 36 semester hours is nursing coursework divided into 4 semesters. Related to the rigor of the program, most students opt to complete the majority of their core curriculum course work prior to applying to the nursing program.

The Dean of Health Sciences has the authority to implement the nursing programs and facilitate achievement of student learning, educational and program outcomes. Communities of interest participate in the ASN program processes through the Advisory Committee. The program partnerships with clinical agencies help to promote quality in nursing education by providing program support, advice and encouragement. The input received from Advisory Committee members is highly regarded and is used for program planning, evaluation, and decision-making. The Dean is supported in this role by the Director of Nursing for the ASN Program, a competent college administrative team, an excellent nursing faculty, and two highly qualified administrative assistants. The nursing curriculum is reviewed and revised regularly to ensure graduation of high quality nurses capable of meeting the healthcare needs of citizens of northwest Georgia in diverse healthcare delivery settings. The size of the program is reviewed and adjusted to maintain minimum of 95% employment rate of graduates within 9 months of graduation.

In 2010, the IOM Future of Nursing Report recommended that the nursing workforce be at least 80% baccalaureate prepared by 2020. To that end, nursing education in Georgia has seen some changes. In

2010, the nursing workforce in Georgia was 67% associate degree prepared. The number of RN-BSN programs needed to increase across the state. The Georgia Highlands College RN-BSN completion program was created to meet this need. In addition, many facilities made a change to no longer allow LPNs to work in acute care settings. WellStar Health System made that change. In response to that change, WellStar wanted to offer LPN-RN training for their LPNs who has been working in their acute care facilities. For three years from 2011-2013, students were admitted to the LPN-RN bridge program at the WDC instead of the generic track program. Healthcare facilities still hire associate degree nurses, but there is an increase effort to recruit and hire baccalaureate prepared nurses. To meet the needs of the healthcare facilities and maintain a 95% or greater employment rate of GHC associate degree graduates, the nursing program began a systematic decrease in the number of students accepted into the generic track. Table 1.2 illustrates the enrollment patterns and numbers for the past four years.

<b>Table 1.2 Admission Patterns and Numbers 2012-2016</b>				
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Generic Track Admissions	Fall: 80 Rome Spring: 40 Rome	Fall: 80 Rome Spring: 40 Rome	Fall: <ul style="list-style-type: none"> <li>• 80 Rome</li> <li>• 20 Marietta</li> </ul>	Fall: 60 Rome
LPN-RN Bridge Admissions	Spring: 10 Rome Summer: <ul style="list-style-type: none"> <li>• 25 Rome</li> <li>• 20 Marietta</li> </ul>	Spring: 10 Rome Summer: 25 Rome	Spring: 20 Rome	Spring: 20 Rome
Paramedic-RN Bridge Admissions	Spring: 5 Rome Summer: 5 Rome	Spring: 5 Rome Summer: 5 Rome	Spring: 5 Rome	Spring: 5 Rome
Total Admissions	185	165	125	85

The table represents the following changes based on input from the Advisory Committee, the IOM Future of Nursing Report, and hiring practices of area facilities: (1) generic track admissions were decreased from 100 to 80 in fall 2012, (2) the last LPN-RN students were admitted at the WDC in summer 2013 and

completed the program at the end of spring 2014, (3) in summer 2013, WellStar announced that it would no longer accept associate degree students in clinical for their facilities so no generic track students were admitted in fall 2013 to the WDC, (4) the last spring admission generic track students were admitted in spring 2014, (5) a new contract was established with WellStar to offer the generic track to 20 students every other year starting fall 2014 [Since these students had the expectation to continue on in the RN-BSN program, WellStar considered these students to be baccalaureate students for the purpose of clinical placement.], (6) the LPN-RN and Paramedic-RN programs were changed to admit only once a year in the spring starting spring 2015 and (7) the number of students admitted to the generic track in Rome was decreased to 60 students for fall 2015.

## II. Student Data

<b>Table 2.1 Course Enrollment</b>				
<b>Semester/Year</b>	<b>Course</b>	<b>Hours</b>	<b>Location</b>	<b># Students</b>
Fall 2012	NURS 1101 – Foundations of Nursing Practice	9	Rome	77
	NURS 2204 – Adult Health Nursing	9	Rome	144
	NURS 2204 – Adult Health Nursing	9	Marietta	18
Spring 2013	NURS 1101 – Foundations of Nursing	9	Rome	39
	NURS 1102 – Care of Children & the Childbearing Family	9	Rome	69
	NURS 1103 – Transition to Professional Nursing	5	Web	10
	NURS 1104 – Transition to Prof Nsg for Paramedics	9	Web	5
	NURS 2205 – Comprehensive Nursing	9	Rome	129
	NURS 2205 – Comprehensive Nursing	9	Marietta	19
Summer 2013	NURS 1102 – Care of Children & the Childbearing Family	9	Rome	34
	NURS 1103 – Transition to Professional Nursing	5	Rome	12
	NURS 1103 – Transition to Professional Nursing	5	Marietta	14
	NURS 1104 – Transition to Prof Nsg for Paramedics	9	Rome	13
Fall 2013	NURS 1101 – Foundations of Nursing Practice	9	Rome	77
	NURS 2204 – Adult Health Nursing	9	Rome	127
	NURS 2204 – Adult Health Nursing	9	Marietta	20
Spring 2014	NURS 1101 – Foundations of Nursing	9	Rome	39
	NURS 1102 – Care of Children & the Childbearing Family	9	Rome	71
	NURS 1103 – Transition to Professional Nursing	5	Web	9
	NURS 1104 – Transition to Prof Nsg for Paramedics	9	Web	6
	NURS 2205 – Comprehensive Nursing	9	Rome	116
	NURS 2205 – Comprehensive Nursing	9	Marietta	20
Summer 2014	NURS 1102 – Care of Children & the Childbearing Family	9	Rome	37
	NURS 1103 – Transition to Professional Nursing	5	Rome	17
	NURS 1104 – Transition to Prof Nsg for Paramedics	9	Rome	8
Fall 2014	NURS 1101 – Foundations of Nursing Practice	9	Rome	79
	NURS 1101 – Foundations of Nursing Praticce	9	Marietta	20
	NURS 2204 – Adult Health Nursing	9	Rome	156



Spring 2015	NURS 1102 – Care of Children & the Childbearing Family	9	Rome	66
	NURS 1102 – Care of Children & the Childbearing Family	9	Marietta	20
	NURS 1103 – Transition to Professional Nursing	5	Web	20
	NURS 1104 – Transition to Prof Nsg for Paramedics	9	Web	4
	NURS 2205 – Comprehensive Nursing	9	Rome	138
Summer 2015	No courses offered			
Fall 2015	NURS 1101 – Foundations of Nursing Practice	9	Rome	57
	NURS 2204 – Adult Health Nursing	9	Rome	79
	NURS 2204 – Adult Health Nursing	9	Marietta	20

**Table 2.2 Diversity of Student Body**

	Class of 2013	Class of 2014	Class of 2015
<b>Gender:</b>			
• Female	83.7%	85.6%	76.7%
• Male	16.3%	14.4%	23.3%
<b>Race:</b>			
• White	77.9%	83.2%	85.8%
• Black	17.4%	12.6%	9.6%
• Hispanic	3.7%	0%	2.3%
• Asian or Pacific Islander	0%	1.2%	1.7%
• American Indian or Alaskan Native	0.5%	0%	0.6%
• Other	0.5%	3%	0%
<b>Age:</b>			
• 25 or <	22.6%	26.3%	30.7%
• 26 – 30	19.5%	21.6%	25%
• 31 – 40	24.7%	32.9%	25.6%
• 41 – 50	27.4%	14.4%	14.2%
• 51 – 60	4.7%	4.8%	4.5%
• 60 or >	1.1%	0%	0%

**Table 2.3 Retention and Graduation Rates**

Expected Levels of Achievement	Class of 2013	Class of 2014	Class of 2015
1. A minimum of 75% of all freshman students who enter the first nursing course will progress to the next semester.	89%	85%	93%
2. A minimum of 70%	87%	82%	91%

of all students who enter the freshman year will progress to the sophomore year.			
3. A minimum of 75% of all LPNs and Paramedics who bridge into the program will pass the transitions course.	LPNs – 91% Paramedics – 100%	LPNs – 86% Paramedics – 67% • Hybrid – 100% • Traditional – 54%	LPNs – 91% Paramedics – 100%
4. A minimum of 70% of all LPNs and Paramedics who bridge into the program will complete the program	LPNs – 80% Paramedics – 80%	LPNs – 75% Paramedics – 88%	LPNs – 69% • Hybrid – 78% • Traditional – 65% Paramedics – 93%
5. A minimum of 60% of all students who enter the freshman year will graduate in 150% of the program length.	78%	74%	78%
6. A minimum of 80% of all students entering the program sophomore year will graduate.	85%	91%	87%

### III. Faculty Data

For fall 2105, there are eleven (11) full-time and 12 part-time faculty. In addition, one faculty member is shared between the ASN (25%) program as campus lab coordinator and the RN-BSN program (75%). The credentials of the faculty in the ASN program meet the Accreditation Commission for Education in Nursing (ACEN) standards as well as the Georgia Board of Nursing (GBON) requirements. All ASN faculty members are licensed Registered Nurses in the state of Georgia and hold a minimum of a graduate degree with a major in nursing as depicted in the Faculty Profile (Table 3.1). Two of the faculty are enrolled in nursing doctoral programs. All have experiential and academic experience related to their teaching and clinical responsibilities.

**Table 3.1 Georgia Highlands College ASN Faculty Profile**

Table 3.1 Georgia Highlands College ASN Faculty Profile										
Faculty Name	FT PT	Date of Initial Appt.	Rank	Bachelor Degree Credentials	Institution Granting Degree	Graduate Degrees credential	Institution Granting Degrees	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Debbie Amason	FT	1999	Associate Professor	BSN	University of Alabama	MSN BCLS Instructor NRP Instructor	Texas Women's University	Obstetrics Pediatrics	(T) Fundamentals Obstetrics Pediatrics IPE TEAM	(O) *Course Coordinator *Advising Specialist Class/Clinical Instruction Mentor to assigned nursing students
Dale Carroll	FT	2005	Assistant Professor	BSN	Emory University	MSN NLN Sim Lab Training	Emory University	Medical-Surgical Critical Care Sim Lab	Adult Health	*Course Coordinator *Sim Lab Coordinator Class/Clinical Instruction Mentor assigned nursing students
Kayla Easley	FT	2014	Instructor	BSN	University of West GA	MSN Certified Wound Care Nurse	University of West GA	Adult Med/Surg Cardiac Wound and Ostomy care	Adult Med/Surg	*ASN D2L Coordinator *Course Coordinator Class/Clinical Instruction Mentor to assigned nursing students
Margie Frazier	FT	2002	Professor	ADN  ADN-MS in nursing	Floyd Junior College	MSN Gerontology NP CNS Mental Health	Emory University	Acute Cardiac Care Nursing Administration	Cardiac Geriatrics Fundamentals	*Advising Specialist Clinical Instruction Mentor assigned nursing students
Joyce Bouknight-Gant	FT	2015	Assistant Professor	BSN	East Carolina University	MSN	University of Phoenix	Nursing Education	Adult health Foundations	New faculty learning role and attending GHC Faculty Academy Class/Clinical Instruction Mentor to assigned nursing students
Lynn Herman	FT	1996	Associate Professor	BSN	Columbus College	MSN Colonel in Air National Guard	Georgia State	Emergency Trauma ICU Nursing	Adult Cardiac Biologic and Chemical Exposure	Course Coordinator Class/Clinical Instruction Mentor to assigned nursing students

Patty Moran	FT	2010	Assistant Professor	BSN	West GA	MSN (DNP in process) 12/16 completion	West GA Samford University 12/2016	Nursing Education	Fundamentals Pediatrics Med Terminology Bridge Program	Class/Clinical Instruction Mentor to assigned nursing students DNP STUDENT
Misty Smith	FT	2014	Instructor	BSN	University of West Georgia	MSN FNP	Kennesaw State University	Adult Health & Pediatrics	Adult Health Pediatrics	Clinical Practice NP Harbin Clinic Immediate Care *Co-course coordinator Class/Clinical Instruction Mentor to assigned nursing students
M'Lyn Spinks	FT	2015	Instructor	BSN	Georgia State University	MSN Team STEPPS Trainer (DNP in process)	University of West Georgia US Dept. HHS  Kennesaw State University Fall 2018	Nursing Education	Pediatric Adult Health Team STEPPS IPE TEAM	New faculty learning role and attending GHC Faculty Academy Class/Clinical Instruction Mentor assigned nursing students.  DNP STUDENT
Paula Stover	FT	2014	Assistant Professor	ADN  BA Holistic Health/ Wellness Promotion	Lincoln Land College University of Illinois	BA-MSN	University of Connecticut	Adult Mental Health Community IPE	Mental Health IPE TEAM COORDINATOR Community	*IPE Coordinator Community Liaison for clinical experiences Class/Clinical Instruction Mentor assigned nursing students
Beth Usry	FT	2015	Instructor	BSN	University of Texas	MSN	Western Governors University	Pediatrics	Pediatrics	*Course Co-Coordinator Class/Clinical Instruction Mentor to assigned nursing students

Preceptors are utilized in the final semester of the nursing program. Preceptors have an associate in nursing or higher degree in their academic preparation and possess two or more years of nursing practice experience offering strong clinical support for associate students. Preceptors are oriented and mentored by a specified faculty liaison, and monitored by the 2205 course coordinators. Preceptor roles and responsibilities are distinctly outlined in the preceptor orientation packet.

Workload in the associate degree nursing program is based on contact hours. Contact hours are defined as hours spent in contact with students in the classroom, campus lab, simulation lab and clinical settings. Full time workload is considered 225 contact hours (equivalent to 15 credit hours) per semester. There is a maximum of a 45 hour overload (equivalent to 3 credit hours) if needed. Full-time faculty teach in the classroom, campus lab, simulation lab, and clinical settings. Should an overload be needed, the overload is assigned according to faculty preference and areas of expertise needed. Part-time faculty are primarily used in the clinical setting. Two part-time faculty also teach in the classroom, campus lab, simulation lab, and clinical settings as needed.

The GBON requires that there be no more than 20 students per faculty member in the classroom setting. The number of full-time faculty is based on maintaining at least one faculty member per 20 students enrolled in the program. The current faculty to student ratio is 1:14. Nursing courses are team taught. Faculty are assigned to each course being offered in a semester in number sufficient to maintain a no more than 20 student per instructor ratio. Please see Table 2.1 Course Enrollment to see the size of each course offered per semester. In the clinical setting, there can be no more than 8 students per clinical instructor. However, most clinical facilities allow no more than 6 students on a unit. Therefore, the faculty to student ratio for the clinical setting is 1:5-6. The number of students allowed on assigned units each semester drives how many clinical groups are needed and the number of groups needing faculty coverage drives the number of

part-time faculty needed. A pool of part-time clinical faculty is maintained. Part-time faculty are assigned to clinical groups based on location of the clinical group and the clinical expertise of the part-time faculty member.

The quality and number of faculty is currently sufficient to ensure program, educational and student learning outcomes are achieved. Faculty teach according to their areas of expertise. A challenge that the program periodically faces is having sufficient faculty (full- and part-time) to cover the different content areas needed. Full- and part-time faculty are in demand across the state in the areas of mental health, maternity, and pediatrics. The ASN program is at risk of losing experienced faculty in those areas to higher paying colleges and universities annually. ACEN allows baccalaureate prepared RNs to be clinical instructors. However, the program must maintain at least 50% master's prepared part-time faculty each semester. When there are not enough masters prepared part-time clinical faculty to cover the areas needed, full-time faculty take on an overload to cover the clinical groups. The pay rate for part-time faculty is competitive with other nursing programs, which helps with recruitment. However, it is sometimes difficult to identify practicing RNs with a master's degree in the specialty areas. See Table 3.2 for the profiles of the part-time faculty used for fall 2015.

**Table 3.2 Part-time Faculty Profile**

Faculty Name	PT	Date of Initial Appt.	Bachelor Degree Credentials	Institution Granting Degree	Graduate Degrees credential	Institution Granting Degrees	Areas of Clinical Expertise	Areas of Responsibility Clinical (CL) course Lecture (L)course
Tina Caron	PT	01/01/2011	BSN	University of West Georgia	MSN	Jacksonville State University	Med/Surg Critical Care	CL – NURS 2204, NURS 2205
John Dillingham	PT	08/28/2014	BSN	University of West Georgia			Med/Surg	CL – NURS 1101
Tina Gossett	PT	01/22/015	BSN	Medical College of Georgia			Mental Health, Infection Control, HIV	CL – NURS 2204, NURS 2205
Chris Hicks	PT	02/02/15	BSN	University of Illinois	MSN	Northern Illinois University	Mental Health Maternity Med/Surg	CL – NURS 1101, NURS 1102 L – NURS 1101, NURS 1102
Nicole Jordan	PT	08/01/2011	BSN	Kennesaw State University			Med/Surg Hospice Long term acute care	CL – NURS 1101, NURS 2204, NURS 2205
Regina Minter	PT	08/01/2011	BSN	Jacksonville State University			Med/Surg, Geriatrics	CL – NURS 1101
Evelyn Murphy	PT	08/01/2011	BSN	University of West Georgia	MSN-NP	University of Alabama - Birmingham	Adult health	CL – NURS 2204, NURS 2205
Pauline Ruel	PT	08/20/2014	BS Psychology	Emmanuel College	MSN	University of Tennessee	Mental Health	CL – NURS 2204, NURS 2205
Leah Valvano	PT	09/03/2014	BSN	Georgia Highlands College			Emergency Nursing	CL – NURS 1101
Sue West	PT	08/19/2014	BSN	University of Washington	MSN	University of Washington	Mental Health	CL – NURS 2204, NURS 2205 L – NURS 1101, NURS 1152, NURS 2204, NURS 2205
Brenda Williams	PT	01/01/2012	BSN	University of West Georgia	MSN	American Sentinel University	Med/Surg, Cardiac, Neuro/Stroke, Medical	CL – NURS 1101, NURS 2204, NURS 2205

							Oncology	
Sue Wright	<b>PT</b>	08/01/2004	BSN	University of Illinois	MS – Health Services Administration	University of St. Francis	Med/Surg Critical Care	CL – NURS 2204, NURS 2205
Cynthia Carter	<b>Shared (25%) FT BSN 75%</b>	08/01/2014	BSN	Jacksonville State University	MSN/Ed (DNP in process. Anticipated completion 8/2017)	University of Phoenix Grand Canyon University	Critical Care Public Health	CL – Campus Lab Coordinator



ASN faculty members maintain clinical and educational expertise and are actively engaged in scholarly and service endeavors within the college, community, and profession. Travel money is utilized as available to support professional development and scholarly activities. Monies from our clinical partners, such as WellStar Health System, are also utilized for professional development. Additionally, a subscription to NURSETIM, Inc. is purchased annually. NURSETIM provides live and archived webinars for continuing education credits in the areas of Teaching Strategies, Lab & Clinical, Assessment & Exams, Curriculum Development, and Faculty Success. The webinars are available to both full-time and part-time faculty. Table 3.3 Scholarship, EBP Teaching, & Clinical Practices illustrates the types of activities each faculty member are involved in to remain current in clinical and educational expertise.

**Table 3.3 Scholarship, EBP Teaching, & Clinical Practices**

Faculty Name-FT	Scholarly Activities	EB Teaching through Formal or Continuing Education	Maintenance of Certification/Credentials	EBP Activities
Debbie Amason	Professional presentations Research study in progress on IPE	<p><u>Continuing Education:</u>                      2015: ACEN Self-Study Forum                      2015: NurseTim Concept-Based Curriculum, Flipped Classroom                      2015: Kaplan Nurse Educator Workshop                      2015: GANE Conference</p> <p><u>Other:</u>                      2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.)                      2015: WellStar Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.)                      2014: BCLS Instructor Certification renewal                      2014: NRP Instructor Certification                      2012: D2L basic training</p>	Licensed Registered Nurse in GA Clinical practice in obstetrical nursing  BCLS instructor  NRP Instructor	<p><u>Clinical Practice</u>                      clinical practice: Kindred Hospital 2007- 2015                      Wellstar Cobb Mother-Baby May 2015- present                      GANE: Secretary Northwest Regional</p> <p>Director                      NLN Ambassador for GHC                      HANS: Faculty Advisor</p> <p>WellStar maternal/infant</p> <p><u>Mentor</u> for new nursing faculty Georgia Highlands College 2012 &amp; Spring 2013</p>
Dale Carroll		<p><u>Continuing Education:</u>                      2015: NurseTim Concept-Based Curriculum, Flipped Classroom                      2015: NLN Simulation Lab Training                      2014: ACEN Self-Study Forum</p> <p><u>Other:</u>                      2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.)                      2015: Redmond Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.)                      2015: BLS certification renewal                      2012: D2L basic training</p>	Licensed Registered Nurse in GA	<p><u>Volunteer</u>                      Board Member for local women’s shelter</p> <p><u>Mentor</u> for new nursing faculty Georgia Highlands College 2012 &amp; Spring 2013  <u>Preceptor Role:</u> Preceptor for MSN student from XYZ University (dates)</p>
Kayla Easley		<p><u>Continuing Education:</u>                      2015: ACEN Self-Study Forum                      2015: NurseTim Concept-Based Curriculum, Flipped Classroom                      2014-19: CWON</p> <p><u>Other:</u>                      2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.)                      2015: Piedmont Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.)                      2015: D2L Train the Trainer                      2015: D2L basic training                      2015: GHC Faculty Academy, 1<sup>st</sup> yr.</p>	Licensed Registered Nurse in GA  Certified Wound Care Nurse	<p><u>Clinical practice</u>                      Piedmont Mountainside Hospital-</p>

		2015: BLS certification renewal		
Margie Frazier		<p><u>Continuing Education::</u></p> <p>2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2015 ACEN Self-Study Forum</p> <p><u>Other:</u> 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015 Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: BLS certification renewal 2012: D2L basic training</p>	Licensed Registered Nurse in GA	<p><u>Mentor</u> for new nursing faculty Georgia Highlands College 2012 &amp; Spring 2013</p> <p>CNA Coordinator</p>
Joyce Bouknight -Gant		<p><u>Continuing Education::</u></p> <p>2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom</p> <p><u>Other:</u> 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: WellStar Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: GHC Faculty Academy, 2014: BLS certification renewal</p>	Licensed Registered Nurse in GA	<p>Georgia Association of Nurse Educators(GANE) Georgia Nurses Association Sigma Theta Tau "Clinical Examiner" for the Georgia Nurses Association, Georgia Nurses Foundation, Southern Performance Center NCSBN NCLEX examination item development panel 2015-16</p>
Lynn Herman		<p><u>Air National Guard Medical Unit Continuing Education:</u> 2015: Biologic and Chemical Exposure Training</p> <p><u>Continuing Education::</u></p> <p>2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom</p> <p><u>Other:</u> 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: CMC Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2014-16 BLS certification renewal 2014: ACLS 2012: D2L basic training</p>	<p>Licensed Registered Nurse in GA</p> <p>Colonel in Air National Guard</p> <p>Biologic and Chemical Exposure Certification</p>	<p><u>Volunteer</u></p> <p><u>Clinical practice</u> Cartersville Medical Center- Colonel Air National Guard-</p> <p><u>Mentor</u> for new nursing faculty Georgia Highlands College 2012 &amp; Spring 2013 <u>Preceptor Role:</u> Preceptor for MSN student from Samford University spring 2013</p>

Patty Moran	Doctoral student	<p><u>DNP Course Work:</u> 2013-present Samford University</p> <p><u>Continuing Education::</u></p> <p>2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom</p> <p><u>Other:</u> 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Redmond Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2014-16: BLS certification renewal 2012: D2L basic training</p>	Licensed Registered Nurse in GA	<u>Mentor</u> for new nursing faculty Georgia Highlands College 2012 & Spring 2013
Misty Smith		<p><u>Continuing Education::</u></p> <p>2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2015: GANE Conference</p> <p><u>Other:</u> 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Harbin Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2014: D2L basic training 2014: GHC Faculty Academy, 1<sup>st</sup> yr. 2015: GHC Faculty Academy, 2<sup>nd</sup> yr. 2014: BLS certification renewal</p>	Licensed Registered Nurse in GA  Licensed FNP in GA-BC	<u>Clinical practice</u> Harbin Clinic Immediate Care-NP 2015-2016
M'Lyn Spinks	Professional presentations Research study in progress on IPE  Doctoral Student	<p><u>DNS Course Work: 2015</u> 2015 – present Kennesaw State University</p> <p><u>Continuing Education::</u></p> <p>2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom</p> <p><u>Other:</u> 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Northside Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: D2L basic training 2015: GHC Faculty Academy, 1<sup>st</sup> year 2015: BLS certification renewal</p>	Licensed Registered Nurse in GA	Phi Kappa Phi Sigma Theta Tau American Academy of Communication in Healthcare Ga Association of Nurse Educators (GANE)  Student in DNS program at KSU

Paula Stover	Professional presentations Research study in progress on IPE	<u>Continuing Education::</u> : 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2015: Kaplan Nurse Educator Workshop 2015: GA CNA Trainer Certification 2015: GANE Conference w/focus on IPE, flipped classrooms 2015: Inter-professional Collaboration in IPE 2014: ANA's Principles of Nurse Staffing 2014: Evidence-based Treatments for Melanoma 2012: Crisis Prevention Intervention Certification  <u>Other:</u> 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Redmond Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: GHC Faculty Academy, 2 <sup>nd</sup> yr. 2015: Emotional Freedom Technique (EFT) Level 1 Certification 2015: BLS Certification renewal 2014: D2L basic training 2014: GHC Faculty Academy, 1 <sup>st</sup> yr. 2014: Ten IPE training sessions at National AHEC Organization Conference	Licensed Registered Nurse in GA  Certified in CPI  Certified EFT Level 1	<u>Volunteer</u> Chairperson for community health events: Teen Maze, Women's Health and Men's Health Initiative 2015-2016  Volunteer group facilitator for Highland Rivers CSB (mental health) 2013-2016  <u>Community Based Clinical Education, Inter-professional Education, and Healthcare Workforce Initiatives</u> Area Health Education Center (AHEC) Clinical Coordinator for 20 county area in NW GA – MD, DO, PharmD, NP, PA, PT, OT, and other students 2012-2014  <u>Mentor</u> for AHEC Clinical Coordinators 2012-2014
Beth Usry		<u>Continuing Education::</u> 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom  <u>Other:</u> 2015: D2L basic training 2015: GHC Faculty Academy, 1 <sup>st</sup> yr. 2015: BLS certification renewal 2015: PALS	Licensed Registered Nurse in GA	Part-time clinical in pediatric unit and NICU- Floyd Medical Center

#### **IV. Facilities and Equipment**

The fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the ASN program. The appropriated budget of \$1,709,697.00 is sufficient to direct the nursing department, pay salaries, purchase equipment and provide access to professional development. Monetary and physical support from partnerships of various clinical agencies and in particular WellStar Health System's donation of \$983,972 over four payments from July 2011 to July 2013 greatly enhanced fiscal and physical resources for the nursing department.

Classroom space, lab space, and offices for nursing faculty and staff are located at Heritage Hall in downtown Rome and at the WellStar Development Center in Marietta. The Dean of Health Sciences and the Director of Nursing for the ASN program are located at Heritage Hall.

Classroom space in Rome and Marietta is more than adequate to support learning. Each classroom is equipped with audiovisual technology, tables and chairs. Classroom space can be reconfigured easily to support group activities. Campus lab space is available at both teaching sites. Simulation lab space is available at each location. Based on the simulation lab schedule in Marietta, simulation scenarios available in Marietta, and availability of inter-professional opportunities in Rome, Marietta students more often come to Heritage Hall for their simulation experience in order to ensure comparable learning experiences.

All nursing faculty are provided a laptop (with internet connection and IT support), private office space (adequate for files and mentoring), office and printing supplies and equipment, copiers, fax machine, and administrative support for travel and test bank management, and miscellaneous details.

All faculty have access to the locked test file room and clinical preceptorship record room. All faculty have access to previously mentioned resources and the library's 3-D printer.

## **Rome Campus - Heritage Hall**

Heritage Hall is a two story brick building with an additional one story brick annex. Heritage Hall functions as the health sciences building, housing the nursing and dental hygiene departments and the Georgia Regents University Medical College of Georgia Rome Campus. The building provides accessible and adequate faculty offices, clinical and simulation labs, large and small classrooms, student leisure areas, faculty break room and adequate storage for all instructional and clinical practice equipment. A large portion of nursing lectures, classroom activities, practice labs and simulated labs are taught at this location and inter-professional education experiences are offered in this building for all nursing and dental hygiene students. The two Heritage Hall classrooms most often used for didactic sessions and classroom activities are Center Stage and The Annex. Each room can seat over 80 students comfortably at tables that can be positioned for various teaching/learning activities. Lighting and temperature control are adequate. AV equipment includes clicker technology and web accessible computer with USB ports, large projector screen, and sound control. Instructors may choose from mobile lapel and handheld microphones. WiFi connects students to GHC D2L pages, website and library and other internet resources needed in the classroom. Plenty of restrooms are located nearby.

The Campus Clinical Lab contains a realistic nursing station, two exam rooms, one large four bed ward with night stands, over-bed tables, and privacy curtains, one stretcher, three wheel chairs, IV poles, two adult mannequins with interchangeable parts, practice IV arms, a fully stocked central supply room (needles, syringes, practice solutions, IV start kits, sterile gloves and dressing supplies, and PPE), vital signs equipment (teaching stethoscopes), stocked linen cart, trash cans. Cabinets contain additional teaching/learning supplies and written resources. The adjoining audiovisual resource room contains three computers, a video player/TV, CDs, DVDs, and thumb drives with clinical teaching points. Books, handouts, posters and an A& P photo rack are gathered in a simulated nursing station library. A debriefing / work area contains three tables

and 10 chairs. The Dean and Director review requests and the Dean approves funding from the appropriated budget or from WellStar funds. There is a fully equipped Simulation Lab containing two private rooms with beds, over-bed table, night stands, equipment wall outlets, monitors and visitor furniture. The rooms share one control room with separate control panels, a fully stocked mock crash cart, two electronically controlled adult and one pediatric mannequins, complete case scenarios and clinical supplies for each.

A large conference room with video conferencing is available on the second floor. The room is also equipped with the same audiovisual equipment as the classrooms. The conference room can be used for webinars, small classroom settings, and connection to Collaborate based courses if needed.

### **Marietta Teaching Site - WellStar Development Center**

The Marietta teaching site is located in the WellStar Development Center (WDC) off the Windy Hill exit of I-75 in Marietta and offers approximately 20 nursing students comparable learning opportunities. All classroom instruction is delivered by the same faculty as at Heritage Hall. There is a faculty office equipped with office furniture for two faculty members. The faculty office is located on the second floor. There are classrooms available on both floors of the WDC. When scheduling permits, the classroom and clinical experiences are conducted primarily at WellStar facilities. When nursing faculty teach at the Marietta campus, they are provided with internet connection and IT support for their laptops, private office space and furniture, office and printing supplies and equipment, copiers, fax machine, administrative support for travel and miscellaneous details. There is a locked closet and lockable filing cabinets for student files, preceptor records and old tests and keys. There is a clinical skills lab on the second floor that is equipped with one bed and manikin, an overbed table, an IV pump, a charting computer, tables and chairs, an infant warmer, and miscellaneous equipment. All equipment and supplies are stored in a separate room located close to the skills lab. There is a bistro available for student



and faculty use on the second floor. Small conference rooms are available for use if needed.

WellStar's Clinical Organizational Learning department is located at the WDC. Clinical Educators are available as guest lecturers.

The GHC Library, IT and AV Services, Tutorial Center, Student Advising, Student Activities, Financial Aid, Book Store, Athletics, and other student and faculty resources are comprehensive and available to everyone via the website, phone calls, and in person sessions. Another service available at Heritage Hall is campus safety. All GHC campuses have campus safety officers on duty during normal operating hours. The officers provide physical security, fire protection and prevention, emergency first aid, safety programs and inspections, and investigate and enforce violations of the Code of Student Conduct and criminal offenses on GHC property. Security at the WellStar Development Center is provided by the WellStar Health System. Two security officers are on duty at all times that the WellStar Development Center is open. A GHC system wide weather and disaster alert system adequately alerts and directs all students and faculty regarding emergent and immediate emergency events.

The nursing faculty representative on the college Library Committee communicates annually in the fall with one of the designated health science librarians to review new textbooks and update resources available on reserve at Floyd and Cartersville libraries and to be sure shelved resources as well as online materials are current. Nursing students have access to library services and online nursing resources on the Floyd, Cartersville, Marietta, Paulding and Douglasville campuses. There are three librarians identified as health science librarians. Resources available in the libraries include: 332 databases of which 20 are devoted to nursing. Services to procure sources outside GHC include the University System of Georgia Universal Catalog and GIL Express and Inter-Library Loan. Print book holdings in all libraries total 75,000. There are 806 print books designated as nursing & health sciences. E books totaling 21,054 with nursing and 2,119 allocated to health sciences. Online journals in nursing and health sciences of

indexed titles equal 13,398. There are 4, 435 online full-text nursing and health sciences journals available. There are 93 print journals with 16 of these being in nursing and health sciences. Nursing faculty have input into recommended resources and annually review holdings in campus libraries and online to determine if books are outdated or new resources are needed. The libraries have over 32,000 videos of which 4,192 are devoted to nursing and health sciences. There are over 120 computers with printers in the GHC libraries. Students can access these computers on the various campuses, and WIFI is available. At the request of the course coordinator, a librarian can be embedded in to the course for easy online access. This is being implemented in all ASN courses to offer resources for EBP projects in each clinical course [http://getlibraryhelp.highlands.edu/embedded\\_librarians?p=1094779](http://getlibraryhelp.highlands.edu/embedded_librarians?p=1094779) There can also be a posted *GHC Libraries Nursing Resources Research Guide* in D2L courses as requested by faculty with the following links <http://getlibraryhelp.highlands.edu/nursing> :

R2 Database - Search the full text of hundreds of medical, nursing, and allied health books. <http://www.galileo.usg.edu/express?link=r2dt-flo1>

PubMed Special Queries-filters for use when searching in PubMed  
[http://www.nlm.nih.gov/bsd/special\\_queries.html](http://www.nlm.nih.gov/bsd/special_queries.html)

ACRL Information Literacy Competency Standards for Nursing  
<http://crln.acrl.org/content/75/1/34.full.pdf+html>

Nursing Evidence-Based Practice Tutorial  
<http://www2.libraries.psu.edu/psul/tutorials/ebpt.html>

A series of 10 free BMJ articles on 'how to read a paper' by Trisha Greenhalgh  
<http://www.ncbi.nlm.nih.gov/pubmed/?cmd=HistorySearch&querykey=1>

The Basics of APA Style - Tutorial  
<http://apastyle.org/learn/tutorials/basics-tutorial.aspx>

APA Style Blog - ask questions, find tips and answers  
[http://blog.apastyle.org/.](http://blog.apastyle.org/)

The Floyd, Cartersville and Paulding libraries maintain 3-D printers where nursing students can print models for study or presentations.

GHC librarians are available during library open hours: Monday -Thursday 8am to 9pm, and Friday 8am to noon. Questions sent outside of service hours receive an automated response and be answered the next service day. Students can chat online with a librarian within a course that the librarian is embedded into or through the library website. There are several points of service for nursing students to access the library including chat, testing, telephone, Twitter, Facebook, email, and the Nursing Resources Research Guide. In addition, the library provides students with 2-5 study rooms that are available upon request. Nursing is represented on the library committee and has input into resources.

**V. Student Learning Outcomes Assessment and Curriculum (Quality of Teaching and Learning)**

The nursing curriculum is based on faculty identified guiding principles (see Table 5.1) and Patricia Benner’s *Model of Novice to Expert* as a program framework.

Table 5.1 Guiding Principles for ASN Curriculum
<p style="text-align: center;">The curriculum for the Associate Degree in Nursing Georgia Highlands College is:</p> <ul style="list-style-type: none"> <li>• Guided by Benner’s novice to expert model and Adult learning theory</li> <li>• Focused on student learner outcomes.</li> <li>• Geared towards the adult learner by using a blended delivery format for the curriculum.</li> <li>• Shaped by current professional standards, competencies, and guidelines</li> <li>• Influenced by evidence-based nursing practice.</li> <li>• Student-centered and user friendly in technology and virtual learning resources</li> <li>• Built on the Nursing Department’s concepts of EBP, intra and inter professional teamwork/communication, patient-centered care, quality improvement, safety, and management of information.</li> <li>• Fostered by the college’s shared values of access, student success, integrity, excellence, freedom of expression, inclusiveness, cooperation, passion, critical thinking and collaboration.</li> </ul>

Benner proposes that nurses develop skills and an understanding of patient care over time through a combination of a strong educational foundation and personal experiences. Benner describes the five levels of nursing as novice, advanced beginner, competent, proficient, and expert. The nurse’s approach to patient care is dependent on the level of expertise of the nurse. Benner places emphasis on a nurse-client relationship in which both the nurse and client influence the outcome of the nursing interventions. As a student progresses through the

curriculum, changes occur such as relying on abstract principles versus using only past experiences to guide actions; altering the perception of situations as whole components instead of separate parts, and going beyond being a detached observer to becoming an involved contributor through engaging in the situation.

The curriculum is developed by faculty and is regularly reviewed for rigor, integrity and currency. The associate degree program has an ongoing and active systematic plan to evaluate student learning outcomes, program outcomes, and role specific competencies. The ASN program has a strong commitment to systematic program assessment in accordance with SACSCOC for regional accreditation, ACEN standards for national accreditation, and Georgia Board of Nursing Rules and Regulations. Nursing faculty are involved in teams as part of the college's overall assessment plan. Each fall, the Nursing assessment team submits Unit Plans to outline their work for the year. Each team chooses two to four SLOs to assess. SLO assessment is tied to specific courses. Program decision making is based on data collected as part of the systematic plan for evaluation (SPE) and the data from the assessment teams.

Formal assessment and evaluation of courses and curriculum are completed at the end of each semester based on feedback from course evaluations and SLOs achieved. Outcome data are reviewed each semester by faculty to determine achievement of course objectives, student learning outcomes, course grades, and course/faculty evaluations. Curricular changes are based upon student evaluations, faculty assessments, departmental reviews processes, and college-wide assessment data each year. Assessment of curriculum is supported by researching current nursing related literature to be sure content and delivery options are current.

In planning for each semester, faculty and course coordinators meet prior to the start of the new semester to review minutes from most recent end of semester meeting to determine any changes that are needed in class or clinical or to improve SLOs. Faculty make course changes in

assignments or course delivery annually after reviewing students' evaluations and determining that changes are needed to improve SLOs or to better reflect current nursing practice.

Table 5.2 illustrates the various methods/tool utilized throughout the program to measure achievement of SLOs.

Table 5.2 - Assessment Methods to Evaluate Achievement of SLOs	
Assessment Method/Tool	Assessment Measured
Clinical Performance Evaluation Tool	Satisfactory completion of clinical objectives related to clinical components of course. Measured during each clinical and summarized (measured at the end of the semester).
Rubrics for specific assignments, activities in each course	Satisfactory completion of specific assignment, activity or discussion based upon rubric criteria. Measured against rubric after each completed assignment/activity.
Examinations	Score on course examinations Achievement of 75% of total test points to pass course and progress in the program.
Instructor & Course Evaluation for each ASN course	Objective and subjective course feedback from students in areas such as faculty performance, SLOs, and overall rating of course, instructor, and instructional methodologies. (Measured at the end of each semester).
Exit Surveys	Student satisfaction and evaluation of achievement of SLOs and program outcomes (at program completion)
Graduate Satisfaction Survey (9 months post- graduation)	Graduate's satisfaction with program and achievement of program outcomes (measured 9 months post-graduation)
Employer Survey (9 months post-graduation)	Employers' Satisfaction of BSN Graduates employed in their institution (measured 9 months post-graduation)
Job Placement (Status or change in job)	Employment status as RN and type of setting (measured 9 months post-graduation)

The curriculum incorporates established professional standards, guidelines, and criteria. A competent nursing practice is framed on a strong foundation of clinical knowledge and skill. ASN program outcomes focus on concepts of teamwork, collaboration, patient-centered care, quality, safety, continuous quality improvement, evidence-based practice, information management, and clinical judgment which are consistent with contemporary practice and guide the ASN curriculum plan.

The curriculum educational outcomes and student learning outcomes (SLO) incorporate the Quality & Safety Education for Nurses Institute (QSEN) 2008 and the established National

League for Nursing (NLN) Competencies for Graduates of Associate Programs (2010). The QSEN Competencies for graduates are defined as *patient-centered care, teamwork & collaboration, evidence-based practice (EBP), quality improvement(QI), safety, and informatics*; and: the NLN Competencies for associate graduates are: *human flourishing; nursing judgment; professional identity; and spirit of inquiry*. The curriculum reflects the philosophy of the college, the nursing department, and recognized standards and competencies for the profession which prepares graduates to assume entry level roles in professional nursing practice within a variety of health care settings.

A depiction of curriculum support of educational outcomes and SLOs with professional standards, contemporary practice and competencies is in Table 5.3.

**Table 5.3 SLO'S GUIDING THE ASN CURRICULUM**

<p>ASN Graduate Outcomes ACEN Standards (2013) QSEN Competencies (2008) NLN Competencies for Associate Degree (2010)</p>	<p>Freshman Level SLOs NURS 1101, 1102, 1103, 1104</p>	<p>Sophomore Level SLOs NURS 2204, 2205</p>
<p><b>Client-centered care, Safety, Quality Improvement (QSEN, 2008); Spirit of Inquiry, (NLN, 2010)</b></p> <p><b>ASN Educational Outcomes:</b> 1. Appraise the physical, developmental, functional, behavioral, cultural, and spiritual needs of clients in providing caring interventions to meet the identified needs.</p> <p>3. Analyze therapeutic communication, caring interventions, and critical thinking to provide client-centered nursing care</p> <p>7. Function as a client advocate in collaborating with other members of the inter-professional team to facilitate achievement of optimal client health outcomes.</p>	<p><b>NURS 1101 SLOs:</b></p> <ul style="list-style-type: none"> <li>• Assess physical, developmental, and functional needs.</li> <li>• Assess behavioral, cultural, and spiritual needs.</li> <li>• Demonstrate whole person assessment on adult clients.</li> <li>• Demonstrate whole person assessment on assigned clients.</li> <li>• Utilize therapeutic communication to provide client-centered nursing care</li> <li>• Safely collect data and plan care for assigned adult and gerontological clients</li> </ul> <p><b>NURS 1102 SLOs:</b></p> <ul style="list-style-type: none"> <li>• Assess physical, developmental, and functional needs.</li> <li>• Assess behavioral, cultural, and spiritual needs.</li> <li>• Demonstrate whole person assessments on assigned maternal child clients.</li> <li>• Utilize therapeutic communication to provide client-centered nursing care</li> <li>• Accurately interpret collected data and plan care for maternal child clients while collaborating with inter-professional team members</li> </ul> <p><b>NURS 1103 (LPN Bridge) SLOs:</b></p> <ul style="list-style-type: none"> <li>• Assess physical, developmental, and functional needs.</li> <li>• Assess behavioral, cultural, and spiritual needs.</li> <li>• Demonstrate whole person assessments on assigned clients.</li> <li>• Accurately interpret collected data and plan care for clients across the lifespan while collaborating with inter-professional team members.</li> <li>• Explore therapeutic communication to provide client-centered nursing care.</li> </ul> <p><b>NURS 1104 (Paramedic) SLOs</b></p> <ul style="list-style-type: none"> <li>• Assess physical, developmental, and functional needs.</li> <li>• Assess behavioral, cultural, and spiritual needs.</li> <li>• Demonstrate whole person assessments on assigned clients.</li> <li>• Accurately interpret collected data and plan care for clients across the lifespan while collaborating with inter-</li> </ul>	<p><b>NURS 2204 SLOs:</b></p> <ul style="list-style-type: none"> <li>• Evaluate comprehensive whole person assessments on assigned clients.</li> <li>• Interpret assessment findings, record, and report to appropriate inter-professional team member(s).</li> <li>• Apply critical thinking when making safe, evidence based clinical decisions while providing nursing care to multiple clients.</li> <li>• Implement therapeutic communication to provide caring interventions and client-centered nursing care.</li> </ul> <p><b>NURS 2205 SLOs:</b></p> <ul style="list-style-type: none"> <li>• Prioritize findings from comprehensive whole person assessments on assigned clients.</li> <li>• Interpret, record, and manage assessment findings and report to appropriate inter-professional team member(s).</li> <li>• Apply critical thinking when making safe, evidence based clinical decisions while managing nursing care to multiple clients.</li> <li>• Examine therapeutic communication to provide caring interventions and client-centered nursing care.</li> </ul>

<p><b>Teamwork &amp; Collaboration, Professional Identity, Evidence based practice (QSEN, 2008)</b></p> <p><b>ASN EDUCATIONAL OUTCOMES</b></p> <p>4. Apply evidence-based practice in creating comprehensive plans of care for individual and/or groups of clients.</p> <p>6. Analyze personal professional behaviors, competencies, and accountability within the legal, ethical and regulatory framework of nursing practice.</p> <p>9. Collaborate with the inter-professional team members to achieve maximum utilization of community resources in providing health education and services to clients from diverse backgrounds.</p> <p><b>Informatics (QSEN, 2008), Nursing Judgment &amp; Human flourishing (NLN 2010)</b></p> <p><b>ASN EDUCATIONAL OUTCOMES</b></p> <p>2. Evaluate the effectiveness of oral,</p>	<p>professional team members.</p> <ul style="list-style-type: none"> <li>• Explore therapeutic communication to provide client-centered nursing care.</li> </ul> <p><b>NURS 1101 SLOs:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate therapeutic interventions to maintain wellness.</li> <li>• Function as a client advocate in communicating with other members of the inter-professional team</li> <li>• Demonstrate professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of nursing.</li> </ul> <p><b>NURS 1102 SLOs</b></p> <ul style="list-style-type: none"> <li>• Function as a client advocate by communicating with inter-professional team and accessing community resources.</li> <li>• Demonstrate therapeutic interventions to maintain and promote wellness</li> <li>• Exhibit professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of nursing</li> </ul> <p><b>NURS 1103 SLOs</b></p> <ul style="list-style-type: none"> <li>• Function as a client advocate by collaborating with members of the inter-professional team</li> <li>• Explore therapeutic interventions to maintain and promote wellness.</li> <li>• Employ professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.</li> </ul> <p><b>NURS 1104 SLOs</b></p> <ul style="list-style-type: none"> <li>• Function as a client advocate by collaborating with members of the inter-professional team</li> <li>• Explore therapeutic interventions to maintain and promote wellness.</li> <li>• Employ professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.</li> </ul> <p><b>NURS 1101 SLOs</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective oral, written, and electronic communication.</li> <li>• Demonstrate therapeutic interventions to maintain wellness</li> <li>• Execute selected clinical skills competently in designated clinical experiences (simulation and health care facilities).</li> </ul> <p><b>NURS 1102 SLOs</b></p>	<p><b>NURS 2204 SLOs</b></p> <ul style="list-style-type: none"> <li>• Explore professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.</li> <li>• Apply therapeutic interventions to maintain and promote wellness</li> <li>• Collaborate with inter-professional team as client advocate achieving appropriate utilization of community resources to provide health education and services after discharge.</li> </ul> <p><b>NURS 2205 SLOs:</b></p> <ul style="list-style-type: none"> <li>• Model professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.</li> <li>• Analyze therapeutic interventions to maintain and promote wellness</li> <li>• Collaborate with inter-professional team as client advocate to achieve maximum utilization of community resources to provide health education and services in various settings.</li> </ul> <p><b>NURS 2204 SLOs</b></p> <ul style="list-style-type: none"> <li>• Apply effective oral, written, and electronic communication</li> <li>• Execute clinical skills competently in designated clinical experiences (simulation and health care facilities).</li> </ul> <p><b>NURS 2205 SLOs</b></p>
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<p>written, and electronic communication.</p> <p>5. Manage care to maintain and promote wellness for clients utilizing a variety of health care systems.</p> <p>8. Utilize information systems to accurately plan, provide, and manage care for clients or groups of clients.</p> <p>10 Practice as a competent professional RN in various health care settings.</p>	<ul style="list-style-type: none"> <li>• Apply effective oral, written, and electronic communication.</li> <li>• Demonstrate therapeutic interventions to maintain and promote wellness</li> <li>• Execute selected clinical skills competently in designated clinical experiences (simulation and health care facilities)</li> </ul> <p><b>NURS 1103 SLOs</b></p> <ul style="list-style-type: none"> <li>• Implement effective oral, written, and electronic communication.</li> <li>• Explore therapeutic interventions to maintain and promote wellness</li> <li>• Execute clinical skills competently in designated clinical experiences (simulation and health care facilities).</li> </ul> <p><b>NURS 1104 SLOs</b></p> <ul style="list-style-type: none"> <li>• Implement effective oral, written, and electronic communication.</li> <li>• Explore therapeutic interventions to maintain and promote wellness</li> <li>• Execute clinical skills competently in designated clinical experiences (simulation and health care facilities).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate effective oral, written, and electronic communication.</li> <li>• Employ leadership principles while managing care for client(s).</li> <li>• Execute clinical skills competently in clinical experiences (simulation and health care facilities).</li> </ul>
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The curriculum prepares graduates to: provide client-centered care; manage information and technology to positively influence patient outcomes; communicate and collaborate effectively within inter-professional teams, incorporate EBP and quality improvement into clinical practice, and practice competently and professionally. Table 5.4 reflects how the SLOs in nursing courses guide the curriculum, direct learning activities, and determine methods of assessment of student progress.

**Table 5.4 - SLOs Guide the Curriculum, Learning Activities, & Methods of Evaluation**

ASN Course SLOs Guiding Instruction	Learning Activities	Methods of Evaluation of Student Progress
<b>NURS 1101 Course SLOs</b>	<b>NURS 1101 Learning Activities</b>	<b>NURS 1101 Methods of Evaluation</b>
<ol style="list-style-type: none"> <li>1. Assess physical, developmental, and functional needs.</li> <li>2. Assess behavioral, cultural, and spiritual needs.</li> <li>3. Demonstrate whole person assessment on assigned clients.</li> <li>4. Safely interpret collected data for assigned adult and gerontological clients</li> </ol>	<p>Didactic content in class</p> <p>Practice lab</p> <p>High fidelity simulation lab on adult mannequin with assessment abnormalities</p>	<p>Successful completion/checkoff of comprehensive assessment on peer prior to clinical assignment, clinical performance based on clinical evaluation tool, hands-on assessments on clients in clinical settings, clinical post conference discussions, and test items.</p>
<b>NURS 1102 Course SLOs</b>	<b>NURS 1102 Learning Activities</b>	<b>NUR1102 Methods of Evaluation</b>
<ol style="list-style-type: none"> <li>1. Assess physical, developmental, and functional needs.</li> <li>2. Assess behavioral, cultural, and spiritual needs.</li> <li>3. Demonstrate whole person assessments on assigned maternal child clients.</li> <li>4. Accurately interpret collected data and plan care for maternal child clients while collaborating with inter-professional team members.</li> </ol>	<p>Didactic content in class ,</p> <p>Practice lab</p> <p>High fidelity simulation lab on pediatric mannequin with asthma and adult mannequin with postpartum hemorrhage</p>	<p>Successful completion/checkoff on peer prior to clinical performance and evaluation, hands-on assessments on clients in clinical settings, clinical post conference discussions, and test items.</p>
<b>NURS 1103 Course SLOS</b>	<b>NURS 1103 Learning Activities</b>	<b>NURS 1103 Methods of Evaluation</b>
<ol style="list-style-type: none"> <li>1. Assess physical, developmental, and functional needs.</li> <li>2. Assess behavioral, cultural, and spiritual needs.</li> <li>3. Demonstrate whole person assessments on assigned maternal child clients.</li> <li>4. Accurately interpret collected data and</li> </ol>	<p>Didactic content Online</p> <p>Practice lab</p> <p>High fidelity simulation lab on mannequin with asthma and postpartum hemorrhage</p>	<p>Successful completion/checkoff on peer prior to clinical assignment, hands-on assessments on clients in clinical settings, clinical post conference discussions, and test items.</p>

plan care for maternal child clients while collaborating with inter-professional team members		
<b>NURS 1104 Course SLOs</b>	<b>NURS 1104 Learning Activities</b>	<b>NURS 1104 Methods of Evaluation</b>
<ol style="list-style-type: none"> <li>1. Assess physical, developmental, and functional needs.</li> <li>2. Assess behavioral, cultural, and spiritual needs.</li> <li>3. Demonstrate whole person assessments on assigned clients.</li> <li>4. Accurately interpret collected data and plan care for clients across the lifespan while collaborating with inter-professional team members.</li> </ol>	Didactic content Online , Practice lab High fidelity simulation lab on mannequin with asthma and postpartum hemorrhage and adult simulation with assessment anomalies	Successful completion/checkoff on peer prior to clinical assignment, hands-on assessments on clients in clinical Settings, clinical post conference discussions, and test items.
<b>NURS 2204 Course SLOs</b>	<b>NURS 2204 Learning Activities</b>	<b>NURS 2204 Methods of Evaluation</b>
<ol style="list-style-type: none"> <li>1. Evaluate comprehensive whole person assessments on assigned clients.</li> <li>2. Interpret assessment findings, record, and report to appropriate inter-professional team member(s).</li> </ol>	<p>Didactic content in class</p> <p>High fidelity simulation with complex scenarios</p> <p>EBP project</p> <p>Clinical experiences with complex adults simulation</p>	Rubric for EBP, skills demonstrations in clinical and sim lab, clinical evaluation tool, hands-on experiences on clients in clinical settings, clinical post conference discussions, and test items.
<b>NURS 2205 Course SLOs</b>	<b>NURS 2205 Learning Activities</b>	<b>NURS 2205 Methods of Evaluation</b>
<ol style="list-style-type: none"> <li>1. Evaluate comprehensive whole person assessments on assigned clients.</li> <li>2. Interpret assessment findings, record, and report to appropriate inter-professional team member(s).</li> </ol>	<p>High fidelity simulation with complex scenarios</p> <p>Didactic content in class</p> <p>Preceptorship</p> <p>Clinical experiences providing comprehensive care</p> <p>Tests</p>	Clinical evaluation tool, preceptor evaluation tool, clinical post conference discussions, skills demonstrations in clinical and sim lab, and test items.

A mix of lecture and group activities are included in the classroom setting. Faculty are beginning to implement the concept of a flipped classroom as appropriate for the topics. The simulation lab and the campus lab are utilized for high and low fidelity experiences to accompany what is being learned in the classroom.

Over the past 3 years, great improvement has been made in developing and enhancing scenarios and simulation experiences to achieve SLOs. Table 5.5 illustrates how these simulation scenarios throughout the curriculum help guide students to achieve SLOs in each course as they continually move toward achievement of the ASN educational and program outcomes.

<b>Table 5.5 Simulation Congruency with SLOs</b>					
<b>Course Number/ Semester</b>	<b>Course SLOs</b>	<b>Simulation/Scenario</b>	<b>Content</b>	<b>Evaluation Tool/Method</b>	<b>Hours of Clinical Credit</b>
NURS 1101/Fall 2013/Spring 2014	1. Assess physical, developmental, and functional needs.  2. Assess behavioral, cultural, and spiritual needs.  3. Demonstrate whole person assessment on assigned clients.	2013-2014 Physical assessment using high fidelity manikins with normal and abnormal findings.  Low-fidelity simulation in campus lab designed to hone students' observation skills, patient care skills, and focus on patient safety	Physical assessment	Instructor evaluations/Clinical competencies check off sheet/unit exam and final	One 2 hour simulation day = 4 hours of clinical.  One 4.5 hour simulation day = 9hrs of clinical
NURS 1102/Spring 2012-14	6. Explore therapeutic communication to provide client-centered nursing care.  7. Apply critical thinking when making safe, evidence based clinical decisions while providing care.  8. Function as a client advocate by	2012-2013 Two scenarios/high fidelity: pediatric asthma, and post-partum hemorrhage  2013-2014 Continued above scenarios and added pediatric fluid & electrolyte imbalance	Emergency care of the child and post-partum complications /pediatric asthma  Management of care of pediatric patient	Pre-Simulation scenario questions/Instructor evaluations and demonstrated competency  Pre-Simulation scenario questions/Instructor evaluations and demonstrated competency	One 4hr simulation day = 8hrs clinical  One 4hr simulation day and one 3hr simulation day = 14hrs of clinical

	<p>communicating with inter-professional team and accessing community resources.</p> <p>9. Demonstrate therapeutic interventions to maintain and promote wellness.</p>				
NURS 2204/Fall 2012-15	<p>2. Interpret assessment findings, record, and report to appropriate inter-professional team member(s).</p> <p>4. Implement therapeutic communication to provide caring interventions and client-centered nursing care</p> <p>5. Apply critical thinking when making safe, evidence based clinical decisions while providing nursing care to multiple clients.</p>	<p>2012-2013 Four scenarios/high fidelity: Post-op ileus, GI Bleed, DKA, and acute renal failure</p> <p>2013-2014 Continued the 4 scenarios above</p> <p>Addition of mental health scenarios related to a schizophrenic patient and a patient with a chemical dependency</p> <p>Low fidelity simulation in campus lab – simulated a clinical day with 3 parts- a stroke patient, a pneumonia patient, and a post-op hypovolemic patient. Focused on Core Measures and identified skills that students lacked experience with: NGT insertion and care, respiratory suctioning, catheter insertion</p> <p>2014-15 Continued the above high fidelity medical surgical and mental health scenarios and the low fidelity scenarios.</p>	<p>Diabetes, renal failure and upper/lower GI</p> <p>Diabetes, renal failure, and upper/lower GI</p> <p>Care of the schizophrenic patient content and chemical dependency/ SLOs 2,,4 &amp; 5</p> <p>Thrombus prevention, prevention of hospital acquired infections, early identification and treatment of sepsis, monitoring Core measures and improving patient care</p>	<p>Pre-Simulation scenario questions/Instructor evaluations and demonstrated competency</p> <p>Pre-Simulation scenario questions/Instructor evaluations and demonstrated competency</p> <p>Instructor evaluation, clinical skills check-off sheets, clinical evaluation tool</p>	<p>Two 4 hour simulation days=16 hours of clinical</p> <p>Two 4 hour simulation days=16 hours of clinical</p> <p>One 4hr simulation days = 8hrs clinical</p> <p>One 6hr simulation day = 12 hrs. of clinical</p>
NURS 2205/Spring 2012-15	<p>1. Prioritize findings from comprehensive whole person assessments on assigned clients.</p> <p>5. Employ leadership principles while managing care for client(s).</p> <p>6. Apply critical thinking when</p>	<p>2012-2013 Two scenarios/high fidelity: Cocaine overdose/cardiac arrest and MVA/hypovolemic shock</p> <p>2013-2014 Continued the 4 scenarios above</p> <p>Addition of mental health</p>	<p>Cardiac care and shock</p> <p>Cardiac and shock Anxiety disorder depression</p>	<p>Pre-Simulation scenario questions/Instructor evaluations and demonstrated competency</p> <p>Pre-Simulation scenario questions/Instructor evaluations and demonstrated</p>	<p>One 4 hour simulation day=8 hours of clinical</p> <p>Two 4 hour simulation days=16 hours of clinical</p>

	making safe, evidence based clinical decisions while managing nursing care to multiple clients. 8. Analyze therapeutic interventions to maintain and promote wellness.	scenarios related to a patient with an anxiety disorder and a patient with depression  2014-15 Continued above medical surgical and mental health scenarios		competency	
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Clinical experiences are selected by faculty to facilitate the achievement of the SLOs for each course. A variety of learning strategies are in place in the online format which allows for different types of learners to access and understand the provided information. The online delivery format lends itself to a variety of virtual learning strategies and opportunities. Students have access to online learning resources to accompany their texts in the form of CoursePoint. This gives the students the opportunity to highlight e-texts, share highlights with study groups, and to access additional audiovisual learning objects. Also available in CoursePoint are NCLEX style practice questions based on the subject matter being studied. Increased online testing is believed to be important to prepare students for the NCLEX-RN. In addition to practice questions available in CoursePoint and on the ATI website, the program is implementing online testing for course exams. Test item writing, test construction and test scoring was already occurring utilizing ParTest and ParScore. The 3<sup>rd</sup> component of the ParSystem, ParTestOnline, was purchased in spring 2014. Finding online testing space was challenging at first related to the size of the classes and the time slots desired for the available computer classrooms and testing centers. Students and faculty were spread out over three campuses (Rome, Cartersville and Marietta) and multiple testing rooms/buildings on the campuses in order for all students to test at the same time. This has greatly improved

with the addition of computer classrooms, increased availability of the testing centers, and decreased class size. In the fall semester, online testing was conducted in the Rome library computer rooms for the Heritage hall students and a single computer classroom in Cartersville for the Marietta students. With these changes, the program is moving toward total online testing.

As mentioned above, course level SLO achievement is measured and analyzed each semester of the program. Identification of SLOs for further in-depth assessment as part of the college-wide Assessment Plan is based on the results of course level SLO achievement as outline in Tables 5.2 and 5.4, the need to assess results of changes made in the curriculum the previous year, and results from the previous year's performance on the NCLEX as reported in the NCLEX Program Report provided by the National Council of State Boards of Nursing. Results are then utilized for making additional improvements to the nursing curriculum.

For 2015-2016, SLOs from NURS 1102 and NURS 2205 related to all types of communication and collaboration with inter-professional teams are being assessed as part of the college Assessment Plan.

- NURS 1102 and NURS 2205
  - **SLO: Students will be able to evaluate the effectiveness of oral, written and electronic communication.**
    - Students in both NURS 1102 and NURS 2205 are required to participate in an evidence based teaching project. As part of that project, they are required to utilize peer reviewed articles to complete their project.
    - 75% of NURS 1102 students will be able to appropriately identify peer reviewed articles.
    - 90% of NURS 2205 students will be able to appropriately identify peer reviewed articles.



- NURS 2205
  - **SLO: Students will be able to function as a client advocate in collaboration with other members of the interprofessional team to facilitate achievement of optimal client health outcomes.**
    - NURS 2204 students and Dental Hygiene students were required to participate in interprofessional education throughout the semester. Students hopefully will be able to utilize the information learned from the other students in their care of clients.
    - 90% of students completing the IPE evaluations will be able to identify at least one way that interprofessional teams can improve patient care.

The first SLO was selected as a result of faculty feedback on grading rubrics for EBP papers and projects. Faculty reported that students have difficulty identifying peer-reviewed articles for inclusion in their papers and projects. Students in NURS 1101 have content on evidence based practice and have their first exposure to peer reviewed articles. Students in NURS 1102 were identified for this SLO to assess retention of the NURS 1101 content and the utilization of the content in their EBP project for NURS 1102. The NURS 2205 students were selected because they are about to graduate and should be prepared to utilize their knowledge of peer reviewed articles for continued learning, whether on their own or in graduate school. The second SLO was selected based on the increased emphasis in health care on the use of interprofessional teams and the addition of Interprofessional Education to the curriculum.

Overall program achievement of SLOs is determined by the Exit Survey, NCLEX Pass Rate, Nine Month Graduate Questionnaire, Employer Survey and Job Placement Rate.

## **NCLEX Pass Rate**

Table 5.6 indicates outcomes for NCLEX Pass Rates by year of graduation, and program option. Pass rates are compared to the national mean for each year with the expectation that graduates who write the NCLEX-RN for the first time will meet and/or exceed the national average pass rate. Data for the class of 2015 is incomplete at this point. Currently, the pass rate for 2015 is 78%. Faculty are meeting with the current students discussing the pass rate and stressing test-taking strategies and the importance of review courses and taking the NCLEX within 2 months of graduation. A two hour session was held this fall to explain the test blue print, the increasing level of complexity in the test questions and the distribution of content for the NCLEX-RN test plan. Faculty have also increased the multiple response type questions, delegation and prioritization questions on each test to better match what the graduates will most likely encounter on the NCLEX.

**Table 5.7 NCLEX Pass Rate  
2012-2015 to Date**

NCLEX Pass Rate	2012	2013	2014	2015
# of Graduates	196	144	134	138
GHC Pass Rate	91%	77%	83%	130/138 = 78%
National Pass Rate	89%	83%	82%	
Generic	93% (137/148)	79% (87/109)	83% (111/134)	77% (71/92)
LPN	85% (34/40)	74% (23/31)	84% (21/25)	92% (24/26)
Paramedic	75% (6/8)	50% (2/4)	92% (12/13)	62% (8/13)
Rome	91% (136/149)	77% (96/124)	83% (96/115)	
Generic	94% (110/117)	79% (77/97)	80% (74/92)	
Fall Admission	95% (86/91)	76% (47/62)	82% (51/62)	77% (48/62)
Spring Admission	92% (24/26)	86% (30/35)	77% (23/30)	76% (23/30)
LPN	83% (20/24)	73% (17/23)	93% (13/14)	
Hybrid	86% (6/7)	86% (6/7)	100% (6/6)	86% (6/7)
Traditional	82% (14/17)	69% (11/16)	88% (7/8)	89% (17/19)
Paramedic	75% (6/8)	50% (2/4)	100% (9/9)	
Hybrid	100% (4/4)	100% (5/5)	100% (4/4)	67% (4/6)
Traditional	50% (2/4)	50% (2/4)	100% (5/5)	57% (5/8)
Marietta	87% (41/47)	80% (16/20)	75% (15/20)	NA
Generic	87% (27/31)	83% (10/12)	75% (3/4)	
Fall Admission	87% (26/30)	82% (9/11)	75% (3/4)	
Spring Admission	100% (1/1)	100% (1/1)	100% (1/1)	
LPN	88% (14/16)	75% (6/8)	73% (8/11)	
Hybrid	100% (1/1)	100% (1/1)	NA	
Traditional	87% (13/15)	71% (5/7)	73% (8/11)	
Paramedic	NA	50% (2/4)	66% (2/3)	
Hybrid	NA	33% (1/3)	100% (1/1)	
Traditional	NA	NA	50% (1/2)	

## 2013

In 2013 the program outcomes for admissions, retention, graduation, employment, and program satisfaction were met. The NCLEX increased in difficulty in 2013. GHC experienced a drop in first time NCLEX pass rate from 91% to 77.24%. The national average for this time period was 83%. Prior to getting this result, in the spring of 2013, a graduate student research project was conducted on GHC nursing students on *Factors impacting NCLEX success*. Findings revealed that successful completion of NURS 2204 (adult medical/surgical) and scores on the ATI RN Predictor Test significantly related to passing the NCLEX-RN on the first attempt.

The faculty began monitoring results of low scores in NURS 2204 and scores on the ATI Predictor test throughout fall of 2014 and fall of 2015. Students are assigned to faculty mentors. Faculty members identify at-risk students and work with them toward student success. As a result of the study, faculty members increased efforts to get the identified at-risk NURS 2204 students to meet with their mentors earlier in the semester and more often. Efforts were made to emphasize to students the importance of taking the ATI predictor exam seriously.

The faculty continued and expanded use of low-fidelity and high-fidelity simulation experiences and monitored areas for improvement as identified on the NCLEX Annual Report. Success in NURS 2204 and on the ATI RN Predictor test scores were monitored as they related to NCLEX pass rates. The NCLEX success rates by options and location continue to be monitored.

Delivery of content (traditional versus online) was evaluated and some changes were made. An increased emphasis was placed on pharmacology based on data from the

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NCLEX Annual Report. Instructors revised lecture content based on the NCLEX Annual Report. A low-fidelity simulation lab experience was added prior to students returning to the clinical setting in NURS 2204. High-fidelity simulation experiences in mental health were added to the NURS 2204 and NURS 2205 courses. A number of changes were made in simulation and strategies in teaching. Beginning in 2012, the use of simulation lab encompassed critical thinking skills that challenged students to apply knowledge to comprehensive patient care decisions. This expansion took into account the key areas of concern from the NCLEX data. A performance improvement plan to increase NCLEX scores was sent to the Georgia Board of Nursing (See Appendix H).

## 2014

The first-time NCLEX pass rate increased to 82.35%. The National average was 82%. The program outcome for NCLEX pass rate was met. The decision was made to continue many of the same strategies for 2014-2015. During the 2014-15 year, a number of faculty retired and other faculty transferred to another state university and some new faculty without prior teaching experience were hired.

Faculty met to analyze the outcomes. The most predictive indicator of the lack of success on NCLEX in this cohort was seen with readmitted students. Nursing 2204 readmitted students revealed a 40% likelihood of NCLEX failure and 32% likelihood of failure if readmitted into to any nursing course. Faculty are exploring additional stringent criteria for readmitted students and more remediation once in the program. Program type, whether the student started in NURS 1101 in August or in January did not have any impact on NCLEX failure rates, both cohorts showing 23% and 24% respectively of the students who were not successful. Because the hybrid students represent a very small

number, failure by one or two students greatly affect the percentage of failures compared to the generic admission students. However, the LPN and LPN hybrid did better than the paramedic cohorts with the LPNs failures at 11% and 14% respectively and the paramedic group at 57% failure and the paramedic hybrid at 67% failure on NCLEX. Since the ATI Predictor and success in NURS 2204 was not significant as with the 2013 cohort, faculty decided to explore other factors that impact success in school and on the NCLEX. A survey will be developed and implemented in fall 2015.

### 2015

At the time of this report, graduates from the 2015 class are still in the process of taking the NCLEX. There are six students who have not taken boards. The first time NCLEX pass rate at present is 78%. The program outcome for NCLEX pass rate has not been met.

### **Exit Survey and Nine Month Graduate Questionnaire**

An Exit Survey is administered to graduating students. Nine months after graduation, graduates are mailed a Nine Month Graduate Questionnaire. On the questionnaire, graduates indicate where they are working and the name of their immediate supervisor. An Employer Survey is then sent to the identified immediate supervisors. Response rates have been decreasing. Evaluations and surveys prior to graduation have been administered online. It was felt by faculty and staff that if the Exit Survey, Nine Month Graduate Questionnaire and Employer Survey were online a higher return rate could be achieved. Previously, in order to get even the return rate that was experienced, the nursing program's administrative assistant would have to call all graduates and encourage them to return the Nine Month Graduate Questionnaire if they had not done

so already. This required quite a bit of time on the part of the administrative assistant and still did not yield the desired results. It was decided that the expense of providing the surveys online was warranted. EBI Map-Works was secured as the vendor for the surveys. The previous Exit Survey form and the new online survey were both administered to the Class of 2105, with the plan to shift to entirely online for the graduate and employer surveys. In addition to improved returned rates, more timely access to results is expected. The improved timeliness of results will assist faculty in making program decisions in a timelier manner. Below are summarized results from the surveys along with actions taken based on the data.

**Table 5.8 Graduate Program Satisfaction  
(Exit Surveys & Nine Month Graduate Questionnaires)**

ELA	Class of 2012	Class of 2013	Class of 2014	Class of 2015
<p>A minimum of <b>90%</b> of the responding students will indicate on the Exit Survey and the Nine Month Graduate Nurse Questionnaire that the nursing program adequately prepared the graduate to perform in the role of a beginning RN.</p>	<p><u>Exit Survey:</u> N=159/191 (83%) <b>98.7%</b> of the students were satisfied with the program <b>3.3%</b> were not satisfied</p> <p><u>Graduate Post Graduation Questionnaire:</u> N=44/191 (23%) <b>92%</b> of the graduates indicated being fully, mostly or adequately satisfied with the program. <b>90%</b> indicated they could function as a beginning RN</p>	<p><u>Exit Survey:</u> Overall – 66/144 (46%) Rome – N=57/124 (46%) Marietta – N=9/20 (45%) <b>96.4%</b> of the Rome students were satisfied with the program <b>3.6%</b> of the Rome students were not satisfied. <b>100%</b> of the Marietta students were satisfied</p> <p><u>Graduate Questionnaire:</u> N=47/144 (33%) <b>98%</b> of the graduates indicated being fully, mostly or adequately satisfied with the program. <b>93%</b> indicated they could function as a beginning RN</p>	<p><u>Exit Survey:</u> N=130/134 (97%) <b>96.8%</b> were satisfied with the program <b>3.2%</b> were not satisfied</p> <p><u>Graduate Questionnaire:</u> N=48/134 (36%) <b>98%</b> of the graduates indicated being fully, mostly or adequately satisfied with the program. <b>93%</b> indicated they could function as a beginning RN</p>	<p><u>Exit Survey:</u> N=122/138 (88.4%) <b>98.4%</b> of the students were satisfied with the program <b>1.4%</b> were not satisfied</p>



### Class of 2012:

Of the 8% that were somewhat satisfied with the program, the graduates reported concern with assessing the emotional needs of clients, written communication, and prioritizing and implementing individualized care plan. This is the first time that these areas have been identified and only score slightly below the 90% benchmark.

### Class of 2013

Five percent (5%) of the graduates reported being somewhat satisfied with the program. In the areas for somewhat satisfied, the curriculum areas ranged from 11%-25%. There were not any consistent findings as to why the graduates were only somewhat satisfied.

### Class of 2014

Results were once again scattered related to curriculum areas in which graduates are somewhat satisfied with the program. The top three areas of concern are managing care consistent with institutional policies and procedures, implementing an individualized plan of care, and providing cost effective care.

Even though N values were less than desired, feedback was compared to responses from the Employer Survey and to the NCLEX annual report for validation. Faculty made changes in the course content and content delivery to address the areas of concern identified by the graduates as well as to address areas for improvement as identified by NCLEX performance data. Changes included adding a low-fidelity lab experience prior to the in hospital experience for NURS 2204 students with a focus on managing care, individualizing care, and delegation of tasks. A communications lab experience was added in NURS 2205. In addition, high-fidelity simulation experiences were improved to include an increased focus on communicating with the patient and other members of the healthcare team.

## Employer Satisfaction Survey

Table 5.9 Employer Satisfaction				
ELA	Class of 2012	Class of 2013	Class of 2014	Class of 2015
A minimum of <b>90%</b> of the responding employers will indicate on the Employer Evaluation of Graduates that the nursing program adequately prepared the graduate to perform in the role of a beginning RN..	<p><u>Employer Survey:</u> N=48/48 (100%)</p> <p><b>93%</b> of the employers indicated fully or mostly satisfied with the graduates, <b>5%</b> indicated somewhat satisfied, <b>2%</b> indicated they were not satisfied.</p> <p><b>75%</b> of the employers indicated that graduates had the background/skills to function as a beginning RN. <b>15%</b> indicated the graduates somewhat had the background/skills. <b>10%</b> indicated the graduates did not have the background/skills.</p>	<p><u>Employer Survey:</u> N=12/47 (26%)</p> <p><b>100%</b> of the employers indicated fully or mostly satisfied with the graduates. <b>100%</b> of the employers indicated that the graduates had the background/skills to function as a beginning RN</p>	<p><u>Employer Survey:</u> Response Rate – 14/32 (44%)</p> <p>83% of the employers indicated fully or mostly satisfied with the graduates, 0% indicated somewhat satisfied, and 17% indicated they were not satisfied.</p> <p>75% of the employers indicated that graduates had the background/skills to function as a beginning RN. 8% indicated that graduates somewhat had the background/skills. 17% indicated the graduates did not have the background/skills.</p>	Data to be available spring 2016

Employer satisfaction is addressed in Table 5.9 and indicates highly satisfactory responses to GHC’s graduates. As addressed earlier in this document, we have implemented new tools in an effort to obtain higher return rate from employers from the class of 2015.

**Job Placement Rate**

Table 5.10 Job Placement Rates				
	Class of 2012	Class of 2013	Class of 2014	Class of 2015
A minimum of <b>95%</b> of the licensed new graduates seeking employment will be hired in nursing/healthcare within 9 months of graduation.	N=44/191 (23%) <b>97.6%</b> of graduates that responded have been hired with 92.9% of those graduates being full-time.	N=47/144 (33%) <b>100%</b> of graduates that responded have been hired with 94.7% of those graduates being full-time.	N=48/134 (36%) <b>100%</b> of graduates that responded have been hired with 94.9% of those graduates being full-time.	Data to be available spring 2016
A minimum of <b>90%</b> of licensed new graduates seeking employment will be employed in providing direct care.	<b>97.5%</b> of graduates indicated providing direct patient care.	<b>92.3%</b> of graduates indicated providing direct patient care.	<b>92.5%</b> of graduates indicated providing direct patient care.	Data to be available spring 2016

**Class of 2012:**

The majority of hires (31.6%) are in medical-surgical settings. A low fidelity lab was added with a medical-surgical focus in NURS 2204 with common medical surgical scenarios to help with student transition from first level to second level. Data that 21.1% of graduates were hired in the Emergency Department setting and 10.5% hired in Critical Care. The curriculum is designed in NURS 2205 with the focus on critical care. Simulation scenarios are selected to support these findings.

**Class of 2013:**

Data revealed that 34.4% of graduates are employed in medical-surgical settings. Graduates hired in the Emergency Department and Critical Care were both 18.8%. Graduates were hired in

obstetrics, pediatrics, and mental health equally at 3.1%. A large percentage of graduates (18.8%) indicated they were hired in “other” settings.

#### Class of 2014:

Data revealed that 33.3% of graduates are employed in medical-surgical settings. Graduates hired in the Emergency Department and Critical Care were both 18.2%. Graduates were hired in obstetrics, pediatrics, and mental health equally at 3%. A large percentage of graduates (21.2%) indicated they were hired in “other” settings.

Georgia Highlands College had been participating in the University System of Georgia’s efforts to increase the number of pre-licensure graduates across the state, reaching a record number of graduates in 2012 at 191. Employment practices at that time were changing to include an increased emphasis on hiring baccalaureate prepared nurses and working toward an 80% baccalaureate degree workforce. There was concern about graduating such large numbers of associate degree nurses. In addition, the GHC Department of Nursing has been developing an RN-BSN completion program. Based on graduate reports of employment, employer hiring practices, and utilization of resources, the decision was made to start decreasing enrollment in the generic track and begin increasing enrollment in the RN-BSN completion program. Admission numbers in the generic track were decreased from 100 to 80 for the fall semester admission and the spring admission was eliminated. Also during this time, the focus of the program at the WellStar Development Center changed from LPN-RN bridge to a generic track that will admit only every two years beginning in fall 2014. Job placement rates will continue to be monitored closely related to the changes in enrollment numbers.

#### Class of 2015

Data should be available late spring of 2016.

## **VI. Related Support and Service Activities**

Student services for nursing students are comprehensive and accessible as for all GHC students. Student support services address any counseling needs, disability support, or career counseling services. Students may access and request assistance at: <http://www.highlands.edu/site/student-support-services>. Advisement services are offered to all students. To serve students with course information and guidance, advising specialists from a variety of majors are available; nursing has two advising specialists. In addition to Student Support Services, all currently enrolled GHC students have access to tutorial services. Face-to-face tutoring in math, English, reading and some sciences is available at the Rome, Cartersville, Marietta, Paulding and Douglasville sites. Online tutoring through Brainfuse is available to students enrolled in any online class. In addition, the tutorial center provides information and practice for standardized tests for the college, including the SAT, ACT and TEAS tests for nursing students. The tutorial center offers assistance with software used in GHC classes and provides workshops in special areas of study, <http://www.highlands.edu/site/tutorial-center>. GHC 411 is a ticketing system available to students 24 hours a day. They can complete the ticketing form with a question, concern or request, and get a response within 24 business hours from the appropriate department, <http://www.highlands.edu/site/ghc411>. Tickets can be submitted for Admissions, Advising, Business Office, and eLearning, Financial Aid, Registrar and Testing specifically, but the ticket can be referred anywhere as appropriate to meet the students' needs.

## **VII. External Benchmarks and Reviews**

The ASN program has national approval from the Accreditation Commission on Education for Nursing (ACEN) through December 31, 2016. The next site visit for continuing accreditation will be in spring 2016.

The program has Full Approval from the Georgia Board of Nursing (GBON). Program approval from the GBON is also through December 31, 2016. The GBON Education Consultant will make a site visit in spring 2016 to assess for continued approval.

## **VIII. Quality and Improvement**

### **Strengths**

First and foremost, GHC attracts and enrolls qualified and motivated students into the ASN program. The associate degree program has strong leadership and support in the Dean, ASN Director, faculty and staff. Each of these individuals is highly committed to excellence and ensuring mastery of student learning outcomes. Fiscal, physical, and technological resources are excellent. The program has encouragement and guidance from college administration, the library staff and resources, the Advisory Board, and clinical agencies and liaisons. These entities have fully supported the nursing department and faculty in enhancing the education of nursing students and strengthening the ASN program. The financial support of the WellStar Health System for nearly a million dollars and other clinical agencies' financial support in building our simulation lab have been instrumental in helping the college offer an excellent learning opportunity for students.

### **Areas for Improvement**

- Increasing NCLEX pass rates
- Enhancing and revising curriculum
- Mentoring and development of faculty
- Recruitment and retention of faculty
- Enhancing effective assessment and survey tools

Even prior to the drop in NCLEX pass rates in 2013, the faculty were working to identify success predictors. At that time, Georgia Highlands College had NCLEX pass rates in the 90's. However, the Chancellor for the Board of Regents wanted all schools in Georgia to have a 95% NCLEX pass rate. Previously, as long as GHC students scored 75% or greater on their tests in the nursing courses, there was a high likelihood of passing the NCLEX the first time. In 2013, a master's student doing her nurse educator preceptorship with GHC examined NCLEX pass rates to determine predictors of NCLEX success. The research findings indicated that grades in NURS 2204 and scores on the ATI Pre-RN predictor test were the most predictive of NCLEX success. Faculty took this information and compared it to the NCLEX Program Report for GHC that is published by the National Council of State Boards of Nursing and Mountain Measurement, Inc. annually. Based on the information from these sources, faculty made changes in course content as well as content delivery in the nursing courses. Since the NCLEX pass rate drop in 2013, faculty have been closely monitoring the NCLEX Program Reports and making changes to assist in NCLEX pass rate improvement. In addition, the Outcomes Committee is currently looking at additional possible success predictors. In response to the increased difficulty of the NCLEX in 2013, GHC started sending faculty to test item writing workshops and training. With faculty and retirements, the addition of new faculty, and the need to improve the test proofing/revising procedures, it was felt that test item writing skills could be sharpened. The most recent test item writing workshop was held in October 2015, hosted by the Georgia Board of Nursing and taught by the National Council of State Boards of Nursing. Five faculty members attended. Revision of the ASN program's Test Item Writing Guidelines is in process since the October workshop. In addition, the ASN program Test Blueprint is under revision.

Changes in content delivery have included efforts to utilize a flipped classroom approach for some content areas. Faculty have included more activities in the campus lab and in the simulation lab to reinforce what is being learned in the classroom. In addition, faculty recognize

the need to change to a more concept based curriculum. A redesign of the ASN nursing curriculum toward concept based is underway for full implementation by fall 2017. Some of the initial steps in this curriculum redesign included making the current SLOs more measurable as recommended by the ACEN.

In the past two years, the ASN program has experienced significant faculty turnover related to retirements and faculty members making job changes for increased pay. The ASN program currently has an increased number of new nurse educators. With the increase in new educators, it has become apparent that the mentoring process for new faculty members needs to be revised and improved. One of the faculty members will be working closely with the Dean and Director to make the improvements in the mentoring process for new faculty.

In order to maintain a quality program, the recruitment and retention of qualified, diverse faculty will continue to be a challenge as many GHC faculty will retire in the next few years. State appropriated funds have been essentially flat, which has been a challenge to overcome in recruiting and retaining faculty to date. For the academic year 2015-2016, GHC faculty received their first raises in six years. In fall 2015, the college experienced a 7% increase in enrollment. This increase in enrollment has led to increased funds available to divisions and should lead to an increase in state appropriated funds. During the time period of flat funds, GHC did a good job of growing their own faculty. Most of the nurse educator students who completed their preceptorships with the program were hired upon graduation. Faculty were supported and encouraged to return to school to work on their doctorates. However, retaining faculty after completion of their doctorates was difficult given competitive salaries in nearby metropolitan areas. In addition to continuing to encourage and support faculty returning to school, various funding sources and offering faculty scholarships or faculty loans is being explored. There are currently two ASN faculty enrolled in doctoral programs in nursing. These faculty are receiving



federal faculty loan or state funding to support their education. It is important to retain these faculty as their expertise is needed in the ASN program.

Response rates on some of the surveys have not been what was desired for the past several years. Since the students are still on campus at the time the Exit Surveys are completed, response rates have been good. However, the response rates on the Graduate Questionnaire and the Employer Survey have only been around 25-35%. The importance of completing the Graduate Questionnaire was stressed to the students prior to graduation. Information related to employment on the Graduate Questionnaire was how the program determined who was to receive the Employer Survey. Low response rates on the Graduate Questionnaire led to low response rates on the Employer Survey. In addition to stressing the importance of completing the Graduate Questionnaire, the ASN program director's administrative assistant would call all graduates to remind them to complete the Graduate Questionnaire. The poor response rate continued in spite of these efforts. In spring 2015, the program contracted with SKYfactor (formerly EBI MAP-Works) to provide the Exit Survey, Graduate Questionnaire and Employer Surveys online in hopes of increasing response rates. The new survey names will be Nursing Exit Assessment, Nursing Alumni Assessment and Nursing Employer Assessment. For the graduating class of 2015, both the Exit Survey and the Nursing Exit Assessment were administered for comparative purposes. In addition to obtaining improved response rates on surveys, the data provided by SKYfactor are more robust. Analytics reveal where improvements need to be made and which area for improvement will yield the greatest results. Also, through SKYfactor, data can be compared to other associate degree programs. The conversion to online surveys is in progress.

## **IX. Recommendations**

It is recommended that the ASN program be maintained at its current level.

The ASN program is a high quality and valued program that assists in meeting the hiring needs of healthcare facilities in northwest Georgia. The program has done well in adjusting the number of students being admitted each year in response to hiring practices of facilities in the college's service areas. It is recommended that the program continue at its current size unless or until associate degree registered nurse needs increase. The current program size will assist in maintaining a sufficient number of full-time and part-time faculty as the current faculty age and retire. The aging of nursing faculty is a national problem. The ASN program has four faculty who will potentially retire in the next 5 years. As nursing faculty leave the workforce, the number of faculty to take their place is insufficient. Efforts to increase the number of nurses in graduate programs focused on nursing education are underway by the University System of Georgia. Preceptorship partnerships with graduate students in nursing education should grow in an effort to meet the department's need for planned succession.