



**Annual Report
of
Institutional
Effectiveness
2014-2015**

Georgia Highlands College

Annual Report of Institutional Effectiveness

Table of Contents

College Information	1
Vision	2
Mission	2
Institutional Goals	2
Institutional Effectiveness Cycle.....	3
Planning Overview.....	5
Planning & Assessment Model	6
Strategic Planning Goals	7
Operational Planning Description	9
Operational Planning Model	10
Institutional Effectiveness Committee	11
Operational Planning Units & Unit Leaders	12
Administrative Unit Missions & Goals	13
Educational Unit Missions & Goals.....	20
Operational Planning Results 2014-15.....	26
Operational Planning Results Summary.....	27
Strategic & Operational Planning Matrix	28
Comprehensive Program Reviews 2014-2015	56
RN-BSN Program.....	57



College Information and Planning Overview

GEORGIA HIGHLANDS COLLEGE

VISION

To be the premier public, multi-campus institution of choice throughout our region, while serving as the state leader in transfer and retention within our sector

MISSION

The mission of Georgia Highlands College, a state college of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

INSTITUTIONAL GOALS

To achieve this mission of being a gateway to success for students, Georgia Highlands College has articulated the following goals:

- Effect quality teaching and learning focused on academic achievement and personal and professional growth.
- Provide comprehensive student services that encourage and enable all students to be successful learners.
- Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.
- Utilize appropriate technologies to advance programs, services and operations to support teaching and learning.
- Maintain efficient and effective administrative services and facilities to support all programs of the college.
- Foster community relationships that facilitate partnering for mutual success.

INSTITUTIONAL EFFECTIVENESS CYCLE

The Institutional Effectiveness Cycle flowchart (following page) shows how the different institutional effectiveness components relate to each other. The strategic plan is a 3-year plan that is designed to help the College fulfill its mission. The unit operational plans are designed to help each unit focus on key outcomes they would like to accomplish for a given year. This ensures that all units are helping the College achieve its mission and goals. The integrated planning and budgeting process helps the College use available funds to pursue new projects and improvements that are consistent with unit goals and outcomes, strategic plan directives and annual initiatives.

The College's institutional assessment and evaluation activities are designed to determine the effectiveness of the College's programs and services. The results from these activities also play a key role in the college's planning activities as they are used in the development of future strategic goals and initiatives.

INSTITUTIONAL EFFECTIVENESS CYCLE



The *Annual Report of Institutional Effectiveness* is produced at the end of the operational planning and assessment cycles. (Includes results of unit operational planning, annual goal assessment, comprehensive program reviews and any follow-up reports)

The *Annual Report of Learning Outcomes Assessment* is produced at the end of the academic year. (Includes results of learning outcomes assessment at the institutional, programmatic and course levels)

PLANNING OVERVIEW

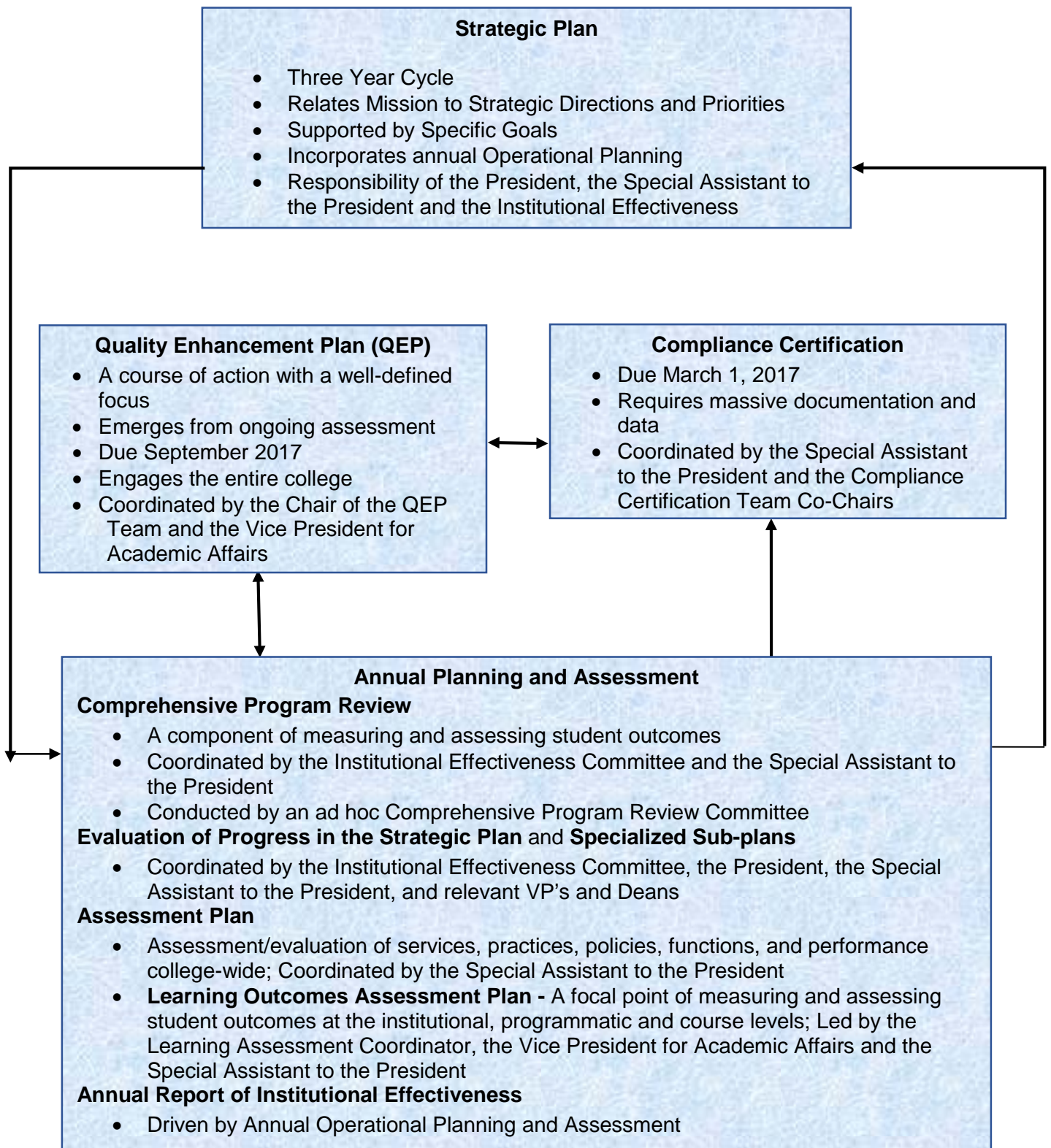
Planning is generally defined as the set of actions and decisions that lead to the development of strategies and the implementation of activities designed to help the college to accomplish its stated purpose. Planning enables the college to effectively allocate resources, respond to changes in the environment, and coordinate activities that lead to fulfilling the college's mission.

Georgia Highlands College (GHC) is committed to comprehensive institutional planning that is strategically focused, systematic, and systemic with an emphasis on measurable learner-centered outcomes. Planning and evaluation are continuous and participatory and include college- and unit-level planning, budgeting, and evaluation processes. GHC believes that the purpose of planning and evaluation is to continuously improve the college's effectiveness and to produce more competent students. Moreover, the planning process should improve the institutional effectiveness of the college's educational programs, student services, community relations, and institutional management. Through planning, the college will ensure that its policies, budgets, and decisions reflect its mission.

GHC has a formal planning process which utilizes the college mission and goals, identified community needs, and available resources as the basis for developing a workable plan of action. A central focus of the college planning process is to provide opportunities for input and comment by all members of the college community. Planning begins with development of the institutional vision that supports the institution's mission. Strategic directives, strategies, and performance measures are then identified. These strategic directives and strategies for achieving the initiatives guide the development of unit operational plans. To assist the college in achieving its mission and goals, each unit at the college links its operations and expectations (intended outcomes) to the college mission and strategic directives through Unit Mission Statements and Annual Unit Operational Plans. Moreover, the process is linked to budgeting process through an annual "new funding request" procedure.

An important component of planning is the assessment of process, program and service intended outcomes. Data collection and analysis are extremely important in this process and in defining projected societal needs and modifying organizational priorities.

Georgia Highlands College Planning & Assessment Model



STRATEGIC PLANNING GOALS for 2013-2016

GHC has identified three major planning goals that reflect the college's desire to thrive and grow in an environment that is focused on students and their achievement. Covering three academic years, the new Strategic Plan takes into account geographic growth of the college, continued focus on student success and ambitious goals for the future. The Strategic Plan is a living document, which will grow and adapt as the situation demands. A brief description and timeline of action items are included for each initiative.

Completion

The Complete College Georgia initiative involves all public colleges across the state; therefore, the goal of helping more students complete a degree or certificate potentially affects all Georgians. Georgia Highlands College is committed to increasing completion rates through multiple measures.

Strategies:

- Allow for the potential re-distribution of hours across curricular areas in appropriate majors to facilitate completion
- Develop new majors in innovative, interdisciplinary fields that would combine technical skills with the interpersonal and leadership skills necessary for success in the workplace
- Create supplemental instruction courses for the sciences to increase success rates
- Support traditionally underserved student populations through the financial and programmatic backing of groups such as Brother 2 Brother and Woman 2 Woman
- Expand GHC's evening pre-nursing cohort program
- Utilize data to determine academically underperforming groups and target these groups for intervention
- Develop career/advising interventions for pre-nursing students who are not succeeding in their gateway nursing courses
- Develop career/advising interventions for students who are not accepted into the nursing program
- Create a completion program for those students who have 90% or more appropriate credits towards graduation
- Routinize a reserve-transfer credit protocol
- Confer the associate's degree automatically upon a student's accumulation of appropriate credits

Infrastructure and Efficiencies

The physical integrity of our campus resources is directly related to the educational experience for students, as well as the work environment for employees. Georgia Highlands College is dedicated to finding ways to modernize and improve infrastructure while maximizing efficient use of resources.

Strategies:

- Reimagine the college's data collection process to facilitate better use of data in decision making
- Upgrade network infrastructure and increase bandwidth to improve existing services and expand distance learning opportunities

- Develop an infrastructure responsiveness plan and a comprehensive deferred maintenance plan
- Expand the college's base of personnel with grant writing experience, under the auspices of the Advancement Office and supported by professional development opportunities
- Construct and analyze database of potential external funding resources
- Create and implement a new branding and marketing plan
- Establish a college working group dedicated to infrastructure and accountability
- Analyze administrative structures and practices for potential efficiencies

Diversity and Globalization

Fostering an atmosphere of inclusion, understanding and tolerance is important to the intellectual growth of the college. Georgia Highlands College seeks to increase awareness and investigation of issues related to diversity and globalization across the spectrum of students, staff and faculty.

Strategies:

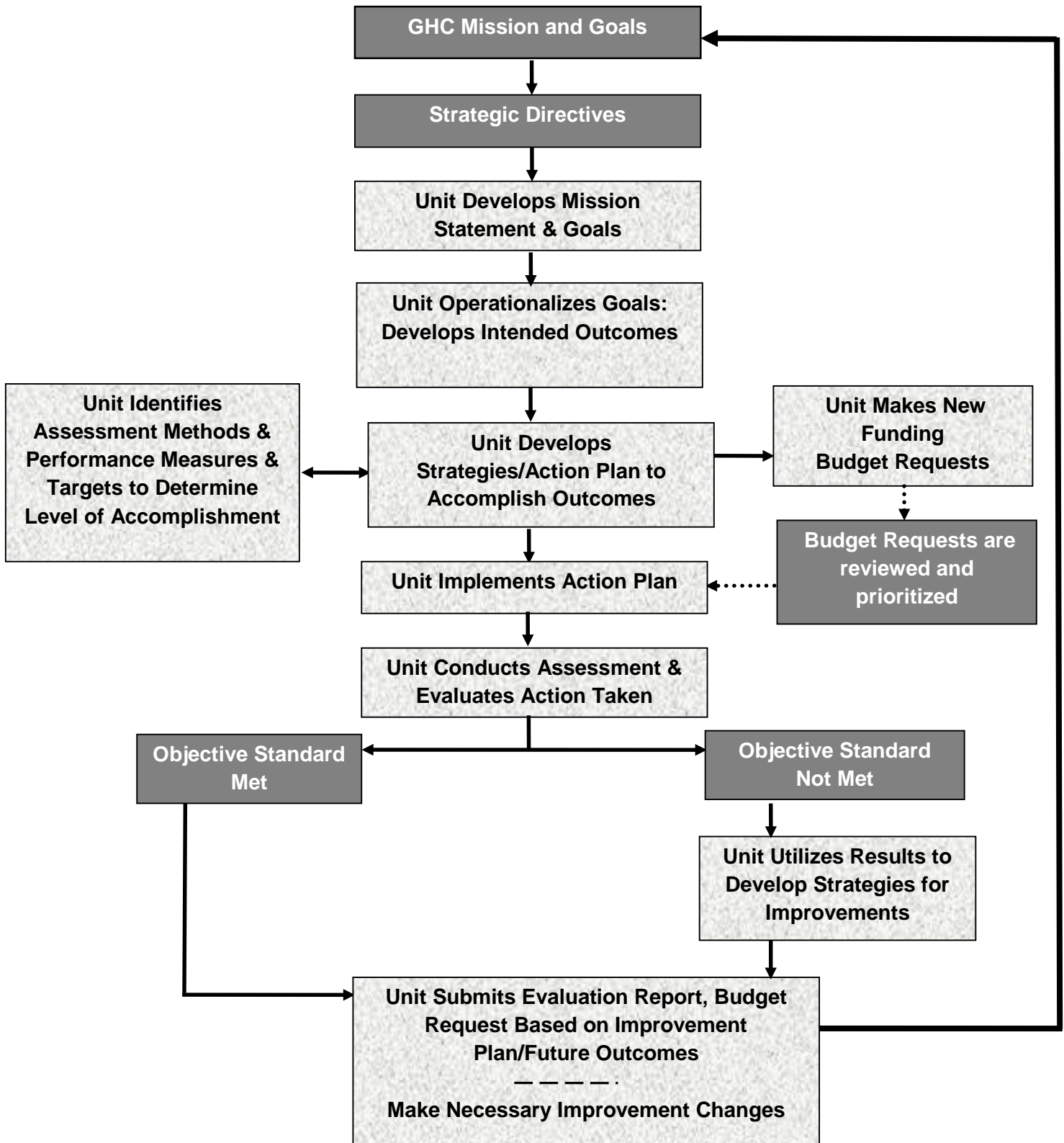
- Create more opportunities to internationalize the curriculum for students
- Name a faculty liaison for study abroad on each campus
- Explore long-term study abroad opportunities for GHC and begin to develop plans and policies to work towards this end
- Set enrollment targets for the student body that are thoughtfully developed with attention to creating a diverse student population
- Collaborate with campus/community partners and surrounding P-12 school systems to promote access to education for all students and their parents (traditional/non-traditional)
- Create a minority community advisory group for the President
- Promote the academic value of globalization/diversity among the student body
- Collaborate with the Advancement Office to raise funds to support globalization and diversity initiatives
- Increase number of enrollment management staff who speak Spanish, and target more recruitment towards Hispanic students
- Expand the college's hiring and promotion of diverse applicants through more targeted advertising in the community, more extensive and formalized development opportunities for existing employees, and more focused recruitment of a diverse part-time faculty

OPERATIONAL PLANNING DESCRIPTION

Faculty and staff develop unit plans which include the following components: Institutional Goals, Unit Goals, Intended Outcomes, Method of Outcome Assessment and Performance Measures. All staff and appropriate faculty are involved with this process. Unit level plans are approved at the appropriate organizational level. In April, Units submit proposed operational plans for the upcoming academic year to the Institutional Effectiveness Committee (IEC) for approval. The approval process is designed to insure that the college is making every effort to respond to all of the anticipated opportunities and challenges that are projected to be in the college's future. Operational plans which require new funding are submitted to the IEC and the Budget Hearing Team along with a New Funding Request rationale. Unit leaders present and discuss individual plans and funding requests. The IEC approves unit operational plans and the Budget Hearing Team along with the President's Executive Cabinet makes decision on the new funding requests. In March and April of each year, units submit completed operational plans for that year to include Assessment Results (an evaluation of the action taken) and Use of Results.

Annually, the completed Operational Plan is evaluated and an evaluation report is published. Intended Outcomes are listed with a rating (Outcome Exceeded, Outcome Met, Outcome Partially Met, Outcome Not Met, Action Ongoing) is assigned. The IEC reviews the Operational Plan and the Office of Strategic Planning, Assessment and Accreditation then publishes the entire Operational Plan into the Annual Report of Institutional Effectiveness. The results of the Operational Plan Evaluation are used to make adjustments to programs and services and to the intended outcomes for upcoming Annual Operational Planning.

Georgia Highlands College
OPERATIONAL PLANNING MODEL For Continuous Improvement



INSTITUTIONAL EFFECTIVENESS COMMITTEE

Membership 2014-15

Laura Musselwhite, ex officio, Interim VPAA and Director of Strategic Planning Assessment and Accreditation Office

Melanie Largin, Chair, Mathematics Faculty

Jesse Bishop, Humanities faculty

Michelle Boyce, Dental Hygiene Faculty

Megan Davidson, Budget Manager

Kevin Dyke, Mathematics Faculty

Charlene Graham, Assistant Director of Admissions

Veronica Morin, Natural Sciences Faculty

Alan Nichols, Social Sciences and Business Academic Dean

Ricky Terry, IT Applications Support Specialist

Connie Watjen, Humanities Faculty

**GHC OPERATIONAL PLANNING
UNITS and UNIT LEADERS
2014-15**

Administrative Units

Admissions & Registrar	Sandie Davis
Athletics	Phil Gaffney
Budgets & Auxiliary Services	Megan Davidson
Campus Safety	John Upton
College Relations	Dana Davis
Financial Aid	Megan Simpson
Information Technology Services	Jeff Patty
Offices of Campus Deans	Dr. Cathy Ledbetter
Office of the President	Dr. Don Green
Office of Strategic Planning, Assessment and Accreditation	Dr. Laura Musselwhite
Office of VP for Academic Affairs	Dr. Renva Watterson
Office of VP for Advancement & Marketing	Mary Transue
Office of VP for Finance & Administration	Dr. Jeff Davis
Office of VP for Human Resources	Ginni Siler
Office of VP for Information Technology	Jeff Patty
Office of VP for Student Affairs	Dr. Todd Jones
Physical Plant	Phillip Kimsey
Procurement	Cynthia Parker
Student Life	John Spranza
Student Support Services	Angie Wheelus

Educational Units

Academic Advising	Joan Ledbetter
Academic Success & E-Learning	Dr. Diane Langston
Health Sciences Division	Dr. Janet Alexander
Humanities Division	Dr. Jon Hershey
Library	Elijah Scott
Mathematics Division	Dr. Tim Floyd
Natural Sciences & PE Division	Mark Knauss
Social Sciences, Business & Education Division	Dr. Alan Nichols
Testing	Phyllis Chunn
Tutorial Center	Jennifer Hicks

UNIT MISSION STATEMENTS AND GOALS

Administrative Units

Accounting

The Department of Accounting reports to the Vice President for Finance and Administration and is responsible for the accurate and efficient management and delivery of non-academic services to students, faculty, staff, retirees, college vendors, and the general public. Our responsibilities include the areas of General Ledger, Accounts Receivable, Accounts Payable, and Payroll.

1. The Department of Accounting will obtain a clean state audit report for the college.
2. The Department of Accounting will successfully implement an electronic disbursement method for student financial aid refunds.
3. The Department of Accounting will successfully implement the new ADP payroll system.
4. The Department of Accounting will provide an accurate and timely Annual Financial Report to the Board of Regents.

Admissions

The Admissions Department enrolls qualified students.

1. The Admissions Office will admit students in accordance with federal, state, and institutional policies.
2. The Admissions Office will process enrollment documentation in accordance with institutional policies.
3. The Admissions Office will provide accurate information to prospective students and applicants.
4. The Admissions Office will continue to improve its customer service students.
5. The Admissions Office will continue to expand its recruitment efforts throughout the college's service areas.
6. The Admissions Office will expand the automation of student records processing.
7. The Admissions Office will increase its communication efforts with prospective students, applicants, and admitted students.
8. The Admissions Office will accurately monitor and report international student enrollment.
9. The Admissions Office will accurately input, monitor, and report its residency decisions in accordance with Federal and State policies.
10. The Admissions Office will develop strategies to improve its application totals and enrollment numbers.

Advancement/Alumni

It is the mission of the Department of College Advancement to affect a superior educational environment through philanthropic support of Georgia Highlands College and its educational curricula by securing resources to provide community awareness, community education and involvement, community service and personal contact for financial support. The mission of the Georgia Highlands College Alumni Association is to bridge the past with the future, engendering a sense of pride, loyalty and interest in the life of the college.

1. The Department of Advancement will continue to diversify and expand its fund raising strategies.
2. The Alumni Association will continue to integrate new strategies to communicate with alumni.
3. GHC Foundation members will actively participate in strategic planning on an on-going basis.
4. The GHC Foundation will provide accurate bookkeeping and reporting of all funds and investments.
5. GHC Foundation members will actively participate in college and Foundation-sponsored activities.

Auxiliary Services

The Department of Auxiliary Services reports to the Vice President for Finance and Administration and is responsible for the delivery of non-academic services to students, faculty, and staff such as Bookstore, Food Service, Charger Card, and Vending.

1. The Department of Auxiliary Services will provide our students all related course materials, supplies, college memorabilia, and clothing items at a reasonable cost.
2. The Department of Auxiliary Services will provide an opportunity for a variety of high quality, nutritional meals for students, faculty, staff and the local community in a clean and enriching environment.
3. The Department of Auxiliary Services will expand the services and use of the Charger Card.
4. The Department of Auxiliary Services will expand and enhance the Auxiliary function of the college.

Budgets

The Department of Budgets reports to the Vice President for Finance and Administration and is responsible for the management and preparation of budget analysis, reporting and forecasting.

1. The Department of Budgets will prepare a balanced budget in conjunction with the academic and administrative goals of the college.
2. The Department of Budgets will maintain a balanced budget in conjunction with the academic and administrative goals of the college.
3. The Department of Budgets will allocate funds to individual departments as approved.
4. The Department of Budgets will provide accurate and timely analysis and projections of budgetary data to college administration, Board of Regents, and other constituents.
5. The Department of Budgets will train college personnel to manage their individual budgets through the reporting tool in PeopleSoft.

Campus Safety

The Department of Campus Safety reports to the Vice President for Finance and Administration and is responsible for providing a safe and secure environment for employees, students and the general public in order to facilitate the learning process.

1. The Department of Campus Safety will incorporate technology to increase the efficiency and flexibility of departmental personnel.
2. The Department of Campus Safety will modify office forms, procedures, and operations to accommodate the evolution of the college
3. The Department of Campus Safety will conduct table top and live crisis response drills to improve Crisis Response capability.
4. The Department of Campus Safety will promote an increased feeling of general safety and security in the GHC community.
5. The Department of Campus Safety will provide improved parking enforcement.

College Relations

The Office of College Relations will increase awareness throughout the college's expanded service area to boost enrollment, alumni interest/participation and improve community perception of the college. Internally, the college relations department will inform its internal audiences, consisting of faculty, **staff and students**, of

achievements, news and activities that keep the college family knowledgeable and positive about the state of the institution and its colleagues.

1. The College Relations Department will change negative perceptions and reinforce positive ones through an evolutionary process using a variety of communications vehicles to achieve this objective (e.g. advertising, public relations, collateral, etc.).
2. The College Relations Department will work with the marketing committee to determine marketing and communication goals for each site and to design strategies and tactics to meet those goals.
3. The College Relations Department will implement strategic advertising campaigns in GHC service areas to develop brand identity, drive enrollment and support other goals of the college as a whole and the instructional sites individually.
4. The College Relations Department will keep Georgia Highlands in the news and maintain a positive brand position through the consistent release of news and information to the mass media.

Financial Aid

The Financial Aid Office will provide the highest quality of services when awarding financial aid accurately, efficiently and in a timely manner while in full compliance with all federal, state and college regulations. In pursuing our mission we strive to uphold the highest degree of professionalism, confidentiality, honesty, and integrity; embrace emerging technologies; and work collaboratively with all areas of the college, recognizing that only together can we achieve our common goal to enhance enrollment, retention, and academic success of our students.

1. The Financial Aid Office will educate current students about financial options and responsibilities.
2. The Financial Aid Office will be proactive in educating prospective students and their parents about financial aid opportunities.
3. The Financial Aid Office will administer federal Title IV funds according to federal regulations.
4. The Financial Aid Office will administer state financial aid funds according to state regulations.
5. The Financial Aid Office will administer GHC Foundation scholarship according to the guidelines of the donor, Advancement Office and college.

Human Resources

The Georgia Highlands College Office of Human Resources' mission is to support and influence a culture of excellence, respect and inclusiveness by delivering valuable and innovative Human Resources services and consultation to the institution, which creates and sustains an environment where leaders, at all levels, are fully prepared to manage and lead, and where both Faculty and Staff thrive.

1. The office will provide current and accurate organizational charts that reflect the reporting structure of the institution and can be used as tools in planning, developing and directing the work of the institution.
2. The office will compile records that meet with regulatory compliance standards related to content.
3. The office will manage an applicant process that is properly designed and in compliance with the institution's EEO policies and practices.
4. The office will develop, implement and maintain a compensation program for the institution.
5. The office will maintain employee records that meet with regulatory compliance standards related to content.
6. The office will maintain I-9 documents that comply with established guidelines.
7. The office will provide training for individuals completing I-9 documents to prompt more accurate preparation of documents.

8. The office will provide a compliance training plan that organizes all required training and ensures its delivery and monitoring.

Information Technology

The Information Technology Department provides technological services that support the computing needs of the institutions academic and administrative functions. Furthermore, the Information Technology Department enhances the teaching and learning process for students, faculty and staff by researching, developing, implementing, and facilitating diverse and effective delivery systems through the use of new technologies.

1. The Information Technology Department will enhance online services for students by improving website reliability.
2. The Information Technology Department will enhance the safety of faculty, staff and student data by ensuring that all servers are kept up to date with appropriate security patches/updates.
3. The Information Technology Department will enhance the safety of faculty, staff and student data by ensuring that all firewalls are properly maintained.
4. The Information Technology Department will improve resource utilization by providing viable technology for users through the execution of the college's Technology Replacement Plan.
5. The Information Technology Department will provide a reliable level of service and support to the user community.
6. The Information Technology Department will provide a functional and dependable infrastructure for faculty, staff, and student utilization.
7. The Information Technology Department will provide secure and reliable protection to college technology in safeguarding users from viruses, worms, trojans, and other malicious malware.
8. The Information Technology Department will ensure that access controls are in place and monitored to protect data integrity.
9. The Information Technology Department will enhance faculty, staff, and student communication by reducing the amount of unsolicited commercial email received.
10. The Information Technology Department will market available technologies offerings to the college community.
11. The Information Technology Department will advocate innovative technology to the college community by increasing awareness to new technologies.
12. The Information Technology Department will utilize technology to strengthen the effectiveness and efficiency of all functional operations of the College.
13. The eLearning unit of Information Technology will recruit new faculty to teach extended learning courses (Courses by DVD, Web-based courses, hybrid courses, GHTV courses).
14. Students will be satisfied with the quality of the DVDs provided for courses by DVD.
15. Students will be satisfied with the schedule of courses offered through the eLearning unit of Information Technology.
16. Students will be satisfied with the quality of instruction in eLearning courses.
17. Students will be satisfied with the quality of on-line materials for eLearning courses.
18. Students will be satisfied with the quality of the orientation materials for eLearning courses.
19. The viewing audience of GHTV will be made aware of various opportunities and areas of study that are available to them through traditional programs of study and outreach programs available through GHC.
20. Faculty members will be aware of all methods of delivery available through eLearning.
21. The eLearning unit of Information Technology will produce materials promoting divisions and departments within the college.
22. The eLearning unit of Information Technology will strive to improve faculty perceptions of opportunities and services offered by the eLearning unit.

Offices of Campus Deans

The mission of the Administrative Office of Campus Dean is to facilitate operations between the campuses of Georgia Highlands College and other participating institutions. The Administrative Office also works collaboratively to serve the needs of students, faculty, staff, and its community with emphasis on achieving successful learning outcomes, enhancing workforce preparedness, and building effective community and industry partnerships.

1. The Office will support the College's delivery to its students, employees, and other stakeholders high quality, seamless, academic programs and student services.
2. The Office will provide for other institutional partners an environment that proactively and positively promotes a shared interest in education and lifelong learning.
3. The Office will maintain an environment that promotes learning and is conducive for the success of students, employees, and other stakeholders.
4. The College will provide high quality, effective and student-friendly support services.
5. The College will provide programs and courses that are of the highest academic quality and relevance and that promote a respect for learning among students and other stakeholders.
6. The Office will monitor the enrollment at its location in an effort to achieve an overall institutional enrollment.

Office of Strategic Planning, Assessment and Accreditation

In support of the mission of GHC, SPAA facilitates the ongoing development of academic and administrative excellence of the college through planning, research and assessment.

1. SPAA will provide research-based information about GHC to effectively achieve the goals of the institution.
2. SPAA will provide a system of services that effectively meets the needs of internal and external constituents, customers, and patrons.
3. SPAA will oversee and direct assessment activities at the college.
4. SPAA will provide information and direction to accreditation activities at the college.
5. SPAA will work collaboratively with faculty, staff, and administration to explore new research projects and share ideas to enhance the educational opportunities at GHC.

Physical Plant

The Department of Physical Plant reports to the Vice President for Finance and Administration and is responsible for the management and delivery of non-academic services to students, faculty and staff. Our areas of responsibility include Engineering, Building Services, Custodial and Grounds.

1. The Department of Physical Plant will provide physical and technical support to the expansion of the institution's geographical area.
2. The Department of Physical Plant will provide physical and environmental support for the well-being of students, faculty, staff and the community.
3. The Department of Physical Plant will administer necessary support services to meet the needs of the students, faculty, and staff.
4. The Department of Physical Plant will renovate selected facilities.
5. The Department of Physical Plant will demonstrate progress on future construction projects.
6. The Department of Physical Plant will improve the quality of the college appearance by designing and implementing landscape design plans.
7. The Department of Physical Plant will develop work order systems for tracking maintenance and improvement issues.

8. The Department of Physical Plant will streamline the planning, design and construction phase of all major repairs and renovation (MRR) projects.

Procurement

The Department of Procurement reports to the Vice President for Finance and Administration and is responsible for the overall management of all college purchases, p-card administration, fleet management, and risk management.

1. The Department of Procurement will negotiate contracts that enhance the services on the campus, with a favorable vendor and most favorable cost to the college, faculty, staff, and students.
2. The Department of Procurement will increase training and communications with regard to state travel and purchasing policies and procedures.
3. The Department of Procurement will increase efficiency of procurement with the use of the P-Card and Works program.
4. The Department of Procurement will increase training and communications with regard to Risk Management policies and procedures.
5. The Department of Procurement will negotiate favorable banking contracts.
6. The Department of Procurement will promote a better understanding of the duties of the Procurement Office as well as policies and procedures.

Registrar

The Office of the Registrar, with a customer- centered focus, will use the most current technology available to provide student records, registration, and graduation services that assist students to meet educational goals.

1. The Registrar's Office will provide sufficient training opportunities for customer service representatives.
2. Changes to student records will be processed in a timely manner.
3. The Registrar's Office will maintain and archive student records in accordance with AACRAO guidelines.
4. Students will utilize on-line records services.
5. The Registrar's Office will expand automation of student records processing.
6. Students will utilize on-line registration.
7. Students will be aware of registration processes and deadlines.
8. Students will be aware of graduation processes and deadlines.
9. The Registrar's Office will process graduation petitions in a timely manner.
10. Students who have petitioned for graduation will be notified of their graduation status in a timely manner.

Student Life

The Office of Student Life (OSL) seeks to develop the Georgia Highlands College student body through a series of co-curricular activities that promote experiential learning, wellness, an appreciation of the arts, leadership, and volunteerism. The unit encourages and provides student involvement opportunities to complement the academic programs of study and to enhance the overall college experience for all Georgia Highlands College students.

1. The SLO will provide a diverse programming schedule of events and opportunities that reflects the OSL mission and encourages student engagement.
2. The SLO will provide outlets and opportunities for exposure to area cultural events.

3. The SLO will periodically survey students on programming needs/wants, as well as satisfaction levels of current programs.
4. The SLO will provide a point of contact for community service and service learning opportunities through the Volunteer Services Office.
5. The SLO will offer a variety of service projects both on and off campus to foster volunteerism.
6. The SLO will provide students with the opportunity to form registered student organizations (RSOs) that cater to their interests, and to support these groups as needed.
7. The SLO will promote and host leadership development opportunities for students.
8. The SLO will advise and assist with the model of student government to allow the student body a voice in the actions of the college.
9. The SLO will promote physical fitness and proper healthy behaviors through coordination of intramural athletic events and other wellness initiatives.
10. The SLO will administer the judicial programs and policies (Code of Conduct and Academic Integrity) effectively.

Student Support Services (SSS)

The mission of Student Support Services is to provide reasonable programs and services to enrolled students, including supportive counseling, career exploration, and disability support that allow students to meet the demands of college life, as independently as possible.

Career Exploration Services

1. Students will be aware of services provided for career exploration at all campus locations.
2. Students will be aware of career competencies and assessments through workshops and presentations.

Counseling Support Quality Standards

1. SSS will provide high quality individual and group counseling services to students who may be experiencing psychological, behavioral, or learning difficulties in areas of personal, educational, career development, interpersonal relationships, family, social and psychological issues.
2. SSS will provide programs focused on the developmental needs of college students to maximize the potential of students to benefit from the academic environment and experience.
3. SSS will provide consultative services to the GHC community to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students.
4. SSS will assess services to identify student needs and appropriate services and referrals.
5. SSS will be responsive to needs of individuals, diverse and special populations, and relevant constituencies.
6. SSS will provide referrals and collaboration concerning psychological testing and other assessment techniques to foster student self-understanding and decision making.
7. SSS will conduct outreach efforts to address developmental needs and concerns of students.
8. SSS will provide counseling support to help students overcome specific deficiencies in educational preparation or skills.
9. SSS will provide support services for students needing monitoring of psychotropic medications.
10. SSS will provide crisis intervention and emergency coverage for the GHC community.
11. SSS will consult with faculty and staff regarding professional development programs.
12. SSS will maintains records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of records.

Disability Support Quality Standards

1. SSS will ensure equal access for students with disabilities to all academic and co-curricular opportunities offered by Georgia Highlands College.
2. SSS will provide leadership to the campus community to enhance understanding and support of disability services.
3. SSS will provide guidance to the campus community to ensure compliance with legal requirements for access.
4. SSS will establish clear policies and procedures that define the responsibilities of both the institution and the person eligible for accommodations.
5. SSS will ensure that qualified individuals with disabilities receive reasonable accommodations so as to have equal access to all college programs and services regardless of the type and extent of the disability.
6. SSS will inform the GHC community about the location of disability services, the availability of equipment and technology helpful to those with disabilities, and the identification of key individuals who provide services.
7. SSS will define and describe the procedures for obtaining services and accommodations.
8. SSS will provide guidance and training for college staff and faculty members in the understanding of disability issues (including stereotypes and appropriate protocols and language).
9. SSS will advocate for equal access, accommodations, and respect for students with disabilities within the campus community.
10. SSS will identify environmental conditions that negatively influence persons with disabilities and propose interventions designed to ameliorate such conditions.
11. SSS will regularly evaluate the campus for physical access.
12. SSS will advise college administrators on how to best respond to current litigation, interpretation of case law, changes in the field of medicine, and diseases, changes in documenting disabilities, and trends in the field of secondary special education.
13. SSS will provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical, and curriculum modifications.

Academic/Educational Units

Academic Success and eLearning

The Academic Success and eLearning Division provides two kinds of support for learning. First, the division offers the courses that are part of the state's formal Learning Support program. Second, the division is the home of GHC's First Year Experience program and is responsible for the content of FYE courses (FCST 1010 and FSCT1020).

1. The division will assess the requirements for placement (COMPASS) testing for prospective students in the re-admit, transfer, and post-baccalaureate categories, and notify those students of what tests are required and when (date and time) to test.
2. The division will insure that students are placed into Learning Support classes according to policies of the Georgia Board of Regents (BOR) and Georgia Highlands College, and track students' progress through those courses in order to provide the appropriate number of attempts allowed and insure that Learning Support is completed in a timely way.
3. The division will notify students of their progress through Learning Support classes before Learning Support dismissal is required.
4. The division will check student placements in Learning Support courses at the beginning of each term to catch and correct advising errors resulting in mistaken enrollments.
5. The division will train advisors at Faculty Academy and other times in Learning Support advising to reduce advising errors and make Learning Support advisors readily available at orientations.

Advising

In support of Georgia Highlands College Mission and Goals, academic advising is the collaboration between advisors and students that determines educational options, which will ultimately lead to achievement of personal and professional goals, whether that is within the realm of the core curriculum, transfer programs, cooperative degree programs, or career programs. Academic advising is available to all students, regardless of need, at each educational site. Academic advising is a teaching opportunity. Faculty and professional advisors assist students in setting realistic educational goals, learning and applying decision-making strategies, and making appropriate choices.

1. New students will learn about academic requirements.
2. Students will be aware of institutional resources available to meet their individual educational needs and aspirations.
3. Currently enrolled students will interact with an advisor prior to registration.
4. Students will plan a program of study tailored to their academic talents and professional interests.
5. Students will understand the importance of strategic planning for coursework to be undertaken.

Assessment Center

The Assessment Center schedules and proctors tests for GHC. The kinds of tests provided support the various academic goals of the college.

1. The Assessment Center will schedule and provide testing each term.
2. The Assessment Center will provide test services at all GHC sites.
3. The Assessment Center will test students in a timely manner.
4. The Assessment Center will inform students of test outcomes as quickly as possible and meet the needs of other GHC divisions for score information.

Health Sciences

The Health Sciences Division will provide an educational environment that fosters student success in skill development, retention and licensure passage.

1. Health Sciences students will successfully pass written and clinical licensure exams.
2. Health Sciences students will be retained in their respective career programs.
3. Health Sciences student will obtain employment in their respective fields.

Humanities

In support of the mission of Georgia Highlands College (GHC), the Division of Humanities will provide students with access to excellent educational opportunities via the disciplines of art, communication, music, foreign languages, journalism, drama, and English, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to enhancing the intellectual and cultural development of our diverse student population, emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, and facilitating student success through advising and support.

1. The Humanities Division will provide high quality instruction in art, communication, music, foreign languages, journalism, drama, and English demonstrated by continual refinement and enhancement of

divisional curriculum and related teaching materials, and the utilization of an annual assessment process.

2. The Humanities Division will support professional development and scholarship of divisional faculty within their respective disciplines by providing, whenever possible, time, monetary resources, and peer review of professional essays, creative works, conference presentations, dissertations, etc. This includes, but is not limited to, encouraging and facilitating academic coursework, research, publication, and faculty participation in professional organizations and/or committees at the local, regional and national level.
3. The Humanities Division will support professional development that improves the ability of faculty to deliver quality instruction to students through the utilization of GHC's faculty academy, faculty-sponsored workshops, and, when available, professional development grants.
4. The Humanities Division will schedule and deliver divisional courses on all campus sites based on the needs of each campus.
5. The Humanities Division will schedule and deliver divisional courses using extended/distance learning formats and technologies such as hybrid courses and GeorgiaVIEW Vista.
6. The Humanities Division will schedule and deliver, via collaboration with the Division of Academic Support, learning support courses in writing.
7. The Humanities Division will maintain efficient administrative functions through regular and open communication (email, division meetings, etc.) between the academic dean, division secretary, and all faculty members, full and part-time.
8. The Humanities Division will integrate principles of information competency throughout the divisional curriculum.
9. The Humanities Division will encourage students to explore and potentially pursue programs of study in art, communication, music, foreign languages, journalism, drama, and English by supporting and/or providing extra-curricular activities related to art, communication, music, foreign languages, journalism, drama, and English such as the Alabama Shakespeare Festival trip, *Six Mile Post (SMP)* and *Old Red Kimono*.

Library

The Georgia Highlands College Library supports the College's mission of access to excellent educational opportunities. By providing access to information resources, services, and instruction, the libraries at all Georgia Highlands College locations provide an environment conducive to successful learning and meaningful research.

1. The Library supports information competency by providing formal bibliographic instruction, comfortable and secure networked spaces for learning, and comprehensive reference services for students, faculty, and staff.
2. The Library provides high quality reference and teaching services to enable students to use information resources efficiently and effectively.
3. The Library provides access to information in a variety of formats through current and emerging technologies.
4. The Library provides resources to all users at the point of need in a timely manner.
5. The Library supports and participates in the cultural development of students, faculty, staff and surrounding communities by providing a venue for displays, events and activities.
6. The Library maintains effective collaborations with partner institutions.
7. The Library participates in consortial relationships with University System of Georgia libraries and other institutions.
8. The Library maintains appropriate collections at all Georgia Highlands College locations by acquiring, managing, and preserving information in a variety of formats, including online resources provided through consortial relationships with all University System of Georgia libraries.

9. The Library utilizes proper budget management practices, including setting priorities for expenditures and adhering to procedures for purchases and budget adjustments.
10. The Library staff participates in professional development activities to stay abreast of trends and advances in the field of librarianship.

Mathematics

In support of the mission of Georgia Highlands College (GHC), the Division of Mathematics designs, schedules, and delivers high quality mathematics and computer science courses, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to enhanced student achievement in mathematics and computer science, emphasizing an education based on the college's student learning outcomes, recruiting and supporting highly qualified faculty, and providing excellent customer service to students through the division's administrative functions.

1. Provide high-quality instruction in mathematics and computer science.
2. Support professional development for divisional faculty, emphasizing training that integrates faculty into the college environment and improves the ability of faculty to deliver quality instruction to students, as well as allowing faculty to be leaders and presenters in their academic disciplines and professional organizations.
3. Allocate resources to adequately offer needed divisional courses at each of the five campus sites (Floyd, Cartersville, Marietta, Paulding and Douglasville).
4. Collaborate with the Director of e-Learning and instructors of e-Learning courses to assess and address needs (offerings, design, policies, etc.) for those courses.
5. Refine, enhance, and develop the curriculum and teaching materials for courses offered by the division.
6. Provide advisement for students who wish to study or might consider studying in STEM (science, technology, engineering and mathematics) fields.
7. Emphasize the importance of student evaluations and using feedback from students to make positive changes to curriculum and instruction.

Natural Sciences & Physical Education

In support of the mission of Georgia Highlands College (GHC), the Division of Science and Physical Education designs, schedules, and delivers high quality science and physical education courses, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to enhanced student achievement in science and physical education, emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, and providing excellent customer service to students through the division's administrative functions.

1. The Division of Science & Physical Education will schedule and deliver a variety of courses, on multiple sites, based on student need and campus resources.
2. The Division of Science & Physical Education will provide GHC students will high quality instruction.
3. The Division of Science & Physical Education will actively participate in service to the institution.
4. The Division of Science & Physical Education will actively participate in service to the community.
5. The Division of Science & Physical Education will continually assess its curriculum and, if necessary, alter or adapt it to the ever-changing needs of GHC students.
6. The Division of Science & Physical Education will maintain efficient and effective administrative functions.
7. The Division of Science & Physical Education will support professional development for its faculty members.

8. The Division of Science & Physical Education will actively participate in IC@GHC as part of the college's overall Quality Enhancement Plan (QEP).
9. The Division of Science & Physical Education, through its Science faculty, will actively participate in the STEM (Science, Technology, Engineering and Mathematics) Initiative.
10. The Division of Science & Physical Education will actively participate in the multiple forms of academic advising employed by GHC on multiple campus sites.

Social Sciences, Business and Education

In support of the mission of Georgia Highlands College (GHC), the Division of Social Sciences, Business and Education will provide students with access to excellent educational opportunities via the disciplines of Accounting, Business Administration, Criminal Justice, Economics, Education, Geography, History, Human Services, Philosophy, Political Science, Psychology, Religion, and Sociology, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to developing students as citizens in a local, national, and global context, promoting and valuing diversity, and developing life skills. We also seek to enhance the intellectual and cultural development of our diverse student population, emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, facilitating student success through advising and support, and providing excellent customer service to students through the division's administrative functions.

1. The Division will provide schedules that meet the needs of GHC students.
2. The Division will provide adequate part-time faculty to meet staffing needs.
3. The Division will limit the number of scheduled classes that are cancelled.
4. Faculty will engage in professional development activities.
5. The Division will ensure all division faculty teaching at GHC have proper credentials.
6. The Division will ensure quality teaching through class visits by the academic dean to all full and part-time faculty.
7. The Division will operate effectively within given budget constraints.
8. The Division will provide effective customer service to students.
9. Faculty will fully participate in advising activities.
10. The Division will provide effective scheduling of courses at various times and locations for students at all campus sites.
11. The Division will review courses regularly to insure their currency and effectiveness and recommend additions or deletions to remain synchronized with market needs and academic developments.
12. The Division will select appropriate text and other materials to support instruction.
13. The Division will promote the use of technology to enhance teaching and learning.
14. The Division will provide for the advising needs of students.
15. The Division will utilize proper budget management practices, including setting priorities for expenditures and following procedures for purchases and budget adjustments.
16. The Division will recruit and retain qualified faculty to teach appropriate courses.
17. The Division will evaluate the effectiveness of the faculty and staff to insure professional delivery of courses.
18. The Division will work to provide faculty the resources, training and professional travel opportunities to remain current in their discipline and to deliver courses effectively.

Tutorial Center

The purpose of the Georgia Highlands Tutorial Center is to help students improve their academic skills and succeed in their chosen college curriculum. The staff of the Tutorial Center is dedicated to helping students acquire the skills to become independent learners and enhancing the education that is received by students in the

classroom. Tutors do not grade papers or in any way substitute for classroom instruction, and course instructors provide the standard for grading.

1. The Tutorial Center will provide tutorial services each term.
2. The Tutorial Center will provide tutorial services at all GHC sites.
3. The Tutorial Center will ensure that students are aware of the services offered by the Tutorial Center.
4. The Tutorial Center will provide a satisfactory level of service for students who use the Tutorial Center.
5. The Tutorial Center will provide sufficient individual tutoring time for students in the subject areas that are part of the Tutorial Center's core mission (math, English and reading).
6. The Tutorial Center will provide opportunities for students in math, English and reading who regularly use the Tutorial Center to improve academically and become independent learners.



Operational Planning

Results

2014-2015

The College has experienced successful participation by its functional units in the 2014-2015 operational planning cycle. Instructional workshops were conducted on an as needed basis to review the process and meetings with individual unit leaders were held to assist and guide as necessary. The thirty units met separately and developed their operational plans which were submitted to the Institutional Effectiveness Committee (IEC) for review and approval. During the IEC review, Phase I (outcome, assessment measures and performance targets) of the operational plans were discussed, altered if necessary, approved or disapproved. All approved operational plans were then brought back to the unit for continuation of the process. Units followed the action plans set forth to fulfill the stated outcomes. The evaluation of action and determination of outcomes obtainment was done during April and May 2015. The operational plans were then resubmitted to the IEC for review and determination of completeness. At this time, operational plans were individually identified according to outcome achievement level. The identifications are: Outcome Exceeded, Outcome Met, Outcome Partially Met, Outcome Not Met, and Action Ongoing.

During the 2014-2015 Operational Planning Cycle, 31 operational plans were approved and followed. At the close of the cycle, 31 operational plans were completed and 5 of these plans have action ongoing. Of the 31 completed plans, 15 of them met their outcomes successfully with 5 of these exceeding the outcomes. Eight of the completed plans partially met the outcomes, yet the results were determined as acceptable. Two completed plans did not meet the outcome.

Each operational plan identified as “action ongoing” have anticipated completion dates within the next year. Updates to these operational plans have been updated in this Report as of Fall Semester 2016.

Many improvements have been made as a result of the operational planning process and many ideas for further improvement have evolved from the process. (See the Strategic & Operational Planning Matrix for outcomes). As units worked on next year’s plans they used the results of the evaluation of the current year’s plans along with other assessments. Units also linked these future plans to budget planning as budget requests were made accordingly.

Strategic & Operational Planning Matrix
Administrative and Educational Unit Outcomes

College Goal #1: Effect quality teaching and learning focused on academic achievement and personal and professional growth.					
Unit Name	Unit Goal	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Tutorial Center	4	Students visiting the Tutorial Centers will report having a satisfactory experience with the services offered by the Centers.	Eighty percent of students who use Brainfuse for online tutoring and who participate in an exit survey distributed by Brainfuse or a survey sent out by the Tutorial Center will agree that Brainfuse is easy to use, they would recommend Brainfuse to others, and they find the service helpful.	Outcome met. 91% of respondents indicated that Brainfuse was easy to use and 91% indicated that they would recommend Brainfuse to others. Moreover, 89% of the respondents indicated that they found this service helpful.	The department will continue to monitor the satisfaction levels of students using Brainfuse online tutoring.
Tutorial Center	1,3,6	Provide a consistent level of mandatory training for all part-time tutors in order to ensure tutors have an in-depth knowledge of the tutoring process and best practices in the learning assistance field.	All professional, volunteer, and student tutors will watch a recorded version of Innovative Educator's webinar, "Shifting from Codependent to Empowering Behavior: Tutoring Strategies That Foster Independent Learning."	Outcome met. After watching the webinar, the director decided that the best approach was to disseminate this information to tutors through training rather than requiring that they watch the video. The information was summarized and presented to tutors, who then participated in an open discussion of how to empower students toward independence. Although the approach to training was changed, the outcome was met.	This topic will continually be addressed in tutor trainings for new and continuing tutors.

Tutorial Center	3	Students will be aware of and utilize services offered by the Tutorial Centers.	Through advertising and outreach, the percent of currently enrolled students who use tutorial services will increase by two percent as compared to usage from AY 2013-14.	Outcome partially met. During the assessment phase, it was determined that it would be too difficult to assess by academic year. Instead, the department looked at Fall 13 compared to Fall 14 and Spring 14 to Spring 15. Fall 13 to 14 did not see an increase, and was in fact at just over 19% of currently enrolled students using tutoring. For Spring 14 to Spring 15, however, the usage increased from 11.61 to 15.97, exceeding the desired 2% increase.	While Tutoring Services did not meet the desired increase for one of the semesters, continued efforts will be made toward seeking ways to market services to students.
Health Sciences	1	Health Sciences associate degree students will pass the national licensure exam and meet or exceed the national and state passage rate on the national licensure exams.	80% of ASN graduates will pass the national licensure exam on first attempt and results will meet or exceed the national average	Outcome partially met. <u>Nursing-not met</u> The NCLEX pass rate for first time exam takers for GHC in 2015 was 77.27%. The national average for associate degree graduates was 82%.	<u>Nursing</u> Program data from the National Council of State Boards of Nursing related to specific topic and testing category performance measures were utilized to adjust course content throughout the program, but particularly in NURS 2204 and NURS 2205. In addition, the ATI Pre-RN was administered earlier in the spring semester for the graduating class of 2016. This allowed students to identify opportunities for improvement in enough time to remediate prior to the live NCLEX review that was held on campus.

			90% of DH associate degree graduates will pass the national licensure exam on the first attempt.	<u>Dental Hygiene-exceeded</u> 100% of the 2015 ASDH graduates passed the national exam on the first attempt.	<u>Dental Hygiene</u> DH will continue to revise courses to provide the necessary prerequisite knowledge in prepare the students for mastery on the National Board exam.
Health Sciences	2	Health Sciences students in the Associate and baccalaureate options will be retained in their respective career programs.	70% or > of students in respective associate or baccalaureate programs will be retained and complete their programs of study each year.	Outcome exceeded. <u>Nursing-exceeded</u> Class of 2015 – 78.4% of the students who entered the associated degree program graduated within 2 years. ACEN now defines program completion as graduation within 150% of program length. Final program completion data for the class of 2015 will be available in May 2016.	<u>Nursing</u> Progression data was further analyzed. 93% of all students who entered the first nursing course in the generic track progressed to the next semester. 91% of all students who entered the generic track progressed to the second year. 91% of all LPNs and 100% of paramedics passed the transition course in the bridge programs. 69% of all LPNs and 93% of paramedics who bridged into the program completed the program. Of the LPNs, 78% of the hybrid option students completed the program and 65% of the traditional students completed the program. 87% of all students who entered the second year graduated. It has been noted for several years by the NURS 2204 faculty that students from the different admission points demonstrate different levels of

				<p>competency and exhaustion when they start NURS 2204. These differences are related to whether or not the students had the summer off; had courses in the summer before progressing to fall semester; or had courses straight from spring semester, through Maymester and summer semester, and into the fall semester. If it felt that the level of exhaustion could be a contributing factor to the attrition rate of the students.</p> <p>It is felt that the changes in admissions, the fact that students will have the summer off to rest and prepare for the rigor of the second year, and the decreased class size will assist with improving retention and program completion rates. Special attention will be paid to the LPNs in an attempt to further identify factors contributing to their higher attrition rate.</p> <p><u>Dental Hygiene-exceeded 86% (12/14) of the dental hygiene students were retained and completed the ASDH program.</u></p>	<p><u>Dental Hygiene</u> 2 students left in the first semester of the program; 1 student left in the 2nd week due to an illness in the family. The other student left because</p>
--	--	--	--	---	---

					<p>dental hygiene was not what was he/she thought it would be.</p> <p>DH will continue to monitor the requirements to apply to the program and try to determine ways to make sure students understand the profession and the educational commitment.</p>
Health Sciences	3	Health Sciences student will obtain employment in their respective fields within 6-12 months of graduation. Health Sciences graduates will report satisfaction with respective programs of study.	90% or > of graduates will be employed in their respective fields of study within 6 months of graduation.	<p>Outcome met.</p> <p><u>Nursing-met</u></p> <p>Employment rate for the associate degree nursing program graduating class of 2014 was 94.9%. Employment rate for the class of 2015 will be available in February 2016.</p>	<p><u>Nursing</u></p> <p>This is a decrease from the 97-98% employment rate that has been experienced for many years. Hiring practices of associate degree nurses in the service areas of the college are changing related to the state push to have an at least 80% baccalaureate degree RN workforce by 2020 and the number of area hospitals seeking Magnet status. The decision was made to only admit generic track students in the fall. Will start with maintaining the current fall class size and continue to monitor employment rates. Additionally, the decision was made to only admit to the LPN and paramedic bridge tracks in the spring semester. Instead of a total of 15 in the spring and 25 in the summer, a total of 25</p>

			90% or > of HS graduates will report satisfaction with program of study on 6-12 months post graduation follow up survey.	<u>Dental Hygiene-exceeded</u> 100% of our 2015 ASDH graduates were employed in the dental hygiene field within 6-12 months of graduation. DH failed to gather this information.	LPN and paramedic students will be admitted in the spring. <u>Dental Hygiene</u> DH will continue to monitor this information in order to determine relevancy of the program. Need to survey graduates of ASDH program.
Assessment Center	1,2,3	GHC rejoined the eCore as an affiliate Fall 2014. The testing center began testing eCore students in January 2015. As a result, the testing centers will experience exponential growth in the numbers of students testing.	Assessment Center will increase the number of eCore tests proctored by 100+%.	Outcome exceeded. FY 2014-2015: 146 students tested FY 2013-2014: No eCore tests, GHC not an affiliate. Testing for this program increase over 1000%.	Student testing growth is expected as more students take classes through eCore. Continue providing testing sessions as required by our affiliate status with USG eCore.
Humanities	1,2,3	The Humanities Division will provide high quality instruction in art, communication, music, foreign languages, journalism, drama, and English demonstrated by continual refinement and enhancement of divisional curriculum and related teaching materials, and the utilization of an annual assessment process	Performance Target: The Division will provide adjunct faculty with additional teaching support materials and increased feedback from faculty mentors. Primary Target: 100% of adjunct faculty will receive faculty mentors and supplemental instructional materials regarding classroom and administrative policies Secondary Target: 50% of all faculty mentors will	Outcome met. Primary Target: 100% of adjunct faculty (31) received faculty mentors and supplemental instructional materials regarding classroom and administrative policies. Secondary Target: 90% of all faculty mentors (28/31) made personal contact with adjunct mentees during the semester, which included a teaching observation and evaluation of adjunct faculty member's progress.	The decision to pair mentor/mentees based on campus location and teaching schedule, made it easier for the assigned mentor to closely monitor and observe the adjunct faculty member. We will continue this practice through AY 16-17 and will expect 100% of all faculty mentors to make personal contact with their paired adjunct faculty member.

			make personal contact with adjunct mentees during the semester which will include a teaching observation and evaluation of adjunct faculty member's progress.		
Humanities	8	The Humanities Division will integrate principles of information competency throughout the divisional curriculum.	<p>Performance Target: Updated program maps will be completed for each pathway.</p> <p>Primary Target: 75% of pathways will develop updated two-year program map</p> <p>Secondary Target: 100% of these program maps will be available via the Departmental websites.</p>	<p>Outcomes Partially Met. Primary Target: Two-year degree program maps were updated for the associate degrees with the following pathways: Art, Communication, Music, Foreign Language, Journalism, and English. These updated program maps are currently being reviewed by the Dean of Humanities, to ensure accuracy. Secondary Target: Target (In Progress): Program Maps are available to GHC students, faculty and advisors. They have NOT been posted online via the departmental website, as updates to the departmental page have been halted, due to the delay in the re-launch of the GHC website.</p>	By updating Program Maps, course offerings were also reviewed, to ensure courses taught in our associate degree program and pathways are aligned with courses transferable to all USG institutions. The Division will adjust maps as needed and having them ready for the college website, as soon as the new website is good to go.
Humanities	4,5	The Humanities Division will schedule and deliver divisional courses using extended/distance learning formats and technologies such as hybrid courses and D2L.	<p>Primary Target: 100% of all Humanities full-time faculty will attend at least one D2L workshop.</p> <p>Secondary Target: At least 75% of all Humanities full-time faculty will adopt D2L as a</p>	<p>Outcome partially met. Primary Target: Overall 83.8% of full-time faculty completed the survey. An additional three faculty began the survey but did not complete the survey. These three additional surveys would increase the total to 93.5%, meeting and exceeding the goal. Those who completed the</p>	Since this goal is very time-consuming, it is recommended that the timeframe for completion extend over a longer period of time. Developing 2-3 PD modules is a year-long effort. Another action is to allocate more time for involved faculty to work on this goal either by offering additional course release time or

			primary course management tool.	<p>survey offered good feedback for planning.</p> <p>Secondary Target: Several problems were encountered with completing the second target goal. The GHC course management program, D2L, instituted a new version which came with some substantive changes in organization and design. This created time-consuming technology needs that took precedence over the professional development modules. Secondly, the work involved for other goals related to this position were more time consuming than expected. Additionally, the development of a digital ENGL 1102 handbook needed to take priority.</p>	increasing the number of faculty working on this project.
Office of Campus Deans	1,2,4	The Office will, while working collaboratively with the Office of Community Outreach and Engagement, continue implementation of the plan for increasing and managing enrollment of adult learners and support efforts for institution cultural change.	<p>100% Dean attendance at an Adult Learners Enrollment Management Conference.</p> <p>100% Dean participation in support/attendance at major meetings/events sponsored by the Office of Community Outreach and Engagement.</p> <p>100% Dean attendance at adult learner and hospitality training sessions sponsored by the Office of</p>	<p>Outcome met. Although all Campus Deans did not attend all associated events within the category, all attended at least one.</p> <p>Adult Learners Enrollment Management Conference: CL,TJ,KR,LJ 100%</p> <p>Meetings/events Adult Learning and Outreach: Leadership Team- Roles/Responsibilities/Prior Learning Assessment-Aug.27-CL, TJ, KR 75%</p> <p>Concierge Training Session and Leadership Team Meeting Sept 18</p>	<p>Work with the VPAA and VPSA in determining and supporting the continuation of providing AL Concierge Services at all campus locations.</p> <p>Identify an EMS to serve as the Lead Concierge to coordinate ongoing training and data collection.</p> <p>Develop marketing materials and plans for adult students in conjunction with the PR department.</p>

			<p>Community Outreach and Engagement.</p> <p>100% campus representation of staff attending adult learner and hospitality training sessions sponsored by the Office of Community Outreach and Engagement.</p> <p>At least one Dean serves on the Strategy Team for developing an Adult Learner Evening Program.</p>	<p>CL,TJ,KR,LJ 100%</p> <p>Leadership Team-Development, Barriers and Challenges Oct. 14—CL 25%</p> <p>Leadership Team-Prior Learning Assessment and Accreditation Oct. 28 CL 25%</p> <p>Leadership Team-AL Planning Nov. 11—CL, TJ, LJ 75%</p> <p>Concierge Training—CL, TJ, KR 75%</p> <p>Concierge Training-Case Management and Stewardship—CL, TJ,KR 75%</p> <p>Leadership Team Assessment Meeting Mar. 13—CL, TJ, KR, LJ 100%</p> <p>Grant Wrap-up Presentations and Discussion June 29-CL,TJ,KR,LJ 100%</p> <p>Hospitality Training Dean attendance—CL, TJ, LJ 75%</p> <p>Hospitality Training staff attendance/support of Deans-CL,TJ,KR,LJ 100%</p> <p>Dean Leslie Johnson serves as the Chair of the Team developing the Adult Learner Evening Program.</p>	<p>Work with recruiters to include outreach to adult populations.</p> <p>Continue support for data gathering and analysis of the impact of concierge services on student success.</p> <p>Continue to schedule Adult Learner events college-wide.</p>
Office of Campus Deans	2,5,6	The Dean of the (Cartersville, Paulding, etc.) Campus will evaluate enrollment and retention rates to determine campus specific student populations. Moreover, the Dean will implement strategies for increasing enrollment and retention of said population(s) and	<p>Annual evaluation report completion (including enrollment and retention rates) to determine success of strategy implementation.</p> <p>100% Dean participation on College Strategic Teams.</p>	<p>Outcome met.</p> <p>Annual evaluation reports were generated for each teaching location.</p> <p>2.Summer Enrollment Data: Cartersville's Summer 2015 enrollment dropped 9.5% from the previous summer's enrollment. However, Cartersville/Hybrid enrollment increased 10.2% over</p>	<p>No recommended actions until the analysis can be completed once Fall enrollment data are obtained.</p>

		<p>conduct analysis of results over a two year period. The Deans will work with strategic teams to development and implement change, practices, procedures to improve overall enrollment at the College and individual campuses.</p>		<p>Summer 2014. Douglasville's Summer 2015 enrollment fell 8.8% compared to Summer 2014. Floyd's Summer 2015 enrollment fell 11.5% compared to Summer 2014. Marietta's Summer 2015 enrollment increased by 6.9% over Summer enrollment of 2014. Paulding's Summer 2015 enrollment increased by 13.4% over Summer 2014. The overall GHC enrollment increased by 1.7% over the previous summer.</p> <p>*Will need to wait until Fall schedule adjustment period to determine rates and make comparisons to determine if increase projections were met. May be able to draw some findings from Campus Dean Annual Reports.</p> <p>100% Dean participation:</p> <p>Cartersville Dean: Recruitment Strategy Team and Adult Learner Strategy team</p> <p>Douglasville Dean: Retention Strategic Team, New Curriculum Strategic Team</p> <p>Floyd Dean: Recruitment Strategy Team</p> <p>Marietta Dean: Retention Strategy Team</p> <p>Paulding Dean: Retention Strategic Team, New Curriculum Strategic Team</p>	
--	--	--	--	--	--

Student Support Services	1,2,4,5	The Director of Student Support Services will support professional development and training for the Licensed Professional Counselors in the area of telemental health as required by the Georgia Licensing Board.	100% of Licensed Professional Counselors will complete certification in telemental health for compliance with the GA Licensing Board	Outcome met. 100% of Licensed Professional Counselors participated in telemental health certification as required for distance counseling through the National Board of Certified Counselors training offered at Georgia Institute of Technology.	The Licensed Professional Counselors within Student Support Services met the goal of 100% participation and completion of the telemental health certification that will ensure access for the online student population to counseling services offered at Georgia Highlands College. Because of the output in certification, counseling services can now be offered to the online community. The Director will continue to support continuing education of telemental health training.
Social Sciences, Business and Education	2	One additional full-time psychology faculty member will be hired in 14-15.	Funding for the position will be requested from the VPAA's office Hiring procedures documentation.	Outcome met. Funding was approved and hiring procedures were followed. A suitable candidate was identified.	The suitable candidate was hired. Evaluation procedures for new hires will be followed to include yearly evaluations and others (pre-tenure, promotion, post-tenure) as called for by college guidelines.
Library	1,2	Librarians will create assignment and subject specific LibGuides to assist students in their research assignments. In conjunction with creating the guides, the librarians will teach 5% more bibliographic instruction classes than the previous fiscal year.	The library will teach 5% more bibliographic instruction classes than were taught the previous academic year Each online assignment guide ("LibGuide") will show a usage number equivalent to at least the	Outcome Exceeded Classes taught- FY 201-2015: 267, students engaged – 5787 FY 2013-2014: Classes taught: 227, students engaged – 3800 A 30% increase in classes taught resulting in librarians offering one class for every 23 students based on enrollment.	Even though the outcome was exceeded, the library will continue marketing bibliographic instruction and LibGuides to faculty.

			number of students in the class.	Published LibGuides- FY 2014-2015: 556, Views: 54,505 FY 2013-2014: Published guides: 486, views 49,411 Results: An increase of 14.4% in published LibGuides, 10.3% in views.	
Library	2,3,4	The library will answer reference questions as needed utilizing an on-line chat reference service.	The library will answer 5% more reference questions than FY 2013-2014.	Outcome exceeded. Reference questions answered: FY 2014-2015 – 12,000 Reference questions answered FY 2014-2014: 11,200 There was an increase of 9.7% in reference questions answered.	The library will continue to monitor the on-line chat system and respond to questions as needed.

College Goal #2: Provide comprehensive student services that encourage and enable all students to be successful learners.					
Unit Name	Unit Goal	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Tutorial Center	4	Students visiting the Tutorial Centers will report having a satisfactory experience with the services offered by the Centers.	Eighty percent of students who use Brainfuse for online tutoring and who participate in an exit survey distributed by Brainfuse or a survey sent out by the Tutorial Center will agree that Brainfuse is easy to use, they would recommend Brainfuse to others, and they find the service helpful.	Outcome met. 91% of respondents indicated that Brainfuse was easy to use and 91% indicated that they would recommend Brainfuse to others. Moreover, 89% of the respondents indicated that they found this service helpful.	The department will continue to monitor the satisfaction levels of students using Brainfuse online tutoring.

Tutorial Center	3	Students will be aware of and utilize services offered by the Tutorial Centers.	Through advertising and outreach, the percent of currently enrolled students who use tutorial services will increase by two percent as compared to usage from AY 2013-14.	Outcome partially met. During the assessment phase, it was determined that it would be too difficult to assess by academic year. Instead, the department looked at Fall 13 compared to Fall 14 and Spring 14 to Spring 15. Fall 13 to 14 did not see an increase, and was in fact at just over 19% of currently enrolled students using tutoring. For Spring 14 to Spring 15, however, the usage increased from 11.61 to 15.97, exceeding the desired 2% increase.	While Tutoring Services did not meet the desired increase for one of the semesters, continued efforts will be made toward seeking ways to market services to students.
Assessment Center	1,2,3	GHC rejoined the eCore as an affiliate Fall 2014. The testing center began testing eCore students in January 2015. As a result, the testing centers will experience exponential growth in the numbers of students testing.	Assessment Center will increase the number of eCore tests proctored by 100+%.	Outcome exceeded. FY 2014-2015: 146 students tested FY 2013-2014: No eCore tests, GHC not an affiliate. Testing for this program increase over 1000%.	Student testing growth is expected as more students take classes through eCore. Continue providing testing sessions as required by our affiliate status with USG eCore.
Humanities	8	The Humanities Division will integrate principles of information competency throughout the divisional curriculum.	Performance Target: Updated program maps will be completed for each pathway. Primary Target: 75% of pathways will develop updated two-year program map Secondary Target: 100% of these program maps will be available via the Departmental websites.	Outcomes Partially Met. Primary Target: Two-year degree program maps were updated for the associate degrees with the following pathways: Art, Communication, Music, Foreign Language, Journalism, and English. These updated program maps are currently being reviewed by the Dean of Humanities, to ensure accuracy. Secondary Target: Target (In Progress): Program Maps are available to GHC students, faculty	By updating Program Maps, course offerings were also reviewed, to ensure courses taught in our associate degree program and pathways are aligned with courses transferable to all USG institutions. The Division will adjust maps as needed and having them ready for the college website, as soon as the new website is good to go.

				and advisors. They have NOT been posted online via the departmental website, as updates to the departmental page have been halted, due to the delay in the re-launch of the GHC website.	
Student Support Services	1,2,4,5	The Director of Student Support Services will support professional development and training for the Licensed Professional Counselors in the area of telemental health as required by the Georgia Licensing Board.	100% of Licensed Professional Counselors will complete certification in telemental health for compliance with the GA Licensing Board	Outcome met. 100% of Licensed Professional Counselors participated in telemental health certification as required for distance counseling through the National Board of Certified Counselors training offered at Georgia Institute of Technology.	The Licensed Professional Counselors within Student Support Services met the goal of 100% participation and completion of the telemental health certification that will ensure access for the online student population to counseling services offered at Georgia Highlands College. Because of the output in certification, counseling services can now be offered to the online community. The Director will continue to support continuing education of telemental health training.
Library	2,3,4	The library will answer reference questions as needed utilizing an on-line chat reference service.	The library will answer 5% more reference questions than FY 2013-2014.	Outcome exceeded. Reference questions answered: FY 2014-2015 – 12,000 Reference questions answered FY 2014-2014: 11,200 There was an increase of 9.7% in reference questions answered.	The library will continue to monitor the on-line chat system and respond to questions as needed.

College Goal #4:

Utilize appropriate technologies to advance programs, services and operations to support teaching and learning.

Unit Name	Unit Goal	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Humanities	4,5	The Humanities Division will schedule and deliver divisional courses using extended/distance learning formats and technologies such as hybrid courses and D2L.	<p>Primary Target:</p> <p>100% of all Humanities full-time faculty will attend at least one D2L workshop.</p> <p>Secondary Target:</p> <p>At least 75% of all Humanities full-time faculty will adopt D2L as a primary course management tool.</p>	<p>Outcome partially met.</p> <p>Primary Target: Overall 83.8% of full-time faculty completed the survey. An additional three faculty began the survey but did not complete the survey. These three additional surveys would increase the total to 93.5%, meeting and exceeding the goal. Those who completed the survey offered good feedback for planning.</p> <p>Secondary Target: Several problems were encountered with completing the second target goal. The GHC course management program, D2L, instituted a new version which came with some substantive changes in organization and design. This created time-consuming technology needs that took precedence over the professional development modules. Secondly, the work involved for other goals related to this position were more time consuming than expected. Additionally, the development of a digital ENGL 1102 handbook needed to take priority.</p>	<p>Since this goal is very time-consuming, it is recommended that the timeframe for completion extend over a longer period of time. Developing 2-3 PD modules is a year-long effort. Another action is to allocate more time for involved faculty to work on this goal either by offering additional course release time or increasing the number of faculty working on this project.</p>

Library	2,3,4	The library will answer reference questions as needed utilizing an on-line chat reference service.	The library will answer 5% more reference questions than FY 2013-2014.	<p>Outcome exceeded. Reference questions answered: FY 2014-2015 – 12,000 Reference questions answered FY 2014-2014: 11,200 There was an increase of 9.7% in reference questions answered.</p>	The library will continue to monitor the on-line chat system and respond to questions as needed.
Library	1,2	Librarians will create assignment and subject specific LibGuides to assist students in their research assignments. In conjunction with creating the guides, the librarians will teach 5% more bibliographic instruction classes than the previous fiscal year.	<p>The library will teach 5% more bibliographic instruction classes than were taught the previous academic year</p> <p>Each online assignment guide (“LibGuide”) will show a usage number equivalent to at least the number of students in the class.</p>	<p>Outcome Exceeded Classes taught- FY 201-2015: 267, students engaged – 5787 FY 2013-2014: Classes taught: 227, students engaged – 3800</p> <p>A 30% increase in classes taught resulting in librarians offering one class for every 23 students based on enrollment.</p> <p>Published LibGuides- FY 2014-2015: 556, Views: 54,505 FY 2013-2014: Published guides: 486, views 49,411</p> <p>Results: An increase of 14.4% in published LibGuides, 10.3% in views.</p>	Even though the outcome was exceeded, the library will continue marketing bibliographic instruction and LibGuides to faculty.
Admissions	6	The Admissions Office will expand the automation of student records processing by implementing The GRITS (Georgia Registry of Immunization Transactions and Services).	At least 50% of all immunization requirements will be satisfied electronically through GRITS.	<p>Outcome Not Met This goal was pursued but in researching what it would take to implement GRITS we discovered that our current business practices do no align with the GRITS download.</p>	The department found that this goal was not attainable at this juncture.

College Goal #5:

Maintain efficient and effective administrative services and facilities to support all programs of the college.

Unit Name	Unit Goal	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Registrar	8	Students will be aware of graduation processes and deadlines.	The percentage of students who agree with the Presently Attending Student Survey question "I understand the academic requirements (what I need to take in order to graduate) of GHC" will increase by 5%.	Outcome Partially Met 2013-2014: 38.46% Strongly Agreed and 53.85% Agreed 2014-2015: 89.62% Strongly Agreed and 4.72% Agreed While only a 2.03% increase in all students who agreed that they "understand the academic requirements" the majority of students went from simply agreeing to strongly agreeing.	The Registrar's Office will continue efforts to ensure students understand what it takes to graduate.
Registrar	3	The Registrar's Office will maintain and archive student records in accordance with AACRAO guidelines	Grade rosters that are currently being housed in hard copy format will be scanned into Xtender. Scanning of at least the 3 most recent years will be completed in this academic.	Outcome Met. More than 3 years were scanned. Currently grade rosters for Spring 1995 through Summer 2010 have been scanned.	Scanning will continue with a goal to have all rosters scanned to present day. This allows for more efficient student records maintenance and allows us to better serve our students.
Admissions	6	The Admissions Office will expand the automation of student records processing by implementing The GRITS (Georgia Registry of Immunization Transactions and Services).	At least 50% of all immunization requirements will be satisfied electronically through GRITS.	Outcome Not Met This goal was pursued but in researching what it would take to implement GRITS we discovered that our current business practices do not align with the GRITS download.	The department found that this goal was not attainable at this juncture.
Information Technology	5,7	Information Security & Network Services (ISNS) will provide security-awareness training to faculty	Information Security & Network Services (ISNS) will conduct at least three security-awareness training	Outcome partially met-carried over. ISNS purchased SANS: Securing the Human. It has been integrated	ISNS will work to roll out this training during the next fiscal year. Update:

		and staff via development of an in-house training portal or purchase of SANS: Securing The Human training.	sessions for faculty and staff.	into D2L, but has not been rolled out to end users at this time.	Information Security Officer held training workshops with faculty and staff at division meetings by presenting SANS: Securing the Human training videos and holding Q&A sessions. Additionally, ISNS coordinated with eLearning and Human Resources to deploy three selected SANS security awareness training video modules into mandatory Annual Compliance training coursework on D2L. ISNS also provided security awareness training using a custom developed training portal (https://forms.highlands.edu/gsa/controller/staff.php) and will continue to use this system to provide ongoing training materials. Finally, ISNS will develop and maintain basic security awareness training materials to educate new employees during onboarding.
Information Technology	5,8	Information Security & Network Services (ISNS) will log critical data from any applicable Windows servers, as has already been done with Linux servers.	Information Security & Network Services (ISNS) will collect critical data from 100% of all applicable production Windows Server 2008 R2 / 2012 R2 servers. The data will be sent to Splunk for collection and analysis.	Outcome partially met-carried over . ISNS started the process of implementing this during this year, however we have not completed 100%. As of this year end, 20% is complete.	ISNS plans to implement the remaining servers during the next cycle as attention had to be focused on upgrading all the Windows 2003 Servers as they have reached the end of their lifecycle. Update: Information Security Officer held training workshops with faculty and staff at division meetings by presenting SANS: Securing the Human training videos and holding Q&A sessions. Additionally, ISNS

					<p>coordinated with eLearning and Human Resources to deploy three selected SANS security awareness training video modules into mandatory Annual Compliance training coursework on D2L. ISNS also provided security awareness training using a custom developed training portal (https://forms.highlands.edu/gsa/controller/staff.php) and will continue to use this system to provide ongoing training materials. Finally, ISNS will develop and maintain basic security awareness training materials to educate new employees during onboarding.</p>
Information Technology	5	Information Technology Services will provide a reliable level of service and support to the user community.	<p>a. Primary Target: Client Support Services (CTS) will use LANDesk to push out at least five software installs to 50% of employee desktop computers running a Windows operating system.</p> <p>b. Secondary Target: Client Support Services (CTS) will use LANDesk to push out at least five software installs to 80% of classroom/cluster computers running a Windows operating system.</p>	<p>Outcome partially met. LANDesk has been installed on all Windows clients on the GHC network. CTS has successfully pushed out 1 new global installation (Pharos to both classroom and employee computers), 1 new install to the Douglasville testing center (Office 2013), 1 new install to HR (Adobe Acrobat Pro). In addition, configured LD EndPoint Security was configured to push updates for our most common installs - first to a pilot group for 7 days, and then to all clients if not intervened.</p>	<p>CTS made good progress on learning and implementing this software deployment technique. However, the department will need to continue to migrate all software deployment methods to this new system. Will continue this for another cycle.</p> <p>Update: The Department lost its primary LANDesk administrator, but continue to progress down this new software deployment path. All unattended Windows based installations are now being performed via LANDesk deployment tools. Since summer 2016, Office 2016 was installed to all Windows based classroom computers and select employee</p>

					<p>computers. In addition, two new Pharos printer installs were deployed to select classroom and employee computers as well as Java and Eclipse installs to all Computer Science related classrooms.</p> <p>Furthermore, the Department is effectively using LANDesk Malware protection to push out updates and installs to “standard build” software packages such as Adobe Reader, Chrome, Firefox, Flash, etc. to over 80% of all Windows-based computers including both classroom and employee computers.</p>
Information Technology	5	Information Technology Services will provide a reliable level of service and support to the user community.	<p>a. Primary Target: Client Support Services (CTS) will install Munki Server as a potential solution for managing Apple updates and installs.</p> <p>b. Secondary Target: Client Support Services will use Munki Server to push out at least five application updates to employee and cluster computers that are running OS X only.</p>	<p>Outcome partially met. CTS successfully installed Munki Sever and began configuring when we realized that LANDesk has the ability to push out OS X software installations. However, CTS has not successfully used LANDesk for this function yet in a production environment. Instead, the department used Deep Freeze to handle software updates and Apple Remote Desktop to push out new software installations.</p>	<p>CTS will continue this measure for another cycle, but using LANDesk instead of Munki Server.</p> <p>Update: It was discovered that the version of LANDesk must be updated in order to successfully accomplish this goal. While frustrating, this is a tremendous opportunity to improve the College’s current LANDesk infrastructure. Currently, there is one server to handle all LANDesk duties, on all campuses, which is terribly inefficient. Moving forward with the new version, the Department will separate duties and servers to gain economies of scale. This will include a physical “Database” server, a virtual “Core” server along with virtual</p>

					“Preferred” servers on each campus/location. This arrangement will allow for effective, automatic, nightly updates and installs of all software including Apple software. Achieving this will be a priority in the coming months as a new employee will serve as a LANDesk administrator.
Information Technology	5	Information Technology Services will provide a reliable level of service and support to the user community.	<p>a. Primary: Enterprise Application Services (EAS) will ensure that at least 50% of all production web processes are documented.</p> <p>b. Secondary: Of the documented reports, Enterprise Application Services (EAS) will ensure that the designated data owner will verify at least 80% of the reports.</p>	<p>Outcome met.</p> <p>a. Primary: EAS has met its primary performance target by insuring that at least 50% of all production Web processes have been documented. Of the 342 tickets created since October 2014, EAS has identified 301 as having a Web component. These Web processes have been documented via one or more of the following methods which include ITS Ticket Tracking System, EAS Listserv, Web Reports HELP associated links, SharePoint, and/or within the scripts themselves. Of all the reported Web processes EAS has determined that 100% have been documented.</p> <p>b. Secondary: EAS has met its secondary performance target by insuring at least 80% of all new and modified reports have been verified. To ensure that all requested reports have been verified, EAS required all data owners to verify the accuracy of the reports prior to closing the</p>	EAS will retire these targets, as it has been met and requires no further action.

				request by responding to the ticket or the EAS Listserv.	
Information Technology	5	Information Technology Services will provide a reliable level of service and support to the user community.	Based on system office released best practices and early adopter scripts, EAS will review and evaluate all local enhancements and determine the best method of redesign. Banner XE will be evaluated as a method of redesign by the end of this assessment timeframe.	Outcome not met-carried over. Due to the delay in the certification of the operating system (RHEL6) and the release of Oracle 12c software, this target is still in progress.	Due to the recent OS and Oracle certifications by the system office, EAS anticipates the completion of this target during the next performance assessment. EAS will carry this assessment forward. Update: EAS is reviewing the product enhancements of the baseline application, Ellucian Student Information System. Any GHC localization that can be implemented using baseline functionality will be redesigned accordingly. After successful testing, it will be presented to core testers prior to end-user testing. Oracle 12c, XE and single sign-on adoptions have been certified by the system office and EAS is in the planning stage of implementation. Once EAS has completed building the XE testing environment, EAS will present to core testers prior to end-user testing.
Information Technology	5	Information Technology Services will provide a reliable level of service and support to the user community.	The Audio Visual Services (AVS) unit will seek to add 60% of the Extron rooms at the Floyd Campus to our AV network so that we can view and Maintain systems on our Globalviewer. This	Outcome Exceeded. Out of the 33 Audio Visual equipped Extron controlled rooms at Floyd campus, we now have 33 of them on our AV network. We exceeded our goal to 100%.	AVS will retire this target, as it has been met and requires no further action.

			consist of reprogramming systems and pulling network cabling. This will allow us to remotely monitor, service, and control equipment over the GHC network or from an iPad.		
Information Technology	5	Information Technology Services will provide a reliable level of service and support to the user community.	The Audio Visual Services (AVS) unit will seek to create an AV network and update 50% of our AV system programming, as well as connect systems to the AV network. This will allow us to remotely monitor, service, and control equipment over the GHC network or from an iPad.	Outcome met. Out of 146 systems we now have 73 systems connected to our AV network, we met our goal.	As budget allows we plan to continue upgrading and improving systems for a better end user experience.
Office of Campus Deans	1,2,4	The Office will, while working collaboratively with the Office of Community Outreach and Engagement, continue implementation of the plan for increasing and managing enrollment of adult learners and support efforts for institution cultural change.	100% Dean attendance at an Adult Learners Enrollment Management Conference. 100% Dean participation in support/attendance at major meetings/events sponsored by the Office of Community Outreach and Engagement. 100% Dean attendance at adult learner and hospitality training sessions sponsored by the Office of	Outcome met. Although all Campus Deans did not attend all associated events within the category, all attended at least one. Adult Learners Enrollment Management Conference: CL,TJ,KR,LJ 100% Meetings/events Adult Learning and Outreach: Leadership Team-Roles/Responsibilities/Prior Learning Assessment-Aug.27-CL, TJ, KR 75% Concierge Training Session and Leadership Team Meeting Sept 18 CL,TJ,KR,LJ 100%	Work with the VPAA and VPSA in determining and supporting the continuation of providing AL Concierge Services at all campus locations. Identify an EMS to serve as the Lead Concierge to coordinate ongoing training and data collection. Develop marketing materials and plans for adult students in conjunction with the PR department.

			<p>Community Outreach and Engagement.</p> <p>100% campus representation of staff attending adult learner and hospitality training sessions sponsored by the Office of Community Outreach and Engagement.</p> <p>At least one Dean serves on the Strategy Team for developing an Adult Learner Evening Program.</p>	<p>Leadership Team-Development, Barriers and Challenges Oct. 14—CL 25%</p> <p>Leadership Team-Prior Learning Assessment and Accreditation Oct. 28 CL 25%</p> <p>Leadership Team-AL Planning Nov. 11—CL, TJ, LJ 75%</p> <p>Concierge Training—CL, TJ, KR 75%</p> <p>Concierge Training-Case Management and Stewardship—CL, TJ,KR 75%</p> <p>Leadership Team Assessment Meeting Mar. 13—CL, TJ, KR, LJ 100%</p> <p>Grant Wrap-up Presentations and Discussion June 29-CL,TJ,KR,LJ 100%</p> <p>Hospitality Training Dean attendance—CL, TJ, LJ 75%</p> <p>Hospitality Training staff attendance/support of Deans-CL,TJ,KR,LJ 100%</p> <p>Dean Leslie Johnson serves as the Chair of the Team developing the Adult Learner Evening Program.</p>	<p>Work with recruiters to include outreach to adult populations.</p> <p>Continue support for data gathering and analysis of the impact of concierge services on student success.</p> <p>Continue to schedule Adult Learner events college-wide.</p>
Social Sciences, Business and Education	1	The Division will stay under its copying budget for the 14-15 fiscal year.	Full-time faculty will be given a printing allowance of \$250/semester and part-time faculty will be given an allowance of \$50/semester.	<p>Outcome met.</p> <p>The Division was under its copy budget for the 14-15 fiscal year.</p>	The printing allowances will be continued in the future to allow the Division to continue to meet its copy budget.
Human Resources	3,5	Human Resources will implement ACA processes as defined by federal regulations and guidelines interpreted through the	Evidence of implementation and practices.	<p>Outcome met.</p> <p>Analysis of the reports generated at the conclusion of the ACA fall 2014 transition tracking period reflected zero changes needed to</p>	The results of this activity laid the groundwork for how part-time staff members and adjunct faculty time is tracked on a standard basis at GHC;

		University System Office and integrate these actions into ongoing practices.	Zero changes needed to benefit eligibility for part-time GHC employees	benefit eligibility for the group of employees impacted by the ACA implementation.	no issues have occurred as a result of this implementation.
Human Resources	3	Participate in selection committees for the CAO, Chief of Police and Dean of Natural Sciences and provide tools to aid in employment decisions and offers made and accepted (during the established search timeframe) by qualified and best fit applicants for the CAO, Chief of Police and Dean of Natural Sciences and Physical Education.	Employment of three individuals within the search timeframe established which meet all education/experience requirements. Utilize an HR staff member or college leader on selection committees.	Outcome met. All appointments were made within the established search timeframes and additionally two of the three applicants had experience within the university system; Mary Transue, a former CAO with Gainesville was transferred from UNG where she had taken a lesser role due to consolidation – she is fully qualified and experienced even with GHC’s legislative contacts; David Horace, formerly with Columbus State was hired as Chief of Police and is fully qualified and will be instrumental in the outplacement of the existing campus safety staff and build-up of a post-certified police force; Dr. Greg Ford accepted the Dean of Health Sciences and Physical Education role and brings exceptional teaching and learning background to GHC along with excellent abilities in grant procurement. All selection committees had an HR staff and/or College leader member.	These and other examples of including an HR staff member, or leader, on a selection committee has proven extremely beneficial in the selection committees following established guidelines, completing thorough and detailed searches and hiring well qualified individuals for open headcount. Staff, Administrators and Faculty welcome HR as part of the committees and utilize them as strong participants in the selection process.

Physical Plant	2	Improve the exterior lighting at the Floyd Campus by installing additional lighting and converting Metal Halide bulbs to Compact Fluorescent.	Completion of the improvement plan by December 1, 2015.	Outcome met: 100% of all walkway lights were converted to Compact Fluorescent Bulbs	Physical Plant and Campus Safety will continuously survey lights for outage and dark areas will be noted.
----------------	---	---	---	---	---

College Goal #6: Foster community relationships that facilitate partnering for mutual success.					
Unit Name	Unit Goal	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Office of Campus Deans	1,2,4	The Office will, while working collaboratively with the Office of Community Outreach and Engagement, continue implementation of the plan for increasing and managing enrollment of adult learners and support efforts for institution cultural change.	<p>100% Dean attendance at an Adult Learners Enrollment Management Conference.</p> <p>100% Dean participation in support/attendance at major meetings/events sponsored by the Office of Community Outreach and Engagement.</p> <p>100% Dean attendance at adult learner and hospitality training sessions sponsored by the Office of Community Outreach and Engagement.</p> <p>100% campus representation of staff attending adult learner and hospitality training sessions</p>	<p>Outcome met. Although all Campus Deans did not attend all associated events within the category, all attended at least one.</p> <p>Adult Learners Enrollment Management Conference: CL,TJ,KR,LJ 100%</p> <p>Meetings/events Adult Learning and Outreach: Leadership Team- Roles/Responsibilities/Prior Learning Assessment-Aug.27-CL, TJ, KR 75%</p> <p>Concierge Training Session and Leadership Team Meeting Sept 18 CL,TJ,KR,LJ 100%</p> <p>Leadership Team-Development, Barriers and Challenges Oct. 14— CL 25%</p> <p>Leadership Team-Prior Learning Assessment and Accreditation Oct. 28 CL 25%</p>	<p>Work with the VPAA and VPSA in determining and supporting the continuation of providing AL Concierge Services at all campus locations.</p> <p>Identify an EMS to serve as the Lead Concierge to coordinate ongoing training and data collection.</p> <p>Develop marketing materials and plans for adult students in conjunction with the PR department.</p> <p>Work with recruiters to include outreach to adult populations.</p> <p>Continue support for data gathering and analysis of the</p>

			<p>sponsored by the Office of Community Outreach and Engagement.</p> <p>At least one Dean serves on the Strategy Team for developing an Adult Learner Evening Program.</p>	<p>Leadership Team-AL Planning Nov. 11—CL, TJ, LJ 75%</p> <p>Concierge Training—CL, TJ, KR 75%</p> <p>Concierge Training-Case Management and Stewardship—CL, TJ,KR 75%</p> <p>Leadership Team Assessment Meeting Mar. 13—CL, TJ, KR, LJ 100%</p> <p>Grant Wrap-up Presentations and Discussion June 29-CL,TJ,KR,LJ 100%</p> <p>Hospitality Training Dean attendance—CL, TJ, LJ 75%</p> <p>Hospitality Training staff attendance/support of Deans-CL,TJ,KR,LJ 100%</p> <p>Dean Leslie Johnson serves as the Chair of the Team developing the Adult Learner Evening Program.</p>	<p>impact of concierge services on student success.</p> <p>Continue to schedule Adult Learner events college-wide.</p>
Health Sciences	3	Health Sciences student will obtain employment in their respective fields within 6-12 months of graduation. Health Sciences graduates will report satisfaction with respective programs of study.	90% or > of graduates will be employed in their respective fields of study within 6 months of graduation.	<p><u>Outcome met.</u></p> <p><u>Nursing-met</u></p> <p>Employment rate for the associate degree nursing program graduating class of 2014 was 94.9%. Employment rate for the class of 2015 will be available in February 2016.</p>	<p><u>Nursing</u></p> <p>This is a decrease from the 97-98% employment rate that has been experienced for many years. Hiring practices of associate degree nurses in the service areas of the college are changing related to the state push to have an at least 80% baccalaureate degree RN workforce by 2020 and the number of area hospitals seeking Magnet status. The decision was made to only admit generic track students in the fall. Will start with</p>

			<p>90% or > of HS graduates will report satisfaction with program of study on 6-12 months post-graduation follow up survey.</p>	<p><u>Dental Hygiene-exceeded</u> 100% of our 2015 ASDH graduates were employed in the dental hygiene field within 6-12 months of graduation. DH failed to gather this information.</p>	<p>maintaining the current fall class size and continue to monitor employment rates. Additionally, the decision was made to only admit to the LPN and paramedic bridge tracks in the spring semester. Instead of a total of 15 in the spring and 25 in the summer, a total of 25 LPN and paramedic students will be admitted in the spring.</p> <p><u>Dental Hygiene</u> DH will continue to monitor this information in order to determine relevancy of the program. Need to survey graduates of ASDH program.</p>
--	--	--	--	---	---



**Comprehensive
Program Reviews
2014-15**

**GEORGIA HIGHLANDS COLLEGE
COMPREHENSIVE PROGRAM REVIEW
RN-BSN Program**

I. Introduction

College information and mission:

Georgia Highlands College (GHC) serves as a point of access to higher education in Northwest Georgia. Founded in 1970 as Floyd College, a two-year institution of the University System of Georgia, the college is non-residential and maintains six sites in Rome, Cartersville, Marietta, Dallas and Douglasville. 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. A Bachelor of Science in nursing was the first such degree. The first class to pursue the BSN began classes in the fall 2013. The dental hygiene program was approved by the BOR in May 2015 to begin offering the bachelor's degree beginning in the summer of 2015. Other four-year programs that meet the demands of GHC's service area will be added during the next decade. To meet the needs of Northwest Georgia, the college has expanded from its original site in Floyd County to add campuses in Cartersville, Dallas, Douglasville, East Rome (Heritage Hall), and Marietta. The enrollment for fall 2013 was 5,529 (36 percent men and 64 percent women) from several eastern Alabama counties and 67 counties in Georgia. There are 149 full-time faculty teaching learning support and core courses, supported by adjunct faculty. The Associate of Arts degree is offered in art, criminal justice, English, foreign languages, history, journalism, philosophy, political science, psychology, sociology and communications. The Associate of Science degree is offered in agriculture, associated dental sciences, biology, business administration, chemistry, computer information systems, computer science, economics, general studies, geology, health information management, 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 also considered part of the career programs at GHC. The chief executive officer is Dr. Renva Watterson, Interim President of the College. She has served in this capacity since May 2012 and will return to her role as Vice President of Academic Affairs on September 7, 2014 when GHC's new President, Dr. Donald J. Green, will start in this position. Dr. Green was Vice President for Extended and International Operations, at Ferris State University in Big Rapids, Mich. He was named as the president of Georgia Highlands College by the BOR of the University System of Georgia on June 6, 2014 after a national search. Dr. Green has served as both Vice Chancellor and Vice President at Ferris State. He received a Bachelor of Arts degree from Michigan State University, a master's degree in labor and human resource management from Ohio State University, and an Ed.D. in educational leadership from Western Michigan University. GHC is governed by the Georgia Board of Regents and is administered by the President of the college. The 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; Science and Physical Education; and Social Sciences, Business and Education. The Department of Nursing is under the Division of Health Sciences which incorporates nursing and dental hygiene and is located at the James D. Maddox Heritage Hall campus in downtown Rome, GA. The RN-BSN completion program faculty are also housed in this building. The BSN

program was approved by the GBON for implementation of the program in March 2013. Full initial accreditation of the RN-BSN program was granted in fall of 2014 by the **Accrediting Commission for Education in Nursing** (ACEN through fall of 2019). In June 2014, SACS approved the RN-BSN with no recommendations.

GHC Mission Statement:

To provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

<http://www.highlands.edu/site/mission-and-institutional-goals>

RN-BSN Mission Statement:

To provide educational opportunities designed to produce a baccalaureate graduate nurse who demonstrates professional, ethical and accountable behaviors, interpersonal communication, comprehensive assessment, clinical decision-making and collaboration skills, teaching and learning capabilities, and provides evidence-based practice and leadership in diverse and complex health care settings. <http://www.highlands.edu/site/bsn>

- Program purpose and structure

The RN-BSN program's purpose is to provide a teaching/learning environment which promotes inclusiveness, accessibility and provides learning opportunities, programs and services of excellence in response to documented needs. The structure for the nursing courses is 100% online with 32 credits in nursing and 28 pre or co requisite courses. There are two clinical courses; one in leadership/management and one in community health which can be completed in the student's workplace or community with approval of course faculty and employer.

- Program student profile
All students are licensed Registered Nurses in the state of Georgia. The student body is diverse representing an age range of early 20's to 62, males and minorities (Hispanic, African-American, multi-racial), represent 10%, and 5% were either LPN or paramedic RN bridge students. Over 90% of students are working adults with other responsibilities of home, family, and community interests.
- Campus locations and method(s) of delivery
The Dean of Health Sciences, faculty, and staff are located at Heritage Hall, Rome Georgia. Method of delivery for the RN-BSN program is online, asynchronous (only exception is the preceptorship/clinical experience).
- Alignment of program mission with department, school, and, institutional mission

The philosophy of the RN-BSN Program is to maintain a teaching/learning environment which promotes inclusiveness, accessibility, and provides educational opportunities, programs and services of excellence in response to documented needs. The mission of Georgia Highlands College is to provide access to excellent educational opportunities for the intellectual, cultural, and physical development of a diverse population through pre-baccalaureate, associate degree transfer programs, career associate

degree programs and targeted baccalaureate degree programs that meet the economic development needs of the region. The BSN faculty recognizes the need to build upon registered nurses' previous knowledge and skills to advance into a BSN degree program. The RN-BSN program provides a strong educational basis to prepare graduates to practice as professional nurses in a variety of diverse health care settings including community settings and /or nursing leadership/management.

Alignment of program mission with department, school, and, institutional mission

GEORGIA HIGHLANDS COLLEGE

Philosophy:

Expressed in the beliefs that education is essential to the intellectual, physical, economic, social, emotional, cultural, and environmental well-being of individuals and society and that education should be geographically and physically accessible and affordable

<http://www.highlands.edu/site/mission-and-institutional-goals>

Mission Statement:

To provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

<http://www.highlands.edu/site/mission-and-institutional-goals>

GHC Goals:

To achieve this mission of being a gateway to success for students, Georgia Highlands College has articulated the following goals:

1. Effect quality teaching and learning focused on academic achievement and personal and professional growth.
2. Provide comprehensive student services that encourage and enable all students to be successful learners.
3. Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.

DEPARTMENT OF NURSING

RN-BSN PROGRAM

Philosophy:

To provide a teaching/learning environment which promotes inclusiveness, accessibility and provides learning opportunities, programs and services of excellence in response to documented needs. <http://www.highlands.edu/site/bsn>

Mission Statement:

To provide educational opportunities designed to produce a baccalaureate graduate nurse who demonstrates professional, ethical and accountable behaviors, interpersonal communication, comprehensive assessment, clinical decision-making and collaboration skills, teaching and learning capabilities, and provides evidence-based practice and leadership in diverse and complex health care settings. <http://www.highlands.edu/site/bsn>

BSN Student Learning Outcomes (SLO):

The BSN student learning outcomes are to:

1. Integrate knowledge gained from the arts, sciences and nursing to deliver safe, ethical, and therapeutic nursing care.
2. Apply principles of leadership/, management, and evidence-based practice to positively impact healthcare outcomes.
3. Synthesize reliable evidence and research from multiple sources to improve practice, make clinical judgments and positively influence patient outcomes.
4. Manage care to achieve quality, cost effective and ethical outcomes in the delivery of health care for individuals, families and populations.

<p>4. Utilize appropriate technologies to advance programs, services and operations to support teaching and learning.</p> <p>5. Maintain efficient and effective administrative services and facilities to support all programs of the college.</p> <p>6. Foster community relationships that facilitate partnering for mutual success</p> <p>http://www.highlands.edu/site/mission-and-institutional-goals</p>	<p>5. Explore the impact of political, financial, regulatory and environmental agencies on quality patient care outcomes and nursing practice.</p> <p>6. Analyze effective communication and collaboration skills within an inter-professional team to provide patient-centered and evidence-based nursing care.</p> <p>7. Apply health promotion and disease prevention strategies to assist individuals, families, groups, and communities in maintaining and/or improving health across the lifespan.</p> <p>http://www.highlands.edu/site/bsn</p>
---	---

Course Enrollment		
Semester/Year	Course	# Students
Fall 2013	NURS 3300 (Ethical Issues in Nursing)	7
	NURS 3301 (Concepts of Professional Nursing)	28
	NURS 3303 (Issues & Nursing Perspectives)	25
	NURS 3302 (Health Assessment) Students	27
Spring 2014	NURS 3304 (Foundations of Nursing Research)	26
	NURS 4401 (Community Health Assessment)	21
	NURS 4402 (Leadership & Management)	22
	NURS 3303 (Issues & Nursing Perspectives)	3
	NURS 3300 (Ethical Issues in Nursing)	2
Summer 2014	NURS 3302 (Health Assessment)	3
	NURS 3305 (Nursing Informatics)	13
	NURS 4402 (Leadership & Management)	1
	NURS 4403 (Capstone Project) Students:	22
	NURS 4404 (Clinical Leadership Practicum)	20
	NURS 3301 (Concepts of Professional Nursing)	2
Fall 2014	NURS 3305 (Nursing Informatics)	6
	NURS 3303 (Issues & Nursing Perspectives)	18
	NURS 3302 (Health Assessment)	17
	NURS 3301 (Concepts of Professional Nursing)	19
	NURS 4404 (Clinical Leadership Practicum)	5
	NURS 4403 (Capstone Project)	2
Spring 2015	NURS 4402 (Leadership & Management)	17
	NURS 3303 (Issues & Nursing Perspectives)	18
	NURS 3302 (Health Assessment)	2
	NURS 3304 (Foundations of Nursing Research)	34
	NURS 3301 (Concepts of Professional Nursing)	17
	NURS 4401 (Community Health Assessment)	18
Summer 2015	NURS 4402 (Leadership & Management)	14
	NURS 3305 (Nursing Informatics)	12
	NURS 3303 (Issues & Nursing Perspectives)	8
	NURS 3306 (Healthcare in Diverse Cultures)	7
	NURS 3302 (Health Assessment)	10
	NURS 3301 (Concepts of Professional Nursing)	6
	NURS 4401 (Community Health Assessment)	12

	NURS 4404 (Clinical Leadership Practicum)	17
	NURS 4403 (Capstone Project)	20
Fall 2015	NURS 3301 Concepts of Professional Nursing	35
	NURS 3305 (Nursing Informatics) Students	15
	NURS 3303 (Issues & Nursing Perspectives)	29
	NURS 3302 (Health Assessment)	44
	NURS 4401 (Community Health Assessment)	2
	NURS 4403 (Capstone Project) Students:	11

- Significant environmental changes since last review (e.g. changing student demographics, impact of technology, external requirements from accrediting bodies, stakeholder feedback, changes in SACS and BOR policies, assessment initiatives, program changes, etc.)

The program attracts a diverse student body. The asynchronous online mode of instruction is ideal for working RNS that are employed on different shifts, days and places of employment.

II. Student Data

- Number of students in program (past three years) 172 (2013-2016)
- Enrollment in most commonly selected courses in each area (past three years) All students are required to take NURS 3301, 3302, 3303, 3304, 4401, 4402, 4403, 4404. All students select one 3 credit elective from either NURS 3305 (Informatics), 3306 (Health care in diverse cultures), 3307 (Independent study), 3308 (Perioperative nursing) or 3309 (Public health nursing).
- Student credit hour generation in most commonly selected courses in each area (past three years). The national standard for baccalaureate education is 120-124 credits. The range is 120-140. At completion of the RN-BSN program a total of 125 hours are completed (60 in the BSN; 65 in the ASN). Currently, Georgia Highlands' BSN completion program is 60 credits. Thirty-two hours are in nursing courses and 28-29 are general education depending on the science sequence. With articulation of nursing credits from the ASN, the BSN program is 125 credit hours. There are plans of study for students to complete the program in 3 semesters full-time or 4-5 semesters part-time with admission in fall, spring or summer semester.
- Success in attracting and retaining a diverse student body
Throughout 2013-2015, student body comprises RN individuals ranging in age 21-62, diverse race, ethnicity, geographic locations throughout the state of Georgia, Alabama and Tennessee; diverse work settings and specialty areas within the state of Georgia and state of Tennessee.
- Retention rates (past three years). The expected level achievement set for retention in each course was 90% or greater of students enrolled in each class would achieve a C or better. This outcome was achieved in each course over the last three years.
- Graduation rates (past three years) The expected level of achievement for graduation was set that 75% or greater of full time students would graduate in 4 semesters or less and part-time students would graduate in 8 semesters or less. This outcome has also been achieved over the last three years.

III. Faculty Data

- Number of full-time and part-time faculty
The current Academic Dean of Health Sciences is Dr. Janet Alexander. She serves as the administrator of the nursing and dental hygiene departments and also directs the RN-BSN program. Dr. Alexander holds a BSN and MSN from the University of Alabama in Birmingham, an educational specialist degree in education administration and a doctor of education in educational leadership from Samford University.

There are two full-time faculty; one faculty holds an earned doctorate in nursing (DNP) while the other holds a MSN and is currently enrolled in a DNP program

Responsible use of part time faculty and faculty overloads (Appropriate use of faculty through efficient scheduling) Presently, there are no part-time faculty teaching in the RN-BSN program. There are no faculty overloads.

- Ability to meet or exceed program expectations with number of faculty members available. The program expectations and goals have been met with the current faculty number.
- Student/faculty ratio
Faculty: student ratio is 1:26. If enrollment increases, part-time or full-time faculty will be hired as needed.
- Average class size is 30 per class
- Appropriateness of Faculty credentials
Both RN-BSN faculty have the appropriate credentials to practice and teach in the state of Georgia. Both faculty are licensed RNs in Georgia with a MSN. Dr. Vincent is also licensed as an Advanced Practice Registered Nurse (APRN) and board certified as a Psychiatric Mental Health Clinical Nurse Specialist (PMHCNS) with the American Nurses Credentialing Center (ANCC). Both have teaching and educational experience in online learning
One faculty preparing to take the CNE (Certified Nurse Educator) exam
- Success in attracting and retaining high quality faculty members
- Success in attracting and retaining a diverse faculty. There is no problem attracting and retaining a qualified and diverse faculty in the RN-BSN program.
- Professional Development opportunities for faculty
100% of BSN faculty maintain expertise through continuing education, formal education, and professional, EBP, or scholarly activities or presentations.
The faculty in the BSN program maintains proficiency in their areas of expertise through continuing education, educational sessions offered through GHC or course work if enrolled in doctoral study
Encouragement to continue professional development. Opportunities to attend professional development seminars and participate as presenters.
Full-time faculty are engaged in ongoing development and receive instructional and online technologies support.
All faculty are mentored by an experienced faculty member. The principles of mentoring nursing faculty is located in the policy and procedures in section 16: <http://www.highlands.edu/site/policy-and-procedure-manual-section-16-ix>.
Expectations and responsibilities are reviewed with the mentee by the mentor. The mentor guides the mentee and provides information related to the faculty's role as an instructor, an introduction to committees of the college, nursing, and requirements for learning through Faculty Academy. Faculty Academy "engages all new faculty in opportunities for orientation, growth, and development over a 2-1/2 year period through a series of workshops and online resources. All faculty participate in a series of training sessions designed to familiarize them with GHC policies and practices:

IV. Facilities and Equipment

- Adequacy/effective use of facility resources (classrooms, laboratories, performance and rehearsal spaces, etc.)
BSN faculty have input and ongoing collaboration with e-learning faculty, staff and its director on online learning needs. Recent renovations to the Heritage Hall campus in 2012 added two BSN faculty offices, an administrative assistant's office, a conference room, equipped for video conferencing, and the Dean of Health Sciences office suite on the second floor of the building. All faculty and staff are equipped with state of the art computers, office equipment, furnishings, and access to online and face-to-face learning opportunities and educational/ training sessions.

- Identification of equipment necessary
Provided with state of the art computers, internet access, office equipment, furnishings

Distance education faculty members are provided with a college laptop computer and technical support. Technology support, for both faculty and students, is available through the Information Technology Department (IT). The IT department is available via phone during staff office hours: Monday-Thursday 8:00am-5:30pm; Friday 8:00 am-noon. Floyd and Heritage Hall: (706) 295-6775; Cartersville: (678) 872-8086. If technical work is needed, faculty can submit a work ticket request to rt@highlands.edu.

- Equipment costs
Fiscal, technological and learning resources are sufficient to meet the needs of the faculty and students engaged in the online RN-BSN program. Fiscal appropriations for salaries, operating expenses, travel, and equipment needs are met.
- Indication of campus infrastructure to support facilities and program
Physical resources are sufficient to ensure achievement of the nursing education unit outcomes, and meet the needs of the faculty, staff, and students. RN-BSN faculty and staff, as well as the majority of ASN faculty, are located at the Heritage Hall campus in downtown Rome. Classroom space is not utilized in the online RN-BSN instruction except during the orientation day in August of each year. Recent renovations to the Heritage Hall campus in 2012 added two BSN faculty offices, an administrative assistant's office, a conference room equipped for video conferencing, and the Dean of Health Sciences office suite on the second floor of the building. All faculty and staff are supplied with state of the art computers, office equipment, furniture, and given access to online learning opportunities, educational and training sessions. The GHC physical resources are sufficient to ensure achievement of student learning outcomes and program outcomes in the RN- BSN online program.
- Indication of adequacy/effective use of library resources and technology to meet demands of the program
Library resources and technology are adequate, effective, and meet the demands of the program. Online RN-BSN courses provide students with embedded librarians for easy access. Complete library services are available on campuses in Rome, Cartersville, Marietta (in conjunction with Kennesaw State/ Southern Poly State University), and Paulding with a librarian and resource services at the Douglasville campus. There are three librarians identified as nursing librarians <http://www.highlands.edu/site/library>. 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 <http://www.highlands.edu/site/it-student-computer-access>. 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 the Research course (NURS 3304). 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

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

- Student success in achieving Student Learning Outcomes (SLOs) of the program
Faculty ensures that learning outcomes and program outcomes are achieved through the development of course objectives, assignments, and activities that are guided by the BSN SLOs. Faculty reviews and assigns a grade related to performance on course discussions, activities, and assignments. Evaluations by students at the end of each semester regarding courses or faculty performance are reviewed. Faculty then determines if any revisions are needed before the course is taught again.
- Student success rates in key program classes: 90% or greater of students enrolled in RN-BSN classes are successful with a grade of C or better
- Success of high-impact learning activities (Student-faculty research, service learning, writing-intensive coursework, capstone projects, internships, etc.)

NURS 4404 Clinical Leadership Practicum: This clinical preceptorship experience provides students with the opportunity to learn more about nursing leadership and management. This practicum requires students to complete 45 practice hours in guided preceptor experiences with a nurse leader/manager. Through interactions with a variety of health care providers, nurse leaders, and patients, the students gain understanding of organizations/systems, management, leadership development, evidence-based practice, inter-professional collaboration and communication, and quality improvement strategies. Student success is demonstrated through guided clinical experiences with a designated nurse leader/preceptor. Based upon completion of clinical objectives, the faculty and preceptor evaluate the student performance and the student in turn evaluates the assigned preceptor and hospital/place of preceptorship clinical. Course assignment rubrics are also used for course-related assignments and specifically measure each student's success.

NURS 4403 Capstone Project: Student success is measure by ability to apply and analyze the components of the research process through the completion and evaluation of a capstone project in his/her workplace. Capstone projects include: *teaching nurses about obstructive sleep apnea; increasing performance improvement of staff responsiveness in the emergency department; work environment's influence on retention and turnover of RNs; and blood glucose and patient outcomes following coronary artery bypass surgery.* Course assignment rubrics specifically measure each student's success Capstone project. Course assignment rubrics are also used for course-related assignments and specifically measure each student's success

NURS 4401 Community Health: Students focus on community nursing roles and practice related to health promotion and preservation in communities. Through these experiences, students apply health promotion and disease prevention strategies to assist individuals, families, groups, and communities in maintaining and/or improving health across the lifespan. Evidence of achievement is in the satisfactory journal entries of field experiences and completion of the 45 clinical hours. Clinical settings include but are not limited to clinics, outpatient service departments, schools, and rehabilitation centers. Students are evaluated on their ability to integrate and synthesize public health principles, epidemiology, healthcare disparities, community assessment, environmental health, and vulnerable populations. Specific evaluation regarding student's ability to successfully meet community field objectives. Course assignment rubrics are also used for course-related assignments and specifically measure each student's success.

- Adequacy/effective use of various instruction delivery modes: Effective and adequate online delivery modes include the use of power point, video, web sources, case studies, GHC library, and online librarians in each course.
- Successful advising system
The RN-BSN program website, located on Georgia Highlands College website, is available to the public. The site provides program admission requirements, RN-BSN Curriculum, Georgia's RN-BSN Articulation Plan, and a link to the RN-BSN handbook. Advising of potential RN-BSN students is achieved through recruiting sessions at various hospitals/agencies/workplace, and other settings. Students may receive general program and course specific information via phone or email after

contacting faculty/staff. Opportunities are available for students to make an appointment to meet with faculty or staff on a 1:1 basis and receive specific/detailed program information. Program brochures are also available during recruiting sessions and advising sessions. Brochures located in the RN-BSN departmental office and are available online.

- Other indicators of quality teaching/learning

The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The outcomes are utilized to determine quality of teaching/learning and/or need of possible change of curriculum content.

Review the data from the student course/ evaluations, faculty input in BSN Faculty meeting, BSN faculty minutes, and End-of-the Semester Meetings minutes for needed changes to the curriculum, delivery of instruction, and/or learning activities

Faculty regularly review and revise the curriculum to include current content and expectations of the BSN graduate

Faculty annually review the general education courses to determine relevance in enhancing professional nursing knowledge and make recommendations for change as appropriate

Individual student pass rate with each course.

VI. Related Support and Service Activities

- Advising system

The RN-BSN program website, located on Georgia Highlands College website, is available to the public. The site provides program admission requirements, RN-BSN Curriculum, Georgia's RN-BSN Articulation Plan, and a link to the RN-BSN handbook. Advising of potential RN-BSN students is achieved through recruiting sessions at various hospitals/agencies/workplace, and other settings. Students may receive general program and course specific information via phone or email after contacting faculty/staff. Opportunities are available for students to make an appointment to meet with faculty or staff on a 1:1 basis and receive specific/detailed program information. Program brochures are also available during recruiting sessions and advising sessions. Brochures, located in the RN-BSN departmental office are available in the RN-BSN office.

- Tutoring

All services provided by GHC and available to traditional students are also available to online learning students. GHC's Peer Tutoring Program and Volunteer Tutoring Program are accessible to all students attending/participating at GHC. RN-BSN students may make an appointment with faculty to arrange for tutoring regarding course needs.

- Service learning

GHC's Office of Student life provides opportunities for students to participate in leadership skills and volunteerism. The services are available to the traditional student in addition to the non-traditional students or online student. Service areas include

Leadership and Service Learning, Volunteerism and Service-Learning, Student Government, Emerging Leaders, Charge Into Leadership student conference, and Volunteerism and Service-Learning

- Career planning

GHC's Career Central is a website available to all students providing informational links to several Career Skillshop (career topics). RN-BSN students also have potential to advance nursing careers or move to into another professional after successfully completing the RN-BSN program.

- Adequacy/effective use of other resources or support services There is 24 hour D2L and technical resources available to online students and faculty. Library resources are available online at and at various campuses

VII. External Benchmarks and reviews if applicable

- External Accreditations earned - Full national accreditation was achieved in Fall 2014 through the Accreditation Commission for Education in Nursing (ACEN). The next accreditation visit will be fall 2019.
- Awards or Honors The RN-BSN program was ranked second in the nation of the 30 most affordable online RN-BSN degree programs by Great Value Colleges in 2015.
- Licensure or certification rates N/A
- Job placement - These students are already employed as RNs. Data is gathered 9-12 months post-graduation in regard to promotion or new job placements after attaining the BSN. Twenty per cent reported being able to get a promotion or attain a different job after completion of the BSN.
- Salaries - About 50% of the graduates reported their employers offered an increase in salary after attaining the BSN.
- Standardized test scores N/A
- Graduate school admissions - About 10% of graduates reported on the 9 month post- graduation surveys that they had been accepted to a master's program in nursing. Most often reported programs were FNP and nurse anesthetist.
- Stakeholder satisfaction with the program (student, alumni, employer, community partner) The stakeholders have input into program through the nursing advisory board and students and graduates offer input through course and program evaluations. Employers are surveyed annually on satisfaction with graduates.

VIII. Quality and Improvement

- Response to prior assessment- Changes have been made based upon assessment findings from students, graduates, preceptors, and employers. For example, graduates and employers agreed that new graduates starting the BSN take one semester to focus on the new job/ orientation/training before starting school. In response to this finding, new graduates that completed their associate degree in May are offered admission in the spring semester instead of fall semester.
- Response to changing environment (e.g. changing student demographics, impact of technology, external requirements from accrediting bodies, stakeholder feedback, changes in SACS and BOR policies, assessment initiatives, program changes, etc.) Changes are made if the requirements, policies

IV. Recommendations

- Recommendation for the program (program should be enhanced, maintained at its current level, reduced in scope, or consolidated/terminated).

Maintain and continue to enhance the program

Assessing the RN-BSN program, there are many strengths and also areas that can be improved. First and foremost, GHC attracts and enrolls highly qualified and motivated students in the first cohort. The baccalaureate program has strong leadership and support in the Dean, faculty and staff. Each of these individuals is highly committed to excellence and ensuring mastery of student learning outcomes. Online learning resources, information technology, administrative encouragement and guidance within the college, the library staff and resources, and clinical agencies and liaisons have fully supported the nursing faculty in enhancing the education of nursing students and strengthening this initial BSN program. Over eighty- per cent of students that enrolled full-time since 2013 have completed the program in 4 semesters or less.

Areas to continue to improve:

- Continue to recruit and retain qualified faculty
- Refine Assessment and Survey tools

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 retire in the next few years. In addition, state budget appropriations continue to fluctuate annually. Recruiting qualified master's and/or doctoral prepared faculty is difficult in rural parts of the state. Retaining faculty after completion of their doctorate is difficult given competitive salaries in nearby metropolitan areas. The strategy of identifying qualified and available master's prepared faculty and growing our own through exploring various funding sources offering faculty scholarships or faculty loans for those pursuing a doctoral degree is being explored.

In addition to the BSN faculty enrolled in doctoral studies, there are three ASN faculty enrolled in doctoral programs in nursing. Each one of these faculty is receiving federal faculty loan or state funding to support their education. As the BSN program grows, this doctoral prepared faculty may be needed to teach BSN students. Developing more effective program assessment and survey tools and exploring ways to increase response rates from students and employers is also an area for improvement. Even with opportunity and reminders for completion, the return rate on student evaluations regarding some courses and faculty was low. Faculty are investigating alternative methods of delivering student and course/faculty surveys next semester as well as options for the Graduate and Employer Satisfaction surveys.