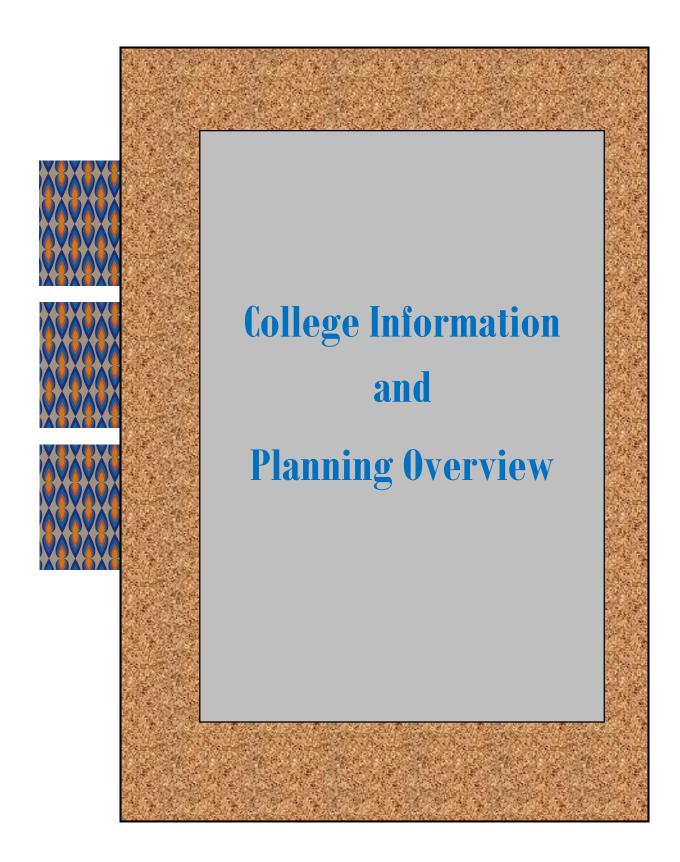


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GEORGIA HIGHLANDS COLLEGE

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:

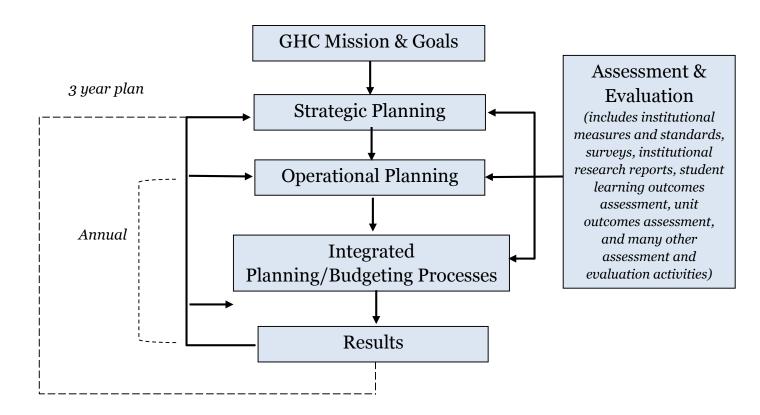
- Effect quality teaching and learning focused on academic achievement and personal and professional growth.
- Provide comprehensive student services that encourage and enable all students to be successful learners.
- Engage students in a challenging atmosphere that prepares them for responsibility and 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 *Learning Outcomes Assessment Summary* 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 Plan

- Three Year Cycle
- Relates Mission to Strategic Directions and Priorities
- Supported by Specific Goals
- Incorporates annual Operational Planning
- Responsibility of the President, the Special Assistant to the President and the Institutional Effectiveness

Quality Enhancement Plan (QEP)

- A course of action with a well-defined focus
- Emerges from ongoing assessment
- Due September 2017
- Engages the entire college
- Coordinated by the Chair of the QEP Team and the Vice President for Academic Affairs

Compliance Certification

- Due March 1, 2017
- Requires massive documentation and data
- Coordinated by the Special Assistant to the President and the Compliance Certification Team Co-Chairs

Annual Planning and Assessment

Comprehensive Program Review

- A component of measuring and assessing student outcomes
- Coordinated by the Institutional Effectiveness Committee and the Special Assistant to the President
- Conducted by an ad hoc Comprehensive Program Review Committee

Evaluation of Progress in the Strategic Plan and Specialized Sub-plans

 Coordinated by the Institutional Effectiveness Committee, the President, the Special Assistant to the President, and relevant VP's and Deans

Assessment Plan

- Assessment/evaluation of services, practices, policies, functions, and performance college-wide; Coordinated by the Special Assistant to the President
- Learning Outcomes Assessment Plan A focal point of measuring and assessing student outcomes at the institutional, programmatic and course levels; Led by the Learning Assessment Coordinator, the Vice President for Academic Affairs and the Special Assistant to the President

Annual Report of Institutional Effectiveness

Driven by Annual Operational Planning and Assessment

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:

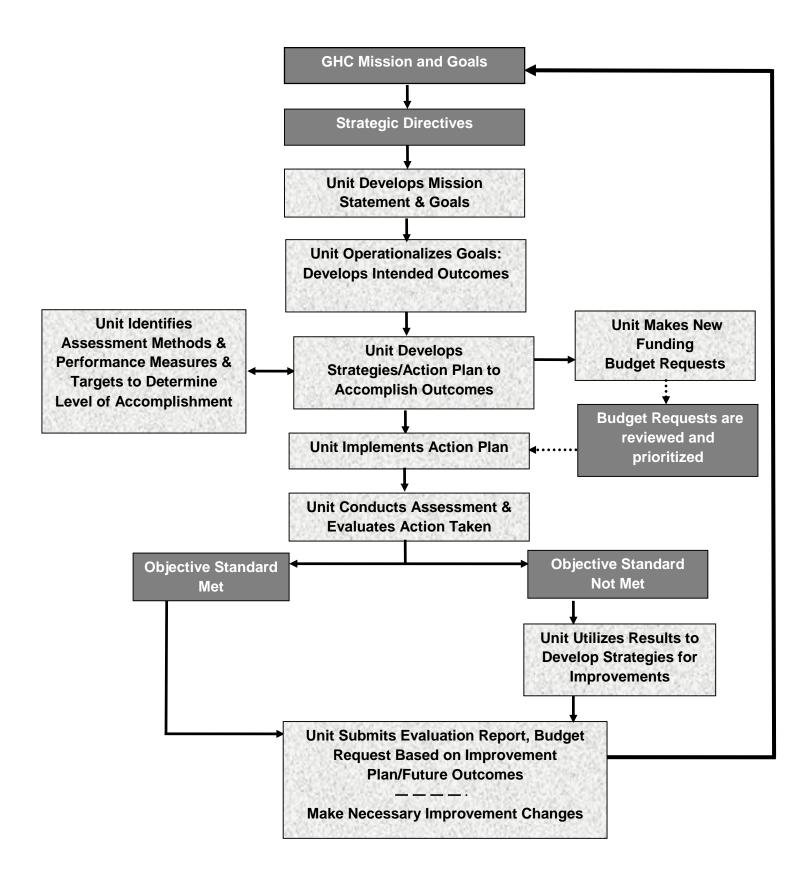
- Create more opportunities to internationalize the curriculum for students
- Name a faculty liaison for study abroad on each campus
- Explore long-term study abroad opportunities for GHC and begin to develop plans and policies to work towards this end
- Set enrollment targets for the student body that 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 2015-16

Cathy Ledbetter, ex officio, Special Assistant to the President for Planning, Continuous Improvement and Accreditation

Jason Hitzeman, Chair, Learning Outcomes Assessment Coordinator & Biology Faculty

Jesse Bishop, Senior Instructional Designer

Michelle Boyce, Dental Hygiene Faculty

Charlene Graham, Assistant Director of Admissions

Ed Hawkins, Mathematics Faculty

Lillian Robertson, Administrative Assistant to the Vice President of Academic Affairs

Ricky Terry, IT Applications Support Specialist

Connie Watjen, Campus Dean for Paulding and Douglasville Sites

Stephanie Wright, Psychology Faculty

GHC OPERATIONAL PLANNING UNITS and UNIT LEADERS

Administrative Units

Accounting Services

Admissions

Athletics

Auxiliary Services

Budgets

Campus Safety

Megan Davidson

Charlene Graham

Phil Gaffney

Jamie Petty

Jamie Petty

David Horace

Financial Aid Melinda King
Information Technology Services Jeff Patty

New Student and Retention Programs Crystal Edenfield

Offices of Campus Deans

Office of the President

Ken Reaves

Dr. Don Green

Office of Strategic Planning, Assessment and Accreditation
Office of VP for Academic Affairs

Dr. Cathy Ledbetter
Dr. Renva Watterson

Office of VP for Advancement & Marketing
Office of VP for Finance & Administration
Office of VP for Human Resources
Office of VP for Information Technology

Mary Transue
Dr. Jeff Davis
Ginni Siler
Jeff Patty

Office of VP for Student Affairs

Physical Plant

Procurement

Public Relations & Marketing

Registrar

Dr. Todd Jones

Phillip Kimsey

Cynthia Parker

Sheila Jones

Sandi Davis

Student Life John Spranza Student Support Services Angie Wheelus

Educational Units

Academic Advising Jennifer Hicks **E-Learning Division** Dr. Diane Langston **Health Sciences Division** Dr. Janet Alexander **Humanities Division** Dr. Jon Hershey **Library Services** Elijah Scott **Mathematics Division** Dr. Tim Floyd Natural Sciences & PE Division Dr. Greg Ford Social Sciences, Business & Education Division Dr. Alan Nichols Susan Vines **Testing Tutorial Center** Jennifer Hicks

UNIT MISSION STATEMENTS AND GOALS

Administrative Units

Accounting Services

The mission of the Department of Accounting is to meet the financial and accounting needs of the College with quality performance in a professional, courteous and service-oriented manner. The Department's responsibilities include the areas of General Accounting, Bursary Office, Payroll, Accounts Payable, Travel, Grant Management, and Compliance & Reporting.

The Department of Accounting will:

- 1. Establish and communicate policies and procedures necessary to ensure the proper and efficient use of College resources.
- 2. Receive and deposit funds due the College.
- 3. Maintain and process the College's payroll in a timely and accurate manner.
- 4. Ensure the prompt and proper settlement of amounts owed by the College.
- 5. Maintain the College's accounting and financial reporting systems.
- 6. Provide oversight and management to ensure the integrity of all institutional financial matters.
- 7. Actively promote and monitor compliance with appropriate state and federal financial laws and regulations.

Admissions

The mission of the Office of Admissions is to recruit and enroll students by providing the highest level of service and professionalism to students, their families, and the community, ensuring the admissions process will be consistent, fair, and equitable. The Office of Admissions will provide effective and efficient services that support the College mission.

The Office of Admissions will:

- 1. Ensure that Admissions and Recruitment staff adhere to the highest ethical standards for the profession and that all federal, state, University System of Georgia, and internal policies are followed.
- 2. Provide timely and accurate admission processing services for applications and transcript evaluations.
- 3. Deliver timely and accurate communication to improve community outreach, facilitate internal and external information sharing, and enhanced recruitment efforts.
- 4. Seek to continually improve technology-related functions in the admissions, recruitment and enrollment processes to ensure services are delivered in an accurate and timely manner.
- 5. Maintain, strengthen, and expand collaborative efforts with internal and external stakeholders to build a strong network of support for the institution.

Athletics

The mission of the Department of Athletics is to provide quality athletic programs that promote the development of the student-athlete through rigorous educational and competitive experiences, to instill sportsmanship, competitive greatness, integrity, leadership, and social responsibility, and to assure equal opportunity for all students.

The Department of Athletics will:

- 1. Provide an environment that promotes student-athletes' academic and athletic success.
- 2. Comply with the stated guidelines of the National Junior College Athletic Association (NJCAA) and Title IX regulations.
- 3. Emphasize to its student-athletes the importance and expectation of service to school and community.

Auxiliary Services

The mission of the Department of Auxiliary Services is to deliver non-academic services to students, faculty, and staff such as Bookstore, Food Service, Charger Card, and Vending.

The Department of Auxiliary Services will:

- 1. Provide students related course materials, supplies, college memorabilia, and clothing items at a reasonable cost.
- 2. 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. Expand the services and use of the Charger Card.
- 4. Expand and enhance the Auxiliary function of the College.

Budgets

The mission of the Department of Budgets is to support the College by providing fiscally responsible leadership in the preparation and management of the College's annual budget and by providing timely budget analysis, reporting, and forecasting.

The Department of Budgets will:

- 1. Prepare and maintain a balanced budget in conjunction with the academic and administrative goals of the college.
- 2. Allocate funds in a timely manner to individual departments as approved.
- 3. Provide accurate and timely analysis and projections of budgetary data to college administration, Board of Regents, and other constituents.
- 4. Train appropriate college personnel to budget managing through the use of the College's current software or applications.

Campus Safety

The Mission of the Campus Safety Department is to provide a secure atmosphere conducive to the education, employment and daily lifestyles of the College Community; deliver high-quality, efficient, professional, and consistent police services to all Georgia Highlands College students, faculty, staff, and visitors; and proactively build and strengthen community partnerships and engage the community through education and awareness to reduce crime.

The Department of Campus Safety will:

- 1. Incorporate technology to increase the efficiency and flexibility of departmental personnel.
- 2. Modify office forms, procedures, and operations to accommodate the evolution of the College
- 3. Conduct table-top and live crisis response drills to improve crisis response capability.

- 4. Provide safety and security for the College community.
- 5. Provide efficient and consistent parking enforcement.

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.

The Financial Aid Office will:

- 1. Educate current students about financial options and responsibilities.
- 2. Be proactive in educating prospective students and their parents about financial aid opportunities.
- 3. Administer federal Title IV funds according to federal regulations.
- 4. Administer state financial aid funds according to state regulations.
- 5. Administer GHC Foundation scholarship according to the guidelines of the donor, Advancement Office and college.

Information Technology Services

The mission of the Division of Information Technology Services (ITS) is to provide technological services that support the computing needs of the College's academic and administrative functions. ITS supports 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.

The Information Technology Services Division (ITS) will:

- 1. Enhance the safety of faculty, staff, and student data by ensuring that all servers are kept up to date with appropriate security patches/updates.
- 2. Enhance the safety of faculty, staff, and student data by ensuring that all firewalls are properly maintained.
- 3. Improve resource utilization by providing viable technology for users through the execution of the College's Technology Replacement Plan.
- 4. Provide a reliable level of service and support to the user community.
- 5. Provide a functional and dependable infrastructure for faculty, staff, and student utilization.
- 6. Provide secure and reliable protection to the College's technology by safeguarding users from viruses, worms, Trojans, and other malicious malware.
- 7. Ensure that access controls are in place and monitored to protect data integrity.
- 8. Enhance faculty, staff, and student communication by reducing the amount of unsolicited commercial email received.
- 9. Market available technologies offerings to the College community.
- 10. Advocate innovative technology to the College community by increasing awareness to new technologies.
- 11. Utilize technology to strengthen the effectiveness and efficiency of all functional operations of the College.
- 12. Provide reliable, automated, audiovisual (AV) systems to the College user community.

- 13. Enhance student awareness by improving digital signage systems.
- 14. Implement green technologies systems to decrease operation cost for the College.
- 15. Enhance web services by providing mobile first web sites that are platform independent.
- 16. Enhance web services by unifying the look and feel of all web sites and applications for a consistent user experience.
- 17. Improve and enhance web security using contemporary defense strategies.
- 18. Provide products, devices, services, or environments that are Americans with Disabilities Act (ADA) compliant.
- 19. Ensure that institutional information is delivered effectively on all platforms (desktop, tablet, and mobile).
- 20. Deliver a web experience that allows students and faculty to effectively access information.
- 21. Maintain a web platform that allows simple and timely delivery of information from faculty to students.
- 22. Aggressively pursue web application solutions that will improve the efficiency of existing processes.
- 23. Enhance online services for students by improving website reliability.
- 24. Develop a comprehensive technology replacement plan that accommodates the varying levels of equipment needs for the institution in conjunction with available budgets.
- 25. Support professional development opportunities for ITS staff within budget constraints by seeking a balance of options such as software repositories, webinars, University System of Georgia workshops, certifications, and other training opportunities.
- 26. Support the institution by providing easily accessible information pertaining to enrollment, retention, progression, graduation, and other highly identifiable statistical information in order to improve decision making, increase awareness, and assist in planning matters.
- 27. Provide security-awareness training to faculty and staff.
- 28. Log critical data from any applicable Window servers, as has already been done with Linux servers.
- 29. Back-up critical data on all servers, as determined by our internal risk assessments.
- 30. Increase the security of remote access Virtual Private Network (VPN) connections.
- 31. Maintain an accurate licensed software inventory and monitor the installations of these licensed software packages.
- 32. Utilize technology to strengthen the effectiveness and efficiency of College-wide software installs and updates.
- 33. Enhance the safety of faculty, staff, and student data by ensuring that all servers are kept up to date with appropriate security patches/updates.
- 34. Maintain an accurate licensed software inventory and monitor the installations of these licensed software packages.
- 35. Utilize technology to strengthen the effectiveness and efficiency of College-wide software installs and updates
- 36. Ensure that access controls are in place and monitored to protect data integrity.

New Student and Retention Programs

The mission of the Department of New Student and Retention Program seeks to cultivate a student-centered culture in which students feel valued and are inspired to realize their full potential. Our programs support and advance students throughout their academic journey, from enrollment to completion, by fostering persistence, encouraging participation, and promoting student development, both academically and personally.

The Department of New Student and Retention Program initiatives will:

1. Collaborate with academic affairs and student affairs to provide purposeful programs, events, services, and activities that promote student development within and beyond the classroom.

- 2. Provide clear pathways for student success.
- 3. Acquire and analyze data on student success and retention initiatives.
- 4. Coordinate efforts relevant to Complete College Georgia and Gateways to Completion.
- 5. Execute a comprehensive First Year Experience program including new student orientation, freshman seminar, Common Read programming, and service learning.
- 6. Provide oversight and support for the Success Coach Program.
- 7. Conduct student success workshops covering a variety of topics, such as study skills, time management, stress management, and financial literacy.

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.

The Office of Campus Deans will:

- 1. Support the College's delivery to its students, employees, and other stakeholders high quality, seamless, academic programs and student services.
- 2. Provide for other institutional partners an environment that proactively and positively promotes a shared interest in education and lifelong learning.
- 3. Maintain an environment that promotes learning and is conducive for the success of students, employees, and other stakeholders.
- 4. Monitor the enrollment at its locations in an effort to achieve an overall institutional enrollment.
- 5. Work with the College to provide high quality, effective and student-friendly support services.
- 6. Work with the College to 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.

Office of the President

The mission of the Office of the President is to advance the vision and mission of the College, to provide effective administrative and fiscal leadership, to constantly enhance the College's performance, and to ensure that the College's organizational structure is adequately and effectively staffed.

The Office of the President will:

- 1. Provide leadership that ensures efficient, effective, and responsive institutional programs and services.
- 2. Administer appropriate institutional policies and procedures.
- 3. Promote and maintain an educational environment that fosters learning.
- 4. Effectively represent the College to institutional constituencies and foster positive, collaborative partnerships with key institutional stakeholders.

Office of Strategic Planning, Assessment and Accreditation

The mission of the Office of Strategic Planning, Assessment and Accreditation is to provide services, guidance, and facilitation in support of the College's mission and pursuit of continuous improvement through planning, assessment, and institutional research.

The Office of Strategic Planning, Assessment and Accreditation will:

- 1. Coordinate and provide support for the strategic planning process.
- 2. Monitor the process of strategic planning and the implementation of planning goals.
- 3. Facilitate the integration of planning and institutional research in support of institutional decision-making and policy development.
- 4. Coordinate institutional effectiveness processes, including student learning outcomes assessment.
- 5. Oversee and direct assessment activities, including the student learning outcomes assessment process, and to facilitate the integration of assessment findings into planning and institutional effectiveness.
- 6. Provide information and direction for accreditation activities.
- 7. Collect, organize, and format institutional and demographic data to support informed decision making and to facilitate institutional growth and development.
- 8. Fulfill external institutional reporting requirements of state and federal agencies.
- 9. Maintain the highest professional standards of accuracy, objectivity, and timeliness.

Office of the VP for Academic Affairs

The mission of the Office of the Vice President for Academic Affairs is to provide oversight, management, and support for the accomplishment of the College's educational mission.

The Office of the Vice President for Academic Affairs will:

- 1. Work across divisions, departments, and programs to create a culture of access and success in all aspects of teaching and learning.
- 2. Set the academic direction of the College through development, assessment, and improvement of academic programs.
- 3. Offer varied opportunities for students to achieve established learning outcomes.
- 4. Promote diversity of people and perspectives throughout the College environment as a way to enrich students' lives.
- 5. Support the personal and academic development of students through rigorous curricula, which encourage critical thinking and global awareness.
- 6. Support faculty development critical to the evolution of vibrant learning environments through a variety of external and internal opportunities and initiatives.

Office of the VP for Advancement

The mission of the Advancement division is to bring together talented staff and dedicated board members to advance Georgia Highlands College by raising awareness, promoting the college, and building relationships and resources needed to support educational opportunities and success for the college and GHC students.

The Office of the Vice President for Advancement will:

- 1. Strive to continually raise awareness and promote the college and build relationships that will help secure access to additional resources for the college and our students.
- 2. Enhance strategic advertising campaigns and placements in College's service areas to develop brand identity, to drive enrollment, and to support other goals of the College as a whole and the instructional sites individually as funding allows, and develop key partnerships to produce donations in support of our program and scholarship needs.

Office of VP for Finance & Administration

The mission of the Office of the Vice President for Finance and Administration is to support the College by preserving, enhancing, and supporting the financial and physical resources of the institution.

The Office of the Vice President for Finance and Administration will:

- 1. Develop and maintain an annual operating budget for the College.
- 2. Manage facilities in conditions that support ongoing College operations.
- 3. Comply with regulatory requirements for financial management.

Office of VP for Human Resources

The mission of the Office of the Vice President for Human Resources is to support and influence a culture of excellence, respect, and inclusiveness by delivering valuable and innovative human resource services, which align with the strategic direction of the College, and which create and sustain an environment where all employees can thrive.

The Office of the Vice President for Human Resources will:

- 1. Provide the infrastructure for the selection and employment of individuals by the College that complies with federal, state, local, and University System of Georgia regulations and policies.
- 2. Provide University System of Georgia required training.
- 3. Provide professional and leadership development opportunities for employees.
- 4. Provide consultation to managers on all aspects of human resources to include employee selection, compensation, performance management, discipline and discharge, and other functional areas.
- 5. Partner with senior leadership to create and maintain an environment where employees grow and thrive.
- 6. Lead the efforts in succession planning.
- 7. Manage a comprehensive employee recognition program.
- 8. Develop and maintain an employee well-being program.
- 9. Provide internal resources for benefit and retirement consultation in support of the Shared Service Center.

Office of VP for Information Technology

The mission of the Office of the Vice President of Information Technology is to provide technological services that support the computing needs of the institution's academic and administrative functions.

The Office of the Vice President for Information Technology will:

1. Strive to enhance 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.

Office of VP for Student Affairs

The mission of the Office of the Vice President for Student Affairs is to support the College mission by enrolling, supporting, retaining, and graduating students prepared to succeed in a diverse, global economy.

The Office of the Vice President for Student Affairs will:

- 1. Increase resourcefulness and efficiency.
- 2. Establish and maintain community partnerships and outreach.
- 3. Provide student-centered programs and services.
- 4. Provide effective and timely enrollment services.
- 5. Provide programs and services designed to support enrollment increases.
- 6. Provide quality programs, services, and facilities that enhance the learning experience and engage students.
- 7. Ensure Student Affairs departments meet all regulatory requirements required by state and federal guidelines.

Physical Plant

The mission of the Department of Physical Plant is to provide the management and delivery of non-academic services to the College in the areas of engineering, building services, custodial services, and grounds maintenance.

The Department of Physical Plant will:

- 1. Provide physical and technical support to the expansion of the College's geographical area.
- 2. Provide physical and environmental support for the safety and comfort of students, faculty, staff, and the community.
- 3. Administer necessary support services to meet the needs of the students, faculty, and staff.
- 4. Renovate selected facilities as funds allow.
- 5. Demonstrate progress on future construction projects.
- 6. Improve the quality of the college appearance by designing and implementing landscape design plans.
- 7. Develop work order systems for tracking maintenance and improvement issues.
- 8. Streamline the planning, design and construction phase of all major repairs and renovation (MRR) projects.

Procurement

The mission of the Department of Procurement is to provide the overall management of all college purchases, p-card administration, fleet management, and risk management.

The Department of Procurement will:

1. 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. Increase training and communications with regard to state travel and purchasing policies and procedures.
- 3. Increase efficiency of procurement with the use of the P-Card and Works program.
- 4. Increase training and communications with regard to Risk Management policies and procedures.
- 5. Negotiate favorable banking contracts.
- 6. Promote a better understanding of the duties of the Procurement Office as well as policies and procedures.

Public Relations & Marketing

The mission of the Office of Public Relations and Marketing is to increase brand recognition throughout the College's expanded service area to boost enrollment, alumni and donor interest/participation, and to improve community perception of the College. The Office seeks to inform its 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.

The Office of Public Relations and Marketing will:

- 1. Change negative perceptions and reinforce positive ones through an evolutionary process using a variety of communications (e.g., advertising, public relations, collateral, social media, etc.).
- 2. Implement strategic advertising campaigns and placements in College's service areas to develop brand identity, to drive enrollment, and to support other goals of the College as a whole and the instructional sites individually as funding allows.
- 3. Keep Georgia Highlands College in the news and maintain a positive brand position through the consistent release of news and information to the mass media.

Registrar

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

The Office of the Registrar will:

- 1. Provide sufficient training opportunities for customer service representatives.
- 2. Process changes to student records in a timely manner.
- 3. Maintain and archive student records in accordance with AACRAO guidelines.
- 4. Provide online record services for students.
- 5. Expand automation of student records processing.
- 6. Provide and oversee online registration.
- 7. Notify students of registration processes and deadlines.
- 8. Notify students of graduation processes and deadlines.
- 9. Notify students who have petitioned for graduation of their graduation status in a timely manner.
- 10. Process graduation petitions in a timely manner.

Student Life

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

The Department of Student Life will

- 1. Provide a diverse programming schedule of events and opportunities that encourage student engagement.
- 2. Provide outlets and opportunities for exposure to area cultural events.
- 3. Periodically survey students on programming needs/wants, as well as satisfaction levels of current programs.
- 4. Provide a point of contact for community service and service learning opportunities through the Volunteer Services Office.
- 5. Offer a variety of service projects both on and off campus to foster volunteerism.
- 6. Provide students with the opportunity to form registered student organizations that cater to their interests, and to support these groups as needed.
- 7. Promote and host leadership development opportunities for students.
- 8. Advise and assist with the model of student government to allow the student body a voice in the actions of the College.
- 9. Promote physical fitness and healthy behaviors through coordination of intramural athletic events and other wellness initiatives.
- 10. Administer the judicial programs and policies (Code of Conduct and Academic Integrity) effectively.

Student Support Services

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.

As it relates to Career Exploration Services, The Office of Student Support Services will:

- 1. Inform students of services provided for career exploration at all campus locations.
- 2. Inform students of career competencies and assessments through workshops and presentations.

As it relates to Counseling Support Quality Standards, The Office of Student Support Services will:

- 1. 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. 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. Provide consultative services to the GHC community to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students.
- 4. Assess services to identify student needs and appropriate services and referrals.
- 5. Be responsive to needs of individuals, diverse and special populations, and relevant constituencies.
- 6. Provide referrals and collaboration concerning psychological testing and other assessment techniques to foster student self-understanding and decision making.
- 7. Conduct outreach efforts to address developmental needs and concerns of students.

- 8. Provide counseling support to help students overcome specific deficiencies in educational preparation or skills.
- 9. Provide support services for students needing monitoring of psychotropic medications.
- 10. Provide crisis intervention and emergency coverage for the GHC community.
- 11. Consult with faculty and staff regarding professional development programs.
- 12. Maintain records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of records.

As it relates to Disability Support Quality Standards, The Office of Student Support Services will:

- 1. Ensure equal access for students with disabilities to all academic and co-curricular opportunities offered by Georgia Highlands College.
- 2. Provide leadership to the campus community to enhance understanding and support of disability services.
- 3. Provide guidance to the campus community to ensure compliance with legal requirements for access.
- 4. Establish clear policies and procedures that define the responsibilities of both the institution and the person eligible for accommodations.
- 5. 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. 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. Define and describe the procedures for obtaining services and accommodations.
- 8. Provide guidance and training for college staff and faculty members in the understanding of disability issues (including stereotypes and appropriate protocols and language).
- 9. Advocate for equal access, accommodations, and respect for students with disabilities within the campus community.
- 10. Identify environmental conditions that negatively influence persons with disabilities and propose interventions designed to ameliorate such conditions.
- 11. Regularly evaluate the campus for physical access.
- 12. 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. Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical, and curriculum modifications.

Educational Units

Academic Advising

The mission of Academic Advising is to help students explore and determine the best educational options to achieve their personal and professional goals, whether within the core curriculum, transfer degree programs, or career degree programs. Academic advising is a joint venture between the student and a faculty or professional advisor.

Academic Advising will

- 1. Be available to all students.
- 2. Assist students in setting realistic educational goals.

- 3. Assist students in learning and applying decision-making strategies.
- 4. Assist students in making appropriate course choices.
- 5. Introduce new students to academic requirements of their chosen program of study.
- 6. Help students will become aware of institutional resources available to meet their individual educational needs and aspirations.
- 7. Interact with currently enrolled students prior to registration.
- 8. Assist students in planning a program of study tailored to their academic talents and professional interests.
- 9. Helps students understand the importance of thoughtful planning to complete program requirements.

Division of eLearning

The Division of eLearning supports courses and programs delivered in online modalities, including web-based, hybrid, eClassroom, and eCore. The division is committed to providing a framework for students, faculty, and programs that lead to outstanding student achievement in online learning at GHC.

The Division of eLearning will:

- 1. Demonstrate that students are aware of the expectations of eLearning course offerings before enrolling in those classes.
- 2. Share information about online courses, programs, and degree options to current and prospective students, faculty and staff of the College, and the communities served by GHC.
- 3. Develop and maintain technical, infrastructure, and user services for students who enroll in courses offered through online modalities.
- 4. Provide training and support for students to use the current Learning Management System (LMS) and other tools needed to successfully complete eLearning courses.
- 5. Train and support instructors to use the current LMS and other digital tools, to facilitate effective online instruction, and to design and maintain online content using tools, techniques, and standards that support student success.
- 6. Ensure compliance with ADA and other federal regulations related to accessibility of course materials for individuals with disabilities.
- 7. Ensure compliance with national, state, and institutional policies, standards, and expectations related to online teaching and learning.
- 8. Collect and analyze data to measure and improve the quality of eLearning courses through a variety of metrics.

Division of Health Sciences

The Division of Health Sciences will provide students with access to excellent educational opportunities in the disciplines of nursing and dental hygiene through the associate and baccalaureate degree programs offered by the college. The division is committed to enhancing the intellectual and experiential 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.

The Division of Health Sciences will:

- 1. Provide students with access to excellent educational opportunities in the disciplines of nursing and dental hygiene through the associate and baccalaureate degree programs offered by the college.
- 2. Provide an educational environment that fosters student success in skill development, retention and licensure passage.
- 3. Enhance the intellectual and experiential development of our diverse student population, emphasizing an education based on the college's student-learning outcomes, and facilitating student success through advising and support.
- 4. Provide high quality instruction in nursing and dental hygiene in the associate and baccalaureate programs demonstrated by recruiting and supporting highly qualified faculty, continual refinement and enhancement of curriculum and related teaching and online materials, and the utilization of an annual assessment process.
- 5. Support professional development and scholarship of divisional faculty to deliver quality instruction within their respective disciplines by providing opportunities, resources, and peer review of creative works, professional conference presentations, dissertations, and other scholarly activities. 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.
- 6. Schedule and deliver divisional courses in conventional, hybrid and online formats to meet the needs of a diverse student body.

Division of 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.

The Division of Humanities 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. 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. 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. Schedule and deliver divisional courses on all campus sites based on the needs of each campus.
- 5. Schedule and deliver divisional courses using extended/distance learning formats and technologies such as hybrid courses and GeorgiaVIEW Brightspace/D2L.
- 6. Schedule and deliver, via collaboration with the Division of Academic Support, learning support courses in writing.

- 7. 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. Integrate principles of information competency throughout the divisional curriculum.
- 9. 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*.

Division of 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.

The Division of Mathematics will:

- 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.

Division of Natural Science and 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.

The Division of Natural Sciences and Physical Education will:

1. Schedule and deliver a variety of courses, on multiple sites, based on student need and campus resources.

- 2. Provide GHC students will high quality instruction.
- 3. Actively participate in service to the institution.
- 4. Actively participate in service to the community.
- 5. Continually assess its curriculum and, if necessary, alter or adapt it to the ever-changing needs of GHC students.
- 6. Maintain efficient and effective administrative functions.
- 7. Support professional development for its faculty members.
- 8. Through its Science faculty, will actively participate in the STEM (Science, Technology, Engineering and Mathematics) Initiative.
- 9. Actively participate in the multiple forms of academic advising employed by GHC on multiple campus sites.

Division of 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.

The Division of Social Sciences, Business, and Education will:

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

Library Services

The Georgia Highlands College Libraries support the College's mission of teaching, research, and service, and provide access to resources in all formats in order to meet the curricular and intellectual needs of the Georgia Highlands College community.

Library Services will:

- 1. Support information competency by providing formal bibliographic instruction, comfortable and secure networked spaces for learning, and comprehensive reference services for students, faculty, and staff.
- 2. Provide high quality reference and teaching services to enable students to use information resources efficiently and effectively.
- 3. Provide access to information in a variety of formats through current and emerging technologies.
- 4. Provide resources to all users at the point of need in a timely manner.
- 5. Support and participate in the cultural development of students, faculty, staff and surrounding communities by providing a venue for displays, events and activities.
- 6. Maintain effective collaborations with partner institutions.
- 7. Participate in consortial relationships with University System of Georgia libraries and other institutions.

Testing Services

The mission of the Department of Testing Services is to provide students, faculty, staff, and the community with a secure, distraction-reduced, and accessible environment. The Department strives to adhere to the Standards and Guidelines of the National College Testing Association to create a positive testing experience that supports the academic success of all test takers.

The Department of Testing Services will:

- 1. Support academic success, advancement, and retention of test takers by scheduling and providing a variety of testing services throughout the year at multiple college sites.
- 2. Provide current information on testing services being offered through a routinely updated Testing Services website as well as continual training of Proctors and Library Faculty and Staff who assist testers with questions.
- 3. Monitor the efficiency of testing procedures and equipment, including hardware and software, to ensure timely, effective changes are implemented as needed.
- 4. Further support academic success of test takers by reporting scores to appropriate parties as required, as well as explaining test scores when testers have questions or directing test takers to appropriate College personnel in other departments as needed.

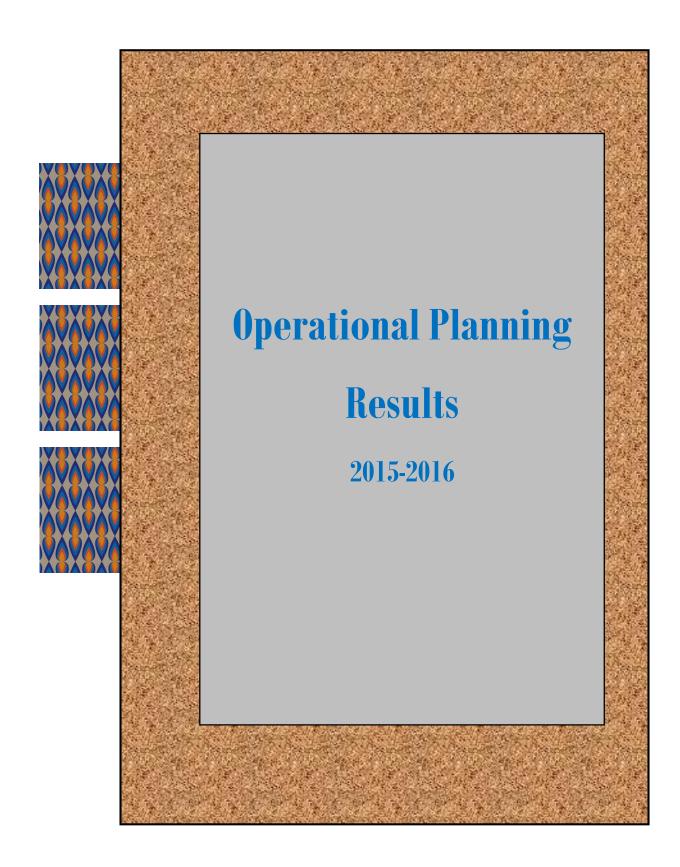
Tutorial Center

The mission of the Tutorial Center is to enhance the education received by students enrolled in classes by guiding students to improve their academic skills, thereby helping them succeed in their chosen college curriculum. The staff of the Tutorial Center is dedicated to helping students acquire the skills necessary to become independent learners.

The Tutorial Center will

- 1. Provide the following tutorial services and resources each term:
 - One-on-one tutoring sessions in either a face-to-face or online setting

- Information and practice for standardized tests for the college
- Opportunities for group study
- Assistance with software and technology used in GHC classes
- Workshops in special areas of study
- Web-based study materials
- Guidance in how to research
- Information regarding information literacy
- 2. Provide tutorial services to all GHC students.
- 3. Promote student awareness of the services offered by the Tutorial Center.
- 4. Provide a satisfactory level of service for students who use the Tutorial Center.
- 5. Provide sufficient individual tutoring time for students.
- 6. Provide opportunities for students to improve academically and become independent learners.



The College has again experienced 100% participation of its functional units in the 2015-2016 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. There were five persons placed in leadership roles for units for the first time. These individuals worked closely with the Special Assistant to the President for Planning, Continuous Improvement and Accreditation for direction and assistance. The thirty-four 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 2016. 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 2015-2016 Operational Planning Cycle, 76 operational plans were approved and followed. At the close of the cycle, 76 operational plans were completed and 4 of these plans have action ongoing. Of the 76 completed plans, 47 of them met their outcomes successfully and 11 exceeded the outcomes. Eight of the completed plans partially met the outcomes, yet the results were determined as acceptable. Six completed plans did not meet the outcomes; however four of these are acceptable according to circumstances.

Two operational plans identified as "action ongoing" have anticipated completion dates by early Fall Semester 2016. The remaining two ongoing plans that will not be complete until late in the 2016-2017 academic year. Completion of these operational plans will be reflected in next year's Annual Report of Institutional Effectiveness.

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.

By the end of August (timeline will shift next cycle), unit leaders had presented 93 operational plans for 2016-2017 to the IEC and with 34 of them having associated new funding requests approved. The President's Cabinet reviewed for funding consideration and approved requests totaling \$509,780.52.

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	Unit	Intended Outcome	Performance	Assessment Results	Use of Results
Name	Goal		Measure(s)		
Academic Success Center- Advising	1-9	As a result of reorganization and leadership change in the Academic Advising Department, the newly appointed Director of Academic Success will gather information and analyze findings to determine the effectiveness of the current advising model.	100% of the professional academic advisors were interviewed Focus groups including professional advisors, and faculty were held at all teaching locations	Outcome met. All academic advisors were interviewed and focus groups were conducted on each location. The primary concern of most all stakeholders was the distribution of professional advisors across campuses. The ratio of students to professional advisors was terribly skewed. For Fall 2015: Cartersville: 1:2149 Floyd: 1: 617 Marietta: 1:1003 Paulding/Douglasville 1:1039	When the Director of Advising resigned, it was thought best to change the duties of the position to incorporate more advising and less supervisory responsibility to even out the student to professional advisor ratio. The position is now titled Advising Coordinator with a home base of Cartersville. The Cartersville ratio is now 1:1074 and the Floyd ratio is 1:1233 (based on Fall 2015 enrollment). It is recognized that ratios of students to faculty advisors is also important to monitor and act on accordingly for the improvement of advising services.
Academic Success Center- Advising	1-9	The Academic Success Center, which includes academic advising, will redistribute duties among the academic advisors and advising coordinator for	100% of the professional academic advisors were interviewed Focus groups including professional advisors, and	Outcome met. All academic advisors were interviewed and focus groups were conducted on each location. Historically, academic advisors have had as their primary role to advise students. Most interaction with other departments was limited to the Director position. A	Key tasks were delegated to academic advisors that were historically done by the Director, such as contacting faculty advisors prior to a scheduled orientation. Advisors are more than competent, as well as eager to get involved, and it helps make an important faculty connection

		greater efficiency and effectiveness.	faculty were held at all teaching locations	key finding of the interviews was that the relationship between academic advisors and faculty advisors was not always positive. In order for the department to provide exceptional advising service to GHC students, the relationship between academic advisors and faculty advisors must be solid and exhibit camaraderie.	that has been missing for a couple of years. Academic advisors will now also be responsible for analyzing orientation rosters prior to orientation to make sure the appropriate faculty are scheduled to attend and advise students.
Athletics	1	The Department of Athletics will increase by 20% the number of student-athletes recognized by the National Junior College Athletic Association (NJCAA) for academic achievement.	Total number of student- athletes receiving an Exemplary Academic Achievement Award (3.6% GPA) will increase by a minimum of 20%.	Outcome exceeded . An increase in the mandatory study hall/tutoring hours from 3-5 per week, was the only significant change made in the academic support program. Total number of student-athletes receiving the Exemplary Academic Achievement Award in 2014-15 was three. There were six student-athletes awarded in 2015-16. This is an increase of 100%, thus the outcome has been exceeded.	By increasing the number of mandatory study hall hours, the athletic department was able to see a significant increase in the number of student-athletes receiving awards for academic achievement. Mandatory study hall/tutoring hours will be further expanded in future semesters, in an effort to increase academic achievement to a greater degree. It may also be beneficial to explore other measures of academic achievement (GPA's, graduation rates, transfer rates) to see their relationship with increased study hall/tutoring hours.
Office of Campus Deans	1, 4	The Office will increase enrollment and/or retention of student populations for each individual campus by January 2016. Enrollment increase projections for Spring Semester 2016 is 5% at each campus.	Annual evaluation report completion (including enrollment and retention rates) to determine success of strategy implementation. Enrollment increase projections for Spring Semester 2016 is 5% at each campus.	Outcome partially met. According to the official Spring Enrollment report, the Cartersville and Paulding sites were the only locations to meet and exceed the 5% increase in enrollment goal. Paulding with 11%, Cartersville with 6.3%, Marietta with 4.7%, Douglasville at 2.3% and Floyd at 1.5%. Although each campus participated in a number of	Since online classes are outpacing enrollments at all campuses, Campus Deans will recommend the implementation of a Course Scheduling Committee to advocate for improved course selection and scheduling to better meet the needs of each campus's student population.

			100% Dean participation in strategic efforts to increase enrollment.	enrollment and retention strategies such as Open House Events, Financial Aid Workshops, Community Events and the mentorship program the largest increase during the Spring 2016 term was in online enrollment at 18.2% for an overall 6.6% enrollment increase for the institution. 100% of the Campus Deans participated in strategic efforts to	
Division of eLearning	8	Average pass rates in online and hybrid classes will be within 10% of average pass rates in face-to-face equivalents.	Percentage gap between average pass rates across an academic year will be within 10%.	increase enrollment. Outcome met. Pass rates for face-to-face, GHC online, hybrid, and eCore delivery for 2015-16 were as follows: F2F: 77% GHC online (Web plus eClassroom): 73% Hybrid: 73% eCore: 64% Although the target of keeping the page within 10% was met, plenty of room exists for continued improvement in student success in online classes. During 2015-16 eLearning efforts focused heavily on quality by having all teachers complete the initial course from Quality Matters (QM) called "Applying the Quality Matters Rubric." This is an eight-hour inperson training session, or a two-week online course on the design of online courses, that is substantive and for many teachers, perspective-changing. Part-time teachers took an abbreviated version of the training.	For 2016-17 the start of reviews for course design is planned using the QM methodology (the next step in rolling out the QM program at GHC). Also, additional training for teachers of online classes is planned via a class on conducting and delivering online classes as a complement to the QM design training. These two additional steps and others such as instructional design consulting to specific projects should continue to close pass rate gaps between online and face-to-face classes. In addition, deans of academic divisions will incorporate results from the pass rate analyses into annual goal plans for teachers and course designers, further reinforcing the importance of teaching online and creating the best possible course materials.

				For Spring 2016, the first term for which the training could have been expected to show an effect, a 5% increase was seen in the number of courses considered to be "green flag" (the gap between the average pass rate in the online version of the course was 9% or smaller from the average pass rate in the face-to-face version). That is a promising result of the initial training program.	Further evaluation is needed to discover the sources of the lower pass rates for eCore classes and those will be undertaken.
Division of eLearning	1	Students enrolling in a GHC- offered online class for the first time will take a short online training program and complete a quiz (the "eLearning quiz") before registering.	100% completion of eLearning quiz by students who are enrolled in GHC-offered online classes.	Outcome partially met. The prerequisite was established for the first time shortly after registration began for Spring 2016, so results are available only for Spring and Summer 2016. The results are shown by total students enrolled and by the number of students enrolled who had not taken any prior online classes at GHC. For Spring 2016, 1571 students were enrolled in at least one GHC-offered online class and 1110 took the quiz for a completion rate of 70.6%. Of the total number of students, 592 of them had not taken any online class at GHC before and 592 took the quiz, for a completion rate of 100%. For Summer 2016, 1003 students were enrolled in at least one GHC-offered online class and 826 took the quiz for a completion rate of 82.4%. Of the total number of students, 578 students had not taken any online class at GHC before and 576 took the quiz, for a completion rate of 99.6%. For Spring 2016, the prerequisite was implemented after most continuing students had already registered, so the completion rate of 70.6% is higher than expected. The quiz was	Refinement of the reports for overrides into online classes need some adjustment and then further research will be undertaken to see how students are becoming enrolled in GHC-offered online classes without completing the required quiz. As the reasons are better understood, improvement toward the 100% threshold for students in online classes having taken the quiz can be made.

Division of Health Sciences	2	The division will retain and graduate a greater percentage of the full-time BS students admitted to the BSN program and will establish a baseline rate for future comparison for the BSDH program for 2015 - 2016, its initial year.	Greater than 75% of the full time BS students enrolled in the BSN program in 2015-2016 will be retained, complete the program and graduate in 4 semesters or less if full-time and in 8 semesters or less if part-time. Calculation for the full time BS students enrolled in the BSDH program in 2015-2016 will be retained, complete the program and graduate in 4 semesters or less if full-time and in 8 semesters or less if full-time and in 8 semesters or less if part-time. 100% of adjunct faculty	implemented with the goal of ensuring that students new to the college for Spring 2016 took the quiz before starting online classes. The 100% completion rate for those student indicates the accomplishment of that goal. For Summer 2016, the overall completion rate of 82.4% is an increase over the Spring 2016 rate but suggests that some students are still being enrolled in online classes without taking the quiz. Further investigation is needed to determine how that is happening. For students new to online classes, the 99.6% completion rate indicates that overall, the pre-requisite strategy is working to ensure that students who have not taken online classes demonstrate that they understand the expectations and requirements of them. Outcome met. 82% of FT BSN students were retained and graduated in 2015-16. 85% of PT BSN students are on track to graduate in 8 semesters or less 2015-16. Outcome exceeded. 100 % of FT BSDH students were retained and graduated in 2016. 90.9 % of the PT BSDH students are on track to graduate in 8 semesters or less.	The Division will continue comparing retention and graduation rates for each BS program and will enhance advisement and mentoring accordingly.
Humanities	1	encourage and promote high	will receive faculty	100% of adjunct faculty (29)	mentor/mentees based on campus
		quality instruction through an	mentors and supplemental	received faculty mentors and	location and teaching schedule,
		enhanced mentoring program	instructional materials	supplemental instructional	made it easier for the assigned
		for PT adjunct faculty.	monuctional materials	supplemental instructional	mentor to closely monitor and
1					

		Enhancement will be achieved with an increased effort to partner faculty/adjunct by campus/schedule.	regarding classroom and administrative policies. 50% of all faculty mentors will make personal contact with adjunct mentees during the semester which will include a teaching observation and evaluation of adjunct faculty member's progress.	materials regarding classroom and administrative policies. 93% of all faculty mentors (27/29) made personal contact with adjunct mentees during the semester, which included a teaching observation and evaluation of adjunct faculty member's progress.	observe the adjunct faculty member. The practice will continue through AY 16-17 and will expect 100% of all faculty mentors to make personal contact with their paired adjunct faculty member.
Division of Mathematics and Computer Science	6	The Division will increase interest in STEM and assist in preparing students in STEM readiness at the point of college admission for students of Northwest Georgia by offering K-12 enrichment programs in cooperation with local school systems and NWGA RESA.	Conduct a minimum of three STEM events for various grade levels of students.	Outcome met. The Division worked with the Division of Natural Science and Physical Education in the development and implementation of Camp Invention at the Cartersville location for 3rd-6th graders, a STEM Academy at the Cartersville location for rising 9th graders. Members of the Division are also participating in a project to improve advising for STEM path students.	As a result, the College has strengthened its partnership with local schools, has heightened the awareness of STEM with future college students, and possibly affected recruitment and retention in STEM programs. The Division will continue to conduct similar STEM events in the future. Going forward, this beginning effort will provide a foundation for an increase in the number and the quality of activities during the 2016-2017 AY. The STEM path advising should lead to students being better advised and aid in their progression through the pathways.
Division of Mathematics and Computer Science	5	The Division will evaluate and adopt reduced cost or free course materials for a minimum of two core curriculum courses.	The mathematics faculty will participate in the review process at a 100% level. The Division will vote on free or reduced cost	Outcome met . 100% of the divisional faculty participated and materials for two courses were adopted. The division adopted Openstax Algebra and Trigonometry text for MATH 1111 and MATH 1113 and the Openstax Statistics text for MATH 2200. Both of these	As a result, the College has significantly reduced the cost of course materials in two of the highest enrollment mathematics courses and removed one barrier to recruitment and retention of students. As a result the Division will explore converting at least three other courses to Open

			materials for at least two courses.	texts are available at no cost to the student. Course management software was also adopted that costs approximately \$40. The cost of materials for these courses was reduced to \$40, a significant savings to the students. It was decided to postpone a recommendation for MATH 2261 until 2016-2017.	Access materials in the near future.
Division of Natural Sciences & Physical Education	4,9	The Division will increase interest in STEM and assist in preparing students in STEM readiness at the point of college admission for students of Northwest Georgia by offering K-12 enrichment programs in cooperation with local school systems and NWGA RESA.	Conduct a minimum of 3 STEM events for various grade levels of students. Have student participation will greater than 15 students at each event.	Outcome exceeded. The Division conducted 5 STEM events: Camp Invention at the Cartersville location for 3rd-6th graders, a STEM Academy at the Cartersville location for rising 9th graders, a Wetlands Experience (x3) on the Floyd Campus for 6th-12th graders, and a Young Scholars event for 7th-8th graders at the Rome Campus. Over 200 students participated in these programs during the 2015-2016 academic year. There were 40+students at each event.	As a result, the College has strengthened its partnership with local schools, have heightened the awareness of STEM with future college students, and possibly affected recruitment and retention in STEM programs. The Division will continue to conduct, and work to increase attendance at, more STEM events in the future as funding and other resources allows. The Division will also look at ways to expand these events to the other GHC service areas.
Division of Social Sciences, Business and Education	4,18	All Division faculty teaching online will complete the Quality Matters training prior to or before the end of their initial online teaching assignment.	100% of online teaching faculty will complete Quality Matters training prior to or before the end of their initial online teaching assignment.	Outcome met. At the end of Spring 2016, 100% of all full-time and part-time online teaching faculty have completed Quality Matters training for the Spring semester courses.	By completing Quality Matters training, faculty will be better equipped to teach online and to make their classes accessible to students with disabilities than without the training. This will lead to greater quality of teaching.
Division of Social Sciences, Business and Education	11	The Division Dean will work with members of my Business faculty to prepare a new program proposal for a Bachelor's degree related to Logistics and Supply Chain	Accomplish submission during Fall 2015.	Outcome met . The new program proposal was submitted in Fall 2015 and positive results were garnered from the Board of Regents by Spring 2016. The program is on	The new program will allow GHC to provide Bachelor's degrees to a wider variety of students, thereby increasing their learning and career possibilities. In addition, it has laid the groundwork for

		Management and Healthcare Management.		track to begin Fall 2017-Spring 2018 as planned.	further new program proposals in the business area.
New Student and Retention Programs	New unit- Not established yet	The creation of a mission statement and goals for the newly formed department will be achieved and approved by the College's Institutional Effectiveness Committee.	Completed mission and goals and evidence of implementation within the College's operational planning process.	Outcome met. The new department's mission statement and goals have been written and have been approved by the Institutional Effectiveness Committee. The mission of the Department of New Student and Retention Programs seeks to cultivate a student-centered culture in which students feel valued and are inspired to realize their full potential. Our programs support and advance students throughout their academic journey, from enrollment to completion, by fostering persistence, encouraging participation, and promoting student development, both academically and personally.	As a result of the creation of the Department of New Student and Retention Programs' mission and goals, the Department can participate in the College's Operational Planning process, including outcomes assessment, and engage in goal obtainment, effectiveness assessment and continuous improvement.
New Student and Retention Programs	1,2,7	The Office of New Student and Retention Programs will partner with student affairs and academic affairs units to plan, develop, and executed a student success workshop called, "Make Summer Count."	100% participation by Office of New Student and Retention Programs, financial aid, the bursar's office, advising, tutoring, and eLearning during development and execution. Conduct Make Summer Count workshop by May 1, 2016.	Outcome met. There was 100% participation by the Office of New Student and Retention Programs, financial aid, the bursar's office, advising, tutoring, and eLearning during development and execution. The Office of New Student and Retention Programs hosted two Make Summer Count workshops; one on Tuesday, April 19 in Cartersville and the other on Thursday, April 21 in Rome. 11 students were served in Cartersville and 12 in Rome. Students were able to get financial aid, business office, advising, tutorial, and eLearning questions answered. Furthermore, the Office partnered	The success of this departmental partnership will prompt the Office to explore other partnerships and collaborate cross-campus to serve students and help them succeed.

Office of the President	3	The Office of the President will work to enhance and manage the College's academic facilities and resources in a manner that maximizes participation and the strategic deployment of the institution's personnel, property, and equipment to foster learning.	Academic facilities, specifically science labs, will be renovated. Funding package will be awarded for an academic building, including science labs, at the Cartersville location.	with Student Life and set up a table at Spring Fling in Rome. The Make Summer count workshops were a success. Summer enrollment was up and it can be speculated that these workshops had a positive effect. Outcome met. The following academic facilities enhancements were accomplished: 1. Newly renovated biology lab at Floyd Campus. 2. Renovation of two academic building hallways on the Floyd Campus. 3. \$17.7 funding package awarded by the State of Georgia for a new academic building at the Cartersville Campus featuring science labs. Ground breaking will be Fall, 2016. 4. Completion of an architectural study for campus enhancements of the Floyd Campus. 5. Marietta Campus Dean has been tasked with completing a study for new facilities in Marietta.	1. Employ results as data in the tracking of continuous improvement of all educational facilities at the college. 2. Changing year-end funding process to be included with college budgeting process. The two funding processes will make concerted efforts to upgrade facilities. 3. With success of year-end investments in the up-grade of facilities, funding raising processes and legislative funding efforts will be included in a comprehensive facilities improvement plan. 4. Success in the renovation of lab space and high traffic thoroughfares has led to plans for additional academic buildings at the Floyd Campus.
Office of the President	1	The Office of the President will facilitate a minimum of six professional development activities specifically designed to promote a collaborative culture, leadership, and effectiveness among the members of the College's faculty and staff. The	Number of professional development activities facilitated. 90% of the leadership cohort participants will complete the program.	Action Ongoing 5 Leadership Cohort 1 workshops throughout the 2015-16 AY. Final workshop has been postponed to September due to conflicts with student orientation dates. 100% of participants are expected to complete.	Town hall attendance results have been used to devise next year's Active Shooter and Emergency Response training. Town hall and strategic planning feedback sessions have been

		activities will include yearly in-service, cohorts of leadership development, employee town hall meetings and strategic plan maintenance.	Faculty and staff participation at 100% of the facilitated activities. Town hall meetings to be held at 100% of College campuses/sites.	2 Leadership Cohort 2 workshops in first half of 2016. Human Resources has provided 6 management training sessions. In fall, town hall meetings provided at all college campuses and sites. Faculty and staff have achieved 100% participation at either workshops or in-services. Town halls and strategic planning feedback sessions have had majority employee attendance.	utilized in the development of the 2017-2020 strategic plan. Leadership cohort participation has resulted in succession planning at GHC, seven individuals being assessed for promotional opportunities, three individuals receiving promotions, and the elevation of Diversity as a strategic planning priority.
Office of Vice President for Academic Affairs	1,2,3	In order to create a culture of supporting student success through the adoption of a unified Student Success model, The Office of Vice President for Academic Affairs will direct and facilitate the creation of two branch offices under the model: 1. Office of Academic Success, to include Tutoring, Academic Advisement, and Early Alert Systems; 2. Office of Retention, to include Success Coaching, Mentoring, New Student Orientation, First Year Experience, and Student Engagement	Structure and sub-structure of the Success Center, with requisite organizational alignment, will be 100% in place by the end of the assessment period	Outcome Partially Met Structure and sub-structure of Academic Success Center is 90% in place, with Success Coaching, Tutoring, and Academic Advising having the best organization in evidence. Organizational charts are fully developed for both branch offices.	Renewed, extended attention needed for Early Alert System, New Student Orientation, First Year Experience, and Student Engagement are required. These will be foremost in 2016-2017 organizational planning. Establishment of goals and appropriate assessment of these goals need further study and implementation. This will be a renewed goal for 2016-2017. *Data collection for student use of Tutoring, Academic Advising, and Early Warning System (EAS) will drive decision-making on hiring and resource allocation.

Office of	1,2,5	The Office of Vice President	During the first year of the	Action Ongoing	Consider the following as first-
Vice	1,4,5	for Academic Affairs will	three-year Gateway to	The five-person chief liaisons	year completes and beyond:
President for		promote student success in	Completion project,	group has been established, along	year completes and beyond.
Academic		core curriculum, specifically	involve 100% of	with the steering committee and	*Use course analyses to develop
Affairs		in gateway courses with high	instructors of all sections of	course teams for each of the	responsive pedagogy and best
		enrollment and high D-F-W	the five courses targeted.	selected five gateway courses to	practices in learning settings.
		grades assigned by leading the	8	be studied, assessed, and re-	practices in rearining settings.
		effort of data analysis,	By the end of the first year,	designed.	*Create productive faculty
		outcomes assessment,	data collection will be done	Members of all groups listed	development modules that address
		teaching and learning faculty	in both aggregated and	above have attended a Gateway to	desired practices.
		development, and community	disaggregated forms, and	Completion learning conference	
		of practice focus for five	analyses will yield top five	and/or engaged in course study	*Integrate applications into
		gateway courses in English,	courses' points of strengths	launch.	instructor evaluations.
		mathematics, natural science,	and challenges.	At the half-way point in the first	morration evariations.
		and history.	-	year, data is being collected and	
				analyzed for future actions.	
Testing	1	The testing center will test	The testing center will test	Outcome exceeded.	Continue offering placement
Center		potential students using the	5% more potential students	FY 15-16: COMPASS attempts	testing for potential students. The
		COMPASS testing system for	FY 15-16 than in FY 14-	through 6/1/16: 3395	COMPASS test will no longer be
		placement in GHC English,	15.	FY 14-15: COMPASS attempts –	supported after November 2016.
		Math and Reading classes.		2817	The USG will move to the
				There was a 21% increase in FY	Accuplacer exam for placement.
				15-16 over FY 14-15.	
Testing	1	The testing center will offer	The testing center will	Outcome met .	Continue offering the On-campus
Center		the On-campus SAT, aka,	offer 5% more testing	FY 15-16: 337	SAT as needed for prospective
		institutional SAT (iSAT) for	opportunities for the iSAT	FY 14-15: 35	students.
		potential Dental Hygiene,	in FY 15-16 as compared	The numbers of tests increased by	
		Nursing and MOWR students.	to FY 14-15.	900+% from FY 14-15 to FY 15-	
			- 0.5	16.	
Tutorial	1,2,6	Students who have been	Percentage of Success	Outcome not met .	Continued work with the
Center		matched with a Success	Coach cohort students who	The percentage of Success Coach	coordinator will be done to help
		Coach will seek tutorial	visit the Tutorial Center	students who visited the Tutorial	ensure that students participating
		services at an increased rate	will increase from 15.5%	Center increased from 15.5% in	in the Success Coach program are
		over the previous year.	(Fall 2014) to 25% in Fall	Fall 2014 to 21.2% in Fall 2015.	utilizing tutoring services. It is
			2015.	While the percentage did not	important to continue to look at
				increase quite as much as hoped,	how success coach students use
				there was an increase nonetheless.	the Tutorial Centers, but because
					the cohort is changing

				The argument can be made that this is the case because the Success Coach program lacked the organization it needed in Fall 2015. A coordinator was hired very late in the fall term, and efforts have been made to organize processes and practices.	dramatically for Fall 2016, a comparison to this year's assessment will not be valid.
Tutorial Center	4,5	The Tutorial Center will offer more convenient services for students by expanding its hours of operation at all GHC locations.	75% of Pass Survey respondents will agree/strongly agree that the Tutorial Center's hours of operation are convenient.	Outcome exceeded. The PASS survey question related to this performance measure had the wording changed since the performance measure was set. The question from the 2016 PASS survey is no longer set up to allow students to choose differing levels of agreement. Now, the question is simply a yes/no response. Based on the new wording, however, 91.8% of the students answered "yes, the tutorial centers offer convenient hours of operation."	Based on the overwhelming agreement by students that the tutorial centers offer convenient hours, we plan to keep the current hours for upcoming semesters. The Center will reassess as needed.

College Goal #2:
Provide comprehensive student services that encourage and enable all students to be successful learners.

Unit	Unit	Intended Outcome	Performance	Assessment Results	Use of Results
Name	Goal		Measure(s)		
Academic	1-9	As a result of	100% of the professional	Outcome met .	When the Director of Advising
Success-		reorganization and	academic advisors were	All academic advisors were	resigned, it was thought best to
Advising		leadership change in the	interviewed	interviewed and focus groups	change the duties of the position
		Academic Advising		were conducted on each location.	to incorporate more advising and
		Department, the newly	Focus groups including	The primary concern of most all	less supervisory responsibility to
		appointed Director of	professional advisors, and	stakeholders was the distribution	even out the student to

		Academic Success will gather information and analyze findings to determine the effectiveness of the current advising model.	faculty were held at all teaching locations	of professional advisors across campuses. The ratio of students to professional advisors was terribly skewed. For Fall 2015: Cartersville: 1:2149 Floyd: 1: 617 Marietta: 1:1003 Paulding/Douglasville 1:1039	professional advisor ratio. The position is now titled Advising Coordinator with a home base of Cartersville. The Cartersville ratio is now 1:1074 and the Floyd ratio is 1:1233 (based on Fall 2015 enrollment). It is recognized that ratios of students to faculty advisors is also important to monitor and act on accordingly for the improvement of advising services.
Academic Success- Advising	1-9	The Academic Success Center, which includes academic advising, will redistribute duties among the academic advisors and advising coordinator for greater efficiency and effectiveness.	100% of the professional academic advisors were interviewed Focus groups including professional advisors, and faculty were held at all teaching locations	Outcome met. All academic advisors were interviewed and focus groups were conducted on each location. Historically, academic advisors have had as their primary role to advise students. Most interaction with other departments was limited to the Director position. A key finding of the interviews was that the relationship between academic advisors and faculty advisors was not always positive. In order for the department to provide exceptional advising service to GHC students, the relationship between academic advisors and faculty advisors must be solid and exhibit camaraderie.	Key tasks were delegated to academic advisors that were historically done by the Director, such as contacting faculty advisors prior to a scheduled orientation. Advisors are more than competent, as well as eager to get involved, and it helps make an important faculty connection that has been missing for a couple of years. Academic advisors will now also be responsible for analyzing orientation rosters prior to orientation to make sure the appropriate faculty are scheduled to attend and advise students.
Office of Campus Deans	1, 4	The Office will increase enrollment and/or retention of student populations for each individual campus by January 2016. Enrollment increase projections for	Annual evaluation report completion (including enrollment and retention rates) to determine success of strategy implementation. Enrollment increase projections for Spring	Outcome partially met . According to the official Spring Enrollment report, the Cartersville and Paulding sites were the only locations to meet and exceed the 5% increase in enrollment goal. Paulding with 11%, Cartersville	Since online classes are outpacing enrollments at all campuses, Campus Deans will recommend the implementation of a Course Scheduling Committee to advocate for improved course selection and scheduling to better

		Spring Semester 2016 is 5% at each campus.	Semester 2016 is 5% at each campus. 100% Dean participation in strategic efforts to increase enrollment.	with 6.3%, Marietta with 4.7%, Douglasville at 2.3% and Floyd at 1.5%. Although each campus participated in a number of enrollment and retention strategies such as Open House Events, Financial Aid Workshops, Community Events and the mentorship program the largest increase during the Spring 2016 term was in online enrollment at 18.2% for an overall 6.6% enrollment increase for the institution.	meet the needs of each campus's student population.
Financial Aid	1,2	The Financial Aid Department will design financial aid literacy presentations during the next academic year and will develop a student survey instrument that will gauge financial aid performance during such events.	Five (5) Financial Aid Literacy presentations will be created. A Financial Aid Event Evaluation will be created for student completion at the end of the presentations.	increase enrollment. Outcome met. The department developed five (5) presentations on financial literacy with the following topics: Refunds and Saving for Degree Completion, Maintaining and Gaining Eligibility, Responsible Borrowing, Early Application and Scholarship Options, Repayment and Budgeting After Degree Completion. The department also developed a Financial Aid Event Evaluation tool to be used during the 16-17 academic year.	The Financial Aid Department will execute the programs and services for the academic year 16-17. Each counselor will have access to each presentation topic and Financial Aid Event Evaluation to provide financial literacy presentations and services to the campus they are assigned. The feedback from the Financial Aid Event Evaluation will be used set future assessment goals and improve the presentations.
Financial Aid	1,2	The Financial Aid Department will seek to assist students with the completion of the FAFSA by	A total of five FAFSA workshops, one at each location, will be conducted.	Outcome met . The Department provided a total of five (5) FAFSA workshops and ensured each campus had at least	Based on the feedback from the Financial Aid presenters those campuses with higher attendance offered incentives such as

		providing a minimum of five (5) FAFSA workshops to students enrolled at our five campus locations		one workshop. Attendance was recorded in the Financial Aid Calendar. According to data collected from Financial Aid presenters and inputted on the Financial Aid Calendar a total of ninety four (94) students attended the FAFSA workshops. Cartersville: 39 students attended Paulding: 8 students attended Floyd: 2 students attended Marietta: 17 students attended Douglasville: 28 students attended	giveaways and food. Collaboration with student life and campus resources will be important to continue to build attendance for future events.
Financial Aid	3,4	The Financial Aid Department will implement and facilitate a Satisfactory Academic Progress (SAP) Appeals Committee to review student SAP Appeals requests.	Using the recommendations from the 2014 Internal Federal Financial Aid Audit, the financial aid department will form a SAP Appeals Committee made up of at least three to five (3-5) personnel from college departments that focus on student retention and academic success.	Outcome met. The SAP Appeals Committee was formed based upon the guidelines outlined in the method of outcome assessment. During the 2015/16 academic year the SAP Appeals Committee approved eighty-eight (88) SAP Appeals requests and denied twenty-one (21) students.	The SAP Appeals Committee will remain in place and continue to function as a committee of Georgia Highlands College. To reduce the length of SAP Appeals Committee Reviews; SAP Appeals information should be available online prior to the meetings to shorten the amount of time needed for a decision.
Division of Humanities	2	The Division will restructure two-year program maps for each pathway that will be available via the Humanities departmental website. This will enable students to become more efficient in planning and completing their associate degree.	An updated two-year degree program map will be created for 100% of Humanities pathways.	Outcome partially met. 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.	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. Maps will be adjusted as needed and having them ready for the college website, as soon as the new website is good to go.

			100% of these program maps will be available via the Humanities departmental website.	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 relaunch of the GHC website.	
Office of Vice President for Student Affairs	6	The Office of the Vice President for Student Affairs will coordinate assessment projects and resources in the Division of Student Affairs.	Each Student Affairs department (100%) will submit operational plan components and demonstrate their use in an annual assessment report.	Outcome met. Each student affairs department has submitted assessment results to the VPSA Office for review and discussion prior to submitting to the Institutional Effectiveness Committee resulting in a 100% submission for the student affairs division. These included the following departments: Admissions, Financial Aid, Registrar, Student Life, and Student Support Services.	GHC has recently gone through some organizational structure changes and has hired or promoted a number of individuals in key leadership positions within the division of student affairs. After reviewing the operational plans with each department within the student affairs division, the VPSA will coordinate efforts in 2016 to provide assessment training for the division of student affairs to ensure each department continues to provide high quality programs and services for our students and are able to identify and enhance areas or services that need improvement.
Office of Vice President for Student Affairs	3,6	Through its programs and services, the Division of Student Affairs will seek to meet the enrollment needs of students by providing programs and services that meet or exceed student expectations.	The Student Affairs Division will strive for 80% of survey respondents indicating a 4 or 5 on the survey satisfaction scale (1- 5 with 5 being extremely well) in the following key areas: Level of Courtesy provided by employee, level of Knowledge of employee, level of Professionalism, and level	Outcome not met. The Customer Service Survey results revealed a 67.38% rating within Level of Courtesy, a 68.08% rating for employees level Knowledge, a 70.21% for employee's professionalism, and a 60.64% for level of satisfaction for service received.	The results indicate that the Division of Student Affairs needs to invest in more training in order to exceed student expectations and improve the overall perception of the division. In addition, the Customer Service Survey is limited in that it does not identify individual departments within the student affairs division. Therefore, the VPSA will work with each Student Affairs Director to identify key questions on the institutions annual Presently

N. G. L.	Novement		Satisfaction for service received.		Attending Student Survey (PASS) to be able to identify what improvements individual departments need to make in order to exceed student expectations. By including the PASS results along with the results of the Customer Service Survey, the VPSA will guide the Division of Student Affairs to begin to isolate and identify specific areas in need of improvement.
New Student and Retention Programs	New unit- Not established yet	The creation of a mission statement and goals for the newly formed department will be achieved and approved by the College's Institutional Effectiveness Committee.	Completed mission and goals and evidence of implementation within the College's operational planning process.	Outcome met. The new department's mission statement and goals have been written and have been approved by the Institutional Effectiveness Committee. The mission of the Department of New Student and Retention Programs seeks to cultivate a student-centered culture in which students feel valued and are inspired to realize their full potential. Our programs support and advance students throughout their academic journey, from enrollment to completion, by fostering persistence, encouraging participation, and promoting student development, both academically and personally.	As a result of the creation of the Department of New Student and Retention Programs' mission and goals, the Department can participate in the College's Operational Planning process, including outcomes assessment, and engage in goal obtainment, effectiveness assessment and continuous improvement.
New Student and Retention Programs	1,2,7	The Office of New Student and Retention Programs will partner with student affairs and academic affairs units to plan, develop, and executed a student success workshop	100% participation by Office of New Student and Retention Programs, financial aid, the bursar's office, advising, tutoring, and eLearning during development and execution.	Outcome met. There was 100% participation by the Office of New Student and Retention Programs, financial aid, the bursar's office, advising, tutoring, and eLearning during development and execution. The Office of New Student and Retention Programs hosted two Make	The success of this departmental partnership will prompt the Office to explore other partnerships and collaborate cross-campus to serve students and help them succeed.

		called "Make Summer		Summer Count workshops: one on	
		called, "Make Summer Count."	Conduct Make Summer Count workshop by May 1, 2016.	Summer Count workshops; one on Tuesday, April 19 in Cartersville and the other on Thursday, April 21 in Rome. 11 students were served in Cartersville and 12 in Rome. Students were able to get financial aid, business office, advising, tutorial, and eLearning questions answered. Furthermore, the Office partnered with Student Life and set up a table at Spring Fling in Rome. The Make Summer count workshops were a success. Summer enrollment was up	
				and it can be speculated that these workshops had a positive effect.	
Student Life	1	The Department of Student	80% of survey responders	Outcome met.	Coordinate a committee of faculty
Stadent Ene	•	Life will provide	will indicate Strongly	Though the outcome was met, all	to assist with programming ideas
		programming of an	Agree or Agree to their	events were minimally successful	and ways to better mesh with
		educational and entertaining	level of satisfaction for the	relative to attendance. Evaluation	academic programs of study to
		nature that meshes with	events.	respondents indicated an 83% of	maximize student participation
		several academic areas of		Strongly Agree or Agree that they	and overall relevance of the
		study. Attendees will		enjoyed the events. However,	programs.
		complete event evaluations		faculty participation is low and	
		to express satisfaction with		efforts should be made to	
		the event.		incorporate more faculty input.	
Student Life	7	The Department of Student	80% of survey respondents	Outcome exceeded.	Continue with the conference in
		Life will sponsor an in-house	will indicate Strongly	98% of attendees indicated	2016-2017. Possibly explore
		leadership development	Agree or Agree to their	Strongly Agree or Agree that the	holding it at Cartersville Campus
		conference just for GHC	level of satisfaction for the	conference met their expectations.	for a more central location to
		students. Attendees will	event. 80% of survey	Learning outcomes achieved a	other sites, include faculty
		complete event evaluations.	respondents will indicate	96% SA/A rate on evaluations.	members in the promotion and
			that they achieved the	Attendance was a bit	programming side of the event to
			learning outcomes at a	disappointing, with 85 registering	encourage more students to participate.
C4 14	1.5	The Discrete of Confess	satisfactory level.	and only 45 actually attending.	
Student	1,5	The Director of Student Support Services will support	100% of licensed Professional Counselors	Outcome met . 100% of licensed Professional	The licensed Professional Counselors within Student
Support Services		professional development	will participate in at least	Counselors participated in at least	Support Services met the goal of
Services		opportunities for the licensed	three professional	three professional development	100% participation in professional
		Professional Counselors	development opportunities.	opportunities which included the	development in areas of
		within budget constraints by	de relopment opportunities.	Georgia College Counseling	competency ensuring quality
		within budget constraints by	l	Georgia Conege Counseling	competency ensuring quanty

		seeking a balance of options such as webinars, professional conferences, workshops, certifications, and other training opportunities.		Association, Southeastern Conference for College Center Personnel, and Veteran training workshops.	counseling services to students experiencing psychological issues, career development issues, and learning difficulties. Because of the output in quality services offered by the Counseling staff as a result of participation in the professional development opportunities, the Director will continue to support such opportunities of development through webinars, professional conferences, workshops, certifications, and other training opportunities.
Student Support Services	1,2	The Director of Student Support Services will support professional development opportunities for the Disability Specialists within budget constraints by seeking a balance of options such as webinars, professional conferences, workshops, certifications, and other training opportunities.	100% of Disability Specialists will participate in at least three professional development opportunities.	Outcome met. 100% of Disability Specialists participated in at least three professional development opportunities which included the Southeastern Conference for Counseling Center Personnel, Association on Higher Education and Disability, and College Transitions workshops.	The Disability Specialists within Student Support Services met the goal of 100% participation in professional development in areas of competency that will ensure quality equal access for students with disabilities at Georgia Highlands College. Because of the output in quality services offered by the Disability Specialists as a result of participation in the professional development opportunities, the Director will continue to support such opportunities of development through webinars, professional conferences, workshops, certifications, and other training opportunities.

College Goal #3:

Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.

Unit	Unit	Intended Outcome	Performance	Assessment Results	Use of Results
Name New Student and Retention Programs	Goal New unit- Not established yet	The creation of a mission statement and goals for the newly formed department will be achieved and approved by the College's Institutional Effectiveness Committee.	Measure(s) Completed mission and goals and evidence of implementation within the College's operational planning process.	Outcome met. The new department's mission statement and goals have been written and have been approved by the Institutional Effectiveness Committee. The mission of the Department of New Student and Retention Programs seeks to cultivate a student-centered culture in which students feel valued and are inspired to realize their full potential. Our programs support and advance students throughout their academic journey, from enrollment to completion, by fostering persistence, encouraging participation, and promoting student development, both academically and personally.	As a result of the creation of the Department of New Student and Retention Programs' mission and goals, the Department can participate in the College's Operational Planning process, including outcomes assessment, and engage in goal obtainment, effectiveness assessment and continuous improvement.
New Student and Retention Programs	1,2,7	The Office of New Student and Retention Programs will partner with student affairs and academic affairs units to plan, develop, and executed a student success workshop called, "Make Summer Count."	100% participation by Office of New Student and Retention Programs, financial aid, the bursar's office, advising, tutoring, and eLearning during development and execution.	Outcome met. There was 100% participation by the Office of New Student and Retention Programs, financial aid, the bursar's office, advising, tutoring, and eLearning during development and execution. The Office of New Student and Retention Programs hosted two Make Summer Count workshops; one on Tuesday, April 19 in Cartersville and the other on Thursday, April 21 in	The success of this departmental partnership will prompt the Office to explore other partnerships and collaborate cross-campus to serve students and help them succeed.

	Conduct Make Summer	Rome. 11 students were served in	
	Count workshop by May 1,	Cartersville and 12 in Rome. Students	
	2016.	were able to get financial aid,	
		business office, advising, tutorial, and	
		eLearning questions answered.	
		Furthermore, the Office partnered	
		with Student Life and set up a table at	
		Spring Fling in Rome. The Make	
		Summer count workshops were a	
		success. Summer enrollment was up	
		and it can be speculated that these	
		workshops had a positive effect.	

College Goal #4:

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

Unit	Unit	Intended Outcome	Performance	Assessment Results	Use of Results
Name	Goal		Measure(s)		
Admissions	1	The Office of Admission will improve the generation, processing and delivery of acceptance letters to admitted students.	The automated acceptance letter generation process runs smoothly and efficiently with minimal interruption in output or accuracy.	Outcome met. The acceptance letter generation process was automated through the collaborative efforts of the Enterprise Application Services and the Office of Admissions' staff. The process is set to run automatically on Monday (summer letters) and Wednesday (fall letters) which are printed and placed in the mail within one day of being generated. Automation of this process reduced the time needed to generate merge files, process data files and merge multiple letters from an average of four hours to less than fifteen	The Office of Admissions utilized available technologies to advance services to students. Communication between the Office of Admissions and accepted students has improved considerable and automation has improved efficiency as it has enabled staff members to be on task with other duties.

Information Technology Services- Audio Visual	12	Audio Visual Services (AVS) unit will improve the level of service and support to the use community by research and installing laser type projectors.	Upgrade 10% of the projectors to this new technology.	minutes. Automation removed the potential for human error, improved efficiency, and increased customer service through timely notification of acceptance to students. Outcome partially met . 13 of our 146 (9%) Audio Visual room systems have been upgraded to the new technology.	As budget allows it is planned to continue upgrading and improving systems for a better end user experience. The target is set to increase to 25% of rooms next year.
Information Technology Services- Audio Visual	12	The Audio Visual Services (AVS) department will seek to create an AV network and update programming, as well as connect systems to the AV network.	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 . 77 of our 146 (53%) systems are now connected to our AV network.	As budget allows we plan to continue upgrading and improving systems for a better end user experience.
Information Technology Services- Client Support	4	Information Technology Services (CTS) will explore and implement new methods for reliably pushing out Windows updates and software installs.	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. 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.	Outcome partially met. LANDesk EndPoint Security continues to push updates out to most common installs (Flash, Reader, Firefox, Chrome, etc.) – first to a pilot group of 50 computers for 7 days, and then to all clients if we do not intervene within those 7 days. Four new global installs to classroom computers running Windows were pushed out this past year. The target rate was over 80% for these deployments.	A new LANDesk administrator is now on staff and still learning the system. It's imperative that the department successfully continues to use LANDesk for software deployment. The old method of batch scripting to deploy software and been discontinued. The department will continue for another cycle to make sure this method becomes ubiquitous regardless of who the administrator is.
Information Technology	4	Information Technology Services (CTS) will explore and implement new methods	Client Support Services (CTS) will install Munki Server as a potential	Outcome not met . Staff visited KSU to see how they use Munki Server to manage their	The department will continue this operational plan for the 2016-17 cycle.

Services- Client Support		for reliably pushing out Apple OS X updates and software installs.	solution for managing Apple updates and installs. 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.	Apple products. The department later installed Munki Server again and sent out a couple of test deployments successfully. However, staff are still comfortable manually sending updates out using Apple Remote Desktop (ARD) to employee and student-use computers running Mac OS X resulting in pushing out four different software packages using ARD. The department continues to let Deep Freeze manage software updates for student-use computers.	A decision needs to be made about the use of Munki Server, LANDesk, or if ARD will continue to be used.
Information Technology Services- Enterprise Application	4	EAS will volunteer to be part of the Alpha team to study the release of Banner XE. Being an early adopter will provide EAS the time to review the many local enhancements as well as test the system office releases.	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 met. EAS has been reviewing our major localizations and has been talking with end-users about delivered services and recommendations going forward. After Alpha Team members reported findings and after inquiring about moving to Banner XE and the timeline, EAS has learned that the system office has redesigned the method of delivering the Banner XE product. Instead of the system office releasing software, institutions are now able to download software and implement as needed. EAS has migrated to new servers and is in the process of preparing for a testing implementation.	Because the approach was shifted to institutional implementation and this is a lengthy process, the EAS Department will continue surveying major localizations and their redesign or retirement until full implementation.
Financial Aid	5	The Financial Aid Department will transition responsibilities and management of all Georgia Highlands Foundation Scholarships to the AwardSpring software.	Purchase and implementation of the new software.	Outcome met. In March 2016 AwardSpring went live and a designated Financial Aid Counselor assumed responsibility of managing the AwardSpring software. As of the AwardSpring launch date, there have been	Now that the Financial Aid Department has assumed responsibility for managing the AwardSpring software we hope to increase the number of students applying and receiving

				eleven hundred and seventy (1170) applicants utilizing the site to apply for the thirty-two (32) Georgia Highlands Foundation Scholarships.	scholarships through the Georgia Highlands College Foundation.
Division of Humanities	1	The Humanities Division Dean will designate a liaison for all instructional technology concerns and troubleshooting within the Humanities Division with an increased focus placed upon support needs regarding D2L.	100% of division FT faculty will receive access to instruction and guidance regarding D2L usage. 100% of division PT faculty will receive access to instruction and guidance regarding D2L usage.	Outcome met. 100% of division FT faculty received instruction and guidance regarding D2L usage. This help was provided via face-to-face, email, phone consultation or personalized video support. 100% of division FT faculty received instruction and guidance regarding D2L usage. This help was provided via face-to-face, email, phone consultation or personalized video support.	The Humanities Division benefitted from having a designated D2L liaison to help share "best practices" and provide one-on-one support for faculty members navigating GHC's course management system. While there are records of faculty members who utilized the D2L liaison via email, we cannot account for those interactions via telephone, inperson or third party.
Division of Natural Sciences & Physical Education	5	The Division re-design courses to utilize Open Educational Resources to reduce cost to students and make the resources readily available using technology including smart phones and hand held devices.	The science faculty will participate in the review process at 100% for each specific area of study. The division will choose a free or reduced cost material for at least 3 courses.	Outcome met. Members of the Division successfully reviewed OER options for 100% of our disciplines. Faculty members teaching 4 courses, A&P-I, A&P-2, Chemistry 1211 and Biology 2107 (Floyd campus only), chose to adopt OpenStax OERs which are free to students. Based on the cost of the previous textbook, this resulted in a savings of over \$200,000.	Based on the results we've seen so far, the Division will continue to investigate OER options for the courses that did not adopt them in this round of reviews. The Division will appoint a liaison to with the GHC's OER coordinator to research options other than OpenStax for OER textbooks, as well as supplemental class materials. The Division will continue to encourage faculty to adopt OER resources and to apply for grants to relate to this change.
Library Services	1	Intended Outcome: Librarians will create assignment and subject specific LibGuides to assist students in their research assignments. In	The library will teach 5% more bibliographic instruction classes than	Outcome exceeded . Published Libguides FY 2014- 2015: 556, Views: 54,505 FY 2013-2014: Published guides: 486, views 49,411	Even though the outcome was exceeded, the library will continue marketing bibliographic

conjunction with creating the	were taught the previous	Classes taught FY 2014-2015: 227,	instruction and LibGuides to
guides, the librarians will	academic year.	students engaged – 5000	faculty.
teach 5% more bibliographic		o FY 2013-2014: Classes taught:	
instruction classes than the	Each online assignment	227, students engaged – 3800	
previous fiscal year.	guide ("LibGuide") will	Results: An increase of 14.4% in	
	show a usage number	published LibGuides, 10.3% in	
	equivalent to at least the	views.	
	number of students in the	A 30% increase in classes taught	
	class.	resulting in librarians offering one	
		class for every 23 students based	
		on enrollment.	

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
Accounting	1,6	The Office will implement a payment plan option for the student population that will allow students to make college more affordable by paying for tuition and fees over time. Tuition payment plans break down tuition balance into affordable monthly payments.	Students will begin using the payment plan by Fall 2015.	Outcome met. The plan was put in place as scheduled and has been well received by students. Participation is as follows: Fall 2015 – 200 Spring 2016 – 294 Summer 2016 – 80	The widespread adoption of the plan gives us opportunities to market the program to our students more aggressively. We will continue to make the program available and we expect to see participation continue to grow
Admissions	2	The Office of Admissions will review, refine and	Successful implementation of the new admissions	Outcome met . Before implementation of workflow	The Office of Admissions improved the efficiency and
		restructure the standard	processing workflow to be	changes, processing of admissions	effectiveness of student services

		business practices for intake and review of admissions documents in order to reduce processing time and to increase the efficiency and accuracy of admission of students.	measured by comparing the electronic applications processed to those that were manually entered and the total number of applications received as compared to applicants that received an admission decision. The data provides evidence that changes in the admissions processing.	documents was a heavily manual process consisting of intake, sorting and data entry of paper documents at each location. Previously, the majority of admissions documents received at all GHC locations were transported by courier twice a week to the Floyd campus. The Admissions process has been refined to focus on processing of documents from electronic lists. The document workflow was revised to route paper and electronic documents through xTender/scanning where they are indexed under an "evaluate" document type. Banner reports have been developed to monitor complete application files. Processors work all electronic lists by date order received in order to give priority to the next document in the workflow queue. The admissions document process transition has allowed processors to review live student application data. Moreover, all processors can access electronic lists from any GHC location and to work on documents in a timely and efficient manner reducing the normal processing time significantly.	by transitioning from manual processing of paper admissions documents to an electronic workflow process. The Office will continue to use the automated process and will assess its effectiveness regularly.
Auxiliary Services	2	The Department of Auxiliary Services will participate in a "pooled" food service bid with several other smaller schools within the USG. The goal is to select a vendor to provide more attractive food service to our students and lower management fees paid by GHC.	Complete the procurement process. Select a vendor. Plan for startup in FY2017 – new vendor to transition in August, 2016.	Outcome met. Procurement process was completed and contract signed with ABL Management in June, 2016. Six USG schools are participated in the process and all chose to move forward with ABL. The new vendor will begin operations at GHC by Aug. 15, 2016. Quality of service will be assessed in 2017. GHC will	Assessment of vendor performance will be a key operational planning requirement for FY2017.

Budgets	1	The Department of Budgets will conduct open budget hearings in which all cabinet members and their designees are invited to attend and participate. During these hearings, each operating unit may request funds for specific needs in the upcoming fiscal year.	Invitations sent to all operating units Documentation of requests maintained All requests prioritized by vote of the cabinet	realize a savings in management fees of at least \$30,000 per year as a result of this change. Outcome met. Hearings were held and attended in their entirety by the majority of Cabinet members. All requests were documented and distributed to the Cabinet, who then prioritized them by vote.	Prioritized results were used to help guide budget process for 2017, and year end spending for 2016. As an example, the Cabinet determined that enhanced campus police was a top priority. Two new officers were added to FY2017 budget, and police equipment was a procured with year end funds.
Campus Safety	4	Develop a strategic plan to outsource the current Campus Safety Department with a private state contract security vendor. This will provide fiscal relief to hire POST Certified officers as the college transitions from a Campus Safety Department to a Campus Police Department per the University System of Georgia.	The strategic plan to outsource the current Campus Safety Department staff will be created and implemented by the end of the FY2015-16.	Outcome met. A security vendor contract has been secured and agreed upon with Dynamic Security Company to provide security service with Georgia Highlands College in FY2017. The outsourced security contract has provided fiscal relief to hire POST Certified officers per the request of the University System of Georgia.	The benefits of outsourcing the Campus Safety Department with a private state contract security vendor is to provide fiscal relief to hire POST Certified officers per the University System of Georgia. The College plans to hire two POST Certified officers on July 01, 2016, with the savings from the outsourcing to cover the salaries of the POST Certified officers. The hiring of the POST Certified trained officers will provide the college with immediate professional police services regarding police oriented incidents at the college.
Information Technology Services- Enterprise Application	4	Enterprise Application Services (EAS) will work with GHC administrative staff to design, develop, and implement a "Success Coach" application that will	Enterprise Application Services (EAS) will ensure that 100% of all "First Time / Full Time" students enrolled in GHC at the beginning of the Fall 2015	Outcome met. All "First Time / Full Time" students enrolled in GHC at the beginning of the Fall 2015 term and the additional "First Time / Full Time" students enrolled at the	The department will retire these targets, as they have been met and requires no further action. However, the department will continue to assist in pairing student and success coaches.

		allow each of the "First Time / Full Time" students attending GHC in the Fall of 2015 to be paired with a faculty/staff member that will act as their success coach	term will have been paired with a success coach. All faculty/staff that wish to participate as a success coach will be able to do so.	beginning of the Spring 2016 term were paired with a success coach. For the Fall 2015 term, 937 students were paired with 187 faculty/staff members acting as success coaches. The department ensured that all faculty/staff members that expressed a desire to be a success coach were assigned a group of	
Financial Aid	4	Complete the State Compliance Review for the Hope Scholarship and Zell Miller Scholarship by the Georgia Student Finance Commission with no significant findings.	Review results	Students. Outcome met. The State Compliance Review was performed on September 1, 2015 with a random selection of ninety (90) student accounts. The State Compliance Review final report listed six (6) findings with no significant findings to be addressed by the financial aid department. There were no significant findings from the state audit. The findings that were received were reviewed by the Financial Aid Department and a Corrective Action Plan was created and submitted to the Georgia Student Finance Commission to address each finding.	The policies and procedures were updated in order to remain compliant while making future scholarship awards determination. Bi-weekly reconciliations of invoices and funds were implemented to eliminate future findings.
Information Technology Services- Information Security & Network	4,6	Information Security & Network Services (ISNS) will provide security- awareness training to faculty and staff via development of an in-house training portal or	Information Security & Network Services (ISNS) will conduct at least three security-awareness training sessions for faculty and staff.	Outcome partially met. ISNS created security-awareness training based on videos provided by SANS: Securing the Human. End-users were asked to watch two videos and then take a short quiz. The names of end-users who	The department will continue to provide security-awareness training throughout the year. The results will be recorded as part of an ongoing security audit.

Information Technology Services- Information Security & Network	4,11	purchase of SANS: Securing The Human training. 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.	took the test were recorded as part of our security audit. Outcome not met . The department collects critical data from some of the Windows servers. The department currently does not have the budget to fund increasing the Splunk license to allow the department to collect 100% of all applicable Windows servers.	The department will research the cost of upgrading the Splunk license or find new ways to trim the amount of data being sent to Splunk. The department may need to create intermediate syslog servers that reduce the amount of data sent to Splunk.
Office of the President	4	The Office of the President will increase donor funding for the College.	The amount of donations will increase by 25% and the number of donors will increase by 30%.	Outcome exceeded . 7/1/2014 thru 6/30/2016 there were 319 donors and donations were \$235,620.60 7/1/2015 thru 6/30/2016 there were 407 donors and donations were \$534,882.09 Number of Donor increase 27.50% Donation amount increase 127%	Based upon strategic successes in fund raising, GHC will be developing a collection of fundable projects. These projects will be available to provide advancement for the college while appealing to the interests of individual donors. Fundable projects will be developed as part of the unit action plans and divisional strategic objectives within the GHC strategic planning process.
Office of the President	3	The Office of the President will work to enhance and manage the College's academic facilities and resources in a manner that maximizes participation and the strategic deployment of the institution's personnel, property, and equipment to foster learning.	Academic facilities, specifically science labs, will be renovated. Funding package will be awarded for an academic building, including science labs, at the Cartersville location.	Outcome met. The following academic facilities enhancements were accomplished: 1. Newly renovated biology lab at Floyd Campus. 2. Renovation of two academic building hallways on the Floyd Campus. 3. \$17.7 funding package awarded by the State of Georgia for a new academic building at the Cartersville	1. Employ results as data in the tracking of continuous improvement of all educational facilities at the college. 2. Changing year-end funding process to be included with college budgeting process. The two funding processes will make concerted efforts to upgrade facilities. 3. With success of year-end investments in the up-grade of facilities, funding raising processes and legislative funding

				Campus featuring science labs. Ground breaking will be Fall, 2016. 4. Completion of an architectural study for campus enhancements of the Floyd Campus. 5. Marietta Campus Dean has been tasked with completing a study for new facilities in Marietta.	efforts will be included in a comprehensive facilities improvement plan. 4. Success in the renovation of lab space and high traffic thoroughfares has led to plans for additional academic buildings at the Floyd Campus.
Office of the President	1,2	The Office of the President will conduct a review of the College's mission, vision, and goals in preparation for the development of the College's next Strategic Plan.	100% of strategic planning retreat attendees (Executive Cabinet members) will participate in the review. 100% of the reviewers will approve the resulting mission, vision and goals.	Outcome met. 100% of strategic planning retreat attendees (Executive Cabinet members) did participate in the strategic plan review and revision. 100% of the reviewers have approved the first and second drafts of the resulting mission, vision and goals.	100% of strategic planning retreat attendees (Executive Cabinet members) did participate in the strategic plan review and revision. 100% of the reviewers have approved the first and second drafts of the resulting mission, vision and goals.
Office of Strategic Planning, Assessment & Accreditation	4,5	The Office will coordinate the review of all unit mission and goals by each unit followed by review and approval by the Institutional Effectiveness Committee.	100% of the Colleges identified functional units will review and update accordingly its unit mission and goals.	Outcome met. 28 functional units were identified as needing to review and update their unit mission and goals. 100% of units reviewed and edited their mission and goals. All of these were reviewed and approved by the Institutional Effectiveness Committee.	By reviewing and updating unit missions and goals regularly, operational planning (and subsequently strategic planning) efforts continue to be functioning with attention to continuous improvement. The remaining functional units will review and update their mission statements and goals in 2016-17. For managing routine operational planning actions, including mission and goal review, the Office will create a master calendar and make is accessible to unit leaders and the IE Committee.
Office of Strategic	6	The Office will develop a timeline for the College's	Timeline will span a two and one half year	Outcome met .	By following the timeline, the College will experience a more

Planning, Assessment & Accreditation		Reaffirmation of Accreditation process.	timeframe and will incorporate all major deadlines and accreditation events required by the Southern Association of Colleges and Schools/Commission on Colleges.	The timeline has been created and approved by the SACS Leadership Team. All actions for the first five months have been on track and all deadlines have been met. No need for changes have developed thus far.	organized reaffirmation of accreditation process and will more likely be well prepared for the offsite and onsite reviews. Broader communication of the timeline will be accomplished by posting on an accreditation link on this office's webpage enabling all employees to have an awareness.
Office of Vice President for Academic Affairs	1,2	The Office of Academic Affairs will provide leadership for the launch of two new Bachelor of Business Administration degrees, one with a major in Health Care Management and the other in Logistics and Supply Chain Management ensuring these meet the University System of Georgia requirements as well as those of the Southern Association of Colleges and Schools Commission on Colleges.	The granting of on-time and fully approved baccalaureate programs by the University System of Georgia and the Southern Association of Colleges and Schools Commission on Colleges. Initial course offerings included in the college's class schedule for fall term, 2017	Action Ongoing. Prospectuses and Proposals approved by the University System of Georgia Board of Regents for both BBA degrees. Curricular developed for each degree program completed. Substantive Change documents will be submitted to Southern Association of Colleges and Schools Commission on Colleges by October 1, 2016.	Timeline development includes the hiring of a BBA Program Coordinator, to be in place in fall 2016. Timeline development yields need for marketing, admissions materials, to be ready for dissemination by spring 2017. Timeline development directs search for hiring of two new faculty, to be onboard no later than January 2018.
Office of Vice President for Advancement	1	Office of Vice President for Advancement will increase our donor base, and secure additional donations to fund scholarships and programs.	Increase donations and donors by 10% over previous year.	Outcome exceeded . 7/1/2014 thru 6/30/2016 there were 319 donors and donations were \$235,620.60. 7/1/2015 thru 6/30/2016 there were 407 donors and donations were \$534,882.09. Number of Donor increase-27.50% Donation amount increase- 127%	Because the industry average is a decrease of approximately 25% through donor attrition, an increase of 10% in donors or in funding is considered an exceptional result. The increase in donations was achieved by target solicitations in person and by strategic mail campaigns. The increased funds will be used to provide student scholarships and program enhancements that not only benefit our students and college, but it produces an enhanced quality of living for those in our surrounding

					communities by increasing earning potential for those expanding their educational base – and we are providing a better educated workforce for our surrounding businesses and industry. Going forward we will add additional sections of targeted solicitations to try to reactivate lapsed donors, as well as generate additional new donors to increase donations again next year.
Office of the Vice President for Finance and Administration	3	The Office of VPFA will maintain all financial records for the College with accuracy and within compliance with regulatory authorities.	No material findings in each financial audit Any audit comments are to be addressed with effective corrective action plans within 90 days of their being reported	Action Ongoing. No results so far. The College is scheduled to have FY2016 financial results audited during September of 2017. We should receive an audit report by the end of October. Upon receipt of that report, the Operational Plan will be updated to show outcomes and actions.	The Office will carry this assessment over into 16-17
Office of the Vice President for Finance and Administration	2	The Office of VPFA will identify and document all deferred maintenance conditions. Such conditions will be prioritized and addressed as major repair and renovation funds are allocated.	USG timeframes for MRR requests will be met. USG requirements for MRR "spend down" timing will be exceeded on 75% of our projects, and met in all cases.	Outcome met. Timeframes were met and "spend down" timing was exceeded on 88.9% of projects FY 2016 MRR Project Description Replace Sewer Line Near Pavilion, Floyd Campus (Completed March 2016) Exterior Repair Phase 2, Bagby Building, Paulding Campus (Completed April 2016) Replace Roof, Physical Plant, Floyd (Completed November 2015) Exterior Envelope Repair, Heritage Hall Main Building (Completed June 2016) Replace Roof, Student Life & Game Room (Completed December 2015) Replace T-12 Lights, Floyd Campus (Completed November 2015)	Assessment of completed projects will influence the list of MRR priorities set for FY2017.

				Renovate Hallways, Building A & F-Wing, Floyd Campus (Completed June 2016) Renovate Admissions, Floyd Campus (Completed February 2016) Replace Flooring in Gym Lobby & Hallways, Floyd Campus (Completed October 2015) Renovate Two Restrooms, Floyd Campus, Building A (Completed June 2016) Rebuild Walraven Chiller (Completed May 2016)	
Office of the Vice President for Finance and Administration	1	The Office will provide adequate funds for continuing operations and the pursuit of strategic goals. The Office will ensure that the College operates within financial parameters established by the budgeting process.	Total dollar volume of budget over-rides for the fiscal year should total less than 3% of the budget in total The annual expenditures of the College in total for the fiscal year should not exceed the amount of the annual budget.	Outcome met. Over-rides were 2.75% when measured just before budgets were swept at year end. The College managed year end spending to assure that budgets and expenditures balanced.	The overall goal of using this metric to assess budget compliance was marginally effective. The office needs to use what was learned here to develop a better metric for the coming year.
Office of Vice President for Human Resources	4	The Office of VPHR will complete an employee compensation study during 2015 – 2016 including the analysis of results and a one-to-three year plan for implementation, dependent upon funding.	100% of new structures developed and implemented with 100% of regular full-time positions appropriately allocated.	Outcome met. The VPHR contracted with an external firm to conduct the analysis of all GHC positions. Employees and managers completed position questionnaires, HR provided organizational charts and other relevant data and the firm completed the analysis and reported the results by position and incumbent before the due date. The results were discussed with the President and the Leadership Team. Significant funding is needed to move all employees to the minimum of the ranges established for the positions. With the budget cut that was taken in FY 2017,	The benefits of the study are current compensation structures, properly allocated positions and funding targets. Movement toward minimum will likely occur in 2017 or 2018 if enrollment growth continues. Compensation studies should be updated every 18 months to two years.

				movement to minimum cannot occur. It was agreed to monitor funds and if enrollment continues to increase, make substantial movement to minimum in the near future. GHC now has current compensation structures, properly allocated positions and specific funding targets to bring compensation in line with market.	
Office of Vice President for Human Resources	7	Align the Chancellor's Service Excellence Awards more closely with the College's employee recognition program and the President's direction for the institution, and prepare well in advance of deadlines in order to obtain quality award application submission.	An increased number of award/recognition submissions More comprehensive, well-prepared submissions	Outcome met. Direction was given to the HR Manager, with the responsibility for the nomination submissions, to work with the President to plan, at the beginning of the year, for the submissions to align with both the recognition program and the goals of the college. This was done and the categories/individuals were identified for submission. The results of the planning are that eight nominations, with supporting documentation were professionally prepared.	The benefits realized from this work are that the institution will have professionally prepared submissions that represent the organization and the individuals nominated well and are competitive with other institutions, with a chance for placement in the awards ceremonies. The end result has the possibility of being systemwide recognition for individuals as well as the school. Even if submissions are not chosen, the honor of being nominated will be recognition, in and of itself to those included.
Office of Vice President for Human Resources	3	Develop and offer, at minimum, one module of a new manager's training program by July 1, 2016 with at least 20 managers participating and at least a 75% participant satisfaction rating.	Twenty managers trained in the first module by July 1, 2016 with a 75% satisfaction rating.	Outcome not met. Module One of Managing @ GHC is under development. It will be piloted prior to July 1, 2016. Participant Count - 20 managers invited to the pilot training Training evaluation – TBD	The department will continue this operational plan for the 2016-17 cycle and assessment will be conducted after the training takes place. The benefits of delivering the first module of Managing @ GHC are that managers will be informed, in a structured way, of the basics related to new hire administration. They will also have an ongoing reference for questions to refer to in the form

Office of Vice President for Human Resources	8	Develop and offer at least two major activities for the GHC Wellbeing Program by July 1, 2016 and establish a committee to champion wellness with the institution.	Two wellness offerings that one hundred or more regular full-time employees participate in by July 1, 2016.	Outcome met. In the fall of 2015, GHC challenged several USG institutions to a walking challenge. The challenge was planned and orchestrated through the Wellness Manager at the USO. Just under 100 employees participated in that challenge with GHC victorious in number of miles walked. In the spring, GHC challenged another group of USG institutions and well over 100 employees participated. The USO Wellness Manager arranged with sponsors for participants to use the Health Trails website. It was an excellent resource and employees were extremely happy to participate in the challenge. GHC did not win but had a respectable finish compared to the other schools.	of materials and a video. Periodically, the training will be provided for classroom interaction with participants. When a resource is funded (current one will not be funded past 07.01.2016) additional modules will be developed and provided to managers. The benefits of the challenges were increased awareness of healthy eating, sleeping and exercise. GHC also benefited through the interaction among employees that developed from the challenge of competing against other schools. Employees were very engaged and involved. More employees were seen outside taking walking breaks, having walking meetings and getting up more frequently from their desks. Promotion of wellness offerings will continue and participation will be supported.
Office of Vice President for Information Technology	1	The Vice President will support the institution by providing easily accessible information pertaining to enrollment, retention, progression, graduation, and other highly identifiable	The Vice President will work directly with other college professionals and oversee the development of systems to capture and display statistical data relating to enrollment,	Outcome partially met. Working with the Data Council, the Director of Institutional Research, and other programmers, significant progress was made with this statistical Dashboard system this year. Many enrollment reports were created that provide quick information related	These dashboard statistics and quick glance reports are very critical to planning efforts for the administration of the college. It is the desire to continue this assessment target for the next assessment cycle, with the

		statistical information in order to improve decision making, increase awareness, and assist in planning matters.	retention, progression, graduation, and other related data by completing at least two (2) of these related systems within this academic year.	to various enrollment trends. Unfortunately, only 1 of the identified areas (enrollment) was able to be created due to unforeseen interruptions. During this year, IT was selected for a full audit by the University System of Georgia. This consumed a great deal of time and staff resources. Additionally, other projects and a larger staff turnover stretched staff availability for this project beyond our capability to complete the second target. Retention was chosen as the second target to be created for the dashboard reports. Initial conversations with the appropriate college professionals did take place and planning strategies for particular reports did take place.	creation of two (2) more systems to be created during this year.
Office of Vice President for Information Technology	1	The Vice President will support professional development opportunities for Information Technology staff within budget constraints by seeking a balance of options such as software repositories, webinars, USG workshops, certifications, and other training opportunities.	100% of area unit directors within the Information Technology Division will identify professional development opportunities for all information technology staff. 100% of the units within the Information Technology Division will participate in professional development opportunities.	Outcome met. During this cycle, 100% of staff in all sub-units of Information Technology Services completed at least some form of professional development.	While this particular target was completed, there is the need to work on this one for another cycle, so that supervisors and the Vice President of IT can work with staff to make sure their professional development goals are chosen.
Physical Plant	1,5	The Department of Physical Plant will provide physical and technical support to the groundbreaking of the new Academic Building on the Cartersville Site.	1. Restart of project by holding meetings with stakeholders - GHC Steering Committee, BOR Facilities, GSFIC Representative, Program Manager, Architect, and Contractor	Outcome met. 1. Restart meeting #1 was held with BOR on May 16, 2016. Meeting #2 was held at the Cartersville Campus with Steering Committee, Program Manager, and Architect on May 25, 2016. Meeting #3 with entire GHC	The benefits of achieving the goals is to keep the project timeline on track for opening in January 2018. The results of each meeting will be analyzed to see how well we stay on track for the grand opening. The Department will bring this operational plan to completion after the actual

			2. Re-Quote project and perform any needed value engineering to adhere to the SCL. 3. Publish GMP in July 2016.	Faculty, Staff, and Students will be held June 15, 2016. 2. Re-quote process for establishing baseline costs is occurring now. 3. GMP is targeted for publish on June 30. 4. Groundbreaking scheduled for mid-October 2016	groundbreaking of the new Academic Building on the Cartersville Site.
Physical Plant	4,8	The Department of Physical Plant will complete the work list on the attached MRR summary.	Meet or exceed with the requirements of the USG timeframes of MRR Spenddown and the projects will be 100% complete.	Outcome met. Timeframes were met and projects were 100% complete. 1. Used deferred projects list for past MRR projects as well as site visits to develop the most pressing needs at each campus and developed the list shown below 2. After approval from BOR, we proceeded with the projects, tracked the cost of each individual item purchased, made daily site visits to inspect the work, made a close-out inspection of each project to make sure all work was completed.	1. The benefit of meeting the goal is that we meet the BOR and GSFIC Spend Down requirements of the bond funds. 2. If the goal was not met, we would jeopardize future funding. 3. The Department will continue annual procedures for MRR project completion.
Procurement	1	To experience clean audits with no findings from the following: DOAS Purchasing, Risk Management and Fleet Management; Board of Regents Audit Department; and State of Georgia Department of Audits.	Zero findings on each of the three audits.	Outcome met. Audit results that have been received thus far have been favorable for Procurement with no findings.	Because there are no findings, DOAS and BOR will allow the office to continue conducting all Procurement processes independently. As the workload has increased, it has become harder to complete each step and related documentation as suggested by DOAS. It is thought that future audit findings will demonstrate the need for additional staff in the

					Procurement, Risk and Fleet areas.
Registrar	2,3	The Assistant Registrar will be trained to do college transcript evaluations for awarding student's transfer credits so the Assistant can help with transfer evaluations during peak times and so the Assistant can serve as backup.	The Assistant Registrar will train with the Registrar and will enter 5% of transfer evaluations for 2015-2016.	Outcome not met. 3,636 transfer evaluations were done between July 1, 2105 and June 30, 2016. 92 of those evaluations were performed by the Assistant Registrar. This represents 2.53% of the total evaluations performed.	We did not meet this goal but the Assistant Registrar has been trained and will continue to assist with transfer evaluations and serve as the back-up for this position.
Registrar	2,3	The Office of the Registrar will create a procedures manual for the specific duties of the Registrar.	The Office will begin creating a Procedures Manual for the duties performed by the Registrar. All of the Registrar's duties will be described in the manual; however, these processes contain many steps and detailing them will be very-time consuming so for this year we will set a goal of 3 duties/processes being written.	Outcome exceeded. Procedures have been written for 4 processes: the Academic Data Collection to the Board of Regents, Electronic test scores (ACT and SAT) downloads, Beginning of Term Banner set-up, and End of Term Banner set-up.	The procedures manual will serve as a resource for the Office and will be used to train the Assistant Registrar. We will continue to write procedures until all duties of the Registrar have detailed out and the manual is completed.

College Goal #6:					
Foster community relationships that facilitate partnering for mutual success.					
Unit	Unit	Intended Outcome	Performance	Assessment Results	Use of Results
Name	Goal		Measure(s)		
Athletics	3	The Department of Athletics	The number of community	Outcome exceeded.	The increased number of
		will increase by 20% the	service projects will	The number of community service	
		amount of community	increase by a minimum of	projects completed by student	performed by student-athletes has
			20%.	athletes for 2014-15 was nine.	led to an overwhelming amount of

New Student and Retention Programs	New unit- Not established yet	The creation of a mission statement and goals for the newly formed department will be achieved and approved by the College's Institutional Effectiveness Committee.	Completed mission and goals and evidence of implementation within the College's operational planning process.	Fifteen community service projects were completed for 2015-16. This is an increase of 60%, thus the outcome has been exceeded. New service projects included bell ringing for the Salvation Army, Coosa Elementary school assembly presentation, Toy for Tots toy collection, Arbor Terrace Clean Up project, Summerville Clean Up project, and GHC hosts the Open Door Home. Outcome met. The new department's mission statement and goals have been written and have been approved by the Institutional Effectiveness Committee. The mission of the Department of New Student and Retention Programs	positive feedback from the community. The increased visibility in the community along with the positive publicity, has been a major boon for the athletic department and the college as a whole. An attempt will be made to increase the number of projects in future semesters. One concern will be to ensure that the student-athletes are keeping the proper balance between school, athletics, and community service. As a result of the creation of the Department of New Student and Retention Programs' mission and goals, the Department can participate in the College's Operational Planning process, including outcomes assessment, and engage in goal obtainment,
				seeks to cultivate a student-centered culture in which students feel valued and are inspired to realize their full potential. Our programs support and advance students throughout their academic journey, from enrollment to completion, by fostering persistence, encouraging participation, and promoting student development, both academically and personally.	and engage in goal obtainment, effectiveness assessment and continuous improvement.
New Student	1,2,7	The Office of New Student	100% participation by	Outcome met.	The success of this departmental
and Retention		and Retention Programs will	Office of New Student and	There was 100% participation by the	partnership will prompt the Office
Programs		partner with student affairs and academic affairs units to	Retention Programs, financial aid, the bursar's	Office of New Student and Retention Programs, financial aid, the bursar's	to explore other partnerships and collaborate cross-campus to serve
		plan, develop, and executed a	office, advising, tutoring,	office, advising, tutoring, and	students and help them succeed.
		student success workshop	and eLearning during	eLearning during development and	and help them succeed.
		•	development and	execution. The Office of New Student and	
			execution.	Retention Programs hosted two Make	

		called, "Make Summer Count."	Conduct Make Summer Count workshop by May 1, 2016.	Summer Count workshops; one on Tuesday, April 19 in Cartersville and the other on Thursday, April 21 in Rome. 11 students were served in Cartersville and 12 in Rome. Students were able to get financial aid, business office, advising, tutorial, and eLearning questions answered. Furthermore, the Office partnered with Student Life and set up a table at Spring Fling in Rome. The Make Summer count workshops were a success. Summer enrollment was up and it can be speculated that these workshops had a positive effect.	
Office of the President	4	The Office of the President will increase donor funding for the College.	The amount of donations will increase by 25% and the number of donors will increase by 30%.	Outcome exceeded . 7/1/2014 thru 6/30/2016 there were 319 donors and donations were \$235,620.60 7/1/2015 thru 6/30/2016 there were 407 donors and donations were \$534,882.09 Number of Donor increase 27.50% Donation amount increase 127%	Based upon strategic successes in fund raising, GHC will be developing a collection of fundable projects. These projects will be available to provide advancement for the college while appealing to the interests of individual donors. Fundable projects will be developed as part of the unit action plans and divisional strategic objectives within the GHC strategic planning process.
Public Relations and Marketing	1	The Office of Public Relations and Marketing will increase the college's social media reach/impression on Facebook and Twitter.	Increase the College's social media reach/impression by 20% on Facebook and Twitter and increase followers by 10% over last year.	Outcome exceeded. Facebook organic (non-paid) reach increased by 137% from 2015 to 2016 and we gained 687 (13%) new followers; Twitter followers are up 21%, tweet impressions are up 36.6%. The outcome was met relative to achieving increases is both reach/impressions and followers.	The Office of Public Relations and Marketing used Facebook and Twitter analytics to determine the best time of the day to schedule posts for the most interaction and improved our content. The office will continue frequent posts, encourage shares, post and react to relevant content, respond to comments, share posts from others. For next year the office will continue to strive to increase

Public Relations and Marketing Office of Vice	1	Office of Public Relations and Marketing will reestablish the official college magazine, The Highlander, as the premier marketing tool and outreach publication for Georgia Highlands College.	Meet established publication deadlines. Distribution of at least 16,000 copies of each issue throughout the Northwest Region of Georgia.	Outcome was met relative to deadlines and exceeded in distribution. Two issues were published in FY16. Fall/Winter was a 48-page issue that included feature stories, news releases, and a spotlight on the inauguration and gala. The Spring/Summer issue was a 40-page issue that included features stories, news releases, and a spotlight on the men's and women's basketball national tournament journey. 20,000 copies of the fall/winter issue and 18,000 copies of the spring/summer issue have been distributed to college visitors, at public speaking events, and throughout our regional newspapers as inserts. Magazines were distributed to subscribers of the Rome News Tribune, the Cartersville Daily Tribune, and in Polk County Standard Journal, and the Paulding County Neighbor plus used for orientations, preview days, and community organizations meetings/speaking engagements by leadership. Outcome exceeded.	our social media engagements, likes, and impressions through free and paid reach. Publishing a high-quality magazine has helped change negative perceptions and reinforce positive ones throughout our service area. The strategic placement in College's service areas has helped develop brand identity, drive enrollment, and support goals of the College as a whole. The high-quality publication shares positive Georgia Highlands College news and stories which reinforces our brand and image to our potential students, their influencers, and potential donors and community partners. The Office will continue to publish the magazine twice a year and as funds allow continue various means of distribution as used this year.
President for Advancement	1	Advancement will increase our donor base, and secure additional donations to fund scholarships and programs.	donors by 10% over previous year.	7/1/2014 thru 6/30/2016 there were 319 donors and donations were \$235,620.60. 7/1/2015 thru 6/30/2016 there were 407 donors and donations were \$534,882.09. Number of Donor increase-27.50%	decrease of approximately 25% through donor attrition, an increase of 10% in donors or in funding is considered an exceptional result. The increase in donations was achieved by target solicitations in person and by strategic mail campaigns. The increased funds will be used to provide student scholarships and

Office of Vice President for Student Affairs	2	The Vice President for Student Affairs will seek and maintain leadership positions within key local committees and boards that have a direct benefit to GHC and its mission and goals.	The President will receive monthly updates on involvement with our community partners and results will be summarized in an annual report.	Outcome met. The Vice President for Student Affairs served as Chair on the Rome/Floyd Communities in Schools Board and Vice Chair of the Floyd County Schools College & Career Academy Board, and as a member of the Polk County College & Career Academy Board. Participation in these organizations have increased GHC name recognition and brand. Each of these boards focus their efforts on increasing high school graduation and college enrollment for at-risk students which is at the heart of GHC's mission. In addition, each organization has agreed to post GHC's logo, name, and marketing materials throughout their schools. Outcome exceeded.	program enhancements that not only benefit our students and college, but it produces an enhanced quality of living for those in our surrounding communities by increasing earning potential for those expanding their educational base – and we are providing a better educated workforce for our surrounding businesses and industry. Going forward we will add additional sections of targeted solicitations to try to reactivate lapsed donors, as well as generate additional new donors to increase donations again next year. Participation in these boards will continue and expand to include an initiative to create dual enrollment pathways for students enrolled within the college & career academies.
Services	J	Latino Americans: 500 Years of Culture grant to host four public programs to explore immigration, education, and		Events in October 2015- Screening of "Peril & Promise," a PBS episode of Latino Americans series with guest lecture by GHC President Dr. Don Green. Held at the	for community partnering events.

the expression of identity in	Floyd Campus Library. Attendance -
the Latino community.	30
	"Celebrating Culture through Music"
	 A performance by and discussion
	with Atlanta-area mariachi band,
	Mariachi Amigoz, with guest lecture
	by Dr. Ellie Jenkins, professor of
	music at Dalton State College. Held
	at the Cartersville Student Center.
	Attendance - 85
	Events in March 2016-
	Screening of "Empire of Dreams,: an
	episode of PBS's Latino Americans
	series with a panel discussion
	moderated by Dr. Stephen
	Blankenship, GHC associate
	professor. Held at the Cartersville
	Student Center. Attendance - 112
	"Latino American Identities Panel"
	discussion including members of the
	local community and GHC President
	Dr. Don Green. Attendance - 39
	Comments from surveys were good,
	and GHC fostered community
	relationships with community
	partners to strengthen opportunities
	for Latinos in education.

Updates on Ongoing Operational Plans from 2014-2015

College Goal #5:

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

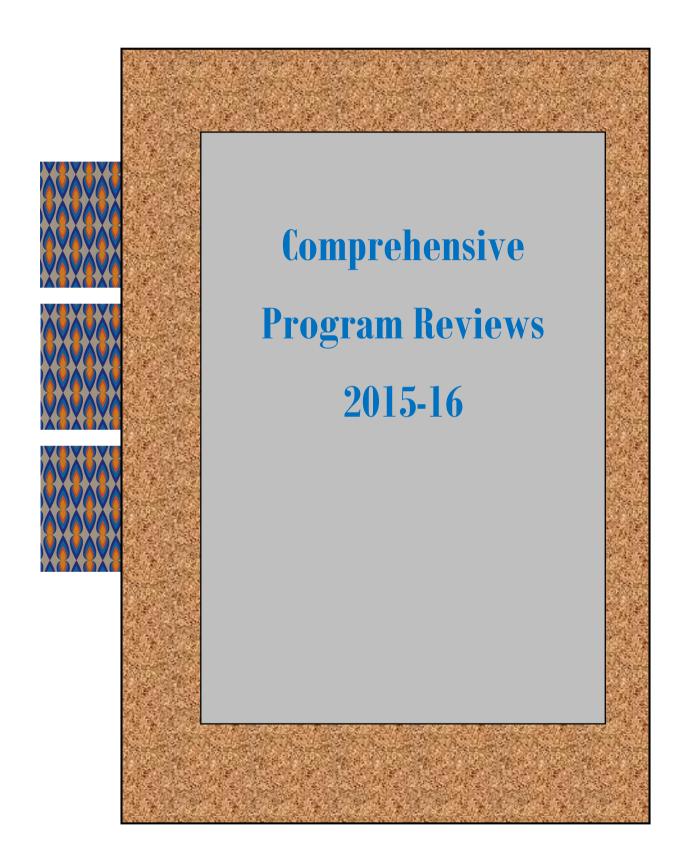
	ivialitati efficient and effective administrative services and facilities to support an programs of the conege.					
Unit	Unit	Intended Outcome	Performance	Assessment Results	Use of Results	
Name	Goal		Measure(s)			
Information	5,7	Information Security &	Information Security &	Outcome partially met-carried	ISNS will work to roll out this	
Technology		Network Services (ISNS)	Network Services (ISNS)	over. ISNS purchased SANS:	training during the next fiscal	
		will provide security-	will conduct at least three	Securing the Human. It has been	year.	
		awareness training to faculty	security-awareness	integrated into D2L, but has not		
		and staff via development of	training sessions for	been rolled out to end users at this	Update: Information Security	
		an in-house training portal or	faculty and staff.	time.	Officer held training workshops	
		purchase of SANS: Securing			with faculty and staff at division	
		The Human training.			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/c	
					ontroller/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 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/c ontroller/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. CTS made good progress on
Technology	Ü	Services will provide a reliable level of service and support to the user community.	Support Services (CTS) will use LANDesk to push out at least five software installs to 50% of	LANDesk has been installed on all Windows clients on the GHC network. CTS has successfully pushed out 1 new global	learning and implementing this software deployment technique. However, the department will need to continue to migrate all

Information	5	Information Technology	employee desktop computers running a Windows operating system. 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.	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.	software deployment methods to this new system. Will continue this for another cycle. 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 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. 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. CTS will continue this measure
Technology	-	Services will provide a	Support Services (CTS)	CTS successfully installed Munki	for another cycle, but using
		reliable level of service and	will install Munki Server	Sever and began configuring when	LANDesk instead of Munki
		support to the user	as a potential solution for	we realized that LANDesk has the	Server.
		community.	managing Apple updates	ability to push out OS X software	
			and installs. b. Secondary	installations. However, CTS has	

			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.	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.	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 "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.	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 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.



GEORGIA HIGHLANDS COLLEGE COMPREHENSIVE PROGRAM REVIEW

ASN Program

ASSOCIATE DEGREE NURSING PROGRAM COMPREHENSIVE PROGRAM REVIEW 2015-2016

I. Introduction

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

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

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

Reorganization of the College in 1993 placed the Nursing Department under a newly created Division of Health Sciences along with the Dental Hygiene Program. As the college expanded to additional teaching sites, the program of nursing expanded as well. Nursing courses were offered on both the Rome and Cartersville sites from 1993-1996. The Department of Nursing was relocated to Heritage Hall in downtown Rome, Georgia in 1995. Between 1996 and 2006, nursing courses were only offered at the Heritage Hall teaching site. As part of an initiative with the WellStar Health System, the program expanded to the Acworth campus at North Metro Technical College (now Chattahoochee Technical College) in 2006. In fall

2008, Georgia Highlands College moved from the Acworth campus to the campus of Southern Polytechnical State University (now KSU) in Marietta. The partnership with WellStar Health System expanded to include the use of the WellStar Development Center (WDC) in Marietta for campus lab space. In spring 2010, the nursing courses in Marietta were moved entirely to the WDC, with WellStar providing classroom, office, and campus lab space as part of the partnership. Nursing courses continue to be offered at both the Heritage Hall and WDC teaching sites.

The mission statement and core values of Georgia Highlands College are based on the belief that education is essential to the intellectual, physical, economic, social, emotional, cultural, and environmental well-being of individuals and society. The mission and philosophy of the ASN program is congruent with the mission and philosophy of GHC. Table 1.1 illustrates the congruency between the ASN program and the college's mission, philosophy and goals.

Table 1.1 Congruency of Mission/Goals-Outcomes

Georgia Highlands College

Department of Nursing- ASN Program

Philosophy:

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

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

Mission Statement:

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

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:

- 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.

Philosophy:

To provide a teaching/learning environment which promotes inclusiveness, accessibility and provides educational opportunities, programs and services of excellence in response to identified needs: http://www.highlands.edu/site/asn-program

Mission Statement:

To provide educational opportunities designed to produce a graduate nurse who demonstrates professional behaviors; interpersonal communication, comprehensive assessment, clinical decision making and collaboration skills; caring interventions, teaching and learning capabilities; and provides evidence based practice when managing care in diverse and complex health care settings.

http://www.highlands.edu/site/asn-program

ASN Educational Outcomes

Outcome 1: Appraise the physical, developmental, functional, behavioral, cultural, and spiritual needs of clients in providing caring interventions to meet the identified needs.

Outcome 2: Evaluate the effectiveness of oral, written, and electronic communication.

Outcome 3: Utilize therapeutic communication, caring interventions, and critical thinking to provide client-centered nursing care.

- 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:

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

Outcome 4: Apply evidence-based practice in creating comprehensive plans of care for individual and/or groups of clients.

Outcome 5: Manage care to maintain and promote wellness for clients utilizing a variety of health care systems.

Outcome 6: Analyze personal professional behaviors, competencies, and accountability within the legal, ethical and regulatory framework of nursing practice.

Outcome 7: Function as a client advocate in collaborating with other members of the interprofessional team to facilitate achievement of optimal client health outcomes.

Outcome 8: Utilize information systems to accurately plan, provide, and manage care for clients or groups of clients.

Outcome 9: Collaborate with the interprofessional team members to achieve maximum utilization of community resources in providing health education and services to clients from diverse backgrounds.

Outcome 10: Practice as a competent professional RN in various health care settings.

The associate degree nursing program is a 70 semester hour program designed to be completed in two years. Of the 70 total semester hours, 36 semester hours is nursing coursework divided into 4 semesters. Related to the rigor of the program, most students opt to complete the majority of their core curriculum course work prior to applying to the nursing program.

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

In 2010, the IOM Future of Nursing Report recommended that the nursing workforce be at least 80% baccalaureate prepared by 2020. To that end, nursing education in Georgia has seen some changes. In 2010, the nursing workforce in Georgia was 67% associate degree prepared. The number of RN-BSN programs needed to increase across the state. The Georgia Highlands College RN-BSN completion

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

	Table 1.2 Admission Patterns and Numbers 2012-2016					
	2012-2013	2013-2014	2014-2015	2015-2016		
Generic Track	Fall: 80 Rome	Fall: 80 Rome	Fall:	Fall: 60 Rome		
Admissions	Spring: 40 Rome	Spring: 40 Rome	• 80 Rome			
			20 Marietta			
LPN-RN Bridge	Spring: 10 Rome	Spring: 10 Rome	Spring: 20 Rome	Spring: 20 Rome		
Admissions	Summer:	Summer: 25				
	• 25 Rome	Rome				
	20 Marietta					
Paramedic-RN	Spring: 5 Rome	Spring: 5 Rome	Spring: 5 Rome	Spring: 5 Rome		
Bridge	Summer: 5 Rome	Summer: 5 Rome				
Admissions						
Total Admissions	185	165	125	85		

The table represents the following changes based on input from the Advisory Committee, the IOM Future of Nursing Report, and hiring practices of area facilities: (1) generic track admissions were decreased from 100 to 80 in fall 2012, (2) the last LPN-RN students were admitted at the WDC in summer 2013 and completed the program at the end of spring 2014, (3) in summer 2013, WellStar announced that it would no longer accept associate degree students in clinical for their facilities so no generic track students were admitted in fall 2013 to the WDC, (4) the last spring admission generic track students were admitted in spring 2014, (5) a new contract was established with WellStar to offer the generic track to 20 students every other year starting fall 2014 [Since these students had the expectation to continue on in the RN-BSN program, WellStar considered these students to be baccalaureate students for the purpose of clinical placement.], (6) the LPN-RN and Paramedic-RN programs were changed to admit only once a year in the spring starting spring 2015 and (7) the number of students admitted to the generic track in Rome was decreased to 60 students for fall 2015.

II. Student Data

	Table 2.1 Course Enrollment			
Semester/Year	Course	Hours	Location	# Students
Fall 2012	NURS 1101 – Foundations of Nursing Practice NURS 2204 – Adult Health Nursing NURS 2204 – Adult Health Nursing	9 9 9	Rome Rome Marietta	77 144 18
Spring 2013	NURS 1101 – Foundations of Nursing NURS 1102 – Care of Children & the Childbearing Family NURS 1103 – Transition to Professional Nursing NURS 1104 – Transition to Prof Nsg for Paramedics NURS 2205 – Comprehensive Nursing NURS 2205 – Comprehensive Nursing	9 9 5 9 9	Rome Rome Web Web Rome Marietta	39 69 10 5 129 19
Summer 2013	NURS 1102 – Care of Children & the Childbearing Family NURS 1103 – Transition to Professional Nursing NURS 1103 – Transition to Professional Nursing NURS 1104 – Transition to Prof Nsg for Paramedics	9 5 5 9	Rome Rome Marietta Rome	34 12 14 13
Fall 2013	NURS 1101 – Foundations of Nursing Practice NURS 2204 – Adult Health Nursing NURS 2204 – Adult Health Nursing	9 9 9	Rome Rome Marietta	77 127 20
Spring 2014	NURS 1101 – Foundations of Nursing NURS 1102 – Care of Children & the Childbearing Family NURS 1103 – Transition to Professional Nursing NURS 1104 – Transition to Prof Nsg for Paramedics NURS 2205 – Comprehensive Nursing NURS 2205 – Comprehensive Nursing	9 9 5 9 9	Rome Rome Web Web Rome Marietta	39 71 9 6 116 20
Summer 2014	NURS 1102 – Care of Children & the Childbearing Family NURS 1103 – Transition to Professional Nursing NURS 1104 – Transition to Prof Nsg for Paramedics	9 5 9	Rome Rome Rome	37 17 8
Fall 2014	NURS 1101 – Foundations of Nursing Practice NURS 1101 – Foundations of Nursing Pratice NURS 2204 – Adult Health Nursing	9 9 9	Rome Marietta Rome	79 20 156
Spring 2015	NURS 1102 – Care of Children & the Childbearing Family NURS 1102 – Care of Children & the Childbearing Family NURS 1103 – Transition to Professional Nursing NURS 1104 – Transition to Prof Nsg for Paramedics NURS 2205 – Comprehensive Nursing	9 9 5 9	Rome Marietta Web Web Rome	66 20 20 4 138
Summer 2015	No courses offered			
Fall 2015	NURS 1101 – Foundations of Nursing Practice NURS 2204 – Adult Health Nursing NURS 2204 – Adult Health Nursing	9 9 9	Rome Rome Marietta	57 79 20

Table 2.2 Diversity of Student Body						
	Class of 2013	Class of 2014	Class of 2015			
Gender: • Female	83.7%	85.6%	76.7%			

• Male	16.3%	14.4%	23.3%
Race: White Black Hispanic Asian or Pacific Islander American Indian or Alaskan Native	77.9% 17.4% 3.7% 0% 0.5%	83.2% 12.6% 0% 1.2%	85.8% 9.6% 2.3% 1.7%
• Other	0.5%	3%	0%
Age: 25 or < 26 - 30 31 - 40 41 - 50 51 - 60 60 or >	22.6% 19.5% 24.7% 27.4% 4.7% 1.1%	26.3% 21.6% 32.9% 14.4% 4.8% 0%	30.7% 25% 25.6% 14.2% 4.5% 0%

	Table 2.3 Retention and Graduation Rates						
Expected Levels of Achievement	Class of 2013	Class of 2014	Class of 2015				
1. A minimum of 75% of all freshman students who enter the first nursing course will progress to the next semester.	89%	85%	93%				
2. A minimum of 70% of all students who enter the freshman year will progress to the sophomore year.	87%	82%	91%				
3. A minimum of 75% of all LPNs and Paramedics who bridge into the program will pass the transitions course.	LPNs – 91% Paramedics – 100%	LPNs – 86% Paramedics – 67% Hybrid – 100% Traditional – 54%	LPNs – 91% Paramedics – 100%				
4. A minimum of 70% of all LPNs and Paramedics who bridge into the	LPNs – 80% Paramedics – 80%	LPNs – 75% Paramedics – 88%	LPNs − 69% • Hybrid − 78% • Traditional − 65% Paramedics − 93%				

	program will complete the program			
5.	A minimum of 60% of all students who enter the freshman year will graduate in 150% of the program length.	78%	74%	78%
6.	A minimum of 80% of all students entering the program sophomore year will graduate.	85%	91%	87%

III. Faculty Data

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

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

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

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

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

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

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

	Table 3.2 Part-time Faculty Profile							
Faculty Name	PT	Date of Initial Appt.	Bachelor Degree Credentials	Institution Granting Degree	Graduate Degrees credential	Institution Granting Degrees	Areas of Clinical Expertise	Areas of Responsibility Clinical (CL) course Lecture (L)course
Tina Caron	PT	01/01/2011	BSN	University of West Georgia	MSN	Jacksonville State University	Med/Surg Critical Care	CL – NURS 2204, NURS 2205
John Dillingham	PT	08/28/2014	BSN	University of West Georgia			Med/Surg	CL – NURS 1101
Tina Gossett	PT	01/22/015	BSN	Medical College of Georgia			Mental Health, Infection Control, HIV	CL – NURS 2204, NURS 2205
Chris Hicks	PT	02/02/15	BSN	University of Illinois	MSN	Northern Illinois University	Mental Health Maternity Med/Surg	CL – NURS 1101, NURS 1102 L – NURS 1101, NURS 1102
Nicole Jordan	PT	08/01/2011	BSN	Kennesaw State University			Med/Surg Hospice Long term acute care	CL – NURS 1101, NURS 2204, NURS 2205
Regina Minter	PT	08/01/2011	BSN	Jacksonville State University			Med/Surg, Geriatrics	CL – NURS 1101
Evelyn Murphy	PT	08/01/2011	BSN	University of West Georgia	MSN-NP	University of Alabama - Birmingham	Adult health	CL – NURS 2204, NURS 2205
Pauline Ruel	PT	08/20/2014	BS Psychology	Emmanuel College	MSN	University of Tennessee	Mental Health	CL – NURS 2204, NURS 2205
Leah Valvano	PT	09/03/2014	BSN	Georgia Highlands College			Emergency Nursing	CL – NURS 1101
Sue West	PT	08/19/2014	BSN	University of Washington	MSN	University of Washington	Mental Health	CL – NURS 2204, NURS 2205 L – NURS 1101, NURS 1152, NURS 2204, NURS 2205
Brenda Williams	PT	01/01/2012	BSN	University of West Georgia	MSN	American Sentinel University	Med/Surg, Cardiac, Neuro/Stroke, Medical Oncology	CL – NURS 1101, NURS 2204, NURS 2205
Sue Wright	PT	08/01/2004	BSN	University of Illinois	MS – Health Services Administration	University of St. Francis	Med/Surg Critical Care	CL – NURS 2204, NURS 2205
Cynthia Carter	Shared (25%) FT BSN 75%	08/01/2014	BSN	Jacksonville State University	MSN/Ed (DNP in process. Anticipated completion 8/2017)	University of Phoenix Grand Canyon University	Critical Care Public Health	CL – Campus Lab Coordinator

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

		Table 3.3 Scholarship, EBP Teaching, & Clinical Pr	ractices	
Faculty Name-FT	Scholarly Activities	EB Teaching through Formal or Continuing Education	Maintenance of Certification/ Credentials	EBP Activities
Debbie Amason	Professional presentations Research study in progress on IPE	Continuing Education:: 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2015: Kaplan Nurse Educator Workshop 2015: GANE Conference Other: 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: WellStar Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2014: BCLS Instructor Certification renewal 2014: NRP Instructor Certification 2012: D2L basic training	Licensed Registered Nurse in GA Clinical practice in obstetrical nursing BCLS instructor NRP Instructor	Clinical Practice clinical practice: Kindred Hospital 2007- 2015 Wellstar Cobb Mother-Baby May 2015- present GANE: Secretary Northwest Regional Director NLN Ambassador for GHC HANS: Faculty Advisor WellStar maternal/infant Mentor for new nursing faculty Georgia Highlands College 2012 & Spring 2013
Dale Carroll		Continuing Education:: 2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2015: NLN Simulation Lab Training 2014: ACEN Self-Study Forum Other: 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Redmond Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: BLS certification renewal 2012: D2L basic training	Licensed Registered Nurse in GA	Volunteer Board Member for local women's shelter Mentor for new nursing faculty Georgia Highlands College 2012 & Spring 2013 Preceptor Role: Preceptor for MSN student from XYZ University (dates)
Kayla Easley		Continuing Education:: 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2014-19: CWON Other: 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Piedmont Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: D2L Train the Trainer 2015: D2L basic training 2015: GHC Faculty Academy, 1st yr. 2015: BLS certification renewal	Licensed Registered Nurse in GA Certified Wound Care Nurse	Clinical practice Piedmont Mountainside Hospital-

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

Misty Smith		Continuing Education: 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2015: GANE Conference Other: 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Harbin Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2014: D2L basic training 2014: GHC Faculty Academy, 1st yr. 2015: GHC Faculty Academy, 2nd yr.	Licensed Registered Nurse in GA Licensed FNP in GA-BC	Clinical practice Harbin Clinic Immediate Care-NP 2015-2016
M'Lyn Spinks	Professional presentations Research study in progress on IPE Doctoral Student	2014: BLS certification renewal DNS Course Work: 2015 2015 – present Kennesaw State University Continuing Education: 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom Other: 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Northside Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: D2L basic training 2015: GHC Faculty Academy, 1st year 2015: BLS certification renewal	Licensed Registered Nurse in GA	Phi Kappa Phi Sigma Theta Tau American Academy of Communication in Healthcare Ga Association of Nurse Educators (GANE) Student in DNS program at KSU
Paula Stover	Professional presentations Research study in progress on IPE	Continuing Education: 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom 2015: Kaplan Nurse Educator Workshop 2015: GA CNA Trainer Certification 2015: GANE Conference w/focus on IPE, flipped classrooms 2015: Inter-professional Collaboration in IPE 2014: ANA's Principles of Nurse Staffing 2014: Evidence-based Treatments for Melanoma 2012: Crisis Prevention Intervention Certification Other: 2015: GHC Annual BOR Faculty Update (FERPA, Safety, Ethics, etc.) 2015: Redmond Clinical Staff Annual Update (OSHA, Inf. Prevent, Safety, HIPPA, etc.) 2015: GHC Faculty Academy, 2 nd yr. 2015: Emotional Freedom Technique (EFT) Level 1 Certification 2015: BLS Certification renewal 2014: D2L basic training 2014: GHC Faculty Academy, 1 st yr. 2014: Ten IPE training sessions at National AHEC Organization Conference	Licensed Registered Nurse in GA Certified in CPI Certified EFT Level 1	Volunteer Chairperson for community health events: Teen Maze, Women's Health and Men's Health Initiative 2015-2016 Volunteer group facilitator for Highland Rivers CSB (mental health) 2013-2016 Community Based Clinical Education, Inter-professional Education, and Healthcare Workforce Initiatives Area Health Education Center (AHEC) Clinical Coordinator for 20 county area in NW GA – MD, DO, PharmD, NP, PA, PT, OT, and other students 2012-2014 Mentor for AHEC Clinical Coordinators 2012-2014

Beth Usry	Continuing Education:: 2015: ACEN Self-Study Forum 2015: NurseTim Concept-Based Curriculum, Flipped Classroom	Licensed Registered Nurse in GA	Part-time clinical in pediatric unit and NICU- Floyd Medical Center
	Other: 2015: D2L basic training 2015: GHC Faculty Academy, 1st yr. 2015: BLS certification renewal 2015: PALS		

IV. Facilities and Equipment

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

Classroom space, lab space, and offices for nursing faculty and staff are located at Heritage Hall in downtown Rome and at the WellStar Development Center in Marietta. The Dean of Health Sciences and the Director of Nursing for the ASN program are located at Heritage Hall. Classroom space in Rome and Marietta is more than adequate to support learning. Each classroom is equipped with audiovisual technology, tables and chairs. Classroom space can be reconfigured easily to support group activities. Campus lab space is available at both teaching sites. Simulation lab space is available at each location. Based on the simulation lab schedule in Marietta, simulation scenarios available in Marietta, and availability of inter-professional opportunities in Rome, Marietta students more often come to Heritage Hall for their simulation experience in order to ensure comparable learning experiences.

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

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

Rome Campus - Heritage Hall

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

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

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

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

Marietta Teaching Site - WellStar Development Center

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

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

The nursing faculty representative on the college Library Committee communicates annually in the fall with one of the designated health science librarians to review new textbooks and update resources available on reserve at Floyd and Cartersville libraries and to be sure shelved resources as well as online materials are current. Nursing students have access to library services and online nursing resources on the Floyd, Cartersville, Marietta, Paulding and Douglasville campuses. There are three librarians identified as health science librarians. Resources available in the libraries include: 332 databases of which 20 are devoted to nursing. Services to procure sources outside GHC include the University System of Georgia Universal

Catalog and GIL Express and Inter-Library Loan. Print book holdings in all libraries total 75,000. There are 806 print books designated as nursing & health sciences. E books totaling 21,054 with nursing and 2,119 allocated to health sciences. Online journals in nursing and health sciences of indexed titles equal 13,398. There are 4, 435 online full-text nursing and health sciences journals available. There are 93 print journals with 16 of these being in nursing and health sciences. Nursing faculty have input into recommended resources and annually review holdings in campus libraries and online to determine if books are outdated or new resources are needed. The libraries have over 32,000 videos of which 4,192 are devoted to nursing and health sciences. There are over 120 computers with printers in the GHC libraries. Students can access these computers on the various campuses, and WIFI is available. At the request of the course coordinator, a librarian can be embedded in to the course for easy online access. This is being implemented in all ASN courses to offer resources for EBP projects in each clinical course http://getlibraryhelp.highlands.edu/embedded_librarians?p=1094779 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

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

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

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

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

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

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

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

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

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

Table 5.1 Guiding Principles for ASN Curriculum

The curriculum for the Associate Degree in Nursing Georgia Highlands College is:

- Guided by Benner's novice to expert model and Adult learning theory
- Focused on student learner outcomes.
- Geared towards the adult learner by using a blended delivery format for the curriculum.
- Shaped by current professional standards, competencies, and guidelines
- Influenced by evidence-based nursing practice.
- Student-centered and user friendly in technology and virtual learning resources
- Built on the Nursing Department's concepts of EBP, intra and inter professional teamwork/communication, patientcentered care, quality improvement, safety, and management of information.
- Fostered by the college's shared values of access, student success, integrity, excellence, freedom of expression, inclusiveness, cooperation, passion, critical thinking and collaboration.

Benner proposes that nurses develop skills and an understanding of patient care over time through a combination of a strong educational foundation and personal experiences. Benner describes the five levels of nursing as novice, advanced beginner, competent, proficient, and expert. The nurse's approach to patient care is dependent on the level of expertise of the nurse. Benner places emphasis on a nurse-client relationship in which both the nurse and client influence the outcome of the nursing interventions. As a student progresses through the curriculum, changes occur such as relying on abstract principles versus using only past experiences to guide actions; altering the perception of situations as whole components instead of separate parts, and going beyond being a detached observer to becoming an involved contributor through engaging in the situation.

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

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

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

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

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

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

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

The curriculum educational outcomes and student learning outcomes (SLO) incorporate the Quality & Safety Education for Nurses Institute (QSEN) 2008 and the established National League for Nursing (NLN) Competencies for Graduates of Associate Programs (2010). The QSEN Competencies for graduates are defined as *patient-centered care*, *teamwork* & *collaboration*, *evidence-based practice* (EBP), quality improvement(QI), safety, and informatics; and: the NLN Competencies for associate graduates are: human flourishing; nursing judgment; professional identity; and spirit of inquiry. The curriculum reflects the philosophy of the college, the nursing department, and recognized standards and competencies for the profession which prepares graduates to assume entry level roles in professional nursing practice within a variety of health care settings.

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

Table 5.3 SLO'S GUIDING THE ASN CURRICULUM		
ASN Graduate Outcomes ACEN Standards (2013) QSEN Competencies (2008) NLN Competencies for Associate Degree (2010)	Freshman Level SLOs NURS 1101, 1102, 1103, 1104	Sophomore Level SLOs NURS 2204, 2205
Client-centered care, Safety, Quality Improvement (QSEN, 2008); Spirit of Inquiry, (NLN, 2010) ASN Educational Outcomes: 1. Appraise the physical, developmental, functional, behavioral, cultural, and spiritual needs of clients in providing caring interventions to meet the identified needs. 3. Analyze therapeutic communication, caring interventions, and critical thinking to provide client-centered nursing care 7. Function as a client advocate in collaborating with other members of the inter-professional team to facilitate achievement of optimal client health outcomes.	NURS 1101 SLOs: Assess physical, developmental, and functional needs. Assess behavioral, cultural, and spiritual needs. Demonstrate whole person assessment on adult clients. Utilize therapeutic communication to provide client-centered nursing care Safely collect data and plan care for assigned adult and gerontological clients NURS 1102 SLOs: Assess physical, developmental, and functional needs. Assess behavioral, cultural, and spiritual needs. Demonstrate whole person assessments on assigned maternal child clients. Utilize therapeutic communication to provide client-centered nursing care Accurately interpret collected data and plan care for maternal child clients while collaborating with interprofessional team members NURS 1103 (LPN Bridge) SLOs: Assess physical, developmental, and functional needs. Assess behavioral, cultural, and spiritual needs. Demonstrate whole person assessments on assigned clients. Accurately interpret collected data and plan care for clients across the lifespan while collaborating with interprofessional team members. Explore therapeutic communication to provide client-centered nursing care. NURS 1104 (Paramedic) SLOs Assess behavioral, cultural, and spiritual needs.	NURS 2204 SLOs: Evaluate comprehensive whole person assessments on assigned clients. Interpret assessment findings, record, and report to appropriate inter-professional team member(s). Apply critical thinking when making safe, evidence based clinical decisions while providing nursing care to multiple clients. Implement therapeutic communication to provide caring interventions and client-centered nursing care. NURS 2205 SLOs: Prioritize findings from comprehensive whole person assessments on assigned clients. Interpret, record, and manage assessment findings and report to appropriate inter-professional team member(s). Apply critical thinking when making safe, evidence based clinical decisions while managing nursing care to multiple clients. Examine therapeutic communication to provide caring interventions and client-centered nursing care.

Teamwork & Collaboration, Professional Identity, Evidence based practice (QSEN, 2008)

ASN EDUCATIONAL OUTCOMES

- 4. Apply evidence-based practice in creating comprehensive plans of care for individual and/or groups of clients.
- 6. Analyze personal professional behaviors, competencies, and accountability within the legal, ethical and regulatory framework of nursing practice.
- 9. Collaborate with the interprofessional team members to achieve maximum utilization of community resources in providing health education and services to clients from diverse backgrounds.

- Accurately interpret collected data and plan care for clients across the lifespan while collaborating with interprofessional team members.
- Explore therapeutic communication to provide clientcentered nursing care.

NURS 1101

SLOs:

- Demonstrate therapeutic interventions to maintain wellness.
- Function as a client advocate in communicating with other members of the inter-professional team
- Demonstrate professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of nursing.

NURS 1102

SLOs

- Function as a client advocate by communicating with interprofessional team and accessing community resources.
- Demonstrate therapeutic interventions to maintain and promote wellness
- Exhibit professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of nursing

NURS 1103 SLOs

- Function as a client advocate by collaborating with members of the inter-professional team
- Explore therapeutic interventions to maintain and promote wellness.
- Employ professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.

NURS 1104 SLOs

- Function as a client advocate by collaborating with members of the inter-professional team
- Explore therapeutic interventions to maintain and promote wellness.
- Employ professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.

Informatics (QSEN, 2008), Nursing Judgment & Human NURS 1101 SLOs

- Demonstrate effective oral, written, and electronic communication.
- Demonstrate therapeutic interventions to maintain wellness
- Execute selected clinical skills competently in designated clinical experiences (simulation and health care facilities).

NURS 2204 SLOs

- Explore professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.
- Apply therapeutic interventions to maintain and promote wellness
- Collaborate with inter-professional team as client advocate achieving appropriate utilization of community resources to provide health education and services after discharge.

NURS 2205 SLOs:

- Model professional behaviors and accountability while practicing within the legal, ethical, and regulatory framework of registered nursing.
- Analyze therapeutic interventions to maintain and promote wellness
- Collaborate with inter-professional team as client advocate to achieve maximum utilization of community resources to provide health education and services in various settings.

NURS 2204

SLOs

- Apply effective oral, written, and electronic communication
- Execute clinical skills competently in designated clinical experiences (simulation and health care facilities).

NURS 2205 SLOs

flourishing (NLN 2010)

ASN EDUCATIONAL OUTCOMES

- 2. Evaluate the effectiveness of oral, written, and electronic communication.
- 5. Manage care to maintain and promote wellness for clients utilizing a variety of health care systems.
- 8. Utilize information systems to accurately plan, provide, and manage care for clients or groups of clients.
- 10 Practice as a competent professional RN in various health care settings.

NURS 1102 SLOs

- Apply effective oral, written, and electronic communication.
- Demonstrate therapeutic interventions to maintain and promote wellness
- Execute selected clinical skills competently in designated clinical experiences (simulation and health care facilities

NURS 1103 SLOs

- Implement effective oral, written, and electronic communication.
- Explore therapeutic interventions to maintain and promote wellness
- Execute clinical skills competently in designated clinical experiences (simulation and health care facilities).

NURS 1104 SLOs

- Implement effective oral, written, and electronic communication.
- Explore therapeutic interventions to maintain and promote wellness
- Execute clinical skills competently in designated clinical experiences (simulation and health care facilities).

- Evaluate effective oral, written, and electronic communication.
- Employ leadership principles while managing care for client(s).
- Execute clinical skills competently in clinical experiences (simulation and health care facilities).

The curriculum prepares graduates to: provide client-centered care; manage information and technology to positively influence patient outcomes; communicate and collaborate effectively within inter-professional teams, incorporate EBP and quality improvement into clinical practice, and practice competently and professionally. Table 5.4 reflects how the SLOs in nursing courses guide the curriculum, direct learning activities, and determine methods of assessment of student progress.

Table 5.4 - SL	Os Guide the Curriculum, Learning Activities, &	Methods of Evaluation
ASN Course SLOs Guiding Instruction	Learning Activities	Methods of Evaluation of Student Progress
NURS 1101 Course SLOs	NURS 1101 Learning Activities	NURS 1101 Methods of Evaluation
Assess physical, developmental, and functional needs. Assess behavioral, cultural, and spiritual needs. Demonstrate whole person assessment on assigned clients. Safely interpret collected data for assigned adult and gerontological clients	Didactic content in class Practice lab High fidelity simulation lab on adult mannequin with assessment abnormalities	Successful completion/checkoff of comprehensive assessment on peer prior to clinical assignment, clinical performance based on clinical evaluation tool, hands-on assessments on clients in clinical settings, clinical post conference discussions, and test items.
NURS 1102 Course SLOs	NURS 1102 Learning Activities	NUR1102 Methods of Evaluation
Assess physical, developmental, and functional needs. Assess behavioral, cultural, and spiritual needs. Demonstrate whole person assessments on assigned maternal child clients. Accurately interpret collected data and plan care for maternal child clients while collaborating with inter-professional team members.	Didactic content in class , Practice lab High fidelity simulation lab on pediatric mannequin with asthma and adult mannequin with postpartum hemorrhage	Successful completion/checkoff on peer prior to clinical performance and evaluation, hands-on assessments on clients in clinical settings, clinical post conference discussions, and test items.
NURS 1103 Course SLOS	NURS 1103 Learning Activities	NURS 1103 Methods of Evaluation
 Assess physical, developmental, and functional needs. Assess behavioral, cultural, and spiritual needs. Demonstrate whole person assessments on assigned maternal child clients. Accurately interpret collected data and plan care for maternal child clients while 	Didactic content Online Practice lab High fidelity simulation lab on mannequin with asthma and postpartum hemorrhage	Successful completion/checkoff on peer prior to clinical assignment, hands-on assessments on clients in clinical settings, clinical post conference discussions, and test items.

collaborating with inter-professional team members NURS 1104 Course SLOs	NURS 1104 Learning Activities	NURS 1104 Methods of Evaluation
Assess physical, developmental, and functional needs. Assess behavioral, cultural, and spiritual needs. Demonstrate whole person assessments on assigned clients. Accurately interpret collected data and plan care for clients across the lifespan while collaborating with inter-professional team members.	Didactic content Online , Practice lab High fidelity simulation lab on mannequin with asthma and postpartum hemorrhage and adult simulation with assessment anomalies	Successful completion/checkoff on peer prior to clinical assignment, hands-on assessments on clients in clinical Settings, clinical post conference discussions, and test items.
NURS 2204 Course SLOs	NURS 2204 Learning Activities	NURS 2204 Methods of Evaluation
Evaluate comprehensive whole person assessments on assigned clients. Interpret assessment findings, record, and report to appropriate inter-professional team member(s).	Didactic content in class High fidelity simulation with complex scenarios EBP project Clinical experiences with complex adults simulation	Rubric for EBP, skills demonstrations in clinical and sim lab, clinical evaluation tool, hands-on experiences on clients in clinical settings, clinical post conference discussions, and test items.
NURS 2205 Course SLOs	NURS 2205 Learning Activities	NURS 2205 Methods of Evaluation
Evaluate comprehensive whole person assessments on assigned clients. Interpret assessment findings, record, and report to appropriate inter-professional team member(s).	High fidelity simulation with complex scenarios Didactic content in class Preceptorship Clinical experiences providing comprehensive care Tests	Clinical evaluation tool, preceptor evaluation tool, clinical post conference discussions, skills demonstrations in clinical and sim lab, and test items.

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

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

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

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

Clinical experiences are selected by faculty to facilitate the achievement of the SLOs for each course. A variety of learning strategies are in place in the online format which allows for different types of learners to access and understand the provided information. The online delivery format lends itself to a variety of virtual learning strategies and opportunities. Students have access to online learning resources to accompany their texts in the form of CoursePoint. This gives the students the opportunity to highlight etexts, share highlights with study groups, and to access additional audiovisual learning objects. Also available in CoursePoint are NCLEX style practice questions based on the subject matter being studied. Increased online testing is believed to be important to prepare students for the NCLEX-RN. In addition to practice questions available in CoursePoint and on the ATI website, the program is implementing online testing for course exams. Test item writing, test construction and test scoring was already occurring utilizing ParTest and ParScore. The 3rd component of the ParSystem, ParTestOnline, was purchased in spring 2014. Finding online testing space was challenging at first related to the size of the classes and the time slots desired for the available computer classrooms and testing centers. Students and faculty were spread out over three campuses (Rome, Cartersville and Marietta) and multiple testing rooms/buildings on the campuses in order for all students to test at the same time. This has greatly improved with the addition of computer classrooms, increased availability of the testing centers, and decreased class size. In the fall semester, online testing was conducted in the Rome library computer rooms for the Heritage hall students and a single computer classroom in Cartersville for the Marietta students. With these changes, the program is moving toward total online testing.

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

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

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

 90% of NURS 2205 students will be able to appropriately identify peer reviewed articles.

NURS 2205

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

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

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

NCLEX Pass Rate

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

Table 5.7 NCLEX Pass Rate 2012-2015 to Date				
NCLEX Pass Rate	2012	2013	2014	2015
# of Graduates	196	144	134	138
GHC Pass Rate	91%	77%	83%	130/138 = 78%
National Pass Rate	89%	83%	82%	
Generic	93% (137/148)	79% (87/109)	83% (111/134)	77% (71/92)
LPN	85% (34/40)	74% (23/31)	84% (21/25)	92% (24/26)
Paramedic	75% (6/8)	50% (2/4)	92% (12/13)	62% (8/13)
Rome	91% (136/149)	77% (96/124)	83% (96/115)	
Generic	94% (110/117)	79% (77/97)	80% (74/92)	
Fall Admission	95% (86/91)	76% (47/62)	82% (51/62)	77% (48/62)
Spring Admission	92% (24/26)	86% (30/35)	77% (23/30)	76% (23/30)
LPN	83% (20/24)	73% (17/23)	93% (13/14)	
Hybrid	86% (6/7)	86% (6/7)	100% (6/6)	86% (6/7)
Traditional	82% (14/17)	69% (11/16)	88% (7/8)	89% (17/19)
Paramedic	75% (6/8)	50% (2/4)	100% (9/9)	
Hybrid	100% (4/4)	100% (5/5)	100% (4/4)	67% (4/6)
Traditional	50% (2/4)	50% (2/4)	100% (5/5)	57% (5/8)
Marietta	87% (41/47)	80% (16/20)	75% (15/20)	NA
Generic	87% (27/31)	83% (10/12)	75% (3/4)	
Fall Admission	87% (26/30)	82% (9/11)	75% (3/4)	
Spring Admission	100% (1/1)	100% (1/1)	100% (1/1)	
LPN	88% (14/16)	75% (6/8)	73% (8/11)	
Hybrid	100% (1/1)	100% (1/1)	NA	
Traditional	87% (13/15)	71% (5/7)	73% (8/11)	
Paramedic	NA	50% (2/4)	66% (2/3)	
Hybrid	NA	33% (1/3)	100% (1/1)	
Traditional	NA	NA	50% (1/2)	

2013

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

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

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

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

2014

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

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

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

2015

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

Exit Survey and Nine Month Graduate Questionnaire

An Exit Survey is administered to graduating students. Nine months after graduation, graduates are mailed a Nine Month Graduate Questionnaire. On the guestionnaire, graduates indicate where they are working and the name of their immediate supervisor. An Employer Survey is then sent to the identified immediate supervisors. Response rates have been decreasing. Evaluations and surveys prior to graduation have been administered online. It was felt by faculty and staff that if the Exit Survey, Nine Month Graduate Questionnaire and Employer Survey were online a higher return rate could be achieved. Previously, in order to get even the return rate that was experienced, the nursing program's administrative assistant would have to call all graduates and encourage them to return the Nine Month Graduate Questionnaire if they had not done so already. This required quite a bit of time on the part of the administrative assistant and still did not yield the desired results. It was decided that the expense of providing the surveys online was warranted. EBI Map-Works was secured as the vendor for the surveys. The previous Exit Survey form and the new online survey were both administered to the Class of 2105, with the plan to shift to entirely online for the graduate and employer surveys. In addition to improved returned rates, more timely access to results is expected. The improved timeliness of results will assist faculty in making program decisions in a timelier manner. Below are summarized results from the surveys along with actions taken based on the data.

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

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

Class of 2012:

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

Class of 2013
Five percent (5%) of the graduates reported being somewhat satisfied with the program. In the areas for somewhat satisfied, the curriculum areas ranged from 11%-25%. There were not any consistent findings as to why the graduates were only somewhat satisfied.

Class of 2014

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

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

Employer Satisfaction Survey

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

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

Job Placement Rate

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

Class of 2012:

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

Class of 2013:

Data revealed that 34.4% of graduates are employed in medical-surgical settings. Graduates hired in the Emergency Department and Critical Care were both 18.8%. Graduates were hired in obstetrics, pediatrics, and mental health equally at 3.1%. A large percentage of graduates (18.8%) indicated they were hired in "other" settings.

Class of 2014:

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

Georgia Highlands College had been participating in the University System of Georgia's efforts to increase the number of pre-licensure graduates across the state, reaching a record number of graduates in 2012 at 191. Employment practices at that time were changing to include an increased emphasis on hiring baccalaureate prepared nurses and working toward an 80% baccalaureate degree workforce. There was concern about graduating such large numbers of associate degree nurses. In addition, the GHC Department of Nursing has been developing an RN-BSN completion program. Based on graduate reports of employment,

employer hiring practices, and utilization of resources, the decision was made to start decreasing enrollment in the generic track and begin increasing enrollment in the RN-BSN completion program. Admission numbers in the generic track were decreased from 100 to 80 for the fall semester admission and the spring admission was eliminated. Also during this time, the focus of the program at the WellStar Development Center changed from LPN-RN bridge to a generic track that will admit only every two years beginning in fall 2014. Job placement rates will continue to be monitored closely related to the changes in enrollment numbers.

Class of 2015

Data should be available late spring of 2016

VI. Related Support and Service Activities

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

VII. External Benchmarks and Reviews

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

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

VIII. Quality and Improvement

Strengths

First and foremost, GHC attracts and enrolls qualified and motivated students into the ASN program. The associate degree program has strong leadership and support in the Dean, ASN

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

Areas for Improvement

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

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

Changes in content delivery have included efforts to utilize a flipped classroom approach for some content areas. Faculty have included more activities in the campus lab and in the simulation lab to reinforce what is being learned in the classroom. In addition, faculty recognize the need to change to a more concept based curriculum. A redesign of the ASN nursing curriculum toward concept based is underway for full implementation by fall 2017. Some of the initial steps in this curriculum redesign included making the current SLOs more measureable as recommended by the ACEN.

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

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

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

IX. Recommendations

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

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

GEORGIA HIGHLANDS COLLEGE COMPREHENSIVE PROGRAM REVIEW

AA and AS Core Curriculum

Comprehensive Program Review Instructions

History

The Comprehensive Program Review template was developed as a summative reporting vehicle for academic program review. This reporting vehicle is for use by University System of Georgia (USG) institutions and the system office in order to ensure adherence to Board of Regents Policy 3.6.3 Comprehensive Program Review and to enable consistency in executive level reporting to the Board of Regents, the system as a whole, and external constituents. The Executive Vice Chancellor for Academic Affairs requested a task force be formed with representatives from the institutional sectors to design and recommend a reporting template to be used by all USG institutions. The subcommittee on Comprehensive Program Review began its work on July 6, 2015 and completed its charge on June 1, 2016. The taskforce membership was comprised of a cross-section of vice presidents for academic affairs and institutional research personnel, comprehensive program review committee membership reflected the varied sectors of the university system and perspectives concerning academic program assessment. The goal of the reporting vehicle was to provide both standardization of reporting along with institutional flexibility and consideration of such factors as mission, program variability, level of degree and major, student and institutional inputs and outcomes, and academic unit composition.

Parameters

The reporting vehicle does not supplant institutional academic program review processes. Institutional processes are to remain intact. It is intended that the reporting vehicle becomes a standardized form that all institutions use to submit to USG. For any sections of the reporting vehicle that do not apply to specific academic programs (e.g., institution only awards associate and baccalaureate level degrees and majors), please indicate not applicable ("NA") in spaces provided throughout the document. Consistent with academic program reviews, the attached reporting vehicle is a succinct representation of the institution's demonstration that it has assessed an academic program and made decisions about its future within a culture of evidence. Academic program reviews will be used for continuous improvement and the adjustment of programs within an institution's mission, strategic plan, and sector within the university system. Definitions and potential sources for indicators/measures of quality, viability, and productivity are found on successive pages within this document.

Unit of Analysis

The academic program is the unit of analysis. Data resources involve a combination of university system reports, research and policy analysis databases and reports, academic unit data, institutional data from Banner, Cognos, and other student and academic information systems, institutional assessments, unit self-studies, and/or external reviews. The metrics include qualitative and quantitative measures of progress that provide an institutional context, environmental scan, academic and geographic indicators, and factors specific to the discipline, degree, major, and institution. Information used in preparation for regional and disciplinary accreditation reports as well as external funding agencies and federal agencies may also be replicated where applicable in the reporting vehicle. It is preferable that the final narrative summary of the comprehensive program review be succinct and simultaneously provides enough detail for institutional context such that the result is contained to a maximum of ten (10) pages. Narrative sections are included throughout the document within categorical indicators of productivity, viability, and quality to provide institutional flexibility in relaying contextual and disciplinary narratives when discussing programmatic health. The institutional provost/vice president for academic affairs (or designee) has the final signature/sign-off on completed academic report summaries for comprehensive program review.

Accessibility and Final Institutional Approval

The reporting vehicle can be downloaded from the sharepoint – new program review teamsite (reference url:

https://sharepoint.bor.usg.edu/team_sites/academicaffairs/npr/SitePages/Home.aspx) for which access is available to each provost/vice president for academic affairs and her/his designee. The document is available in a downloadable, write-able format. The blank form itself will be available in the sharepoint folder entitled "Forms/Supporting Documents for Institutions." In addition, to further assist the provost/vice president for academic affairs in sharing the information with academic deans and department heads, the blank form will be available on the public academic programs website at the following url: http://www.usg.edu/academic_programs/changes underneath the section entitled "Program & Curriculum Changes." Upon completion and appropriate signature, the provost/vice president for academic affairs (or designee) will fill out corresponding institutional identification information (e.g., name of institution, name of academic program, date, etc. in drop-down boxes) and submit the document to sharepoint as an attachment. It is recommended that the document be completed, reviewed, scanned as a .pdf, and then provided as an attachment to the comprehensive program review site. The mechanism for submitting and attaching documents/files is similar to that used for uploading new programs.

Reporting Vehicle

Institution: Georgia Highlands College

Academic Program Name: Associate of Science/Associate of Arts

CIP Code: NA College or School and Department: N/A

Date of Last Internal Review: N/A

Outcome of Previous Program Review (brief narrative statement): N/A

Current Date Program Reviewed at the Institution for this report: January 2017

Indicators of Measures of Quality:

Student Input – Undergraduate Programs	Fall 2013	Fall 2014	Fall 2015
Standardized Test Scores (if applicable), for undergraduate programs			
ACT or SAT – Choose the standardized examination used and			
indicate in the space provided below:			
Average Comp ACT Score	17.6	18.0	18.7
Average SAT Score			
VERB	476.5	480.3	479.9
MATH	462.7	464.0	463.1
WRITING	450.6	452.2	453.0
Freshman Index (as applicable)	1597.6	1598	1598.7
Other - Institutions may substitute other measures of quality (e.g.			
entry scores or GPA into a professional degree program (e.g., nursing,			
business, education)			
Average HS GPA	2.9	2.9	2.9
Average COMPASS Score			
ENGLISH	80.4	80.5	78.1
READING	85.6	85.6	84.5
MATH	47.9	43.5	40.0
Institutional Indicators of Quality- Student Input (campus determined)	NA	NA	NA
Student Output – Undergraduate Programs	Fall 2013	Fall 2014	Fall 2015
Exit scores on national/state exams for licensure	NA	NA	NA
Graduating Major or stand-alone degree GPA scores	NA	NA	NA
Indicate whether Major GPA or Graduation GPA is used:			
Employment rates (if available) IF NOT AVAILABLE state "NA"	NA	NA	NA

Entry into graduate programs (if available) IF NOT AVAILABLE state "NA"	NA	NA	NA
Institutional Indicators of Quality – Student Output (campus determined)	NA	NA	NA

Student Input- Graduate Programs	Fall 2013	Fall 2014	Fall 2015
Entering GPA scores			
Standardized Test Scores (if applicable), for graduate programs GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below:	NA	NA	NA
Institutional Indicators of Quality- Student Input (campus determined)	NA	NA	NA
Student Output – Graduate Programs			
Exit Scores on National and State Licensure and/or Certification Exams Specific Exam:	NA	NA	NA
Graduating Major or stand-alone degree GPA scores Indicate whether Major GPA or Graduation GPA is used:	NA	NA	NA
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)	NA	NA	NA
Institutional Indicators of Quality- Student Output (campus determined)	NA	NA	NA

Faculty (optional reporting by institution)	Fall 2013	Fall 2014	Fall 2015
Number of Terminally Degreed Faculty			
DOCTORATE	36	34	34
Number of Non-terminally Degreed Faculty			
EDUCATION SPECIALIST	3	3	3
MASTER'S	87	86	86
BACCALAUREATE	2	1	0
Undergraduate or Graduate programs: Amount of sponsored	NA	NA	NA
research funding			
Undergraduate or Graduate programs: Other External funds for	NA	NA	NA
program support			
Undergraduate or Graduate programs: Number of peer-reviewed	NA	NA	NA
publications			
Undergraduate or Graduate programs: Number of faculty research	NA	NA	NA
fellowships			

Institutional Indicators of Faculty Quality- Output (campus determined)	NA	NA	NA
External Quality Assurance (e.g. professional accreditation surveys; market rankings)	NA	NA	NA

Narrative Section: Describe additional details as deemed appropriate.

Student Input/Output: At Georgia Highlands College, a student's entry scores are evaluated to ensure that the student is placed correctly into core courses. From 2013 to 2015 the scores on the ACT, SAT, and the Compass Test scores have been used to place a student into the correct level of their math and/or English classes. While looking at these nationally recognized entry tests over the years from 2013 to 2015, the ACT average score has raised a noteworthy amount, while the SAT scores have not risen as strongly. There has been a decline in the average score on the Compass test, which is administered on our campus. The average high school grade point average has remained constant. Since Georgia Highlands College is primarily a two-year Associate's college many of our students transfer to other institutions to receive their Bachelor's degree. Therefore, Georgia Highlands does not gather information, scores, on our students as they graduate and/or transfer.

Assessment Practices: The most important function of an academic institution is the education of its students. In light of this statement, assessment at an institution of higher education concerns itself with its educational program; the institution must assess its "educational effectiveness." The academic program of GHC has been divided into a number of assessment units. Each assessment unit is represented by an Assessment Team, which functions in assessing the assessment unit's particular academic area. Each assessment unit has its own goal and has designated a number of Student Learning Outcomes (SLOs) that fall under that goal. Each SLO is referable to one or more of the institutional goals. Each assessment team determines primary and secondary performance targets in the form of quantitative measures that function as benchmarks for success with respect to the SLO. If the result meets or exceeds the performance target, then the SLO has been demonstrated to have been met, the mission of the institution is empirically supported, and no further action is required with respect to the SLO. On the other hand, if the result falls below the performance target, then the SLO has not been met and the mission of the institution is not supported. The assessment team then develops an action plan, which, when implemented during the following assessment cycle, will generate a result that will indicate that the SLO has been met and the mission of the institution has been supported. All assessment activities are documented through the generation and submission of assessment reports to the Assessment Coordinator. In summary, the process of academic assessment is a team-managed process that assesses area-specific Student Learning Outcomes on an annual basis. The assessment results are quantified and will indicate if the performance targets (benchmarks for success) have been met. Action plans developed and implemented AND improved assessment results are evidence of a process of continuous quality improvement that supports the mission of the institution.

Quality Matters: Throughout the 2015-2016 academic year, instructors across divisions at Georgia Highlands College took the first level Quality Matters training in order to revise our courses in line with this program in order to improve student experiences in online learning. Participation in the Quality Matters program is part of an overall effort at GHC to build a culture for service that is dedicated to student success. Use of the Quality Matters rubric for instructional design is increasing service to students through effective and efficient best practices in online courses. Instructional design staff and faculty division representatives have recently completed the second level QM peer reviewer training in order to serve as peer mentors to colleagues as faculty work to redesign online courses to use the

instructional design best practices within the rubric. We anticipate that more faculty will take this course in the future so that we may conduct internal QM course reviews. Our goal is to complete QM peer reviews for all web-based courses to ensure a quality educational experience for all students at GHC.

Narrative Section: Describe additional details as deemed appropriate.
The faculty of Georgia Highlands College actively participates in scholarly activity, though not required for promotion and tenure consideration, in order to stay abreast of current topics and issues related to their field of study (Appendix A). In addition to the accomplishments of the faculty, Georgia Highlands College strives to continuously develop innovative new courses and methods of delivery.
See Appendix A

Indicators of Measures of Viability:			
Internal Demand for the Program	Fall 2013	Fall 2014	Fall 2015
Number of students in the degree program Institution determines the			
milestone for reporting purposes (e.g., formal admittance to a degree			
program)			
UNDUPLICATED 12-MO HEADCOUNT	7,285	7,287	7,122
TOTAL FTE	4,071	4,040	3,914
FALL ENROLLMENT	5,492	5,365	5,746
Number of students who applied to the program (if an applicable	NA	NA	NA
process is in place)- Institution determines the milestone for reporting			
purposes (e.g. point in time formal applications are reviewed and			
acceptances are granted)			
Number of students who are admitted to the program Institution	NA	NA	NA
determines the milestone for reporting purposes			
Number of students who declared the program at 60 semester-credit	NA	NA	NA
hours			
Number of credit hours taught in the program	65	65	65
Average Faculty Workload for the academic unit (not the degree	15	15	15
program)	hours/	hours/	hours/
	Term	Term	Term
Number of Faculty supporting the degree program (within the academic	124	124	123
unit)			
Number of Faculty supporting the degree program (outside the	NA	NA	NA
academic unit)			
Number of Part-Time faculty	139	122	154

Narrative Section: Describe additional details as deemed appropriate.

Georgia Highlands College is an institution where adequacy is intentionally exceeded to produce a viable learning environment functioning to maximize student success. Challenges to degree completion and learning needs are anticipated by staff, and programs are instituted to insure a thriving community of learning is maintained. Various on-going programs supporting this thriving, viable community of learning developed by the institution and focused on student success are outlined below.

Advising: At Georgia Highlands College, academic advising is owned by our faculty, professional advisors and students. Advisors help students explore and determine the best educational options to achieve their personal and professional goals, whether within the core curriculum, transfer programs, or career programs. Academic advising is available to all students and is seen as a learning opportunity. Advisors assist students in setting realistic educational goals, learning and applying decision-making strategies, and making appropriate choices.

There are many opportunities for faculty and our professional advisors to interact with students. New student orientations and our Early Bird Advising system have proven to be very helpful for our students. Early Bird Advising (EBA) happens during the fall and spring semesters at each campus. Students schedule a meeting with a faculty advisor to discuss academic planning. In this meeting students and faculty will plan courses for upcoming semesters, explore additional program requirements, and discuss degree completion and transfer options.

Student-to-Faculty Ratio: Georgia Highlands College has a student-to-faculty ratio of 22 to 1. We feel that our ratio is a great benefit to our students. When there are fewer students per faculty member, class sizes tend to shrink. Students have more opportunities to get involved in class discussion and ask questions. Students receive more individual attention, and faculty members are able to devote their time for student questions. Fewer students allow other students in the class to get to know you and vice versa, and faculty members may actually learn your name!

GHC Success Coach Program: Success Coaching can be defined as the one-on-one process of helping a student identify his or her strengths, skills, and needs. At GHC, Success Coaches help students discover their passions and interests with semester-long support in areas such as self-discovery, knowledge, skills, and abilities, academic planning, and goal-setting. Success Coaches work individually with students to help inventory and assess traits, skills, and abilities; to identify goals; and devise a personalized plan of action. GHC Success Coaches are volunteer faculty and staff invested in student success.

Move On When Ready program (MOWR): A recent development in the state of Georgia is the Move On When Ready program (MOWR). This dual enrollment initiative is an effort to encourage high school students to pursue college credit prior to graduation. This program waives all tuition, student fees, and book fees for the participants. If students pursue this program strategically, they can complete and associate's degree while still in high school; thereby, creating huge savings from both a time and financial perspective. Georgia Highlands College developed new programs and services specifically for the MOWR student. These include off-site course offerings at local high schools and college and career academies. Specifically, courses are offered at the Floyd, Bartow, and Polk County College and Career Academies, Trion High School, and Unity Christian School. In addition, GHC created a new MOWR Coordinator position that offers our youngest learners a more personalized and closely monitored college experience.

College Scorecard: In the recent unveiling of the U.S. Department of Education's College Scorecard, Georgia Highlands College was highlighted in the two-year category as a college with the best value in the state. The College Scorecard is a website designed to provide "the clearest, most accessible, and most reliable national data on college cost, graduation, debt, and post-college earnings."

The database was built to help students better understand which colleges will provide the best return on investment. In the two-year category, "45 two-year public colleges across the U.S. at which earnings exceed those of the typical two-year college" were highlighted. Currently, students at GHC can earn an associate degree for less than \$7,300. Additionally, Georgia Highlands College nabbed second on a list of the 30 most affordable online RN-BSN degree programs in the nation recently put out by Great Value Colleges, joining several colleges from across the nation, including the University of Texas, Indiana State University, and the University of Arkansas. California State University took the top spot.

Night, Online, or Weekend program (NOW): An initiative aimed at adult learners is one way GHC offers effective class scheduling and development of new programs. According to research, the adult learner is a student greater than 24 years of age or a learner that meets other defining characteristics such as working more than 20 hours a week or being the primary support for a family. Adult learners also prefer an accelerated approach to learning and generally have job and family commitments that necessitate access to night, online, or weekend (NOW) courses. These needs led to the development of the Accelerated Adult NOW Program which began Fall 2016 at the Cartersville site. This site is home to more than 2200 students and approximately, 20% of the students are classified as non-traditional based on age. This new program includes a two-year rotation of business classes that are presented in accelerated, hybrid formats and include evening and online offerings. The program also includes additional success components such as GPA checks, required tutoring, and attendance policies. The NOW coordinator works closely with each student to ensure his or her success.

Online Courses: Georgia Highlands College offers many options for completing degrees online and taking online courses for transfer. We offer two transfer associate degrees (Associate of Arts and Associate of Science) online in multiple transfer pathway programs such as Business (A.S.), Criminal Justice (A.S.), Economics (A.S.), English (A.A.), Foreign Language (A.A.), General Studies (A.S.), History (A.A.), Political Science (A.A.), and Teacher Education: Middle Grades (A.S.). The courses which lead to these degrees prepare students to transfer as juniors and continue in programs that lead to bachelor degrees. In addition, GHC's online completion programs for baccalaureate degrees in Dental Hygiene and Nursing prepare students to enter or advance in the workforce in these health science areas.

From 2013 to 2015, GHC's eLearning online courses have experienced significant growth. The number of students taking at least one online course increased from 1315 in fall 2013 to 1834 in Fall 2015 which represented a 39.5% increase. During the same period, the number of students taking a majority online load increased 68.8% from 468 students in fall 2013 to 790 students in Fall 2015. A 94.3% increase was also seen in the number of students taking a completely online load with 266 students doing so in fall 2013 and 517 in Fall 2015.

Indicators of Measures of Productivity:			
Time to Degree	Fall 2013	Fall 2014	Fall 2015
Undergraduate student time to degree	NA	NA	NA
Institution specific factors impacting time to degree	NA	NA	NA
Describe additional details as deemed appropriate.			
	Fall 2013	Fall 2014	Fall 2015
Graduate student time to degree	NA	NA	NA
Institution specific factors impacting time to degree	NA	NA	NA
Describe additional details as deemed appropriate.			
Graduation	Fall 2013	Fall 2014	Fall 2015
Associate level academic program graduation numbers	526	581	611
Baccalaureate level academic program graduation numbers	0	0	22
Five-year academic program graduation numbers (accelerated bachelors	NA	NA	NA
to master's programs)			
Applied doctorate program graduation numbers	NA	NA	NA
First professional program graduation numbers	NA	NA	NA
Doctor of Philosophy program graduation numbers	NA	NA	NA

Contextual Closing Narrative: In the space provided below, provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, aspirations, in addition to plans for action. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1500 word limit).

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. Georgia Highlands College is considered a Baccalaureate/Associate's College: Associate's Dominant institution by Carnegie Classification typology. Therefore, the indicators used to determine quality, viability, and productivity of academic programs among institutions within the University System of Georgia might not adequately reflect the successes of our college. As an access institution, Georgia Highlands College has made significant and continuous efforts to improve upon the opportunities and quality of services provided to students and the community. Of full-time, first-time, degree-seeking undergraduate students, 80% received some form of financial aid, with 50% of students being awarded Pell Grants for academic year 2013-2014. The average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid was below \$6,000.00 for the 2013-2014 academic year. GHC is one of only two colleges in Georgia listed in a 2015 national database as the "best value" and "best return on investment" in the state. Students at GHC can complete an associate degree for less than \$8000. That's half the cost for the same courses students take at other colleges and universities across the country. From registration to degree completion, it is GHC's goal to help students every step of the way. Even at half the cost of most colleges and universities nationwide, GHC offers over 40 areas of study, including associate, bachelor's, and online degree options. The online programs and courses are providing the diverse student body of today, with flexible options that assist them in achieving their educational goals and broadening employment opportunities. Despite these fiscal margins, GHC has managed to develop new degree programs, implement new course delivery options while maintaining a high standard of excellence, and produce skilled graduates ready for transfer to four-year institutions. Georgia Highlands College has strived to increase our graduation rates over the years by implementing various student support programs afore mentioned in this report of which student advising has been the priority. We have also worked toward answering the needs of the surrounding community partners and businesses by developing various Bachelor of Science programs that answer their call for qualified employees. The first was the BSN on line program, which begin in Fall of 2014. The program has consistently graduated students each term. The program is accepting two cohorts each year of about 35 or more students. In the summer of 2015, the Board of Regents approved the online BS in Dental Hygiene (BSDH) program, which accepted 23 students in their first cohort. The first BSDH graduates were in May 2016, and each term thereafter has had additional BSDH graduates and an additional cohort (23) entered summer of 2016. We also have two additional BS programs under consideration by the Board of Regents and they are a Bachelor of Science in Business Administration with concentrations in Healthcare Management and Logistics and Supply Chain Management.

Provost/VPAA Categorical Summation:
Check any of the following to categorically describe action(s) the institution will take concerning this program.
Program MEETS Institution's Criteria
Program is critical to the institutional mission and will be retained.
Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.
☐ Program DOES NOT MEET Institution's Criteria
Program will be placed on a monitoring status.
Program will undergo substantive curricular revisions.
Program will be deactivated.
Program will be voluntarily terminated.
Other (identify)
Provost/VPAA Signature and Date: Quality 1, 27.17 OR
Provost/VPAA's Designee Signature and Date:

Definitions and Potential Data Sources

INDICATORS OF MEASURES OF QUALITY

Note/Caveat: Examples of each of the measures are provided below. These are examples only. Other sample indicators may be identified by the institution.

Student Input - Undergraduate Programs

Standardized Test Scores (if applicable), for undergraduate programs ---- ACT or SAT -

Defined: The standardized test score does not include specific subject area tests, but rather, the test score used for general admission purposes, the total test score (STR077).

Note on GED: For those students who fall into the category of GED completion, please include those test scores (STR029). All elements are defined in the USG Data Element Dictionary (version, 12/18/2015).

Freshman Index

Defined: From the Academic & Student Affairs Handbook, the Freshman Index (FI) is computed as the following:

FI = 500 x (HSGPA) + SAT Verbal/Critical Reading + SAT I Math (or)

 $FI = 500 \times (HSGPA) + (ACT Composite \times 42) + 88$

External Quality Assurance (e.g., professional accreditation surveys; market rankings)

Programmatic/Disciplinary Accreditors

National Survey of Student Engagement (NSSE)

Community College Survey of Student Engagement (CSSE)

National Research Council

Institutional Indicators of Quality – Student Input (campus determined)

Number of students and distribution

Average ability of students and distribution

Standard testing measures

Incoming Grade Point Average/Entering GPA Score

Defined: Provide the GPA Cumulative Transfer (SGC009). Provide the USG Cumulative GPA (SGC007). All elements are defined in the USG Data Element Dictionary (version, 12/18/2015).

Student Output - Undergraduate Programs

Exit scores on national/state exams for licensure

Graduating major or stand-alone degree GPA scores (campus determined)

Major GPA is calculated using grades earned in courses designated as 'major' courses. Major courses are determined by the academic department and are directly associated with the field of study. <<<< Either / Or >>>>>

Graduation GPA is calculated using the grades earned in all courses taken while the student is enrolled in the most current major. If a student switches majors, grades for courses not required by the new major are excluded from the graduation grade-point average.

Employment rates (if available)

Entry into graduate programs (if available)

Institutional Indicators of Quality – Student Output (campus determined)

Completion and continuation rates
Completer satisfaction
Employer satisfaction
Attrition Rates
Starting Salaries
Stakeholder Satisfaction

Undergraduate student learning outcomes and competencies

Student Input - Graduate Programs

Entering GPA Score

Incoming Grade Point Average

Defined: Provide the GPA Cumulative Transfer (SGC009). Provide the USG Cumulative GPA (SGC007). All elements are defined in the USG Data Element Dictionary (version, 12/18/2015).

Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT -

Defined: Standardized admission tests that are included as part of an admissions package to determine applicant potential and ability in a specific graduate academic program. Some specific elements are defined in the USG Data Element Dictionary (version, 12/18/2015) such as new verbal and new quantitative GRE (STR069 and STR070). Other elements will need to be pulled from institutional information used in the admission process.

Institutional indicators of Quality – Student Input (campus determined)

Number of students and distribution Average ability of students and distribution Standard testing measures

Student Output - Graduate Programs

Exit scores on national and state licensure and/or certification exams

Graduating major or stand-alone degree GPA scores (campus determined)

Major GPA is calculated using grades earned in courses designated as 'major' courses. Major courses are determined by the academic department and are directly associated with the field of study. <<<< Either / Or >>>>>

Graduation GPA is calculated using the grades earned in all courses taken while the student is enrolled in the most current major. If a student switches majors, grades for courses not required by the new major are excluded from the graduation grade-point average.

External quality assurance (e.g., professional accreditation, surveys, market rankings)

Institutional Indicators of Quality – Student Output (campus determined)

Completion and continuation rates
Completer satisfaction
Employer satisfaction
Attrition Rates
Starting Salaries
Stakeholder Satisfaction
Graduate student learning outcomes and competencies

Faculty (optional reporting by institution)

Undergraduate or Graduate programs: Amount of sponsored research funding

Undergraduate or Graduate programs: Other external funds for program support

Undergraduate or Graduate programs: Number of peer-reviewed publications

Undergraduate or Graduate programs: Number of faculty research fellowships

Institutional Indicators of Faculty Quality – Output (campus determined)

Meet the requirements of the parent institution for undergraduate education Meet the requirements of the parent institution for graduate research and doctoral education

INDICATORS OF MEASURES OF VIABILITY

Note/Caveat: Examples of each of the measures are provided below. These are examples only. Other sample indicators may be identified by the institution.

Internal Demand for the Program

Number of students in the degree program

Enrollments for Academic Programs

Defined: Enrollment metrics are available per program at the following web link:

Enrollments ---- http://www.usg.edu/research/enrollment reports

Number of students who applied to the degree program (if an applicable process is in place)

Number of students who are admitted to the program

Number of students who declared the program at 60 semester-credit hours

Number of credit hours taught in the program

Average faculty workload

Number of faculty supporting the degree program (within the academic unit)

Number of faculty supporting the degree program (outside the academic unit)

Number of part-time faculty

Faculty Teaching Percentage: Defined: In terms of the Data Element Dictionary, data points such as faculty teaching percentage (FCS005) may be beneficial in further determining metrics that describe the faculty/student ratio and workloads.

INDICATORS OF MEASURES OF PRODUCTIVITY

Note/Caveat: Examples of each of the measures are provided below. These are examples only. Other sample indicators may be identified by the institution.

Time to Degree

Undergraduate student time to degree

The time required to complete an undergraduate program of study in terms of years to graduation and credit hours.

Institutional specific factors impacting time to degree (institution to list or provide narrative details)

Graduate student time to degree

The time required to complete a graduate program of study in terms of years to graduation and credit hours.

Institution specific factors impacting time to degree (institution to list or provide narrative details)

Graduation

Associate level academic program graduation numbers

Baccalaureate level academic program graduation numbers

Five-year academic program graduation numbers (accelerated bachelor's to master's programs)

Applied doctorate program graduation numbers

First professional program graduation numbers

Doctor of Philosophy program graduation numbers

Graduation Numbers/Degrees Conferred for Academic Programs

Defined: Degrees conferred/completion metrics are available per program at the following web link:

Degrees Conferred --- http://www.usg.edu/research/degrees conferred

APPENDIX A Scholarly Activities of Georgia Highlands College Faculty

Dr. Steve Blankenship

- Completed "Bridging Cultures" seminar on bring the Atlantic and Pacific Worlds into the American History Survey.
- Completed online taping for a future History 1121 course.
- Completed online taping for a future History 1122 course.
- Completed online lectures for a present History 2111 course.
- Completed online lectures for a present History 2112 course.
- Participated in the 2016 Georgia Association of Historians at GHC.
- Book review for Jason K. Duncan's *John F. Kennedy: The Spirit of Cold War Liberalism* for the *Teaching Journal*.

Dr. Gardenia Burks

- (2015) The Effectiveness and Impact of Business Ethics Courses When Implementing Ethical Decisions and Actions in a Business Environment, Lyon, France (Proxied by Henry Williams, PhD)
- (2015) Bentley Global Business Ethics Teaching Workshop, Copenhagen, Denmark-Presentation

Susan Claxton Presentations

2015

- A Journey Through Grief at the Southern Organization for Human Services SOHS Conference
- Sign Language at Bremen Academy
- QPR Gatekeeper Training for Suicide Prevention GHC Human Services Students

2014

- Suicide Prevention, Intervention, Postvention at (SOHS)
- QPR (Question, Persuade, Refer: Suicide Gatekeeper Training) in South Georgia
- QPR GHC Human Services Students
- QPR GHC Inservices

2013

- Keeping Suicide Prevention Active in Your Community at the Joining Hands Across Georgia Conference
- QPR GHC Human Services Students
- Conferences/Seminars

Other:

2015

- SOHS (Southern Organization for Human Services) Conference
- American Association of Suicidology Conference

2014

- Victim Witness Training
- Building Positive Families: The Art of Facilitating Workshop
- Mental Health First Aid Certificate
- PLA: (Prior Learning Assessment): A Guide for Faculty Certificate of Completion
- Joining Hands Across Georgia 3rd Annual Suicide Prevention Coalitions Conference
- NOHS Conference
- SOHS Conference

2013

- NOHS Conference (National Organizations for Human Services)
- Joining Hands Across Georgia Annual Suicide Prevention Coalitions Conference

Dr. Elizabeth Dose Presentations

- Dose, E. (2015). Psychosexual Sadistic Crimes. National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2015). *Interviewing Psychotic Suspects.* National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2014). Why Women Kill. National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2014). Courtroom Psychology. National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2014). *Human Kinesiology & Graphology*. FDIAI--Florida Division of the International Association for Identification Conference, Orlando, Florida.
- Dose, E. (2014). Interrogating Personality Disorders. Reid National Interrogation Conference, Chicago, Illinois
- Nominated for Board of Regents' Excellence in Teaching, 2016

Dr. Bentley Gibson

- Brown, T., & Gibson-Wallace, B. (2014). Collective Neuroticism: Consequences an Manifestation of Communal Trauma. In Scott, I. Crimes Against Humanity in the Land of the Free: Can a Truth and Reconciliation Process Heal Racial Conflict in America?
- Gibson-Wallace B., Robbins E., Rochat P. (2015). White bias in 3-7 year-old children across cultures. Volume 3-4. *Cognition and Culture*.
- Gibson, B., Rochat, P., Tone, E., & Baron, A. (in press, 2015). Sources of implicit and explicit biases in African American children and young adults.

Presentations

- Gibson-Wallace, B., Rochat, P., Baron, A., & Tone, E. (March/2015). Sources of Implicit Intergroup Biases Among African Americans. Society of Research in Child Development.
- Moehrle, T., Gibson, B., Robbins, E., & Rochat, P. (April/2013). *The Impact of Race and Proximity on Children's Social Evaluation*. Society of Research in Child Development.

Dr. Bronson Long: Publications

• **Book**: *No Easy Occupation: French Control of the German Saar, 1944-1957* (Rochester, New York: Camden House, 2015)

• Chapter in a volume:

"Remembering and Forgetting War: The German Saar under French Occupation, 1945-1947," in *Between Memory and Mythology. The Construction of Memory of Modern Wars*, ed. Natalia Starostina (London: Cambridge Scholars Publishing, 2015), 21-33.

• Paper given:

Western Society for French History, 41st Annual Meeting, Atlanta, GA, October 2013, "Le Diable (Ça va): War and the nation in the music of Jacques Brel"

Dr. Greg Sumner:

 May, 2015. Recognized by the Community Criminal Justice Foundation (CCJF) (non-profit board of directors I serve on) for "16 years of outstanding leadership and visionary guidance to CCJF for advancing higher education and relationships with criminal justice agencies in Northwest Georgia."

Mr. Kencho Tenzin

Life University

- Guest Speaker: Fall 2013-2014 Speaker Series
- Pathways to Individual and Collective Happiness: Understanding Mindfulness and Compassion from a Positive Psychology and Secular Ethics Perspective

Georgia State University

- Guest Speaker (Fall 2015)
- Religious Holidays: Bodhi Day Festival

Georgia State University

- Guest Speaker (Fall 2014)
- Intro to Buddhism 101

Georgia State University

 Features on Alumni in a Minute: Video clip to recruit M.A Students for Religious Studies Department

Dr. Stephanie Wright

- Wright, S.M., Smith, K., Chambers, A., Perera, Ciara, Scott, W., Culberson, Mitchell, C.H., & Jackson, J. (2016). Cognitive mediators of intervention in cases of interpersonal violence.
 Paper presented at the annual meeting of the American Psychology-Law Society. Atlanta, GA, March 12, 2016.
- Wright, S.M., Jackson, J., Mitchell, C.H., & Smith, K.(2015). The policy implications of adopting integrated domestic violence courts. Science to policy talk presented at the annual convention of the Society for the Psychological Study of Social Issues. Washington, D.C., June 20-21, 2015.

- On the Society of the Psychological Study of Social Issues Common Rule Committee and am currently on the White House Common Rule Committee.
- Named to the American Psychology-Law Society Minority Affairs Committee.
- Annual meeting reviewer for the Society of the Psychological Study of Social Issues and the American Psychology-Law Society.

Dr. Michelle Boyce

Presentations

"Cultural Diversity and the Hispanic Population"

- Dalton Dental Hygiene Study Club-Soni Orthodontics (July 14, 2016, Dalton, GA)
- South Metro Dental Hygienists' Society (November 9, 2014-Riverdale, GA)
- Sweetwater Dental Hygienists' Society (May 19, 2014-Douglasville, GA)
- Cherokee Dental Hygienists' Society (March 21, 2014-Acworth, GA)

"Thinking Outside the Box-Careers Beyond Clinical Practice"

Sweetwater Dental Hygienists' Society (February 22, 2016-Douglasville, GA)

"Interprofessional Education and Collaboration"

- Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)
- Georgia Dental Hygiene Educators Association (January 29, 2016, Macon, GA)

"Hands on Oral Cancer Screening-Back to the Basics"

Cherokee Dental Hygienists' Society (October 3, 2015-Acworth, GA)

"Evidence Based Public Health, Evaluation of Oral Health Services in SE Region, Oral Health Literacy"

• Georgia Oral Health Coalition-SW Region (October 2, 2015-Albany, GA)

"Current Concepts in Dental Hygiene"

Georgia Dental Hygienists' Association State Meeting (July 11, 2015-Columbus, GA)

Kristin Baumann Presentation

2013-2015 "Dental Hygiene as a Career Choice"- Woodland High School HOSA Students

Regina Gupta Presentation

"Interprofessional Education and Collaboration" at the Georgia Nursing Education State Conference-February 19, 2016

Debbie Amason

Presentations

"Community Clinical in an Associate Degree Nursing Program" Poster Presentation

 Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)

Cynthia Carter Publication

Carter, C. (2016). Nursing and the importance of thorough health histories. *Your Future in Healthcare-Georgia HOSA Foundation, July 2016,* 18.

Paula Stover Presentations

"Community Clinical in an Associate Degree Nursing Program" Poster Presentation

 Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)

"Interprofessional Education and Collaboration" Podium Presentation

 Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)