GEORGIA
COLLEGE

GEORGIA'S PUBLIC
LIBERAL ARTS UNIVERSITY

2019-2020 Teaching Excellence Award for Department

Georgia College & State University

School of Nursing

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GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY
COLLEGE OF HEALTH SCIENCES

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February 28, 2020

Award Selection Committee Members,

It is with great pleasure that I nominate the Georgia College School of Nursing (SON) for the Teaching Excellence for Department Award. I have been overwhelmed by the level of commitment to student success from the SON faculty since my arrival as dean of the College of Health Sciences on July 1, 2019.

Nursing education is a complicated arena where regional and professional accreditation standards, Board of Nursing expectations, and licensing and certification credentialing guidelines converge to create the foundation upon which a quality nursing program is built. There is an ongoing, never-ending process of curriculum development, implementation and assessment that requires a focus on high-level outcomes while making sure that every element of every course provides a means to achieve such outcomes. This process requires the active involvement and dedication of many individuals to assure that students receive not only a quality education, but one that will prepare them for the fast-paced, autonomous world of health care. During my thirty plus years of being a nurse educator at four different institutions, I can assure you that this does not happen everywhere. I can assure you that this DOES happen in the SON at Georgia College.

Nursing faculty actively seek workshops and other resources to help them develop new teaching strategies that support active learning in the classroom and clinical settings and some are conducting Scholarship of Teaching and Learning (SoTL) projects to evaluate the effectiveness and the impact of these strategies. Innovative learning environments, such as the Simulation and Translational Research Center, have been established to maximize the application of knowledge to patient-care scenarios and to develop critical thinking skills in our nursing students. Clinical experiences involve real patients, high and mid-fidelity simulators, and standardized patients and are purposefully scheduled to provide a complement of deep and wide learning opportunities for each student. There is a significant correlation between quality clinical experiences and student success. The consistently high National Council Licensure Examination (NCLEX) and certification first-time pass rates for GC graduates provide evidence that the SON has been successful in delivering quality classroom and clinical teaching.

While the structure for active teaching and learning has been developed by the faculty, the success of some students requires additional actions. The GC SON faculty are highly committed to provide remediation opportunities for students who may have difficulty with certain concepts and/or skills within the curricula. Faculty members work one-on-one with students through formal and informal mechanisms in order to meet course objectives and to achieve clinical competencies. I believe that the high level of retention within the SON is evidence of this level of engagement between faculty and students.

The assessment of the programs within the SON is detailed in the Educational Effectiveness Plan (EEP) and is considered a living document in maintaining quality. More impressively, the document is reviewed and revised by the faculty on an annual basis and provides the data by which programmatic decisions are made. Students are also involved in this process of governance through their participation on nursing committees. The Nursing Advisory Board offers a mechanism for external communities of interest to be involved in the identification and development of new programs and the revision of curricula.

The evidence that supports the teaching excellence in the GC SON is significant. I am so proud of the level of innovation, creativity, dedication, commitment, and collaboration that occurs within this unit. I hope that you will give the Georgia College School of Nursing your serious consideration in the selection of the Teaching Excellence for Department Award.

Sincerely,

Sheri Noviello

Sheri Noviello, PhD, RN

Georgia College
SCHOOL OF NURSING

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

PROGRAMS & ENROLLMENT

BSN 224

MSN 137
Family NP
Mental Health NP
Women's Health NP
Nurse Educator

DNP 29

NCLEX PASS RATES

Highest GA Average Pass Rate For 4 years at 97%!

Georgia
Board of Nursing

EXCELLENCE

#1 **RANKED**
BSN Program
IN GEORGIA
RegisteredNursing.org

STUDY ABROAD

44 **STUDENTS went to TANZANIA LONDON HONDURAS In 2019**

TOP MSN PROGRAM

MSN nationally ranked in top 100 For last 5 years! In 2020 was ranked #28 in nation! Highest in GA!

BEST ONLINE PROGRAMS
U.S. News
GRAD NURSING
2020

The Georgia College (GC) School of Nursing (SON) is privileged to be a part of the state's only designated public liberal arts university. In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values (see table below). Because of our mission, the SON is committed to providing our students with a unique combination of evidence-based nursing knowledge and clinical skills. GC nursing curricula are grounded in a liberal arts foundation that are based in the study of sciences and mathematics, social sciences, humanities, histories, languages, and the arts. This basis of understanding enables students to be engaged with the big questions, both contemporary and enduring inquires, that will shape them into future nursing leaders who are prepared to solve health care problems.

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

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

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

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

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

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

Education: Nursing education is an active process where the student develops and masters clinical reasoning, professional nursing skills and values that enable graduates to thrive in a health information intensive environment. The minimal level of education for entry to professional nursing practice occurs at the baccalaureate level and mastery occurs through graduate education and life-long learning.
- Clinical reasoning is a cognitive process of thinking where data is reviewed and analyzed to improve health outcomes.
- Professional nursing skills are developed through integration of theoretical knowledge and guided clinical practice.
- Professional nursing values are the consistent demonstration of altruism, autonomy, human dignity, integrity, and social justice.

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

Formal programs of study in nursing have been developed and are systematically evaluated and refined to meet the changing health care needs of people in Georgia and throughout the world. Currently the SON offers the following degree programs: Pre-Licensure Baccalaureate of Science in Nursing (BSN), Master of Science in Nursing (MSN) with four tracks (Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Women's Health Nurse Practitioner

and Nurse Educator) and a Doctor of Nursing Practice (DNP). Additionally, the SON offers a post-master's certificate for all MSN tracks. In Fall 2019, we completed the pre-accreditation process required to begin a new MSN track in Midwifery that we hope to begin in Fall 2020 as a direct request from our stakeholders. The profession of nursing requires that our students enter the profession (BSN and MSN) as safe and competent practitioners. The doctoral level students are expected to enter their new role as expert leaders with the skill to translate evidence into the practice setting. All levels of nursing students must embrace an awareness that they are called to be life-long learners who are challenged to maintain up-to-date knowledge and skills in a complex heath care environment that is constantly evolving.

GC SON programs are logically structured to achieve expected student outcomes. The BSN program is built on a two-year core curriculum of Liberal Arts and Sciences that provides the student with a knowledge base for personal growth and professional development. Professional nursing education incorporates concepts and theories from the humanities and the natural, social, and behavioral sciences throughout the curriculum. The theoretical knowledge of nursing is presented in the classroom and utilized in practice laboratories, selected clinical facilities, and our Simulation and Research Translation Center. The BSN program is designed to satisfy the current educational requirements prescribed by the Georgia Board of Nursing. Upon successful completion of this program, the unlicensed graduate is eligible to apply for licensure as a registered professional nurse by examination (NCLEX-RN). Our MSN program is offered in a fully online format with minimal face to face on campus requirements during the program. Students completing the MSN degree have opportunities encompassing management, administration, teaching and advanced practice clinical positions throughout Georgia and the nation. The DNP program educates graduate nursing professionals as clinical leaders who improve the delivery of healthcare through evidence-based practice. The DNP program prepares students to lead healthcare innovations and influence policy founded on analytic principles and evidence-based practice at the highest organizational level.

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

	2017	**2018**	**2019**
BSN NCLEX-RN Pass Rate	95.96%	100%	99.06%
BSN Graduation Rate	95%	84.7%	91%
BSN Employment Rate	100%	100%	100%
FNP Certification Pass Rate	96%	100%	100%
PMHNP Certification Pass Rate	NA	100%	92%
FNP Graduation Rate	86%	70%	82%
PMHNP Graduation Rate	NA	100%	88%
NP Employment Rate	100%	100%	100%
DNP Graduation Rate	83%	81%	67%
DNP Employment Rate	100%	100%	100%

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

Program Outcomes		
Baccalaureate in Nursing	**Master of Science in Nursing**	**Doctor of Nursing Practice**
Provide *leadership* within the healthcare team to ensure safe, effective, patient-centered care in a variety of settings. (LEAP Essential: Intellectual and Practical Skills)	Demonstrate *leadership* in the advanced specialty role through *legal and ethical decision making, accountability, and a commitment* to quality improvement and safety.	*Exhibit leadership* to create effective healthcare delivery systems.
Integrate *liberal arts* foundation, *scientific evidence*, and *clinical reasoning* into nursing care delivery for diverse individuals, families, and populations. (LEAP Essential: Knowledge of Human Cultures and the Physical and Natural World)	Integrate *liberal arts foundation* with scholarly inquiry and client values as a basis for problem solving.	Transform healthcare outcomes through *evidence and scholarly inquiry*. Demonstrate *advanced (specialist) levels of clinical judgement, systems thinking, and accountability* in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
Incorporate *life-long learning, ethical principles, health policy, and professional standards into socially responsible care* for individuals, communities, and populations. (LEAP Essentials: ALL)	*Advocate* for ethical policies that promote access, equity, quality, and cost effectiveness.	*Advocate for social justice and equity* in healthcare through leading redesign of regulatory, legislative, and public policy. *Exemplify ethics* as a foundation for practice and risk management.
Provide *compassionate, competent, holistic* nursing care across the lifespan. (LEAP Essentials: ALL)	Demonstrate the *competencies* associated with the graduate nursing specialty role.	Use *cultural expertise* to develop healthcare models that influence universal health seeking/health promotions behaviors.
Demonstrate *effective communication through writing, speaking, listening*, and using *technology* necessary for collaboration and quality nursing care. (LEAP Essential: Intellectual and Practical Skills)	Demonstrate *informatics and healthcare technology competencies* to enhance outcomes for clients and populations.	Model *exemplary communication* through collaboration, partnerships, presentations and scholarly writing. Use *informatics* for the improvement and transformation of healthcare.
Advocate for improved population health initiatives and systems of healthcare delivery *locally, nationally, and globally.* (LEAP Essential: Personal and Social Responsibility)	*Collaborate* within nursing and inter-professional teams to improve client and population health.	Facilitate *multidisciplinary collaboration* in the development and implementation of effective healthcare delivery systems. Foster the *integration of evidence-based clinical prevention and health services* for individuals, aggregates, and populations.

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

TeamSTEPPS® is highlighted here as one addition to the BSN curriculum that exemplifies the incorporation of the LEAP essentials, core leadership competencies, and AACN Essentials into learning activities that elevate students' communication skills. TeamSTEPPS® is a patient safety program created by the Agency for Healthcare Research and Quality. It was designed to improve the quality, safety and efficiency of multidisciplinary teams. At GC, TeamSTEPPS® training consists of a one-day workshop followed by a full day of high-fidelity simulation, peer role play, and standardized participant interaction to practice strategies. Preparing our graduates to address barriers to communication and teamwork supports the provision of safe patient care across healthcare settings.
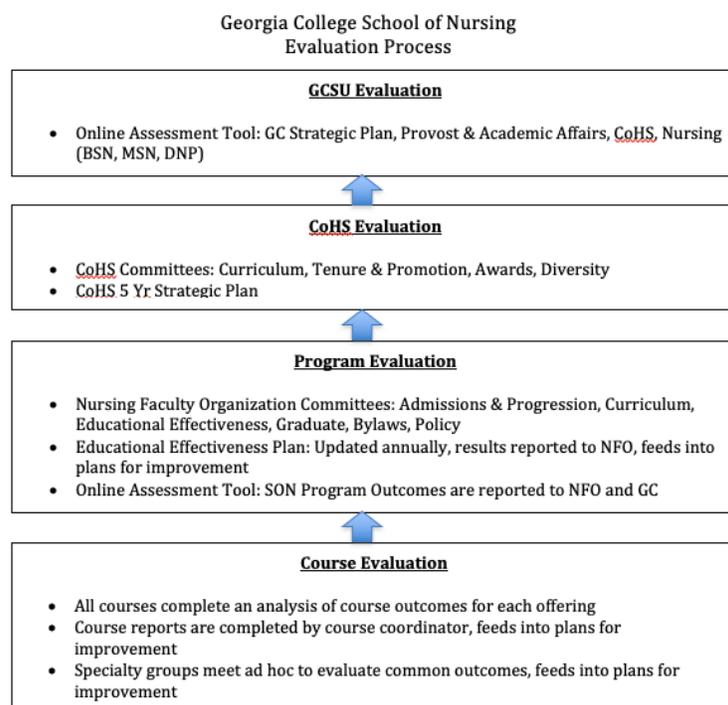
Another change to the BSN curriculum beginning Fall 2018 was the addition of a series of four Nursing Seminars for all BSN nursing students that focus on addressing the LEAP Essentials during their nursing program. Faculty believed that, although the quality indicators such as the NCLEX-RN pass rate were top notch, our students could benefit from further development of LEAP skills that our employers highly value. These seminars are developed with the input and guidance of our students on topics that are identified as being relevant to the profession of nursing. These Nursing Seminar courses were designed to be adapted each time they are offered to "ask the big questions" on the forefront of nursing. The over-arching goal of the seminars is to thread liberal arts concepts through the nursing curriculum and to provide an opportunity to all nursing students to come together to discuss current issues and seek opportunities for engagement with these issues. These seminars also focus on the leadership role of nursing at the local, national, and global level. For example, the first seminar focused on bias, and students were required to complete this reflection following the guest speaker: 1) Hearing this information makes me think.....? 2) Hearing this information makes me feel.....? 3) Challenges I face with respect to differences are....? 4) What are the implications for me at work/school? Students provide reflections and SRIS evaluations to assist faculty in developing future seminars, and a sampling of feedback is provided below.

NRSG 4001 (0 credit hours) (Fall 2018, N=54) **Nursing Seminar: Knowledge of Human Cultures and the Physical and Natural World** Overall goal: Gain an understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds. Gain an understanding of how nurses must advocate to effect change.	SRIS Excellent Course Rating: 4.3 out of 5 Sample student feedback: I really enjoyed going to listen to the speakers and all information they explained opened my eyes to a lot. I think this made me be a better student nurse in the hospital and gave me a better view on the types of people we would be caring for. This seminar impacted how I practiced as a student nurse this semester. I was also very thankful for her putting on our first inaugural white coat ceremony.
NRSG 4002 (0 credit hours) (Spring 2019, N=111) **Nursing Seminar: Intellectual and Practical Skills** Overall goals: 1. Identify known stressors for nurses that occur in the clinical setting. 2. Discuss opportunities to minimize negative factors. 3. Demonstrate appropriate ways to facilitate coping by sharing stressful experiences in a professional manner. 4. Identify the important elements of self-care for nurses. 5. Explore the American Nurses Association's definition of a healthy nurse.	SRIS Excellent Course Rating: 4.4 out of 5 Sample student feedback: I really enjoy having seminar once a semester and I appreciate GCSU SON taking a holistic approach to teaching their future nurses. I really enjoyed having the speakers; personal stories were also very valuable because it allows us to see that our peers are dealing with the same things we are.
NRSG 4003 (0 credit hours) (Fall 2019, N=168) **Nursing Seminar: Personal and Social Responsibility** Overall goals: 1. Identify the role of the nurse in the current opioid crisis 2. Discuss signs of opioid overdose 3. Demonstrate ways to educate the public about opioid overdose 4. Discuss the expanded use of naloxone to treat opioid overdoses 5. Identify current legislation designed to fight the opioid epidemic.	SRIS Excellent Course Rating: Pending Sample student feedback: During the seminar one of the speakers mentioned that every time she would overdose the nurses would label her as a "frequent flyer". She felt that she was looked down upon and that she was dehumanized because of her opioid use disorder. Another one of the speakers noted that as soon as people saw her or heard that she was a convicted felon they labeled her and judged her for her decisions. After hearing from both of the speakers, it resonated with me that the stigma associated with the individuals with opioid use disorder is a huge part of the problem. As a nurse it is our responsibility to not let our judgement of an individual affect their quality of care. Instead of viewing these patients in a negative light we should seize the opportunity to build them up and encourage them to go to rehab and seek further resources to help aid in their recovery. Instead of driving patients away who struggle with opioid use it is important to erase the stigma, draw them in, and give them the medical care that they need.
NRSG 4004 (0 credit hours) (Spring 2020, N=226) **Nursing Seminar: Integrated and Applied Learning** Overall goal: The World Health Organization (WHO) has designated 2020 as the "Year of the Nurse and Midwife" in honor of the 200th birth anniversary of Florence Nightingale. Georgia's 50th ranking in maternal mortality will be the focus of this seminar.	SRIS Excellent Course Rating: Pending Sample student feedback: Pending

Methods and Use of Assessment: The program uses a systematic process guided by our Education Effectiveness (EE) Plan to obtain relevant data to determine program effectiveness The process: 1) is written, ongoing, and exists to determine achievement of program outcomes; 2) is comprehensive; 3) identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes; 4) includes timelines for collection, review of expected and actual outcomes, and analysis; and is reviewed annually and revised as appropriate. The plan is approved by all members of the faculty corps and includes student, faculty, and programmatic outcomes. The EE plan aligns with our accreditation standards, results are reported to the Nursing Faculty Organization annually, and a sample is below.

Sample from EE Plan:

I-D Key Element:				
Expected faculty outcomes are clearly identified by the nursing unit, written and communicated to the faculty, and congruent with institutional expectations.				

Where Documentation is Found	**Timeline for Collection**	**Who is Responsible**	**Expected Outcome**	**Actual Outcome**
CoHS Tenure and Promotion Guidelines, Faculty Development Standards, Annual Faculty Evaluations, Digital Measures, Faculty Outcomes document	Every Spring semester	Director of SON, EE Committee, all Faculty.	Expected faculty outcomes will be clearly identified by the SON, written and communicated to the faculty, and congruent with institutional expectations.	Expected faculty outcomes are clearly identified by the SON, written and communicated to the faculty, and congruent with institutional expectations. Faculty outcomes are addressed in Standard IV-F.

Georgia College School of Nursing
Evaluation Process

GCSU Evaluation
- Online Assessment Tool: GC Strategic Plan, Provost & Academic Affairs, CoHS, Nursing (BSN, MSN, DNP)

CoHS Evaluation
- CoHS Committees: Curriculum, Tenure & Promotion, Awards, Diversity
- CoHS 5 Yr Strategic Plan

Program Evaluation
- Nursing Faculty Organization Committees: Admissions & Progression, Curriculum, Educational Effectiveness, Graduate, Bylaws, Policy
- Educational Effectiveness Plan: Updated annually, results reported to NFO, feeds into plans for improvement
- Online Assessment Tool: SON Program Outcomes are reported to NFO and GC

Course Evaluation
- All courses complete an analysis of course outcomes for each offering
- Course reports are completed by course coordinator, feeds into plans for improvement
- Specialty groups meet ad hoc to evaluate common outcomes, feeds into plans for improvement

Curricular planning, implementation, assessment and revision begin at the individual course level and continue throughout to program outcomes (see figure above). Because the SON SMART reports address student learning outcomes at the program level, all courses in every program are evaluated by students and faculty with each course offering, and faculty complete an End of Semester Report to provide results of course objectives and an assessment of needed changes. These End of Semester Reports are then reviewed by the SON curriculum committees to identify any curricular issues that need addressing by the nursing faculty corp. The table below presents an example of MSN student feedback and the faculty response, which is a common method for faculty to make improvements to courses.

MSN Program Outcome	Course Assignments Identified by Students That Helped Them Meet the Program Outcome	Students' Ideas For SON to Include in Future Courses	Faculty Response/Change Based on Student Feedback
Use data to monitor and improve the quality and safety of health promotion & disease prevention outcomes.	The program strongly emphasized health promotion and made it a priority in every class by referencing the USPFT/CDC guidelines. In addition, we spent a day in Women's health discussing the important of self-breast exams and practicing detecting nodules on a model via the MammaCare computer guided clinical breast examination. The program also strongly emphasized the importance of vaccination and completing the CDC module on vaccinations was very educational. Throughout the program, health promotion has become easily my most passionate topic and the interest that makes me most excited about being a nurse practitioner. During this program I have really learned how important proper patient education can be. It seemed that during clinicals, especially with pediatric patients, most of the office visit allotted time was spent educating these patients and their families on the importance of basic health promotion and disease prevention.	The school of nursing could assist in this area by requiring us to participate in a heath community activity or even hosting a health fair. I would suggest the possibility of providing opportunities sponsored by the SON to provide screenings and health promotion education on managing blood pressure, hyperlipidemia, diabetes, and obesity within the community setting.	Several students suggested participating in health fairs or other events sponsored by the SON so that they could practice health promotion educational interventions even more. The faculty will seek opportunities to do this with students.

A variety of methods and assessments are used in both the classroom (didactic) and clinical learning (core competencies) environments. Students (surveys) and stake holders (surveys) provide input into the process of evaluating and revising the programs at all levels. Student cohort representatives serve in the Professional Practice Council (PPC) and report monthly to the Nursing Faculty Organization about issues of concern that need to be addressed. The PPC not only identifies areas for improvement, but actively participates in working towards solutions. The SON Advisory Board meets twice a year and was involved in the curriculum revision for the baccalaureate program – their input led to the addition of TEAMSTEPPS® to the curriculum and to the increased use of intentional practice and simulation to assess core competencies.

Active Support for Faculty: The SON values and provides support for faculty to learn about innovative pedagogies and the establishment of collaborative teaching teams. Faculty receive course release time to develop new courses or for extensive revision of existing courses. The addition of increased simulation with both mid- and high-level simulators as well as standardized patients has been accomplished with creative changes in faculty assignments, workload adjustments and extensive onsite and offsite training for faculty. Faculty are supported to become

nationally certified as Certified Healthcare Simulation Educators (CHSE®). All simulations experiences are designed and implemented according to the International Nursing Association for Clinical Simulation and Learning (INACSL) standards as well as the National League of Nursing (NLN). Internal Faculty Research Grants have been awarded to SON Faculty for the training to implement TeamSTEPPS® which is a key component of our program leadership designation that focuses on integrating teamwork into practice. Faculty Research Grants have also been received to investigate evidence-based remediation and peer teaching for at risk students. Faculty have also received support with active learning by participating in a learning group within the SON as well as a university wide active learning group offered by the Center for Teaching and Learning (CTL).

Strong Links between Good Teaching and Awards: The SON has devoted significant time and effort in the past two years to clarify expectations for faculty performance and to help faculty amplify their efforts for promotion and tenure as well as applications for various awards. These efforts have resulted in two major changes: 1) the development of our first SON P&T Guidelines, and 2) a major revision to the Faculty Annual Evaluation Tool for Tenure-Track and Non-Tenure Track faculty (see sample below) which is directly tied to merit raises. At times, faculty found it difficult to pair their teaching, scholarship, and service activities to the P&T process (i.e. Is this service or scholarship?) and therefore may have lost "credit" for P&T activities or during the merit raise process. The SON used the College of Health Sciences (CoHS) P&T Guidelines in years prior to guide the P&T process at the departmental level, and yet many nursing activities were not a clear fit (e.g. clinical practice). The newly created SON P&T Guidelines were based on the CoHS P&T Guidelines and were meant to clarify minimal expectations of the nursing faculty role as well as provide benchmarks for "Commendable" and "Excellent". Various teaching, scholarship, and service activities particularly relevant to nursing faculty are presented in a check-list format with a minimal requirement noted in each category to receive "Commendable" or Excellent". Faculty can then check all activities they completed for that year and then clearly determine their rating for each category. Faculty voiced that the tool made the process easier and tied their activities to their P&T portfolios. This improved process also allows faculty to track activities when applying for various awards. A sample of the new evaluation tool is below.

Category: Scholarship and Professional Development **(See Benchmarks for Commendable or Excellent)**	
2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship. **Commendable (1)** **Excellent (>1) or any starred* item**	☐ Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication ☐ Grant award for research ☐ Reviewed or invited presentation at professional conference or public lecture on scholarly topic ☐ Award for scholarship excellence received*

All SON faculty receive professional development funds (entrepreneur model from summer revenue) that provide support in the areas of teaching, scholarship and service. One example of

faculty development is with our Simulation Director, Dr. Sterling Roberts, who receives ongoing support for her development of simulation expertise. Because the Simulation and Research Translation Center is new, Dr. Roberts has had to develop a wealth of knowledge related to simulation equipment and sustainability, technology, curricula, and best practices for effective simulation use, all in a short period of time. Dr. Roberts has been supported by the SON in her quest to become a Certified Healthcare Simulation Educator (CHSE) by the Society for Simulation in Healthcare and is now one of two CHSEs in the Middle Georgia area (the other works with Mercer Medicine). She also attends the annual conferences for the Society for Simulation in Healthcare and International Nursing Association for Clinical Simulation and Learning in order to align our simulation center with best practices. Because BSN students need instruction on high-risk and low-volume patient scenarios that are not always available in the hospital setting, the simulation center provides these opportunities where students can act as the primary nurse with tasks such as making clinical decisions, delegation, calling the healthcare provider, interpreting lab results, etc. Having faculty who are adequately trained in simulation education is essential to ensure student learning outcomes are met.

SON faculty are regularly nominated and receive awards for excellence in teaching at the college, university, and state level, which often include monetary awards. For the past three years, a SON faculty has won a state-wide teaching award at the Georgia Association for Nursing Education annual conference. Over the past three summers, one faculty has received funding for summer scholarship to complete dissemination of their scholarship.

Department/Unit Policies Encourage Collaborative Faculty Efforts: SON policies encourage collaborative efforts in a variety of ways. Faculty develop and integrate each programs' curriculum to maximize learning and dynamic connections using a specific program of study that students progress through as a cohort. This approach facilitates student achievement of programmatic student outcomes. Baccalaureate faculty work collaboratively with public health faculty and other GC resources such as counseling, leadership, and career development services to offer an interdisciplinary seminar course each semester. All program levels (BSN, MSN, and DNP) have developed and implemented common assessment tools in the didactic, clinical, and simulation settings that enable faculty to effectively assess student attainment of benchmarks as they progress through the program. In addition to a professional advisor being assigned to each nursing student, at risk students are identified at the end of each semester and are assigned a faculty mentor that they will meet with during the next semester. Faculty communicate together and utilize a "warm hand off" of students from one semester to the next to ensure continuity of efforts in achieving student success.

Faculty are also encouraged to develop initiatives that benefit the community at large. For example, in October 2018 a nursing faculty member was awarded an $800,000 HRSA grant to support the training and certification of Sexual Assault Nurse Examiners in rural GA. Since the program started in January 2019, approximately 40 participants have received this training. Of those, three were School of Nursing faculty or staff, 10 were current GC students or previous graduates, and three have subsequently applied for full admission to one of our graduate programs. One faculty and one student trainee will take the national certification exam in April 2020. Prior to this initiative, Baldwin County had two SANE RNs serving the county, and now

there are eight. Through this training, Georgia College is supporting the needs of the region, creating individual pathways to success, and contributing to recruitment for graduate programs.

A new inter-disciplinary collaboration began this year between the Office of Inclusive Excellence, SON BSN students and faculty, and Athletic Training (AT) students and faculty from the School of Health and Human Performance that focuses on culture diversity training. Students from the two disciplines attended training sessions together to begin inter-professional development prior to participating in two Standardized Patient experiences that highlight healthcare issues of those from a different culture. AT and BSN students complete the experiences as a team, allowing them to develop their inter-professional skills to function as a member of the healthcare team.

Ongoing Data-driven Process for Reviewing & Shaping Curricula: An ongoing and data driven process for reviewing and reshaping curricula is utilized by the SON. Assessment of the curricula is accomplished at the course and program levels. Analysis of assessment findings occurs by faculty at the individual course level, within curriculum committee meetings, and with the nursing faculty as a whole. Resulting from our continuous improvement process, the BSN and DNP curricula were revised in 2017 and were implemented in fall 2018 semester. Likewise, the MSN curriculum was revised in 2018 and was implemented in fall 2019 semester.

The EE Plan clearly delineates time frames and processes for evaluation of the curriculum plan at all program levels and the teaching-learning strategies that are employed to implement the curriculum plan. All courses are evaluated by the individual faculty of record or the teaching team at least annually using an end of course report template intended to elicit ongoing evaluative efforts by course faculty. This template requires faculty to review the course description and objectives for continued relevance, grading outcomes in consideration of the rigor of evaluation methodologies, students' comments and planned responses, creative and innovative teaching/learning strategies that were utilized and the summary of their effectiveness, modifications made in course and rationale for same, and concerns expressed by students and their resolutions. End of course reports are submitted to the SON for evaluation and assessment. Data from end of course reports, as well as data collected by the SON Educational Effectiveness Committee, are discussed and evaluated at monthly Nursing Faculty Organization (NFO) meetings and annual retreats. Evaluations and recommendations are then moved forward to the appropriate committees for further implementation as needed. The evaluation focuses on instructional process and learning outcomes of both didactic and clinical/mentorship components of the course, the effectiveness and anticipated continuation of clinical facilities and preceptors/mentors, and particular successes or challenges associated with the course. Course materials, textbooks, and instructional supplements are evaluated and revised as needed to assure rigor, currency, and user-friendliness. The entire curriculum is evaluated regularly to assure rigor, currency, appropriate sequencing, cohesiveness, and congruence with organizing framework and program objectives. An example of a course outcome evaluation with planned changes from an End of Semester Course Report follows.

Course Outcome	Means of Assessing the Outcome	Desired Standard of Achievement	Achieved/Not achieved Discussion/Plan for Changes based on Assessment Results
Use effective situational communication	Clinical Evaluation	80% of students will receive a grade of "S" in the communication section of the clinical evaluation.	**Outcome Met:** 100% of students achieved a grade of "S" on the communication section of the clinical evaluation.
	Student end-of-course survey	80% of students will indicate achievement of this outcome at the "satisfactory" level of achievement or higher.	*56/57 (98%) of students completing the end of course survey indicated satisfactory achievement of this outcome.
	Communication discussion Question	90% of students will identify that they have met this program outcome and provide evidence of such	105/105 (100%) of students provided evidence of meeting this outcome throughout the course and/or the program
	**Evidence Based Practice (PICOT) Project (fall 2018 only)	80% of students will achieve an 85% or greater on the PICO(T) poster presentation	100% of students scored greater than an 85% on the PICOT project based on the provided rubric. **Plan:** Complete course revision in progress in anticipation of new curriculum implementation spring semester 2020.

Changes from previous offering:	Evaluation:
Clinical :No changes, course is up for revision beginning fall semester 2019 in preparation for implementation of the new curriculum	n/a
Class: PICOT project was replaced with a Peka Kucha assignment. The PICOT project was a near duplicate of one in a previous semester.	Many were thankful for removal of the PICOT project but saw the Petcha Kucha as busy work.
Proposed Change for Next Semester:	Reason:
Clinical: based on student feedback, limited clinical availability, administrative push, and increased resources faculty will investigate the addition of a simulation component to the practicum experience in the fall of 2019. Investigating the ability to offer advanced certifications as a part of the clinical component (ACLS, PALS, NRP etc.).	Clinical space is limited and we have been asked by facilities to decrease the number of hours students are actually spending with preceptors. In an effort to maintain quality clinical experiences that are effective in improving NCLEX outcomes faculty are investigating alternative options.

Investigating a diversity experience for fall 2019	
Class: no class changes planned. Planning for implementation of the new curriculum in spring 2020.	n/a

One large-scale example of this process is our recent curricular update to the DNP program of study. The DNP program began in 2011, and after many years of student and faculty feedback, it was evident that the curriculum needed tweaking to better meet student and faculty needs. This led to a revision in the program of study that included course sequence changes, course content being divided into three Evidence-Based courses rather than the original two courses, and the addition of an Applied Statistics course that would allow students to analyze their own data from their translational research projects as part of the course under the guidance of faculty with statistics expertise. The process used to elicit feedback has had a positive effect and has shown a commitment to fostering positive outcomes for students as well as faculty. Students have opportunities to evaluate their courses using the SRIS evaluation that among other factors, determines students' perceptions of faculty effectiveness in the course as well as overall course quality. Course faculty have access to these data and are charged with the responsibility of analyzing these data and incorporating the findings, including plans for improvement in effectiveness, in their annual self-evaluation. An additional process has been developed to elicit student evaluation of the clinical learning site to which they are assigned and the quality of the instruction provided by their assigned clinical faculty member.

Exemplary Programs for Student Success: The GC SON demonstrates an exemplary record of student success across all program levels. Student success can be attributed to a cohesive process of orientation, advising, mentoring and remediation that is combined with extensive faculty and student engagement in the class and clinical settings. Students in all programs receive a comprehensive orientation to the program, including technology requirements, survival tips, introduction to D2L, etc. Every student in the SON is assigned to a faculty mentor in addition to their assigned professional advisor in order to provide students with guidance on professional and career topics. In efforts to increase student success, BSN students are required to complete a remediation course upon any course failure and are also assigned a faculty member to discuss plans for success. Finally, BSN students complete an NCLEX-RN preparatory course geared towards topics deemed important for success on the exit exam and NCLEX-RN licensure exam such as test taking strategies, comprehensive content review, self-care, stress management, and creation of a remediation plan based on previous exam performance. SON faculty believe that this combination of activities has contributed to our success with many benchmarks such as NCLEX-RN and certification pass rates.

GC SON faculty provide students with opportunities for interdisciplinary study abroad and service-learning experiences in Honduras, Tanzania, Philippines, Belize, and London. SON faculty believe that students in all programs should have the opportunity to broaden their understanding of humans and healthcare around the world and therefore offer opportunities for study abroad to all BSN, MSN, and DNP students. In 2019, a total of 44 nursing students took advantage of these opportunities (see below).

	Summer 2019	Fall 2019	Spring 2020
Honduras		24 students (BSN, MSN, DNP)	
London	5 students (DNP)		
Tanzania			15 students (11 BSN, 1 Public Health, 3 MSN, Alumni)

Honduras Study Abroad

Tanzania Study Abroad

SON Students also have the opportunity to participate in shared governance.   BSN students participate through the SON Professional Practice Council, which seeks to promote and maintain professionalism among nursing students and to evaluate and enhance the educational effectiveness of the SON. Many BSN students are members of the Georgia College Association of Nursing Student (GCANS) and participate at the state and national level of this organization. Our students have held offices at the state and national levels. These activities highlight just a few opportunities for BSN students to gain leadership experience that add to the overall liberal arts experience. MSN and DNP students participate in shared governance through the election of a cohort representative who submits a monthly report to the Graduate Committee that assesses student concerns, adequacy of resources, additional student needs, and adequacy of communication from faculty.

Success of Students: GC SON maintains an impressive record of success as Georgia's top baccalaureate nursing program in the state. GC SON baccalaureate program was recently the # 1 Ranked Nursing Program in Georgia by RegisteredNursing.org with an overall score of 98.09. Nursing programs across the United States were assessed on several factors which represent how

well a program supports students towards licensure and beyond. They analyzed past and present first time NCLEX-RN "pass-rates" - weighted by year. The MSN has been nationally ranked in the top 100 by U.S. News and World Reports for the last five years. In 2020 GC MSN program was ranked No. 28 in and is the highest ranked nursing program in Georgia (across both public and private universities). Our programs consistently demonstrate excellent retention and on time graduation rates, and students consistently demonstrate 100% employment rates across all programs.

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#28 in Best Online Master's in Nursing Programs | Overall Score 86/100

As previously mentioned, the GC SON BSN NCLEX-RN pass rate has consistently been higher than the national average (4-year national average is 90.16%). Recent data published by the Georgia Board of Nursing (sos.ga.gov) indicates that our BSN NCLEX-RN pass rate is the highest in Georgia and this honor has been maintained for four years. The table below is a screenshot from the Georgia Board of Nursing website that illustrates the 29 BSN program pass rates within Georgia (condensed for space) as compared to ours (the highest 4-year average of 97.65%).

Georgia
Board Of Nursing

Registered Nurse (RN)	Type	2016	2017	2018	2019	Four Year Average
National Pass Rate	RN-All	84.57	87.11	88.29	88.18	87.04
Georgia Pass Rate	RN-All	85.40	87.31	89.55	90.85	88.28

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

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

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

Progress and Planning Report process has been a successful tool for the SON to set goals that enhance the viability, quality, and productivity of our programs, and results demonstrate that the GC SON consistently meets or exceeds benchmarks and goals across all programs.

SON 2019 Annual Progress and Planning Goals

	Viability	Quality	Productivity
BSN	1. To have sufficient faculty and staff to achieve the programs' missions, goals, and student outcomes. The unfilled lecture track line will be relisted and advertised. **Goal partially met:** An administrative team decision was made to continue to fill two of the open lecture positions for an additional year with the temporary hires that were in place. A search for the remaining lecture lines (2) which are temporarily filled and one tenure track position that is temporarily filled will be listed during the spring of 2020.	1. Develop a plan that would enhance the School of Nursing professional environment to encourage the recruitment, retention, and success of an exemplary and diverse faculty and staff to fill all vacant faculty lines. **Goal partially met:** A subcommittee was formed, and a plan was developed. A draft of the plan was presented at the April 2019 NFO meeting for evaluation. It was determined that faculty would provide input on the plan and it would be voted on at the September 2019 NFO meeting. 2. Continue to develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences by implementing the new prelicensure BSN curriculum to ensure compliance with all national standards and to connect our students with the liberal arts and the community beginning fall 2018. **Goal fully met:** BSN revised curriculum was implemented and the process of ongoing assessment was begun. The results of assessment can be noted in the SMART reports for this academic year. 3. To identify potential barriers that exist for recruiting, admitting, enrolling, retaining and graduating highly qualified and diverse undergraduate students. **Goal partially met:** The subcommittee was formed and has begun work on this plan in spring of 2019, but the work was not completed. A tentative report was provided to the Nursing Faculty Organization meeting in April 2019. This work continues this fall and it is anticipated that a plan will be brought to the Nursing Faculty Organization for a vote by December 2019.	1. To conduct a feasibility study of adding a summer cohort of BSN students to the current Fall and Spring cohorts. **Goal Met:** Proposal was completed and submitted to GC Academic Affair for review. The proposal was sent to USG for consideration during the 2019 annual budget review. At this point the proposal is still under consideration by the USG. Data to support the addition of an additional cohort was provided by GC Institutional Review Board (Chris Ferland): from fall 2014 to Fall 2018 GC lost an average of 42.5 students annually to other institutions. 67% went to other institutions declaring a BSN/ASN major while the remainder are going outside of nursing into various health-related majors.