

## Provost's Comprehensive Program Review Report

**Institution:** Middle Georgia State University  
**Academic Program Name:** A.S. in Nursing  
**CIP Code:** 513801  
**College or School:** School of Health & Natural Sciences  
**Department:** Nursing

**Date of Last Internal Review:** 2017

**Outcome of Previous Program Review (brief narrative statement):** N/A (no comments by Provost other than program meets requirements and will be retained.)

**Current Date:** 5/18/2022

**Provost Response:** *Academic Affairs acknowledges the documented value of the A.S. in Nursing. It is a viable and valuable academic program independently within the School of Health and Natural Sciences. The program's demonstrable commitment to academic strategic planning and innovation have yielded positive enrollment that shows promise for years to come as the department focuses on enhancing the professional pathways available to its student body. Program outcomes and market demands have yielded investments and dedicated resources from the USG supporting program expansion and enhancement.*

**Program Quality and Productivity Improvement Plan:** *Following a review of the Chairs Report, the IERB comments, and the Deans report, the Office of the Provost concurs with the findings and supports the documented plan of action.*

- *Market the AS in Nursing as a foundation pathway for the RN-BSN in Nursing;*
- *Market (partner) with regional high schools ;*
- *Demonstrate (market) job opportunities to graduates ;*
- *Continue to focus on "at risk" students as part of a comprehensive early innovation strategy;*
- *Monitor the results of the dedicated Nursing Program Success Coach (graduation and NCLEX pass rate).*

### Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

**X Program MEETS Institution's Criteria**

**X Program is critical to the institutional mission and will be retained.**

**X Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.**

Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in \_\_\_\_\_.

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/add text):

Provost or VPAA Signature:



Date:

6/1/2022

## Comprehensive Program Review Report

**Academic Program Name:** AS in Nursing

**College or School:** Health & Natural Sciences

**Department:** Nursing

**Date of Last Internal Review:** Spring 2017

**Outcome of Previous Program Review (brief narrative statement, if applicable):**

**Current Date:** 4/6/2022

**Executive Summary:** *Provide a summary related to the academic program's quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

The Associate of Science in Nursing (ASN) program continues to be a high quality, viable, and productive program. As stated in the university's mission, the ASN program continues to "educate and graduate inspired, lifelong learners whose scholarship and careers enhance the Middle Georgia region through professional leadership, innovative partnerships, and community engagement". According to the U.S. Bureau of Labor Statistics, the job outlook for Registered Nurses will grow significantly over the next 10 years.

Overall, there has been steady growth in the enrollment of the ASN program. Although there has been a slight decrease in graduation rates which may be associated with the disruption caused by the COVID-19 pandemic between 2020 and 2021, I am optimistic the trend will rebound to more growth in graduation status prior to the next Comprehensive Program Review timeframe in 2027. A new strategic plan has been implemented to increase growth that includes (1) creating virtual and informative webinars, (2) establishing relationships with area Health Occupation Students of American (HOSA) high school student groups, and (3) offering tours of our campus facilities in addition to partnering with the efforts of our recruiters from the Office of Admissions. In addition, nursing personnel and committees have been tasked with identifying at-risk students early in the program in order to offer remediation services. A Nursing Program Success Coach position has been created to ensure students remain on track towards graduation and the successful first time passage of the NCLEX exam. Faculty, staff, and students continue to be committed to learning, scholarship, and service in the nursing profession and within their respective communities.

### 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/add text):

Academic Dean Signature:



Dean of Graduate Studies Signature (when applicable):

Date: 4/6/2022

## IERB's Comprehensive Program Review Rubric and Evaluation

**Date Reviewed: 03/08/2022**

**Program Reviewed: A.S. in Nursing**

**Contextual Notes:** Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

Currently, the plans are maintaining the NCLEX pass rate and strengthening program on-time completion rates. Identified at-risk students are advised by a single faculty experienced with remediation of students with the LEAP method. A test committee was established to review and monitor test blue printing and exam items to ensure integrity and best practice.

Job turnover and burnout with new graduates are real concerns due to nursing shortages and the strain that COVID has put on healthcare workers for continued program growth.

Mandatory vaccination requirements are also of concern for applicant numbers.

There is no information about the demographic and/or environmental factors mentioned. Steady enrollment and graduation.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
<b>Enrollment</b>	<i>Excellent growth over the past five years in Dublin and Cochran, though there is a decline in the last year of Dublin possibly due to the pandemic.</i>				Strongly positive enrollment trends on both campuses. Strongly positive enrollment trends over the five-year period, and from Fall 2017 to Fall 2021.
<b>Graduation Trends</b> USG benchmark:  <b>Bachelor's Degrees:</b> 10 graduates/year	<i>Graduation rates are healthy and trending upwards in Dublin and Cochran.</i>				Greatly exceeds USG benchmarks for five-year period and FY17-FY21. Steady graduation number with a big leap in 2020. 5 year Growth rate is 8%.

## IERB's Comprehensive Program Review Rubric and Evaluation

<p><b>Graduate, Associate's or Certificates: 5 graduates/year</b></p> <p>Programs falling under these benchmarks are designated as "low performing"</p>					
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### **Program Strengths of Note:**

Very strong numbers enrolled and graduated over the five-year period.

High NCLEX pass rate. Job market is strong for nursing.

### **Areas of Concern:**

Downward enrollment trend on Dublin Campus Fall 2020-Fall 2021, though numbers still improved from Fall 2017.

There is discussion of the program being available and formerly active in Warner Robins and Macon, yet no explanation as to why they do not have any students. Is the data missing, or were the programs suspended on those campuses?

## IERB's Comprehensive Program Review Rubric and Evaluation

### Other Comments:

Good understanding of how market trends affect enrollment and completion.

Not sure why there was discussion of the programs being consolidated in 2013 as this is for the past 5 years, which is after 2013.



**Comprehensive Program Review**

**FY 2021 – 2022**

**Institution:** Middle Georgia State University

**Academic Program:** A.S. in Nursing

**School:** School of Health & Natural Sciences

**Department:** Nursing

**CIP Code:** 513801

**Date of Last Internal Review:** Spring 2017

**Faculty Completing Report:** Kendra Russell

**Current Date:** 1/4/2022

**5 Year Enrollment by Campus and Graduation Trends**

**Enrollment**

Campus	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	5 YR Growth	Fall 2017 compared to Fall 2021 only
Cochran	86	88	85	86	99	3.58%	15%
Dublin	43	68	63	100	82	17.51%	91%
<b>Total</b>	<b>129</b>	<b>156</b>	<b>148</b>	<b>186</b>	<b>181</b>	<b>8.84%</b>	<b>40%</b>

**Graduates**

- For data consistency, the fiscal year is in which the degree was awarded. For examples, fiscal year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	5 YR Growth	FY17 compared to FY21 only
40	43	58	75	55	8.29%	38%

Program purpose and mission

The mission of the Middle Georgia State University Nursing Program is to provide quality evidence-based nursing education to a diverse student population. The purpose of the nursing programs is to prepare culturally sensitive graduates who are committed to provide safe and effective nursing care through health promotion and disease prevention and are able to use clinical reasoning skills in the provision of care.

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

The program is in alignment with the school and institutional mission as demonstrated by the table below with common words and themes bolded.

<u>MGA Mission and Values</u>	<u>SOHNS Mission</u>	<u>Department of Nursing Mission/Philosophy</u>
<p>Mission: The mission of MGA is to educate and graduate inspired, <b>lifelong learners</b> whose scholarship and careers enhance the region through <b>professional leadership, innovative partnerships, and community engagement</b>.</p> <p>Values: We commit to four core values in what we do and represent: <u>Stewardship</u> Reminding us of our moral and public commitment to the people we serve on and off campus and tasking each of us with the responsibility to marshal our time, talents, and resources for the “Common Good”. <u>Engagement</u> Recognizing that learning is a social activity and that we cannot fulfill our mission of public higher education without <b>collaborating</b> with those on our campuses and outside our doors in our <b>communities</b>. <u>Adaptability</u> A cornerstone of human growth, individual and collective, and a necessary hallmark of progress and success, requiring us to <b>lead</b> and manage change – not be simply affected by it. <u>Learning</u> These values underpin that of <b>learning</b>, the reason we exist as an institution and why students entrust us and also what we each must do continuously as faculty and staff to stay abreast of expanding and changing fields of knowledge and <b>grow professionally</b>.</p>	<p>Mission: The mission of the School of Health &amp; Natural Sciences is to deliver <b>evidence-based health education</b> programs and to prepare ethical, humanistic, <b>culturally competent</b> graduates, ready to serve as <b>leaders</b> in our region’s ever-changing <b>healthcare environment</b>.</p>	<p>Mission: The mission of the Middle Georgia State University Nursing Program is to provide quality <b>evidence-based nursing education</b> to a diverse student population. The purpose of the nursing programs is to prepare <b>culturally sensitive graduates</b> who are committed to provide safe and effective nursing care through health promotion and disease prevention and are able to use clinical reasoning skills in the provision of care.</p> <p>Philosophy with Conceptual Framework: To continuously improve the quality and safety of the <b>healthcare systems</b>, future nurses must be prepared with the appropriate <b>knowledge, skills, and attitudes</b> (KSAs).</p> <p>In addition to the six (6) QSEN concepts (<b>patient-centered care, teamwork/ collaboration, evidence-based practice, safety, quality improvement, informatics</b>), the faculty elected to add the concepts of <b>leadership</b> and <b>professionalism</b> to the framework.</p>

### Program age, tracks, concentrations, etc.

In January 2012, there was a consolidation of Middle Georgia College and Macon State College as mandated by the University System of Georgia. The result was Middle Georgia State University. Both Middle Georgia College and Macon State College had nursing programs which resulted in a combining and merging of nursing curricula. Middle Georgia College had an accredited Associate of Science in Nursing (ASN) program, which was taught on the campuses in Cochran and Dublin, while Macon State College had an ASN program which was taught on the Macon and Warner Robins campuses. The target date for the consolidated institution and merged nursing programs was January 1, 2013. The current ASN curriculum delivered at MGA was developed and implemented in the Fall of 2013. The impetus for the curriculum change was as a result of the consolidation of the nursing programs. The first class to graduate from the new ASN curriculum was in May of 2015.

Currently, the ASN program is offered on the Cochran and Dublin campuses for Middle Georgia State University. However, the ASN program has been delivered on the Warner Robins, Dublin, Cochran, and Macon campuses in the past. In Spring 2014, ASN students could complete a program option, Fast Track (FT) with a spring entry. This option allowed students to take 10 hours during the summer to complete the program in 4 consecutive semesters. The FT option was terminated after the Spring 2016 admission at the Warner Robins and Dublin campuses due to poor program completion.

- ASN program, 4 semesters, 67 total credit hours (33 general education hours, 34 nursing credit hours), approved locations - Macon, Warner Robins, Cochran, Dublin

### Accreditation information/status

The Associate nursing program at Middle Georgia State University located in Macon, Georgia is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta, GA 30326  
404.975.5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.com/accreditedprograms/programsearch.htm>

### Method(s) of delivery

The ASN curriculum is delivered face to face at both locations.

### Changes since last review

Due to program growth and to meet state requirements for faculty to student ratios new faculty lines were added. In 2019, there were 9 full-time ASN faculty with a seasoned Coordinator, Dawn Knight. Currently, there are 10 full-time faculty assigned to the ASN program.

The ASN program is a career degree and in Fall 2018 adopted the Quality and Safety Education of Nurses (QSEN) concepts to guide the curriculum and to develop end of program student learning outcomes (EPSLOs). The ASN program incorporates the standards and competencies recommended by the ANA Standards of Practice, ANA Code of Ethics, Joint Commission National Patient Safety Goals, North America Nursing Diagnosis Association (NANDA), and the Georgia Board of Nursing Practice Act. In addition to the QSEN concepts, professionalism and leadership concepts within the management of and provision of care were also included. With this in mind, eight new EPSLOs were developed.

#### ASN EPSLOs

1. Evaluate nursing care to clients and families across the lifespan from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on client's preferences, values and needs.
2. Collaborate with members of the interprofessional healthcare team in the coordination of safe, quality care for clients and families so that optimal client outcomes are achieved, and continuity of care is maintained.
3. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
4. Provide a safe environment for client, self and others.
5. Promote the development and implementation of quality improvement strategies to advance health care services.
6. Integrate information technology into the provision of client care.
7. Practice nursing in a professional, ethical and legal manner.
8. Use leadership, management and priority setting skills in the provision and management of safe, quality patient-centered care.

#### Benchmarks of progress

The ASN program has had strong enrollment and enrollment growth since the last review. Students are matriculating and graduating from the program. In addition, the ASN program tracks NCLEX pass rates and on-time program completion. The ASN 2021 NCLEX pass rate is 94.74% and the on-time completion rate for the 2018 cohort is 60%.

The ASN program is strong and has good outcomes based on program outcomes, enrollment, and graduation trends.

### Plans for action

Currently, the plans are maintaining the NCLEX pass rate and strengthening program on-time completion rates. Identified at-risk students are advised by a single faculty experienced with remediation of students with the LEAP method. A test committee was established to review and monitor test blue printing and exam items to ensure integrity and best practice.

### Shifting trends and market forces that may impact program demand

Currently, the job market is strong for nursing. However, job turnover and burnout with new graduates are real concerns due to nursing shortages and the strain that COVID has put on healthcare workers for continued program growth. Mandatory vaccination requirements are also of concern for applicant numbers.

***\*The narrative should be as direct as possible and no longer than three pages.***

**MEMORANDUM**

February 11, 2022

To: Dr. Laura Thomason, Credentialing Officer; Dr. David Jenks, Provost; Mrs. Jennifer Jones, Operations Manager, Office of the Provost; Mr. Christopher Tsavatewa, Director of Institutional Effectiveness; Dr. Kevin Cantwell, Special Assistant to the President and IAL, SACSCOC

CC: Pam Booker, Executive Director, Human Resources

From: Donna Ingram, Chair, Department of Nursing

Re: Re-Credentialing of faculty members CPR Year 2021-2022 School of Health and Natural Sciences, Department of Nursing

Academic Year 2021-2022 Roster

Gee, Rebecca		Full-Time
Collins, Jennifer		Part-Time
Smith, Christopher A		Full-Time
Salter, Wendy		Part-Time
Matthews, Crystal		Part-Time
Howard, Lawrence		Full-Time
Wallace, Lacey S		Full-Time
Seabrooks, Kim		Full-Time
Tapley, Amanda		Part-Time
Jackson, Teri		Full-Time
Saxon, Jo Ann		Part-Time
Martin, Kristie		Part-Time
Roberts, Crystal		Full-Time
Randall, Courtney		Part-Time
Heath, Bonnie		Part-Time
Butler, Rebecca		Part-Time
Stevenson, Cierra		Full-Time
Herriott, Victoria		Full-Time
Johnson, Kim K		Full-Time
Smith, Rachel		Part-Time
Idowu-Ogundipe, Olubusola		Part-Time
Hollins, Joyce S		Full-Time
McBurrough, Stephanie		Part-Time
Mannella, Leanne		Part-Time
Woolfolk, Tania		Part-Time

Greene, Lawanda R	Full-Time
Bryon, Felicia	Part-Time
Mills, Jeremy T	Full-Time
Walker, Kelly	Part-Time
Loyd, Darquita M	Part-Time
Madison-Harswell, Kendra	Part-Time
Stone, Eva	Full-Time
Thomas, Dorothy	Part-Time
Lary-Waller, Jechell	Full-Time
Kamera, Josephine	Full-Time
Ogoh, Chidinma	Part-Time
Fuller, Dawn	Full-Time
Eady, Luke	Part-Time
Johnson, Tierra Wells	Part-Time
Pierce, Patrice	Full-Time
Wilbur, Keri E	Full-Time
Knight, Katurah Dawn	Full-Time
Mann, Debra	Part-Time
Wyatt, Dana	Full-Time
Coody, Danielle	Part-Time
Adams, Angela Denise	Full-Time
Hill, Kassi D	Full-Time
Rowell, Michelle	Part-Time
Sulinski, Kristen	Full-Time
Watkins, Jenna	Part-Time
Gallemore, Tekeria	Part-Time
Ingram, Donna Thompson	Full-Time
Wiggins, Anthony	Part-Time
Butts, Patsy J	Full-Time
Jones, Melva A	Full-Time
Yeager, Yvette	Part-Time
Hadden, Shelby	Part-Time
Daly, Shannon	Full-Time
Lee, Kinzie J	Full-Time
Russell, Kendra C	Full-Time
Fingles, Debra	Part-Time
Underwood, Tara	Full-Time
Plaxico, Elisha	Full-Time
Hopko, Shelly	Full-Time
Tehrani, Danielle	Part-Time
Ausborn, Shanita	Part-Time

Turner, Amy		Full-Time
Thomas, Ophelia		Part-Time
Rafford, Autumn		Full-Time
Wilson, Nancy		Full-Time
Rogers, Kali Patterson		Part-Time
Smith, Christine		Full-Time
Jolly, Tammy		Part-Time
Eady, Molly Bracknell		Part-Time
Alligood, Jessica		Part-Time
Tucker, Kimberly		Full-Time
Demaro, Michelle		Part-Time
Agbebi, Oluwakemi		Part-Time
Stephens, Lesley		Part-Time

Recognizing that qualified, effective faculty members are essential to the execution of Middle Georgia State University's mission and to ensure the quality and integrity of its academic program, each academic program will undergo faculty re-credentialing and review during their calendared comprehensive program review year.

As of AY22, the above faculty members in the Department of NAME, School of NAME, hold adequate credentials and/or qualifications for meeting program goals and objectives and the student learning outcomes of the courses assigned.

This memo serves as an attestation that department leadership has:

1. Reviewed MGA's Faculty Handbook and Appendix 1: Faculty Credentialing Guidelines (Approved and Updated 4/2/21)
2. Reviewed MGA's historical faculty rosters (Fall 2019 to Spring 2022)
3. Reviewed each individual faculty member's file
4. Updated the file as appropriate to reflect any changes
5. Secured or updated any documents needed to authenticate credentials and/or qualifications (e.g., transcripts, licensure certificates, etc.)
6. Discussed with the faculty member any changes in their course credentialing status
7. Reviewed faculty credentialing records and changes with the institution's Faculty Credentialing Officer as needed

In signing this memo, the department and school leadership attest that all rostered faculty referenced above hold appropriate credentials and/or qualifications that are justified and documented, and submit them for review to MGA's Faculty Credentialing Officer.

*Note: while faculty re-credentialing occurs in conjunction with the CPR cycle (3 years for new programs and 5 years for existing programs), department leadership are required to maintain*

documentation of appropriate credentials and/or qualifications annually as captured by the faculty roster, to account for changes in course assignment or new qualifications secured between CPR cycles.

Department Chair: Donna Ingram

Date: 2.9.2022

Dean: 

Date: 2/9/2022

In signing this memo, Faculty Credentialing Officer affirms that the above-referenced faculty hold appropriate credentials and/or qualifications and that those credentials are justified and documented per MGA policy and procedure. A copy of this memo shall be included in the file of each referenced faculty member.

Faculty Credentialing Officer: 

Date: 04/15/2022

1. Note: Appendix 1: Department XXXXXXXXXXXXXXXXXXXX Faculty Roster (Fall 2019 to Spring 2022)