



## Quality Assurance Cyclical Program Review – Executive Summary and Implementation Plan

### Bachelor of Science in Nursing – Compressed and Collaborative School of Nursing, Faculty of Health and Behavioural Sciences

September 2018

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), the School of Nursing in the Faculty of Health and Behavioural Sciences submitted a self-study (October 2015). Volume 1 presented the program descriptions and outcomes, an analytical assessment of the programs and program metrics including results from a student survey along with institutional information and statistical data. Volumes 2 and 3, respectively, provided a collection of the program course outlines and the CV's for each full-time member with teaching responsibility in the program; this included faculty members at the University as well as at Confederation College.

Two external reviewers and one internal reviewer, selected by the Senate Academic Quality Assurance Sub-committee (SAC-QA) from a set of proposed reviewers, examined the materials and completed a two-day site visit in November 2015. The visit included interviews with Provost and Vice-President (Academic), Deputy Provost, Dean of the Faculty of Health and Behavioural Sciences, Director of the School of Nursing, Director of Research Services, University Librarian, full- and part-time faculty members and Confederation College Senior Administrators. The Review Team also had an opportunity to visit University and College facilities, including classrooms and laboratories on both campuses, and met with current students and recent Alumni.

In their report, submitted December 2015, the Review Team provided feedback that describes how the BScN programs meet the IQAP and QAF evaluation criteria and are consistent with the University's mission and academic priorities. They reported that the admission standards, curriculum structure and delivery, and teaching and assessment methods are appropriate, reflect the current state of the discipline, and are effective in preparing graduates to meet defined outcomes and the University's Undergraduate Degree Level Expectations (DLE's).

The Review Team summarized the many strengths of the BScN programs as follows:

“We find the delivery methods (e.g., problem-based, compressed full-time, different campuses, inter-institutional collaboration, lecture, experiential

learning, simulation, and clinical opportunities), learning and assessment strategies to be broad and speak to a multitude of ways of learning. We believe the program excels in effective teaching and it to be one of the program's strengths."

Furthermore, the Review Team;

i) commended the program on the use of clinical practice in all years of the curriculum. "When asked about the strengths of the Nursing program, both alumni and students whole-heartedly espoused the clinical experiences (as well as faculty)",

ii) noted that the program has extraordinarily dedicated, creative and innovative faculty that use meaningful teaching methodologies such as experiential education, community service learning, simulation and activity specific learning, as evidenced by paper outlines, in-class observations and student feedback. Faculty are clearly student centered; they are committed to students and teaching as evidenced by student/alumni feedback, faculty interviews, hallway and office faculty/student exchanges as well as faculty availability.

The Review Team identified areas for improvement through recommendations including:

1. A cap on program size based on existing resources,
2. Maintenance of the normal faculty complement,
3. Development of a formative program evaluation plan for the new curriculum, and
4. That development of any new programs (e.g. Masters of Nursing) include appropriate resourcing.

The Director of the School of Nursing, and the Dean of the Faculty of Health and Behavioural Sciences, submitted responses to the Review Team Report (June 2016 and March 2018, respectively). Clarifications and corrections were presented followed by a response to each of the recommendations made by the Review Team.

A Final Assessment Report (FAR) has been prepared to provide a synthesis of the external evaluation and internal response to the recommendations. This report identifies the significant strengths of the programs, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The Implementation Plan identifies who will be responsible for approving the recommendations set out in the FAR; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

### Implementation Plan (Part A): Departmental Responsibilities

Recommendation	Proposed Follow-up	Responsibility*	Timeline
Develop formative evaluation plan for the new curriculum	Provide Dean FHBS with an annual report that captures appropriate metrics and outlines actions for program implementation and/or modification.	Director of the School, Curriculum committee	Develop plan (July-December 2018) Provide annual report starting August 2019)
Program review (other than curriculum evaluation)	Provide Dean FHBS with an annual report that addresses student enrolment and program resources (e.g., teaching staff, space, equipment)	Director of the School, Curriculum committee	Annually (March)
Investigate opportunities to leverage connections for new program funding	Work with Dean FHBS and Vice-President Research and Innovation to identify appropriate external funding mechanisms	Dean FHBS, Vice-President Research and Innovation, Director of the School	Fall 2018
Investigate opportunities to engage graduate students from other disciplines to support BScN program delivery	Work with Dean FHBS, Dean of Graduate Studies and heads of other Academic Units in FHBS to identify potential for graduate student support	Dean FHBS, Dean of Graduate Studies, Director of the School	Winter 2019

Further develop summative program evaluation metrics	In preparation for upcoming professional accreditation review, consider incorporating other quality indicators as noted in report	Director of the School, Curriculum committee	In time for next accreditation review
--	---	--	---------------------------------------

Implementation Plan (Part B): Decanal & Administration Responsibilities

Recommendation	Proposed Follow-up	Responsibility*	Timeline
Maintain faculty and staff complement	Work with the Provost to identify funding to support appropriate faculty and staff complement.	Dean FHBS	As part of annual budgeting process
Increase faculty time for scholarship	Assess opportunities to support faculty (e.g., teaching load, staffing, graduate student support).	Dean FHBS	Winter 2019
Monitor progress on the Implementation Plan*	Report to the Provost and Vice-President (Academic) as part of the Annual Review process	Dean FHBS	Annually

\*The Dean of the Faculty, in consultation with the School Director shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Reports and filed in the Office of the Provost and Vice-President (Academic).