

New Bachelor of Science in Nursing (BSN) Quality Assurance Plan



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Program Review Quality Assurance (QA) Plan for BSN Program (Part B – New BSN)

Quality Assurance Plan for: Bachelor of Science in Nursing (BSN) – New BSN

Date submitted to SSCPR: January 29, 2020 for February 19, 2020 Meeting

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SUMMARY

The Revised BSN (BSN) program has been phasing out; and last cohort of the Revised BSN program graduated in July 2019. The first cohort of students entered into the New BSN program in September 2017 and will graduate in Spring of 2020.

This is Part B of the QA plan regarding the New BSN program. As indicated in the Part A – Revised BSN QA Plan, the purpose of this Part B is to maintain integrity and enhance quality for the New BSN program. The New BSN students begin with 2 semesters of credits in the Health Foundation year and then are selected to come into the BSN program, based on meeting the program declaration requirements. It remains a four-year program in total.

At the time of the writing of the Self-Study Report (SSR), both Revised and New BSN Programs were running concurrently. Although parts of the New BSN program evolved from the Revised BSN program, it was important to keep the QA Plans separate, as the follow up for the two programs will be distinct and require different time frames.

To date the following information has been collected by the New BSN program.

At the end of each semester, students are asked to complete the Student's Course Feedback form (See Appendix A). This feedback form asks specific questions aimed at getting a better understanding of how each course highlights core concepts. It also asks students to highlight any concepts they may have learned in previous semesters which will help faculty identify overlap and gaps in the concepts being covered throughout the program. The information is gathered by utilizing Moodle's anonymous feedback tool, located on the main BSN Homebase Moodle site for all students to access. The information is then summarized by faculty and shared at semester team meetings. It is used by faculty to improve the courses and shared with the semester team to coordinate changes with other faculty teaching in that semester and subsequent semesters.

BSN faculty members teaching within the semester provide feedback informally throughout the semester to the team and at the end, via a faculty feedback form. The faculty feedback form provides an opportunity for faculty to share their thoughts about the course relating to things that worked, didn't work and recommendations for the future. The evaluation data are shared at the semester team meetings.

The plans for the future to evaluate the New BSN program include:

1. Students will complete the Program Evaluation form during the last class of the program. This is done in collaboration with the KPU Institutional Analysis and Planning (IAP).
2. Students' results for the Registered Nurse (RN) licencing exam, the National Council Licensure Examination (NCLEX) will be monitored and shared with the BSN curriculum committee and faculty.

3. The British Columbia College of Nursing Professionals (BCCNP), the program recognition body and Canadian Association of Schools of Nursing (CASN), the program accreditation body, expect the completion of a one-year follow-up that includes both graduates and their employers. This process is done in collaboration with Office of Planning and Accountability (OPA). Please note that in Part A – Revised BSN QA Plan, there is reference made to the College of Registered Nurses of British Columbia (CRNBC). Since the completion of that report, CRNBC is now known as BCCNP.

The goal of the process with CASN is to ensure that the standards for baccalaureate nursing education are set to reflect excellence. The review process is designed to lead to ongoing quality improvement towards standards of excellence in nursing education: To ensure that the program is congruent with CASN's *Position Statement on Baccalaureate Education and Baccalaureate Programs*. To ensure that the program measures educational outcomes related to development as a learner, and development as a professional nurse. To ensure that the program utilizes a broad definition of scholarship; Evidence that standards are met include both quantitative and qualitative measures; and the program framework provides clear definitions of terms used (CASN, 2011).

The goal of the BCCNP review is to ensure that the *curriculum provides the learning experiences necessary for students to achieve the RN or NP entry-level competencies and Standards of Practice. Students demonstrate progress toward the achievement of the competencies and Standards of Practice. Graduates – Graduates of the nursing education program successfully achieve the competencies and Standards of Practice* (BCCNP, 2019).

QUALITY ASSURANCE GOALS

THEME A: ADMISSIONS AND PROGRESSIONS

Note: Recommendations #3, 4, 6 and 7 under this Theme A have been covered in QA Plan for Revised BSN Program Part A.

GOAL: The BSN Program aims to graduate 95-100% of all students admitted into NEW BSN's two 32-seat cohorts per year (i.e. graduate 60 to 64 successful alumni per year)

RATIONALE FOR THIS GOAL: Most faculty agree BSN's admission criteria should reflect highest GPA in conjunction with the Requisite Skills and Abilities (RSAs) and other qualities that make some candidates better suited for nursing and most likely to successfully complete the program. As practicing RNs, BSN faculty also has a duty to protect the public, hence accept the potential for a small margin of Leavers/Changers in the best interest of the student's well-being and/or public safety.

The BSN Faculty has been exploring a number of other criteria for admission to BSN for many years. This included a review of the literature and exploration of several admission tools that have been used in other nursing programs. Some of the issues include the cost and where the data is housed. BSN Faculty will continue to evaluate new tools and admissions practices as they arise.

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>#1 That the New BSN's Curriculum/Evaluation Committee establish standard approaches for the re-entry of eligible failed Revised BSN students into the New BSN program and strategies to assist that re-entry student in the transition to a new curriculum</p>	Completed	<p>From ERR (pp.4-5) SSCPR Reviewer #2's Comments on the ERR added: "Not clear on how failed Rev BSN students who are eligible to return to the program are able to enter the New BSN program" (p.2)</p> <p><i>Note from BSN: They can't except for NP8. Suggest this does not need to be acted on because potential F or W in Cohort #9 (i.e., last running of CNP1* & SEM 7*) would have to be dealt with individually.</i></p>
<p>#2 Additional Suggestion/Recommendation from ERT with support from SSCPR: "Develop in conjunction with local school districts non-cohort-based dual credit/entry level courses for Health Foundations."</p> <p>Rationale: With changes in K-12 education where letter grades no longer apply, it is hoped that offering first-year health foundations courses with no fixed time limit on completion before a student progresses into a BSN program cohort will help reduce attrition rates later in the program [p.1].</p>	Long-term	<p>From ERR (p. 1) SSCPR Reviewer #2's Comments on ERR added: "Suggest that non-cohort-based dual credit/entry level courses be developed in conjunction with local school districts" (p. 2)</p>
<p>#5 Chair of BSN Program collaborates with FoH Chair of Admissions & Progression to monitor Attrition/Progression for both BSN programs, including:</p> <ul style="list-style-type: none"> a. Monitors cohort sizes at the start/end of each semester and track reasons for attrition in both BSN programs b. Ensures New BSN's Curriculum/Evaluation Committee is aware of attrition of students across the six semesters, especially in the last four semesters of Acute Care clinical [along with reasons for attrition in order to inform future change] c. Managing any potential external transfer of students into BSN 	Long-term (Ongoing)	<p>From SSR Chapters 3, 6 & 8</p> <ul style="list-style-type: none"> a. SSR Chapter 9 (p.90) b. SSR Chapter 9 (p.92) c. SSR Chapter 9 (p.93) <p>SSCPR Reviewer #2's Comments on SSR, added:</p>

	<p>“Acknowledgement of problems with attrition show that faculty has been concerned about student problems ... helpful to investigate why students are leaving and if any factors could inform future change.” (p.3)</p>
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THEME B: MAINTAIN THE QUALITY/INTEGRITY OF NEW BSN PROGRAM

Note: Recommendations #7 a, b, d, e, f, g, h; #8 a, b, d, and f under this Theme B have been covered in QA Plan for Revised BSN Program Part A.

GOAL: BSN aims to maintain the quality/integrity of the New BSN program to meet the requirements of the BCCNP, as evidenced by formative evaluations at the end of each semester, summative evaluations at the end of program completion and one-year follow-up and feedback from workplace/discipline/sector.

RATIONALE FOR THIS GOAL: BCCNP recognition for the program is mandatory in order for the students to become licenced and practice as RN’s when they graduate.

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>#7 BSN Program Chair works to maintain the integrity of both programs during the phasing in/out transition, including:</p> <p>c. Guides the Integrated Program Advisory Committee (IPAC) into a more advisory role related to the evaluation of the new BSN</p>	Medium- term	See SSR Chapter 9 (p. 93)
<p>#8 BSN Program Chair initiates discussion with BSN faculty on issues of quality assurance, including:</p> <p>c. Implementing a formal Library orientation</p> <p>e. Faculty’s need for support to learn to effectively use available technology</p> <p>g. Addition of library resource information in course [presentations] in order to incentivize students to use these common resources, hence boosting overall success</p>	Short- term	<p>c & e See SSR Chapter 9 (p. 93)</p> <p>g SSCPR Reviewer #2 of SSR (p. 8)</p>
<p>#9 New BSN’s Curriculum/Evaluation Committee assesses the distribution of oral and written assignments, including academic papers, across the curriculum.</p>	Short-term	<p>From SSR Chapter 6 See SSR Chapter 9 (p. 92)</p>

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>#10 New BSN’s Curriculum/Evaluation Committee incorporates pathways and strategies for showing evidence of meeting all required standards, competencies and essential skills from AVED/DQAB, CRNBC and KPU within their curriculum maps/evaluation plans.</p> <p>Additional Recommendation from the ERT:</p> <ul style="list-style-type: none"> a. Ensure there is “a clear relationship with CRNBC and clinical practice competencies in the new curriculum” (ERT, p.4) <p>Rationale: “It was not clear in speaking to faculty present who were all involved in writing the new curriculum how it builds in student competencies” (ERR, p.4)</p> <ul style="list-style-type: none"> b. Preparation will be needed for faculty in the planned use of a concept-based evaluation system c. Assess whether the Essential Skills will be necessary for the New BSN Program (p.2) 	Medium - term	<p>From Self-Study Report Chapter 4</p> <p>See SSR Chapter 9 (p.90)</p> <p>a) From ERR (p.4)</p> <p>SSCPR Reviewer #2’s Comments on EER added: “Not clear how this will be addressed” (p. 2)</p> <p>b) From ERR (p. 6)</p> <p>SSCPR Reviewer #2’s Comments on External Review Report (p. 2)</p> <p>c) From ERR (p. 6)</p>
<p>#11 BSN’s Program Chair to follow up on potentially inflated grades, including:</p> <ul style="list-style-type: none"> a. Bringing data on high GPA to attention of BSN Faculty for further discussion b. Recommending the use of rubrics for marking group assignments c. Considering the use of both individual and collective marks for group assignments d. New BSN’s Curriculum/Evaluation Committee closely monitors further trends in GPA e. Initiating discussion with Faculty of Arts (English Department) over concerns and potential solutions to developing writing skills in BSN students 	Short- term	<p>From SSR Chapter 6</p> <ul style="list-style-type: none"> a) See SSR Chapter 9 (p.92) b) See SSR Chapter 9 (p.92) c) See SSR Chapter 9 (p.92) d) See SSR Chapter 9 (p.92) e) See SSR Chapter 9 (p.92)

THEME C (a): Recommendations on Formative/Summative Program Evaluation for Revised BSN

Note: All recommendations (#12 to #14) under this Theme C (a) have been covered in QA Plan for Revised BSN Program Part A.

THEME C (b): Recommendations on Formative/Summative Program Evaluation for New BSN

GOAL: Plan and complete formative and summative evaluations of the New BSN concept-based program.

RATIONALE FOR THIS GOAL: Support student success in the New BSN program. In November 2015, then College of Registered Nurses of British Columbia (CRNBC) reviewed the proposal for a New BSN program, and have recognized it until December 2020 without terms or conditions attached. A new program review and a site visit are to be completed before December 31, 2020. Some cohorts in the Revised BSN program had high attrition rates. Although a comparison of attrition rates between the two programs may be challenging, with many variables in play, it is still worthwhile to track and acknowledge the attrition rate for the New BSN program, in order to follow up accordingly. In order to make any improvements to the program, evaluation data must be collected on a regular basis and shared with the appropriate committees and faculty. Evaluation data also is required by BCCNP for recognition, CASN for accreditation, and the Internal KPU process for Program Review.

Related to the goals of the New BSN Program, graduates will practice nursing competently, safely, ethically and compassionately. They will also be prepared to write the NCLEX.

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>#15 New BSN Program Evaluation plans/implements a comprehensive evaluation plan (both formative and summative) that addresses both curricular changes and program outcomes.</p> <p>Additional Suggestion/Recommendation by ERT:</p> <p>b. "Careful attention must be given by all [BSN] faculty and administration to program evaluation in the new curriculum, especially the sequencing of courses and student clinical experiences" (p.12)</p> <p>Rationale: "There was disappointingly low faculty turnout at our afternoon meeting. It seemed that there was little enthusiasm for the Revised BSN Program review process. It would have been better to have more faculty present that could speak to the ERT about the program under review..." (p. 12)</p>	<p>Medium-term</p>	<p>From SSR Chapter 1</p> <p>SSR Chapter 9 (p.89, 90, 96)</p> <p>From ERR, Concluding Comments, p. 12</p> <p><i>SSCPR Reviewer #2's Comments on ERR added: "Further to the points immediately above – why and how will these issues be addressed? These issues might be related to availability/time, workload and/or morale" (p. 3).</i></p>
<p>#16 New BSN Curriculum/Evaluation develops a strong formative evaluation plan to assess the implications of changes in curriculum from the</p>	<p>Medium-term</p>	<p>From SSR Chapters 1 & 4</p>

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>perspective of students, faculty and practice partners, such as:</p> <ul style="list-style-type: none"> a. Assesses the 'base-line' of where students are at on entry to New BSN b. Assesses impact of having a Lab skills course in HF (without clinical practice) c. Assesses consequences of starting clinical practice for junior students in Community-based Group Projects and Maternity in Year 2 d. Assesses impact of deletions of Pediatrics, PH, MH, CNP1 e. Assesses implications of delaying Acute care Medical-Surgical experiences (such as for students' potential employment as ESNs, etc.) 		<ul style="list-style-type: none"> a. See SSR Chapter 9 (p.89) b. See SSR Chapter 9 (p.90) c. See SSR Chapter 9 (p.90) d. See SSR Chapter 9 (p.90) e. See SSR Chapter 9 (p.90)
<p>#17 Thoroughly monitors outcomes/consequences of curricular changes, including sequencing of courses and concept-based learning, from perspective of students, faculty and discipline/sector, every term at EOS meetings (i.e., with documentation on SharePoint).</p> <p>Additional Suggestions/Recommendation by ERT:</p> <ul style="list-style-type: none"> a. The BSN Evaluation Committee will evaluate student and employer satisfaction with the number and sequencing of clinical practice experiences in the New BSN Program Rationale: Identified by students, some faculty, alumni and employers and confirmed in the report to be an exceptional strength of the Revised BSN program (p.2) b. That the New BSN Curriculum/Evaluation committee explore with BSN's professional community ways to be able to identify to KPU BSN program satisfaction with KPU new graduates' performance (p.4) Rationale: "Feedback from employers [data from OPA's Sector/Discipline Survey] was difficult to interpret for reasons related to the timeframe of the survey (five years prior to 2016), the scope of the review addressed the four years prior to the graduation of the first cohort of the Revised BSN program, the employers often could not recall where the newly hired nurses graduated from and the numbers hired were quite small making the results of the survey nigh useless."(p.4 ERR) <p>Additional Suggestion/Recommendation from SSCPR Reviewer #2 of ERR:</p> <ul style="list-style-type: none"> c. Develop new tools for assessing program satisfaction from sector/discipline [i.e., differentiating responses regarding different programs from employer feedback on performance of newly graduated Alumni from Revised BSN's vs New BSN] 	<p>Long-term (Ongoing)</p>	<p>From SSR Chapter 1</p> <p>See SSR Chapter 9 (p.89)</p> <ul style="list-style-type: none"> a) From ERR re: Chapter 3 (p.2) b) From ERR re: Chapter 4 (p.4) c) From SSCPR Reviewer #2's Comments on ERR's Rationale: "Suggest new tools be developed [for IAP's Alumni Survey] to assess BSN program satisfaction." (p.2)
<p>#18 New BSN's Curriculum/Evaluation Committee evaluates the short and long-term consequences or outcomes of changing evaluation tools,</p>	<p>Medium - term</p>	<p>From SSR Chapter 4</p>

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
such as clinical PAs, which relate to summative evaluation.		See SSR Chapter 9 (p. 90)
#19 BSN monitors student satisfaction with clinical practice experiences, requests for preceptorships in nursing specialty areas, and places of employment for New BSN's graduates.	Long-term (Ongoing)	From SSR Chapter 3 See SSR Chapter 9 (p.90)
#20 New BSN's Curriculum/Evaluation Committee closely monitors future trends in NCLEX Success Rate and Program Ranking. Additional Suggestion/Recommendation from ERT: a. Plan for faculty learning for NCLEX as needed b. Plan for student preparation needed to be evaluated by the faculty and revisions to those plans are being addressed in the New BSN. They will continue to need to be evaluated after each writing to help students prepare. (ERR p.7)	Medium- term	From SSR Chapter 6 See SSR Chapter 9 (p.92) From ERR (p. 7)

THEME D: COLLABORATING WITH OTHER KPU DEPARTMENTS AND FoH PROGRAMS

Note: Recommendations #22 a, #24 a, and #27 under this Theme D have been covered in QA Plan for Revised BSN Program Part A.

GOAL: As indicated in Plan A, continue to aim to have all students report that they felt supported throughout the program by BSN, FoH, and other KPU departments.

RATIONALE FOR THIS GOAL: In following the Revised BSN QA Plan A, the New BSN faculty will continue to collaborate within the program, FoH, and other KPU departments in order to support their students.

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
#21 BSN faculty initiates discussion both within FoH and across KPU (e.g. with Sociology) to explore Indigenization of curriculum, including consultations with Indigenous learners. SSCPR Reviewer #1's Comments on SSR, added: "it would be interesting ... with the emphasis on indigenization, to note the percentage of aboriginal students, for example. Is the spot for aboriginal student filled consistently? Is the program successful in recruiting aboriginal students? Are there ways aboriginal student voices could contribute to de-colonizing/indigenization of the program?" (p.4) [Note from BSN: Reserved seat for aboriginal student was discontinued in New BSN. A motion to reverse that decision and offer 3 seats was passed in September 2018]] The ERT stated: "Faculty confirmed that culture has been added as a thread in the new curriculum and includes indigenous interests. There was not enough time during our visit for students to elaborate on how they learned about indigenous culture in the revised BSN program. Clinical	Long-term (Ongoing)	From SSR Chapter 3 SSR Chapter 9 (p. 90) From SSCPR Reviewer #1's Comments on SSR From ERR (p. 3-4) SSCPR Reviewer #1's Comments on ERR added: "... not enough time ... to ask

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>placements in aboriginal sites were confirmed by faculty” (ERT, p.3)</p> <p><i>[Note from BSN: Culture & Context has always been an important ‘foundational concept’ in CNPBC/CNP & Revised BSN – Faculty’s intended meaning is that Culture has been maintained as an important curricular thread in New BSN]</i></p>		<p>students about how they learned about indigenous culture ...but clinical placements were being arranged in indigenous communities...are there any upcoming plans for faculty—involved events to address nursing and health issues from an indigenous perspective?” (p. 1)</p> <p>SSCPR Reviewer #2’s Comments on ERR added: <i>“...due to time limitations, they were not able to explore indigenous competencies and culture awareness ... This is an important area to further elaborate on” (p. 2).</i></p>
<p>#22 BSN faculty collaborates with the Librarian responsible for BSN regarding available resources, including data banks and NCLEX preparation.</p> <p>Additional Suggestions/Recommendations from ERT/SSCPR:</p> <p>a. BSN faculty reach out to the Learning Centre as well as Liaison Librarian in regard to helping students prepare for the NCLEX (p.6)</p> <p>b. BSN faculty to consider an increased use of open education texts to assist students with costs</p> <p><i>Rationale: As more instructional resources move to an online environment, some texts will need to move to alternate formats. The opportunity to develop open education texts would assist students with costs. Have any faculty considered using open resources, or developing their own resources?</i></p>	Short-term	<p>From SSR Chapter 5 (p.47) SSR Chapter 9 (p. 91)</p> <p>a. Reviewer #1’s Comments on SSR (p. 6)</p> <p>Reviewer #2’s Comments on SSR (p.6)</p>
#23 BSN faculty explores ways of supporting FoH’s CPM, Lab and clinical faculty to develop next phase of Live Care and	Short-term	From SSR Chapter 5

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>implement use of this technology with students.</p> <p>Additional Suggestion/Recommendation from ERT: Provide support for faculty to develop skills in SIM LAB (ERT, p.9-10)</p>		<p>See SSR Chapter 9 (p. 91)</p> <p>From ERR (p. 9-10)</p>
<p>#25 Chair of BSN Program & BSN representative to FoH Research and Scholarship Committee to initiate discussion at a faculty meeting with the aim to develop a plan for enhancing research and scholarly projects.</p> <p>Additional Comments from the ERT:</p> <p>“Faculty also spoke to the dearth of resources available for faculty involvement in Research and Scholarly Activity. They spoke to the need for time to do scholarly activity, have help with grant writing and access to research grants. They also spoke of the need for funding to attend conferences. Though PD funds are available they are insufficient to cover the registration for most conferences today” (p.7).</p> <p>“The program’s connections with other health disciplines was evident based on the number of attendees at our meetings ... Some have collaborated with students on outstanding work- related projects. These need to be jointly celebrated and shared across the broader health care sector” (p.11).</p>	<p>Long-term (Ongoing)</p>	<p>From SSR Chapter 5</p> <p>See SSR Chapter 9 (p. 91)</p> <p>From ERR (p. 7)</p> <p>SSCPR Reviewer #2’s Comments on ERR added: “[Dearth of resources] noted for future budget strategy, planning and allocation of available funds/resources” (p. 3)</p> <p>From ERR (p. 11)</p>
<p>#26 Chair of BSN Program to forward data regarding learning in the labs to the New FoH Lab Coordinator to support going forward with Labs/SIM in New BSN.</p> <p>Additional Suggestions/Recommendations by the ERT:</p> <ol style="list-style-type: none"> a. Review structure of Labs and quality of communication between Lab faculty/staff and [clinical] faculty Rationale: As per BSN faculty, structured labs will be provided for in the New BSN as well as a plan for more communication between the simulation lab faculty and regular faculty b. Review quality of peer-evaluation of [psychomotor] skills Rationale: Student concerns were raised about the correct completion of peer evaluation of skill performance 	<p>Short-term</p>	<p>From SSR Chapter 5</p> <p>See SSR Chapter 9 (p.91)</p> <ol style="list-style-type: none"> a. ERR (p. 7) b. ERR (p. 7) c. ERR (p. 5) d. ERR (p. 9) e. ERR (p. 9)

Recommendation(s) this Goal Addresses	Time Line	Report (page number)
<p>c. Provide introduction and practice in Emergency simulations, such as high-fidelity simulation with Code Blue, before being in a high acuity area [i.e. before SEM 4 of Revised BSN] Rationale: Students spoke to the value of participating in Hi Fidelity simulations and at an earlier period of the program than semester 4, especially for the development of critical thinking skills</p> <p>d. <i>Increase students' awareness of access to high-fidelity simulations</i> Rationale: Students interviewed on campus seemed uncertain regarding availability of high-fidelity simulators and suggested clearly posting available times or a sign-up sheet for faculty-supervised or lab instructor-supervised student practice (p.9)</p> <p>f. Provide faculty education and extensive practice to become competent in simulation practice. Rationale: Since simulation practice is a key component of the new curriculum attention must also be paid to the development of faculty skills in this area. It is a specialized skill and requires faculty education and extensive practice to become competent (p.9)</p>		<p>Additional comments by the ERT:</p> <p>“The ERT was given a tour of the low, medium and high-fidelity labs and found these well-equipped learner spaces to be of very high quality. Students, universally, spoke of the value that high-fidelity simulations add to their lab experience. With the recent purchase of two additional high-fidelity simulators (pending installation), the ERT feels that KPU will become a leading academic provider of this state-of-the-art training to students and faculty” (p.10).</p>

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: January 2019 to December 2024

STRATEGY 1: Continue working with FoH Chair of Admissions & Progressions (A&P), Dean’s Office and Vice Chair of Senate to change BSN’s Admission criteria to further decrease attrition and increase student/graduate success.

GOAL(S) THIS STRATEGY SUPPORTS:

THEME A Admissions and progressions:

- **GOAL:** The BSN Program aims to graduate 95-100% of all students admitted into NEW BSN’s two 32-seat cohorts per year (i.e. graduate 60 to 64 successful alumni per year)

Step(s) Required to Achieve Strategy 1	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
1. Support the final student for admission into semester 8 of New BSN program utilizing the admissions and progressions committee and process.	FoH Chair of Admissions and Progressions	Ongoing	Partially Completed	One student was non-mastery in Spring 2019. Seat became available for this student to enter semester 8 in Spring 2020, however, student has decided to defer re-entry into the new program.
2. Explore the possibilities to develop in conjunction with local school districts non-cohort-based dual credit/entry level courses for Health Foundations.	Health Foundations Program Chair	Ongoing	Ongoing	
3. Continue to hold “BSN Information Sessions” for potential candidates emphasizing realities of nursing as a career choice, including sharing BCCNP RSAs and characteristics of potential nurses	FoH Chair of Admissions and Progressions	In place for many years	Ongoing	
4. Continue to collaborate with FoH Chair of A&P to monitor Admissions/Progressions/Attrition data within New BSN, including: Admissions, Failures, Retention, Completion and Attrition (Leavers/Changers) as well as potential Transfers in/out of BSN program	BSN Chair, FoH Chair of Admissions and Progressions & New BSN Program Evaluation Chair	2018	Ongoing	

Step(s) Required to Achieve Strategy 1	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
5. Implement CASPer as part of admissions process to ensure new students have qualitative skills needed for effective nursing.	FoH Chair of Admissions and Progressions & New BSN Program Evaluation Chair	Upon implementation of CASPer	Ongoing	Review program attrition rates and graduate success compared to baseline (pre-CASPer New BSN students) and Revised BSN attrition rates to evaluate the effectiveness of this admissions tool.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Time and dedication
When are these resources required? December 2017 and ongoing
What Faculty and/or Institutional support is required? Collaboration amongst BSN faculty members and support from Administration for ongoing work.

STRATEGY 2: Design the process to assess and resolve any potential concerns identified in the Revised BSN Program evaluation that could affect the quality and integrity of the New BSN program.

GOAL(S) THIS STRATEGY SUPPORTS:

Theme B Maintain the quality and integrity of the new BSN Program:

- **Goal 1:** BSN aims to maintain the quality/integrity of the New BSN program to meet the requirements of the BCCNP, as evidenced by formative evaluations at the end of each semester, summative evaluations at the end of program completion and one-year follow-up and feedback from workplace/discipline/sector.

Step(s) Required to Achieve Strategy 2	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
1. Meet with health authority placement coordinators to outline and explain the New BSN program's concept-based learning approach.	BSN Chair and BSN Curriculum Chair	2018/19	Completed	
2. Survey the impact of new concept-based BSN program with IPAC members and disseminate feedback to BSN faculty at subsequent department meetings.	BSN Chair	4/20	Ongoing	This will occur twice a year.

Step(s) Required to Achieve Strategy 2	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
3. Standardize a specific program schedule for KPU Library service personnel to engage directly with BSN students in their program.	BSN Curriculum Committee Chair	As soon as the Chair is hired	Fall 2020	This will correlate with the research course within the BSN program.
4. Standardize library resource information in all course presentations with BSN Faculty.	BSN Chair	11/19	Ongoing	Students and faculty are familiar with BSN Homepage, where policies, notices and updates are housed. Faculty are also familiar with SharePoint and BSN SharePoint sites, where further policies, faculty handbook, etc. are housed.
5. To address faculty's need for support to learn to effectively use available technology: a. Moodle Introductory Course mandatory for all new Faculty as a part of their orientation b. Collaborate with Teaching and Learning Commons (TLC) for technology related info sessions at BSN Faculty meetings c. Host a discussion with BSN Faculty on how to support them to adopt current available technologies	a. BSN Chair b. BSN Chair c. BSN Chair	a. 1/20 b. 09/19 c. Currently Ongoing	Ongoing	a. This is built into the new faculty orientation by the Dean's office. b. This will occur at the Faculty of the Whole (FoW) meeting and FoH Day as an information session and/or at one BSN faculty meeting a year. The FoW meeting is intended to address FoH bylaw changes and governance issues. FoH Day is intended to enhance faculty and staff's preparedness to support student learning needs. Faculty are surveyed 4 months before these meetings to obtain input on professional development needs to build individual and organizational capacity for supporting students. We will work with Teaching and Learning Commons to set up a workshop and/or information session for our faculty. c. Ongoing check ins

Step(s) Required to Achieve Strategy 2	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
6. BSN Chair will lead a discussion and implement the best process for collecting and tracking the number of written and oral assignments in each semester. This information will be shared with the semester teams.	BSN Curriculum Committee BSN Chair	01/20	12/20	Faculty will collect and share this data at the BSN faculty meetings and at their semester team meetings.
7. Form a BSN working group to gather data to assess whether the new BSN program is supporting students to meet the necessary competencies to meet BCCNP Standards of a New Graduate Nurse.	BSN Curriculum Committee	09/19	Ongoing	BSN Evaluation committee to consider Graduate survey data and NCLEX results as they become available.
8. Disseminate to all BSN Faculty, including at orientation, the table that maps concepts with BCCNP Competencies across the program.	BSN Curriculum Chair	11/19	07/20	
9. Include discussion of evaluation of concept-based curriculum during End-of-Semester (EOS) meetings.	BSN Chair with Curriculum Chair	12/17	Ongoing	
10. Assess whether the Essential Skills will be necessary for the BSN Program.	BSN Chair & BSN Curriculum Chair	Currently Ongoing	Completed	Addressed in admission and requirement process, as well as woven through BCCNP competencies.
11. Advocate for the Dean's office to maintain the ongoing release position for BSN Curriculum Chair.	Dean's Office	Ongoing	Ongoing	Currently New BSN program has 25% release for BSN Curriculum Chair from January 2020 to April 2020, with no current plan to extend release past this timeframe. In order to maintain integrity and highest quality of the New BSN Program, release position for BSN Curriculum Chair is imperative.
12. The Performance Appraisals will be used to adopt the concept-based evaluation system and measure to see if it is successful. The performance appraisals will be completed at midterm and at the end of each semester – list nursing competencies that are informed by, but not limited to BCCNP entry-level competencies for new graduates, Professional Standards of Practice and the KPU BSN Curriculum.	BSN Curriculum Chair	Ongoing	Ongoing	To master each practice course, students provide practise exemplars as to how these competencies were reliably demonstrated & achieved. Exemplars will demonstrate how the concepts are being integrated into the practice standards to demonstrate how the students are meeting the competencies. Faculty review the exemplars with each

Step(s) Required to Achieve Strategy 2	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
				student at midterm & at semester end to verify successful achievement.
13. BSN Evaluation Committee will explore potential cause and effect with respect to potentially inflated grades in degrees that prepares students for professional designations.	BSN Evaluation Chair	05/20	Ongoing	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Time and dedication, sustained release position for BSN Curriculum Chair
When are these resources required? December 2017 and ongoing
What Faculty and/or Institutional support is required? Collaboration amongst BSN faculty members and support from Administration for ongoing work.

STRATEGY 3: Ensure student's marks reflect their true abilities.

GOAL(S) THIS STRATEGY SUPPORTS:

Theme B Maintain the quality and integrity of the new BSN Program:

- **Goal 1:** BSN aims to maintain the quality/integrity of the New BSN program to meet the requirements of the BCCNP, as evidenced by summative evaluations at the end of each semester, summative evaluations at the end of program completion and one-year follow-up and feedback from workplace/discipline/sector.

Step(s) Required to Achieve Strategy 3	To Be Led By	To Begin on (M/Y)	To End on (M/Y)	Notes
1. Monitor the distribution of the grades of students in BSN to be discussed at the EOS meeting.	BSN Program Chair & Curriculum Chair	12/17	Ongoing	
2. Collect current rubrics in use by faculty and upload them to SharePoint.	BSN Program Admin Assistant	01/20	Ongoing	All BSN faculty are required to use marking rubrics and provide them to students. All rubrics are to be submitted to the program

Step(s) Required to Achieve Strategy 3	To Be Led By	To Begin on (M/Y)	To End on (M/Y)	Notes
				administrative assistant at the beginning of the semester.
3. Include in EOS minutes key insights regarding summative evaluation for learning outcomes.	BSN Curriculum Chair	Ongoing	Ongoing	
4. In collaboration with TLC and external supports with expertise in concept-based curriculum, offer workshop to help faculty create clear and effective rubrics and other evaluation strategies for writing assignments and group projects within New BSN courses	BSN Chair	04/20	Ongoing	To consult with the Teaching and Learning Commons to develop clear rubrics, ensuring consistency and integrity. We have had an expert in concept-based curriculum, teaching and learning, facilitate a workshop with faculty. Explore the possibility of PD use to attend her concept-based curriculum conference.
5. Evaluate the effectiveness of writing rubrics through the end of semester meetings.	BSN Program Chair and Curriculum Chair	12/17	Ongoing	Health Foundations year was designed to support and enhance English language skills (both verbal and written). Time is necessary to evaluate the effectiveness of this approach.
6. Review writing assignments in Health Foundations courses to evaluate effectiveness and explore options for improved nursing-related skill development.	Health Foundations Chair	01/19	Ongoing	To validate the program's effectiveness on this skill, we will review the ministry's Graduate Survey data. We will refer to this as a baseline when the first cohort graduates (May 2020).
7. Discuss with Faculty the current available resources to support student writing.	BSN Chair	01/20	Ongoing	KPU has considerable student supports offered students to help them with writing skills and have assignments reviewed and edited prior to submitting. Ongoing discussion with faculty regarding how informed faculty are of these resources and how faculty support students in their use of resources.

Resource Implications (if applicable)

What are the resources required to achieve this Strategy? Time and dedication, Team Leaders for each semester team, representation from each semester on BSN Curriculum Committee and funding from the Ministry
When are these resources required? December 2017 and ongoing
What Faculty and/or Institutional support is required? Collaboration amongst BSN faculty members; support from BSN program for working with IPAC; and support from Administration for ongoing work. We also require support for BSN being a professional program that requires more release positions and that there is a crisis facing Canada of a significant shortage of RNs.

STRATEGY 4: Develop and implement a formative and summative evaluation process and tools to evaluate the concept based New BSN program.

GOAL(S) THIS STRATEGY SUPPORTS:

Theme C (b): Recommendations on Formative/Summative Program Evaluation for New BSN

- **Goal 1:** Plan and complete formative and summative evaluations of the New BSN concept-based program.

Step(s) Required to Achieve Strategy 4	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
1. Plan and implement a comprehensive evaluation plan (both formative and summative) that addresses both curricular changes and program outcomes.	BSN Evaluation Committee Chair	09/18	05/2020	The evaluation tools to perform the formative and summative evaluations have been developed. The first iteration of the formative and summative evaluation process will be completed in 2020. After that it will be an ongoing process to be revised as needed. Addresses 16 c, d, 17a, b & c, 19, 20d
2. Explore ways and means to determine specific results on NCLEX for each different Nursing program in the FOH.	BSN Evaluation Committee	10/19	04/20	Currently, there are collective results from NCLEX which include BSN, BSN-AE and GNIE students.
3. Create graphic trends of annualized NCLEX results.	BSN Evaluation Committee	06/20	Ongoing	This will occur annually Addresses 20d
4. Monitor NCLEX and Graduation Survey results to assess and revise the curriculum.	BSN Evaluation Committee	06/20	Ongoing	Addresses 16c, d, 20d
5. Share results with the Curriculum Committee members and faculty.	BSN Evaluation Committee	06/20	Ongoing	
6. Monitor inclusion of NCLEX-like questions in quizzes and exams each semester.	BSN Evaluation Committee and Curriculum Committee	09/20	Ongoing	Addresses 20d
7. Tools and methods have been created appropriate for a concept-based curriculum to collect data at regular intervals from students, faculty, and health care employers.	BSN Evaluation Committee	09/17	Ongoing	Student and faculty feedback are incorporated on an annual basis.

				Addresses 19
8. Discuss with Faculty about the feasibility of developing a clinical feedback form to distribute at the end of each clinical rotation to unit staff.	BSN Evaluation Committee	02/20	Ongoing	Addresses 17a, b & c, 19
9. Monitor student and faculty satisfaction and student success with all clinical practice experiences at EOS meetings including those in nursing specialty areas.	BSN Chair	09/17	Ongoing	Course feedback forms filled out at the end of each clinical placement. Addresses 17a, b & c
10. The Health Foundation year was designed to assess student suitability and prepare for BSN. Currently, admission to the BSN program is based on GPA. The BSN program is currently evaluating different options to evaluate BSN applicants for non-academic attributes that are necessary for nursing.	BSN Chair		Ongoing	Addresses 16a
11. Faculty to discuss the options for ensuring that the lab skills course taught in Health Foundations will be revisited in terms of core skills during BSN lab courses.	Lab Coordinator	04/20	01/22	Addresses 16b
12. BSN Faculty are in communication with Fraser Health Authority to outline the new BSN curriculum and qualifications for potential employment as an ESN.	BSN Chair	10/19	Ongoing	Addresses 16 e
13. Review Course Feedback and Performance Appraisal forms each semester to ensure regular updates and adjustments based on student feedback and instructor feedback.	BSN Evaluation Committee	10/18	Ongoing	Addresses 18 <i>All evaluation tools developed for the New BSN program have been developed in consultation with each semester team. Focus groups were held with students to obtain their feedback on the Course Feedback Tool and Performance Appraisal Forms Liaising with OPA to redesign the current feedback tool, as per Appendix A.</i>
14. The BSN Evaluation Committee will host a presentation on NCLEX type evaluation in order to ensure all faculty are up to date and understand the new standards of NCLEX testing or Next Generation NCLEX (NGN).	BSN Evaluation Committee	04/20	Ongoing	NCLEX is redesigning their evaluation tool which means faculty will need to be updated on the changes. These changes may not be implemented until 2023, but information about the changes will be necessary to help faculty prepare students. Addresses 20 c
15. All Meeting Minutes should reflect "Present" "Absent" and "Regrets". Regrets, with rationale, is required within 48 hours of the meeting start time to the BSN Program Chair. One "absent" will be followed up by the Chair. More than one "absent" will be followed up by the Dean's Office.	BSN Chair & Dean's Office	01/20	Ongoing	

16. BSN Curriculum and Evaluation Committees will work with the OPA to conduct surveys to ensure the BSN program needs are supported.	BSN Curriculum Chair & BSN Evaluation Chair	01/20	Ongoing	
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Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Time and dedication including: <ol style="list-style-type: none"> a. Sustained release positions for BSN Curriculum Chair, BSN Evaluation Chair and Lab Coordinator b. Decision made regarding the use of Situational Judgment tests (i.e. CASPer) for BSN program admission requirements
When are these resources required? September 2017 and ongoing
What Faculty and/or Institutional support is required? Collaboration amongst BSN faculty members and support from Administration for ongoing work including: <ol style="list-style-type: none"> a. Consistent Administration Assistant who can be oriented to the role and remain in the role long term b. Accountable time dedicated for faculty to learn about the NGN (through a workshop for example)

STRATEGY 5: In following the Revised BSN QA Plan A, the New BSN program faculty members will continue to collaborate within the program, FoH, and other KPU departments in order to support their students.

GOAL(S) THIS STRATEGY SUPPORTS:

As indicated in Plan A, continue to aim to have all students report that they felt supported throughout the program by BSN, FoH, and other KPU departments.

Theme D. Collaborating with other KPU Departments and FoH Programs.

Goal 1: Initiate collaboration or continue to collaborate with the BSN faculty, FoH Lab Coordinator, and other KPU departments to support student learning and expand curriculum content.

Step(s) Required to Achieve Strategy 5	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
1. Initiate discussions both within FoH and across KPU (e.g. with Sociology) to explore Indigenization of curriculum, including consultations with Indigenous learners.	Curriculum Chair	09/19	Ongoing	Addresses 21
2. Collaborate with the Librarian responsible for BSN regarding available	Curriculum Chair	09/17	Ongoing	Addresses 22

Step(s) Required to Achieve Strategy 5	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
resources. Discuss use of open source textbooks at faculty meetings.				See above re strategies for collaboration with Librarian (Strategy 1.3,4,5) Open source textbooks have been discussed at a faculty meeting in 09/18
3. BSN faculty will participate in working group to explore ways of supporting FoH's CPM, Lab and clinical faculty to develop next phase of Live Care and implement use of this technology with students.	FoH Lab Coordinator & Curriculum Chair	09/17	Ongoing	Addresses 23
4. Standardize clinical faculty lab skills and support the development and consistent use of sim labs.	FoH Lab Coordinator & Curriculum Chair	09/17	Ongoing	Addresses 26a
5. Review structure of Labs and quality of communication between Lab faculty/staff and [clinical] faculty.	FoH Lab Coordinator & Curriculum Chair	09/17	Ongoing	Addresses 26a
6. Standardize peer feedback form for peer evaluation of psychomotor skills to focus more on reflective practice vs action-procedural practice.	FoH Lab Coordinator & Curriculum Chair	09/17	Ongoing	Addresses 26b
7. <i>Provide introduction and practice in Emergency simulations, such as high-fidelity simulation with Code Blue, before being in a high acuity area [i.e. before SEM 4 of New BSN].</i>	FoH Lab Coordinator & Curriculum Chair	09/17	Ongoing	Addresses 26f
8. Increase students' awareness of access to high-fidelity simulations by posting semester schedule of open lab simulation on the online BSN Homepage site.	FoH Lab Coordinator &	09/17	Ongoing	Addresses 26d

Step(s) Required to Achieve Strategy 5	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
	Curriculum Chair			
9. Provide faculty education and extensive practice to become competent in simulation practice.	FoH Lab Coordinator & Curriculum Chair	09/17	Ongoing	FoH Lab Coordinator developing FoW workshops for 2020 in high-fidelity simulation for faculty. Addresses 26f
10. Initiate discussion with Chair of Research and Scholarship at a faculty meeting with the aim to develop a plan for enhancing research and scholarly projects. Provide a list of mentors to support new faculty researchers on their projects.	BSN Chair Chair of Research & Scholarship.	09/2019	Ongoing	Addresses 25

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Time and dedication, collaboration with KPU Librarian
When are these resources required? December 2017 and ongoing
What Faculty and/or Institutional support is required? Collaboration amongst BSN faculty members and lab educators and support from Administration for ongoing work.

PLAN SUPPORTED BY:

Provost's Name

Dr. Sandy Vanderburgh

Dr. David Florkowski

Dean's Name

Provost's Signature

Dean's Signature

February 26, 2020

Date

February 24, 2020

Date

References

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Canadian Association of Schools of Nursing. (2011). *Position statement: Baccalaureate education and baccalaureate programs*. Retrieved December 18, 2019 from

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**BSN Program
Student Course Feedback**

Course:

Section:

1. What concept from this course was the most useful for you?
2. Describe the most valuable activities that helped you learn the concept you chose in #1 above.
3. Overall, in this course, which learning activities were most valuable to support your learning?
4. Overall, in this course, which learning activities were least valuable to support your learning?
5. Overall, in this course, which evaluation methods were most valuable to support your learning?
6. Overall, in this course, which evaluation methods were least valuable to support your learning?
7. List the resources (textbook, course package, presentations, websites etc.) that were offered to you in this course. Then rate them on a scale from 1 to 5 where 1 is not valuable at all, 3 is neutral, and 5 is very valuable.

Resource List:

Rating:

1 = Not valuable at all 3 = Neutral; 5 = Very Valuable

a. _____	1	2	3	4	5
1. _____					
b. _____	1	2	3	4	5
2. _____					
c. _____	1	2	3	4	5
3. _____					
d. _____	1	2	3	4	5

8. Were there materials presented in this course that you had already learned in other courses this semester or earlier in the program (including the foundation year)? If so, what was that material?
9. Please comment on the distribution of the workload across all courses this semester.
10. If this is a clinical course, answer the following: How did this clinical course affect your learning as a nurse?
11. Please feel free to add your open comments and feedback about this course.
12. Overall, how satisfied were you with this course: (Circle one letter)
 - a. Very satisfied
 - b. Somewhat Satisfied
 - c. Neutral
 - d. Not Satisfied
 - e. Very Dissatisfied

