



## **Program Review Quality Assurance Plan**

**Quality Assurance Plan for: Bachelor of Science in Nursing – Advanced Entry (BSN-AE)**

**Date submitted to SSCPR: June 20, 2018**

**Date Self-Study Report approved by SSCPR:** [Click here to enter text.](#)

**Date of External Review: June 18-23, 2017**

### **SUMMARY**

*Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)*

The BSN-AE Program is an innovative and unique program and curriculum with various types of learning embedded in the program. We have enthusiastic faculty who have operationalized a technology rich pedagogy throughout the curriculum. The threading of key concepts throughout the program is evident and student projects exemplify global citizenship and innovative program delivery. Faculty in the BSN-AE Program excel in supporting students and students report faculty responsiveness to their concerns through adjustments to curriculum and teaching. BSN-AE students demonstrate leadership, enthusiasm, motivation, commitment to learning, and support for one another.

Faculty in the BSN-AE program are working to resolve the challenges that we currently face in the program. Current challenges include the following: students and faculty have expressed concerns with the lack of direct client care in semesters 4, 5 & 6; although there are evaluation plans and activities in place, there is a lack of a clear systematic and robust program evaluation plan with follow-up analysis and actions; the BSN-AE program is working to establish relationships with intra/interprofessional and intersectoral partners in order to strengthen collaboration and practice experiences for students; faculty are working on strategies to increase scholarship within the BSN-AE program; there is a low number of students who participate in leadership roles within the Faculty of Health; and finally, much of the program work is completed by a small number of faculty who will likely retire in the next 5-10 years, therefore we need to address faculty succession within the BSN-AE program.

Opportunities for improvement include the following: explore and increase use of KPU resources such as IAP, the Office of Research and Scholarship, and the Office of Teaching and Learning; address students' concerns about the lack of direct patient care hours and the gap between semesters 3 and 7; develop a clear systematic and robust evaluation plan with follow-up analysis and actions; and develop a plan to ensure that we have faculty in place who are able to manage and maintain the BSN-AE program.

QUALITY ASSURANCE GOALS

List the program’s Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Address the gap in hands on client care between semesters three and seven.

RATIONALE FOR THIS GOAL: Faculty, students and employers all support this goal as evidenced by students needing more time to orient to the workforce after graduation.

Recommendation(s) this Goal Addresses	Report (page number)
Program Framework – Key Element 7: The sequence and selection and implementation of planned practice experiences support learner achievement of the expected outcomes and entry-to-practice competencies.	BSN-AE reviewer report p. 41
The BSN-AE program should provide evidence of how the introduction of clinical experiences with hands-on care in semester 5 is supporting learner achievement of the expected outcomes and entry-to-practice competencies	CASN decision letter p. 3
Evaluation – Key Element 3: Students’ and graduates’ ability to provide safe, ethical nursing care, and to meet the entry-to-practice competencies and standards of practice, is monitored and evaluated.	BSN-AE reviewer report p. 89
The BSN-AE program should provide evidence of the strategies used to monitor and evaluate how students’ and graduates’ abilities to provide safe, ethical nursing care and to meet entry-to-practice competencies and standards of practice, are achieved.	CASN decision letter p. 4

GOAL 2: Formalize the BSN-AE program evaluation process.

RATIONALE FOR THIS GOAL: Data has been collected using an ongoing, but informal, process. The data collection needs to be formalized for review and analysis.

Recommendation(s) this Goal Addresses	Report (page number)
Professional Growth – Key Element 7: The program provides opportunities for students to develop functional working relationships, including intra/interprofessional, and intersectoral collaboration.	BSN-AE reviewer report p. 77
The BSN-AE program should demonstrate evidence of how educational opportunities for students are developing functional working relationships, including intra/interprofessional and intersectoral collaboration.	CASN decision letter p. 4
Evaluation – Key Element 1: An evaluation plan guides the assessment of the curriculum, program delivery, and program outcomes.	BSN-AE reviewer report p. 86
The BSN-AE program should develop and implement a formal evaluation plan that is clear, systematic, and robust with analysis, actions, and follow-up.	CASN decision letter p. 4

<p>Evaluation – Key Element 2: There is on-going implementation of the evaluation process, which includes data collection from students, faculty, graduates, employers and other relevant stakeholders.</p> <p>The BSN-AE program should provide to CASN a report of the results of the implementation of a formal evaluation plan, including data collected from students, faculty, graduates, employers, and other relevant stakeholders.</p>	<p>BSN-AE reviewer report p. 88</p> <p>CASN decision letter p. 4</p>
<p>Evaluation – Key Element 3: Students’ and graduates’ ability to provide safe, ethical nursing care, and to meet the entry-to-practice competencies and standards of practice, is monitored and evaluated.</p> <p>The BSN-AE program should provide evidence of the strategies used to monitor and evaluate how students’ and graduates’ abilities to provide safe, ethical nursing care and to meet entry-to-practice competencies and standards of practice, is achieved.</p>	<p>BSN-AE reviewer report p. 89</p> <p>CASN decision letter p. 4</p>
<p>Evaluation – Key Element 4: Evaluation data are used to make improvements to the program.</p> <p>The BSN-AE program should provide evidence of how evaluation data is used in a systematic and continuous manner to make improvements to the program.</p>	<p>BSN-AE reviewer report p. 91</p> <p>CASN decision letter p. 4</p>

GOAL 3: Increase intra/interprofessional and intersectoral collaboration.

RATIONALE FOR THIS GOAL: A strengthened collaboration between the BSN-AE program, practice placements, employers and key stakeholders will benefit both faculty and students in the BSN-AE program through an increased variety of practice placements and exposure to a variety of client populations.

<b>Recommendation(s) this Goal Addresses</b>	<b>Report (page number)</b>
<p>Partnerships – Key Element 5: The Educational Unit provides benefits to its partners through its contributions to the achievement of mutual goals.</p> <p>The BSN-AE program should develop and implement a plan that outlines how the program provides benefits to its partners through its contributions to the achievement of mutual goals.</p>	<p>Educational Unit reviewer report P. 21</p> <p>CASN decision letter p. 2</p>
<p>Teaching and Learning - Key Element 7: Faculty are supported in providing interprofessional education and opportunities for intersectoral collaboration.</p> <p>Demonstrate how faculty are supported in providing interprofessional education and opportunities for intersectoral collaboration.</p>	<p>Educational Unit reviewer report P. 44</p> <p>CASN decision letter p. 2</p>
<p>Environment – Key Element 6: Practice placement sites provide learning opportunities that effectively help learners attain the outcomes of the Educational Program(s) and facilitate intra and interprofessional collaboration.</p> <p>Provide evidence that practice placement sites are providing learning opportunities that effectively help learners to attain the outcomes of the educational program and facilitate intra/interprofessional collaboration.</p>	<p>Educational Unit reviewer report P. 62</p> <p>CASN decision letter p. 2</p>

Professional Growth – Key Element 7: The program provides opportunities for students to develop functional working relationships, including intra/interprofessional, and intersectoral collaboration.	BSN-AE reviewer report p. 77
The BSN-AE program should demonstrate evidence of how educational opportunities for students are developing functional working relationships, including intra/interprofessional and intersectoral collaboration.	CASN decision letter p. 4

GOAL 4: Increase support for, and implementation of, scholarship in the BSN-AE program.

RATIONALE FOR THIS GOAL: BSN-AE program faculty are motivated to deliver a BSN program that is based on, and uses current nursing and education research.

<b>Recommendation(s) this Goal Addresses</b>	<b>Report (page number)</b>
Scholarship – Key Element 1: The institutional infrastructure, and workloads support the development and maintenance of faculty scholarship. Provide evidence that the Faculty of Health is supporting BSN-AE faculty who are undertaking scholarship activities	Educational Unit reviewer report P. 65 CASN decision letter p. 2
Scholarship – Key Element 2: Faculty scholarship is integrated into educational activities in the Educational Unit and contributes to a scholarly climate among faculty and learners. The BSN-AE program should provide evidence that faculty scholarship is being integrated into educational activities in collaboration with the office of scholarship and research.	Educational Unit reviewer report P. 69 CASN decision letter p. 3
Scholarship – Key Element 3: Members of the Faculty are involved in the Scholarship of Discovery. Provide evidence of an increase in peer-reviewed scholarship of discovery.	Educational Unit reviewer report P. 75 CASN decision letter p. 3
Scholarship – Key Element 4: Members of the Faculty are involved in the Scholarship of Teaching. Provide evidence of an increase in peer-reviewed scholarship of teaching.	Educational Unit reviewer report P. 77 CASN decision letter p. 3
Scholarship – Key Element 5: Members of the Faculty are involved in the Scholarship of Integration. Provide evidence of an increase in peer-reviewed scholarship of integration.	Educational Unit reviewer report P. 80 CASN decision letter p. 3

Scholarship – Key Element 6: Members of the Faculty are involved in the Scholarship of Application. Provide evidence of an increase in peer-reviewed scholarship of application.	Educational Unit reviewer report P. 83 CASN decision letter p. 3
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GOAL 5: Increase student leadership in the Faculty of Health

RATIONALE FOR THIS GOAL: The student voice is valued at KPU and in the BSN-AE program

Recommendation(s) this Goal Addresses	Report (page number)
Environment – Key Element 3: The socio-cultural environment of the Educational Unit fosters student leadership and professionalism. Provide evidence of student involvement on the Faculty of Health’s key committees and student government.	Educational Unit reviewer report P. 53 CASN decision letter p. 2

GOAL 6: Address faculty succession in the BSN-AE Program in collaboration with the KPU Human Resources Department.

RATIONALE FOR THIS GOAL: We currently have one faculty member who loads all of the Moodle courses in every semester. This workload needs to be spread out so that other faculty can learn the process as well.

Recommendation(s) this Goal Addresses	Report (page number)
Resources – Key Element 2: A strategic student enrolment plan, aligned with faculty resources and a human resource plan, guides student admissions. The Faculty of Health should provide a faculty succession plan in collaboration with the KPU Human Resources Department.	Educational Unit reviewer report P. 24 CASN decision letter p. 2

**RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS**

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

<i><b>Recommendations</b></i>	<i><b>Report (page number)</b></i>	<i><b>Rationale</b></i>
Environment – Key Element 5: The physical space of the Unit including classrooms, faculty offices, laboratories, and their layout effectively supports the delivery of the Nursing Education Program(s).  The Faculty of Health should address the concerns of faculty regarding the availability of adequate work space.	Educational unit reviewer report p. 59  CASN decision letter p. 2	FOH is set up at the Langley campus in an open office model with shared desks available for faculty. The office configuration is not due to change any time soon. The BSN-AE program is a blended program and most faculty work from home.
Resources – Key Element 2: A strategic student enrolment plan, aligned with faculty resources and a human resource plan, guides student admissions.  FOH should provide a nursing specific strategic enrolment plan.	Educational Unit reviewer report P. 24  CASN decision letter p. 2	The number of applicants for the BSN-AE program has been steadily growing each year. For the last few years we had more qualified applicants than seats. For example, in the September 2018 intake we had 55 applicants vying for 40 seats. Additionally, senate has approved a Bachelor’s in Psychiatric Nursing (BPN) stream in the BSN-AE program which will see BPNs enter the program in semester 2. This will likely mean that 8 seats will be reserved for BPNs which will reduce the September intake to 32 seats.

**QUALITY ASSURANCE FIVE-YEAR ACTION PLAN**

*Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.*

**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: 01/2018**

STRATEGY 1: Change the semester 5 practice course from a project-based course to a direct client-care-based experience in the community and in health clinics.

GOAL(S) THIS STRATEGY SUPPORTS: Goal 1: Address the gap in hands on client care between semesters three and seven.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Arrange clinical hours in home health, public health and health clinics.	Program Chair	10/2017	01/2018	To occur annually in preparation for the semester 5 practice course. This work was already started in fall 2017.
Consult with home health, public health and clinics to inform them of the change in practice hours	Program Chair	10/2017	01/2018	Community partners were consulted in fall 2017. This work was already started in fall 2017.
Orientate semester 5 faculty to the change in practice.	Program chair	10/2017	01/2018	This work was already started in fall 2017.
Make appropriate changes to the course outlines.	Curriculum Chair	06/2017	01/2018	New course outlines have already been approved by KPU. This work was already started in spring 2017.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Community placements and health clinics
When are these resources required? January 2018 & yearly
What Faculty and/or Institutional support is required? HSPnet, clinical coordinator support, program chair release time

STRATEGY 2: Implement a formal evaluation process for the BSN-AE program.

GOAL(S) THIS STRATEGY SUPPORTS: Goal 2: Formalize the BSN-AE program evaluation process.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Set key dates on the calendar for program evaluation.	Program Chair	01/2018	03/2018	This work was started in January 2018 and will occur annually
Liaise with IAP to send out surveys to graduates each January. Results sent to program chair.	Program Chair	01/2018	03/2018	This work was started in January 2018 and will occur annually
Graduate surveys to be analysed by curriculum committee each spring and used to determine any necessary changes to curriculum.	Curriculum Chair	02/2018	04/2018	This work was started in January 2018 and will occur annually
Liaise with IAP to send out surveys to employers each January. Results to be reported to the program chair.	Program Chair	01/2019	02/2019	This work will occur annually
Liaise with IAP to send out surveys to key stakeholders January. Results to be reported to the program chair.	Program Chair	01/2019	02/2019	This work will occur annually
Results of employer and key stakeholder surveys to be analysed by faculty committee and used to determine any necessary changes to curriculum.	Program Chair	02/2019	02/2019	This work will occur annually
End-of-semester evaluations to be set up on course Moodle sites. Results to be forwarded to the curriculum chair.	Curriculum Chair	11/2017	04/2018	This work was started in November 2017 and will occur each term
End-of-semester evaluations to be discussed at curriculum meetings and used to determine any necessary curriculum changes.	Curriculum Chair	11/2017	04/2018	This work was started in November 2017 and will occur each term
Hold a formal program evaluation day each spring during reading break to plan any program changes for the next year.	Program Chair	02/2018	02/2018	This work was started in February 2018 and will occur annually

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Faculty support
When are these resources required? 2018 and annually
What Faculty and/or Institutional support is required? IAP support, faculty to analyse the surveys



STRATEGY 3: Strengthen collaboration between the BSN-AE program, practice placements, employers and key stakeholders.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 3: Increase intra/interprofessional and intersectoral collaboration.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Establish ongoing placement relationships.	Program chair	01/2018	ongoing	Intersectoral partners consist of schools, community clinics, and facilities such as the Muslim Food Bank, Gateway of Hope, Umoja, Options, and many others.
Meet with employers, placements and key stakeholders twice a year at IPAC meetings.	Program chair	03/18	03/18	IPAC meeting twice per year
Have students work on projects that benefit both students and placements.	Course faculty	02/18	08/18	Starting with Global health in summer 2018 and continuing with maternity/pediatrics in fall 2018. Will occur annually.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Faculty and program chair time with partner organizations
When are these resources required? Immediately and ongoing
What Faculty and/or Institutional support is required? HSPnet, practice placement coordinator, continued program chair release time

STRATEGY 4: Increase Faculty of Health support for faculty scholarship and increase the creation and implementation of peer-reviewed scholarship in the BSN-AE program in collaboration with the Office of Teaching and Learning.

GOAL(S) THIS STRATEGY SUPPORTS: Goal 4: Scholarship

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Continue joint faculty and student projects in collaboration with the Office of Teaching and Learning	All faculty	01/2018	ongoing	
Explore teaching and learning through ongoing symposiums and conferences hosted by KPU	All faculty	05/2018	yearly	Speakers at KPU symposiums and conferences

Establish a series of “Lunch and Learn” sessions for faculty to explore research and scholarship	Program Chair	02/2018	ongoing	Exploring program pedagogy, inviting guest speakers
Explore teaching and learning through ongoing symposiums and conferences outside of KPU	All faculty	01/2018	ongoing	Guest speakers at Science World

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? External grants and PD funds, in collaboration with the Office of Research and Scholarship, the Office of Teaching and Learning and the Faculty of Health Research Committee
When are these resources required? Ongoing
What Faculty and/or Institutional support is required? PD time and release time for research if time is needed beyond PD

STRATEGY 5: Encourage BSN-AE students to become involved in Faculty of Health Committees, Faculty of Health Student Association, and KPU Student government.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 5: Increase student leadership in the Faculty of Health

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Recruit students for Faculty of Health Committees	Program Chair and Nomination Committee	01/2018	06/2018	Ongoing as the need arises for student representation on various committees. This work started in January 2018
Encourage students to join the Faculty of Health Student Association	Program Chair	01/2018		Ongoing This work started in January 2018

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Funds for recruiting events
When are these resources required? As seats become available on various committees
What Faculty and/or Institutional support is required? Faculty of Health Nominations Committee

STRATEGY 6: Expand faculty role in planning and set-up of program courses and resources.


GOAL(S) THIS STRATEGY SUPPORTS: GOAL 6: Address faculty succession in the BSN-AE Program.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Support faculty to load own Moodle site courses in collaboration with the Office of Teaching and Learning	Curriculum chair	09/18	12/19	
Support faculty to edit own course syllabi and materials in collaboration with the Office of Teaching and Learning	Curriculum chair	09/18	12/19	
Identify emerging leaders in the BSN-AE program in collaboration with KPU Human Resources	Program Chair	09/18	09/21	This will allow time for the current curriculum chair to start mentoring faculty

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Faculty and human resources
When are these resources required? Immediately
What Faculty and/or Institutional support is required? Faculty and time

PLAN SUPPORTED BY:

Dr. Salvador Ferreras  
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Provost's Name

  
\_\_\_\_\_  
Provost's Signature

June 27, 2018  
\_\_\_\_\_  
Date

Dr. David Florkowski  
\_\_\_\_\_  
Dean's Name

  
\_\_\_\_\_  
Dean's Signature

June 23, 2018  
\_\_\_\_\_  
Date