Form E-1-A for Boston College Undergraduate Programs

Program: Nursing

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

The graduate of the CSON baccalaureate program is a critical thinker who:

1. Respects the intrinsic worth of all human beings by valuing and integrating altruism, autonomy, human dignity, integrity, and social justice into professional nursing practice across all health care settings and populations.

2. Synthesizes concepts from a liberal arts Jesuit education to develop a philosophy of care that guides professional nursing practice.

3. Uses management and leadership skills to coordinate and promote quality health care.

4. Uses empirical evidence and theoretical knowledge from nursing and other disciplines to influence health promotion and disease prevention in individuals, families and populations across the lifespan and across healthcare environments.

5. Generates clinical judgments based on assessment data and implements interventions to achieve individual/family/population-centered outcomes.

6. Collaborates with individuals, families, community stakeholders and the interdisciplinary health care team to ensure safe, clinically efficacious, cost-effective care.

7. Articulates the relationships among intrapersonal, interpersonal, social, environmental, cultural and ethical influences on health care delivery in a diverse, multicultural, global society.

8. Uses informatics and electronic technology to document, evaluate, and improve the quality of health care.

9. Articulates the influence of policy on health care and professional nursing practice.

10. Accesses information and seeks experiences to promote personal and professional growth, advance nursing practice and improve the care of individuals, families, and populations.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your department’s major handouts?)
On the website http://www.bc.edu/content/bc/schools/son/programs/undergrad.html and in the Connell School Baccalaureate Program handbook:
http://www.bc.edu/content/bc/schools/son/current/undergraduateresources.html, which is also distributed in hard copy to all incoming freshmen and their parents.

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

NCLEX: The nursing licensure exam (NCLEX-RN®) is an important measure of our undergraduate program effectiveness. We receive detailed reports each year about our students' achievement, including areas of strength and weakness in numerous categories. These data are reviewed by the Associate Deans and the Baccalaureate Program Committee and are used to inform decisions about curriculum change.

EBI Assessment: A nursing education exit assessment survey prepared by Educational Benchmarking, Inc. is administered to graduating seniors. General areas evaluated are: overall program effectiveness, role development, core knowledge, core competencies, technical skills, professional values, classmates, facilities & administration, course lecture and interaction, work and class size, and quality of nursing instruction. Results are compared with 6 "benchmark" schools as well as the overall pool. Beginning in May 2011, we specifically ask graduates to evaluate how well each of the Baccalaureate Program Outcomes were met. The results are presented to faculty at Program Evaluation Day each May, and areas of concern are forwarded to the appropriate committee or department.

Evolve Reach® RN Exit Assessment Test: This is a standardized exam that simulates the RN licensure exam (NCLEX-RN). It is administered to seniors to evaluate their preparation for the licensure exam. The student receives detailed feedback from the test company and reviews the results with his or her advisor. Students who are identified to be at risk are targeted for remediation programs. Students pay a fee for this exam.

Senior Exit Interview: Members of all undergraduate graduating classes attend a group exit interview conducted by the Associate Dean. Topics include satisfaction with the curriculum, instruction, student life, et al. We collect information about job placement at this interview. Concerns are recorded and shared with CSON faculty at the annual Program Evaluation meeting, where curricular changes are suggested and forwarded to the Baccalaureate Program committee and/or the Educational Policy Committee.

Employer and alumni surveys: We administer surveys to our alums ever few years to determine satisfaction with the program, job placement, etc. A revised process for surveying employers will be implemented in 2012.
4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

See processes described above for each assessment.

5) **What changes have been made as a result of using the data/evidence?** (Have there been any recent changes to your curriculum or program? Why were they made?)

Some examples of recent program changes that were implemented as a result of student feedback and test scores include:

- The addition of high-fidelity simulation to most clinical nursing courses
- The addition of a required freshman professional development seminar
- The development of a new course called “Principles of Evidence-based Nursing”
- The addition of student portfolios as a requirement of the final nursing course
- The addition of an annual career fair in conjunction with the BC Career center
- The addition of additional opportunities to participate in global initiatives (service trip to Haiti, community health nursing in Ecuador)
- Development of CSON minors in Hispanic Studies and Psychology
- The development of a detailed student advising guide
- Standardization of clinical evaluation procedures within courses and across the curriculum
- Increased efforts to promote diversity and provide leadership opportunities and networking for our minority students

6) **What evidence do you have that the changes have resulted in improved learning outcomes?**

- Student feedback on the EBI assessment and in the exit interviews on the above bullets has been positive. Our NCLEX pass rates have been stable for many years.

7) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

The undergraduate program is accredited by the CCNE (Commission on Collegiate Nursing Education). We prepared a Self-Study report for an April 2008 site visit. Our programs were granted the maximum 10-year accreditation that will take us to 2018. We are in the process of preparing a detailed interim report to CCNE. We also submit annual reports to the Massachusetts Board of Registration in Nursing and the American Association of Colleges of
Nursing, who approve our curricula and review our enrollment data, graduation rate, and licensure pass rate.