I. Program(s) evaluated
   - Honours Bachelor of Science in Nursing

II. Evaluation process (description of the visit)
   - The final assessment report for the evaluation of the aforementioned program(s) is based on the following documents: (a) the self-study brief produced by the academic unit; (b) the report by the two evaluators following their site visit; and (c) comments from the dean of the Faculty of Health Sciences, Lucie Thibault; the interim director of the School of Nursing, Jean-Daniel Jacob; and the interim assistant director for undergraduate programs at the School of Nursing, Amanda Vandyk, in response to the report cited in (b).
   - The external visit, which took place on January 27 and 28, 2021, was conducted by Sylvie Larocque, Laurentian University, and by Chantal Saint-Pierre, Université du Québec en Outaouais.
   - During their visit, the external evaluators met with the vice-provost, academic affairs, Aline Germain-Rutherford; the dean of the Faculty of Health Sciences, Lucie Thibault; the interim director, Jean-Daniel Jacob; the interim assistant director for undergraduate programs, Amanda Vandyk; representatives of Algonquin College (Pembroke and Woodroffe campuses); regular and part-time professors; members of support staff; and undergraduate students.

III. Summary of reports on the quality of programs

1. HIGHLIGHTING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS
   - The four streams in the Bachelor of Science in Nursing program are of excellent quality, as evidenced by the external evaluators’ reports, student satisfaction levels, and the seven-year accreditation recently granted by the Canadian Association of Schools of Nursing (CASN).
   - The School of Nursing is well known both regionally and provincially, due to its partnerships with the Algonquin College and La Cité collégiale, and its programs being offered at several locations, among other reasons.
   - Nationally, the School is ranked sixth out of 136 by the CASN (https://www.casn.ca/2016/12/many-nursing-schools/).
   - The four streams were recently accredited for seven years—the highest standard—by the CASN.

1Based on all of the documents produced during the evaluation process.
The programs enjoy an external environment (several healthcare institutions offering a variety of clinical placements), and sociocultural environment (i.e., the relevance and importance of nursing’s role guaranteeing employment) that foster excellent training and learning.

The research environment is of very high quality (professors’ research portfolios, six research chairs).

There is a high level of bilingualism in every respect (programs, students, professors and partner healthcare institutions).

The efficient management team helps maintain the high quality of the programs.

The School of Nursing is subject to an in-depth, continuous review process, which constantly improves program quality. A revamped program will be launched in 2022.

Simulation-based teaching methods and labs help bridge the gap between theory and clinical training.

Gender diversity, among both student and teaching staff members, exceeds standards for the discipline.

CHALLENGES

- There are few students from outside the region and province, despite a superior national ranking.
- The programs have trouble maintaining or improving their international ranking in order to raise their profile and attract international students.
- Integrating and guiding part-time teaching staff is challenging.
- Teaching staff from Algonquin College need to strengthen their knowledge.
- Future competitive threat in light of the Ontario government’s recent decision to allow colleges to offer four-year undergraduate degrees in nursing.
- Deficiencies in the overall strategy for communicating with students to keep them informed about admission requirements, rules and regulations, and resources available in case of difficulty.
- Limitations in how students from the various campuses can participate and get involved in the School’s activities, as well as their sense of belonging to it.
- Need for curriculum innovation by adding community-related content (e.g., gerontology, Indigenous health) and content for developing and evaluating interprofessional skills.
- Assessment grids need to be standardized to avoid bias in assessing learning in labs.
- It is vital that the use of simulation in teaching and learning strategies align with international standards of excellence developed by the International Nursing Association for Clinical Simulation and Learning (INACSL).

2. PROGRAM OBJECTIVES

- The School of Nursing’s mission is articulated clearly. A number of indicators also show that the School’s actions align well with its mission, including the renewal of the School’s accreditation for seven years—the highest standard—which testifies to the program’s excellence. The six research chairs are proof of its productivity. Its many partnerships, including with Algonquin College and La Cité collégiale, highlight the program’s impact on the community.
In the opinion of the external evaluators, “changes to the programs demonstrate commitment to the key aspirations in the institution’s strategic plan (Transformation 2030).”

3. CURRICULUM AND STRUCTURE

- The admission requirements are similar to those of other nursing programs in Ontario and prepare students well to meet the desired learning outcomes.
- Despite clear communication regarding language requirements, some students would like to be better informed about them. As a result, the School of Nursing is considering new strategies to better support students in achieving their bilingualism goals.
- Program content is generally prescribed by professional accreditation standards and national testing. That said, the program structure was recently reviewed to prepare students better for their internships.
- The new structure should also help students to complete the program on schedule. The unit should continue its efforts in that regard.
- Deficiencies were identified as a result of a well-established culture of continuous evaluation. The unit took them into account when reviewing the program that will be rolled out in 2022.
- Collaborative programs find it challenging to have students from all sites participate in faculty activities. So this would require continuous effort.

4. TEACHING, LEARNING AND ASSESSMENT

- In the main, the teaching, learning and assessment methods are inline with the methods used in nursing programs across Canada. Those methods are also assessed through the professional accreditation process.
- Nonetheless, the external evaluation noted issues with evaluation methods and recommended “the use of validated grids to assess development of the ability to work in multidisciplinary teams throughout the program.”
- Lastly, the external evaluators noted that simulation-based instruction “is well-established in teaching practices” and that there is “a desire to include more simulations featuring an interdisciplinary component.” However, the evaluators were unable “to confirm on the basis of the evidence provided that international standards of excellence... are known and applied.” That aspect is addressed in recommendation 3.

5. STUDENT EXPERIENCE AND GOVERNANCE

- The end-of-program surveys and interviews with students show a good level of overall satisfaction. The vast selection of clinical internships and the positive experience of the male minority are factors contributing to student satisfaction.
- In online discussions, some students said they would like to see better communication, particularly about what to do when difficulties arise.
• Student cohort progress from 2006 to 2011 was above the University of Ottawa average as a whole.
• With regard to program visibility, the external evaluators were “of the view that there is genuine potential to increase and diversify the students seeking to enrol in the program,” particularly where Francophone and international students are concerned.
• Students in the program have access to several resources to support their academic success. The external evaluation report notes that “[t]he University of Ottawa pays close attention to welcoming and integrating international students....”

6. SPACE AND RESOURCES

• The professional accreditation process to which this program is subject highlighted the excellence of the resources in the program.
• However, the external evaluators in charge of the periodic assessment of the program were of the opinion that “there is a genuine vulnerability with respect to program quality should the School not fill the vacant [faculty] positions....”

IV. Program Improvement²

The programs under evaluation are in conformity with the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

The numbering of recommendations 1 to 9 follows the numbering used in the external evaluation report.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

Recommendation 1: The SCEUP recommends that the School of Nursing proceed with the process to review and renew the collaboration agreement with Algonquin College and La Cité collégiale.

Recommendation 2: The SCEUP recommends that program officials continue their efforts to align teaching and assessment methods with learning outcomes in the revised program.

Recommendation 8: The SCEUP recommends that the School of Nursing adopt a rigorous continuous evaluation plan for the revised curriculum, and that it include the group having conducted the review.

CURRICULUM AND STRUCTURE

Recommendation 6: The SCEUP recommends that the School of Nursing continue its efforts to develop and assess interdisciplinary skills.

Recommendation 3: The SCEUP recommends that the School of Nursing emphasize the use of simulation to enhance teaching and learning strategies, in accordance with the international standards of excellence developed by the INACSL.

² Based on the external evaluation report.
**Recommendation 10:** The SCEUP encourages program officials to continue their innovation efforts by adding more course content that is relevant to society, such as gerontology, end-of-life care, and Indigenous health.

**Teaching and Evaluation**

**Recommendation 4:** The SCEUP recommends that program officials develop a comprehensive strategy for welcoming, guiding, and integrating part-time professors.

**Recommendation 7:** The SCEUP recommends that the School of Nursing develop a strategy for integrating Algonquin College faculty more effectively into the School of Nursing’s research teams.

**Student Experience and Governance**

**Recommendation 5:** The SCEUP recommends that the School of Nursing consider a more proactive recruitment strategy to attract bilingual Francophone and international students.

**Recommendation 9:** The SCEUP recommends that the School of Nursing continue its efforts to improve its overall strategy for communicating with current and prospective students in order to keep them informed about admission requirements, rules and regulations, and resources available in case of difficulty.

**Space and Resources**

**Recommendation 11:** The SCEUP recommends that the School of Nursing consider a strategy for maximizing the participation of faculty and students across the various campuses in the School’s activities.

V. **List of Courses Not Offered for More Than Three Years and Reasons**

All the courses have been offered at least once in the previous three years.

VI. **Conclusion**

The School of Nursing offers high-quality programs that meet the standards of the discipline, as evidenced by the seven-year accreditation—the highest standard—recently granted by the Canadian Association of Schools of Nursing. Program strengths include bilingualism and a well-established continuous improvement culture. The use of labs and simulation-based teaching methods also helps bridge the gap between theoretical and clinical training.

Following this very positive assessment of the program, the Committee wishes to thank everyone who took part in the evaluation. The Committee also commends the participants for their rigorous approach, and notes the quality of the self-study reports and the external evaluators’ report.

**Schedule and Timelines**

The Office of Quality Assurance will schedule a meeting with program officials and the Office of the Dean following receipt of the Final Assessment Report in order to prepare an action plan and to set timelines for each recommendation. A progress report outlining actions taken and results obtained is to be submitted to the SCEUP at a later date to be determined when the action plan is finalized.
The next self-assessment cycle will take place in 2026–2027, with the self-study brief to be submitted by June 15, 2026.