**Notes from CCVC session with the Nursing Department**

**October 27, 2014**

**Notes taken by Deb Baloun with revisions by CCVC members Terence Check and David Arnott and Nursing Department faculty.**

**Question 1:** *1) What are the strengths of your department/program? What do you already do well?  Remember that these responses will be shared with the community at large, so please use this opportunity to brag a little bit.  What do you want people outside your department/program to know about your successes and strengths?*

-          Intentional effort to incorporate Benedictine values, Catholic tradition, and characteristics of a liberally educated person in all our courses.

-          We are really good at assessment and evaluation. We have data to back up the 3 items in bullet above. We respond to student feedback and make adjustments accordingly.

-          We respond to the community needs – we are aware of what is going on in the community, global society

-          All of our students have community experiences with vulnerable populations (Salvation Army, Journey Home, Passages, VA, jail, senior centers, schools)

-          Three study abroad programs – Belize, Dominican, South Africa

-          Faculty involved in community and establish relationships

-          We take risks and have experienced positive results (e.g., our recent curriculum change). In the classroom, faculty are using best practices – simulation, active learning strategies, (e.g., press conference on homelessness and mental illness)

-          Theory, clinical, lab – involve the skills of becoming a liberally educated person. Use communication skills, critical thinking skills, etc.

-          We have an external advisory committee – get together 2 times per year and provide feedback/input to our curriculum/program

-          Technology – incorporate this very well within our teaching

-          Faculty are approachable and honest with our students, help students

-          Encourage well-rounded students – fine arts, athletics, etc.

-          Develop students to be life-long learners. We do not just teach content, but guide students to find their own answers.

-          Good reputation in employment sites – like to hire CSB/SJU grads and they are sought out

-          We have high standards and expectations for our students. If our students are not meeting the course goals, we have a solid process established to work through these issues.

**Question 2:** *2) What do you wish you could do better, or do more of?  What would it take (resources, support, etc.) for you to reach those goals?*

-          We often have to justify our existence as a professional program in a liberal arts institution. We are seen as a task-oriented, technical program.

-          Wish we had a way to get immersion experiences in Mpls – need a van to transport students to these experiences.

-          More flexible schedule that would allow students to take more classes outside of nursing courses. Need more afternoon or evening courses (math, language, sociology, fine arts, etc.)

-          More opportunity for students to partner with faculty on research – time and resources are limited

-          More of the research during the summer – beneficial to students, but very time-intensive. Lot of students doing internships during this time (summer after junior year)

**Question 3:** *3) Leaving aside discipline specific knowledge, in what ways does your department/program best contribute to providing our students with a liberal education for their lives beyond college, as informed and engaged citizens, productive employees, ethical beings, etc.?*

-          Integration of the Catholic and Benedictine values in every course, assessed and evaluated

-          We specifically address liberal learning, being a global citizen, doing immersion in social justice issues, being able to advocate for clients, build a lot of cultural awareness in our courses, students are bringing issues to us – social justice issues

-          Participate in Day on the Hill in St. Paul – politicians, speakers – stress to our students that they need to be engaged citizens.

-          We have grads going to do service work, students doing alternative break experiences

-          Nursing Club – volunteering in the community, connecting with the community

-          ETHS 390 – mix of nursing majors and non-nursing majors

-          Students look holistically at clients, they are prepared to work in diverse populations, they are prepared to work in a team.

-          Our grads stand out: they listen to clients, and are advocates for them. Many students are in leadership positions. Employers contact us and give us positive feedback about our students.

-          Different levels of participation: Bachelor prepared nurse, looking wholistically at patient; liberal education helps with this.

-          Spirituality – students bond with patients

-          Intercultural, ethics seminar, experiential learning in capstone

**Question 4:** *4) Are there ways in which you would like to see your department/program contribute to liberal education that so far it has not been able to?*

-          Partnering with other disciplines for research

-          Public perception that nursing is a barrier to liberal education.

-          Nursing Faculty serving on college committees – helps others understand our dept more

-          Having non-nursing students in our courses

-          We are constrained by our own discipline. Teaching FYS or gender – often challenging to find replacements for nursing faculty

-          Work with other disciplines to develop courses (computer science, communication, biology, etc.)

**Strengths/limitations of liberal education, specifically our current common curriculum**

-          We have the creativity and ability to think more broadly what the education should look like – but need to move away from disciplinary requirements and silos and meeting curriculum requirements through departments (boxes students in). Faculty in general do not think as much in terms of the goals of a liberal education, more topic-driven, not asking broader questions.

-          Have great ideas, but time is a constraint

-          The faculty needs to come to agreement about what a liberal education means

-          Start with outcomes and work towards that. We have been doing that in nursing because of our accreditation requirements. We need to ask about our students: what do we want them to look like after they graduate? And then, how do we get them there?