



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: AG-CNS Master's in Nursing

2. College/School: College of Health Professions and McAuley School of Nursing

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The AG-CNS program has 5 student learning outcomes/program objectives. One objective is addressed every year and signature assignments have been identified.

4. Student Learning Outcomes - Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

MSN candidates will translate theoretical and conceptual knowledge into advanced nursing practice actions that promote optimal health care quality and patient safety outcomes. AGCNS candidates are assessed in NUR 5752 using the skills checklist portfolio at the end of the program. We chose the Nurse/Nursing Practice Sphere of Impact section of the portfolio to show how students demonstrate this outcome by articulating an activity they accomplished in the program for each of the 4 role competencies in that particular section. For example, using consultation theory, students list the CNS: nurse consults performed in the program and the outcomes of each of that particular role competency.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
x	III. Critical Thinking & Problem Solving

x	IV. Communication
x	V. Professionalism
	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):
2020-2021

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Program Outcome #2 – students will have at least one quality activity for each role competency in the Sphere (Nurses/Nursing Practice) in a random selection of 5 student portfolios of 18 graduates.

Evaluation of 2021 graduates:

Comprehensive Assessment of Nursing Practice Environment – 4 of 5

Provides Expert Specialty Consultation/Mentorship to Nurses Related to Complex Clinical Problems – 5 of 5

Leads Nurses/Staff in Cost-effective, Quality Improvement Projects – 5 of 5

Advocates for Nursing Practice at Full Scope – 3 of 5

Conclusion: It is enlightening that students met 2 of the more important and critical role competencies. But there was inconsistency in the other 2 competencies and particularly in the “advocates....”

Plans: For the 2022 cohort we provided an exemplar of a previous graduate’s portfolio that was stellar and clearly articulated a matching of work in the program to CNS role competencies. More time was spent on the portfolio for the 2022 cohort on explaining its value and making sure students understand the various role competencies and how learning activities in the program were matched to CNS role competencies. However, removing the words “full scope of practice” to the advocacy for nurses competency is being discussed as “full scope” is but one element of advocacy. We also decided to pre-populate the portfolio in general terms certain assignments students did complete in the program to refresh their memory of competencies met. We also revised to portfolio to standardize the process better in that we expected 3 measurement points to confirm competency. These changes were made to the existing portfolio.

Attachment: AGCNS Program Specialty Portfolio 12.9.22 Mitzi Saunders.docx

Specialty Portfolio:

Adult Gerontology-Clinical Nurse Specialist

Student's Name/Date:



Directions: Students need to complete the AG-CNS portfolio sections as they relate to key CNS role competencies and skills for entry level practice. Students should begin to complete the portfolio in NUR 5160 (Advanced Health Assessment) as they complete advanced assessments (SOAPs) and their older adult care assessment/health promotion plan and continue forward in the clinical courses (SOAPs completed in NUR 5749, holistic and older adult specialty care, the health literacy teaching project, SOAPs and the wellness project in NUR 5751, and finally NUR 5753 in systems leadership (HCS project and FMEA project) and older adult care. Also, students complete prescribing hours and those simulated prescribing experiences must be captured in this final program portfolio. Procedures completed in clinical should also be listed and signatures from preceptors gathered.

Competencies are best achieved when students complete a series of three of more experiences and students should be careful to identify all additional activities in clinical related to a competency by adding additional rows or columns to make the portfolio as complete and true to what students experienced in clinical as possible.

Finally, scholarly activities were also completed in the program with poster designs and presentations for peers. All students should fully capture the full essence of being a CNS expert clinician, consultant for others, advocate and mentor for nurses, system's level leader, and scholar in dissemination of outcomes in their clinical experiences.

NOTE: All items listed are presented in the didactic portion of the program and deemed appropriate for the scope of the APRN CNS provider. This tool serves as a guide for the progressive development of the CNS student in the program and an end of program outcome. **Students should use the portfolio as evidence of competency in the CNS role and to secure clinical privileges.**

SPHERE 1 (Patient Advanced Direct Care)

Competencies P1-P6

Advanced Care	Clinical Course	Topic	Semester/Year
Comprehensive Health Assessment, Formulates Differential Dx, Develops Advanced Plan of Care	Advanced Assessment - 5160	Older Adult	
Focused Assessment / Formulates Differential Dx	Advanced Assessment - 5160	Cardiac	
Focused Assessment / Formulates Differential Dx	Advanced Assessment - 5160	Respiratory	
Focused Assessment / Formulates Differential Dx	Advanced Assessment - 5160	GI	
Focused Assessment / Formulates Differential Dx	Advanced Assessment - 5160	Neuro	
Focused Assessment / Formulates Differential Dx, Develops and Implements Advanced Plan of Care	Advanced Assessment - 5749	Cardiac	
Focused Assessment / Formulates Differential Dx, Develops and Implements Advanced Plan of Care	Advanced Assessment - 5749	Respiratory	
Focused Assessment / Formulates Differential Dx, Develops and Implements Advanced Plan of Care	Advanced Assessment - 5749	GI	

Competency P6**Prescribes Pharmaceuticals (5749)**

Name of Med	Patient Problem	Outcome	Semester/Year

Prescribes Pharmaceuticals (5751)

Name of Med	Patient Problem	Outcome	Semester/Year

Prescribes Pharmaceuticals (5753)

Name of Med	Patient Problem	Outcome	Semester/Year

Prescribes Non-Pharmaceuticals (ie, diagnostic studies, consultations, hospice care, home health care, devices, medical equipment)**Prescribes Non-Pharmaceuticals (5749)**

Consults/Cares	Patient Problem	Outcome	Semester/Year

Prescribes Non-Pharmaceuticals (5751)

Consults/Cares	Patient Problem	Outcome	Semester/Year

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Prescribes Non-Pharmaceuticals (5753)

Consults/Cares	Patient Problem	Outcome	Semester/Year

Competencies P7, P10, P12,

Designs and Employs Advanced Education Strategies with Groups of Patients

Project Name	Outcome(s)	Semester/Year
Teaching Project (5749)		
Wellness Project (5751)		
Other:		

Competencies P4, P5, P7, P8, P10, P13, P14

Holistic Care CNS Specialty (5749, 5751, 5753)

Prescribe/Perform Advanced Interventions	Outcome(s)	Semester/Year
Coaching (smoking cessation, weight management, nutrition, exercise, etc.)		
Patient Education		
Patient Education		
Patient Education		
Peaceful Death Experience		
Motivational Interviewing		
Spiritual Care		
Family Caregiver Care		
End of Life Care Decisions (Advanced Directives)		
Ethical Conflicts		

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Older Adult Specialty Care (5749, 5751, 5753)

Prescribe/Perform Advanced Interventions

Outcome

Semester/Year

5749 Holistic Care Plan		

SPHERE 2 (Nurses and Nursing Practice)

Competencies P.11, P15

Assessment/Evaluation of Nursing Practice Environment

Clinical Focus

Outcome

Semester/Year

Comprehensive Assessment - Beacon Assessment (5749)		

Competency P9, N1

Provides Expert Specialty Consultation/Mentorship to Nurses Related to Complex Clinical Problems

Issue

Outcome

Semester/Year

Competencies N5 – N14

Leads Nurses/Staff in Cost-effective, Quality Improvement Projects

Issue

Outcome

Semester/Year

Teaching Project (5749)		
Health Care Systems Project (5753)		

Competencies N3, N14

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Advocates for Nurses/Nursing Practice

Issue	Outcome	Semester/Year

SPHERE 3 (Organization/System Barriers)**Competencies O1-O5, O8-O10****Designs and Leads Systematic Quality Improvement Project (Demonstrates Fiscal Accountability)**

Topic	Outcome(s)	Semester/Year
HCSP (5753)		

Competency O7**Leads Evaluation of Process/Product Assessment**

Topic	Outcome(s)	Semester/Year
FMEA Project (5753)		

Competencies O10-O12**Articulates Outcomes (of above) to Internal Stakeholders**

Stakeholders	Outcome(s)	Semester/Year
HCSP (5753)		
FMEA (5753)		

Competencies N12, O11**Educate Nurse Peers Using Advanced Technologies**

		Semester/Year
Nurse Sensitive Indicator Poster Presentation (5749)	Topic:	

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Podcast Presentation on Older Adult Protocol (5752)	Topic:	
Competency Poster Presentation (5753)	Topic:	
Virtual Poster Symposium of HCSP (5753)	Topic:	

Procedures and Skills

Examples: wound care, EKG interpretation, ABG analysis, laboratory interpretations, skin biopsy, etc.

All students should strive to accomplish with preceptor supervision those skills deemed critical for the APRN in one's specialty area while a student in the program.

Student's Name:

Additional Skills (5749) Signature of Provider /Date Signature of Provider /Date Signature of Provider /Date

Additional Skills (5751) Signature of Provider /Date Signature of Provider /Date Signature of Provider /Date

Additional Skills (5753) Signature of Provider /Date Signature of Provider /Date Signature of Provider /Date

Program Coordinator Signature / Date (End of Program in NUR 5752):