



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 in a five-year cycle so all outcomes are addressed every five years. Outcomes are assessed via signature (capstone) assignments such as the health care system quality improvement project disseminated in a poster presentation. Other examples of direct measures of assessment include participation in discussion boards, performance on exams & quizzes, complex patient care plans, certification pass rates and written papers. Rubrics are used to ensure consistency in assessment.

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.

In 2021-2022 student learning outcome 3 was assessed. The outcome on file with the UAT states, MSN candidates will integrate informatics, health care technology, and interpersonal collaboration in the delivery of person-centered nursing practice for individuals and populations. This outcome is assessed in the NUR 5753 (AGCNS Practicum II) course focusing on the system & organizational spheres of the CNS role. Assessment of completion of key role competencies using rubrics for course assignments and activities are utilized. The completion of a health system analysis, identification of gaps in quality, implementation of a quality improvement project and data analysis is required for all students. This semester-long project is a requirement for all students to complete and culminates in a research poster presentation. The benchmark is 100% of students are expected to meet this outcome with a pass rate of 80% or higher using the standards listed in the rubric (see attached).



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

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning

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

2021-2022

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.

In 2021 - 2022 we achieved a 100% success rate for outcome 3 of the program. All students enrolled in the AGCNS 2022 cohort, successfully completed the capstone assignment with a passing grade of 80% or higher. 2 students presented their research posters at conferences and all students implemented quality improvement projects in the health care systems where they completed their clinical course work. We have used these outcomes to encourage more students to present the results of their assignments at conferences. Dissemination of work beyond the classroom will improve overall program quality by training students how to create and present research posters.

Attachment(s):

[EXCERPT FROM NUR 5753 SYLLABI Molly McClelland.docx](#)