



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:** Adult Gerontology Clinical Nurse Specialist Program (AGCNS)
- 2. College/School:** College of Health Professions, 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 Graduate Nursing program has 5 program outcomes and we assess one outcome each year. We use portfolio data, scores on assignments and projects to determine if the outcome was met. Our benchmark is 90% or higher achievement on grading rubrics. Random assessment of student work is completed for some outcomes.

- 4. Student Learning Outcomes & Benchmarks** -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.

Outcome 5

MSN candidates will integrate the Jesuit and mercy traditions in providing culturally competent, compassionate, holistic, and person-centered care with a commitment to human dignity in the contemporary world.

Our benchmark is 90% or higher will show in their end of program portfolios the selection of and work with vulnerable patient populations while in the program. Process: Random selection of portfolios to assess.

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

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



6. **Assessment Period:** Select the academic year for which you are reporting results (i.e. when data were collected):
2024-2025
7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

Outcome 5: Random Selection of Three Student Portfolios = 3 portfolios:

- 1) Yes met: Student #1 (hospice, palliative care consults, spiritual care, family care conferences to make decisions, lots of patient advocacy and ethical conflicts handled. Key role competencies: Patient family meetings (P13); Advocates for patients preferences and rights (P 16); (P14) Facilitates resolutions of ethical conflicts.
- 2) Yes met: Student #2 (several examples of nurse as patient providing them with support they need to care for crucial need of patients and families (P14); rendered spiritual care to daughter who was grieving (P1); LGPTQ care rendered (.16). Lots of nurse empowerment and confidence building activities (P.13) – nurse as patient.
- 3) Yes met: Student #3 (ethical intervention for patient going against spouses wishes in EOL care (P.14), navigation for patient sent to OR without proper identification (P.13); nurse as patient with co-caring education to improve nurse satisfaction (P.1), lots of palliative care focus on peaceful EOL care experience (P.1)

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

We are using these random reviews of end of program student portfolios for examples of their clinical activities as linked with entry level competencies of practice set forth by national standards (NACNS). These examples afford us ways to share with future students and current students how Jesuit and Mercy values penetrate the CNS role.