



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:** Bachelor of Science Nursing (BSN), Second Degree Option (SDO), Bachelor of Science Nursing Completion (BSNc)
- 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 Bachelor of Science in Nursing Program has 5 learning outcomes. One outcome is evaluated each year in each of the undergraduate nursing programs identified in #1 above. The faculty as a whole has identified one signature assignment to be implemented within a singular course in each program. The course may be taught once or twice an academic year, depending on the specific undergraduate program. Each time the course is taught, data is collected on the signature assignment for that term.

At the end of each term, faculty who teach a course requiring the signature assignment upload the outcomes data to a TEAMs folder. Data is reviewed by the Outcomes Coordinator and/or the Program coordinator as well as the Assessment & Achievement of Outcomes Committee (AAOC). Any recommendations for change in the assignment, or in the course content based on assessment outcomes are provided to the Undergraduate Faculty by the Outcomes Coordinator/Program Director and the AAOC for decision making specific to assignment modification and improvements.

- 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.

Referring to the Program Assessment Plans on file with the University Assessment Team, student learning outcome #2 is being assessed in this cycle.

Outcomes #2: Utilize the scholarship of nursing within a broad interdisciplinary base incorporating diverse perspectives through the application of evidence-based knowledge that translates into quality nursing practice.

Students demonstrated achievement of this outcome through an end of the term signature assignment in NUR 4500 (Research & Evidence Based Practice.).



The benchmark for success for this outcome is that 85% of the students will earn a score of 85% or higher on the signature assignment.

To assess student achievement of this outcome, students present a PICO Evidence Based Practice Poster based on current scientific evidence in nursing. The poster is presented at the end of the term to the entire class. In some programs this is a virtual presentation with an e-poster. In other programs this is an in-person presentation and a physical poster. The signature assignment is meant to represent the application of what students have learned throughout the semester and directly relates to the stated outcome.

5. 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
	IV. Communication
	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):
2024-2025

7. Program Assessment Results -Briefly summarize the assessment results and how they relate to benchmark(s).

Program Assessment Results (reported by program):

Second Degree Option (SDO):

- May 2025 100% of students achieved 85% or higher on the assignment.

Traditional BSN (McNichols Campus):

- December 2024 85% of students achieved 85% or higher on the assignment.
- May 2025 100% of students achieved 85% or higher on the assignment (section 1)
- May 2025 100% of students achieved 85% or higher on the assignment (section 2)

Traditional BSN (Grand Rapids Campus)

- May 2025 100% of the student achieved 85% or higher on the assignment

BSNc (Oakland Community College and Macomb Community College)

- August 2025. No data is reported from the BSNc Program. Faculty did not utilize the signature assignment. Data for this program will be collected in the next year's assessment cycle after faculty adjust the course assignments and implement a signature assignment.



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.

All the programs (other than the BSNc) report the benchmark for Outcomes #2 was met. Faculty reported students embraced the assignment and did very well. No changes are recommended for this outcome assessment. The coordinator of the BSNc program will ensure that faculty formally implement the signature assignment in the Research & Evidence Based Practice course moving forward.

Follow up report on Outcome #1 (which did not meet Benchmark during last year's assessment cycle). The original signature assignment was a Final Reflection Paper which is submitted at the end of the term. The students in the traditional BSN program on both the McNichols & Grand Rapids campuses did not meet benchmark.

In reviewing the scores, faculty believe the students in the traditional programs did not achieve benchmark due to the requirement of adhering to APA writing criteria, grammar and flow. Students in the BSN traditional programs are freshmen and/or sophomores and may not be skilled in academic writing. In a breakdown of the traditional BSN rubric scores, students generally scored well on the Course Concepts, Understanding of Mercy & Jesuit Characteristics, Personal Spiritual Growth, and Understanding Human Differences. They lost points (impacting their overall score) on writing style, grammar, and adherence to APA writing standards.

The MSON faculty voted in October 2025 to change the signature assignment from a Final Reflection Paper to the Final Group Presentation (already part of the course). The rubric for the group presentation is very similar to the Final Paper. Since the presentations are oral, students do not lose points on writing ability; faculty believe the Group Presentation is a better assessment of students' ability to demonstrate achievement of the outcome.

Grades on the final presentations for both Traditional BSN programs (Detroit and Grand Rapids campuses) in 2024 exceeded the benchmark. 100% of the students achieved a 90% or higher score on the final presentation.