



# 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

**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** -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 4

MSN candidates will engage in systems leadership with a focus on preventive care, policy development, and patient advocacy.

NUR 5753 HCSP and FMEA – students achieve 90% or higher on rubrics

**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
	VI. Lifelong Learning

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

2023-2024



**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.

Failure Mode Effects Analysis (FMEA) - met with 90% or higher on grading rubrics (7 students with A grades; 3 students with A-)

Health Care Systems Project (HCS Project) - met with 90% or higher on grading rubrics (7 students with A grades; 2 students with A-; 1 student with B+)

Both assignments align well with national level competencies and graduate nursing level competencies. They help us demonstrate that graduates are practice ready upon graduation. Continue to use these assignments as they afford students the ability to achieve key competencies of CNS practice and a way to evaluate for system level leadership for proactive care, policy development and patient advocacy.

Student feedback about the course and program were positive. The only comments were the difficulties of the workload and balancing workload with family/job/school schedules. One student asked that the HCS project start sooner in the course to allow more time to complete it and get more outcome data.

**FACULTY COMMENTS, RECOMMENDATIONS AND ACTION PLAN:**

Continue to use these assignments as they afford students the ability to achieve key competencies of CNS practice and a way to evaluate for system level leadership for proactive care, policy development and patient advocacy.

Faculty agree that the FMEA could be on the same topic as their HCS project. When this was done by a few students, faculty felt it enhanced their HCS project. If we connect it with the FMEA, then students could start the project earlier in the semester.

One student who did combine the two options submitted it for national conference and she did present her poster in New Orleans at the NACNS conference in March 2024.

We will pilot this new approach and get student feedback. This may also be more efficient use of student time and support them better in their efforts to find work-life balance.

**Attachment(s):**

[Grading Rubric for CNS HCS Project\\_Mitzi Saunders.docx](#)

[Grading Rubric for Process or Product Evaluat\\_Mitzi Saunders.docx](#)