Intercollegiate Consortium for a Master's of Science in Nursing
Southeastern Louisiana University, McNeese State University, University of Louisiana Lafayette
MEETING MINUTES

Committee: Graduate Faculty Organization Evaluation Workshop
Date and Time of Meeting: October 25, 2010 10:00AM – 12:00Noon
Video Conference

MEMBERS PRESENT: **MSU:** Dr. Valarie Waldmeier, Dr. Ann Warner, Dr. Tari Dilks
SLU: Dr. Ann Carruth, Dr. Lorinda Sealey, Dr. James Nelson, Dr. Emily Bond, Dr. Mary Burke, Dr. Barbara Hyde, Dr. Bonnie Meeker, Dr. Donna Hathorn, Dr. Ken Tillman
UL Lafayette: Dr. Donna Gauthier, Dr. Janis Guilbeau, Dr. Melinda Oberleitner, Dr. Paula Broussard, Dr. Ardie Sudduth, Dr. Sudah Patel

AGENDA ITEMS	ACTION/DISCUSSION	PLAN
I. Call to Order	The meeting convened, initiated by Dr. Valarie Waldmeier, Evaluation Committee Chair at 10:00AM. Four sites were available via video conference: McNeese in Lake Charles, UL Lafayette in Lafayette, Southeastern in Hammond and Baton Rouge	The agenda was agreed upon.
II. Minutes	Dr. Tari Dilks and Dr. Valarie Waldmeier volunteered to record meeting minutes.	
III. Announcements	Dr. Waldmeier introduced the new GFO Chair, Dr. Ann Warner. Dr. Waldmeier announced that the ICMSN had approval from the Education Committee of LSBN on October 20, 2010 to offer the Family Nurse Practitioner Concentration. The proposal now goes to the full Board on December 8, 2010. Dr. Waldmeier announced that AACN had webinars for the draft of the revised Master's Essentials. The new Essentials will go to the full Board for approval at the end of the year. These Essentials may be the ones we are required to follow for our reaccreditation in Spring 2013.	

AGENDA ITEMS	ACTION/DISCUSSION	PLAN
	Dr. Waldmeier thanked the Evaluation Committee members for all their work during Spring 2010: Dr. Ann Carruth, Dr. Donna Gauthier, Dr. Ann Warner, Dr. Lorinda Sealey and Dr. Lisa Broussard	
IV. Program Evaluation – Indirect for Spring 2010	Multiple surveys are used for indirect evaluation of our MSN program. These are satisfaction surveys and consist of: • Course Evaluations • Graduate Exit Survey • Alumni Survey • Employer Survey • Faculty Satisfaction Survey In Spring 2010, the Evaluation Committee revised all the surveys to reflect current methods such as online teaching/learning. In Spring 2010, the Deans, Department Heads and Coordinators agreed to begin using "Survey Monkey" for all surveys in an attempt to standardize data across the ICMSN and to increase response rates for alumni and employer surveys. Responsibilities for the individual surveys were assigned across the 3 universities. Dr. Waldmeier presented a PowerPoint with explanations for the process of delivering the surveys (See Attached PP). Results of Course Evaluations done by students for each course every semester was presented by Dr. Waldmeier. Several issues occurred during the spring semester that may have impacted the course evaluations: SLU and MSU upgraded to Bb 9 in January 2010; Question #25 (My evaluation was carried out in a fair manner) was inadvertently omitted. There were several courses not evaluated for the following reasons:	The Coordinators will investigate how to send follow-up email

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	• Too few students answered to evaluate: N502/602 UL; N534/634; N535/635; N536/636; N538/638 SLU; N549/649; N558/658 • Too few students enrolled to evaluate: N537/637; N542/642; N554/654; N555/655; N559/659 • Courses not taught – no enrollment: N538/638 MSU; N538/638 UL ➢ The benchmark for agreement is 80% ➢ There were 30 courses taught by the ICMSN ➢ The overall response rate for course evaluations was 67% with ranges between 23% and 100% ➢ Each faculty should receive results of their course evaluations from their coordinator. The questions within courses that did not meet benchmark were discussed. Several items indicated that students were not satisfied with the layout, navigation or organization of the course. Several items also indicated that students were not satisfied with some of the online presentation formats such as PowerPoint.	messages to students as a reminder to do the Course Evaluations and place them in the courses within the LMS at each university. An ad hoc committee of the Curriculum Committee developed a basic template for all courses. Dr. Gauthier will distribute this basic template recommendation to the GFO. She also recommended using the Quality Matters Rubric to formally evaluate courses that did not meet benchmark in these areas in order to provide feedback to the faculty teaching the course. The Coordinator of each university will perform the QM evaluation, provide feedback to the faculty, and report to the Evaluation Committee. The GFO voted to add a microphone and webcam to

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	Discussion ensued by faculty about using voice-over with PP, using Skype for individual assistance, and using Eluminate. Supportive resources for technology was discussed as well. Several faculty gave examples of how they were using different technologies within their courses. All faculty felt they would like development in this area and that it was important for them to understand the technology so they could give students clear direction.	student hardware requirements. The Communication Committee will place the new requirements in the Student Handbook.

The GFO would like a Faculty Development presentation on emerging technologies. A half-day seminar will be planned by the Coordinators for Spring 2011. |
| | Students in 3 courses felt they did not meet all their course objectives. Dr. Oberleitner voiced the opinion that this is student opinion and an indirect measure. Perhaps faculty should be doing direct measures of whether students are meeting objectives and delete these questions from the survey. Dr. Gauthier suggested that course faculty in these courses submit a plan to the Curriculum Committee for improvement and that course objectives should be learning outcomes. Dr. Waldmeier suggested measuring individual learning outcomes using course rubrics. Dr. Sealey suggested that course objectives should be mapped in such a way that links them with the assignments. Dr. Oberleitner further suggested that faculty could identify "signature assignments" for each course that directly measures student outcomes. Dr. Carruth stated that we have graduate competencies already established and should use them as a point of revision and standard to directly measure student outcomes. | Dr. Oberleitner made a motion for the Curriculum Committee to review the graduate outcomes and course crosswalks for currency and the Evaluation Committee to determine ways to directly measure these outcomes. Dr. Carruth seconded the motion and it carried unanimously. |
| | Dr. Waldmeier reviewed the mean comparisons of students' technological skills. Findings: Students who rated their technological skills as novice decreased significantly from 11.98 to 5.34 a difference of 6.64. Students who rated their technological skills as intermediate decreased slightly from 78.84 to 75.54 a difference of 3.3. Students who rated their technological skills as expert increased significantly from 9.16 to | |

AGENDA ITEMS	ACTION/DISCUSSION	PLAN
	19.12 a difference of 9.96. Conclusion: Students technological skills have increased across the spectrum over the spring 2010 semester.	
	Dr. Waldmeier reviewed the results of the Graduate Exit Survey. Benchmark is 80% agreement and there were 14/17 responses. Areas that did not meet benchmark all related to students' opportunities to provide input into the MSN program and services. Discussion centered on lack of knowledge by students that they have representation on each committee.	Student representative names and contact information will be placed on the ICMSN website. Dr. Carruth will place the information on the website and update as needed. Each Coordinator will email students and ask for volunteers for committee representation once a year.
	Dr. Waldmeier stated that placing the Alumni and Employer Satisfaction Surveys had not improved the response rate: Alumni 1-year – N=6/38 Alumni 3-year – N=0 Employer 1-year – N=0/1 Employer 3-year – N=0 Dr. Oberleitner suggested contacting other online programs to see how they evaluated alumni and employer satisfaction.	The Evaluation Committee will call USA and other online programs to determine how they evaluate these populations.
	Dr. Waldmeier gave the Faculty Satisfaction Survey results: N=17 Items that fell below benchmark mainly relate to resources: faculty workload, sufficient resources, support personnel	These items will be brought to the next Deans Advisory
	There were 2 items that need GFO input: • 76.4% feel they have sufficient input into policies and practices of the governing institution – no faculty present was willing to speak to this item • 62.5% feel there is sufficient faculty support and guidance for working with students in thesis and focused	This item will be brought to the next Deans Advisory The Communication Committee

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	scholarly project – Dr. Carruth suggested that instructions for thesis and scholarly project be placed in the ICMSN Faculty P&P Handbook.	will place these instructions in the ICMSN Faculty P&P Handbook
	Dr. Meeker gave a report from the Research Committee concerning their project. They are reviewing Focused Scholarly Projects across the ICMSN for the last 3-5 years.	The ICMSN Research Committee will complete data collection by the end of this semester and report to the spring GFO meeting.
	Dr. Waldmeier reported that a peer review of Quality Matters Rubric was occurring each spring. Dr. Carruth stated that this had been a pilot and a more formal process should be developed if we want to keep this review. Faculty at the meeting seemed to be in favor of the course review and Dr. Warner suggested that a shorter form could be developed that would not be so cumbersome. Dr. Broussard stated that UL Lafayette had adopted the QM Rubric review but was ok with a shorter form. Dr. Oberleitner suggested that once the process was formalized, that it could be used to augment orientation to online learning for new faculty. Dr. Broussard suggested the formation of a subcommittee to develop a shorter tool and formal process for course review to include data collection, data repository, and follow up for improvement.	Dr. Gauthier suggested that the Curriculum Ad Hoc Committee that worked on the recommended template for Bb and Moodle take on the task. Existing members agreed and members volunteered. The following will be on the Ad Hoc Committee: • Dr. Donna Gauthier • Dr. Tari Dilks • Dr. Ken Tillman • Dr. Gwen Leigh • Dr. Donna Hathorn The Ad Hoc Committee will complete their work by mid-March and forwarded to the April 2011 Curriculum Committee.
	Discussion ensued concerning other improvement ideas. Dr. Warner and Dr. Waldmeier suggested that faculty do a formal course summary each semester with curriculum and evaluation data included. This might facilitate more faculty input and include more direct learning outcomes.	Dr. Warner will develop a tool for a formal Course Summary with the help of Dr. Waldmeier and Dr. Dilks. The tool will be emailed to the GFO members for input. Following final adoption, it will be sent to the Evaluation Committee for development of

AGENDA ITEMS	ACTION/DISCUSSION	PLAN
		the process for implementation.
V. Adjournment	With no further discussion, the meeting adjourned at 11:45	

Respectfully Submitted by: Dr. Valarie Waldmeier, Recorder
Attachments: PowerPoint Presentation and Evaluation Report

ICMSN GRADUATE FACULTY ORGANIZATION
FALL EVALUATION WORKSHOP – Outline of PP Presentation
October 25, 2010

SURVEYS FOR PROGRAM EVALUATION SPRING 2010
Began using Survey Monkey
Evaluation questions were revised
Responsibilities in Survey Monkey
UL Lafayette – course evaluations
SLU – graduate exit and faculty satisfaction
MSU – alumni and employer satisfaction

PROCESS FOR SURVEYS
Course Evaluations
Link to survey is placed within each course
Reminders sent to students via email repeatedly
Coordinators download responses and send to faculty teaching in the course(s)
Curriculum Committee reviews and makes recommendations
Evaluation Committee reviews and makes recommendations and forwards to GFO

PROCESS FOR SURVEYS
Faculty Satisfaction
Individual faculty members sent link to survey each Spring
Coordinators download responses and review
Make recommendations to Deans
Reported to GFO

PROCESS FOR SURVEYS
Alumni Satisfaction are sent out at 1 and 3 years each semester
Last question of the survey, contact information for employer
Then Employer Satisfaction sent out for 1 and 3 years
Evaluation Committee downloads results and reports to GFO

PROCESS FOR SURVEYS
Graduate Exit Survey
Link to survey put into last courses in each concentration
Results downloaded and reviewed by Evaluation Committee and Coordinators with report to GFO

RESULTS OF COURSE EVALUATIONS
SLU and MSU upgrade Bb 9
30 ICMSN Courses were taught
Question #25 was inadvertently omitted
My evaluation was carried out in a fair manner

RESULTS OF COURSE EVALUATIONS
Courses not evaluated:

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Too few students answered to evaluate:
N502/602 UL; N534/634; N535/635; N536/636; N538/638 SLU; N549/649; N558/658
Too few students enrolled to evaluate:
N537/637; N542/642; N554/654; N555/655; N559/659
Courses with no enrollment:
N538/638 MSU; N538/638 UL

RESULTS OF COURSE EVALUATIONS
Benchmark 80% agreement
Overall response rate for course evaluations was 67%
Ranges between 23% and 100%
Following are those survey questions that did not meet benchmark
Please notify your Coordinator if you have not received your individual course evaluations for Spring 2010

RESULTS OF COURSE EVALUATIONS
#3 Course faculty were effective in fostering   learning - **4 courses**
#4 Course grading policy is clearly stated in the syllabus - **3 courses**
#5 Course requirements were clearly communicated via course documents - **3 courses**
#6 Course content was organized and logical - **4 courses**

RESULTS OF COURSE EVALUATIONS
#7 Course content reinforced previous learning - **2 courses**
#8 Course activities fostered student-student interaction - **3 courses**
#9 Navigation throughout this course was logical, consistent, and efficient - **5 courses**
#10 Instruction on how to access course resources from distance/online resources was sufficient - **1 course**

RESULTS OF COURSE EVALUATIONS
#11 Online IT assistance (technical support) was available when needed - **2 courses**
#12 The use of discussion boards/learning forums/listservs facilitated learning - **2 courses**
#13 The use of electronic conferences (chat rooms, instant messaging, webcams, skype) facilitated learning - **1 course**

RESULTS OF COURSE EVALUATIONS
#14 Online presentations (PowerPoint, Tegrity, Videos) were an effective method of delivering course content - **4 courses**
#15 Online demonstrations (use of Bb, Moodle, Internet spreadsheets, etc.) were effective instructional tools - **1 course**
#16 Access to library databases provided by my home institution met my learning needs - **2 courses**
#17 The required textbooks for this course met my learning needs - **4 courses**

RESULTS OF COURSE EVALUATIONS
#18 Assigned readings facilitated my understanding of course material - **3 courses**
#19 Assignments facilitated the learning of course content - **1 course**
#20 The number of assignments was appropriate for meeting the course objectives - **5 courses**
#21 Tests/exams reflected the course content/assignments - **1 course**
#22 Case studies/written assignments reflected course content - **2 courses**

RESULTS OF COURSE EVALUATIONS
Students in **3 courses** felt they did not meet all of their objectives (less than 80% benchmark)

MEAN COMPARISONS OF STUDENTS' TECHNOLOGICAL SKILLS
RESULTS OF GRADUATE EXIT SURVEY
Number of responses 14/17

DEMOGRAPHICS
Nursing Education = 64.3%
Adult NP = 21.4%
Adult PMHNP = 14.3%

RESULTS OF GRADUATE EXIT SURVEY
Areas for improvement
78.6% felt they had opportunity to provide input (either directly or through representation) into graduate program policies related to students
78.6% felt they had opportunity to provide input (either directly or through representation) into graduate program policies related to students
78.6% felt they had opportunity to provide input (either directly or through representation) into the MSN curriculum
78.6% felt they had opportunity to provide input (either directly or through representation) into graduate program services related to students

RESULTS OF ALUMNI SURVEY-1 YEAR
Response rate = 6/38
Only 1 gave contact information for employer
100% agreed that the ICMSN prepared them for advanced role in nursing
100% agreed that the MSN program prepared them to model professional behaviors
83.3% were satisfied with the distance learning aspects of the program

RESULTS OF ALUMNI SURVEY-1 YEAR
Demographics
Functional role - 3 ANP; 2 Educators; 1 Administrator
Average hours worked (1) 20; (2) 36-40 (3) 41 or more
5 work in LA and 1 works in TX
100% received improvement in position
Zero are pursuing doctoral education
Salaries - (1) $50,000-$59,000; (1) $60,000-$69,000; (2) $80,000 or above
3/3 passed certification first time

RESULTS OF ALUMNI SURVEY-3 YEAR
Responses = 0
Resending survey again this semester

RESULTS OF EMPLOYER SURVEY-1 AND 3 YEAR
Only one address provided

Responses = 0
Attempting to obtain contact information

RESULTS OF FACULTY SATISFACTION SURVEY
Responses = 17
76.4% feel they have sufficient input into policies and practices of the governing institution
62.5% feel there is sufficient faculty support and guidance for working with students in thesis and focused scholarly project
68.8% feel the type and number of support personnel are adequate to support the faculty's academic needs
64.7% feel that faculty workload is appropriate to meet faculty goals and objectives
70.6% feel that sufficient resources are available to support achievement of faculty scholarly goals
QUALITY MATTERS REVIEW OF COURSES
Each spring, faculty should choose a partner to perform online review of a course using the Quality Matters Rubric

IMPROVEMENT IDEAS?
Response rates for course evaluations
Response rates for graduate exit survey
Response rates for alumni and employer satisfaction

IMPROVEMENT IDEAS?
Individual Learning Outcomes
Must have a way to measure our graduate outcomes for individual students
Would like to use existing course rubrics for these measurements
Need to do for each concentration

IMPROVEMENT IDEAS?
Course Summary
To send to Curriculum Committee for course revisions and textbook recommendations
Facilitate faculty suggestions
Give report of enrollment
List numbers of successful and unsuccessful students
Incorporate students' suggestions for course improvement or at least their input

IMPROVEMENT IDEAS?
Input into policies and practices of the ICMSN?
Support for thesis and focused scholarly project?

OTHER SUGGESTIONS?

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ICMSN Evaluation Report
GFO
October 25, 2010

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Course Evaluation questions were revised and implemented spring 2010
SLU and MSU initiated Bb9 upgrade at beginning of semester
Question #25 was inadvertently left off the survey (My evaluation was carried out in a fair manner)

Courses not evaluated with reasons as follows:
1. **Too few students answered to evaluate – N502/602 UL; N534/634; N535/635; N536/636; N538/638 SLU; N549/649; N558/658**
2. **Too few students enrolled to evaluate – N537/637; N542/642; N554/654; N555/655; N559/659**
3. **Courses with no enrollment – N538/638 MSU; N538/638 UL**

There was an overall average of 67% response rate for course evaluations.

COURSE EVALUATIONS – Reporting those items that did not meet benchmark of 80% agreement

Question	Course	Comments/Action
3. Course faculty were effective in fostering learning	N500/600 – 66.15% agreed (N=18/46) N509/609 – 75% agreed (N=14/23) N546/646 – 50% agreed (N=6/6) N548/648 – 75% agreed (N=4/7)	
4. Course grading policy is clearly stated in the syllabus	N500/600 – 70% agreed (N=18/46) N502/602 (MSU) – 75% agreed (N=8/10) N548/648 – 75% agreed (N=4/7)	
5. Course requirements were clearly communicated via course documents	N500/600 – 70% agreed (N=18/46) N546/646 – 66.7 agreed (N=6/6) N539/639 – 77.8% agreed (N=9/11)	
6. Course content was organized and logical	N509/609 – 77.5% agreed (N=14/23) N546/646 – 50% agreed (N=6/6)	

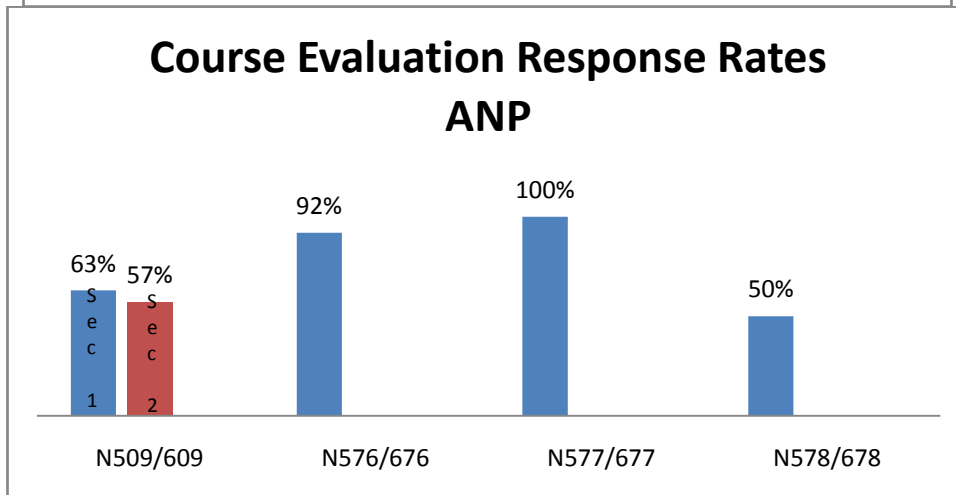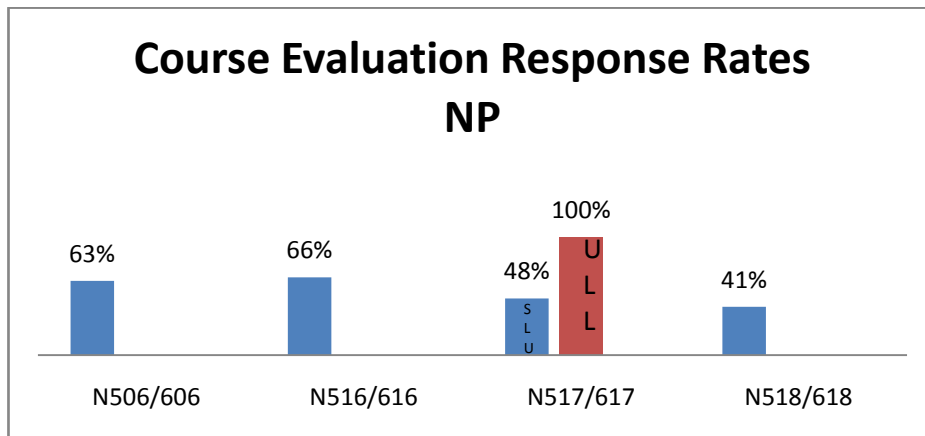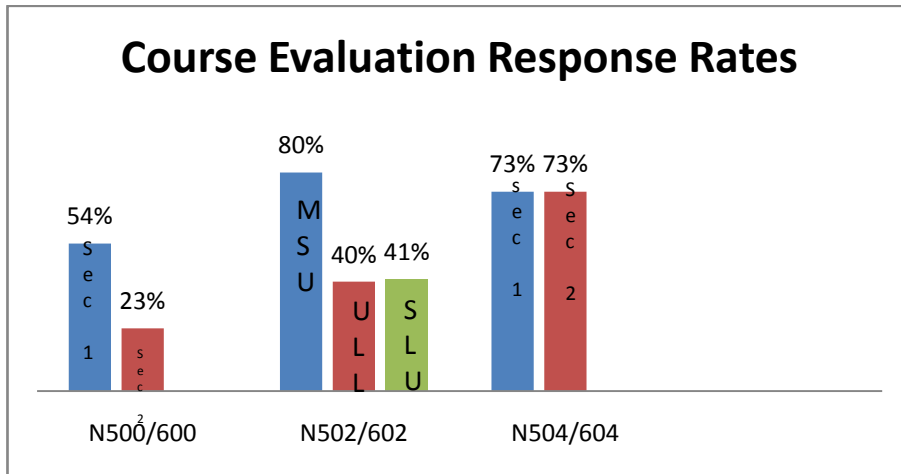|		
	N548/648 – 75% agreed (N=4/7) N578/678 – 33.4% agreed (N=6/12)	
7. Course content reinforced previous learning	N546/646 – 66.7% agreed (N=6/6) N548/648 – 75% agreed (N=4/7)	
8. Course activities fostered student-student interaction	N509/609 – 70% agreed (N=14/23) N546/646 – 33.4% agreed (N=6/6) N548/648 – 75% agreed (N=4/7)	
9. Navigation throughout this course was logical, consistent, and efficient	N500/600 – 58.5% agreed (N=18/46) N502/602 (MSU) – 75% agreed (N=8/10) N546/646 – 33.3% agreed (N=6/6) N548/648 – 75% agreed (N=4/7) N578/678 – 50% agreed (N=6/12)	
10. Instructions on how to access course resources from distance/online resources was sufficient.	N546/646 – 50% agreed (N=6/6)	
11. Online IT assistance (technical support) was available when needed	N500/600 – 72.2% agreed (N=18/46) N533/633 – 40% agreed (N=5/6)	
12. The use of discussion boards/learning forums/listservs facilitated learning	N509/609 – 70% agreed (N=14/23) N533/633 – 40% agreed (N=5/6)	
13. The use of electronic conferences (chat rooms, instant messaging, webcams, skype) facilitated learning	N546/646 – 50% agreed (N=6/6)	
14. Online presentations (PowerPoint, Tegrity, Videos)	N500/600 – 75% agreed (N=18/46)	

were an effective method of delivering course content.	N509/609 – 70% agreed (N=14/23) N516/616 – 70% agreed (N=21/32) N546/646 – 50% agreed (N=6/6)	
15. Online demonstrations (use of Blackboard, Moodle, Internet spreadsheets, etc.) were effective instructional tools	N509/609 – 75% agreed (N=14/23)	
16. Access to library databases provided by my home institution met my learning needs	N543/643 – 66.7% agreed (N=3/3) N548/648 – 75% agreed (N=4/7)	
17. The required textbooks for this course met my learning needs	N500/600 – 70% agreed (N=18/46) N509/609 – 75% agreed (N=14/23) N517/617 – 76.9% agreed (N=32/46) N546/646 – 66.7% agreed (N=6/6)	
18. Assigned readings facilitated my understanding of course material	N500/600 – 70% agreed (N=18/46) N509/609 - 75% agreed (N=14/23) N548/648 – 75% agreed (N=4/7)	
19. Assignments facilitated the learning of course content	N509/609 – 75% agreed (N=14/23)	
20. The number of assignments was appropriate for meeting the course objectives	N500/600 – 58.5% agreed (N=18/46) N502/602 (MSU) – 75% agreed (N=8/10) N539/639 – 66.7% agreed (N=9/11) N546/646 – 66.7% agreed (N=6/6)	

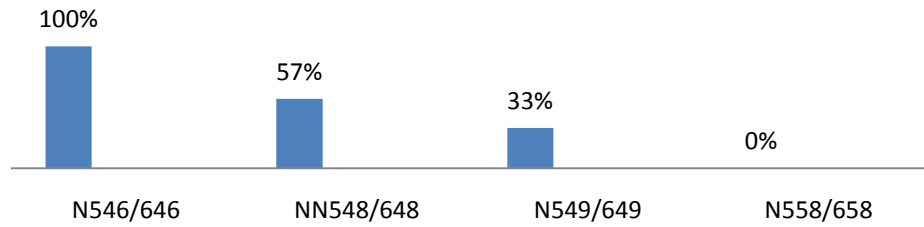|	N578/678 – 33.4% agreed (N=6/12)	
21. Tests/exams reflected the course content/assignments	N546/646 – 66.7% agreed (N=6/6)	
22. Case studies/written assignments reflected course content	N500/600 – 70% agreed (N=18/46) N509/609 – 75% agreed (N=14/23)	

Course Objectives

Course	Course Objective	Comments/Action
N509/609 – 75% agree (N=14/23)	26. I can analyze foundational concepts of population-based care for their implications for advanced practice nursing	
N509/609 – 75% agree (N=14/23)	28. I can examine major contextual influences on population health	
N509/609 – 75% agree (N=14/23)	29. I can refine epidemiologic and community assessment and diagnostic skills for development of health service programs in the community	
N509/609 – 75% agree (N=14/23)	32. I can relate theoretical and evidence-based knowledge of human systems to the promotion, maintenance, and restoration of health in varied care settings	
N516/616 – 70% agree (N=21/32)	31. I can interpret basic laboratory and other diagnostic data	Previously did not have required lab interpretation book. Newly adopted:
N533/633 – 40% agree (N=5/6)	28. I can identify traditional and emerging organizational structure in academia	
N533/633 – 40% agree (N=5/6)	31. I can relate current and emerging social policy to ethical and legal issues in academia	

Percentages of response rates for course evaluations:

Course Evaluation Response Rates

54% Sec 1
23% sec 2
80% MSU
40% ULL
41% SLU
73% Sec 1
73% Sec 2

N500/600   N502/602   N504/604

Course Evaluation Response Rates NP

63%
66%
48% SLU
100% ULL
41%

N506/606   N516/616   N517/617   N518/618

Course Evaluation Response Rates ANP

63% Sec 1
57% Sec 2
92%
100%
50%

N509/609   N576/676   N577/677   N578/678

**Course Evaluation Response Rates
Nursing Leadership**

100%	57%	33%	0%
N546/646	NN548/648	N549/649	N558/658

**Course Evaluation Response Rates
PMHNP**

71%	100%
N508/608	N543/643
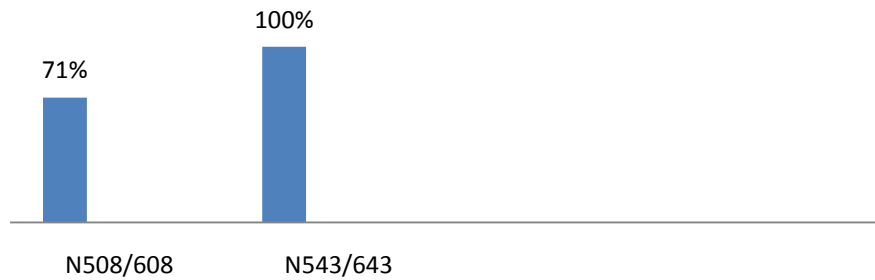
**Course Evaluation Response Rates
Nursing Education**

83%	40%	17%	50%	50%	82%
N533/633	N534/634	N535/635	N536/636	N538/638	N539/639
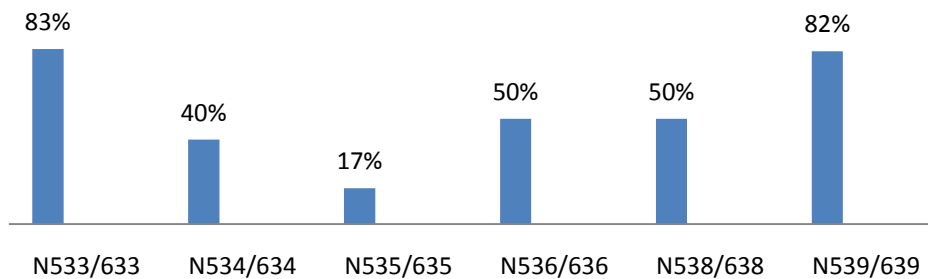
Mean Comparisons of Technological Skills at Beginning and End of Courses
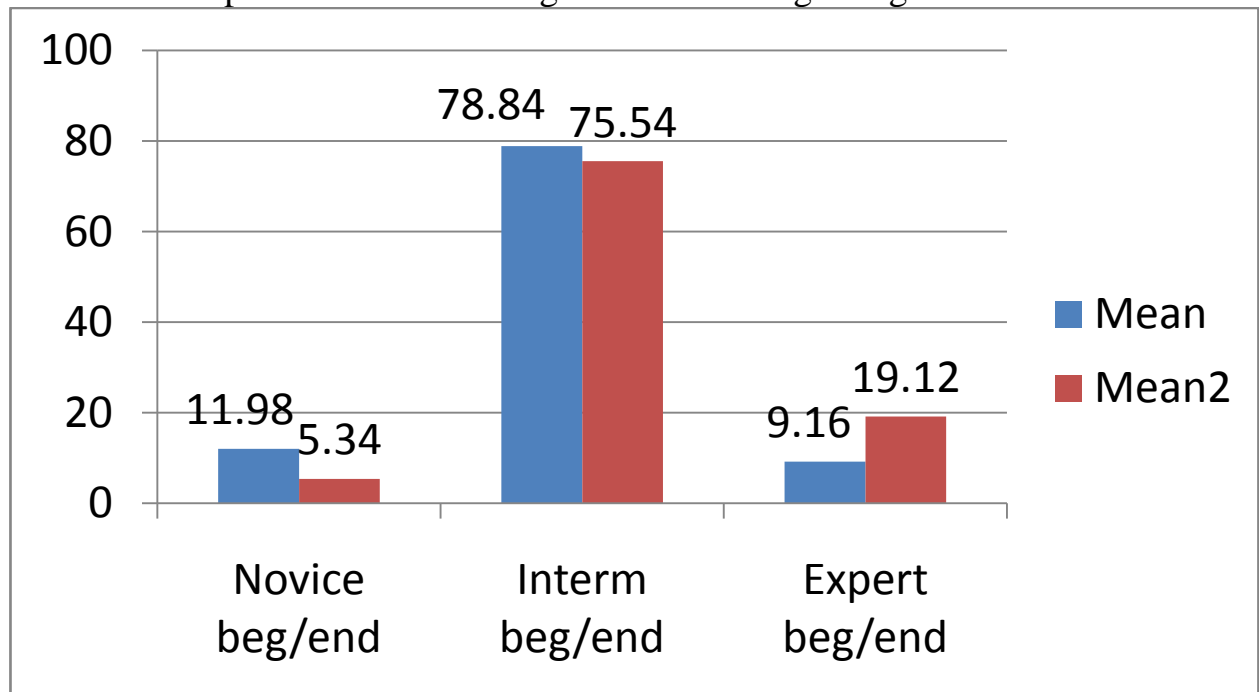
Findings:

1. Students who rated their technological skills as novice decreased significantly from 11.98 to 5.34 during spring 2010 a difference of 6.64
2. Students who rated their technological skills as intermediate decreased slightly from 78.84 to 75.54 during spring 2010 a difference of 3.3
3. Students who rated their technological skills as expert increased significantly from 9.16 to 19.12 during spring 2010 a difference of 9.96

Conclusions:

Students' technological skills have increased across the spectrum over the spring 2010 semester.

GRADUATE EXIT SURVEY

N=14/17

Graduates per concentration:
   Nursing Education: 64.3%
   Adult NP: 21.4%
   Adult Psych/MH NP: 14.3%

AREAS FOR IMPROVEMENT WITH LESS THAN 80% AGREEMENT
Question 5

d. Opportunity to provide input (either directly or through representation) into graduate program policies related to students – 78.6%

e. Opportunity to provide input (either directly or through representation) into graduate program policies related to students – 78.6%

f. Opportunity to provide input (either directly or through representation) into the MSN curriculum – 78.6%

g. Opportunity to provide input (either directly or through representation) into graduate program services related to students – 78.6%

Alumni Survey-1 Year

Response Rate – N = 6/38

Findings:

Question	Answers	Comments/Actions
1. Which university did you attend for your master's degree?	50% UL Lafayette 50% MSU	
2. Considering your future educational and practice goals, which NP program would you most likely pursue?	2/6 = Family/Individual across lifespan 2/6 = Adult/Gero 2/6 = skipped question	
3. Please indicate your functional role in your current position and define that role.	3/6 = ANP(1 primary care, 1 internal medicine clinic, 1 hospitalist) 2/6 = Educators (1 BSN, 1 LPN) 1/6 = Administrator (Unit Manager)	
4. Average number of hours worked per week	1/6 = 20 hrs or less 2/6 = 36-40 hrs 3/6 = 41 hrs or more	
5. Current type of work setting	4/6 = acute care 1/6 = School of nursing 1/6 = Outpatient clinic	
6. Current geographic work setting	5/6 = urban 1/6 = urban & rural (8 parishes)	
7. Current work residence	5/6 = Louisiana 1/6 = Texas	

8. I work primarily with	1/6 = private pay 1/6 = medically underserved 1/6 = combination of patients 1/6 = nursing students 2/6 = administration		
9. The completion of the MSN degree resulted in:	YES	NO	
Salary increase	80%	20%	
New position	60%	40%	
Improvement in position	100%	0%	
Personal recognition	83.3%	16.7%	
10. Annual salary	1/6 = $50 – 59,999 1/6 = $60 – 69,999 3/6 = $80 or above		
11. Currently pursuing doctoral degree	5/6 = No 1/6 skipped question		
12. Since graduation I have participated in:	YES	NO	
Community service	80%	20%	
Health policy group	40%	60%	
Political activity	0%	100%	
Public speaking	33.3%	66.7%	
Consultation	40%	60%	
Private business	0%	100%	
Research	20%	80%	
Publication	16.7%	83.3%	
Professional org.	100%	0%	
13. How well did the ICMSN prepare you for advanced role in nursing	6/6 = Agree or Strongly agree		
14. The MSN program prepared me to model professional behaviors	6/6 = Agree or Strongly agree		
15. Overall satisfaction with the MSN program	6/6 = Satisfied or Very satisfied		
16. Overall satisfaction with distance learning aspects	6/6 = 83.3% Satisfied or Very satisfied		
17. Practice certification pursued:	3/6 = ANP 2/6 skipped question 1/6 = None		
18. Passed certification	3/3 = Yes		

first time	2/2 = Not applicable 1/6 skipped question	
19. No applicable – no failures indicated		
20. Certifying agency	2 = ANCC 1 = AANP	
21. I presently hold APRN license	3/6 = Yes 3/6 = Not applicable	
22. I have a DEA number	2/6 = Yes 3/6 = Not applicable 1/6 skipped question	
23. Employer's contact information	1/6 provided address 5/6 provided no address	

Alumni Survey-3 Year
Responses = 0

Employer Survey-1 Year
Responses = 0   Only 1 contact provided from alumni

Employer Survey-3 Year
Responses = 0   No contact information provided from alumni

Faculty Satisfaction Survey

N=17

Question	Results	Comments/Action
#6 Faculty have sufficient input into policies and practices of the governing institution.	76.4%	
#7 There is sufficient faculty support and guidance for working with students in Thesis and Focused Scholarly Project.	62.4%	
#8 The type and number of support personnel are adequate to support the faculty's academic needs.	68.7%	
#10 Faculty workload is appropriate to meet faculty goals and objectives.	64.7%	
#13 Sufficient resources are available to support achievement of faculty scholarly goals.	70.6%	