

Northwestern State University
College of Nursing and Allied Health

**MSN Program Outcomes/Student Learning Outcomes
Calendar Year 2016**

MSN Student Learning Outcomes	Assessment Method	Expected Outcomes	Actual Outcomes/Judgment/Action																																									
1. Synthesize theories from nursing sciences and related disciplines to guide the design and implementation of culturally-sensitive care to client, families, and communities within the respective professional scope and standard of advanced nursing practice.	<p>◇ Graded Final Practicum: The graded final practicum is administered in the last clinical semester. This practicum is a comprehensive clinical evaluation in which specific criteria that must be adequately met. The grade is based on a scale of 100 and a student must make a score of 80 or better to pass the examination.</p>	<p>◇ Graded Final Practicum: 90% of the students will score 80% or better on the initial graded final practicum.</p>	<p>Graded Final Practicum: 58 out of 60 students, or 96.4%, scored 80% or better on their initial graded final practicum. All students scored 80% or better on their second attempt.</p> <p>Trend: 2016 – 96.66% (58/60) Trend from Clinical Comprehensive Exam 2015 – 91.04% (61/67) 2014 – 95.3% (41/43) 2013 – 94.6% (53/56) 2012 – 100% (53/53)</p> <p>Judgment: Outcome met Action: Continue to monitor.</p>																																									
	<p>Skyfactor Benchworks Graduating Student Survey: Q86 asked: “To what degree did the MSN program enhance your ability to integrate evidence from nursing and other sciences as the foundation for practice?”</p> <p>◇ Q80: “Regarding clinical prevention and population health for improving health, to what degree did your MSN program enhance your ability to apply organizational, client-centered, and culturally appropriate concepts in the</p>	<p>◇ EBI Survey: Mean score equal to or greater than the Carnegie mean score</p>	<p>EBI Survey 2016: 54 students answered Q86 and Q80.</p> <p>Trend: NOTE: Question numbers for 2014 and 2015 are different; though felt to be similar enough to trend.</p> <table border="1"> <tbody> <tr> <td>EBI</td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td></td> <td>Q44</td> <td>Q44</td> <td>Q180</td> <td>Q86</td> <td>Q86</td> </tr> <tr> <td>NSU*</td> <td>5.96</td> <td>6.11</td> <td>6.02</td> <td>6.19</td> <td>6.31</td> </tr> <tr> <td>Carnegie*</td> <td>5.81</td> <td>5.82</td> <td>6.15</td> <td>6.05</td> <td>6.15</td> </tr> <tr> <td></td> <td>Q61</td> <td>Q61</td> <td>Q174</td> <td>Q80</td> <td>Q80</td> </tr> <tr> <td>NSU*</td> <td>5.76</td> <td>5.91</td> <td>6.10</td> <td>6.20</td> <td>6.44</td> </tr> <tr> <td>Carnegie*</td> <td>5.90</td> <td>5.93</td> <td>6.06</td> <td>5.99</td> <td>6.12</td> </tr> </tbody> </table> <p>*Mean scores Judgment: Outcome met.</p>	EBI	2012	2013	2014	2015	2016		Q44	Q44	Q180	Q86	Q86	NSU*	5.96	6.11	6.02	6.19	6.31	Carnegie*	5.81	5.82	6.15	6.05	6.15		Q61	Q61	Q174	Q80	Q80	NSU*	5.76	5.91	6.10	6.20	6.44	Carnegie*	5.90	5.93	6.06	5.99
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	delivery of evidence based clinical prevention and population care and services to patients?"		<u>Action:</u> Continue to monitor.												
	◇ NURG5830 Role of the Nurse Practitioner in Practice assignment on cultural and spiritual sensitivity.	◇ Cultural and spiritual sensitivity assignment in NURG 5830: 90% of the students will score 80% or better on this assignment.	<p><u>Cultural and Spiritual Sensitivity Assignment:</u> 76 out of 77 students scored 80% or higher.</p> <p><u>Trend:</u> (new outcome for 2016) 2016 –98.70% (76/77)</p> <p><u>Judgment:</u> Outcome met.</p> <p><u>Action:</u> Continue to monitor.</p>												
	◇ <u>Alumni Survey:</u> Surveys are sent to the one year alumni Question 5(a) relates to knowledge, theory, and skill bases from scientific disciplines as related to provision of culturally sensitive to clients, families and communities within the standards and scope of practice. The choices include not satisfied, somewhat satisfied, satisfied, and very satisfied.	◇ Alumni Survey: Eighty percent of alumni rate satisfied or very satisfied on Q5(a).	<p>◇ <u>Alumni Survey:</u> Alumni Survey and process of delivery were revised and sent out in June 2017. Sixty-six surveys were distributed (N=66). Response rate was 35%</p> <p><u>Trend:</u></p> <table border="1" data-bbox="1356 992 1944 1105"> <tr> <td>Alumni Survey</td> <td>2012 n=4</td> <td>2013 n=1</td> <td>2014 n=12</td> <td>2015 n=8</td> <td>2016 n=23</td> </tr> <tr> <td>NSU</td> <td></td> <td>100%</td> <td>100%</td> <td>75%</td> <td>95%</td> </tr> </table> <p><u>Judgment:</u> Outcome Met. Improvement noted from previous year.</p> <p><u>Action/Strategies:</u> Alumni Survey was revised and sent from nursing faculty instead of staff from main campus in attempt to increase response rate. This strategy was effective. Continue to monitor.</p>	Alumni Survey	2012 n=4	2013 n=1	2014 n=12	2015 n=8	2016 n=23	NSU		100%	100%	75%	95%
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2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to effect relevant change that will improve the health of citizens at a local, state and national level.	<p>◇ Functional Role Comprehensive Examination: Functional Role Comprehensive Examination is administered in the last semester of course work. This examination is comprised of several scenarios with specific criteria that must be addressed. The grade is on a scale of 100 and a student must make a score of 80 or better to pass the examination.</p>	<p>◇ Functional Role Comprehensive Examination: 90% of the students will score 80% or better on the first attempt of the Functional Role Comprehensive Examination</p>	<p>Functional Role Comprehensive Examination: 58 out of 60 students, or 96.66%, were successful on the first attempt. All students passed on the second attempt.</p> <p>Trend: 2016 – 96.66% (55/57) 2015 – 92.42% (61/66) 2014 – 95.3% (41/43) 2013 – 94.6% (53/56) 2012 – 84.91% (45/83)</p> <p>Judgment: Rubric is vague, but outcome met. Action/Strategies: Devise new rubric for 2017 and continue to monitor.</p>																																										
	<p>Skyfactor Benchworks Graduating Student Survey: Q68: “To What degree did your MSN program enhance your ability to work as a change agent?”</p> <p>Q140: “To what degree did your didactic and clinical courses prepare you in the following content areas? Ability to articulate advanced practice role issues.”</p>	<p>◇ EBI Survey: Mean score greater than or equal to Carnegie mean scores.</p>	<p>EBI Survey 2016: 55 students answered Q68; 53 students answered Q140</p> <p>Trend: NOTE: Questions for 2015 were renumbered.</p> <table border="1" data-bbox="1356 951 1959 1211"> <tbody> <tr> <td>EBI</td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td></td> <td>Q 46</td> <td>Q 46</td> <td>Q162</td> <td>Q68</td> <td>Q68</td> </tr> <tr> <td>NSU*</td> <td>6.12</td> <td>6.30</td> <td>5.76</td> <td>5.78</td> <td>6.29</td> </tr> <tr> <td>Carnegie*</td> <td>6.10</td> <td>6.11</td> <td>5.98</td> <td>5.86</td> <td>5.97</td> </tr> <tr> <td></td> <td>Q 47</td> <td>Q 47</td> <td>Q135</td> <td>Q140</td> <td>Q140</td> </tr> <tr> <td>NSU*</td> <td>6.06</td> <td>6.33</td> <td>6.21</td> <td>6.35</td> <td>6.19</td> </tr> <tr> <td>Carnegie*</td> <td>6.06</td> <td>6.05</td> <td>5.71</td> <td>5.67</td> <td>5.87</td> </tr> </tbody> </table> <p>*Mean score</p> <p>Judgment: Outcome met. Action: Continue to monitor.</p>	EBI	2012	2013	2014	2015	2016		Q 46	Q 46	Q162	Q68	Q68	NSU*	6.12	6.30	5.76	5.78	6.29	Carnegie*	6.10	6.11	5.98	5.86	5.97		Q 47	Q 47	Q135	Q140	Q140	NSU*	6.06	6.33	6.21	6.35	6.19	Carnegie*	6.06	6.05	5.71	5.67	5.87
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	<p>◇ Alumni Survey: Surveys are sent to the one year alumni.</p>	<p>◇ Alumni Survey: Eighty percent of alumni rate</p>	<p>◇ Alumni Survey: Alumni Survey and process of delivery were revised and sent out in June 2017.</p>																																										

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	<p>Question 5(b) asks about satisfaction with graduate education preparation related to being an accountable, responsible practitioner of advanced nursing and a consumer advocate to effect relevant change to improve the health of citizens on a local, state, and national level. The choices include not satisfied, somewhat satisfied, satisfied, and very satisfied.</p>	<p>satisfied or very satisfied on Q5(b).</p>	<p>Sixty-six surveys were distributed (N=66). Response rate was 35%</p> <p>Trend:</p> <table border="1" data-bbox="1356 315 1944 425"> <tr> <td>Alumni Survey</td> <td>2012 n=4</td> <td>2013 n=1</td> <td>2014 n=12</td> <td>2015 n=8</td> <td>2016 n=23</td> </tr> <tr> <td>NSU</td> <td></td> <td>100%</td> <td>100%</td> <td>75%</td> <td>91%</td> </tr> </table> <p>Judgment: Outcome Met. Improvement noted from previous year.</p> <p>Action/Strategies: Alumni Survey was revised and sent from nursing faculty instead of staff from main campus in attempt to increase response rate. This strategy was effective. Continue to monitor.</p>	Alumni Survey	2012 n=4	2013 n=1	2014 n=12	2015 n=8	2016 n=23	NSU		100%	100%	75%	91%
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<p>3. Utilize a scholarly inquiry process, grounded in evidence-based practice, to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice and ultimately client and healthcare outcomes.</p>	<p>◇ Paper in Lieu of Thesis: The PILT is completed prior to graduation, usually in the last semester of course work. The MSN students complete either a pilot project, integrative review of literature, systematic review of literature, or concept analysis.</p>	<p>◇ Paper in Lieu of Thesis: 90% of the students will score 80% on PILT</p>	<p>Paper in Lieu of Thesis: 62 of the 62 students, or 100%, completing PILT scored 80% or better.</p> <p>Trend: (new measure for 2016) 2016: -- 100% (62/62)</p> <p>Trend for Research Comprehensive Exam 2015 – 100% (66/66) 2014 – 72.1% (31/43) 2013 – 92.8% (52/56) 2012 – 90% (46/51)</p> <p>Judgment: Outcome met. Action/Strategies: Continue to monitor.</p>												
	<p>◇ Skyfactor Benchworks Graduating Student Survey:</p> <p>◇ Q66: “To what degree did your MSN program enhance your ability to</p>	<p>EBI Survey: Mean score greater than or equal to the Carnegie mean score.</p>	<p>EBI Survey: 54 students answered Q66 and 55 students answered Q67.</p>												

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	<p>apply research outcomes within the practice setting?"</p> <p>◇ Q67: "To what degree did your MSN program enhance your ability to resolve practice problems using research?"</p>		<p>Trend: <i>NOTE: Questions for 2014 are different; though felt to be similar enough to trend.</i></p> <table border="1" data-bbox="1360 272 1955 548"> <tr> <td>EBI</td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td></td> <td>Factor 8</td> <td>Factor 8</td> <td>Q160</td> <td>Q66</td> <td>Q66</td> </tr> <tr> <td>NSU*</td> <td>5.77</td> <td>6.01</td> <td>5.93</td> <td>6.27</td> <td>6.50</td> </tr> <tr> <td>Carnegie*</td> <td>5.70</td> <td>5.70</td> <td>6.09</td> <td>6.00</td> <td>6.11</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Q161</td> <td>Q67</td> <td>Q67</td> </tr> <tr> <td>NSU*</td> <td></td> <td></td> <td>5.88</td> <td>6.15</td> <td>6.42</td> </tr> <tr> <td>Carnegie*</td> <td></td> <td></td> <td>6.04</td> <td>5.95</td> <td>6.09</td> </tr> </table> <p>*Mean score</p> <p>Judgment: Outcome met. Action: Continue to monitor.</p>	EBI	2012	2013	2014	2015	2016		Factor 8	Factor 8	Q160	Q66	Q66	NSU*	5.77	6.01	5.93	6.27	6.50	Carnegie*	5.70	5.70	6.09	6.00	6.11				Q161	Q67	Q67	NSU*			5.88	6.15	6.42	Carnegie*			6.04	5.95	6.09
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	<p>◇ Alumni Survey: Surveys are sent to the one year alumni. Question 5(c) asks about satisfaction with graduate education preparation to become a producer and consumer of research evidence, contributing to nursing theory, nursing practice, and to use evidence based research to improve client and healthcare outcomes. The choices include not satisfied, somewhat satisfied, satisfied, and very satisfied.</p>	<p>◇ Alumni Survey: Eighty percent of alumni rate satisfied or very satisfied on Q5(c).</p>	<p>◇ Alumni Survey: Alumni Survey and process of delivery were revised and sent out in June 2017. Sixty-six surveys were distributed (N=66). Response rate was 35%</p> <p>Trend:</p> <table border="1" data-bbox="1360 943 1944 1052"> <tr> <td>Alumni Survey</td> <td>2012 n=4</td> <td>2013 n=1</td> <td>2014 n=12</td> <td>2015 n=8</td> <td>2016 n=23</td> </tr> <tr> <td>NSU</td> <td></td> <td>100%</td> <td>91.6%</td> <td>75%</td> <td>83%</td> </tr> </table> <p>Judgment: Outcome Met. Improvement noted from previous year.</p> <p>Action/Strategies: Alumni Survey was revised and sent from nursing faculty instead of staff from main campus in attempt to increase response rate. This strategy was effective. Continue to monitor.</p>	Alumni Survey	2012 n=4	2013 n=1	2014 n=12	2015 n=8	2016 n=23	NSU		100%	91.6%	75%	83%																														
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<p>4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery</p>	<p>◇ Skyfactor Benchworks Graduating Student Survey:</p> <p>Q141 asked “To what degree did your didactic and clinical courses prepare you in the following content area? Business aspects of practice.”</p> <p>Q74 asked: “To what degree did your MSN program enhance your ability to intervene through the system level at the policy development process?”</p> <p>Q57 asked: “To what degree did the MSN program enhance leadership skills that emphasize ethical decision making?”</p>	<p>◇ EBI Survey: Mean scores greater than or equal to Carnegie mean</p>	<p>EBI Survey: 54 students answered Q141; 54 students answered Q74; 55 students answered Q57.</p> <p>Trend: NOTE: Some questions for 2015 are different; though felt to be similar enough to trend.</p> <table border="1" data-bbox="1360 415 1965 802"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>EBI</td> <td>Q 48</td> <td>Q 48</td> <td>Q136</td> <td>Q141</td> <td>Q141</td> </tr> <tr> <td>NSU*</td> <td>6.00</td> <td>6.02</td> <td>5.95</td> <td>6.00</td> <td>5.87</td> </tr> <tr> <td>Carnegie*</td> <td>5.87</td> <td>5.84</td> <td>4.88</td> <td>4.86</td> <td>5.04</td> </tr> <tr> <td>EBI</td> <td>Q 49</td> <td>Q 49</td> <td>Q168</td> <td>Q74</td> <td>Q74</td> </tr> <tr> <td>NSU*</td> <td>5.89</td> <td>6.06</td> <td>5.57</td> <td>5.53</td> <td>5.45</td> </tr> <tr> <td>Carnegie*</td> <td>5.90</td> <td>5.90</td> <td>5.64</td> <td>5.52</td> <td>5.63</td> </tr> <tr> <td>EBI</td> <td>Q 53</td> <td>Q 53</td> <td>Q151</td> <td>Q57</td> <td>Q57</td> </tr> <tr> <td>NSU*</td> <td>5.78</td> <td>5.83</td> <td>6.14</td> <td>6.44</td> <td>6.58</td> </tr> <tr> <td>Carnegie*</td> <td>5.44</td> <td>5.44</td> <td>6.21</td> <td>6.15</td> <td>6.24</td> </tr> </tbody> </table> <p>*Mean scores</p> <p>Judgment: Outcome partially met. Action: Consider new module or module revisions related to policy development and intervention at the systems level.</p>		2012	2013	2014	2015	2016	EBI	Q 48	Q 48	Q136	Q141	Q141	NSU*	6.00	6.02	5.95	6.00	5.87	Carnegie*	5.87	5.84	4.88	4.86	5.04	EBI	Q 49	Q 49	Q168	Q74	Q74	NSU*	5.89	6.06	5.57	5.53	5.45	Carnegie*	5.90	5.90	5.64	5.52	5.63	EBI	Q 53	Q 53	Q151	Q57	Q57	NSU*	5.78	5.83	6.14	6.44	6.58	Carnegie*	5.44	5.44	6.21	6.15	6.24
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	<p>◇ Social Forces paper that encompasses all aspects of this SLO.</p>	<p>◇ Social Forces paper: 80% of students will make 80% or higher on the Ethical Dilemma Assignment in Social Forces</p>	<p>Social Forces Paper: 74 out of 76 students scored 80% or higher.</p> <p>Trend: 2016 – 97.36% (77/76) 2015 – 98% (92/94)</p> <p>Judgment: Outcome met. Action: Continue to monitor.</p>																																																												

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<p>5. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.</p>	<p>◇ Skyfactor Benchworks Graduating Student Survey:</p> <p>◇ Q128 asked: "To what degree did your clinical and didactic courses prepare you in the following content areas: Interdisciplinary Team Concepts?"</p> <p>◇ Q77 asked: "As a member and leader of interprofessional teams, to what degree did your MSN program enhance your ability to manage and coordinate care by collaborating with team members?"</p> <p>◇ Q78 asked: "As a member and leader of interprofessional teams, to what degree did your MSN program enhance your ability to manage and</p>	<p>◇ EBI Survey: mean score equal to or greater than Carnegie mean scores</p>	<p>EBI Survey: 50 students answered Q128; 55 students answered Q77 and Q78.</p> <p>Trend: NOTE: Some questions for 2014 are different; two new questions were added, but not able to be trended.</p> <table border="1" data-bbox="1360 1027 1959 1403"> <tr> <td></td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>EBI</td> <td>Q98</td> <td>Q106</td> <td>Q123</td> <td>Q128</td> <td>Q128</td> </tr> <tr> <td>NSU*</td> <td>5.43</td> <td>6.16</td> <td>5.79</td> <td>6.04</td> <td>5.90</td> </tr> <tr> <td>Carnegie*</td> <td>5.36</td> <td>5.44</td> <td>5.47</td> <td>5.47</td> <td>5.71</td> </tr> <tr> <td>EBI</td> <td></td> <td></td> <td>Q171</td> <td>Q77</td> <td>Q77</td> </tr> <tr> <td>NSU*</td> <td></td> <td></td> <td>6.00</td> <td>5.94</td> <td>6.31</td> </tr> <tr> <td>Carnegie*</td> <td></td> <td></td> <td>6.12</td> <td>6.01</td> <td>6.13</td> </tr> <tr> <td>EBI</td> <td></td> <td></td> <td>Q172</td> <td>Q78</td> <td>Q78</td> </tr> <tr> <td>NSU*</td> <td></td> <td></td> <td>5.98</td> <td>6.08</td> <td>6.25</td> </tr> <tr> <td>Carnegie*</td> <td></td> <td></td> <td>6.09</td> <td>5.98</td> <td>6.10</td> </tr> </table> <p>*Mean scores</p>		2012	2013	2014	2015	2016	EBI	Q98	Q106	Q123	Q128	Q128	NSU*	5.43	6.16	5.79	6.04	5.90	Carnegie*	5.36	5.44	5.47	5.47	5.71	EBI			Q171	Q77	Q77	NSU*			6.00	5.94	6.31	Carnegie*			6.12	6.01	6.13	EBI			Q172	Q78	Q78	NSU*			5.98	6.08	6.25	Carnegie*			6.09	5.98	6.10
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MSN Student Learning Outcomes	Assessment Method	Expected Outcomes	Actual Outcomes/Judgment/Action												
	coordinate care by consulting other health professionals?"		<p>Judgment: Outcome met.</p> <p>Action: Continue to monitor.</p>												
	◇ NURG 5830 Role of the Nurse Practitioner in Practice	◇ NURG 5830 Paper: 80% of students will receive 80% or higher on the 50 point assignment.	<p>NURG 5830 Paper: 74 out of 77 students, or 96.10%, scored 80% or higher.</p> <p>Trend: (new measure for 2016) 2016 – 96.10% (74/77)</p> <p>Judgment: Outcome met.</p> <p>Action: Continue to monitor.</p>												
	◇ Alumni Survey Surveys: Surveys are sent to the one year alumni. Question 5(e) asks about satisfaction of graduate preparation to manage resources within a healthcare delivery system, through collaboration with other healthcare providers, community, and clients.	◇ Alumni Survey: Eighty percent of alumni rate satisfied or very satisfied on Q5(e).	<p>◇ Alumni Survey: Alumni Survey and process of delivery were revised and sent out in June 2017. Sixty-six surveys were distributed (N=66). Response rate was 35%</p> <p>Trend:</p> <table border="1" data-bbox="1360 959 1948 1068"> <tr> <td>Alumni Survey</td> <td>2012 n=4</td> <td>2013 n=1</td> <td>2014 n=12</td> <td>2015 n=8</td> <td>2016 n=23</td> </tr> <tr> <td>NSU</td> <td></td> <td>100%</td> <td>100%</td> <td>75%</td> <td>87%</td> </tr> </table> <p>Judgment: Outcome Met. Improvement noted from previous year.</p> <p>Action/Strategies: Alumni Survey was revised and sent from nursing faculty instead of staff from main campus in attempt to increase response rate. This strategy was effective. Continue to monitor.</p>	Alumni Survey	2012 n=4	2013 n=1	2014 n=12	2015 n=8	2016 n=23	NSU		100%	100%	75%	87%
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MSN Student Learning Outcomes	Assessment Method	Expected Outcomes	Actual Outcomes/Judgment/Action												
	<p>◇ Alumni Survey Surveys: Surveys are sent to the one year alumni. Thirty three surveys were distributed.</p> <p>Question 5(f) asks about satisfaction of graduate preparation to contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems.</p>	<p>◇ Alumni Survey: Eighty percent of alumni rate satisfied or very satisfied on Q5 (f).</p>	<p>◇ Alumni Survey: Alumni Survey and process of delivery were revised and sent out in June 2017. Sixty-six surveys were distributed (N=66). Response rate was 35%</p> <p>Trend:</p> <table border="1" data-bbox="1360 423 1963 532"> <tr> <td>Alumni Survey</td> <td>2012 n=4</td> <td>2013 n=1</td> <td>2014 n=12</td> <td>2015 n=8</td> <td>2016 n= 23</td> </tr> <tr> <td>NSU</td> <td></td> <td>100%</td> <td>100%</td> <td>75%</td> <td>91%</td> </tr> </table> <p>Judgment: Outcome Met. Improvement noted from previous year.</p> <p>Action/Strategies: Alumni Survey was revised and sent from nursing faculty instead of staff from main campus in attempt to increase response rate. This strategy was effective. Continue to monitor.</p>	Alumni Survey	2012 n=4	2013 n=1	2014 n=12	2015 n=8	2016 n= 23	NSU		100%	100%	75%	91%
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NSU		100%	100%	75%	91%										
<p>6. Contribute to the continued professional development and improvement of self, client, community and healthcare delivery systems.</p>	<p>MSN students complete a paper in lieu of thesis (PILT). Students are encouraged to submit the PILT for publication in a professional nursing journal, or present a podium or poster presentation at a local, regional, or state conference.</p>	<p>◇ One hundred percent of students will present PILT or submit PILT for submission.</p>	<p>Trend: 100% (62/60) of students either submitted for publication or presented.</p> <table border="1" data-bbox="1360 964 1862 1214"> <tr> <td></td> <td>2014 (n=43)</td> <td>2015 (n=65)</td> <td>2016 (n=62)</td> </tr> <tr> <td>PILTs presented or submitted for publication</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table> <p>Judgment: Outcome met.</p> <p>Action: Continue to monitor.</p>		2014 (n=43)	2015 (n=65)	2016 (n=62)	PILTs presented or submitted for publication	100%	100%	100%				
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Employer Satisfaction: N= XX; n= xxx;

Employment Rates: XXXX % Employed within one year of graduation.

Comprehensive Summary:

Student Learning Outcomes (SLOs) were measured using both subjective and objective data by various course assignments, papers, exams, practicums, and student satisfaction survey (Graduate Exit Survey or Skyfactor [formerly EBI]) related to the MSN program objectives. Since the Alumni Survey was not sent out until June 2017, the results were not complete in time to put into the SLO results. In an effort to get more graduates to respond to the Alumni Survey, the survey was revised and then sent out by the program coordinators. In other words, the graduates knew the person sending out the survey. These efforts were rewarded with a 35% response rate (23/66). Alumni Surveys yielded a satisfaction on all questions in the SLOs.

The one measure that did not meet the expected outcome was a question from the Skyfactor survey utilized to measure SLO 4. The expected outcome was to meet or exceeding the Carnegie level for comparison. The Skyfactor assessment is measured on a 7 point scale. We have two measures we can use for comparison – schools with the same Carnegie level and the Select Six schools (six schools that we select that have similar school characteristics). We chose the Carnegie level for comparison purposes. For the question “To what degree did your MSN program enhance your ability to intervene through the system level at the policy development process?” NSUs mean was 5.45/7 and the Carnegie level was 5.63/7. NSU’s mean has decreased slightly over the past 3 years. This finding will be presented in the MSN Program Curriculum Committee (PCC) for discussion on possible module revisions or consideration of a new module to better educate students on systems level policy development. Overall, data from available measures have met the SLO outcomes.

Certification Rates for 2016:

Concentration	Number taking the exam	Number passed first attempt	Number passed all attempts
FNP – AANP	35 Graduated 35	35 (100%)	35
WHNP	2 Graduated 2	2(100%)	2
AGACNP – ANCC	10 (8 first time candidates) Graduated 12	6 (75%)	Data not provided by ACCC

AGPCNP	7 Graduated 7	6 (86%)	7
PCPNP	4 Graduated 4	3 (75%)	4