

MSN Exit Interview -Collected 2017

The VUSN Exit Interview was taken by 116 MSN graduates between April and December 2017. Those invited to participate graduated in May, August or December 2017. Response rate was 35%.

Demographics

Ninety-four percent (n=101) of respondents were female. The average age was 30 years old and ages ranged from 23-52. Ninety percent (n=94) identified as white, not of Hispanic origin, 3% (n=3) as African American not of Hispanic origin, 1.9% (n=2) as Asian or Pacific Islander and 1% (n=1 each) as Hispanic or Native American. Three percent (n=3) identified as “Other” and one specified other as mixed-race.

Specialization

| Specialty | N=116 | |
|--|-------|------|
| | n | % |
| Adult-Gero Acute Care Nurse Practitioner | 21 | 18.1 |
| Adult-Gero Primary Care Nurse Practitioner | 6 | 5.2 |
| Emergency Nurse Practitioner (AGACNP/FNP) | 3 | 2.6 |
| Family Nurse Practitioner | 18 | 15.5 |
| Health Care Leadership | 3 | 2.6 |
| Neonatal Nurse Practitioner | 7 | 6.0 |
| Nursing Informatics | 3 | 2.6 |
| Nurse-midwifery (including nurse-midwifery/FNP) | 10 | 8.6 |
| Pediatric Nurse Practitioner Acute Care | 6 | 5.2 |
| Pediatric Nurse Practitioner Primary Care | 17 | 14.7 |
| Psychiatric Mental Health Nurse Practitioner (all types) | 11 | 9.5 |
| Women’s Health Nurse Practitioner | 7 | 6.0 |
| Women’s Health Nurse Practitioner (AGPCNP) | 4 | 3.4 |

Background Information Concerning MSN Program

Sixty percent (n=70) of the respondents entered the program with a bachelor degree in nursing. Thirty-five percent had a degree other than nursing (n=40) including 3/2 program and 5% (n=6) had an associate’s degree.

Thirty-one percent (n=36) of the participants did not work at any time while attending. Twenty-nine percent (n=34) worked part time, 24% (n=28) varied between full and part time work and 16% (n=18) worked full time.

MSN Exit Interview 2017-NO Post Masters Entry

Forty-six percent (n=47) indicated that it took 6 semesters (including prespecialty year if applicable) to complete the MSN program. Twenty-six percent (n=26) indicated 4 semesters, 21% (n=21) indicated 7 or more semesters and 8% (n=8) indicated 5 semesters.

Fifty-eight percent of respondents (n=67) indicated their clinical placement status on admission was outside the Middle Tennessee area.

Perception of Ability

Respondents were asked to indicate their perception of their ability upon graduation from the MSN program on a 5 item scale (very poor, poor, adequate, good, excellent).

| Perception of Ability | Mean | SD | % rating (n=115-116) | | | | |
|---|------|------|----------------------|------|----------|------|-----------|
| | | | Very Poor | Poor | Adequate | Good | Excellent |
| Provide comprehensive, high quality care to individuals and groups in complex situations. | 4.3 | .693 | 0.0 | 0.9 | 10.3 | 44.8 | 44.0 |
| Work collaboratively with other health professionals in the systematic implementation and evaluation of health care delivery. | 4.5 | .607 | 0.0 | 0.0 | 6.1 | 29.6 | 64.3 |
| Use teaching skills in advanced practice role. | 4.4 | .634 | 0.0 | 0.0 | 7.8 | 43.5 | 48.7 |
| Use management skills in advanced practice role. | 4.1 | .800 | 0.0 | 2.6 | 18.3 | 42.6 | 36.5 |
| Use advanced clinical skills in the practice role. | 4.2 | .789 | 0.0 | 3.4 | 12.1 | 44.0 | 40.5 |
| Translate research findings into practice. | 4.1 | .790 | 0.9 | 1.7 | 12.9 | 46.6 | 37.9 |
| Critically evaluate primary research. | 4.1 | .904 | 1.7 | 3.4 | 13.0 | 40.9 | 40.9 |
| Assume a leadership role as a change agent in clinical practice. | 4.0 | .802 | 0.0 | 2.6 | 23.3 | 44.0 | 30.2 |
| Make decisions using advanced knowledge | 4.4 | .581 | 0.0 | 0.0 | 4.3 | 45.7 | 50.0 |
| Apply ethical principles to nursing practice | 4.5 | .607 | 0.0 | 0.9 | 3.5 | 31.6 | 64.0 |

The ability to apply ethical principles was rated Excellent by the highest percent of respondents (64%, n=73) and the ability assume a leadership role as a change agent was rated Excellent by the lowest percent of respondents (30%, n=35).

Program Satisfaction

Students were asked to rate their satisfaction with the MSN program as a whole on a 5 item scale (Very low, Low, Moderate, High, Very high). The majority of respondents (81%, n=93) rated their satisfaction as high or very high.

| N=115 | Mean | SD | Very Low | Low | Moderate | High | Very High |
|----------------------|------|------|----------|-----|----------|------|-----------|
| Overall Satisfaction | 4.20 | .808 | 0.0 | 2.6 | 16.5 | 39.1 | 41.7 |

Specialty ratings of program satisfaction are presented in the following table.

| Overall Satisfaction | n | Mean | SD | Very Low | Low | Moderate | High | Very High |
|----------------------|----|------|------|----------|-----|----------|------|-----------|
| AGACNP | 21 | 4.00 | .899 | 0.0 | 0.0 | 38.1 | 23.8 | 38.1 |
| AGPCNP | 6 | 4.50 | .837 | 0.0 | 0.0 | 16.7 | 16.7 | 66.7 |
| ENP | 3 | 4.33 | .577 | 0.0 | 0.0 | 0.0 | 66.7 | 33.3 |
| FNP | 18 | 4.33 | .907 | 0.0 | 5.6 | 11.1 | 27.8 | 55.6 |
| HCL | 3 | 5.00 | 0.00 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 |
| NNP | 7 | 4.86 | .378 | 0.0 | 0.0 | 0.0 | 14.3 | 85.7 |
| NI | 3 | 4.67 | .577 | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 |
| NMW | 9 | 4.22 | .441 | 0.0 | 0.0 | 0.0 | 77.8 | 22.2 |
| PNPAC | 6 | 3.83 | .753 | 0.0 | 0.0 | 33.3 | 50.0 | 16.7 |
| PNPPC | 17 | 4.06 | .827 | 0.0 | 5.9 | 11.8 | 52.9 | 29.4 |
| PMHNP | 11 | 3.87 | .982 | 0.0 | 9.1 | 27.3 | 36.4 | 27.3 |
| WHNP | 7 | 4.00 | .577 | 0.0 | 0.0 | 14.3 | 71.4 | 14.3 |
| WHNP/AGPCNP | 4 | 4.50 | .577 | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 |

Preparedness to Practice

Students were asked to rate their perception of overall preparedness to practice in their area of concentration upon graduation on a 5 item scale (Not at all, Minimally, Somewhat, Adequately, Well).

| N=116 | Mean | SD | Not at all | Minimally | Somewhat | Adequately | Well |
|--------------------------|------|------|------------|-----------|----------|------------|------|
| Preparedness to practice | 4.44 | .714 | 0.0 | 1.7 | 7.8 | 35.3 | 55.2 |

Specialty ratings of preparedness to practice are presented in the following table.

| Perception of Preparedness | n | Mean | SD | Not at all | Minimally | Somewhat | Adequately | Well |
|----------------------------|----|------|------|------------|-----------|----------|------------|------|
| AGACNP | 21 | 4.38 | .805 | 0.0 | 0.0 | 19.0 | 23.8 | 57.1 |
| AGPCNP | 6 | 4.50 | .548 | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 |

| Perception of Preparedness | n | Mean | SD | Not at all | Minimally | Somewhat | Adequately | Well |
|----------------------------|----|------|------|------------|-----------|----------|------------|-------|
| ENP | 3 | 4.33 | 1.15 | 0.0 | 0.0 | 33.3 | 0.0 | 66.7 |
| FNP | 18 | 4.28 | .826 | 0.0 | 5.6 | 5.6 | 44.4 | 44.4 |
| HCL | 3 | 5.00 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 |
| NNP | 7 | 4.86 | .378 | 0.0 | 0.0 | 00 | 14.3 | 85.7 |
| NI | 3 | 4.67 | .577 | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 |
| NMW | 10 | 4.90 | .316 | 0.0 | 0.0 | 0.0 | 10.0 | 90.0 |
| PNPAC | 6 | 4.67 | .516 | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 |
| PNPPC | 17 | 4.53 | .514 | 0.0 | 0.0 | 0.0 | 47.1 | 52.9 |
| PMHNP | 11 | 3.82 | .982 | 0.0 | 9.1 | 27.3 | 36.4 | 27.3 |
| WHNP | 7 | 4.29 | .488 | 0.0 | 0.0 | 0.0 | 71.4 | 28.6 |
| WHNP/AGPC NP | 4 | 4.25 | .500 | 0.0 | 0.0 | 0.0 | 75.0 | 25.0 |

Role Expectation

When asked what setting they were or expected to be employed in as an advanced practice nurse, 32% of the respondents (n=37) chose “academic practice/hospital” and 15% (n=17) chose “private owned (by physician or APN)”. The next two most frequent settings were “community health” (14%, n=16) and “health center/clinic” and “private hospital” (12%, n=14 each).

Respondents expected primary role are shown below.

| Primary Expected Role | N=116 |
|--|-------|
| | % |
| Administrator/Supervisor | 1.7 |
| Clinical Manger, Coordinator, Head Nurse | 0.9 |
| Clinical Nurse Specialist | 0.0 |
| Consultant | 0.9 |
| Staff Development/Continuing Ed | 0.0 |
| Faculty (nursing school) | 0.9 |
| Nurse-Midwife | 8.6 |
| Nurse Practitioner | 88.8 |
| Researcher | 0.0 |
| Staff Nurse | 0.9 |
| Other | 1.7 |

Both respondents who chose “other” listed nurse informaticist as expected role.

Employment

Thirty-three percent of the respondents (n=34) who worked while a student planned on working for the same agency after graduation. Fifty-four percent (n=40) did not plan on working for the same agency.

Fifty-three percent of respondents were currently employed as an RN (n=61). If not employed, 79% (n=41) had started interviewing for a position specific to their specialization.

Rating Aspects of the Program

Respondents were asked to rate aspects of the program on a 5 item scale (Very Poor, Poor, Adequate, Good, Excellent). If they did not use resource, they were asked to indicate NA (not applicable). The following table presents information for those students using each resource.

| Aspect of Program | % rating (N=36-114) | | | | | | |
|--|---------------------|------|-----------|------|----------|------|-----------|
| | Mean | SD | Very Poor | Poor | Adequate | Good | Excellent |
| Course/Program Advising | 4.0 | .891 | 0.9 | 2.7 | 22.5 | 36.0 | 37.8 |
| VUSN Financial Aid Services | 3.8 | .969 | 1.0 | 10.1 | 20.2 | 42.4 | 26.3 |
| VU Financial Aid Services | 3.7 | .894 | 1.4 | 8.7 | 18.8 | 53.6 | 17.4 |
| Amount of Financial Aid | 3.6 | 1.11 | 3.9 | 12.6 | 24.3 | 34.0 | 25.2 |
| Psych. and Counseling Center @ VU | 4.1 | .931 | 0.0 | 5.6 | 19.4 | 30.6 | 44.4 |
| Library Resources | 4.4 | .685 | 0.0 | 0.9 | 8.1 | 35.1 | 55.9 |
| Instructional Media Center @ VUSN | 3.9 | .742 | 0.0 | 1.4 | 24.3 | 50.0 | 24.3 |
| Clinical Placement Process | 3.0 | 1.25 | 13.2 | 21.1 | 24.6 | 27.2 | 14.0 |
| Overall Clinical Experience Met Program Objectives | 4.0 | .880 | 0.0 | 6.1 | 16.7 | 41.2 | 36.0 |
| Informatics/Computer Support | 4.3 | .698 | 0.0 | 0.0 | 12.7 | 39.1 | 48.2 |

Library Resources were rated Excellent by the highest percent of respondents (56%, n=62).

Clinical Placement Process was rated Excellent by the lowest percent of respondents (14%, n=16).

Seventy-four percent (n=84) of respondents said their clinical rotation started on schedule. The 26% (n=30) who indicated that it did not were asked to choose any of a number of reasons for the delay. Fifty-three percent (n=16) indicated contract delay, 43% (n=13) indicated delay in securing a preceptor, and 33% (n=10) indicated “other” reasons but did not elaborate. Three percent (n=1 each) indicated either personal circumstances or compliance issues and none of the respondents indicated a switch of placement status from MTA to OMTA.

Comments

Students commented on the quality and commitment of faculty, on the flexibility offered in the program for distance learners and noted that simulation was much appreciated. Areas for improvement mentioned were more resources and support for finding preceptors for students outside the Middle Tennessee area and better coordinating timing of block activities with travel schedules.