

**Master of Science in Nursing  
Alumni Survey Report  
2007**

Classes of 1995, 2000 and 2005



**THE UNIVERSITY *of* TEXAS**  

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**HEALTH SCIENCE CENTER AT HOUSTON**

**Office of Institutional Research and Effectiveness**

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## **Executive Summary**

### **Sample and Methodology**

The 2007 Master of Science in Nursing Alumni Survey was a mail based survey of 1995, 2000 and 2005 graduates from the University of Texas Health Science Center at Houston School of Nursing. Alumni Affairs at the School of Nursing provided the addresses for the mailing. For each address, the first mail out was sent on August 1, 2007. The first mailing contained the survey instrument and cover letter from the Dean of the School of Nursing explaining the intent of the survey. The second mailing of a post card reminder was sent out on August 13, 2007 to those alumni who had not returned a completed survey. A third mailing of a survey and cover letter were sent out on September 12, 2007 to alumni who had not responded to the first or second mailings. A total of 363 alumni were mailed surveys, and 93 surveys were completed and returned. Taking into consideration that 50 surveys were returned unopened because of an incorrect address, the response rate was 29.7%.

This report follows the structure and question order of the survey instrument. In order to test for differences in satisfaction among demographic groups, the satisfaction responses were collapsed into 3 responses by combining the top two responses (satisfied/very satisfied), and the bottom two responses (unsatisfied/very unsatisfied) with the “Not Certain” response in the middle. “Not Applicable” responses were omitted. This allowed for statistical testing using a Chi-squared test. Demographic data used in the analyses are: age, gender, ethnicity (Caucasian/All Other Ethnicities), and year of graduation. Age was dichotomized at the median into two groups (<45 years of age and 45+ years of age). Where statistical differences are present between demographic groups, the difference is cited and a p-value is given.

### **Graduate Program Assessment**

Overall, respondents were satisfied that core courses, roles courses, clinical courses and their preceptorship taken as part of their MSN graduate program prepared them for their current positions. Ninety-one percent of respondents were satisfied/very satisfied that their clinical courses prepared them for their current positions, followed by 89.0% satisfied/very satisfied with role course, 84.3% satisfied/very satisfied with their preceptorship and 82.6% satisfied/very satisfied with core courses.

### **Current Employment Performance**

Respondents were generally very satisfied that the MSN program prepared them to perform many specialized abilities on their jobs. Over 90 percent of respondents were satisfied/very satisfied that their program prepared them to function effectively in their chosen role, critically read selected nursing research, apply scientific knowledge to current practice, collaborate with clients to achieve optimal health, and collaborate with other health care professionals. Between 86 and 89 percent of respondents were satisfied/very satisfied that their program prepared them to demonstrate specialized knowledge in their area of clinical practice, apply scientific methods of inquiry in the performance of their current role, and apply basic research technologies. Seventy-seven percent of respondents were satisfied/very satisfied that their program prepared them to use a framework for nursing practice.

### **Post Graduate Activities**

Participation in a research project was reported by 51.6% of respondents. Respondents graduating in 1995 were significantly more likely to have participated in research than 2000 and 2005 graduates (73.9% vs. 48.1% and 41.9%). Only 23.9% of respondents reported publishing an article, book chapter or book review since graduation. Having given a speech/presentation since graduation was reported by 62.0% of respondents, and only 9.8% had published the results of their master's thesis/project.

### **Recommending the MSN Program**

The majority of respondents (90.9%) would recommend the MSN program to their colleagues.

### **Post-Graduate Employment**

The majority of alumni (88.0%) are employed full-time. The most frequently reported employment setting is the hospital (56.8%). The second most frequently reported is doctor's office (9.1%). Only 1.1% of respondents are employed outside of the nursing field.

Working with the medically underserved was reported by 18.2% of the overall sample.

Slightly more than half of respondents (52.7%) report working in the Houston metropolitan area. A substantial number (30.1%) of respondents report working elsewhere in the USA.

The most frequently reported nursing role was nurse practitioners (56.2%) followed by nurse anesthetist (20.2%). All other reported roles together account for 23.6% of respondents.

The most frequently reported area of clinical practice was Nurse Anesthesia, accounting for 20.5% of the overall sample. This was followed by Acute Care (14.8%) and Women's Health (12.5%).

On average, respondents have been employed in their current positions for 5 years. The majority of respondents in the overall sample (78.6%) reported a full-time annual income at or above \$75,000. There are no significant differences in income with regard to age, gender, ethnicity or year of graduation.

### **Doctoral Education**

A majority of respondents do not plan to enroll in a doctoral program in the future (52.9%). Of respondents who report either attending, planning to attend, or already attended a doctoral program, 73.7% attended/will attend a school in Texas.

### **Graduate studies at UT-SON**

The most frequently reported areas of specialization during graduate study at UT-SON were Nurse Anesthetist (19.8%) and Nurse Practitioner (62.8%). The most frequently cited clinical majors pursued while in graduate training were: Nurse Anesthesia (19.3%), Emergency Care (15.9%), Acute Care (11.4%) and Women's Health Care (10.2%).

Completion of the MSN/MPH program is reported by 56.3% of respondents.

### **Demographics**

The majority of respondents were female (82.6%), and white (81.8%). The average age of respondents was 45.1 years.

### **Employer Survey**

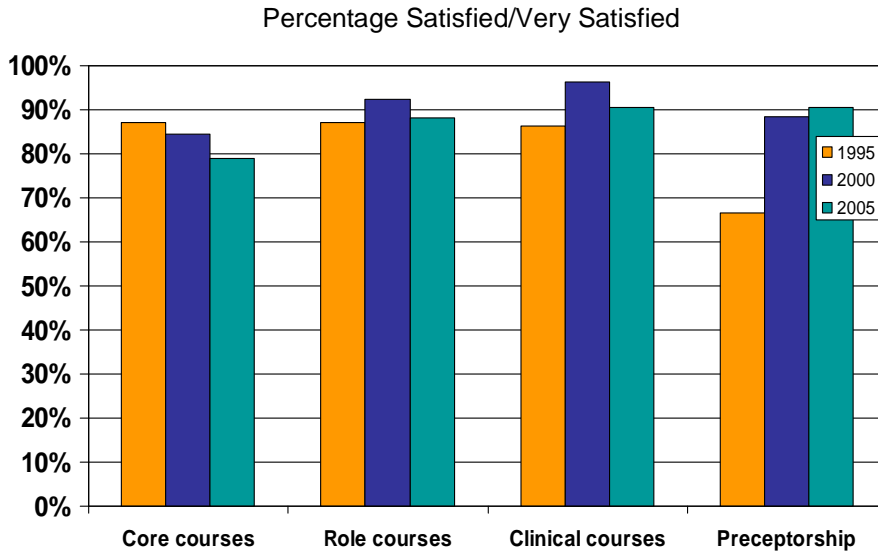
The majority of employers who responded to the employer questionnaire were very satisfied that the MSN graduate(s) they employed had the knowledge and skills required to effectively perform their jobs. One area of job performance that was significantly lower than the others was the employee's effectiveness as an administrator in the health care system.

### **Employment Environment**

The majority of employers (67.5%) report between 1 and 20 Masters prepared nurses working in their area or hospital. A larger majority (86.4%) of employers report having between 1 and 20 masters prepared nurses working immediately with the UT MSN graduate.

## Graduate Program Assessment

How satisfied are you that the following components of our graduate program prepared you for your current position?



### Core courses (e.g. theory research)

This component of the MSN graduate program receives a satisfied/very satisfied rating from 82.6% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

### Role courses (e.g. primary prevention)

This component of the MSN graduate program receives a satisfied/very satisfied rating from 89.0% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

### Clinical courses (e.g. gerontology)

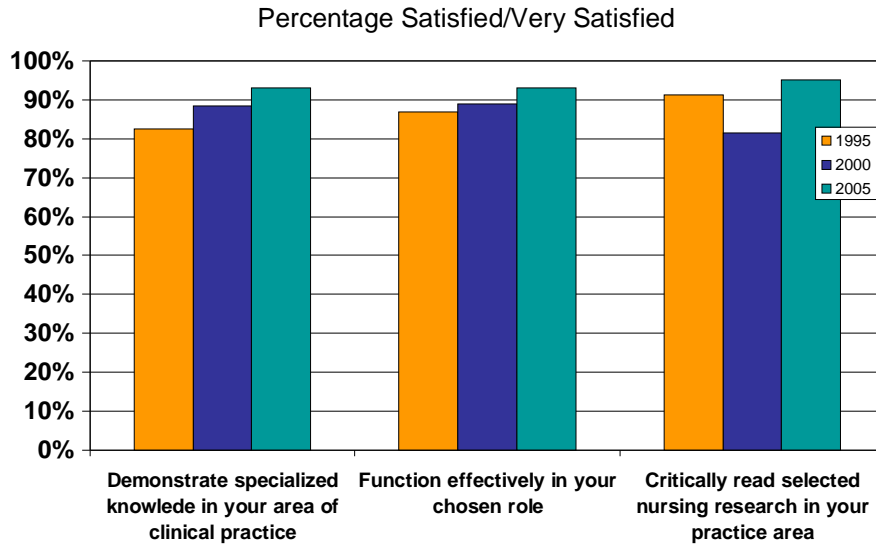
This component of the MSN graduate program receives a satisfied/very satisfied rating from 91.1% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

### Preceptorship (e.g. CNS, NP)

This component of the MSN graduate program receives a satisfied/very satisfied rating from 84.3% of respondents answering this question. There are no significant differences in satisfaction by age, gender or ethnicity. There is a significant difference ( $p=.02$ ) by year of graduation, with 66.7% of 1995 graduates reporting satisfied/very satisfied compared with 88.5% of 2000 graduates and 90.5% of 2005 graduates.

## Current Employment Performance

How satisfied are you that our program prepared you for your current position concerning you abilities to:



### **Demonstrates specialized knowledge in your area of clinical practice**

Preparation for this ability receives a satisfied/very satisfied rating from 89.1% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

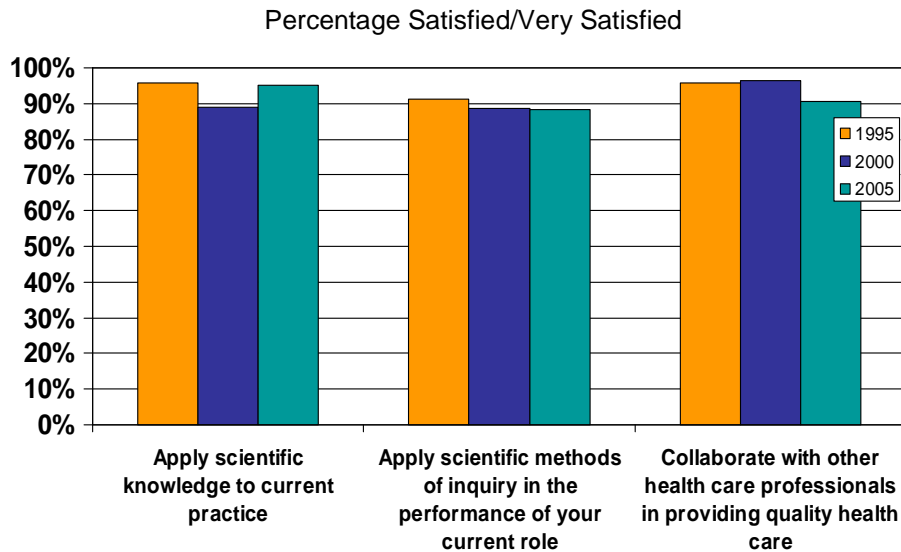
### **Function effectively in your chosen role**

Preparation for this ability receives a satisfied/very satisfied rating from 90.3% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

### **Critically read selected nursing research on your practice area**

Preparation for this ability receives a satisfied/very satisfied rating from 90.2% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

How satisfied are you that our program prepared you for your current position concerning you abilities to:



**Apply scientific knowledge to current practice**

Preparation for this ability receives a satisfied/very satisfied rating from 93.5% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

**Apply scientific methods of inquiry in the performance of your current role**

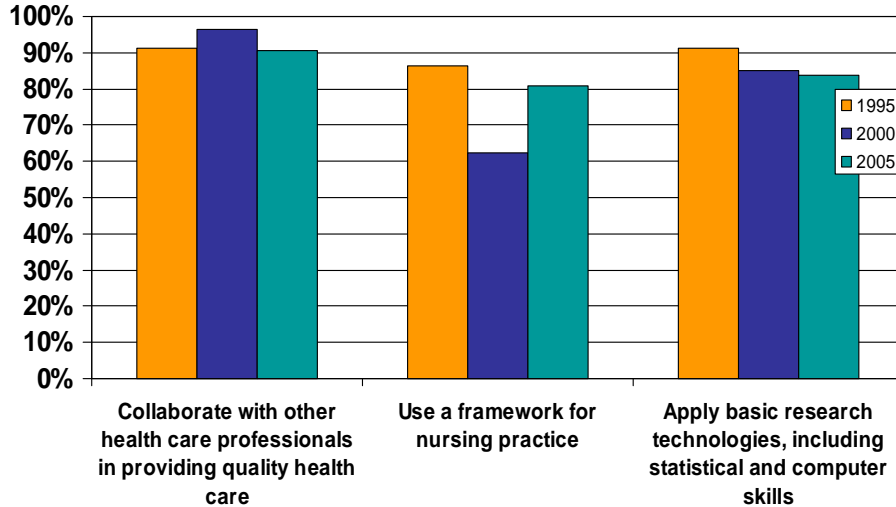
Preparation for this ability receives a satisfied/very satisfied rating from 89.1% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

**Collaborate with clients to achieve the goal of optimal health**

Preparation for this ability receives a satisfied/very satisfied rating from 93.5% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

How satisfied are you that our program prepared you for your current position concerning you abilities to:

Percentage Satisfied/Very Satisfied



**Collaborate with other health care professionals in providing quality health care**

Preparation for this ability receives a satisfied/very satisfied rating from 92.5% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

**Use a framework for nursing practice**

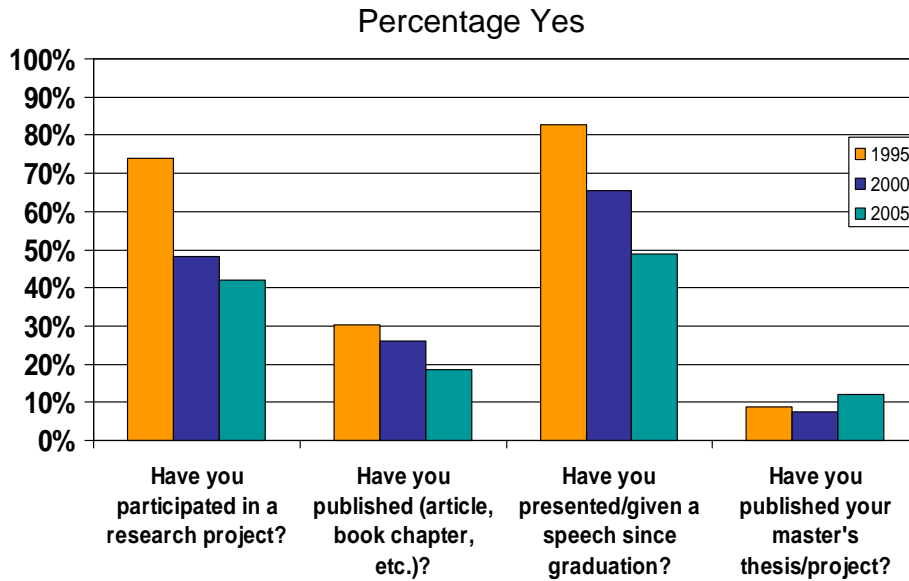
Preparation for this ability receives a satisfied/very satisfied rating from 77.3% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

**Apply basic research technologies, including statistical and computer skills**

Preparation for this ability receives a satisfied/very satisfied rating from 86.0% of respondents answering this question. There are no significant differences in satisfaction by age, gender, ethnicity or year of graduation.

## Post Graduate Activities

### Post Graduate Activities



#### Have you participated in any research projects?

Participation in research projects is reported by 51.6% of respondents. There are no significant differences in research participation by age, gender or ethnicity. A significantly ( $p=.04$ ) larger percentage of 1995 graduates participated in research (73.9%) when compared to the 2000 (48.1%) and 2005 (41.9%) graduates.

#### Have you published articles, book chapters, or book reviews since graduation?

Publishing is reported by 23.7% of respondents. There are no significant differences in publishing by age, gender or year of graduation. There is a significant difference ( $p=.02$ ) in publishing by ethnicity, as 28.2% of white respondents have published compared to 0% of non-whites.

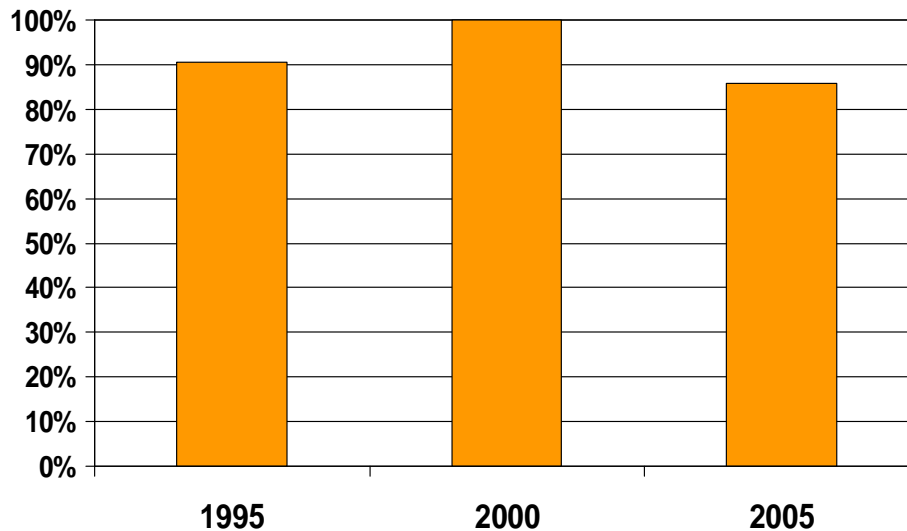
#### Have you presented/given speeches on papers or nursing topics since graduation?

Presentations/speeches are reported by 62.0% of respondents answering this question. There are no significant differences by age, gender or ethnicity. There is a significant difference by year of graduation, as 82.5% of 1995 graduates have given a presentation compared to 65.4% of 2000 graduates and 48.8% of 2005 graduates.

#### Have you published the results of your master's thesis /project?

Only 9.8 percent of respondents report publishing their master's thesis/project. There are no significant differences by age, gender, ethnicity or year of graduation.

Would you recommend our program to your colleagues?  
Percentage Yes



**Would you recommend our program to your colleagues?**

The majority of respondents (90.9%) answering this question would recommend the MSN program to their colleagues. There are no significant differences by age, gender, ethnicity or year of graduation.

**Are there any areas that were not included in the graduate program which should be included in order for you to better practice in your current role?**

#3 Question #8 Program did not provide enough clinical hours to adequately learn the assessment skills necessary to function in the role of NP. We were expected to find our own clinical sites which I do not feel is conducive to adequate oversight & learning.

#7 Question #8 I do not think this is a fair assessment. For one, the clinical courses content has changed since I completed the program. I indicated my clinical courses as “unsatisfactory” due to the strong focus on feminism that was present at the time I went through the program. I do not believe “9 hours” of lecture time on feminism was needed nor the book report and movie review/report on suppressed women was necessary. I believe the required movie was the “Burning Bed”. A brief lecture on feminism would have been sufficient with an overview of the cycle of violence. I do not believe the 3 hour student presentations are necessary either. I understand this is a prep to lecture in the future, however, this is material that should be covered with the preparation for the certification exam in mind. I do not recall “S&M” which was one of the 3 hour lectures (with alternative life styles) was on the certification exam.

#8 Question #8 The clinical hands on aspect of the Masters Program was very weak. There should have been more emphasis on technical procedures for the Nurse Practitioners. The opportunity for hands on was about 25% and the remaining 75% was observation of your NP preceptor. The Nursing Research class was a big turn off because the Instructor was more

focused on her neonatal research than the class/students. If I was considering the doctorate program, that class definitely changed my mind. The statistics class was very well taught. Our instructor taught at UT & TWU. She made statistics enjoyable.

#15 Question #8 I am purchasing a day-long structural seminar, since beginning working an out patient instructional medicine clinic; our MSN training in courses 10-20 minutes total of hands on suturing, more would be helpful.

I have completed 3 of 6 semesters for FNP-@ UT Arlington. I am currently on a year furlough.

#21 Question #8 Clinical internship for NP – 1 year.

#22 Question #8 Medications were not a part of my curriculum/

Although I chose a CNX Track in Psych-Mental Health, I wish that I had chosen administration or had an opportunity to take courses from both. I had an opportunity to audit the Gerontology class on healthy aging found it very helpful. I also enjoyed the opportunity to see nurses in the community fulfilling autonomous roles (school nurses, community nurses, & CNS, etc.)

#23 Question #8 Not in my current role, but if I had instruction in how to teach, I would consider teaching nursing.

#24 Question #8 Collaborate with the Medical School. They have experts in medicine. They are much better trained to teach the process of achieving accurate diagnosis. There need to be collaboration with the medical school & nursing school. They both need the other. UT-HSC-Nursing isolates it's advance practice students.

UT-Nurse Practitioner Program needs to increase the clinical hours, and have clinical site assignments. It should not be up to the students to find the sites. The NP student should be placed with the residency programs & work as a team in hospitals clinics & in physician practices.

#35 Question #8 Please consider MORE pharmacology, especially psycho pharm. I feel this is my weakest area, and one that I engage in all the time. My only issue with my education experience was this: I became very very ill and had to go into the hospital for treatment. This was towards the end of one of my classes. The one with the business plan etc. I did all the work and submitted all the papers. However, because I missed the group presentation, I was given an automatic "B" grade. My grade was a very high "A" before this. I spoke with the professor & she did not care at all about the fact that I was in the hospital I had to miss. I find this philosophy of education very rigid. Dr. XXXX needs to learn to be more understanding.

Please take this survey to heart. I believe I received a good education, but there are always areas for improvement. Thanks.

#41 Question #8 I was a graduate of the clinical Research Management track which was eliminated. I thought that unfortunate given the emphasis of clinical research in the medical center. More appropriate hours for those who wish to pursue MSN while working. Perhaps on-line?

#42 Question #8 Clinical rotation – Pediatric Anesthesia ,Trauma Anesthesia, C-V Anesthesia (more time spent in these rotations).

#43 Question #8 Make RX Authority available to all; include CNS. We all take the same role initially. Req. Child immunization do not qualify for Psych CNS, Rx Authority took Pharmacology & that should be the requirement.

If Rx Authority is not going to be made available let student know. I took Pharmacology course & was later noted that as CNS I could not get RX Authority unless I took Child Immunization class. Wonder why I don't work with children.

#51 Question #8 Health Assessment/Physical Exam Course totally unnecessary for CRM degree. Would have liked to see more courses geared to clinical management of large multi site US or global trials. In other words, more hands on experience in clinical research management.

#53 Question #8 Role development & more practical business application.

#55 Question #8 Preceptorships should have been set up for us that we didn't need to find our own setting. I believe it would be beneficial to have an internship of at least 1 yr. after graduating. The doctor that I practiced with was talking about this also. There is too much to learn in the 1<sup>st</sup> year & the graduate would be much better prepared after working with someone for 1 yr. It could be an optional program. I would have jumped at the chance to do an internship with someone.

Needed a class on coding & billing. We talked about it in a few classes but I think there needs to be an entire course devoted to those topics. It is a critical issue when employed. Also would have been helpful to include more information regarding how to open your own practice.

#65 Question #8 More organized clinical rotations. I had to find a doctor myself to do Clinicals with. The practice was so busy that I often was not given ample insight into the thought process of the plan of care.

#68 Question#8 Rotation through Family Practice Rounds at hospitals, To familiarize E.R. NP's with what happens to pt's after ER intervention.

#69 Question #8 I wish that surgical training would have been included/or allowed in the ACAP Program. There are a lot of jobs that require assisting part time that we were not prepared for.

- #74 Question #8 Yes, Transition to practice courses.
- #75 Question #8 Please teach MSN students how to read chest X Rays.
- #76 Question #8 One thing that I thought was most helpful was the day spent in the cadaver lab & animal lab! Most helpful in my application of course taught! The other thing that stands out was the business class after 2 years of working we ran into an embezzlement issue. I was the one who caught it. We left the practice & broke out on our own because of this class, I was able to complete a business and open the new practice in 3 wks. Hats off to UT!!! Thanks!
- #77 Question #8 Preparation for doctoral program as it seems to be heading toward the standard for NP's. Loved the program.
- #79 Question #8 More primary preventive/screening etc., although acute care, the need to educate clients and etc. exists.
- #80 Questions #8 Antibiotic Therapy.
- #85 Question #8 trauma anesthesia
- #88 Question #8 I chose to not practice as an NP & opted for nursing education which has been a fantastic choice for me. Had I known I was destined for nursing education, I would have chosen alternative courses.
- #89 Question #8 More clinical hours. Less time on computer questions for all to post.
- #91 Question #8 Billing & coding.

## Postgraduate Employment

### Currently employed

	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Yes, Full Time	20	90.9%	24	88.9%	37	86.0%	81	88.0%
Yes, Part-Time	1	4.5%	2	7.4%	5	11.6%	8	8.7%
Not Employed	1	4.5%	1	3.7%	1	2.3%	3	3.3%
<b>Total</b>	<b>22</b>		<b>27</b>		<b>43</b>		<b>92</b>	

The majority of alumni (88.0%) are employed full-time. There are no statistically significant differences in full-time employment with regard to year of graduation, gender, ethnicity or median age.

### Current employment setting

	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Community Health Agency	3	14.3%	0	0	1	2.3%	4	4.5%
Doctor's Office	2	9.5%	3	12.5%	3	7.0%	8	9.1%
Hospital	11	52.4%	13	54.2%	26	60.5%	50	56.8%
Nursing Home	1	4.8%	2	8.3%	2	4.7%	5	5.7%
Occupational Health	0	0	1	4.2%	1	2.3%	2	2.3%
School Of Nursing	1	4.8%	2	8.3%	3	7.0%	6	6.8%
Outside Nursing Field	0	0	0	0	1	2.3%	1	1.1%
Other (Specify):	3	14.3%	3	12.5%	6	14.0%	12	13.6%
<b>Total</b>	<b>21</b>		<b>24</b>		<b>43</b>		<b>88</b>	

The most frequently reported employment setting is the hospital, reported by 56.8% of the overall sample. The second most frequently reported is doctor's office, reported by 9.1% of the overall sample. The category "other" is selected by 13.6% of the overall sample. Those that selected this response option and included a written response mention a variety of settings including: adjunct faculty, college health acute care clinic, VA outpatient/inpatient clinic, home health, consultant and military hospital.

### Work in a medically underserved geographic location

	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	6	28.6%	3	12.0%	7	16.7%	16	18.2%
No	14	66.7%	20	80.0%	29	69.0%	63	71.6%
I Don't Know	1	4.8%	2	8.0%	6	14.3%	9	10.2%
<b>Total</b>	<b>21</b>		<b>25</b>		<b>42</b>		<b>88</b>	

Eighteen percent of respondents report working in a medically underserved area. There are no significant differences for working in a medically underserved area with regard to age, gender, ethnicity or year of graduation.

<b>What ZIP CODE do you work in?</b>									
	1995		2000		2005		Total		
	Count	%	Count	%	Count	%	Count	%	
Houston Metro Area	9	39.1%	13	48.1%	27	62.8%	49	52.7%	
Elsewhere in Texas	3	13.0%	4	14.8%	9	20.9%	16	17.2%	
Elsewhere in the USA	11	47.9%	10	37.1%	7	16.3%	28	30.1%	
<b>Total</b>	<b>23</b>		<b>27</b>		<b>43</b>		<b>93</b>		

Slightly more than half of respondents (52.7%) report working in the Houston metropolitan area. A substantial number (30.1%) of respondents report working elsewhere in the USA.

<b>Current Role</b>									
	1995		2000		2005		Total		
	Count	%	Count	%	Count	%	Count	%	
Administration	2	9.5%	2	8.0%	2	4.7%	6	6.7%	
Clinical Nurse Specialist	1	4.8%	1	4.0%	4	9.3%	6	6.7%	
Clinical Research Management	0	0	0	0	2	4.7%	2	2.2%	
Education	1	4.8%	2	8.0%	2	4.7%	5	5.6%	
Nurse Practitioner	9	42.9%	17	68.0%	24	55.8%	50	56.2%	
Nurse Anesthesia	6	28.6%	3	12.0%	9	20.9%	18	20.2%	
Other	2	9.5%	0	0	0	0	2	2.2%	
<b>Total</b>	<b>21</b>		<b>25</b>		<b>43</b>		<b>89</b>		

Nurse practitioners comprise over half of the overall sample (56.2%), followed by nurse anesthetist with 20.2% and all other reported roles with 23.6%.

<b>Current area of clinical practice</b>									
	1995		2000		2005		Total		
	Count	%	Count	%	Count	%	Count	%	
Acute Care	1	5.0%	3	12.0%	9	20.9%	13	14.8%	
Adult	1	5.0%	3	12.0%	2	4.7%	6	6.8%	
Emergency Care	2	10.0%	6	24.0%	2	4.7%	10	11.4%	
Family	0	0	1	4.0%	2	4.7%	3	3.4%	
Gerontology	2	10.0%	2	8.0%	3	7.0%	7	8.0%	
Neonatology	0	0	0	0	4	9.3%	4	4.5%	
Nurse Anesthesia	6	30.0%	3	12.0%	9	20.9%	18	20.5%	
Oncology	1	5.0%	3	12.0%	4	9.3%	8	9.1%	
Pediatric	0	0	3	12.0%	0	0	3	3.4%	
Psychiatric/Mental Health	1	5.0%	0	0	4	9.3%	5	5.7%	
Women's Health	6	30.0%	1	4.0%	4	9.3%	11	12.5%	
<b>Total</b>	<b>20</b>		<b>25</b>		<b>43</b>		<b>88</b>		

The most frequently reported area of clinical practice is Nurse Anesthesia, accounting for 20.5% of the overall sample. This is followed by Acute Care (14.8%) and Women's Health (12.5%).

<b>Master's degree required for current position</b>				
	1995	2000	2005	Total

	Count	%	Count	%	Count	%	Count	%
Yes	13	61.9%	26	100%	41	95.3%	80	88.9%
No	8	38.1%	0	0	2	4.7%	10	11.1%
Total	21		26		43		90	

A substantial majority of respondents (88.9%) report that their current position requires a master's degree.

Time in Current Position	1995	2000	2005
n	19	25	33
Mean	7.2	5.1	3.8
Median	7	6	2
Minimum	1	1	1
Maximum	14	8	27

The length of time in their current position, in years, is related to year of graduation with earlier cohorts reporting more time in position than later cohorts ( $p = .03$ ).

Full Time Annual Income	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
\$50,000 - \$54,999	1	4.8%	1	4.0%	0	0	2	2.4%
\$55,000 - \$59,999	0	0	0	0	0	0	0	0
\$60,000 - \$64,999	0	0	2	8.0%	1	2.6%	3	3.6%
\$65,000 - \$69,999	3	14.3%	1	4.0%	2	5.3%	6	7.1%
\$70,000 - \$74,999	2	9.5%	2	8.0%	3	7.9%	7	8.3%
\$75,000+	15	71.4%	19	76.0%	32	84.2%	66	78.6%
Total			25		38		84	

The majority of respondents in the overall sample (78.6%) report a full-time annual income at or above \$75,000. There are no significant differences in income with regard to age, gender, ethnicity or year of graduation.

## Participation in Professional Organizations

Professional Organization (All Years)	High Involvement		Medium Involvement		Low Involvement		Total Responses	
	Count	%	Count	%	Count	%	Count	%
	American Nurses Association (ANA)	2	2.2%	7	7.5%	13	14.0%	22
Texas Nurses Association (TNA)	3	3.2%	2	2.2%	19	20.4%	24	25.8%
National League for Nursing (NLN)	1	1.1%	0	0	7	7.5%	8	8.6%
Texas League for Nursing (TLN)	0	0	0	0	6	6.5%	6	6.5%
Sigma Theta Tau	2	2.2%	5	5.4%	37	39.8%	44	47.4%
Specialty Organizations	12	12.9%	21	22.6%	28	30.1%	61	65.6%
Specialty Organizations	3	3.2%	11	11.8%	12	12.9%	26	28.0%
Specialty Organizations	2	2.2%	5	5.4%	8	8.6%	15	16.1%
OTHER State Organizations:	5	5.4%	3	3.2%	11	11.8%	19	20.4%
OTHER State Organizations:	1	1.1%	2	2.2%	3	3.2%	6	6.5%
OTHER Organizations:	4	4.3%	1	1.1%	7	7.5%	12	12.9%
OTHER Organizations:	2	2.2%	3	3.2%	1	1.1%	6	6.5%
<b>Total</b>	<b>37</b>		<b>60</b>		<b>152</b>		<b>249</b>	

The most frequently reported type of professional organization is the specialty organization.

## Doctoral Education

Pursuit of Doctoral Degree	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Currently Enrolled	0	0	1	3.8	4	9.8	5	5.7
Admitted To A Doctoral Program	0	0	1	3.8	0	0	1	1.1
Taken Courses, But Not Enrolled	1	5.0	0	0	0	0	1	1.1
Plan To Enroll In The Future	9	45.0	8	30.8	17	41.5	34	39.1
Do Not Plan To Enroll	10	50.0	16	61.5	20	48.8	46	52.9
<b>Total</b>	<b>20</b>		<b>26</b>		<b>41</b>		<b>87</b>	

A majority of respondents do not plan to enroll in a doctoral program in the future (52.9%). Of respondents who report either attending, planning to attend, or already attended a doctoral program, 73.7% attended/will attend a school in Texas.

Degree Types	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
D.N./N.D.	2	28.6%	1	10.0%	2	12.5%	5	15.2%
D.N.S./D.S.N.	1	14.3%	4	40.0%	5	31.3%	10	30.3%
Dr. Ph.	1	14.3%	0	0	1	6.3%	2	6.1%
EdD	1	14.3%	0	0	0	0	1	3.0%
Ph.D.	1	14.3%	4	40.0%	5	31.3%	10	30.3%
DNP	1	14.3%	1	10.0%	3	18.8%	5	15.2%
<b>Total</b>	<b>7</b>		<b>10</b>		<b>16</b>		<b>33</b>	

Respondents in the overall sample report either pursuing or having received and DNS degree (10.8%), a PhD degree (10.8%), a DN degree (5.4%) or a DNP (5.4%).

## As a Graduate Student at the School of Nursing

Area of Specialization	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Administration	1	5.0%	0	0	0	0	1	1.2%
Clinical Nurse Specialist (CNS)	3	15.0%	1	3.8%	5	12.5%	9	10.5%
Clinical Research Management	0	0	0	0	2	5.0%	2	2.3%
Education	2	10.0%	0	0	1	2.5%	3	3.5%
Nurse Anesthetist	6	30.0%	3	11.5%	8	20.0%	17	19.8%
Nurse Practitioner (NP)	8	40.0%	22	84.6%	24	60.0%	54	62.8%
<b>Total</b>	<b>20</b>		<b>26</b>		<b>40</b>		<b>86</b>	

The two principal areas of specialization reported are Nurse Anesthetist (19.8%) and Nurse Practitioner (62.8%).

Clinical Major	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Acute Care	1	4.8%	3	11.5%	6	14.6%	10	11.4%
Adult	1	4.8%	3	11.5%	3	7.3%	7	8.0%
Emergency Care	4	19.0%	7	26.9%	3	7.3%	14	15.9%
Family	1	4.8%	1	3.8%	1	2.4%	3	3.4%
Gerontology	3	14.3%	3	11.5%	3	7.3%	9	10.2%
Neonatology	0	0	0	0	4	9.8%	4	4.5%
Nurse Anesthesia	6	28.6%	3	11.5%	8	19.5%	17	19.3%
Oncology	1	4.8%	2	7.7%	2	4.9%	5	5.7%
Pediatric	0	0	3	11.5%	2	4.9%	5	5.7%
Psychiatric/Mental Health	1	4.8%	0	0	4	9.8%	5	5.7%
Women's Health Care	3	14.3%	1	3.8%	5	12.2%	9	10.2%
<b>Total</b>	<b>21</b>		<b>26</b>		<b>41</b>		<b>88</b>	

The clinical majors pursued while in graduate training are: Nurse Anesthesia (19.3%), Emergency Care (15.9%), Acute Care (11.4%) and Women's Health Care (10.2%).

### Completion of MSN/MPH program

	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	10	47.6%	12	46.2%	16	40.0%	38	43.7%
No	11	52.4%	14	53.8%	24	60.0%	49	56.3%
<b>Total</b>	<b>21</b>		<b>26</b>		<b>40</b>		<b>87</b>	

Completion of the MSN/MPH program is reported by slightly over half of the overall sample (56.3%). Completion of the coordinated program is unrelated to gender or year of graduation, but non-white respondents are significantly ( $p=.04$ ) more likely to have completed the MSN/MPH program.

## Respondent Demographics

Gender	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
Female	16	72.7%	25	92.6%	35	81.4%	76	82.6%
Male	6	27.3%	2	7.4%	8	18.6%	16	17.4%
Total	22		27		43		92	

Ethnicity	1995		2000		2005		Total	
	Count	%	Count	%	Count	%	Count	%
American Indian/Native American	0	0	0	0%	2	4.8%	2	2.2%
Black/African-American	2	9.1%	2	7.4%	0	0	4	4.4%
Hispanic American	1	4.5%	1	3.7%	2	4.8%	4	4.4%
Asian-American	0	0	1	3.7%	1	2.4%	2	2.2%
White/Caucasian	18	81.8%	23	85.2%	37	88.1%	78	85.7%
Other	1	4.5%	0	0%	0	0	1	1.1%
Total	22		27		42		91	

Age	1995	2000	2005
Mean	49.8	46.8	41.9
Median	48	47	41.5
Minimum	39	35	27
Maximum	67	59	68
N	20	24	42

p=.00

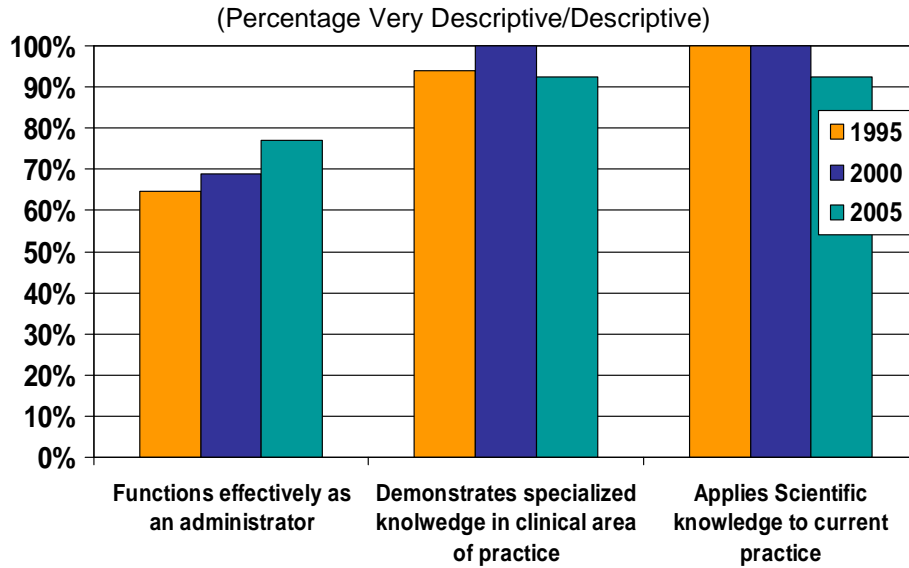
**SON MSN Alumni Survey  
General Comments 2007**

- #5 Planning to retire from full time work this year.
- #13 Bring back the masters for psych/mental health!
- #48 Update your survey to reflect the 21<sup>st</sup> Century. I did not attend at UT-Houston. I was part of the USPAN (U.S. army nurse anesthesia).
- #50 I feel that the physical assessment course needs to spread over 2 semesters. There is far too much info and I did not feel I had the time to effectively grasp the information. Time in that course is far more important to me as an NP than many of the “fluff” core courses, which were an irritating waste of both time and money. Also- instructors need to go back to basics of teaching. Not every student learns by sitting for hours watching Power Point presentations. The computer presentations have become a crutch...flash a bunch of animated slides and students will learn? Not necessarily-mostly go numb or worse.
- #52 The number of hours for Path-Pathsiology, Pharmacology and Physical DX & Clinical Preceptorship should be exposed. Compared to the medical students our exposure to the above subject is not sufficient.
- #58 As a U.T. Graduate I was shocked and disappointed my name was omitted from your recent alumni book. Shame on UT Houston.
- #63 Our MSN Neonatology program did not seek out the most interested & educated applicants. Most students were accepted based on their “interest” only. One particular student “cheated” or rely on their peers to pass the program by an edge. It was obvious when this person did not pass the boards twice! The program does not “weed” out true MSN prepared students. There was favoritism since students knew instructors from work. Many complaints brought to instructors attention, but was placed on back burner. It is a shame that the school had to endure failures in its statistics of percentage passing boards after graduation because of favoritism or desperate need of applicants. I wish I would have graduated from UTMB program as most students there have greater knowledge, confidence and stamina for the challenge they face.
- #90 Need more guidance in getting quality preceptorships.

**Appendix 1:  
Master of Science in Nursing  
Employer Survey**

## Employee Performance and Knowledge

Please rate the employee's performance in the following areas:



### Functions Effectively as an Administrator in the Health Care System

This question receives a rating of Descriptive/Very Descriptive from 69.6% of the overall sample of employers, with the class of 2005 receiving the highest percentage (76.9%) followed by 2000 (68.8%) and 1995 (64.7%).

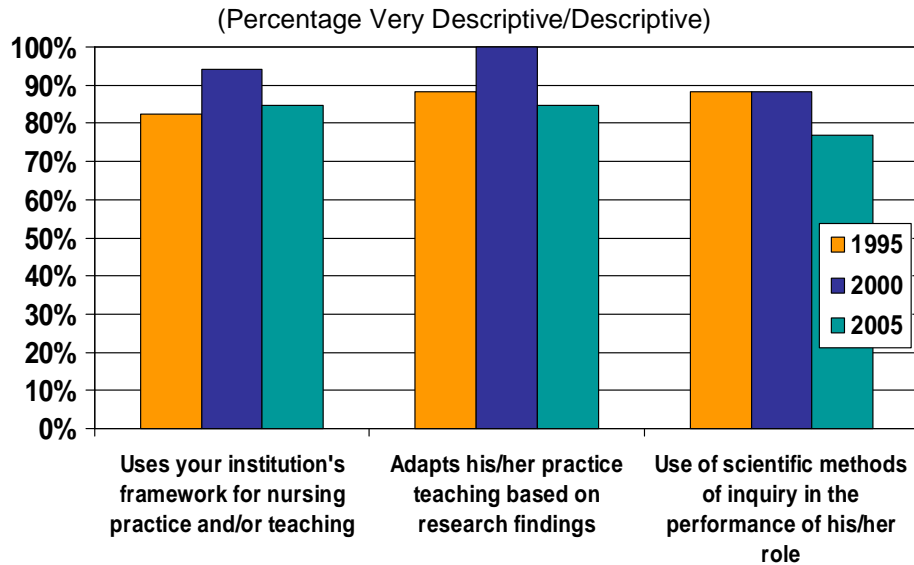
### Demonstrates Specialized Knowledge in Clinical Area of Practice

This question receives a rating of Descriptive/Very Descriptive from 95.7% of the overall sample of employers, with the class of 2000 receiving the highest percentage (100%) followed by 1995 (94.1%) and 2005 (92.3%).

### Applies Scientific Knowledge to Current Practice

This question receives a rating of Descriptive/Very Descriptive from 97.9% of the overall sample of employers, with the classes of 1995 and 2000 receiving the highest percentages (100%) followed by 2005 (92.3%).

Please rate the employee's performance in the following areas:



**Uses the Institution's Framework for Nursing Practice and/or Teaching**

This question receives a rating of Descriptive/Very Descriptive from 87.2% of the overall sample of employers, with the class of 2000 receiving the highest percentage (94.1%) followed by 2005 (84.6%) and 1995 (82.4%).

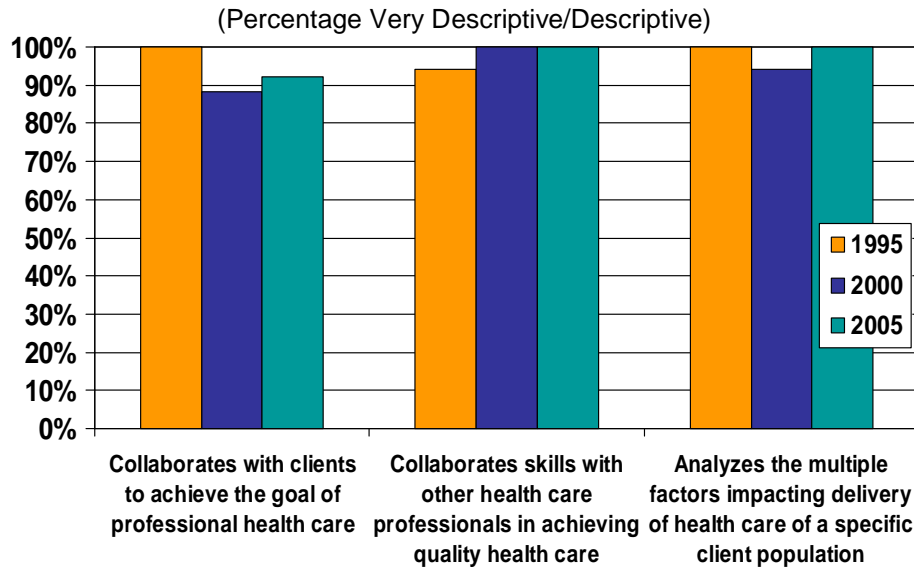
**Adapts his/her practice/teaching Methods Based on Research Findings**

This question receives a rating of Descriptive/Very Descriptive from 91.5% of the overall sample of employers, with the class of 2000 receiving the highest percentage (100%) followed by 1995 (88.2%) and 2005 (84.6%).

**Use Scientific Methods of Inquiry in the Performance of His/her Role**

This question receives a rating of Descriptive/Very Descriptive from 85.1% of the overall sample of employers, with the classes of 1995 and 2000 receiving the highest percentages (88.2%) followed by 2005 (76.9%).

Please rate the employee's performance in the following areas:



**Collaborates with Clients to Achieve Goal of Professional Health Care**

This question receives a rating of Descriptive/Very Descriptive from 93.6% of the overall sample of employers, with the class of 1995 receiving the highest percentage (100%) followed by 2005 (92.3%) and 2000 (88.2%).

**Collaborates with Other Health Care Professionals in Achieving Quality Health Care**

This question receives a rating of Descriptive/Very Descriptive from 97.9% of the overall sample of employers, with the classes of 2000 and 2005 receiving the highest percentages (100%) followed by 1995 (94.1%).

**Analyzes the Multiple factors impacting the Delivery of Health Care of a Specific Client Population**

This question receives a rating of Descriptive/Very Descriptive from 97.9% of the overall sample of employers, with the classes of 1995 and 2005 receiving the highest percentages (100%) followed by 2000 (94.1%).

## Employment Environment

### Number of Master's Prepared Nurses Employed in Area/Hospital

	1 - 10		11 - 20		21 - 40		41 - 60		Don't Know		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	
1995	9	64.3%	2	14.3%	0	0	0	0	3	21.4%	14
2000	8	50.0%	2	12.5%	2	12.5%	4	25.0%	0	0	16
2005	5	38.5%	3	23.1%	0	0	3	23.1%	2	15.4%	13
Total	22	51.2%	7	16.3%	2	4.7%	7	16.3%	5	11.6%	43

The majority of employers (67.5%) report between 1 and 20 Masters prepared nurses working in their area or hospital.

### Number of Master's Prepared Nurses Immediately Working with Our Graduate

	1 - 10		11 - 20		21 - 40		41 - 60		Don't Know		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	
1995	10	58.8%	4	23.5%	1	5.9%	1	5.9%	1	5.9%	17
2000	9	64.3%	4	28.6%	0	0	0	0	1	7.1%	14
2005	10	76.9%	1	7.7%	0	0	2	15.4%	0	0	13
Total	29	65.9%	9	20.5%	1	2.3%	3	6.8%	2	4.5%	44

A larger majority (86.4%) of employers report having between 1 and 20 masters prepared nurses working immediately with the UT MSN graduate.

### SON Employer Comment MSN 2005

#### Question 3. Are there other areas which you consider should be included in graduate nursing education in order to practice in a setting such as yours?

#5 Question #3 Re-start Psych-Mental Health Graduate Program.

#6 Question #3 Future training

#14 Question #3 Clinical rotations through medical specialists ie cardiology, surgery, as residents do. Would help broaden differential diagnosis and help NP communicate better with consultants.

#16 Question #3 Business oriented teaching

#17 Question#3 In the long term care setting: given the “quicker and sicker: discharge of residents, students would benefit from acute care. Clinical; ie; ltac; ace; medical surgical. Ms XXXX is a resource for nurse practitioners .

#18 Question #3 Behaviora/Psych

#19 Our area is a very specialized field and does not have master prepared graduates in administrative positions. This does not take away from the need for master prepared graduates.

#22 Works part-time as adjunct for our BSN program.

#25 This CNS was allowed to graduate without the # of clinical hours required by the board. Since she could not be credential as an APN by our institution, we had to create a role for her until this was completed & she was able to take the certifying exam. This was not her fault rather the fault of UT & was unfair to the graduate & to her employers.

#28 I'm very grateful to have a nurse prepared in the educator role. She had helped with the CNS & FNP's to the role.

#38 Question #3 Colposcopy Training Endometric Biopsy Training.

#43 Question #3 Encourage grad students to complete at least one or two education courses.

This individual is excellent and her job performance – my best employee.

**Appendix 2:  
Survey of Graduates of the  
Master of Science in Nursing  
Degree Program**



**THE UNIVERSITY of TEXAS**

**SCHOOL OF NURSING AT HOUSTON**

*A part of The University of Texas Health Science Center at Houston*

## ***Survey of Graduates of the Master of Science in Nursing Degree Program***

***This survey is anonymous and will be handled confidentially. Your name is not requested. Please answer all the questions. If you wish to comment, please use the space in the margins, and the area designated as “COMMENTS” at the end of the survey. Your comments will be incorporated into the findings. For confidentiality, DO NOT PUT YOUR NAME ON THE ATTACHED SURVEY.***

**If you would like the results of this survey, please write “RESULTS REQUESTED” on the back of the return envelope and indicate a name and address where the results may be sent or call 713-500-3121 with your request.**

**Thank you for your help. Please fold the survey and return using the self-addressed postage-paid envelope to:**

**M.S.N. Alumni Survey  
UT–Houston Health Science Center  
Attn.: Dr. Charles Amos  
PO Box 20036  
Houston, TX 77225-9963  
(713) 500-3119**

**GRADUATE PROGRAM ASSESSMENT**

***CHECK (Y) THE BOX***

1. How satisfied are you that the following components of our graduate program prepared you for your current position:

	VERY SATISFIED	SATISFIED	NOT CERTAIN	UNSATISFIED	VERY UNSATISFIED
a. Core courses (e.g., theory, research)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Role courses (e.g. primary prevention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Clinical courses (e.g. gerontology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Preceptorship (e.g. CNS, NP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CURRENT EMPLOYMENT PERFORMANCE**

***CHECK (Y) THE BOX***

2. How satisfied are you that our program prepared you for your current position concerning your abilities to:

	VERY SATISFIED	SATISFIED	NOT CERTAIN	UNSATISFIED	VERY UNSATISFIED
a. Demonstrate specialized knowledge in your area of clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Function effectively in your chosen role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Critically read selected nursing research in your practice area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Apply scientific knowledge to current practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Apply scientific methods of inquiry in the performance of your current role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Collaborate with clients to achieve the goal of optimal health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Collaborate with other health care professionals in providing quality health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use a framework for nursing practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Apply basic research technologies, including statistical and computer skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**11. Do you work in a medically underserved geographic location**

1. YES
2. NO
3. I DON'T KNOW
4. NOT APPLICABLE

**12. What COUNTY and STATE do you work in? (Please write in the space below)**

\_\_\_\_\_

**13. What ZIP CODE do you work in? (Please write in the space below)**

\_\_\_\_\_

**14. Is your current role in: (CIRCLE ONE WHICH APPLIES MOST)**

1. ADMINISTRATION
2. CLINICAL NURSE SPECIALIST
3. CLINICAL RESEARCH MANAGEMENT
4. EDUCATION
5. NURSE PRACTITIONER
6. NURSE ANESTHESIA
7. **OTHER (SPECIFY)** \_\_\_\_\_

**15. What year did you receive your masters degree? 19\_\_\_\_\_**

**16. Current area of clinical practice:**

- |                   |                               |
|-------------------|-------------------------------|
| 1. ACUTE CARE     | 6. NEONATOLOGY                |
| 2. ADULT          | 7. NURSE ANESTHESIA           |
| 3. EMERGENCY CARE | 8. ONCOLOGY                   |
| 4. FAMILY         | 9. PEDIATRIC                  |
| 5. GERONTOLOGY    | 10. PSYCHIATRIC/MENTAL HEALTH |
|                   | 11. WOMEN'S HEALTH CARE       |

**17. Is a masters degree required for your current position? (CIRCLE ONLY ONE WHICH APPLIES MOST)**

1. YES
2. UNCERTAIN
3. NO

**POSTGRADUATE EMPLOYMENT, *continued***

***CIRCLE THE NUMBER OF YOUR RESPONSE***

**18. How long, in years, have you been employed in your current position?**

\_\_\_\_\_ YEARS

**19. Your full-time annual salary (assuming full time equivalent):**

- |                        |                         |
|------------------------|-------------------------|
| 1. \$25,000 - \$29,000 | 7. \$55,000 - \$59,999  |
| 2. \$30,000 - \$34,999 | 8. \$60,000 - \$64,999  |
| 3. \$35,000 - \$39,999 | 9. \$65,000 - \$69,999  |
| 4. \$40,000 - \$44,999 | 10. \$70,000 - \$74,999 |
| 5. \$45,000 - \$49,999 | 11. \$75,000+           |
| 6. \$50,000 - \$54,999 |                         |

**PARTICIPATION IN PROFESSIONAL ORGANIZATIONS**

*We are compiling information to determine which professional organizations are supported by our graduates. If you have been involved in any organizations since graduating from UT, please list below and indicate your level of involvement.*

**20. Professional Organizations. Indicate those organizations where you currently retain memberships.**

**(CIRCLE THE NUMBER AND INDICATE LEVEL OF INVOLVEMENT)**

		<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
1. American Nurses Association (ANA)	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Texas Nurses Association (TNA)	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. National League for Nursing (NLN)	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Texas League for Nursing (TLN)	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sigma Theta Tau	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Specialty Organizations: ( <i>SPECIFY</i> )				
_____	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. OTHER State Organizations: ( <i>SPECIFY</i> )				
_____	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. OTHER Organizations or Societies: ( <i>SPECIFY</i> )				
_____	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<i>INVOLVEMENT</i> /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**DOCTORAL EDUCATION**

**CIRCLE THE NUMBER OF YOUR RESPONSE**

**21. What are your plans concerning pursuit of a doctoral degree?**

- 1 DEGREE AWARDED
- 2 CURRENTLY ENROLLED
- 3 ADMITTED TO A DOCTORAL PROGRAM
- 4 HAVE TAKEN COURSES, BUT NOT ENROLLED IN PROGRAM
- 5 PLAN TO ENROLL IN THE FUTURE
- 6 DO NOT PLAN TO ENROLL **SKIP TO QUESTION 22**

**22. Attended/attending/planning to attend university located:**

- 1 IN TEXAS
- 2 OUT OF TEXAS

**23. What is the type of degree awarded/to be awarded:**

- 1. D.D.S.
  - 2. D.N./N.D.
  - 3. D.N.S./D.S.N.
  - 4. Dr. P.H.
  - 5. Ed.D.
  - 6. J.D.
  - 7. M.D.
  - 8. Ph.D.
  - 9. *OTHER (SPECIFY)*
- \_\_\_\_\_

**24. Actual/projected year of doctoral degree:**

YEAR OF GRADUATION (*SPECIFY*): \_\_\_\_\_

**AS A GRADUATE STUDENT AT UT-HOUSTON SCHOOL OF NURSING**

**25. What was your area of specialization? (CIRCLE THE ONE WHICH APPLIES MOST)**

- 1 ADMINISTRATION
- 2 CLINICAL NURSE SPECIALIST (CNS)
- 3 CLINICAL RESEARCH MANAGEMENT
- 4 EDUCATION
- 5 NURSE ANESTHETIST
- 6 NURSE PRACTITIONER (NP)

**26. What was your clinical major? (CIRCLE THE ONE WHICH APPLIES MOST)**

- 1. ACUTE CARE
- 2. ADULT
- 3. CRITICAL RESEARCH MANAGEMENT
- 4. EMERGENCY CARE
- 5. FAMILY
- 6. GERONTOLOGY
- 7. NEONATOLOGY
- 8. NURSE ANESTHESIA
- 9. ONCOLOGY
- 10. PEDIATRIC
- 11. PERINATAL
- 12. PSYCHIATRIC/MENTAL HEALTH
- 13. WOMEN'S HEALTH CARE
- 14. OTHER



# **Appendix 3: Employer Questionnaire**



**THE UNIVERSITY of TEXAS**

**SCHOOL OF NURSING AT HOUSTON**

*A part of The University of Texas Health Science Center at Houston*

## EMPLOYER QUESTIONNAIRE

### FOR EMPLOYERS OF UT-HOUSTON HSC M.S.N. GRADUATES

As a part of our long-term follow-up of alumni, you are being asked to complete the following survey about your employee, who is a MSN graduate of the UT-Houston School of Nursing. The information you provide in this tool will be used only for purposes of program evaluation and only in ways that do not identify the student or institution.

#### SECTION I: EMPLOYEE PERFORMANCE AND KNOWLEDGE

1. Please rate the employee's performance in the following areas: **(CHECK THE BOX)**

TO	VERY DESCRIPTIVE	DESCRIPTIVE	SOMEWHAT DESCRIPTIVE	SLIGHTLY DESCRIPTIVE	NOT AT ALL DESCRIPTIVE	UNABLE JUDGE
a. Functions effectively as an administrator in the health care system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates specialized knowledge in clinical area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Applies scientific knowledge to current practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses your institution's framework for nursing practice and/or teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Adapts his/her practice/teaching based on research findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use of scientific methods of inquiry in the performance of his/her role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Collaborates with clients to achieve the goal of professional health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Collaborates skills with other health care professionals in achieving quality health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- i. Analyzes the multiple factors impacting the delivery of health care of a specific client population.

**SECTION II: DESCRIPTION OF EMPLOYMENT SETTING**

2. Describe the environment our graduate is employed in, in terms of number of Master's prepared nurses:

- |  | 1 - 10                   | 11 - 20                  | 21 - 40                  | 41 - 60                  | DON'T KNOW               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Employed in your area/hospital.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Immediately working with our graduate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Are there other areas which you consider should be included in graduate nursing education in order to practice in a setting such as yours? (COMPLETE)

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**COMMENTS (ADD ADDITIONAL PAGES IF NEEDED)**

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*Thank you for helping evaluate our program. Please return this survey in the attached self-addressed postage-paid envelope to:*

***Employer Survey for the  
Master's Degree in Nursing Graduates***

UT-Houston Health Science Center  
Attn.: Dr. Charles Amos PO Box 20036  
Houston, TX 77225-9963  
(713) 500-3119