

STATE *of the*
UNIVERSITY

Grand as a Griffin

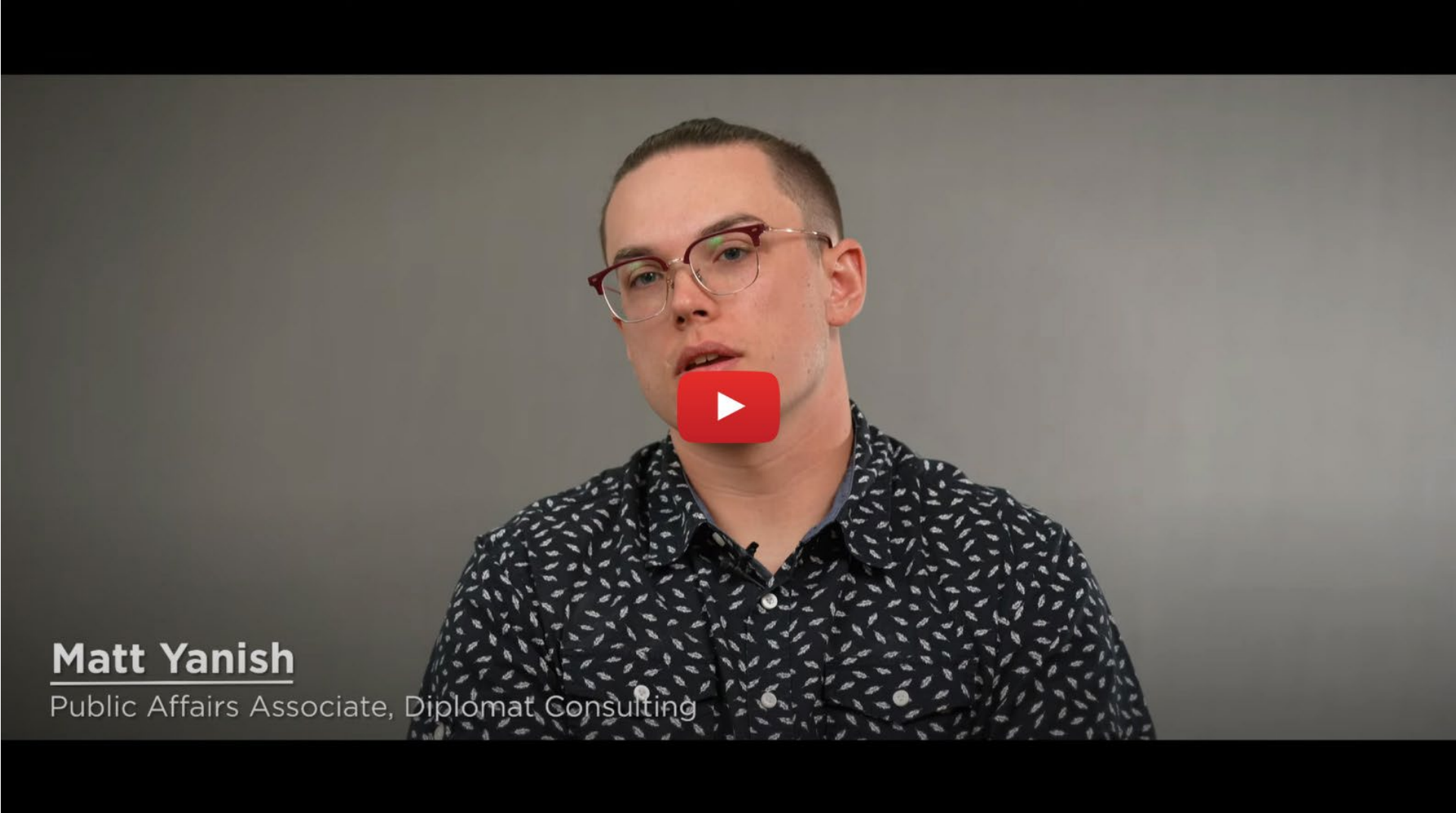








STATE *of the* UNIVERSITY 2024



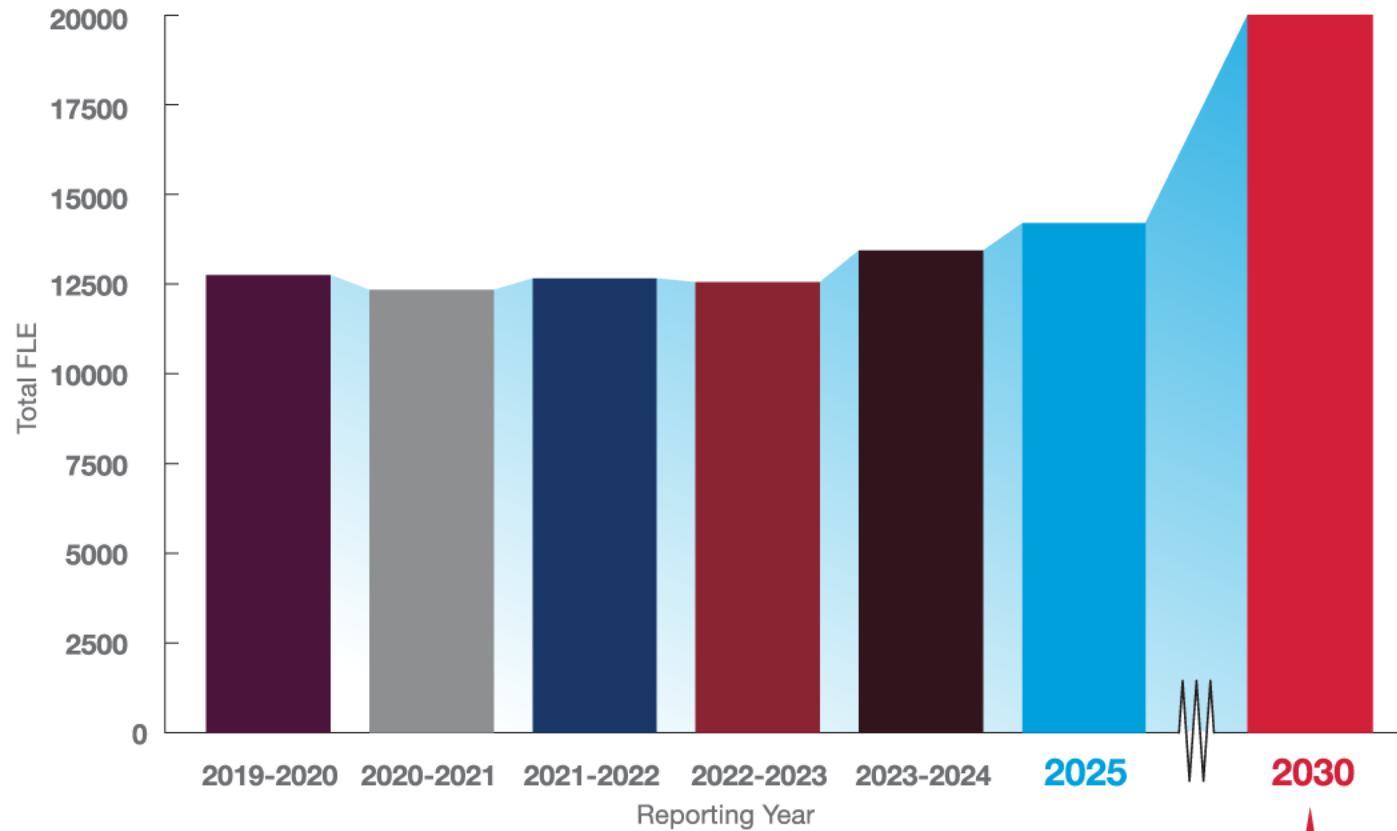
Matt Yanish

Public Affairs Associate, Diplomat Consulting

Teaching Greatness

Strategic Vision 2030

- 1 Teaching Greatness
- 2 Smash the Calendar
- 3 Grand as a Griffin
- 4 Perpetual Motion
- 5 Trendsetters and Trendbreakers
- & Honouring our Place In O-day'min



Total FLE Targets

- Increase the student population to 14,200 FLEs by **2025**
- Increase the student population to 20,000 FLEs by **2030**





MacEwan raised

\$5.6 million

in 2023/24

MacEwan Means Business

Students First

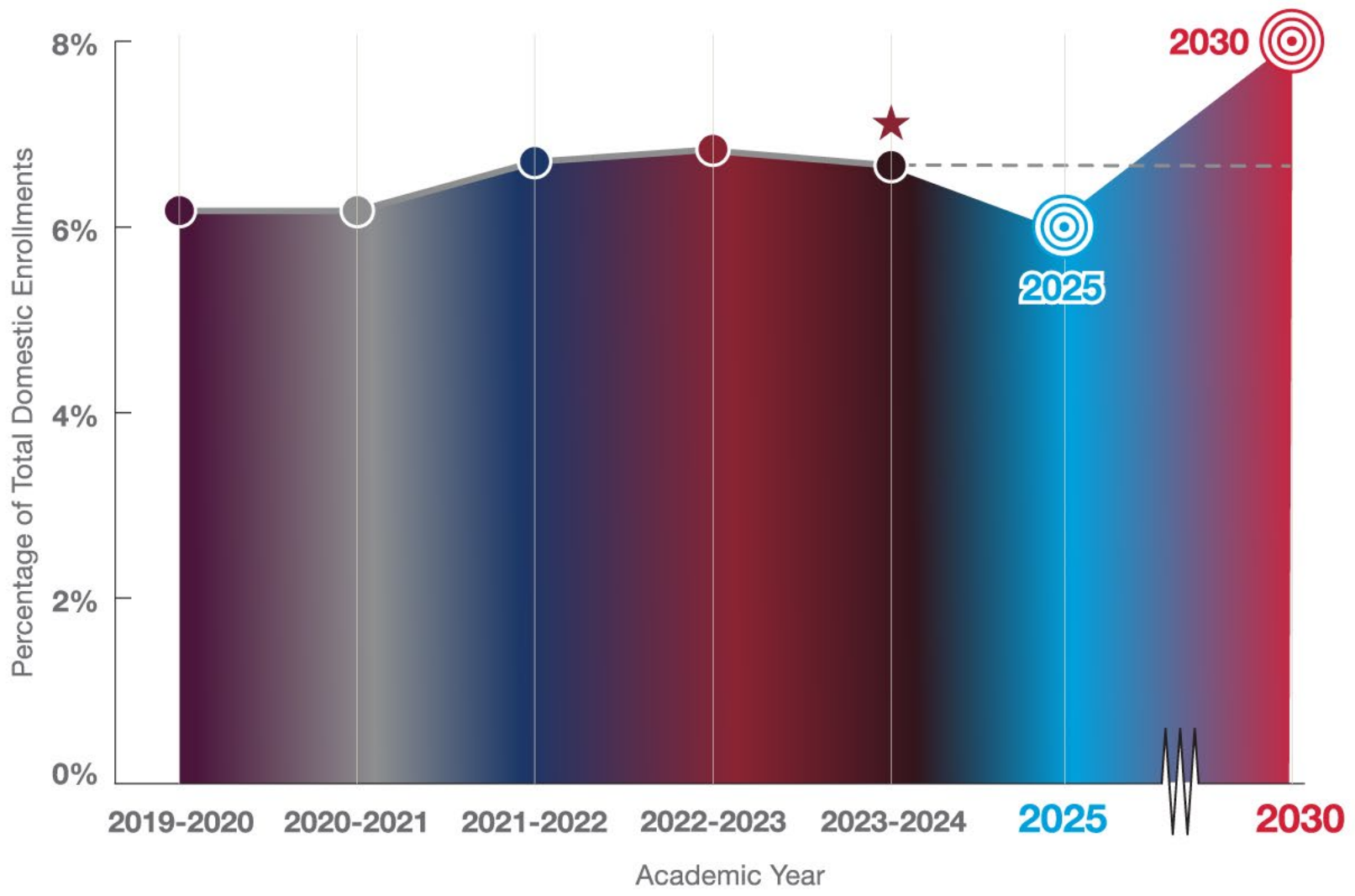
Change in Action

Other scholarships and bursaries



Gail Powley

President, Technology Alberta







- 100% of programs will have a WIL component by 2030
- 82% of programs will have a WIL component by 2025
- 93% of programs had a WIL component in 2023-2024 meeting our 2025 target





Jason Syvixay

VP, BILD Edmonton Metro







MACEWAN UNIVERSITY

OPPORTUNITIES

There's more to university than coursework and studying.

Join a student club, present at a conference, enter a contest, travel abroad, volunteer for a group you're passionate about. When you participate in activities that take you outside of the classroom, you make friends, gain valuable experience and even boost your resumé.

ACADEMIC ACTIVITIES

COMMUNITY

COMPETITIONS

LEADERSHIP

RESEARCH

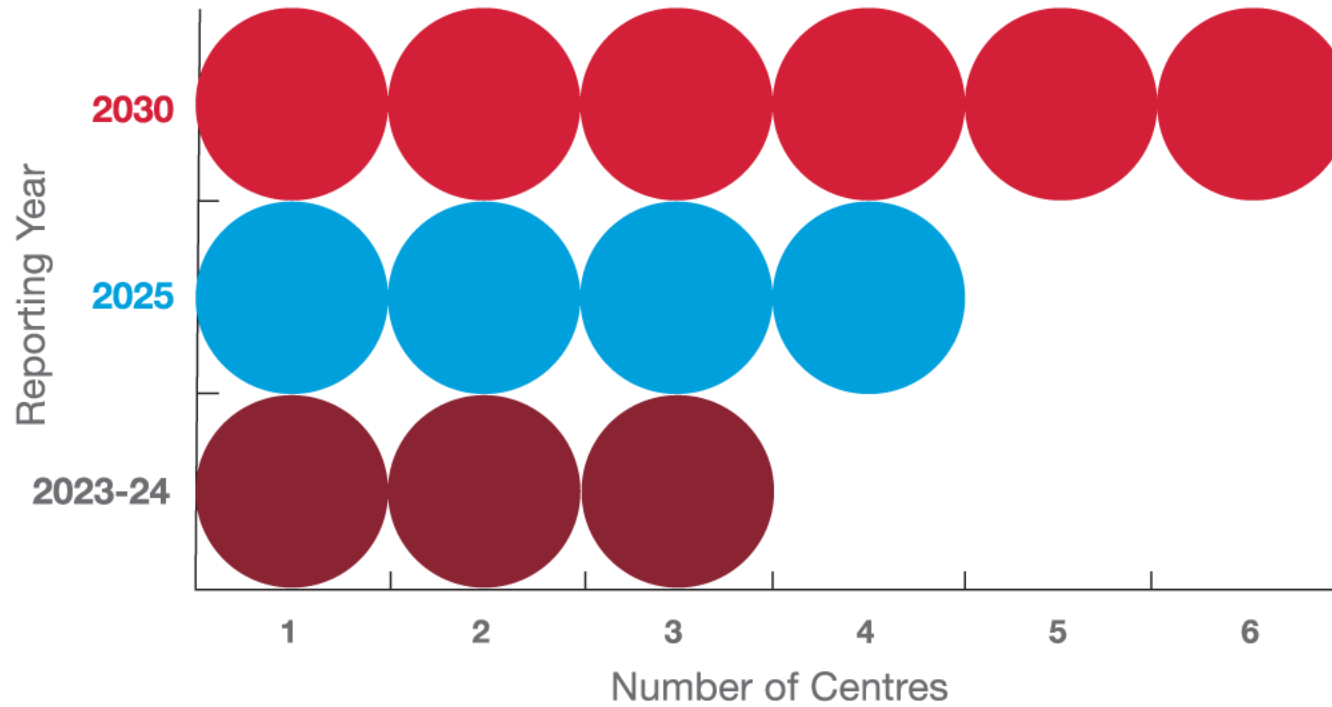
VOLUNTEER

WELLNESS

WORK EXPERIENCE







Current Institutes

- Centre for Sexual and Gender Diversity
- Social Innovation Institute
- Institute for Urban Wellness

PURPOSE

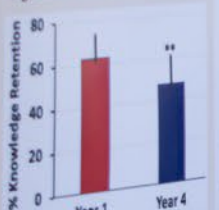
The primary aim of this study is to assess the extent of physiological knowledge lost by nursing students in the fourth year between completing their physiology course in first-year nursing and their enrollment in the fourth year Critical Care Nursing course.

METHODS

Fourth-year nursing students were tested in ten organ systems using an online quiz platform called Kahoot! (Kahoot! Inc., Oslo, Norway) to assess physiological knowledge retention to answer the question posed above. Students were encouraged not to study for these quizzes in advance to assess their reactivity. Between nine and eleven multiple-choice questions were asked each of which reflected first-year knowledge from each major organ system. Ten different Kahoot!'s were developed to represent ten organ systems. Scores from fourth-year quizzes were compared to first-year nursing students' quiz scores on the same content to determine overall knowledge retention over three years.

The combined data from both the first-year physiology course and fourth-year Critical Care Nursing course underwent statistical analysis using SPSS (IBM Corp, Armonk, NY) to determine overall knowledge retention. Post-hoc analyses were compared utilizing sample T-tests, with significant differences indicated at $P < 0.05$.

Figure 1. The Summary of Overall Retention



Year 1 and Year 4 bars represent the overall mean scores from ten organ systems converted into percent knowledge. There is a significant decrease in knowledge between years 1 and 4. $** P < 0.001$.

Table 1. Retention by Organ Systems

Organ System	Year 1 Mean Score ± SD	Year 4 Mean Score ± SD	% Knowledge Lost	% Knowledge Retained	T test/p values
Vascular	66.98 ± 23.3	59.5 ± 27.3	7.5%	92.5%	0.471
Blood	59.82 ± 13.4	43.9 ± 20.3	15.9%	84.1%	0.024
Defences	67.48 ± 20.8	45.0 ± 26.2	22.5%	77.5%	0.018
Inflammation	73.67 ± 19.3	62.5 ± 29.2	11.2%	88.8%	0.266
Respiration	46.29 ± 11.9	41.6 ± 28.8	4.7%	95.3%	0.606
Hormones	75.97 ± 17.7	47.4 ± 31.2	28.6%	71.4%	0.009
Renal	54.67 ± 15.0	35.6 ± 21.0	19.7%	80.3%	0.001
Fluid & Electrolyte	72.59 ± 17.2	41.9 ± 17.7	30.7%	69.3%	0.773
Digestive	48.05 ± 22.4	51.8 ± 26.4	-3.7%	96.3%	0.059
Conductive	63.36 ± 16.7	40.9 ± 24.1	22.5%	77.5%	0.059

CONCLUSION

Retention of physiological knowledge varied across the different body organ systems. The overall decline of 15.2% aligns with findings observed in medical and allied health professional students (Pouardman et al., 2013). This professional students' decrease in knowledge was reported to be marginally higher than the third year (Narasim et al., 2020) and doctor years (4-month) retention rates reported for the same population (Narasim et al., 2020).

CONCLUSION

Physiological knowledge was lost by a majority of fourth-year nursing students between the first and fourth year. Although the extent of knowledge loss varied across organ systems, the overall decline of 15.2% aligns with findings observed in medical and allied health professional students (Pouardman et al., 2013). This professional students' decrease in knowledge was reported to be marginally higher than the third year (Narasim et al., 2020) and doctor years (4-month) retention rates reported for the same population (Narasim et al., 2020).

ACKNOWLEDGEMENT

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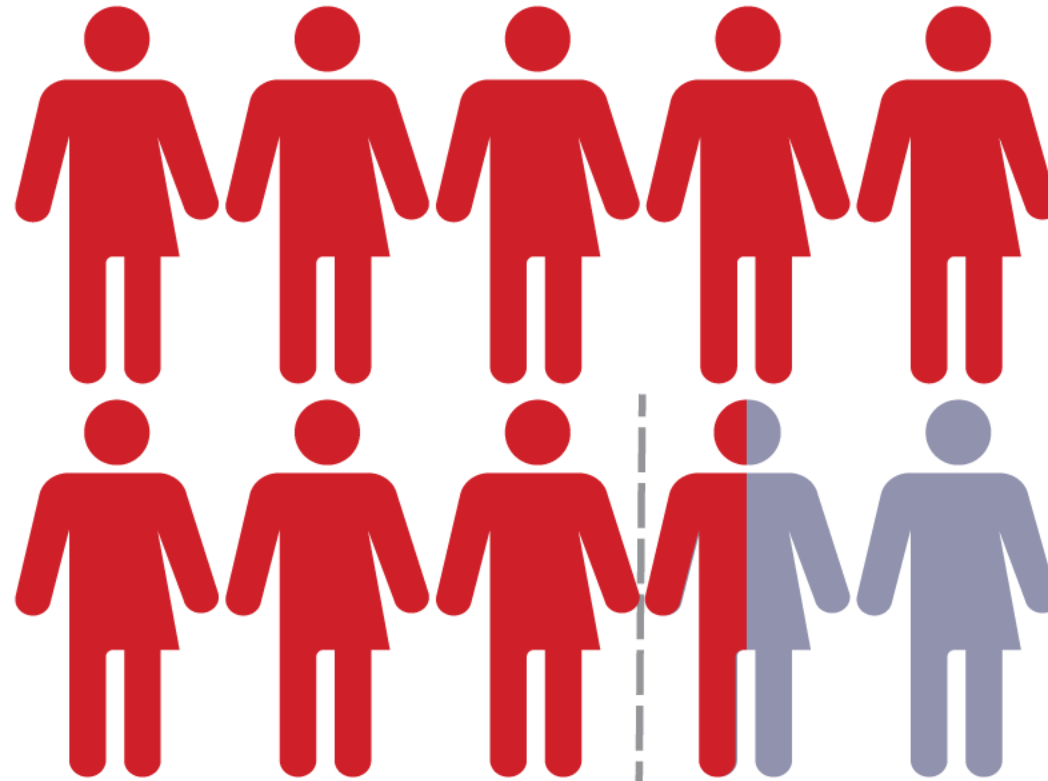


Soyinka Seguin

MacEwan Student

Expenditures by Type - \$000s

Expenditure	2022/23 Budget	2023/24 Budget	Increase / (Decrease)
Salaries & Benefits	\$163,569	\$170,794	\$7,278
Services & Professional Fees	16,420	17,258	837
Materials & Supplies	16,189	16,453	264
Maintenance & Utilities	15,144	15,593	449
Scholarships, Bursaries & Awards	7,701	8,201	500
Cost of Goods Sold	3,228	2,778	(450)
Research Project Costs	600	750	150
Other Costs: Amortization & Interest Expense	20,394	19,636	(758)



● Target of 80%

85% of students would recommend MacEwan



Dr. Samuel Mugo

Associate Dean, MacEwan



MacEwan
UNIVERSITY

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Harlee Courtepatte

Founder & CEO, Agile Industries

