

Registered Nurse

Graduate Survey



Department of Nursing Education

Joliet Junior College

Nursing Graduates of Fall 2024 (6 - 9-month follow-up)

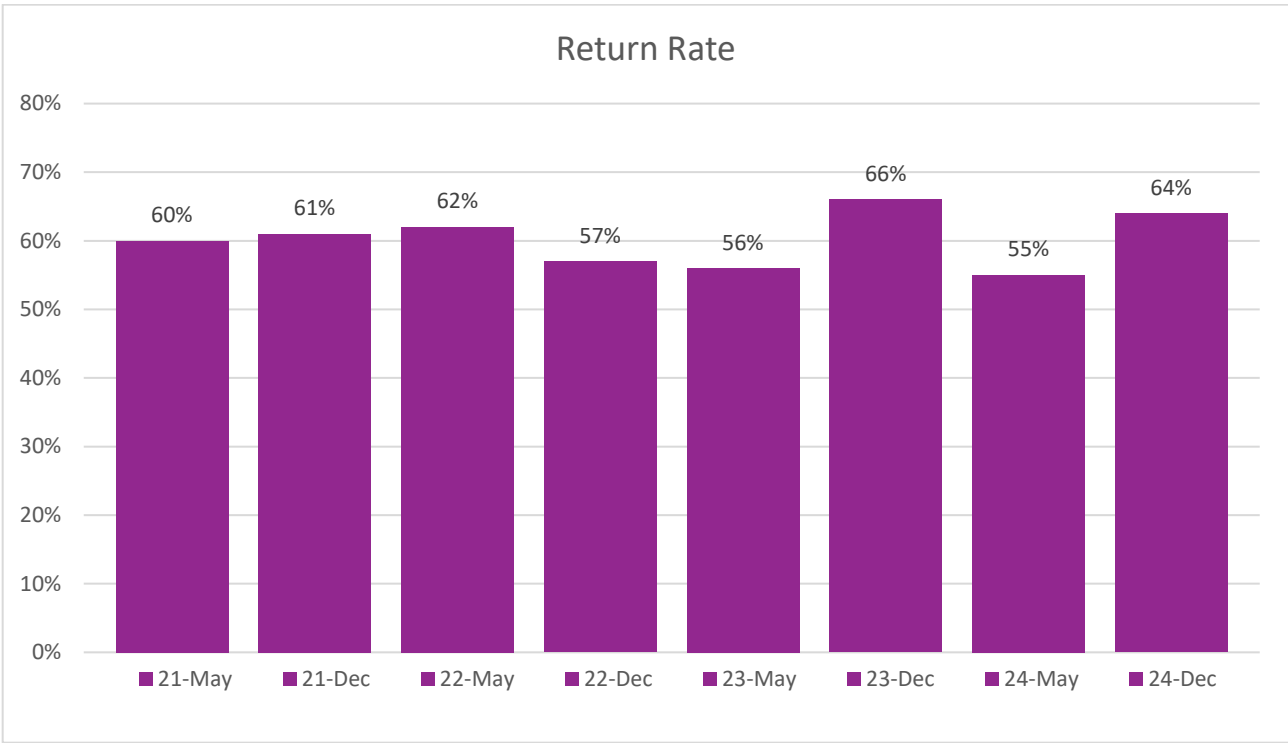


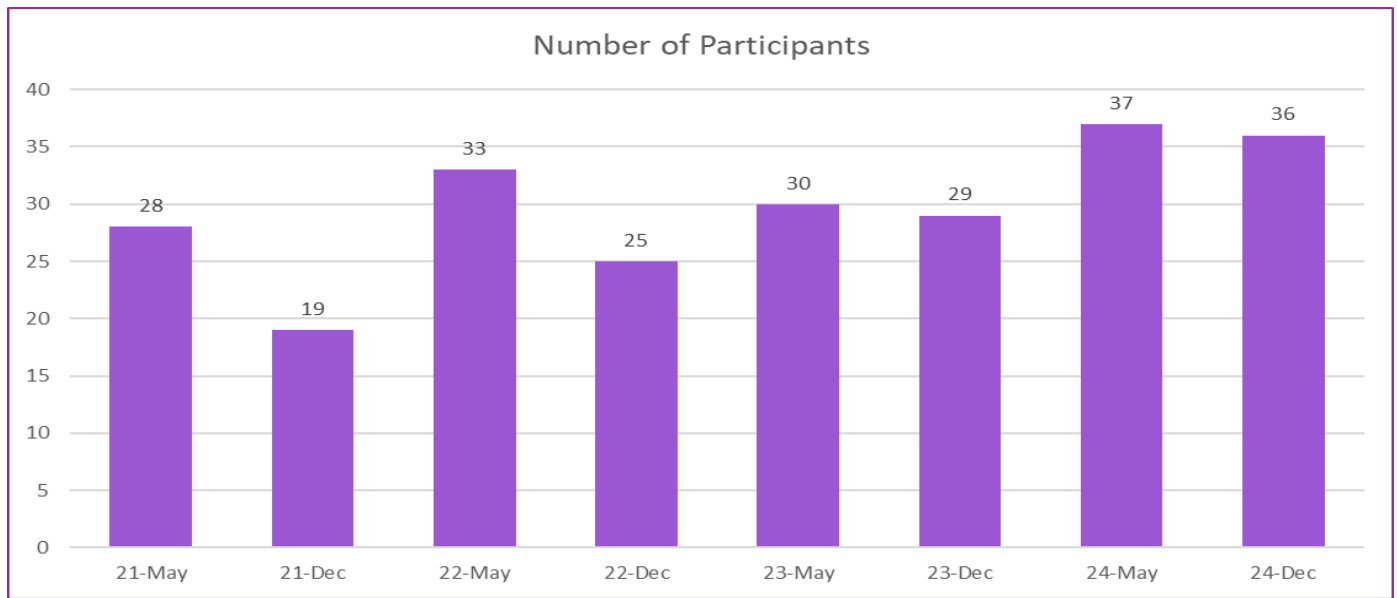
Introduction

Graduate surveys (obtained via Survey Monkey) are sent approximately six (6) months to nine (9) months after the student graduates, which made the target date in Mid to Late June or early July 2025 for the graduating class of Fall 2024. The survey was sent out to fifty-six (56) students on July 2, 2025. Of those 56 students, thirty-six (36) responded. After the first email, thirty-one (31) graduates replied. A reminder was sent on July 16, 2025. The survey was closed August 1, 2025 resulting in a total response rate of 64% (36/56)

Please Note: graduate responses are reprinted as they appeared on the survey, including spelling and grammatical errors.

Historical Data Trends:



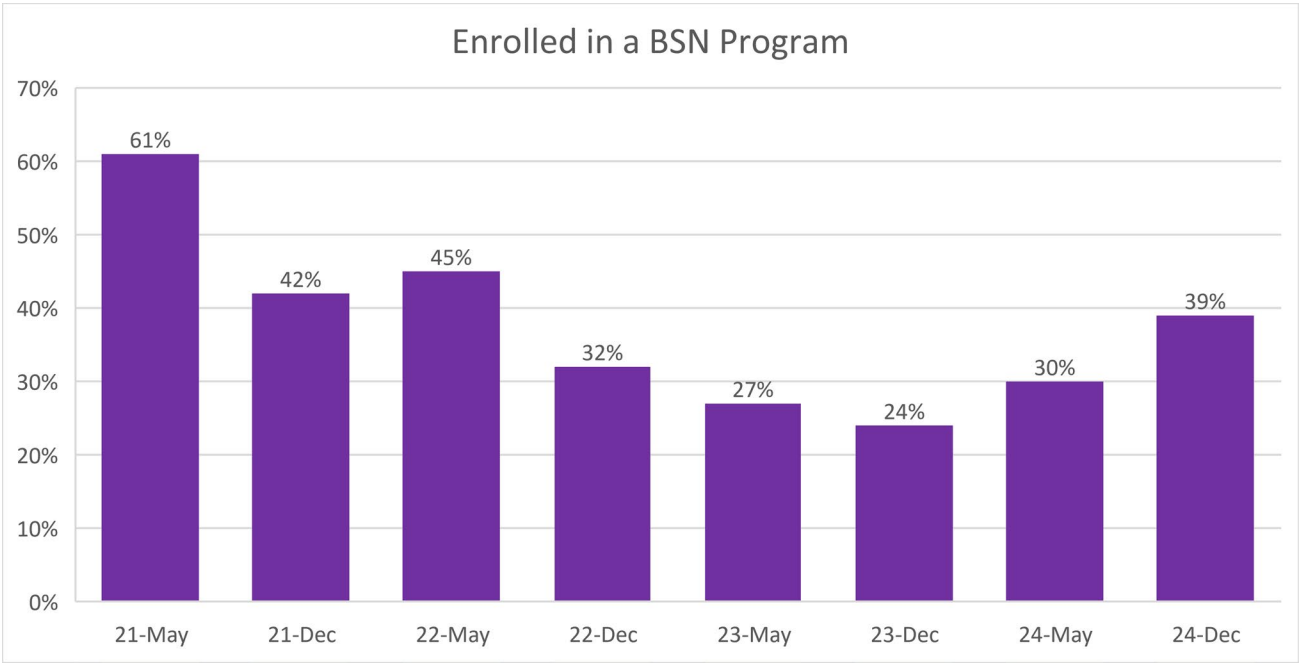
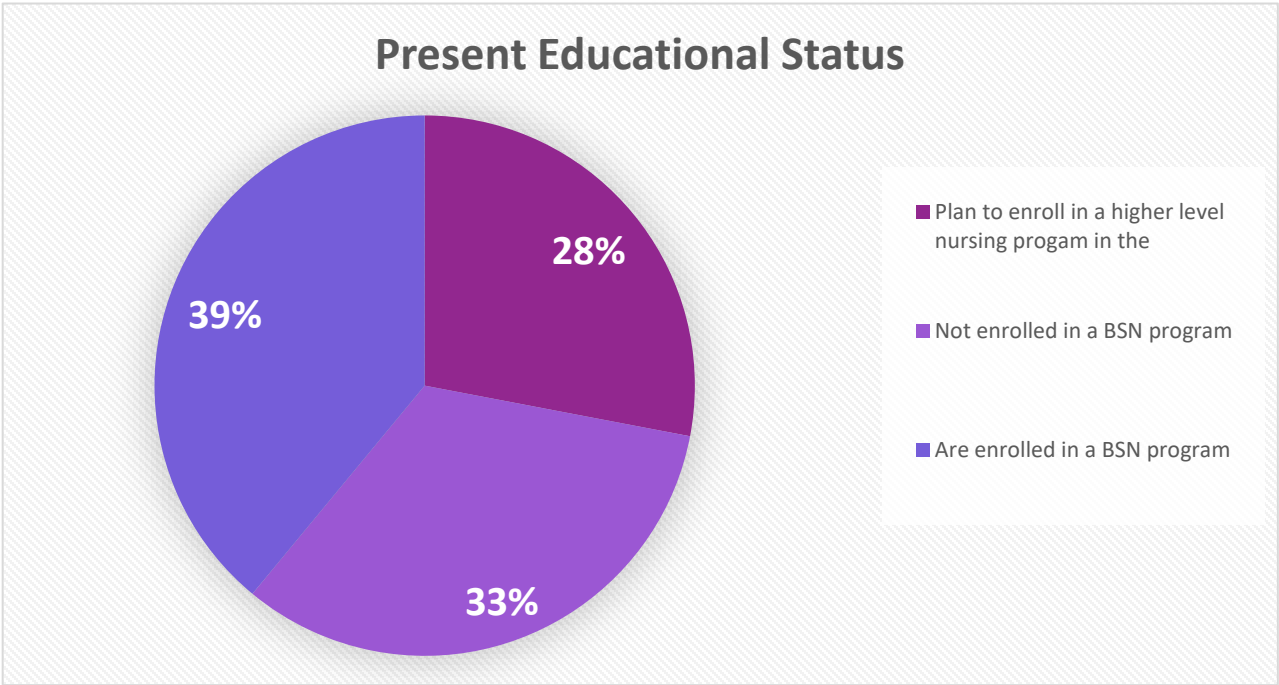


Education Status:

Results The questions related to education status changed starting in the Spring 2024 survey from are you enrolled in a RN-BSN program or high education program to are you enrolled or considering future enrollment in an RN-BSN program or higher education program. In previous surveys, students had shared that they felt it was too soon after graduation to start a BSN program due to new job roles. Students also shared that many employers begin paying for BSN education after the first year of employment.

Of those completing the survey, 100% of students graduate responded (36 out of 36). 39% (n=14) indicated that they are enrolled in a BSN program, 33% (n=12) are not enrolled in a BSN program and 28% (n=10) plan to enroll in a higher-level education program or higher in the future. None of responding graduates are currently enrolled in a RN-MSN program.

Historical Data Trends:



Enrollment in a BSN program or intention to enroll in a BSN program Twenty-three (23) students responded with their current enrollment or planned enrollment. The students identified they are

enrolled or plan to enroll in the following universities: 4.3% (n=1) Purdue University-Northwest; 8.7% (n=2) Governors State; 4.3% (n=1) Grand Canyon University; 8.6% (n=2) Illinois State University; 8.6% (n=2) Western Governors University; 13% (n=3) University of St. Francis, Joliet; 21.7% (n=5) University of Illinois, Chicago; 4.3% (n=1) Northern Illinois University; 4.3% (n=1) Southern Illinois University and 17.3% (4) was undecided. None of the students were enrolled in an MSN program which has been the trend over the last five semesters.

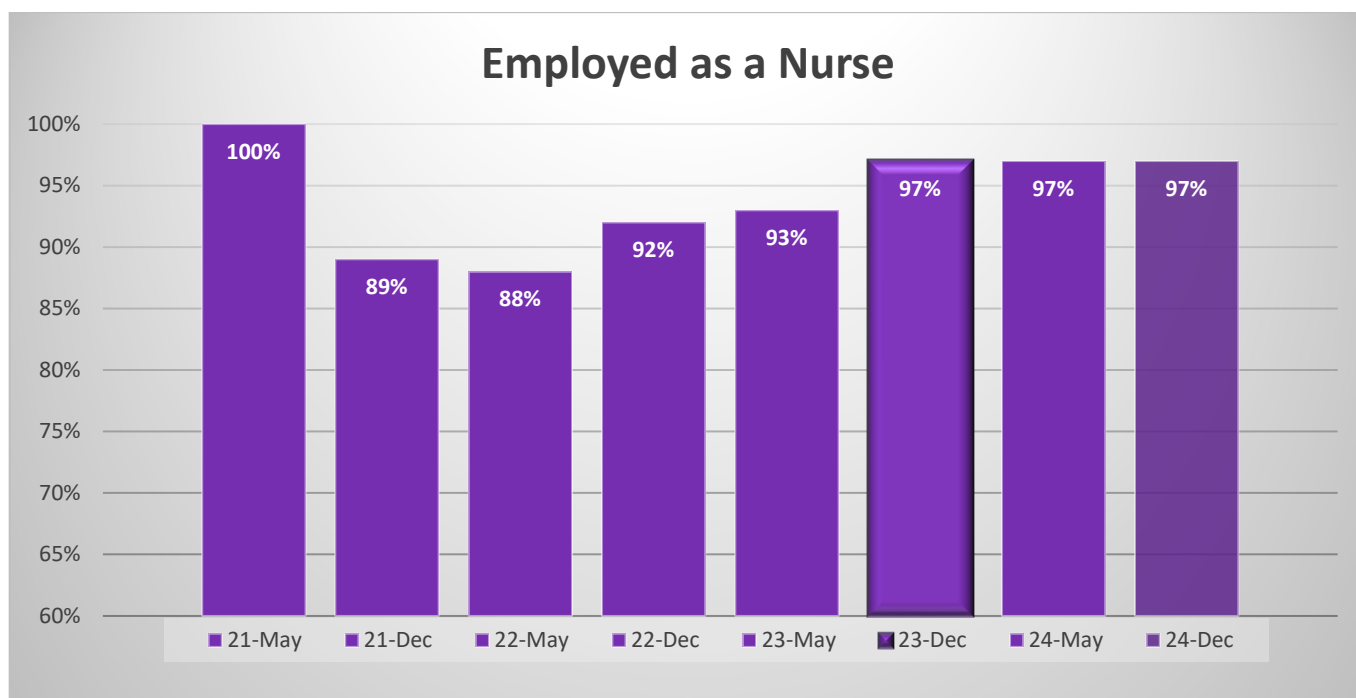
When asked why they were not enrolled or considering enrollment in a BSN program eleven (11) graduates responded. Approximately 63.6% (n=7) stated they cannot afford school right now, and 36.4% (n=4) said too many family responsibilities.

Other comments/reasons for not continuing their education are included below:

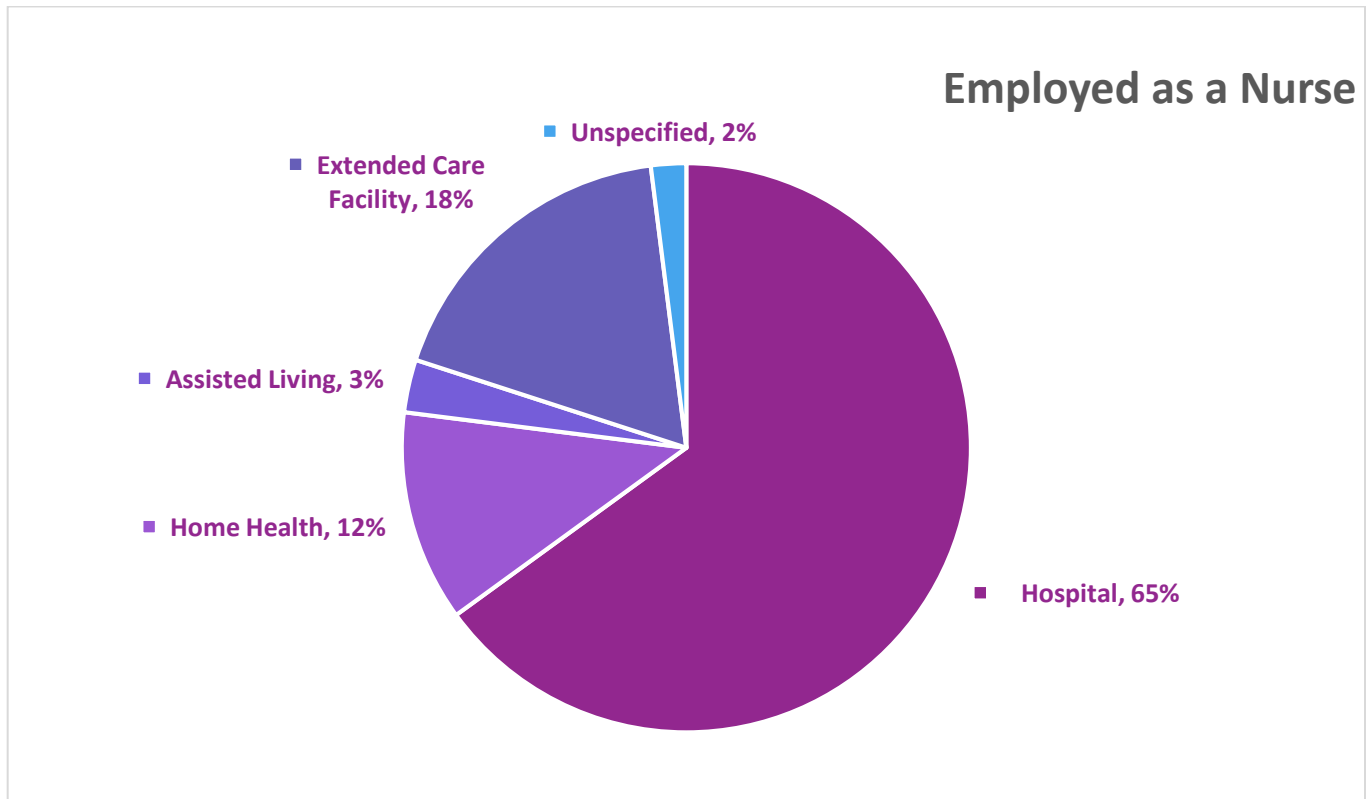
- Want to work and learn to be an RN first.
- Learning how to be a nurse is my priority at the moment. Once I feel comfortable in my new role, I will be continuing my education.
- Not ready

Employment status: Response rate was 94.43% (34 out of 36 students responded): 97% (n=33) of the graduates were employed as a nurse, 3% (n=1) of the graduates were unemployed.

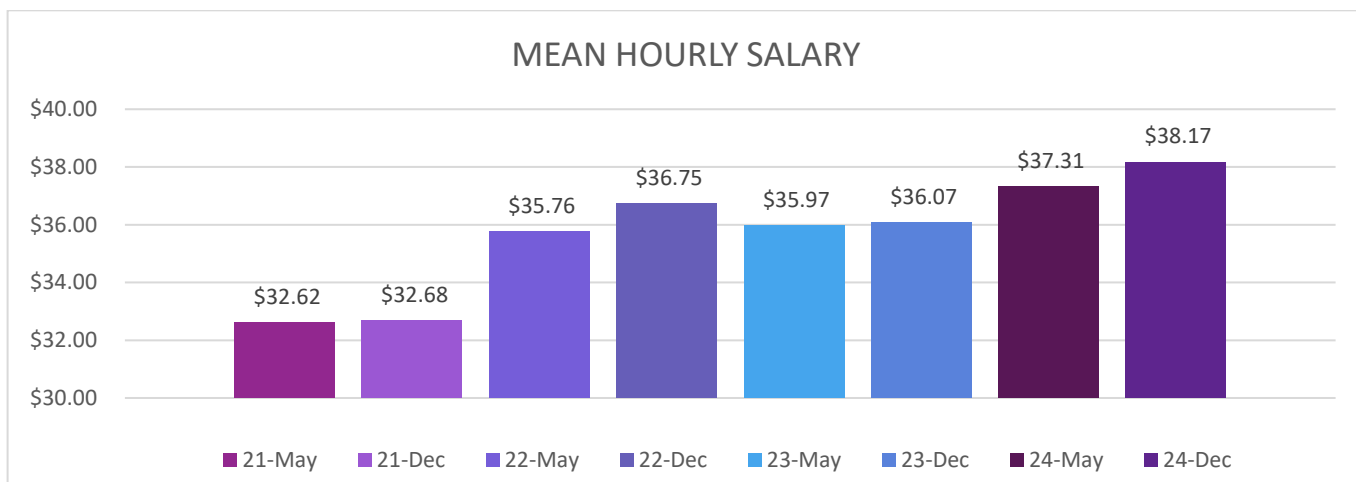
Historical Data Trends:



First position as a nurse: Of the thirty-four responding to this question, thirty-three (33) graduates are working as a nurse and one (1) student is unemployed. Of those who were working approximately 65% obtained their first RN job in the hospital, 18% in an extended care facility, 3% in assisted living, 12% in home health and one student (2%) did not specify.



Hourly salary Of those working as a nurse 32 of 33 responded. Before deductions (does not include overtime) their salary ranged from: \$33.00 to \$50.00 per hour, with an average of \$38.17 per hour.

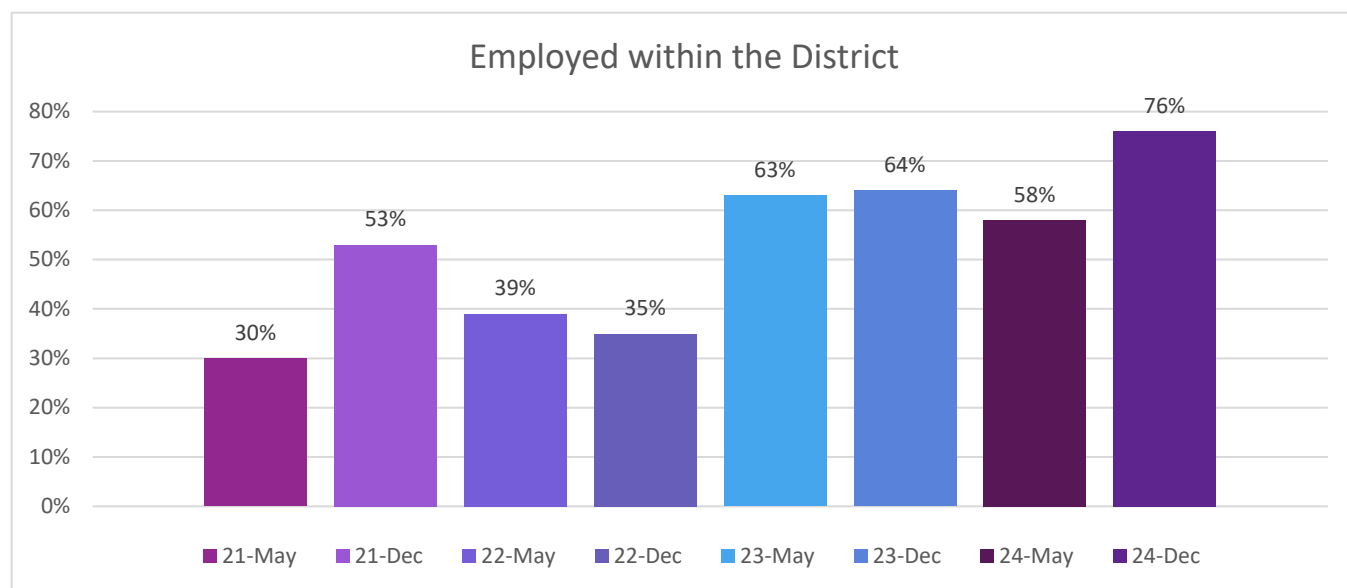


JJC Community: Of the 34 graduates who are currently employed, 33 responded to this question.

Among them, **76% (n=25)** reported working within the JJC community district, while **24% (n=8)** are employed outside the district. In previous surveys, graduates were asked whether they worked in or out of district. However, as the percentage of in-district employment appeared to be declining, the nursing faculty revised the question to ask for the specific city of employment instead.

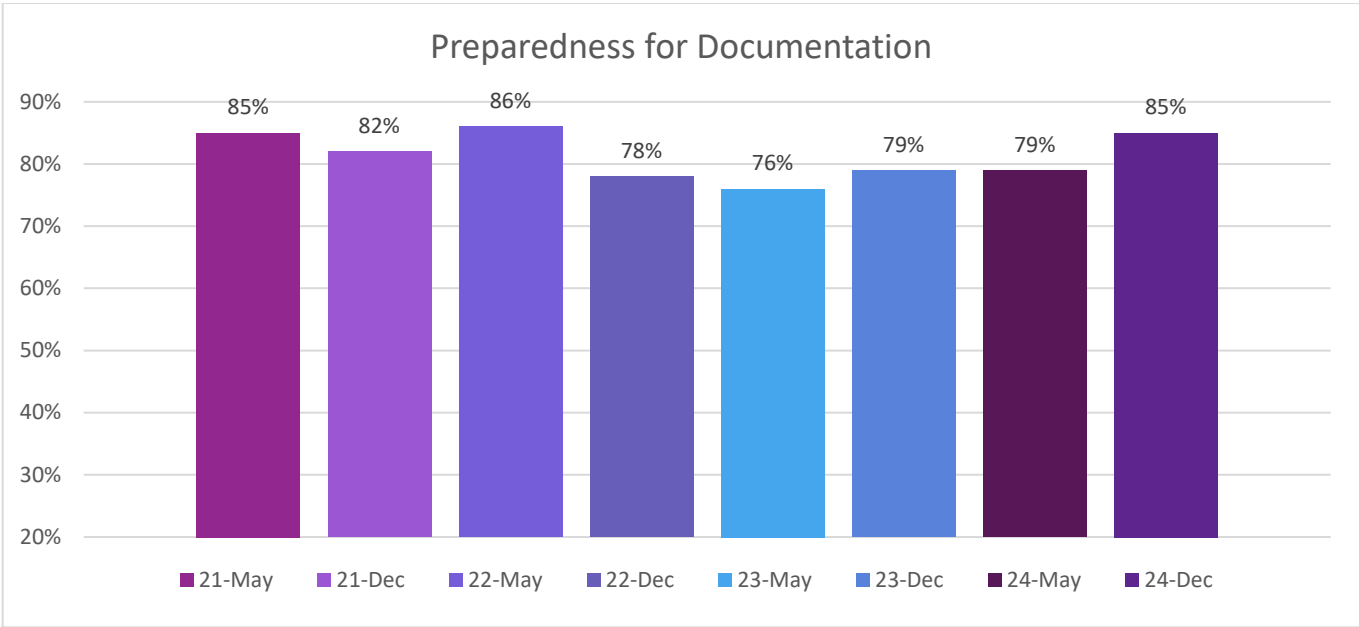
This change, implemented in May 2016, was based on the faculty's observation that some graduates may not fully understand the geographic scope of the JJC district. As a result, they may have mistakenly believed they were working outside the district if their employment was not in the immediate Joliet area. Since this adjustment, data has shown a higher percentage of graduates working within the district.

Historical Data Trends:



How well prepared were you in your job as a registered nurse related to documentation? Of the 36 students surveyed, 34 responded. 29 out of those 34 students (85%) stated that they felt prepared in their job as an RN in the area of documentation. Recent graduate surveys revealed that student performance in documentation consistently fell at or below the expected level of achievement (ELA) of 80%. Although the nursing program incorporates documentation practice throughout each semester, faculty were uncertain why students rated their preparedness in this area as “somewhat unprepared” or “very unprepared.”

To gain deeper insight into these concerns, the faculty introduced a targeted question about documentation, along with a commentary section, beginning with the December 2015 graduates. This change aimed to better understand students’ specific needs and challenges related to documentation and to inform potential improvements to the curriculum.



As this graph demonstrates, we have met our expected level of achievement ($\geq$ to 80%) for Fall 2024.

How well prepared were you in your job as a registered nurse related to the following? 85% (28 out of 33) working graduates responded: Expected level of achievement (ELA) is 80% for each line item for responses “Very Prepared & Somewhat Prepared”. We reached our ELA for each line item.

	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared	Rating of Very Prepared & Somewhat Prepared
Nursing Skills (catheterization, IV, IM, suctioning, etc.)	10	18	0	0	100%
Utilization of the nursing process	19	9	0	0	100%
Delegation skills	13	14	1	0	96%
Patient/family physical assessment skills	21	7	0	0	100%
Patient/family psychosocial assessment skills	16	11	1	0	96%
Nursing care prioritization	20	7	0	1	96%
Cultural competence	18	8	2	0	93%
Using evidenced based practice in patient care	16	12	0	0	100%
Critical thinking skills	17	10	1	0	96%
Patient communication skills	22	6	0	0	100%
Legal/ethical issues	16	11	1	0	96%
Clinical decision-making skills	15	11	2	0	93%
Patient/family teaching skills	19	8	1	0	96%
Collaboration with other healthcare members	14	13	1	0	96%
Medication knowledge/skills	15	13	0	0	100%
Patient safety issues	24	4	0	0	100%

Comments from graduates on preparedness (including spelling errors):

- For preceptorship it would be a good idea to make sure that the student does not have any experience in the location that you put them, especially for LPNs. For example if they work in a primary care office don't put them in another primary care price or Immediate care facility or if they are already working in home health don't put them in that type of preceptorship. It won't let them learn anything and prepare them any further.

The following comments made by graduates are a summary of the responses. Any personal comments referring to faculty or staff have been redacted.

- Mentorship should be offered while and after nursing school. In addition, for students in need of accommodations need to be better supported while attending JJC nursing program. The CASH office and services were extremely helpful in assisting me complete my degree.
- Keep up the good work
- I would say adding more simulations where we have to give report and SBAR more in depth.
- Overall JJC prepared me well to take the NCLEX and with basic nursing skills and knowledge. However you do learn most of it on the job, and it's overwhelming
- I wish we had more preparation for a code blue or a code blue scenario in the skills lab in the 4th semester. I had a code my second week of orientation and felt extremely unprepared and had no clue what to do (I was not the one doing CPR). The facility did have a code blue course prior to starting on the floor, but I felt unprepared in that area.
- More hands on skill practice.
- I think central line dressings and care need to be spoken about more. I think we need specific examples when something goes wrong such as dropping open tubing, most facilities will say to discard and reprint while in home health that is not always needed
- Burnout: myself and other fellow classmates are preparing to leave bedside within first year of nursing.
- Focus more on navigating computer systems and real world situations. Have family coming in during simulation or other staff interrupting.
- I work on a cardiac-pulmonary floor and I do heparin math multiple times a shift and feel comfortable doing so because of my education
- I'm glad JJC is requiring new students to be CNA's. I don't think people would be prepared for a job as an RN at the hospital unless they have a background in patient care. I loved JJC's nursing program. The professors were great and truly cared about our success. Clinical rotations, at times, were not indicative of the intensity that being an RN truly is. Talking with ancillary staff, doctors, and families is a whole other aspect of being a nurse that would be beneficial during simulation.
- JJC prepared me sufficiently for my first job as a nurse, everything else I am currently learning on the job.
- I feel very confident in myself thanks to the knowledge JJC instilled in me.

- Clinical sites in more diverse areas should be considered