

Registered Nurse
Graduate Survey



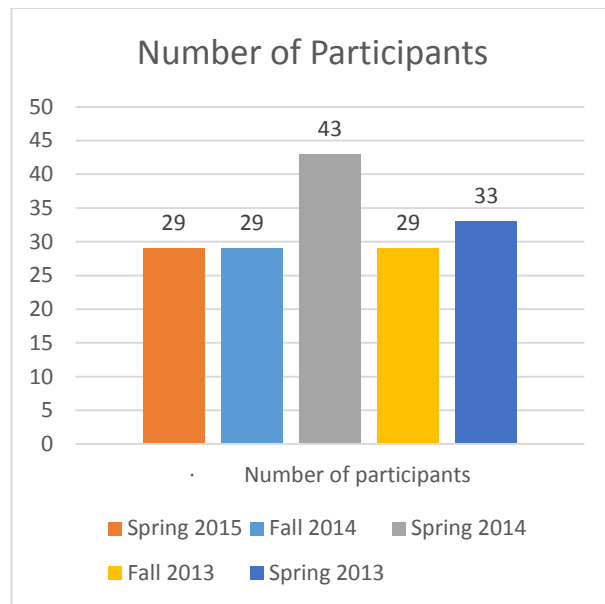
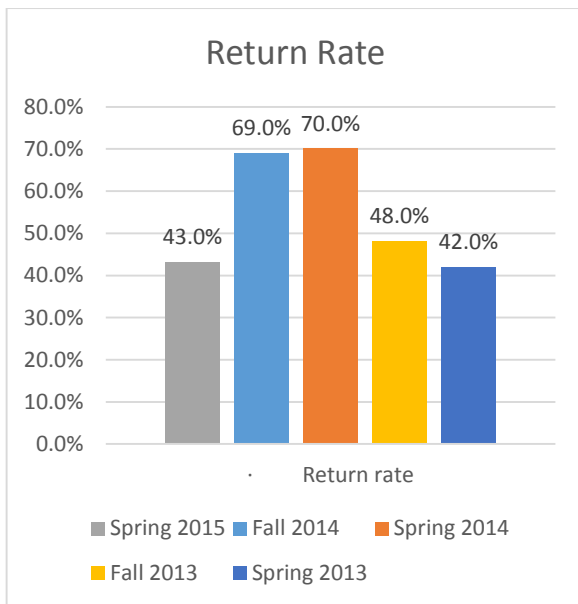
Department of Nursing Education
Joliet Junior College
Nursing Graduates of Spring 2015
(6 month follow-up)



Introduction

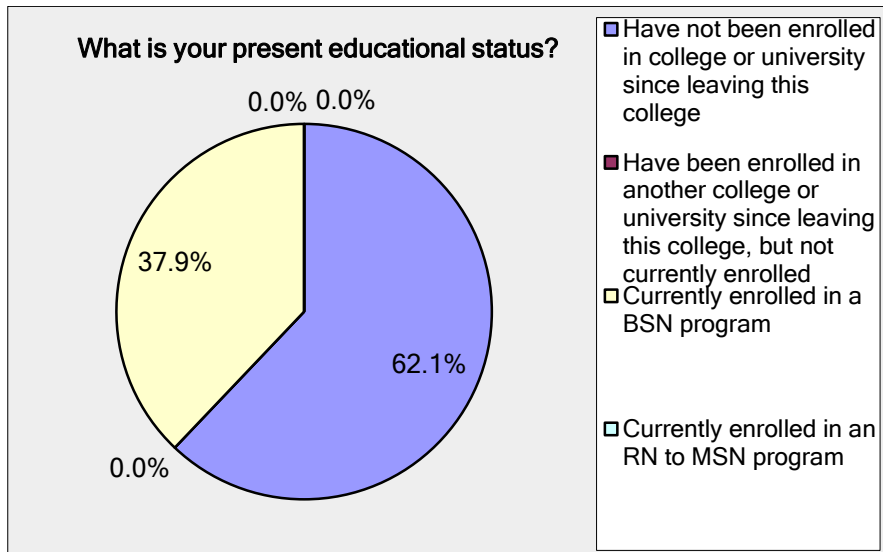
Graduate surveys (Survey Monkey) are sent six (6) months after the student graduates, which made the target date in November 2015 for the graduating class of May 2015. The survey was sent out to sixty-eight (68) graduates on November 23, 2015 via the student's personal e-mail address, which they provided to us prior to graduation. On December 18, 2015 only eighteen (18) graduates replied, so a reminder was sent. On January 5, 2016 there were twenty-three (23) responses and a final reminder was sent which indicated a closing date of January 22, 2016. On January 22, 2016 the survey was closed with twenty-nine (29) graduates participating. The overall response rate for this survey group is 43%.

Historical Data Trends:



Results:

Educational status (29 out of 29 responded): 37.9% (n=11) indicated that they are enrolled in a BSN program. 62.1% (n=18) are not enrolled in a BSN program. Zero (n=0) of responding graduates is currently enrolled in a RN-MSN program and zero (n=0) have been enrolled in another college or university since leaving this college, but not currently enrolled.



Enrollment in a BSN program by educational institution (11 out of 11 enrolled responded): 18% (n=2) were enrolled at Purdue/Purdue Calumet; 36% (n=4) enrolled at Governors State University; 9% (n=1) enrolled at University of St. Francis; 9% (n=1) enrolled at Arizona State University; 9% (n=1) enrolled at University of Illinois at Chicago; 9% (n=1) enrolled at Chamberlain College of Nursing; 9% (n=1) enrolled at Western Governors University.

When asked why they were not enrolled in a BSN program, eighteen (18) graduates responded. Nearly 38.9% (n=7) cannot afford school right now; nearly 22.2% (n=4) are not motivated to continue education; over 16.7% (n=3) indicate that it is not required by their employer; and over 22.2% (n=4) cite too many family responsibilities; 33.3% (n=6) reported “other” stating the following reasons:

“taking a year off to regroup and catch up on bills”

“Want to enjoy sometime with my children”

“will begin in 2016”

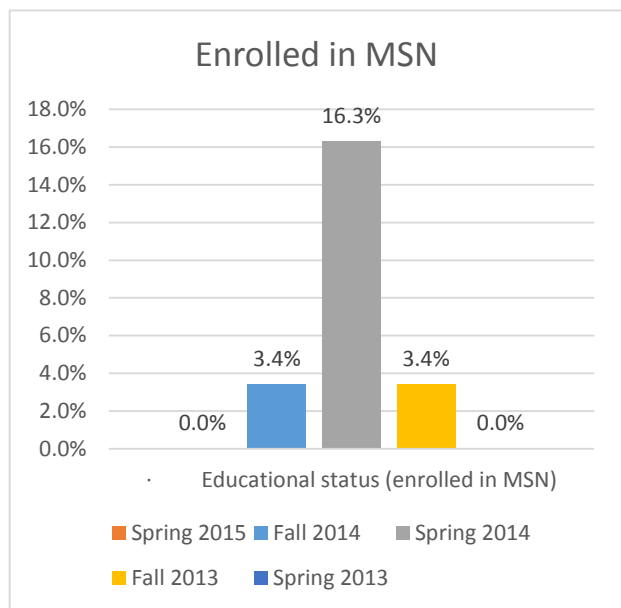
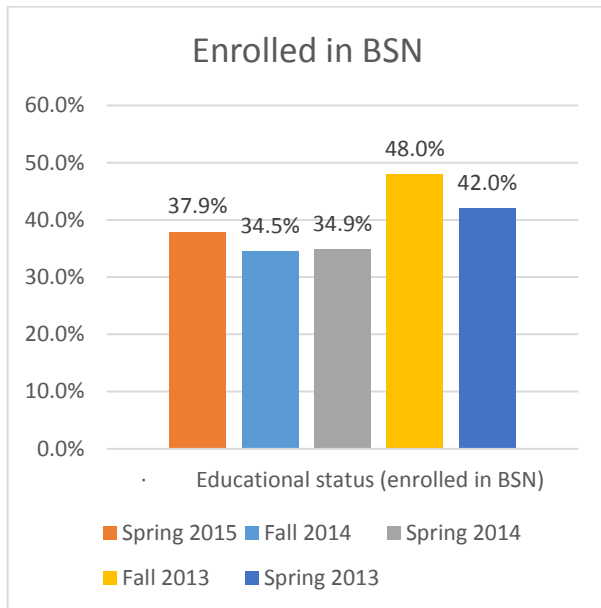
“I wanted to give myself some time to get used to the stressful role of being a real working nurse without having any additional responsibilities, and also save up some money for a BSN program. I have a previous bachelor's degree (in Psychology), so my government assistance for bachelor's level programs is pretty much maxed out (and I want to leave student loans as a last resort, as I already have several of them from my Psychology degree), and I'll have to pay out of pocket. I'm currently looking at either the

February 2016 or April 2016 start date for the BSN program at Purdue.”

“Waiting until after my wedding”

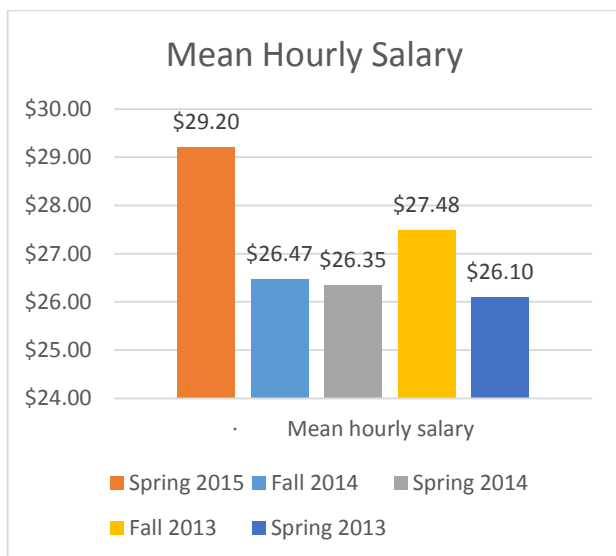
“In the process”

Historical Data Trends:

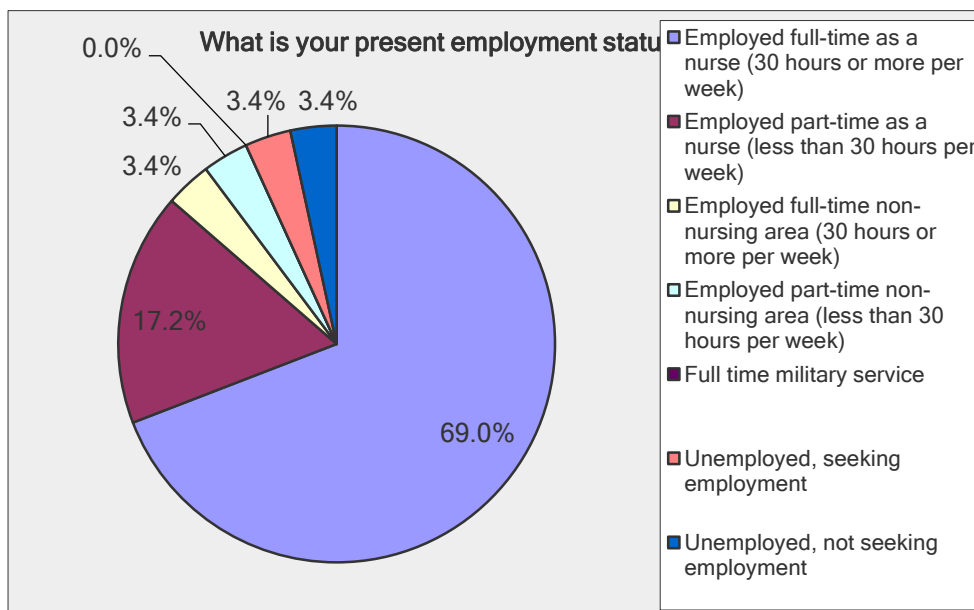


Hourly salary (29 out of 29 responded) before deductions (does not include overtime). Range of responses: \$18.25 to \$50.00 per hour, with an average of \$29.20 per hour.

Historical Data Trends:

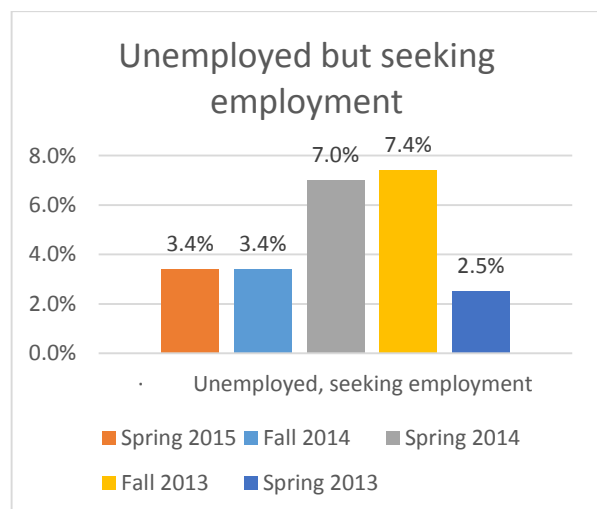


Employment status (29 out of 29 responded): 86.2% (n=25) of the graduates were employed as a nurse. With, 69% (n=20) full time and 17.2% (n=5) part time. Employment in a non-nursing area was 6.8% (n=2), 0% (n=0) was currently enlisted in full time military service, unemployed seeking employment was 3.4% (n=1), and unemployed not seeking employment was 3.4% (n=1). One comment was provided by the graduates to state; “As a RN, I am employed with New Lenox School District 122 as a substitute school nurse; my FT job is paying for my RN to BSN program 100%”.



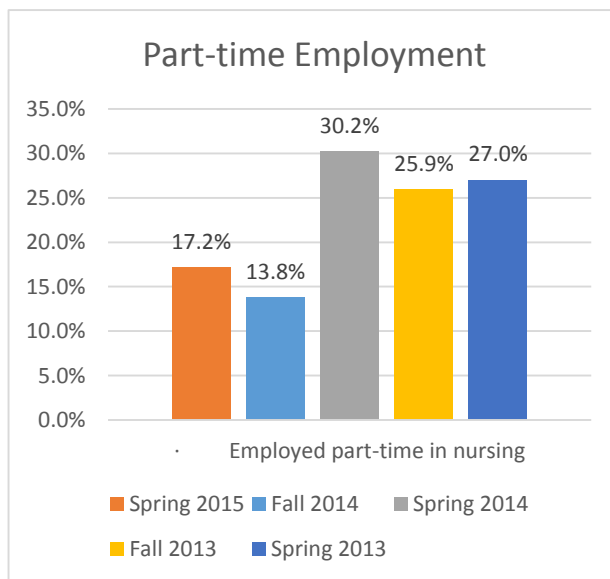
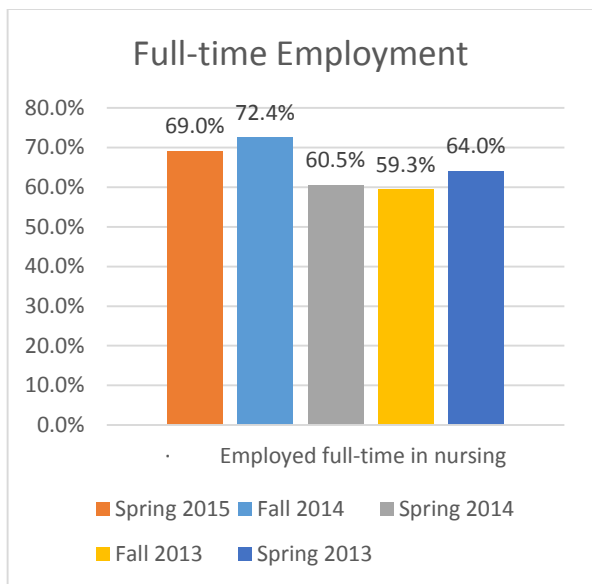
If unemployed not seeking employment. The one (1) graduate who was not not seeking employment cited the reason as “full time student and family responsibilities” as the reason.

Historical Data Trends:



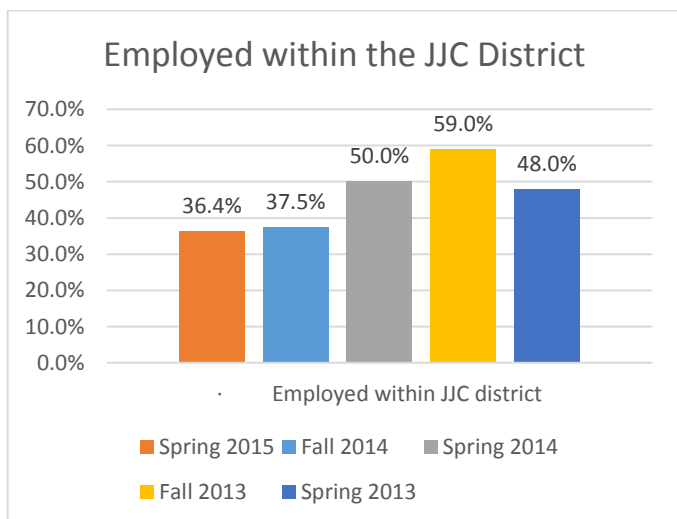
If unemployed not related to nursing. The two (2) graduates who were not employed in the nursing field cited the reason as *“It’s a combination. My mother was recently diagnosed with cancer, so I cannot work 12 hour shifts away from home presently, as I am her FT caregiver. Also, my FT job is paying for my education 100%, and Just recently passed the NCLEX”* as the reasons.

Historical Data Trends:

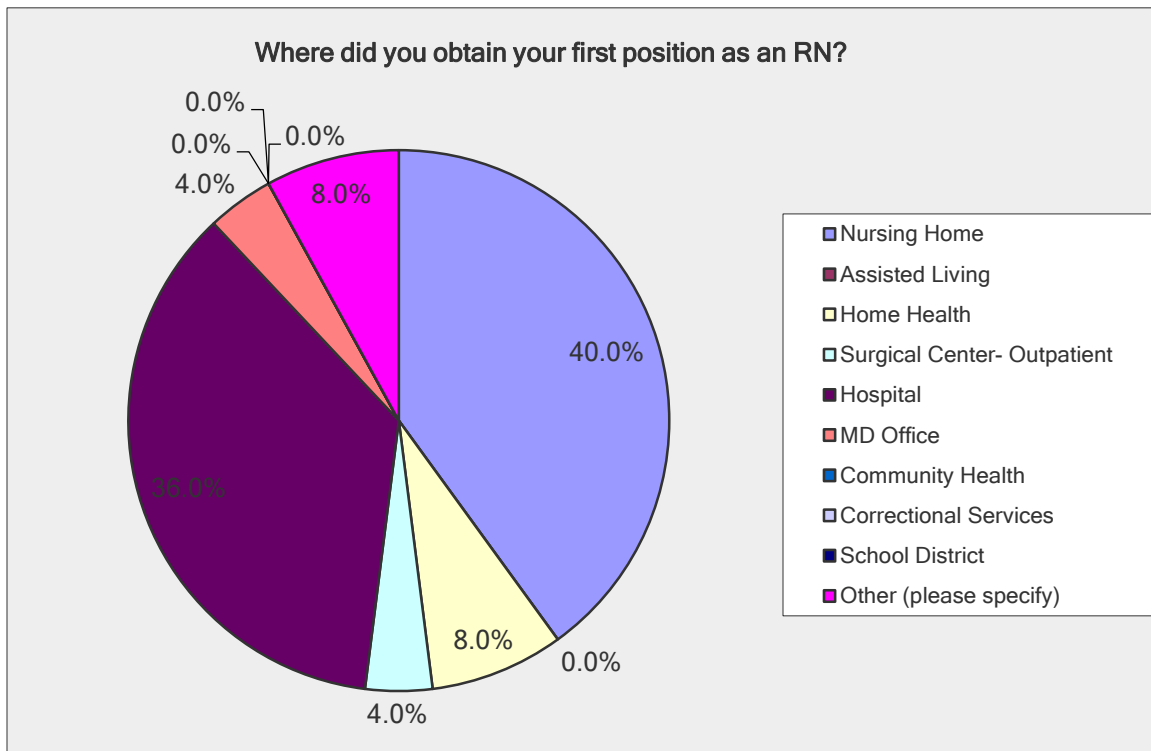


JJC Community (22 out of 29) responded: employment within the JJC community district is 36.4% (n=8) and 63.6% (n=14) outside the JJC community district.

Historical Data Trends:



First position as a nurse: Of the twenty-five (25 out of 29) graduates who answered this question; 36% (n=9) obtained their first RN job in the hospital, 40% (n=10) in the nursing home, 16% (n=4) in other areas (one in MD office, one a surgical center, and one in a rehab center), 8% (n=2) in home health.



Hospital RN Setting: Nine (9) graduates responded: 22.2% (n=2) on a medical/surgical unit, 22.2% (n=2) in a critical care unit, 11.1% (n=1) in an emergency department, and 44.4% (n=4) in other areas such as behavioral health, LTAC nurse, Telemetry and Girls specialty unit on behavioral health.

What specialty in an MD office: One graduate stated that they were employed in Interventional Pain Management office.

How well prepared were you in your job as a registered nurse? (24 out of 29 responded) : Expected level of achievement (ELA) is 80% for each line item for responses “Very Prepared & Somewhat Prepared”. ELA not met for line item of documentation.

	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared	Rating of Very Prepared & Somewhat Prepared
Nursing Skills (catheterization, IV, IM, suctioning, etc)	11	11	2	0	92%
Utilization of the nursing process	16	8	0	0	100%
Delegation skills	12	9	2	1	88%
Patient/family physical assessment skills	11	13	0	0	100%
Patient/family psychosocial assessment skills	16	8	0	0	100%
Patient/family spiritual assessment skills	12	10	2	0	92%
Nursing care prioritization	16	6	2	0	92%
Cultural competence	18	6	0	0	100%
Using evidenced based practice in patient care	15	7	2	0	92%
Critical thinking skills	16	7	1	0	96%
Patient communication skills	22	2	0	0	100%
Legal/ethical issues	11	11	2	0	92%
Clinical decision making skills	10	11	3	0	88%
Patient/family teaching skills	15	9	0	0	100%
Collaboration with other healthcare members	14	8	2	0	92%
Medication knowledge/skills	10	12	1	1	92%
Patient safety issues	17	7	0	0	100%
Documentation	10	8	5	1	75%

Six (6) comments from graduates on preparedness:

“Lack of self confidence and fear of causing harm”

“Going to critical care as a new grad is challenging. You dont yet have the experience and time under your belt to have developed critical thinking and clinical decision making skills. Since it really isn't something you fully learn and practice until you go into the real world of nursing.”

“Despite talking about delegating and what can be delegated there was no practice in it.”

“At clinical, we never got to call the doctor or be a part of a team meeting where different health care members were meeting”

“We did not have experienced in contacting MDs. Could have used more clinical time in hospital instead of lab”

“The only reason I chose "somewhat prepared" is because I think there's no way a new grad can feel fully prepared in these areas. I think it comes more with experience.”

“I could have been much better prepared with wound care and selection of proper dressing/wound combinations. Example: why use Mepilex with pressure ulcers. Don't just teach about pressure ulcer stages, teach how you treat them.”

Eight (8) comments from graduates specific to documentation:

“My position requires a lot of documentation and we didn't get to do enough of that for me to feel comfortable with my abilities.”

“Not have much practice with documentation until 4th semester. And even still there is so much to learn about meditech”

“The providers I work for prefer very detailed documentation.”

“I feel that we did not get as much opportunity as we could have in this area”

“Did not have adequate preparation in charting. Due to constraints at facilities during school, we were unable to make this a true part of our foundation.”

“I felt prepared as a novice but having not used it everyday during nursing school hinders the experience. Every charting system is different and it just takes a little time to get used to the system. Writing progress notes was a little harder. I just felt like I didn't know where to start. I don't feel that JJC was lacking in that area, rather it is something that comes with time and daily use.”

“Medicare documentation.”

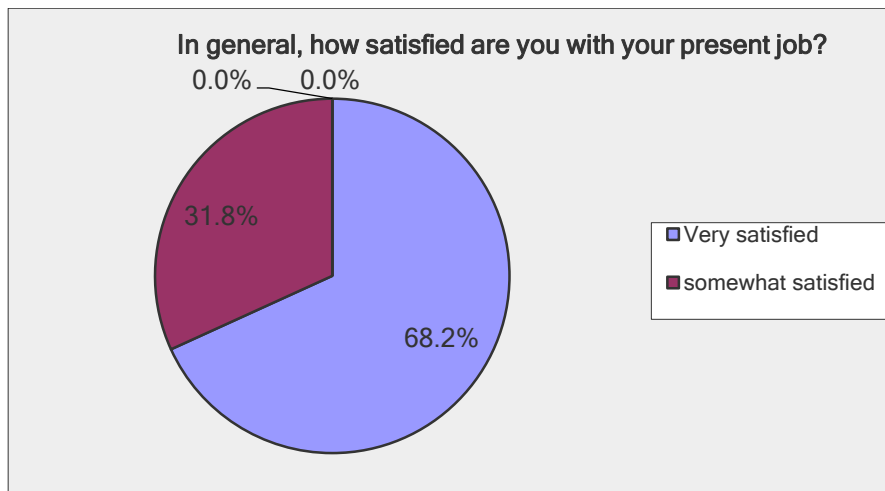
“We had no experience with this”

Historical Data Trends:

	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013
Nursing Skills (catheterization, IV, IM, Suctioning, etc)	92%	100%	92%	96%	97%
Utilization of the nursing process	100%	100%	95%	96%	100%
Delegation skills	88%	92%	81%	87%	90%
Patient/family physical assessment skills	100%	100%	97%	96%	97%
Patient/family psychosocial assessment skills	100%	96%	97%	91%	97%
Patient/family spiritual assessment skills	92%	92%	92%	91%	90%
Nursing care prioritization	92%	100%	92%	91%	100%
Cultural competence	100%	100%	92%	91%	93%
Using evidenced based practice in patient care	92%	100%	92%	96%	93%
Critical thinking skills	96%	100%	92%	91%	97%

Patient communication skills	100%	96%	97%	96%	100%
Legal/ethical issues	92%	79%	89%	91%	93%
Clinical decision making skills	88%	100%	92%	96%	90%
Patient/family teaching skills	100%	92%	92%	96%	90%
Collaboration with other healthcare members	92%	96%	89%	87%	90%
Medication knowledge/skills	92%	87%	86%	87%	87%
Patient safety issues	100%	100%	97%	96%	100%
Documentation	75%	96%	76%	74%	80%

Job Satisfaction (22 out of 29 responded): 68.2% (n=15) are very satisfied and 31.8% (n=7) were somewhat satisfied.



If dissatisfied, please indicate why (2 responses):

“Many times I take 7 patients with multiple co-morbidities and very heavy tasks, complicated labs, diagnoses, etc. I often feel that I am passing meds and just trying to keep all patients safe without really knowing the big picture of my particular patients. Often, no time for breaks and staying overtime is regular. I also arrive over 1 hour ahead of shift just to read about my patients and review tasks and labs.”

“Overall, I think my place of employment is a great place to start. With time, I know I’ll look for a more interesting position, however. The majority of my patients are either long-term care patients who

pretty much need the same exact things every day, or post-hip or post-knee replacement patients. I have been able to hang IV antibiotics and blood a few times, and I've gotten a lot of experience with PICC and central lines, but I feel like a "really cool" case only happens once in a while."

Attendance at a seminar or workshop since graduation: (24 out of 29 responded): 79% (n=19) have not attended a seminar or workshop. The remaining 21% (n=5) graduates have attended a seminar/workshop: Pharmacy services, IV workshop and telemetry classes were noted.

Overall satisfaction with JJC services (24 out of 29 responded): Expected level of achievement (ELA) is 80% for each line item for responses “Very Satisfied & Somewhat Satisfied”, if students marked N/A in respective areas, that data was excluded- areas that scored below 80% was Advising and Transfer Planning

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A	Very to Somewhat Satisfied
Financial Aid	8	8	0	0	8	100%
Advising	8	4	4	0	8	75%
Career Planning	9	7	2	0	6	89%
Transfer Planning	5	6	2	1	10	79%
Counseling	4	7	2	0	11	85%
Tutoring	10	8	0	0	6	100%
Library	11	8	0	1	4	95%
Student Activities	8	7	0	1	8	94%

If unsatisfied, please indicate why (2 responses)

“With Advising, Planning, Counseling, and Transfers, it never seemed like the advisors really knew 100% of the information I wanted to find out from them. Even when they said they would find out and

let me know, no follow up email or call was ever made to me. When I met with the Governor's State representative, I actually knew about three scholarships from that college she was unaware of.”

“I don't feel like I got assistances for advising, career planning, transfer planning, and conseling.”

Historical Data Trends:

	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013
Financial Aid	100%	89%	100%	89%	95%
Advising	75%	88%	96%	79%	96%
Career Planning	89%	77%	91%	72%	70%
Transfer Planning	79%	92%	89%	73%	95%
Counseling	85%	92%	100%	80%	89%
Tutoring	100%	100%	93%	87%	88%
Library	95%	100%	97%	91%	100%
Student Activities	94%	100%	90%	92%	100%

Since completing the JJC Nursing Program, please select the rating that best describes your ability to do the following: (24 out of 29 responded): Expected level of achievement (ELA) is 80% for each line item for responses “Strongly Agree, Agree, or Neutral”. ELA met.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree, Agree, or Neutral
Advocate for the patient while respecting their autonomy and diversity in all healthcare settings.	17	6	1	0	0	100%
Promote patient empowerment in all aspects of the healthcare continuum.	14	7	3	0	0	100%
Utilize the nursing process and evidenced based practice in clinical decision making within a caring and patient centered environment.	14	6	4	0	0	100%
Practice to promote health incorporating the three levels of prevention while providing safe and quality care in collaboration with other healthcare team members.	15	4	4	1	0	96%
Value life-long learning and continually strive for nursing practice excellence within the realms of current ethical and legal parameters.	18	5	0	0	0	100%
Effectively communicate utilizing multiple methods of communication with diverse patients and other healthcare members to advocate for healthcare equality.	17	6	1	0	0	100%
Promote quality care for the patient by embracing evidenced based practice changes within their context and healthcare environment.	16	8	0	0	0	100%
Continually question current nursing practices in the quest for continual quality improvement to enhance positive patient outcomes and embrace the importance of continued education to improve the nursing profession and patient outcome.	14	8	2	0	0	100%

Historical Data Trends:

	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013
Advocate for the patient while respecting their autonomy and diversity in all healthcare settings.	100%	100%	100%	100%	100%
Promote patient empowerment in all aspects of the healthcare continuum.	100%	100%	100%	100%	100%
Utilize the nursing process and evidenced based practice in clinical decision making within a caring and patient centered environment.	100%	100%	100%	100%	97%
Practice to promote health incorporating the three levels of prevention while providing safe and quality care in collaboration with other healthcare team members.	96%	100%	100%	100%	100%
Value life-long learning and continually strive for nursing practice excellence within the realms of current ethical and legal parameters.	100%	100%	100%	100%	100%
Effectively communicate utilizing multiple methods of communication with diverse patients and other healthcare members to advocate for healthcare equality.	100%	100%	97%	100%	100%
Promote quality care for the patient by embracing evidenced based practice changes within their context and healthcare environment.	100%	100%	100%	100%	97%
Continually question current nursing practices in the quest for continual quality improvement to enhance positive patient outcomes and embrace the importance of continued education to improve the nursing profession and patient outcome.	100%	100%	100%	100%	100%

Satisfaction with the following items in your nursing program of study (24 out of 29 responded):

Expected level of achievement (ELA) is 80% for each line item for responses “Very Satisfied & Somewhat Satisfied”. ELA was met.

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Very Satisfied & Somewhat Satisfied
Content of courses in the nursing program	18	5	1	0	96%
Lectures, lab experiences, group projects	16	7	1	0	96%
Nursing Lab Services- tutoring	19	5	0	0	100%
Nursing Lab Services- skills practice	19	5	0	0	100%
Clinical experiences	14	7	3	0	88%

Equipment, facilities, & materials	21	3	0	0	100%
Simulation experiences	15	6	2	1	88%
ATI (Assessment Technology Institute) testing	18	5	1	0	96%
Preparation for employment as a registered nurse	10	12	2	0	92%
Preparation for further education	13	10	1	0	96%
Information on current employment opportunities/trends	14	8	1	1	92%

If unsatisfied, please indicate why (5 responses):

“Employment opportunities have been minimal with an associates”

“Could use more clinical time in a clinical setting versus the lab”

“I believe there is a TON of potential is developing challenging, prismatic, and rewarding simulation experiences that supplement learning in the classroom kinesthetically and help to prepare students for further clinical excellence. 4th semester had a fun simulation where students replaced the mannequins to create a more engaging experience that required higher assessment skills. This challenged us and took our eyes off the papers and onto the patient. An idea I have brought up was simulations for practice in documentation.”

“We have students from a suburban ADN program that are required to precept for 24 hrs/week x8 weeks. They gain a great deal of experience in that timeframe.”

“ATI gives lots of wrong information, including wrong answers, wrong rationale. It also restricts the time to 1 min per question, which is a different story from a real NCLEX exam.”

Historical Data Trends:

	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013
Content of courses in the nursing program	96%	100%	100%	100%	100%
Lectures, lab experiences, group projects	96%	100%	95%	100%	97%
Nursing Lab Services- tutoring	100%	100%	95%	92%	94%
Nursing Lab Services- skills practice	100%	100%	84%	88%	87%
Clinical experiences	88%	94%	86%	88%	84%
Equipment, facilities, & materials	100%	100%	95%	100%	94%
Simulation experiences	88%	94%	84%	83%	71%
ATI (Assessment Technology Institute) testing	96%	100%	100%	96%	94%
Preparation for employment as a registered nurse	92%	88%	92%	79%	90%
Preparation for further education	96%	94%	95%	88%	97%
Information on current employment opportunities/trends	92%	88%	78%	67%	74%

Any comments by graduates that was not addressed in the survey are noted below (11 out of 29 responses):

“Thank you for the knowledge and support”

“The hardest aspect graduating into a medical/surgical position is that the patients are so very sick. Professors warned us about this, but it is very difficult to grasp until presented as a new hire.”

“Excellent instructors”

“Thank you”

“JJC has done everything to prepare us for real nursing life; I feel blessed to be a JJC product.”

“ATI did not help me pass boards”

“I think JJC provided me with an outstanding education. I graduated still convinced I knew nothing. Since graduating and working, I’m amazed at how much I have learned and can apply I the field. Once I get my BSN and can work in a hospital unit, I cannot wait to learn more field skills.”

“Thank you for everything!! I had a wonderful experience in the program - all the hard work and struggle was all worth it, and seems very far in the past now.”

“I would suggest more time spent on delegation in the clinical setting. Perhaps, rotating one student per week to be the "cna" and have the other nursing students delegate appropriate tasks. I feel this role reversal would give a better understand on how and what to delegate as well as engrain how important CNA's are to the working nurse”

“More clinical and precepting hours and more medication preparation.”

“There are a lot of unfair practices that go on in that program. Nobody seems to take criticism and issues within this program seriously”