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# Nursing Alumni Surveys: 2022 Graduates Report Number 340

## **College of the Canyons**

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Institutional Research, Planning, and  
Institutional Effectiveness

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## **Introduction**

The Institutional Research, Planning, and Institutional Effectiveness Office conducted surveys of College of the Canyons' (COC) Registered Nursing (RN) alumni who graduated in the Spring 2022 and Fall 2022 semesters. The purpose of these surveys was to assess graduates' satisfaction with the preparation and training they received through the nursing program at COC.

An employer survey is typically sent to local hospitals to assess the competency of the nursing alumni in various areas within the nursing position they were employed. However, in 2021/22 the Nursing department was in the process of meeting with their advisory committee to determine ways to increase the response rate from previous years. Therefore, the employer survey was not sent to the employers of the 2022 Spring/Fall graduates.

## **Methods**

The Nursing Program Director, with assistance from the Institutional Research, Planning, and Institutional Effectiveness Office, developed questionnaires that contained open-ended and closed-ended questions intended to assess Nursing alumni satisfaction with the preparation and training they received through the nursing program at College of the Canyons.

### **Procedures & Subjects**

The survey was distributed to nursing alumni six months after their graduation from the program. Surveys were distributed through Survey Monkey in December 2022 to Nursing alumni identified by the Nursing department as graduates in Spring 2022 and in July 2023 to Nursing alumni identified as graduates in Fall 2022.

Of the 50 graduates from Spring 2022, 15 surveys were completed resulting in a 30% response rate. Of the 38 graduates from Fall 2022, 24 surveys were completed resulting in a 63% response rate.

Cumulatively, of the 88 surveys distributed to College of the Canyons' Nursing alumni, 39 surveys were completed, resulting in a 44% response rate. This is higher than prior years where the response rate was 34% among 2021 graduates and 22% among 2020 graduates.

### **Instruments**

The survey sent to Spring 2022 and Fall 2022 Nursing graduates was revised for the graduates of 2022. The revised survey included 19 closed-ended questions which assessed satisfaction with various components of the Nursing program, competency with various aspects of the Nursing program, use of the knowledge/skills learned in specific classes, preparation and preparedness for the NCLEX, professional development pursuits, higher education pursuits, and employment status. The survey also included 10 open-ended questions intended to allow respondents to reply in a manner less structured than the Likert-type questions in an effort to assess barriers, factors that help performance, and provide an opportunity for respondents to provide additional comments.

Completed questionnaires were coded and tabulated using Excel (2019) and SurveyMonkey.

**Results**

As a result of the change in survey instrument between Spring 2021, Fall 2021 and Spring/Fall 2022, few of the same questions were asked on all three surveys; therefore, an evaluation of the cumulative responses is only possible when comparing Spring 2021 with 2022 graduates. Caution should be used when interpreting comparison of groups with small sizes.

**Competency with Various Aspects of the Nursing Program**

As indicated in Table 1, the majority of respondents indicated that they are “very competent” or “somewhat competent” in various aspects of the Nursing program. As compared to the Nursing Alumni Survey of Spring 2021 Graduates, the percentage of respondents indicating that they are “very competent” in various aspects of the Nursing program decreased by 10 or more percentage points in 2022:

- Apply the steps of the nursing process integrating critical thinking strategies necessary to provide patient centered care to diverse populations (decreased 18 percentage points in 2022)
- Integrate the professional, legal, and ethical components of nursing in clinical practice while demonstrating accountability and self-direction (decreased 17 percentage points in 2022)
- Demonstrate leadership by safely coordinating the care of multiple patients, while delegating to and collaborating with the healthcare team, patient, and family to provide the highest quality of care (decreased 16 percentage points in 2022)

Table 1. Level of Competency Respondents Indicated they have for Various Aspects of the Nursing Program

Competencies	Spring 2021	Spring 2021	2022	2022
	Very Competent	Somewhat Competent	Very Competent	Somewhat Competent
Utilize knowledge, skills, and attitudes, from the physical and behavioral sciences, the humanities, and nursing sciences to provide safe and effective care applying evidence-based practice	<b>73%</b> (n=11)	<b>27%</b> (n=4)	<b>81%</b> (n=26)	<b>19%</b> (n=6)
Knowledge and ability to care for older adults	<b>80%</b> (n=12)	<b>20%</b> (n=3)	<b>78%</b> (n=25)	<b>22%</b> (n=7)
Apply the steps of the nursing process integrating critical thinking strategies necessary to provide patient centered care to diverse populations	<b>80%</b> (n=12)	<b>20%</b> (n=3)	<b>75%</b> (n=24)	<b>22%</b> (n=7)
Communicate effectively with patients, families, and the healthcare team utilizing multiple communication methods including personal interactions and information technology	<b>87%</b> (n=13)	<b>13%</b> (n=2)	<b>69%</b> (n=22)	<b>31%</b> (n=10)
Ability to function in the roles of provider of care, manager of care, and member of the nursing profession	<b>60%</b> (n=9)	<b>40%</b> (n=6)	<b>66%</b> (n=21)	<b>34%</b> (n=11)

Table 2. Level of Competency Respondents Indicated they have for Various Aspects of the Nursing Program

Competencies	Spring 2021	Spring 2021	2022	2022
	Very Competent	Somewhat Competent	Very Competent	Somewhat Competent
Integrate the professional, legal, and ethical components of nursing in clinical practice while demonstrating accountability and self-direction	<b>73%</b> (n=11)	<b>27%</b> (n=4)	<b>56%</b> (n=18)	<b>44%</b> (n=14)
Demonstrate leadership by safely coordinating the care of multiple patients, while delegating to and collaborating with the healthcare team, patient, and family to provide the highest quality of care	<b>60%</b> (n=9)	<b>40%</b> (n=6)	<b>44%</b> (n=14)	<b>53%</b> (n=17)

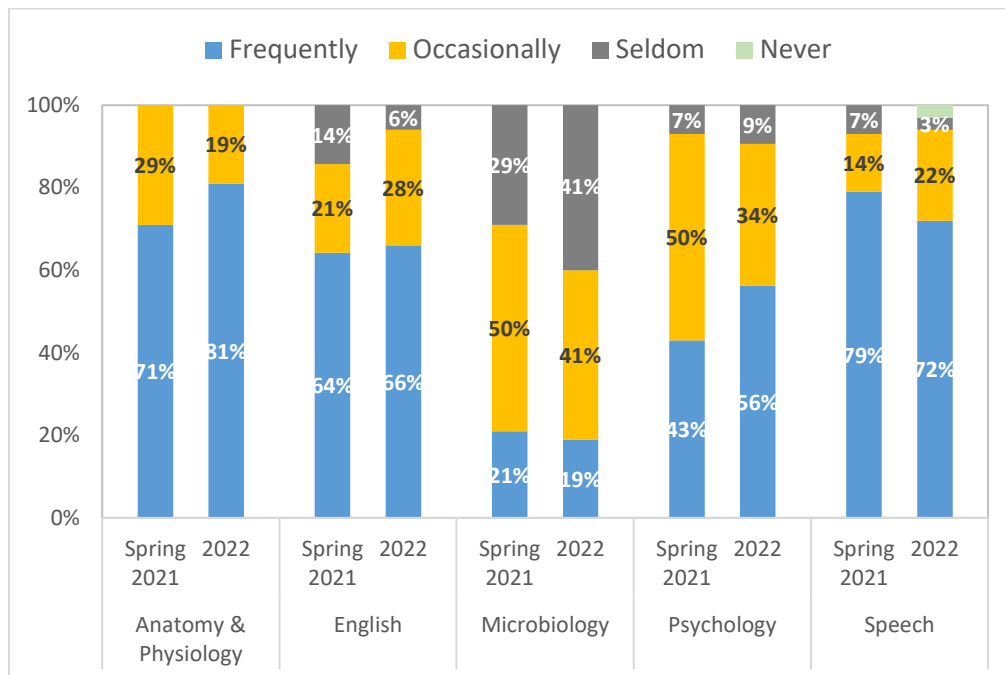
### Use of Knowledge/Skills Learned in Various Courses

Figure 1 and Table 2 illustrate the frequency with which respondents indicated that they use the knowledge and/or skills from each of the required nursing courses listed.

As compared to the Nursing Alumni Survey of Spring 2021 Graduates, the percentage of respondents indicating that they “frequently” use the knowledge and/or skills from the following classes increased by 10 or more percentage points in 2022 vs. 2021:

- Psychology (increased 13 percentage points in 2022)
- Anatomy and Physiology (increased 10 percentage points in 2022)

Figure 1. Frequency with which Respondents indicated that they use Knowledge and/or Skills from Required Nursing Courses, comparing Spring 2021 respondents (N=14) and 2022 (Spring & Fall) respondents (N=32)



The majority of respondents in 2022 indicated that they use the knowledge/skills from the following courses in their current positions either “frequently” or “occasionally”:

- Anatomy & Physiology (100%)
- English - writing skills or English composition and literature (94%)
- Speech (94%)
- Psychology (90%)
- Microbiology (60%)

Table 3. Level of Competency Respondents Indicated they have for Various Aspects of the Nursing Program

Competencies	Spring 2021	Spring 2021	2022	2022
	Very Competent	Somewhat Competent	Very Competent	Somewhat Competent
Utilize knowledge, skills, and attitudes, from the physical and behavioral sciences, the humanities, and nursing sciences to provide safe and effective care applying evidence-based practice	<b>73%</b> (n=11)	<b>27%</b> (n=4)	<b>81%</b> (n=26)	<b>19%</b> (n=6)
Knowledge and ability to care for older adults	<b>80%</b> (n=12)	<b>20%</b> (n=3)	<b>78%</b> (n=25)	<b>22%</b> (n=7)
Apply the steps of the nursing process integrating critical thinking strategies necessary to provide patient centered care to diverse populations	<b>80%</b> (n=12)	<b>20%</b> (n=3)	<b>75%</b> (n=24)	<b>22%</b> (n=7)
Communicate effectively with patients, families, and the healthcare team utilizing multiple communication methods including personal interactions and information technology	<b>87%</b> (n=13)	<b>13%</b> (n=2)	<b>69%</b> (n=22)	<b>31%</b> (n=10)
Ability to function in the roles of provider of care, manager of care, and member of the nursing profession	<b>60%</b> (n=9)	<b>40%</b> (n=6)	<b>66%</b> (n=21)	<b>34%</b> (n=11)
Integrate the professional, legal, and ethical components of nursing in clinical practice while demonstrating accountability and self-direction	<b>73%</b> (n=11)	<b>27%</b> (n=4)	<b>56%</b> (n=18)	<b>44%</b> (n=14)
Demonstrate leadership by safely coordinating the care of multiple patients, while delegating to and collaborating with the healthcare team, patient, and family to provide the highest quality of care	<b>60%</b> (n=9)	<b>40%</b> (n=6)	<b>44%</b> (n=14)	<b>53%</b> (n=17)

## **RN Program Content Usefulness in Current Position**

Overall, 97% of the respondents indicated that the content of the RN program is reflective of what happens on the job. Specifically, 75% (24 respondents) indicated the content is “very reflective”, 22% (7 respondents) indicated that the content is “somewhat reflective” of what happens on the job, and 3% (1 respondent) indicated that the content is “not reflective at all”. The “very reflective” frequency reflects a 10% decrease when compared to the Spring 2021 Nursing Alumni Survey.

## **NCLEX Examination**

### ***NCLEX Preparedness***

As indicated in Table 3, the majority of respondents indicated that they are “very prepared” or “prepared” for the following NCLEX topics. Respiratory had the highest number of students indicated they were very/prepared (91%).

- Respiratory (91%)
- Cardiac (88%)
- GU/Renal (88%)
- Integumentary (88%)
- Metabolic (88%)
- Neurological (88%)
- Pharmacology (87%)
- Fluids (84%)
- GI (84%)
- Sensory (81%)
- Immune/Heme (78%)
- Musculoskeletal (78%)
- Psychiatric (72%)

A lower percentage of respondents indicated that they are “very prepared” or “prepared” for the following NCLEX topics:

- Reproductive (63%)
- Maternal Child (60%)
- Obstetrics (53%)
- Pediatrics (53%)



Table 4. Preparedness for NCLEX Topics

<b>N=32</b>	<b>Not at all Prepared</b>	<b>Somewhat Prepared</b>	<b>Prepared</b>	<b>Very Prepared</b>
Respiratory	0%	9%	19%	72%
Cardiac	0%	13%	28%	59%
Fluids	0%	16%	31%	53%
Pharmacology	0%	13%	34%	53%
Integumentary	0%	13%	41%	47%
Metabolic	0%	13%	41%	47%
Neurological	0%	13%	41%	47%
Psychiatric	3%	25%	25%	47%
Sensory	0%	19%	34%	47%
GU/Renal	0%	13%	44%	44%
Immune/Heme	6%	16%	34%	44%
GI	0%	16%	44%	41%
Musculoskeletal	0%	22%	38%	41%
Obstetrics	6%	41%	28%	25%
Reproductive	6%	31%	38%	25%
Maternal Child	9%	31%	38%	22%
Pediatrics	6%	41%	31%	22%

***Taken the NCLEX***

Overall, 97% of the respondents indicated that they have taken the NCLEX (31 respondents). One respondent indicated that they have not yet taken the NCLEX for personal reasons.

***When the NCLEX was taken***

The majority of respondents indicated that they took the NCLEX 6 weeks to 3 months after graduating (71% - 22 respondents), followed by within 6 weeks of graduating (26% - 8 respondents) and 4-6 months after graduating (3% - 1 respondent).

***Obstacles before taking the NCLEX***

Respondents indicated that they encountered the following obstacles before taking the NCLEX:

- Stress/anxiety – 84% (26 respondents)
- Personal reasons – 19% (6 respondents)
- Work schedule – 19% (6 respondents)
- Cost – 6% (2 respondents)

One respondent indicated that COVID was the obstacle they encountered before taking the NCLEX.

Six respondents indicated that they did not encounter any obstacles right before taking the test.

### ***Studying for the NCLEX***

Respondents indicated that they started studying for the NCLEX 1-2 weeks before taking the exam (3% - 1 respondent), 3-4 weeks before (52% - 16 respondents), and more than 4 weeks (45% - 14 respondents).

Respondents indicated the total number of hours they spent studying for the NCLEX:

- Less than 20 hours – no respondents
- 20-30 hours – 13% (4 respondents)
- 30-40 hours – 19% (6 respondents)
- 40-50 hours – 6% (2 respondents)
- More than 50 hours – 61% (19 respondents)

### ***Materials used to prepare for the NCLEX***

The majority of the respondents indicated that passed the NCLEX on their first attempt (94% - 29 respondents). Two respondents did not pass the NCELX on their first attempt.

### ***Passing the NCLEX***

The majority of the respondents indicated that they used Kaplan (77% - 24 respondents) and UWorld (71% - 22 respondents) to help prepare to take the NCLEX, followed by Mark Klimek (23% - 7 respondents) and Archer (10% - 3 respondents). No respondents indicated that they did not use any platforms to prepare for the NCLEX.

## **Additional Credentials Obtained Since Completing the Nursing Program**

Twenty-three of thirty-nine respondents indicated that they have obtained additional credentials since graduating from COC; specifically:

- Advanced Cardiac Life Support (ACLS) – 16 respondents
- Pediatric Advanced Life Support (PALS) – 5 respondents
- Neonatal Resuscitation Program (NLS) – 4 respondents
- Bachelor's of Science in Nursing (BSN) – 3 respondents
- National Institutes of Health Stroke Scale (NIHSS) – 2 respondents
- Basic Life Support (BLS) – 1 respondent
- Certified Lactation Educator (CLE) – 1 respondent
- Crisis Prevention Intervention (CPI) – 1 respondent
- Public Health Nursing (PHN) – 1 respondent
- TEAMS – 1 respondent

### **Professional Organization Membership**

Eight of the respondents indicated that they are members of professional organizations, specifically:

- American Nursing Association (ANA) – 5 respondents
- Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN) – 2 respondents
- American Association of Critical-Care Nurses (AACN) – 1 respondent
- American Association for Men in Nursing (AAMM) – 1 respondent
- Certified Nursing Assistant (CAN) – 1 respondent
- National Student Nurses’ Association (NSNA) – 1 respondent
- Sigma – 1 respondent

### **Public/Community Service**

Five respondents indicated that they are involved with public or community services, specifically church (4 respondents), local food bank (1 respondent), and Red Cross (1 respondent).

### **Scholarly Activities**

None of the respondents indicated that they have been involved with scholarly activities.

### **Professional-Oriented Programs**

Eighteen of the (54%) indicated that they have taken professionally-oriented educational programs since graduating from the nursing program at COC, specifically:

- Continuing Education Units (CEU’s) – 15 respondents
- In-Service programs at place of employment – 11 respondents
- Classes leading to an advanced degree outside the field of nursing (Bachelor’s, Master’s, Ph.D., other) – 3 respondents
- Classes leading towards an advanced nursing degree (AVN, other) – 3 respondents
- Workshops (other than at your place of employment – 1 respondent

### **Pursuit of Higher Education**

One hundred percent of the respondents indicated that they plan to pursue a higher degree in Nursing.

The majority of respondents indicated that the highest degree they plan to pursue is a Bachelor of Science in Nursing (79% - 26 respondents) followed by a Master of Science in Nursing (21% - 7 respondents).

## Employment

Current Employment Status. The majority of respondents indicated that they are currently employed full-time in Nursing (90% - 35 respondents), followed by still looking for a job in nursing (5% - 2 respondents) and not looking, continuing my education (5% - 2 respondents).

The employment status of the 2022 Nursing graduates varied from the employment status of the 2021 Nursing graduates (Table 4). Specifically, the percentage of respondents indicating that they are “employed full-time” increased 7 percentage points in 2022.

*Table 5. Comparing Employment Status Six Months after Graduation of 2021 and 2022 Graduates*

Employment Status	2021 Graduates (N=24)	2022 Graduates (N=39)
Employed full-time	<b>83%</b> (n=20)	<b>90%</b> (n=35)
Employed part-time	<b>8%</b> (n=2)	<b>0%</b> (n=0)
Still looking for a job in Nursing	<b>8%</b> (n=2)	<b>5%</b> (n=2)
Not looking, continuing my education	<b>0%</b> (n=0)	<b>5%</b> (n=2)
Do not intend to pursue a career as an RN	<b>0%</b> (n=0)	<b>0%</b> (n=0)

Time to obtain first job in nursing after graduation. Respondents indicating that they are currently employed were asked to indicate how soon they obtained their first job in nursing after completing the COC Nursing program. Thirty-four respondents indicated that they obtained their first job in nursing:

- Just prior to leaving COC – 15% (5 respondents)
- One month or less after completing the program –12% (4 respondents)
- Two to three months after completing the program – 21% (7 respondents)
- Four to six months after completing the program – 44% (15 respondents)
- Other – 9% (3 respondents)
  - “6 months – New graduate program starting soon”
  - “[Promotion] at current employer and new job”
  - “Was an LVN already”

Current Employer. Thirty-four respondents indicated that they are currently employed by:

- Providence Cedars-Sinai (Tarzana, CA) – 7 respondents
- Providence Holy Cross (Mission Hills, CA) – 4 respondents
- Los Robles Hospital (Thousand Oaks, CA) – 3 respondents
- Northridge Hospital (Northridge, CA) – 3 respondents
- Providence St. Joseph’s Medical Center (Burbank, CA) – 2 respondents
- Adventist Health Glendale (Glendale, CA) – 1 respondent
- Adventist Health Simi Valley (Simi Valley, CA) – 1 respondent
- California Hospital Medical Center (Los Angeles, CA) – 1 respondent
- Hollywood Presbyterian Medical Center (Los Angeles, CA) – 1 respondent
- Hollywood Presbyterian Medical Center (Los Angeles, CA) – 1 respondent
- Holy Cross (Mission Hills, CA) – 1 respondent
- Kaiser Permanente (Los Angeles, CA) – 1 respondent
- Kaiser Permanente (Woodland Hills, CA) – 1 respondent
- Olive View (Sylmar, CA) – 1 respondent
- Palomar Health Medical Center (Escondido, CA) – 1 respondent
- Piedmont Healthcare (Augusta, GA) – 1 respondent
- St. John’s Regional Medical Center (Oxnard, CA) – 1 respondent
- St. John’s Hospital (Santa Monica, CA) – 1 respondent
- St Joseph’s Medical Center (Burbank, CA) – 1 respondent
- Supportive Hospice (Upland, CA) – 1 respondent
- West Hills Hospital (West Hills, CA) – 1 respondent

Current position. Thirty-four respondents provided their current position. Results were as follows:

- Registered Nurse (no specialization indicated) – 23 respondents
- New Grad/Nursing Residency – 3 respondents
- LVN – 1 respondent
- Registered Nurse specializing in:
  - Acute Care – 1 respondent
  - Cardiac Telemetry – 1 respondent
  - Case Manager – 1 respondent
  - Labor and Delivery – 1 respondent
  - Neuro Telemetry – 1 respondent

- Oncology – 1 respondent
- TIPS (Trauma, Infection, Psychiatric/Poisoning, Stroke/Subarachnoid Hemorrhage/Shock) – 1 respondent

Unit type of current employment. Thirty-four respondents indicated that they are employed in the following types of units:

- Telemetry – 10 respondents
  - No specialization indicated – 7 respondents
  - Neuro – 2 respondents
  - Cardiac – 1 respondent
- Emergency Department – 5 respondents
- Cardiovascular – 4 respondents
- Med-Surg – 3 respondents
- Labor and Delivery – 3 respondents
- Definitive Observation Unit (DOU) – 2 respondents
- Intensive Care Unit (ICU) – 2 respondents
- Hospice home health – 1 respondent
- Internal medicine – 1 respondent
- Neonatal Intensive Care Unit (NICU) – 1 respondent
- Oncology – 1 respondent
- Operating room – 1 respondent
- Progressive Care Unit (PCU) – 1 respondent

Salary. Thirty-three respondents indicated their current salary/income in their current job:

- \$50,000 - \$59,999 – 6% (2 respondents)
- \$60,000 - \$69,999 – 3% (1 respondent)
- \$70,000 - \$79,999 – 24% (8 respondents)
- More than \$80,000 – 55% (18 respondents)

Four respondents declined to state.

### **Barriers Preventing Excellence in Performance as an RN**

Eighteen respondents provided comments reflecting barriers they feel have prevented them from excelling in their performance as an RN; specifically:

- Time management – 3 respondents
- Lack of experience – 2 respondents
- Lack of review of previous semester information – 1 respondent
- Lack of time with faculty member during skills lab – 1 respondent
- Learning new technology – 1 respondent
- Mandatory skills lab – 1 respondent
- No preceptorship - 1 respondent
- Not enough time on the job to identify barriers – 1 respondent

Seven respondents indicated that they did not experience any barriers that prevented them from excelling in their performance as an RN.

### **Factors Helping Performance as an RN**

Twenty-four respondents provided comments reflecting factors that have helped them with their performance as an RN; specifically:

- Clinical experience – 13 respondents
- RN Program (overall) – 12 respondents
- On-the-job training – 4 respondents
- Previous work experience – 4 respondents
- Specific skill training in classes – 3 respondents
- Continuing education – 1 respondent
- Preceptorship – 1 respondent
- RN residency program – 1 respondent
- Simulations – 1 respondent
- Skills lab – 1 respondent
- Time management/organization – 1 respondent

### **Additional Comments**

Fourteen respondents provided additional comments regarding the COC Nursing program; specifically:

#### **Positive comments (12 comments)**

- “Can’t thank you enough for the amazing professors!!!”
- “I loved the program so much! I believe it was organized well and staffed with amazing, caring professors. I always tell my family and friends who are interested in nursing to apply to COC”

- “I started in a New Grad program with 25 other individuals, 5 of which went to ICU. They compare our skills and knowledge constantly and I'm always asked what program I attended. They are impressed with the amount of clinical experience and skills practice the program offered.”
- “... I feel that I passed on my first try with 75 question because COC gifted us all UWorld. That test prep really taught me how to answer nursing questions... Thank you so much!”
- “Sim labs are very useful and helpful during the learning process.”

**“Other” comments or suggestions (4 comments)**

- “...Only issue was felt a bit rushed/overwhelmed at last 2-3 weeks with end of program loose ties”
- “I would like to learn more about multitasking :)”
- “If I had access to [UWorld], I would have Aced all of my exams during the program.”
- “More emphasis on hands on patient experience, possible preceptorship program towards the end”



## Summary of Findings

### 2022 Registered Nursing Alumni Survey

Competency with Various Aspects of Registered Nursing. The majority of respondents (N=32) feel “very competent” or “somewhat competent” with the following aspects of the Nursing program:

- Ability to function in the roles of provider of care, manager of care, and member of the nursing profession
- Apply the steps of the nursing process integrating critical thinking strategies necessary to provide patient centered care to diverse populations
- Communicate effectively with patients, families, and the healthcare team utilizing multiple communication methods including personal interactions and information technology
- Demonstrate leadership by safely coordinating the care of multiple patients, while delegating to and collaborating with the healthcare team, patient, and family to provide the highest quality of care
- Integrate the professional, legal, and ethical components of nursing in clinical practice while demonstrating accountability and self-direction
- Knowledge and ability to care for older adults
- Utilize knowledge, skills, and attitudes, from the physical and behavioral sciences, the humanities, and nursing sciences to provide safe and effective care applying evidence-based practice

Use of Knowledge/Skills Learned in Various Courses. Respondents frequently use the skills/knowledge they learned from Speech, Anatomy & Physiology, and English. Over two-fifths of the respondents frequently use the knowledge/skills they learned in Psychology and half of the respondents occasionally use the knowledge/skills they learned in Microbiology.

RN Program Content Usefulness in Current Position. Respondents indicated that the content of the RN program is reflective of what happens on the job.

NCLEX Examination. Respondents are prepared for the following NCLEX topics: cardiac, fluids, GI, GU/renal, immune/heme, integumentary, maternal child, metabolic, musculoskeletal, neurological, pharmacology, psychiatric, reproductive, respiratory, and sensory. About half of the respondents indicated that they are prepared for obstetrics and pediatrics.

Nearly all of the respondents have taken the NCLEX. The majority of respondents took the NCLEX 6 weeks to 3 months after graduating. Respondents indicated that they encountered stress/anxiety before taking the NCLEX. Respondents started studying for the NCLEX more than three weeks before taking the exam, with the majority indicating that they studied for more than 40 hours. The majority of respondents passed the NCLEX on their first attempt and the majority indicated that they utilized Kaplan and UWorld.

Additional Credentials Obtained Since Completing the Nursing Program. Respondents indicated that many of them have obtained their Advanced Cardiac Life Support (ACLS) credential since graduating from COC.

Professional Organization Membership. Five respondents indicated that they are members of the American Nursing Association (ANA).

Public/Community Service. Five respondents indicated that they are involved in church.

Scholarly Activities. No respondents indicated that they have been involved in scholarly activities.

Professionally-Oriented Educational Programs. Just over half of the respondents indicated that they have taken professionally-oriented educational programs since graduating from the nursing program at COC; the majority of those indicated they have taken Continuing Education Units (CEUs) and in-service programs at their place of employment.

Pursuit of Higher Education. One hundred percent of the respondents indicated that they plan to pursue a higher degree. The majority of the respondents plan to eventually pursue a Bachelor of Science in Nursing (BSN) degree.

Employment. Ninety percent of the respondents are employed full-time. The majority of the respondents took between two and six months after completing the program to obtain their first job in nursing.

*Current Position.* The majority of the respondents indicated that the title of the position in which they are currently employed is Registered Nurse.

*Work Setting.* Respondents indicated that they are employed in telemetry, emergency department, and cardiovascular.

*Annual Salary.* The majority of respondents surveyed indicated that they earn at least \$70,000 per year.

## **Recommendations**

Upon review of the survey results the following recommendations should be taken into consideration for the nursing program at College of the Canyons:

- Consider ways to increase respondents' level of competency with integrating the professional, legal, and ethical components of nursing in clinical practice while demonstrating accountability and self-direction.
- Consider ways to increase respondents' level of competency with demonstrating leadership by safely coordinating the care of multiple patients, while delegating to and collaborating with the healthcare team, patient, and family to provide the highest quality of care.
- Explore ways to improve respondents' level of preparation for the following NCLEX topics: reproductive, maternal child, obstetrics, and pediatrics.
- Explore ways of improving response rates, such as phone interviews or modifying the survey procedures or instructions provided to alumni.

## **Implications**

The Institutional Research, Planning and Institutional Effectiveness office collects information on how data and research conducted assist the campus community in making evidence-based decisions. In light of this, we ask that requestors, and/or members of any department/area that utilize the data, provide action implications for each report. Using the following [Action Implication Form](#), please report actions and/or decisions that emerge from the data and findings presented in this report.

Once completed, action implications will be made available upon request.

## References

Hamilton, M., LeValley, A., & Saxena, P. (2023, August). Numbered Report 339. Nursing Alumni Surveys: 2021 Graduates. College of the Canyons: Santa Clarita, CA.