

Summary 2014 Alumni Survey

32 surveys were completed, representing decades of alumni. A snapshot of the alumni present included nurses from all areas of specialty: one doctorally prepared, nine with master's degrees (midwife, education, clinical nurse specialist, nurse practitioner, public health), a variety of employers (hospitals, military, home health) and a variety of titles (Vice President, Commander, Professor, Flight Nurse). Several had also completed certification in a variety of areas (Lactation Consultant, Diabetes Educator, Critical Care, Pediatric Emergency Nursing, Operating Room, Emergency Nursing).

Responses to the following questions were completed on a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strong Agree):

- I was prepared to effectively intervene, resulting in positive patient outcomes. (1=Neutral, 6=Agree and 8= Strongly Agree).
- I was prepared to apply necessary critical thinking skills. (2=Neutral, 3=Agree and 9=Strongly Agree).
- I was prepared to be actively involved in service opportunities. (2=Neutral, 3=Agree, 9=Strongly Agree).
- I was prepared to engage in effective, therapeutic communication when interacting within inter-disciplinary and inter-professional teams, including patients and families. (2=Neutral, 5=Agree and 7=Strongly Agree).
- I was prepared to accept and incorporate the patient's belief system into the plan of care. (3=Agree and 10 =Strongly Agree).

Broad themes that emerged included:

- Graduates felt prepared to enter professional nursing practice.
- Graduates felt that they were prepared for spiritual care of patients, and that the SON provided a solid foundation for them to be able to incorporate spirituality. "Point Loma Nazarene University embodies a value system that prioritizes spirituality as the most important aspect of being human."
- Greatest challenges to transitioning to the role of professional registered nurse included: finding a job, building self-confidence, building confidence in skills and knowledge.

Assessment Plan moving forward:

Continue to evaluate graduate role preparation and theme identification for quality improvement

Summary 2013 Alumni Survey

39 surveys were completed, representing decades of alumni. A snapshot of present alumni included: one doctorally prepared, 13 with master's degrees, and several with certifications. A variety of employers were represented (hospitals, home health, university, clinics) and a variety of titles (Missionary, Case Manager, Public Health Nurse, IT Analyst/Programmer).

Responses to the following questions were completed on a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strong Agree):

- I was prepared to effectively intervene, resulting in positive patient outcomes. (1= Disagree, 1=Neutral, 7= Agree and 13=Strongly agree).
- I was prepared to apply necessary critical thinking skills. (1=Neutral, 5=Agree and 14=Strongly Agree).
- I was prepared to be actively involved in service opportunities. (3=Agree, 17=Strongly Agree).
- I was prepared to engage in effective, therapeutic communication when interacting within interdisciplinary and inter-professional teams, including patients and families. (1=Neutral, 5=Agree and 14=Strongly Agree).
- I was prepared to accept and incorporate the patient's belief system into the plan of care. (4=Agree and 16= Strongly Agree).

Broad themes that emerged included:

- Graduates felt prepared to enter professional nursing practice.
- Graduates expressed that spirituality was an essential component of their education. "Regardless of religious beliefs, PLNU grads have the spiritual awareness that is demonstrated through their compassion, respect for others and kindness."
- The greatest challenge for transition to practice was the realization of how hard the work of the nurse really is. Perfectionism, time management and self-confidence were other challenges.

Suggestions for improvement included:

- working with students on time management
- more opportunity for communication skills.

Response Plan:

Fall 2014 in the Capstone course, more emphasis was placed on time management and two additional opportunities for communication skills practice were provided.

Assessment Plan moving forward:

Continue to evaluate for themes for quality improvement

Summary 2012 Alumni Survey

55 surveys were completed, representing decades of alumni. A snapshot of alumni present: four doctorally prepared, 18 with master's degrees (including: Masters of Strategic Studies, Educational Leadership, Pastoral Studies). A variety of employers was represented (hospitals, school districts, military) and a variety of titles (Service Line Nurse Manager, Case Manager, Director, Nurse Scientist, Director of Legal and Regulatory Affairs, Care Coordinator).

Responses to the following questions were completed on a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strong Agree):

- I was prepared to effectively intervene, resulting in positive patient outcomes. (1= Disagree, 2=Neutral, 15= Agree and 13=Strongly agree).
- I was prepared to apply necessary critical thinking skills. (1=Disagree, 1=Neutral, 10=Agree and 19=Strongly Agree).
- I was prepared to be actively involved in service opportunities. (11=Agree, 20=Strongly Agree).
- I was prepared to engage in effective, therapeutic communication when interacting within inter-disciplinary and inter-professional teams, including patients and families. (6=Neutral, 10=Agree and 15=Strongly Agree).
- I was prepared to accept and incorporate the patient's belief system into the plan of care. (2=Neutral, 9=Agree and 20= Strongly Agree).

Broad themes that emerged included:

- Graduates felt prepared to incorporate spirituality into their nursing practice. Holistic care and advocacy were common threads. "The legacy of faith and how that translates into PLNU graduates is unique," and "On a daily basis, my background based around spirituality impacts my practice. My patients and their families respond to the compassion that comes from my desire to serve others and be an outlet for God's works."
- Some of the greatest challenges for role transition included: communication, stress of the work, time management, and finding a job.

Suggestions for improvement:

- practice with communication
- simulation experiences to enhance confidence, leadership skills.

Response Plan:

A grant was written and funded to purchase high fidelity simulation mannequins to provide simulation experiences with communication, confidence and leadership skills.

Assessment Plan moving forward:

Develop a strategic plan for simulation to enhance student learning.