

Baccalaureate of Science in Nursing  
Alumni Survey Report  
2005



**THE UNIVERSITY *of* TEXAS**  

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**HEALTH SCIENCE CENTER AT HOUSTON**

Office of Outcomes Assessment and Biostatistical Services



## **Executive Summary**

### **Findings:**

#### **Curriculum Assessment: Curriculum Objectives**

Satisfaction with the curriculum objectives is uniformly high, with all questions receiving a rating of satisfied/very satisfied from at least 90% of respondents and demonstrate stability across the graduating year cohorts.

#### **Curriculum Assessment: Curriculum Program**

Satisfaction with the curriculum program is uniformly high, with all questions receiving a rating of satisfied/very satisfied from at least 90% of respondents which demonstrate stability across the graduating year cohorts.

#### **Curriculum Assessment: Curriculum Contents**

Satisfaction with the curriculum program is uniformly high. All questions, with two exceptions, received a rating of satisfied/very satisfied from at least 90% of respondents and demonstrate stability across the graduating year cohorts. Clinical Practice Skills received a rating of satisfied/very satisfied from 87.6% of respondents and Management Concepts received a rating of satisfied/very satisfied from 89.9% of respondents.

#### **Preparation for the NCLEX-RN**

A substantial majority of respondents (95.4%) rate themselves as satisfied/very satisfied that their education adequately prepared them for the NCLEX-RN. In terms of preparing for the examination itself, 63% of the overall sample (all three graduating year cohorts combined) report individual self study as their primary method of preparation. This is followed by the 21.7% of the overall sample who report utilizing a private state board review program as their method of preparation.

#### **Employment Characteristics**

##### **Years and Places of Employment**

Two thirds (67.6%) of the overall sample report full time employment in nursing.

Total years of employment in nursing are related to year of graduation with 44.2% of the class of 1994 reporting over ten years of employment in nursing and 84.8% of the class of 2004 reporting between 1 and 5 years of employment in nursing ( $p = <0.01$ ).

The total number of institutions where respondents have been employed is also related to year of graduation with 48.8% of the 1994 cohort reporting employment in at least three institutions and 100% of the 2004 cohort reporting employment in one to two institutions.

Texas is the most frequently reported state of current licensure, reported by 96.2% of respondents. Michigan, Florida, Massachusetts and Pennsylvania were also reported.

The primary reason for being out of the nursing field is family responsibilities, reported by 56.3% of respondents.

A minority of respondents (12.8%) report working in a medically underserved area.

### **Work Location**

The most frequently mentioned work location by zip code is the Houston metropolitan area (90.1%) followed by elsewhere in Texas (6.2%) and elsewhere in the U.S. (3.7%).

### **Choice of Employment**

Two factors emerge as the primary determinants of choice of employment, geographic location (25.3% of the overall sample) and work schedule (27.5% of the overall sample).

### **Employment Setting**

The most frequently mentioned employment setting is the hospital (62.6% of the overall sample) followed by “other” (16.5%), and physician’s office or clinic (12.1%).

### **Specialization**

The most frequently mentioned area of specialization is “other” with 24.7% of the overall sample. This is followed by Adult Critical Care (18.3%) and Pediatric and Adult General Medicine-Surgery with 11.8% respectively. Those respondents who selected the “other” category and provided a written response, list case management, cath lab, home health, pediatric surgery, wound and ostomy care, and out-patient pre- and post-op care.

### **Nursing Roles**

The most frequently mentioned nursing roles are staff nurse (52.5% of the overall sample), “other” (15.8%) and advanced practice (11.9%). Those respondents selecting the “other” category and providing a written response mentioned case management, researcher, appeals specialist and NICU nurse coordinator.

### **Professional Activities**

Publishing an article in the nursing literature is reported by 5.7% of respondents. Participation in a research study is reported by 30.8% of the overall sample. Conducting in-service or professional nursing education programs is reported by 52.4% of the overall sample and is related to year of graduation with earlier cohorts reporting this activity more frequently than their later counterparts ( $X^2 = 8.85$ ;  $df = 2$   $p = 0.01$ ).

### **Graduate Education**

The pursuit of graduate education is reported by 32.4% of respondents with 25.4% reporting graduate education in nursing. The institutions mentioned range from The University of Texas Health Science Center at Houston (n = 10), to Texas Woman’s University (n = 5), The University of Phoenix and West Texas A&M were also mentioned.

### **RN to BSN Track**

Changing position since completing the BSN is reported by 57.7% of the overall sample. Respondents reporting a change of position were asked if the new position was at a higher level than their previous job. This condition is reported by 60.3% of respondents in the overall sample. A minority of the overall sample (36.6%) reported having returned to school for graduate work. A plurality (40%) report themselves as unsure of whether they will return to graduate school.

### **Sample and Methodology**

The Bachelor of Science in Nursing graduating classes of 1994, 1999 and 2004 were selected for the 2005 version of the BSN Alumni Survey. These classes represent alumni ten, five and one year since graduation. The first mailing, (cover letter and survey instrument) took place on April 11, 2005. This was followed by a reminder postcard on April 18, 2005. A third mailing, (reminder letter and a survey instrument) took place on May 2, 2005. The fourth and final mailing, (cover letter and survey instrument) took place on May 23, 2005.

The table below summarizes the alumni population response rate, adjusted for surveys returned as undeliverable.

Year	Mailed	Returned Undeliverable	Adjusted	Completed Returned	Response Rate
1994	174	20	154	43	27.9%
1999	92	4	88	32	36.4%
2004	132	4	128	34	26.6%
Total	398	28	370	109	29.5%

Scale responses were dichotomized into positive (satisfied/very satisfied) and negative (unsatisfied/very unsatisfied) groups. This allowed for testing for significant differences in satisfaction by ethnicity, age, year of graduation and program of enrollment (BSN or RN flexible option). Any significant differences are discussed in the text.

**Demographics**

**Gender**

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
Female	41	93.2%	27	93.1%	29	85.3%	97	90.7%
Male	3	6.8%	2	6.9%	5	14.7%	10	9.3%
Total	44		29		34		107	

**Ethnicity**

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
Asian	2	4.7%	3	10.3%	3	9.1%	8	7.6%
Black/African American	1	2.3%	1	3.4%	5	15.2%	7	6.7%
Caucasian	37	86.0%	22	75.9%	23	69.7%	82	78.1%
Hispanic	3	7.0%	3	10.3%	2	6.1%	8	7.6%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	43		29		33		105	

**Age**

Year of birth (Converted to Age)	Age	
	Median	Mean
1994	49	47
1999	38	39
2004	28	32

$F = 29.51; p = .001$

## **Employer Survey**

Respondents were asked to request that their employer complete a brief self-administered questionnaire covering the BSN Graduate's job abilities, job performance, the type and size of both the respondents work unit and the larger institution. Finally, employers were asked to identify any areas that should be included in the BSN education in order to practice in a similar setting. A total of 48 completed surveys were returned for analysis.

### **Job Abilities**

Every dimension tested received a rating of descriptive/very descriptive from at least 90% of the overall sample. However, in the dimension of safety, the graduates of the class of 1994 received a rating of descriptive/very descriptive from 88.2% of respondents. Further, in the dimension of leadership, the class of 2004 received a rating of descriptive/very descriptive from 78.9% of respondents.

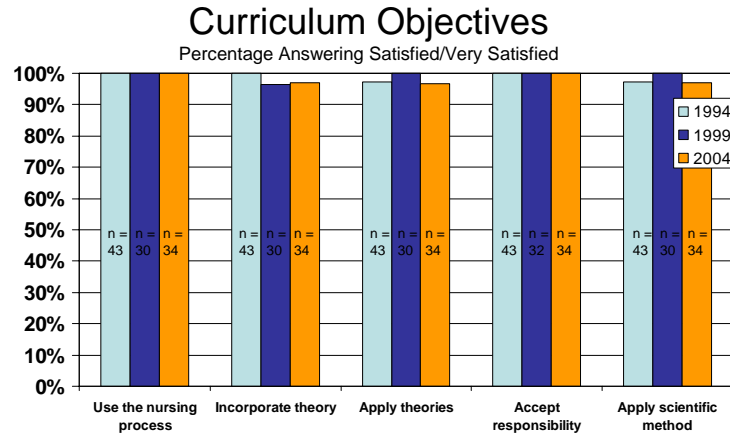
### **Job Performance**

Employers also rated BSN graduates in six dimensions of job performance. Overall, the assessments are positive with all six dimensions receiving a rating of descriptive/very descriptive from at least 90% of respondents.

### **Institutional and Work Unit: Number of Beds**

A substantial majority of employer respondents ( 84.8%) characterized the BSN graduate's work unit as ranging in size from 1 to 40 beds. Further, a substantial majority of employer respondents (77.4%) characterize the size of their institution as have greater than 100 beds.

## Curriculum Assessment: Curriculum Objectives



### **Utilize the Nursing Process in Meeting the Health Needs of Consumers**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 100% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Incorporate Selected Nursing Theories and Concepts in Nursing Practice**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 98% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Apply Theories and Models from the Natural Sciences, Behavioral Sciences and the Humanities in Nursing Practice**

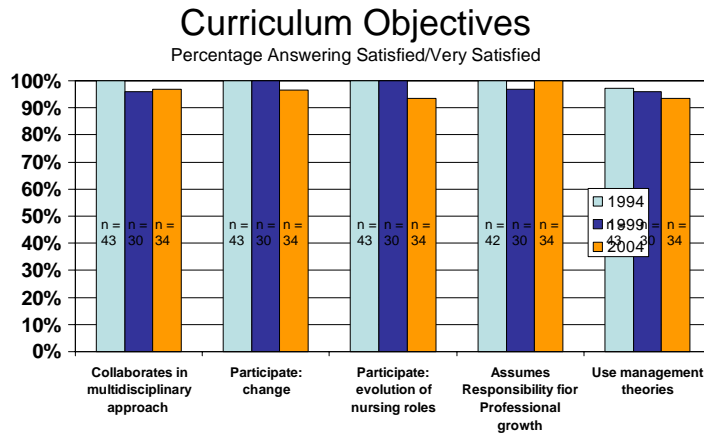
This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 98.7% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Accept Responsibility and Accountability for Nursing Practice and Outcomes**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 100% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Apply Methods of Scientific Inquiry to Nursing Practice as a Means of Improving the Health Care of Consumers**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 97.9% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.



**Collaborate with Consumers and Health Professionals in a Multidisciplinary Approach to the Delivery of Health Care**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 97.8% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

**Participate in Planned Change for the Improvement of the Health Care of Consumers**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 98.8% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

**Participate in the Evolution of Nursing Roles to Meet Changing Health Care Needs of Consumers**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 97.7% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

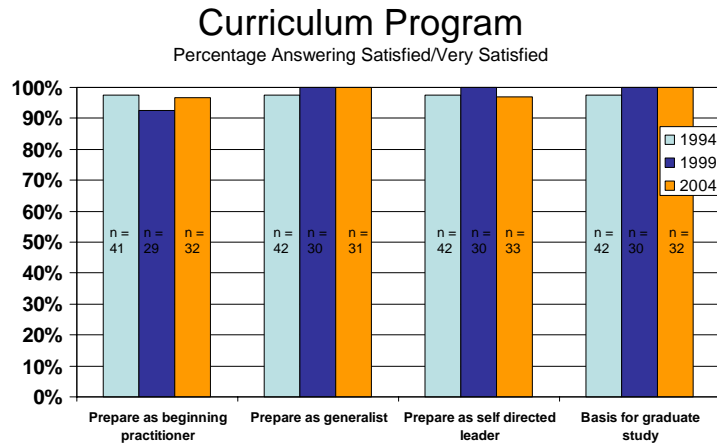
**Assumes Responsibility for Continued Personal and Professional Growth**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 99.9% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

**Utilizes Management Leadership Theories in the Practice of Professional Nursing**

This aspect of the upper division curriculum received a rating of satisfied/very satisfied from 95.5% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

## Curriculum Assessment: Curriculum Program



### **Prepare you as a Beginning Practitioner of Professional Nursing**

This aspect of the curriculum received a rating of satisfied/very satisfied from 95.5% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Prepare you as a Generalist**

This aspect of the curriculum received a rating of satisfied/very satisfied from 98.9% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

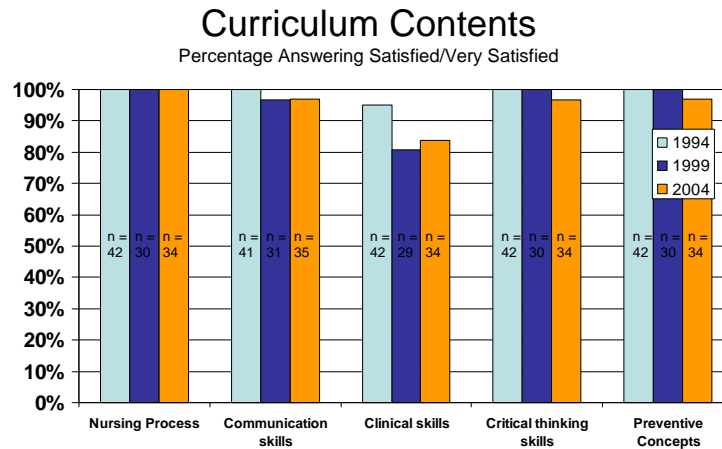
### **Prepare you as a Self Directed, Accountable Leader who seeks Continuing Personal, Professional, and Educational Development**

This aspect of the curriculum received a rating of satisfied/very satisfied from 98% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **As a Basis for Graduate Study**

This aspect of the curriculum received a rating of satisfied/very satisfied from 98.9% of respondents. There are no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

## Curriculum Assessment: Curriculum Contents



### **Nursing Process (Problem Solving Skills)**

This aspect of the curriculum received a rating of satisfied/very satisfied from 100% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Communication Skills**

This aspect of the curriculum received a rating of satisfied/very satisfied from 98.1% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Clinical Practice Skills**

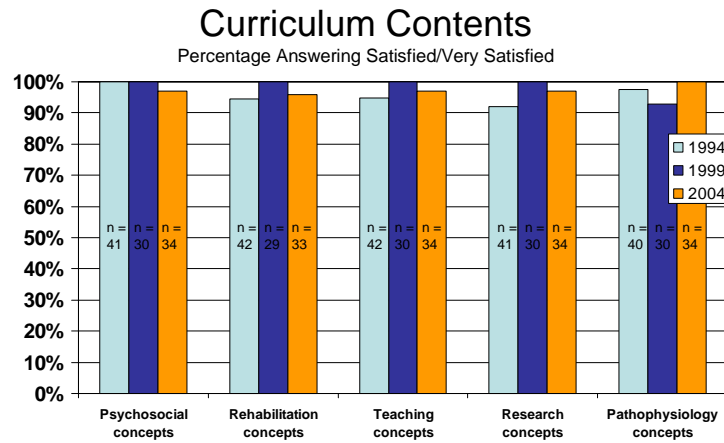
This aspect of the curriculum received a rating of satisfied/very satisfied from 87.6% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Critical Thinking Skills**

This aspect of the curriculum received a rating of satisfied/very satisfied from 99% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Preventive Concepts**

This aspect of the curriculum received a rating of satisfied/very satisfied from 99% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.



### **Psychosocial/Cultural Concepts**

This aspect of the curriculum received a rating of satisfied/very satisfied from 99% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Rehabilitation Concepts**

This aspect of the curriculum received a rating of satisfied/very satisfied from 96.5% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Teaching Concepts**

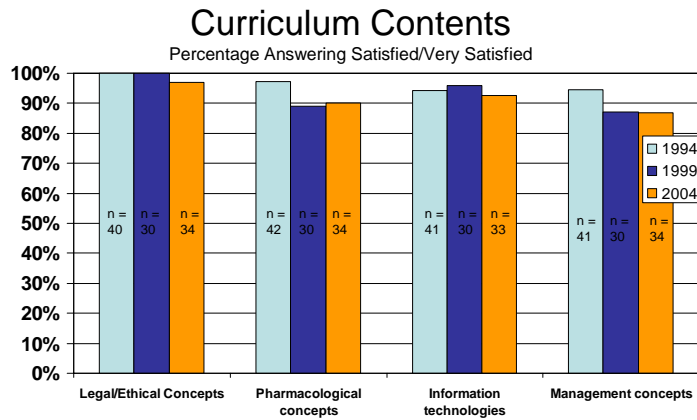
This aspect of the curriculum received a rating of satisfied/very satisfied from 97% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Research Concepts**

This aspect of the curriculum received a rating of satisfied/very satisfied from 95.9% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Pathophysiological Concepts**

This aspect of the curriculum received a rating of satisfied/very satisfied from 97% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.



### **Legal/Ethical Aspects of Nursing**

This aspect of the curriculum received a rating of satisfied/very satisfied from 99% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Pharmacological Aspect**

This aspect of the curriculum received a rating of satisfied/very satisfied from 92.5% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

### **Information and Healthcare Technologies**

This aspect of the curriculum received a rating of satisfied/very satisfied from 94.2% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

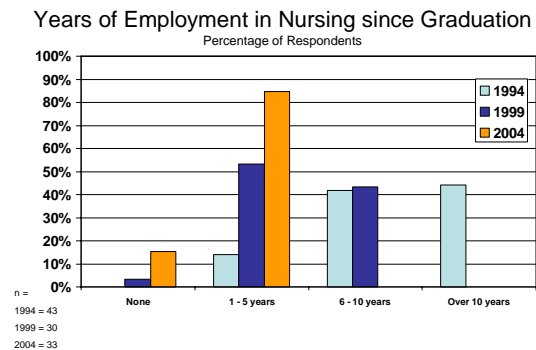
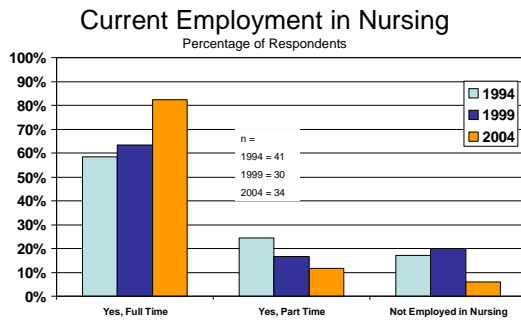
### **Management Concepts**

This aspect of the curriculum received a rating of satisfied/very satisfied from 89.9% of respondents. There were no significant differences in satisfaction with regard to gender, ethnicity, program of enrollment (BSN or RN Flex) or year of graduation.

## Preparation for the NCLEX-RN

A substantial majority of respondents (95.4%) rated themselves as satisfied/very satisfied that their education adequately prepared them for the NCLEX-RN. In terms of preparing for the examination itself, 63% of the overall sample (all three graduating year cohorts combined) report individual self study as their primary method of preparation. This is followed by the 21.7% of the overall sample who report utilizing a private state board review program as their method of preparation.

## Employment Characteristics



Two-thirds of the overall sample (67.6%) report full-time employment in nursing. There is a declining trend, although not statistically significant, in the percentage of the cohort engaged in full-time nursing. Finally, 14.3% of the overall sample have left the nursing field entirely.

Total years of employment in nursing tends to increase in the early cohorts, with 44.2% of the 1994 cohort reporting more than ten years of nursing employment and 84.8% of the 2004 cohort reporting between 1 and 5 years of nursing employment.

## Number of Places of Employment

Indicate the total number of institutions at which you have been employed since graduation from UT-Houston School of Nursing.

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
1 - 2	22	51.2%	19	65.5%	33	100%	74	70.5%
3 - 5	17	39.5%	10	34.5%	0	0.0%	27	25.7%
6 - 8	3	7.0%	0	0.0%	0	0.0%	3	2.9%
OVER 9	1	2.3%	0	0.0%	0	0.0%	1	1.0%
<b>Total</b>	<b>43</b>		<b>29</b>		<b>33</b>		<b>105</b>	

The number of institutions at which a respondent has worked is related to the graduation cohort, with those in earlier cohorts reporting work in more institutions than respondents in more recent cohorts. Thus, 51.2% of the 1994 cohorts report working in one to two institutions compared to the 100% of respondents that report working in a similar number of institutions.

**State of Licensure**

A large majority of respondents (96.2%) report Texas as their state of licensure. Also reported as states of licensure, exclusively by respondents from the 1994 cohort, are Massachusetts, Florida, Pennsylvania and Michigan.

**Reasons for being out of the field of Nursing**

**If you are not currently employed in nursing, specify the most important reason.**

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
Family responsibilities	6	75.0%	3	50.0%	0	0.0%	9	56.3%
Graduate study	0	0.0%	1	16.7%	1	50.0%	2	12.5%
Personal health	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other (Specify)	2	25.0%	2	33.3%	1	50.0%	5	31.3%
<b>Total</b>	<b>8</b>		<b>6</b>		<b>2</b>		<b>16</b>	

The most frequently cited reason for being out of the field of nursing is “family responsibilities.” This reason is related to year of graduation, with 75% of the 1994 cohort reporting this as the most important reason in comparison to 0% of the 2004 cohort. The 6 comments received for this question mention retirement, temporary career stop and geographic moves as reasons for being out of the field.

**Work in Medically Underserved Area or Region**

A minority of the sample (12.8%) report working in Medically underserved areas. This percentage is distributed evenly across graduating year cohorts. Finally, 5.3% of the sample report not knowing whether or not they work in a medically underserved area

**Work Location**

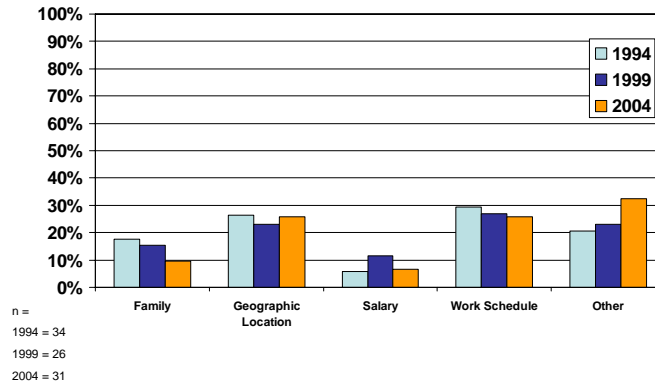
**What Zip Code do you work in?**

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
Houston Metropolitan Area	25	80.6%	21	95.5%	27	96.4%	73	90.1%
Elsewhere in Texas	4	12.9%	0	0.0%	1	3.6%	5	6.2%
Elsewhere USA	2	6.5%	1	4.5%	0	0.0%	3	3.7%
<b>Total</b>	<b>31</b>		<b>22</b>		<b>28</b>		<b>81</b>	

Houston Metropolitan Area is Harris, Fort Bend, Brazoria, Montgomery, Chambers and Liberty counties.

The Houston metropolitan area is the most frequently mentioned work location. A very small minority reports working in locations outside of Texas. Florida, South Carolina and Michigan represent these work locations.

Factors Influencing Choice of Employment  
Percentage of Respondents



Two factors emerge as the primary determinants of choice of employment, geographic location (25.3% of the overall sample) and work schedule (27.5% of the overall sample). However, 25.3% of the overall sample indicate “other” factors as important in determining their choice of employment. Included among these factors are the reputation of the organization, the type of nursing work involved (e.g. critical care, pediatrics), and the advancement and training opportunities involved.

**Current employment setting:**

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
HOSPITAL	16	47.1%	15	60.0%	26	81.3%	57	62.6%
OTHER (SPECIFY)	11	32.4%	2	8.0%	2	6.3%	15	16.5%
PHYSICIAN'S OFFICE/CLINIC	5	14.7%	3	12.0%	3	9.4%	11	12.1%
COMMUNITY HEALTH AGENCY	1	2.9%	1	4.0%	1	3.1%	3	3.3%
AGENCY NURSING	0	0.0%	2	8.0%	0	0.0%	2	2.2%
SCHOOL OF NURSING	1	2.9%	1	4.0%	0	0.0%	2	2.2%
K – 12 SCHOOL NURSE	0	0.0%	1	4.0%	0	0.0%	1	1.1%
LONG-TERM	0	0.0%	0	0.0%	0	0.0%	0	0.0%
OCCUPATIONAL HEALTH	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>34</b>		<b>25</b>		<b>32</b>		<b>91</b>	

The most frequently mentioned employment setting is the hospital (62.6% of the overall sample) followed by “other” (16.5%), and physician’s office or clinic (12.1%). Those selecting the category “other” and providing a written response mention outpatient clinics, hospice care, home health care, medical case management and pharmaceutical sales as current employment settings.

## Area of Specialization

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
OTHER (SPECIFY)	18	51.4%	3	11.5%	2	6.3%	23	24.7%
CRITICAL CARE - ADULT	2	5.7%	7	26.9%	8	25.0%	17	18.3%
ADULT GENERAL MED - SURG	4	11.4%	4	15.4%	3	9.4%	11	11.8%
PEDIATRICS	3	8.6%	5	19.2%	3	9.4%	11	11.8%
OBSTETRICS	2	5.7%	0	0.0%	5	15.6%	7	7.5%
CRITICAL CARE - NEONATAL	3	8.6%	1	3.8%	2	6.3%	6	6.5%
CLINIC	1	2.9%	1	3.8%	2	6.3%	4	4.3%
ONCOLOGY	1	2.9%	2	7.7%	1	3.1%	4	4.3%
OPERATING ROOM	0	0.0%	1	3.8%	2	6.3%	3	3.2%
EDUCATIONAL	0	0.0%	2	7.7%	0	0.0%	2	2.2%
POST-ANESTHESIA CARE UNIT	0	0.0%	0	0.0%	2	6.3%	2	2.2%
CRITICAL CARE - PEDIATRIC	0	0.0%	0	0.0%	1	3.1%	1	1.1%
EMERGENCY DEPARTMENT	1	2.9%	0	0.0%	0	0.0%	1	1.1%
MENTAL HEALTH	0	0.0%	0	0.0%	1	3.1%	1	1.1%
FLOAT/GENERALIST	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>35</b>		<b>26</b>		<b>32</b>		<b>93</b>	

The most frequently mentioned area of specialization is “other” with 24.7% of the overall sample. This is followed by Adult Critical Care (18.3%) and Pediatrics and Adult General Medicine-Surgery with 11.8% respectively. Those respondents selecting the “other” category and providing a written response list case management, cath lab, home health, pediatric surgery, wound and ostomy care, and out patient pre- and post-op care.

## Nursing Roles

### In what nursing role are you currently functioning?

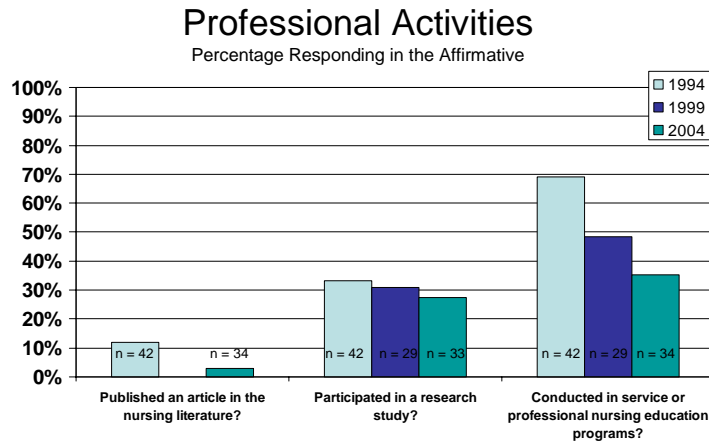
	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
STAFF NURSE	12	30.8%	14	50.0%	27	79.4%	53	52.5%
OTHER (SPECIFY)	7	17.9%	6	21.4%	3	8.8%	16	15.8%
ADVANCED PRACTICE	10	25.6%	2	7.1%	0	0.0%	12	11.9%
CHARGE NURSE	3	7.7%	2	7.1%	2	5.9%	7	6.9%
NURSE MANAGER	3	7.7%	1	3.6%	2	5.9%	6	5.9%
ADMINISTRATION	3	7.7%	0	0.0%	0	0.0%	3	3.0%
EDUCATOR	1	2.6%	2	7.1%	0	0.0%	3	3.0%
ASSISTANT NURSE MANAGER	0	0.0%	1	3.6%	0	0.0%	1	1.0%
<b>Total</b>	<b>39</b>		<b>28</b>		<b>34</b>		<b>101</b>	

The most frequently mentioned nursing roles are staff nurse (52.5% of the overall sample), “other” (15.8%) and advanced practice (11.9%). Those respondents selecting the “other” category and providing a written response mention case management, researcher, appeals specialist and NICU nurse coordinator.

## Participation in Professional Organizations

	Active		Inactive		Count
	Count	%	Count	%	
Specialty Organizations (Specify)	23	51%	22	49%	45
Other Organizations (Specify)	17	52%	16	48%	33
Sigma Theta Tau Int. Nursing Honor Society	14	30%	32	70%	46
American Nurses' Association (ANA)	7	21%	26	79%	33
Texas Nurses' Association (TNA)	7	23%	24	77%	31
National League for Nursing (NLN)	1	5%	20	95%	21
Texas League for Nursing (TNA)	1	4%	22	96%	23

The most frequently reported type of professional organization is the specialty organization with 51% of respondents to this question reporting an active membership. However, respondents selecting specialty organizations as a response failed to identify which specific specialty organizations they belong to. "Other" organizations reported include the Houston Association of Nurse Practitioners, the ASPMN and the AANN.



### Publishing an article in the Nursing Literature

This professional activity is reported by 5.7% of respondents.

### Participation in a research study

This professional activity is reported by 30.8% of the overall sample.

### Conducting in-service or professional nursing education programs

This professional activity is reported by 52.4% of the overall sample, and is related to year of graduation with earlier cohorts reporting this activity more frequently than their later counterparts ( $X^2 = 8.85$ ;  $df = 2$   $p = 0.01$ ).

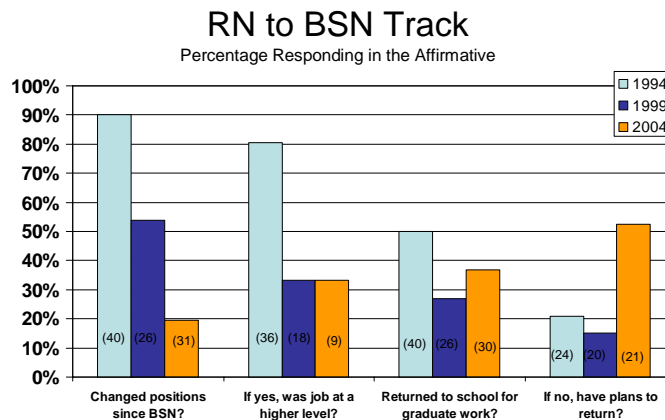
## Graduate Education

### Are you currently enrolled in graduate education?

	1994		1999		2004		Total	
	Count	%	Count	%	Count	%	Count	%
YES, IN NURSING (WHERE?)	5	50.0%	4	13.8%	9	28.1%	18	25.4%
YES, OUTSIDE OF NURSING	2	20.0%	2	6.9%	1	3.1%	5	7.0%
NO	3	30.0%	23	79.3%	22	68.8%	48	67.6%
	10		29		32		71	

The pursuit of graduate education is reported by 32.4% of respondents with 25.4% reporting graduate education in nursing. The institutions mentioned range from The University of Texas Health Science Center at Houston (n = 10), Texas Woman's University (n = 5) to the University of Phoenix and West Texas A&M.

## RN to BSN Track



### Changing Positions since BSN

Changing positions since completing the BSN is reported by 57.7% of the overall sample. However, respondents in earlier cohorts report changing positions more frequently than their later counterparts ( $P = 0.01$ ).

### Changed Positions to a Higher Level

Respondents reporting a change of position were asked if the new position was at a higher level than their previous position. This type of change is reported by 60.3% of respondents in the overall sample. However, respondents in earlier cohorts report changing positions to a higher level more frequently than their later counterparts ( $P = 0.01$ ).

### Returning to School for Graduate Work

A minority of the overall sample (36.6%) reports having returned to school for graduate work. A plurality (40%) report themselves as unsure of whether they will return to school at some point.

## BSN Alumni Survey General Comments

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Written Comments

- #5 All the 60 + age range faculty should retire and be replaced by young and bright educated faculty in their 30's & 40's should be hired to teach the emerging nursing work force of a younger generation. When I was in my Masters program my potential was under estimated by some faculty & therefore I didn't return for DSN. Instead I am about to graduate from my PhD from another prominent local university. Faculty needs to reevaluate their values & beliefs of students. These students can truly make a difference. Also I am a successful faculty, though some faculty predicted that I would not make a good teacher. Shame on them, they need to grow up. The faculty should be careful in their dealing with students. They should not stereo type all foreign students. Foreign students have come to this country with money. Not to earn money, but for better life. Not for better education as education in some developing countries are much better than here. I have heard faculty saying "they don't think that I could be a good teacher" ok "I was in the wrong place" when they saw me in Master's program. My word to them: I am one more time in the wrong place. Fortunately not with them at UT, but in a better place making straight A's ready to start my dissertation. The more people show their jealous, the better motivated I am. Thanks for all the comments. I am smarter than all of you. I charged all of those comments to strong motivated.
- #6 This program prepared us well in the theoretical and critical thinking aspects of nursing, but I felt that my preparation for the psychomotor skills (catheterization, starting IV's, etc.) was inadequate for the "baptism of fire" encountered in a med-surg unit.
- #9 More management courses would be helpful, otherwise I am very satisfied with my education. Thank you.
- #19 UT Son should focus more attention to honoring the next generation of leaders of nursing. More emphasis should be placed on managing and motivating staff as well as encouraging innovative ideas in the delivery of nursing services. Why is there not a MHA/MBA program offered in the largest medical center in the world?
- #24 Please continue the distance site nursing program it will give many students the ability to attend UT-Houston that normally would not be able to. Thank you!
- #25 Please make the operating room available as a role transition option. It is not currently part of nursing schools curriculum but it's a wonderful and challenging environment for nurses.
- #26 When I graduated I was hell-bent on becoming a nurse manager. Well, I did and I HATED it! I think it would be most helpful to students to offer a lot of information on the Diversity of nursing and instill in them the Fact that a nurse must perform in a role in which he/she is comfortable and respected. Otherwise, like many have, one is likely to look into another profession...

- #27 For those nurses who have their LVN or LPN they should be given credit for their clinical experiences and not have to start at the beginning ie..bed baths etc.
- #31 I am an ICU nurse and I love it. My main reason not to return to graduate school is that there is no MSN program for the bedside nurse. I don't want to pursue nurse practitioner or administrative-type positions. If there were a Master's program designed for the bedside caregiver, I may rethink my decision not to return to graduate school.
- #35 I highly recommend partnering with Kaplan to formulate tests closer to nuclex style. Tests and all exams in each course were nothing at all like the Nuex. Also, utilizing students who have recently taken the nuex for tutoring and consulting re: UT's exam style would be beneficial for all.
- #49 I think that UT Houston is a great nursing school but I have been disappointed in my ability to take care of basic nursing skills such as bandaging & wound care. I also feel that we were not given enough hands on experience in such skills as injections and catherizations.
- #51 Incorporating theoretical basis class as an undergraduate course along with increasing and expanding the research curriculum would help in simplifying the graduate theory of research classes.
- #60 Have students focus on patient care & the process not just a "care plan" that keeps you up all night long. Have instructors work as "team leaders" not as drill sergeants. Having an instructor to go to with questions is always a plus instead of having someone to feel threatened by. (careII) 1999.
- #62 Pharmacology course should either be broken into two semesters or more pharm included in other courses. There is just so much information to learn that it is hard to retain with just one semester. Otherwise, I am very satisfied with the program. Thanks!
- #63 I love UT!! Go longhorns!! The instructors are awesome, programs are well done,.. I have no complaints.
- #69 I am very satisfied with the BSN program @ UT-H. I think the program & the instructors did an excellent job in preparing me for the role of professional nurse.
- #71 If I could change anything it would be learning to speak and deal with physicians and other disciplines, delegation to nurse aids, and management.
- #73 Very professional program greatly supportive of students success. Instructors helpful & cared about student's success. Great Research opportunities. Wonderful clinical sites in the medical center. Taught us what is needed & important in learning. Did not give tons of unneeded busy work. Very realistic about nursing education.

- #76 When I compare my nursing education to other nurses I've met in several states, I'm always amazed at how much more extensive my training was. I received an excellent education at UTHSC-H SON. Glad to see Patricia Starck's still there.
- #85 The nursing program had some incredible instructor who motivated you to be the best in a positive manner (mary jo white, fawn riser, ginger kee, ann w) but the negative instructors who ruled by fear and indifference totally ruined by memories at UT as having an excellent program. I've heard that two of the worst have been ut go but I still have a very bad taste in my mouth, although the politics of the school prepared me well for the politics in a pharm. Company and I get payed more.
- #88 Its hard to relate medical disease process without being able to consulatate it w/ a pt. The actual web care plan they used as a trial in some clinical groups would have helped me a lot.
- #99 At the time of my enrolment in the BSN Program, there was only one program, I already had two Bachelor's and the BSN gave me a third one. Had there been an MSN option for degree holders, I would have been years ahead, I don't have very many good memories of UT Houston. Several of the teaching staff were pure bitches on their own agenda.
- #107 I think nursing needs a much stronger science base. Nursing education needs to provide more clinical hours-unfortunately. I know this comment falls on deaf ears.

## Question Specific Comments

### **Q10 (other) Reasons for being out of the field of Nursing**

accepted professional position in unrelated field  
searching  
lose business  
moved out of the country  
retired  
want to stay home for a while-will return to nursing

### **Q16 (other) What specialty area are you currently employed?**

foot & ankle surgery  
case management  
women's health  
case management, clinical apeals specialists  
home health  
wound, ostomy, continence nurse  
hospice  
pediatric surgery - research  
obgyn

hospice  
dermatology  
cath lab  
pain management  
cath lab  
home health  
director of nursing  
travel assistance company  
care management-neurology(epilepsy)  
community  
ms  
geriatric/adult nurse practitioner  
out pt. surgery pre-op/holding area  
case management  
skilled nursing unit

**Q17 (other) In what nursing role are you currently functioning**

none  
non nursing  
case management  
nicu nurse coordinator  
appeals specialist  
school nurse  
admission  
research  
clinical research  
fnp program @ uth  
care manager  
infusion specialist  
clinician  
school nurse sub  
research assistant  
case management  
retired

**Q18 7a (Specify) Professional Organizations**

houston assoc of nurse practitioners  
aacn  
ons  
assoc. of rehabilitation nurses  
aspmn  
aann

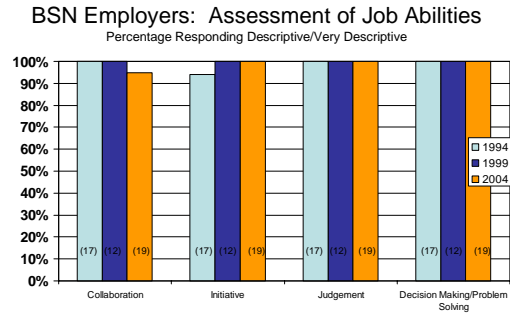
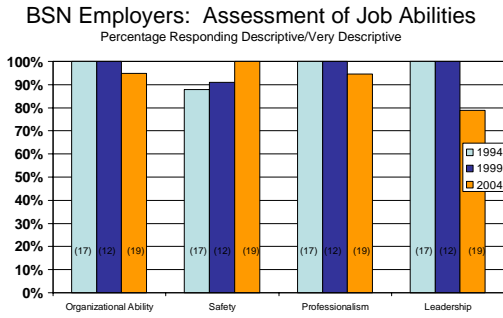
**Q20 (where) Have you returned to school for graduate work?**

twa  
ut son  
twu & ut hsc

twu  
texas woman's university  
ut-h  
uthsch as none degree student  
ut son  
university of phoenix  
twu  
ut health science center-houston  
kut-hsc fnp  
twu  
uthsc  
uthsc  
ut  
wt am  
univ of phoenix

## Employer Survey

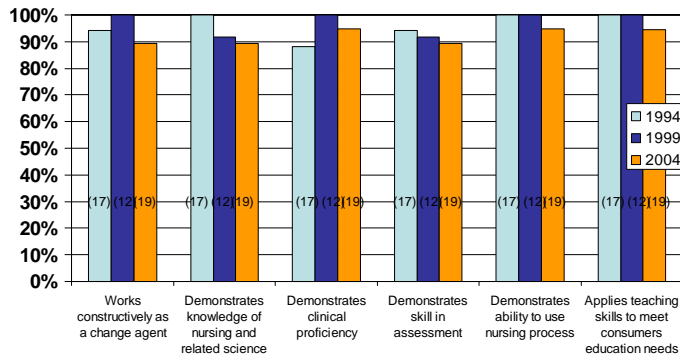
### Assessment of Job Abilities



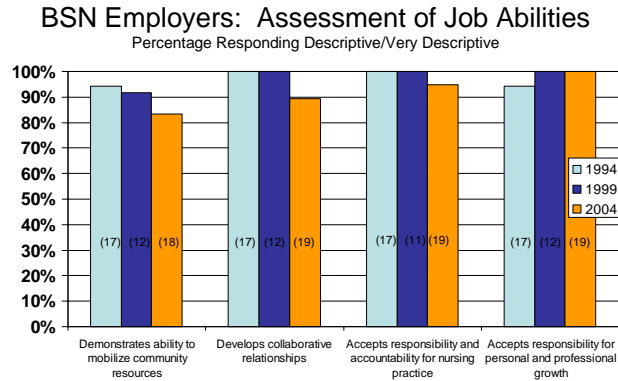
Employers were asked to assess the BSN graduate on a variety of dimensions. The results are summarized in the graphics above. The assessment is strongly positive and relatively stable over graduating year cohorts. Every dimension tested receives a rating of descriptive/very descriptive from at least 90% of the overall sample. However, in the dimension of safety, the graduates of the class of 1994 receive a rating of descriptive/very descriptive from 88.2% of respondents. Further, in the dimension of leadership, the class of 2004 receives a rating of descriptive/very descriptive from 78.9% of respondents.

### Assessment of Job Performance

**BSN Employers: Assessment of Job Performance**  
 Percentage Responding Descriptive/Very Descriptive



Employers also rated BSN graduates in six dimensions of job performance. Overall, the assessments are positive with all six dimensions receiving ratings of descriptive/very descriptive from at least 90% of respondents.



Employers were asked to rate the BSN graduates on four additional dimensions. The four areas of assessment receive a rating of descriptive/very descriptive from at least 90% of respondents with one exception. This exception is seen in the area of demonstrating the ability to mobilize community resources to meet the need of consumers, which receives an overall rating of descriptive/very descriptive from 83.3% of respondents. Finally, the 2004 cohort receives a rating of descriptive/very descriptive from 89.4% of respondents in the area of developing a collaborative relationship with consumers and significant others.

### Employment Setting

#### Size of Unit

b. Number of Beds in Unit	1-20		21-40		41-70		71-100		Over 100		Total Count
	Count	%	Count	%	Count	%	Count	%	Count	%	
1994	6	54.5%	4	36.4%	0	0.0%	0	0.0%	1	9.1%	11
1999	1	11.1%	6	66.7%	1	11.1%	0	0.0%	1	11.1%	9
2004	4	30.8%	7	53.8%	2	15.4%	0	0.0%	0	0.0%	13
<b>Total</b>	<b>11</b>	<b>33.3%</b>	<b>17</b>	<b>51.5%</b>	<b>3</b>	<b>9.1%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>6.1%</b>	<b>33</b>

#### Size of Institution

c. Number of beds in Institution	1-20		21-40		41-70		71-100		Over 100		Total Count
	Count	%	Count	%	Count	%	Count	%	Count	%	
1994	2	25.0%	1	12.5%	0	0.0%	0	0.0%	5	62.5%	8
1999	0	0.0%	0	0.0%	1	10.0%	0	0.0%	9	90.0%	10
2004	0	0.0%	0	0.0%	0	0.0%	3	23.1%	10	76.9%	13
<b>Total</b>	<b>2</b>	<b>6.5%</b>	<b>1</b>	<b>3.2%</b>	<b>1</b>	<b>3.2%</b>	<b>3</b>	<b>9.7%</b>	<b>24</b>	<b>77.4%</b>	<b>31</b>

A clear majority of respondents (77.4%) characterize the size of their institution as over 100 beds with the size of the unit within the institution as less than 40 beds (84.8%).

In terms of areas that should be included in the curriculum for a setting like the respondent's, a total of seven comments were received. These included fetal monitoring, need to not limit to bedside nursing, emergency settings, change management, grant writing and more emphasis on neurology.

**Written comments: Employer Survey**

**Q3a. Type of Unit**

internal medicine clinic  
general medicine  
neurology  
ccu  
labor & delivery  
or  
rural health clinic  
hospice  
ob/gyn  
pediatric /mu  
research nurse, nuro surgery  
ccu adult  
labor-delivery  
acute long term  
physician private practice  
orthopedic surgeon-surgical & clinical assistant  
cardiovascular icu  
hospice  
cath lab  
outpatient diagnostic clinic  
pediatrics  
ed  
home health  
women's services  
casemanagement  
operating room  
research  
critical care stepdown  
pslychiatric office  
icu  
picu  
med-surg  
emergency assistance/case management  
home health  
case manager for medical device company  
medical/surgical pediatrics, telemetry  
out pt. clinic  
pediatric mobile clinic  
school based clinic  
or  
rhinology research lab  
icu  
out patient  
adult psych

hospital-case manager  
cardiology  
nicu

**Q3d Other relevant features of your employment setting**

cdrp unit  
mike o. does admission assessments and teaches families.  
high risk  
high acuity  
np is independent in practice  
office out of surt. hospital patients & surgery  
home  
pain management dept.  
working in a fast paced environment  
none  
manage case load  
wound care  
rural  
data base  
np house calls  
neurotrauma  
research  
for profit

**Q3e Name of your Institution**

ut southwestern  
st lukes epis. hosp.  
fort bend family health center  
vitas hospice. he orients all new nurses for my team  
md anderson cancer center  
st luke's epis health care  
sw mem.  
the methodist hospital  
odyssey healthcare  
clrmc  
hermann children's  
ross products/division, abbott laborations  
tomball regional hospital  
red oak psychiatry associates  
memorial hermann hospital beaumont  
texas children't hospital  
memorial herman mem. city hosp.

cyperonics  
northeast medical center  
tcpa

hchd-school based clinic  
the rogar national-throat, nose & ear hospital  
memorial hermann hospital  
tmh  
pavilion  
warm springs speciality hospital  
the methodist hospital  
methodist hospital

**Q4: Are there any areas that are not included in the education of our graduate which should be included in order to practice in a similar setting to yours?**

fetal monitoring  
need to not limit to bedside nursing  
emergency settings  
excellent nurse well prepared very intelligent & organized  
change management  
ability to adapt to change  
grant writing  
more emphasis on neuro