



**Nursing Education Program of
Saskatchewan (NEPS) Exit Survey:**
*Graduates of the NEPS Program in the 2007-2008
Academic Year*

Prepared for

*The College of Nursing of the University of Saskatchewan, the
Nursing Division of the Saskatchewan Institute of Applied Science
and Technology, and the Health Sciences Department of the First
Nations University of Canada*

Final Report

Class of 2007-08

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Executive Summary

Class of 2007-08

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Executive Summary

This report summarizes the results of the 2007-2008 Graduate Exit Survey for the Nursing Education Program of Saskatchewan (NEPS). This is the seventh exit survey that has been conducted; it examines anticipated employment and graduate expectations at program completion. This report includes comparisons with the 2004-2005, 2005-2006 and 2006-2007 exit surveys.

Response Rate

The survey was conducted online by e-mail invitation sent to 300 NEPS graduates of whom 204 completed the survey, giving a 68.0% response rate overall. This report summarizes the results for regular NEPS graduates; a report summarizing results for the SDEO graduates is available in a separate document.

Demographics

More than nine in ten are planning to register with SRNA (93.7%).

About nineteen in twenty graduates are female (96.1%), a statistic that has remained consistent within the past four years. A total of 13.8% of graduates are of aboriginal ancestry, which is in line with the 2007 result (14.7%) but notably higher than in 2005 (5.2%). When graduates finished the NEPS program, 45.3% were married or common law and 51.2% were single and never married.

Satisfaction with the NEPS program is high, with more than eight in ten satisfied or very satisfied with the program (83.3%). Satisfaction has increased notably from previous cohorts (ranging from 73.1% to 75.3%). Perception of job preparedness is moderately high, with three quarters feeling that NEPS well or very well prepared them for nursing practice (74.5%). Two thirds plan to pursue graduate studies at some time in the future (65.7%), a statistic that has shown an increasing trend over the past few years (from 55.3% in 2005).

Experience Prior to Starting the NEPS Program

Previous experience in the health care field prior to starting the NEPS program is less common among graduates (14.7%) and has shown a decline from previous cohorts (23.8% in 2006 and 18.5% in 2007). It is about equally common that graduates entered the NEPS program with a high school diploma (38.7%) as with some university (38.2%), reflecting the admission criteria of 50% each high school graduates and those with some post-secondary education. Most graduates were going to school the year before starting the NEPS program (63.7%), a slight increase from 59.6% in 2007 and 55.2% in 2006 but in line with the 2005 result (62.7%). Considering those who were working the year prior

Exit Survey of the 2007-08 Graduates of the SDEO NEPS Program

to starting NEPS, 25.8% were working in the health care field. This proportion has been declining since 2005 when four in ten were working in health care (40.4%).

Experience During the NEPS Program

A large majority started their program in 2004 (78.9%). Of respondents, 49.5% began their program in Saskatoon, 45.6% in Regina and 4.9% in Prince Albert. At entry into the program, respondents were on average 22 years old and eight in ten were single (never married) (79.9%). One in five (21.6%) had dependents while enrolled in the program.

Eight in ten experienced a major life change during the NEPS program (82.4%). Most commonly, this change was home relocation (48.5%) or the illness or death of a family member or friend (47.5%).

A slight majority of respondents worked as senior assistants during their program (55.4%), a notable increase from between 44.8% and 49.4% in previous years. By contrast, the percentage of graduates who had a job other than as a senior assistant has decreased to 68.1% from a high of 82.1% in 2005. Respondents in Saskatoon are most likely to have worked as a senior assistant during their program (67.3%) and those from Regina least likely (41.9%).

Three quarters of graduates received scholarships or bursaries during the program (75.5%). On average, graduates received just over \$6,000. The most common source of support is through government scholarships (67.5%). About two thirds obtained student or educational loans (68.1%). On average, the loans totaled nearly \$35,000.

One half graduated from their program in Saskatoon (50.5%), 43.6% in Regina and 5.9% in Prince Albert. More than nine in ten of those who started at any one location graduated from that location (96.0%, 93.5% and 100%, respectively).

Your Job Search and Anticipated Employment

Nine in ten have a confirmed job as a graduate nurse (88.7%), which is close to the 2007 result (85.4%) but a notable increase from 2006 (74.0%) and 2005 (59.0%). In terms of average ratings for five different aspects of their first job, where 1 is 'not at all ideal' and 5 is 'very ideal', location is on average given the highest rating (4.4 out of 5) followed by the client group (4.2) and responsibilities (4.2). The two lowest rated areas are work environment (4.0) and shifts (3.8). When asked to name the one most positive aspect of respondents' first job, 28.0% said great staff and 23.4% said working in their area of interest.

More than nine in ten plan to stay in Saskatchewan upon graduation (93.1%). A total of 77.4% will be or plan to work in an urban location, which is an increase from a low of

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64.9% in 2005. In terms of influencing graduates' choice of work location, three quarters mention family or community commitments in their top three factors (75.0%).

More than one half of graduates found clinical work their most effective job search strategy (57.8%), followed by word of mouth (23.0%). Two thirds got a job offer from a unit where they were employed as a senior assistant (64.6%). In addition, two thirds received a job offer from the unit where they had their 4th year senior practicum experiences (68.6%). About four in ten (40.2%) found the experience of finding a job less difficult than they expected and 15.2% found it more difficult.

A total of 73.0% expect to work regular full time hours as a graduate nurse (73.0%), a notably higher percentage than previous years (from 30.6% in 2005 to 65.2% in 2007). Eight in ten are employed as per their preference for hours (83.3%), including 98.7% of those who work regular full time hours. About one half expect their orientation to be longer than 15 days (48.5%), notably higher than the 28.1% in 2007. Eight in ten expect to work at a single site in their first job (82.8%). Three quarters will be working at a general hospital with 100 beds or more in at least one of their sites (75.4%), while 17.3% will be working at a general hospital with less than 100 beds. Nineteen in twenty will hold the position of staff nurse (96.6%) and the same proportion will provide direct care (97.8%). The medical surgical area is the most common area of direct care (55.1%), followed by pediatric (15.3%), emergency care (14.2%) and maternal care (11.9%). Few (7.3%) will work in a forensic setting. On average, respondents work 40 hours per week at all of their sites combined. Expectation of income has increased notably. One half of graduates expect their annual income to be \$50,000 or more (49.0%) compared to 42.2% in 2007, 24.0% in 2006 and 15.1% in 2005. This is likely due in part to the increase in full-time positions that graduates have secured.

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Introduction and Methodology

Goals and Objectives

The purpose of this survey is to track the progress of students through NEPS and identify the career paths of Saskatchewan basic nursing education graduates. The goals include the following:

- Establish employment profiles of graduates and to identify trends over time
- Identify graduates' perceptions of preparation and support for entry into the workforce
- Explore details of the job search process

Dr. Linda Ferguson obtained ethical approval for the individual phases of this project from the University of Saskatchewan Advisory Committee on Ethics in Behavioral Science Research. This report includes the results of the Exit Survey for the graduates of the 2007-2008 academic year and compares them to the results of the 2004-2005, 2005-2006 and 2006-2007 NEPS Exit surveys.

Scope of Work

The College of Nursing at the University of Saskatchewan, the Nursing Division of the Saskatchewan Institute of Applied Science and Technology (SIAST), and Division of Health Sciences at the First Nations University of Canada contracted Insightrix Research, Inc. to conduct research with the 2007-2008 Nursing Education Program of Saskatchewan (NEPS) graduates. The survey was conducted primarily online.

Survey Design

The questions asked of graduates were similar to the previous NEPS Exit survey of 2007. The questionnaire was designed by the NEPS Database Coordinating Committee. Insightrix programmed the survey for online survey administration and distributed the invitation to complete the survey questionnaire by e-mail to the graduates.

Survey Distribution

Insightrix received e-mail addresses of the graduating NEPS students and each potential respondent was sent a personalized e-mail with a link to the survey.

The data collection was divided into three phases. The survey was administered to graduates at the end of their NEPS program, either in September 2007 (for October graduates), November 2007 (for December graduates), or March 2008 (for April graduates). Reminder e-mails were sent to those who did not respond to the first invitation.

Response Rates and Confidence Intervals

The survey was conducted online by an e-mail invitation sent to graduates of the class of 2007-2008. Of the 300 graduates, 204 completed the survey, giving an overall response rate of 68.0%. Given this response rate, we can be 95% sure that the results reported are within ± 3.9 percentage points of the actual population figures, finite population correction factor applied.

Research Note

Due to extremely small sample sizes of results within Prince Alberta, all findings from this region should be considered directional in nature only.

Reporting Note

For ease in reporting results in graphs and tables throughout this report, the following labels will be used:

Graph / Table Label	Graduating Class
2005	2004-2005
2006	2005-2006
2007	2006-2007
2008	2007-2008

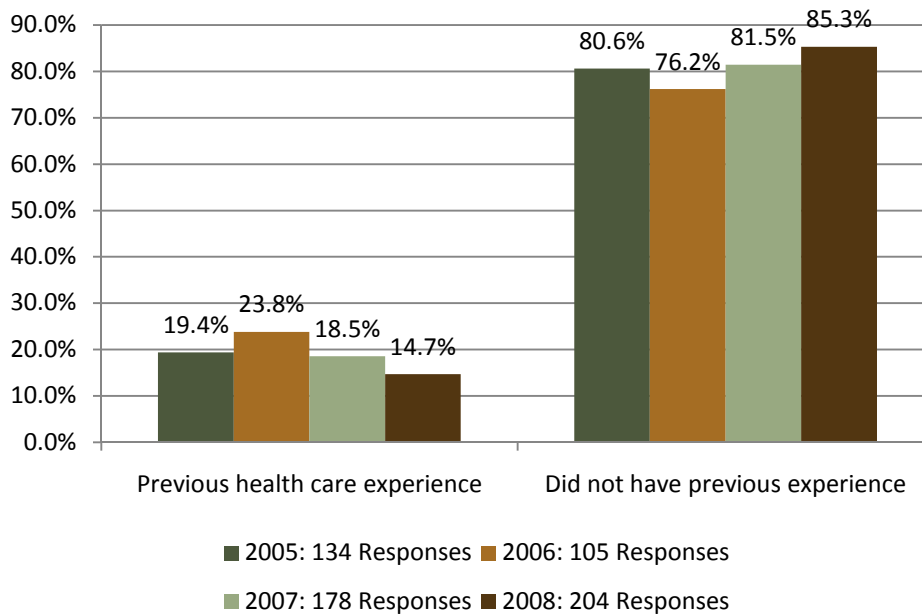
Key Findings

Prior to Starting the NEPS Program

1c. Did you have any previous education in the health care field prior to starting the NEPS program?

Approximately one in seven graduates (14.7%) had previous experience in the health care field prior to starting the NEPS program. This reflects a very slight decreasing trend over the last three years.

Figure 1- Previous education in the health care field



2. Please identify your previous education in the health care field (check as many as apply)

Of the 30 respondents (14.7% of the sample) who have previous experience in the health care field, four were Lab Techs or EMTs and three were Licensed Practical Nurses. A variety of responses are contained in the 'Other' category. Please see Appendix A.

Table 1 - Previous health care experience

Previous health care experience	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Licensed Practical Nurse	3	11.5%	5	20.0%	10	30.3%	3	10.0%
Health Care or Home Care Aide	4	15.4%	13	52.0%	8	24.2%	2	6.7%
Volunteer Program	8	30.8%	2	8.0%	3	9.1%	1	3.3%
Lab tech /EMT	5	19.2%	2	8.0%	2	6.1%	4	13.3%
Other	16	61.5%	9	36.0%	16	48.5%	21	70.0%
Total	26	100%	25	100%	33	100%	30	100%

3. What was your highest educational achievement prior to starting the program?

In 2008, the percentages of those respondents that attained various education levels prior to starting the NEPS program are virtually identical to those in 2007. Most commonly, NEPS graduates started the 2007 program after finishing at least some post-secondary education (61.3%).

Table 2 - Prior educational experience

Prior educational experience	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
High school diploma	49	36.6%	30	28.6%	70	39.3%	79	38.7%
SIAST (or other Technical Institute) courses	1	0.7%	2	1.9%	3	1.7%	1	0.5%
SIAST (or other Technical Institute) diploma/certificate	21	15.7%	15	14.3%	28	15.7%	32	15.7%
Some university classes	56	41.8%	49	46.7%	65	36.5%	78	38.2%
University baccalaureate (Under-Graduate) degree	7	5.2%	8	7.6%	12	6.7%	14	6.9%
Total	134	100%	105	100%	178	100%	204	100.0%

4. Please specify the degree(s)/diploma(s)/certificates (including field of study) you held prior to starting the program:

Prior to starting the NEPS program, respondents held a wide variety of degrees, diplomas or certificates. Eighteen held a Bachelor of Science and eighteen a Bachelor of Arts.

5. What was your major activity in the year before starting NEPS?

Two thirds (63.7%) indicate they were attending school the year prior to starting NEPS while another 32.4% were working. There appears to be a general increase in the proportion who were attending school just prior to enrolling in the NEPS program over the past three years (ranging from 55.2% to 63.7%), and likewise, a decline in those who were working (41.9% down to 32.4%).

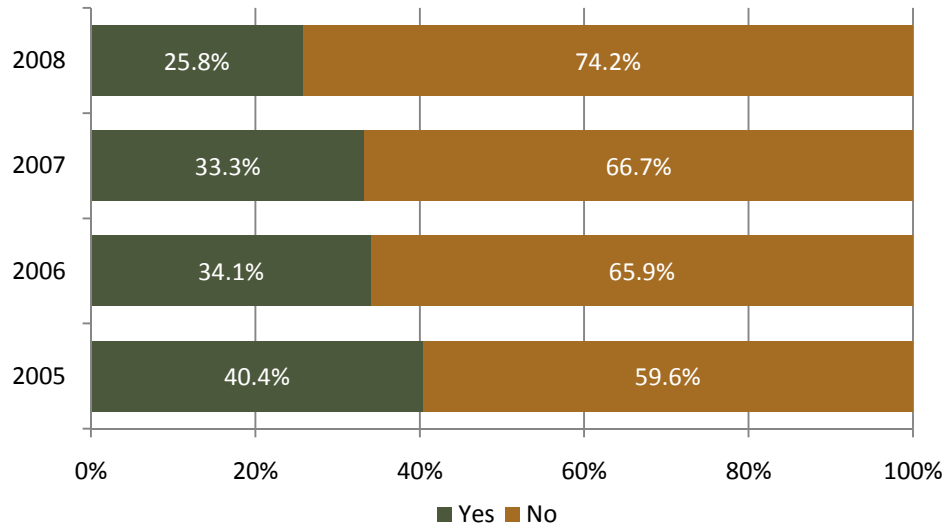
Table 3 - Major activity in the year before starting NEPS

Major activity before starting NEPS	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Going to school	84	62.7%	58	55.2%	106	59.6%	130	63.7%
Working	47	35.1%	44	41.9%	66	37.1%	66	32.4%
Household responsibilities	3	2.2%	3	2.9%	6	3.4%	8	3.9%
Total	134	100%	105	100%	178	100%	204	100%

6. Was this work in the health care field?

Of the 66 respondents who were working prior to starting NEPS, one quarter (25.8%) were working in the health care field. This proportion has been steadily declining over the past four years.

Figure 2 - Working in health care prior to NEPS



During the NEPS Program

7. What year did you start your NEPS program:

Four in five (78.9%) started their program in 2004.

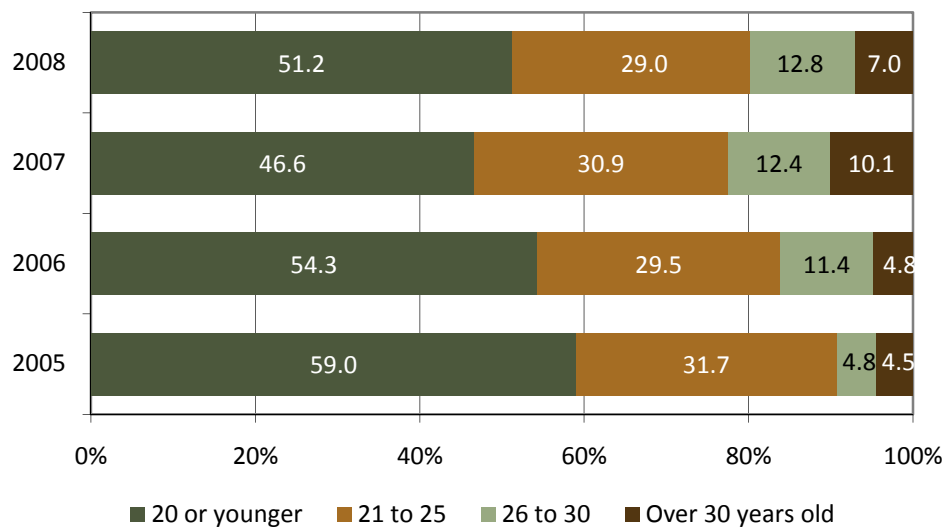
Table 4 - Program start date

Program start date	Frequency	Percent
2001	3	1.5%
2002	11	5.4%
2003	28	13.7%
2004	161	78.9%
2005	0	0.0%
2006	1	0.5%
Total	204	100%

8. What was your age when you entered the NEPS program?

The average age of entry into the NEPS program in 2008 was 21.9 years with a median of 20 years, in line with the averages in 2007 (22.9), 2006 (21.8) and 2005 (20.8).

Figure 3 - Age when entering NEPS



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The average age of starting the program was generally consistent at all sites (ranging from 21.4 years to 22.6 years).

Table 5 - Age started by program site at graduation

	Program site at NEPS graduation					
	Regina		Saskatoon		Prince Albert*	
	Mean	Median	Mean	Median	Mean	Median
Age started program	22.4	21.0	21.4	20.0	22.6	23.0

* Low response rate

9. What was your marital status when you entered the NEPS program?

Over three quarters of respondents (79.9%) report they were single when they entered the NEPS program. This is up somewhat from 2007 (73.6%), returning to levels noted in 2006.

Table 6 - Marital status when entering the NEPS program

Marital status when entering the NEPS program	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Single	113	84.3%	84	80.0%	131	73.6%	163	79.9%
Married or Common Law	18	13.4%	20	19.0%	41	23.0%	36	17.6%
Separated	2	1.5%	0	0.0%	2	1.1%	0	0%
Divorced	1	0.7%	1	1.0%	4	2.2%	5	2.5%
Widow(er)	0	0.0%	0	0.0%	0	0.0%	0	0%
Total	134	100%	105	100%	178	100%	204	100%

Saskatoon graduates are slightly more likely to have been single upon entering the program (84.2%) compared to Regina graduates (74.2%).

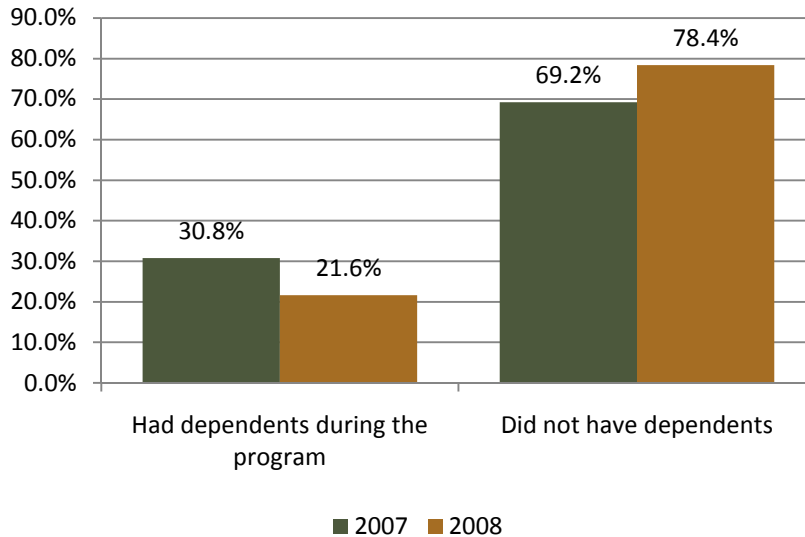
Table 7 - Marital status by program site at graduation

Marital status	Program site at NEPS graduation					
	Regina		Saskatoon		Prince Albert	
	Count	Percent	Count	Percent	Count	Percent
Single	69	74.2%	85	84.2%	9	90.0%
Married or Common Law	21	22.6%	14	13.9%	1	10.0%
Separated	0	0%	0	0%	0	0%
Divorced	3	3.2%	2	2.0%	0	0%
Widow(er)	0	0%	0	0%	0	0%

9b. Did you have dependents during the program?

Less than one quarter of graduates (21.6%) had dependents while enrolled in the program, a smaller proportion than in 2007. This question was not asked prior to 2007.

Figure 4 - Had dependents during the program



Having dependents while enrolled in the program is generally consistent between Saskatoon and Regina. Prince Alberta statistics should be taken with caution due to small sample sizes.

Table 8 - Had dependents during program by program site at NEPS graduation

Had dependents during program	Program site at NEPS graduation					
	Regina		Saskatoon		Prince Albert	
	Count	Percent	Count	Percent	Count	Percent
Yes	21	22.6%	17	16.8%	6	60.0%
No	72	77.4%	84	83.2%	4	40.0%

9b. How many dependents and what is their current age?

Of those respondents who have dependents, the average number of dependents is 1.9 per respondent; however, when averaged over all NEPS graduates, the number of dependents per person is 0.41. The range of ages for dependents runs from 0 to 27 with an overall average age of all dependents of 8.6 with a median of 8.

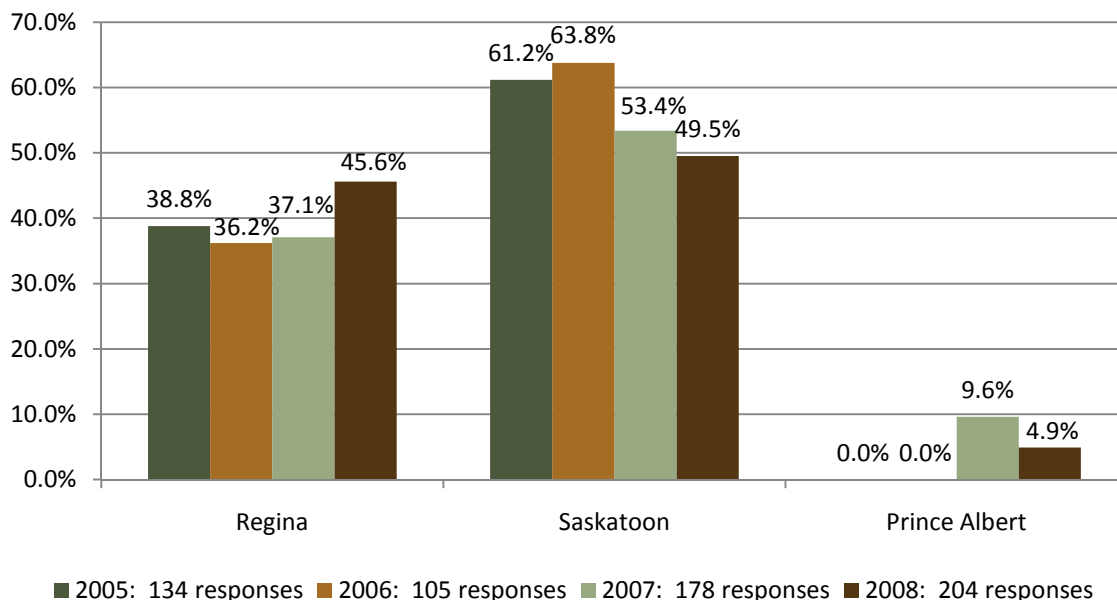
Table 9 - Age of dependents

Age of Dependents	Minimum	Maximum	Median	Mean
First Dependent (n=47)	1	27	8	8.4
Second Dependent (n=28)	1	22	8	9.4
Third Dependent (n=13)	0	19	7	8.4
Fourth Dependent (n=5)	10	13	12	11.7
Fifth Dependent (n=3)	8	8	8	8
Total (n=83)	0	27	8	8.6

10. What was the program site at entry to the NEPS program?

The most common program site at entry to the NEPS program was Saskatoon with one half of respondents (49.5%). A total of 45.6% were in Regina and the remaining 4.9% were in Prince Albert. The ratio of those who entered through Saskatoon to those who entered in Regina has reduced slightly to a 1.1 ratio this year, compared to 1.4 to 1 in 2007, 1.8 to 1 in 2006 and 1.6 to 1 in 2005.

Figure 5 - Program site at entry



11. Please indicate if you experienced any of the following significant life changes during the NEPS program? (check all that apply)

Nearly one half of respondents (48.5%) relocated during the NEPS program, almost one half (47.5%) experienced the illness or death of a family member or friend, and over one quarter (27.0%) went through a change in marital status. Less than one in five (17.6%) experienced no significant life changes during the program.

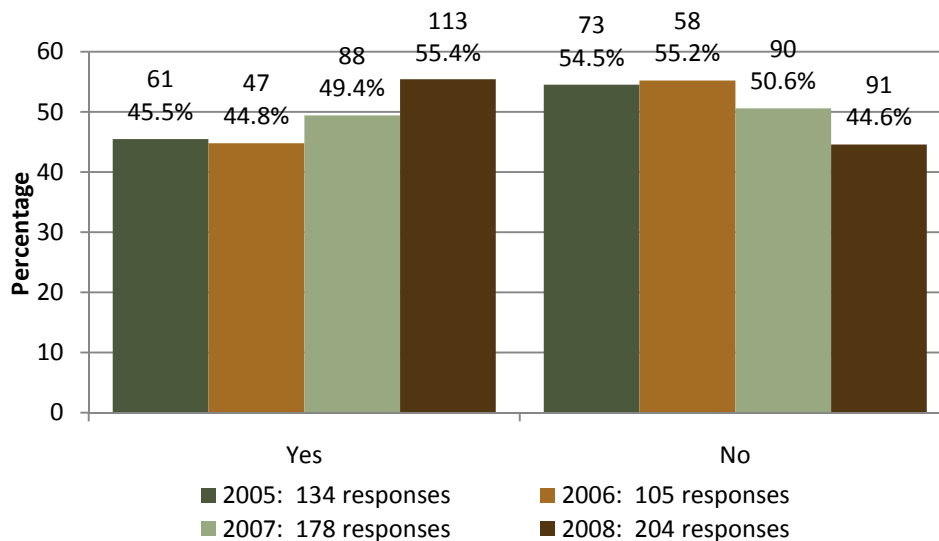
Table 10 - Life changes during NEPS

Life changes during NEPS	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Home relocation	64	47.8%	48	45.7%	90	50.6%	99	48.5%
Illness or death of a family member or friend	67	50.0%	59	56.2%	68	38.2%	97	47.5%
Change in marital status	26	19.4%	26	24.8%	44	24.7%	55	27.0%
Uncertainty of Nursing as your profession	29	21.6%	29	27.6%	36	20.2%	51	25.0%
Care giving for dependent children or adults	17	12.7%	21	20.0%	38	21.3%	37	18.1%
Birth of child	3	2.2%	5	4.8%	16	9.0%	21	10.3%
Major personal illness or disability	15	11.2%	15	14.3%	14	7.9%	17	8.3%
Other, (please specify)	14	10.4%	2	1.9%	12	6.7%	10	4.9%
None	27	20.1%	13	12.4%	38	21.3%	36	17.6%
Total	134	100%	105	100%	178	100%	204	100%

12. Did you work as a Senior Assistant during your NEPS program?

Over one half of respondents (55.4%) worked as a senior assistant during their NEPS program. This number increased slightly over the last two years.

Figure 6 - Worked at senior assistant



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Two thirds of students in Saskatoon (67.3%) and Prince Albert (60.0%) have worked as a senior assistant compared less than one half (41.9%) of students in Regina.

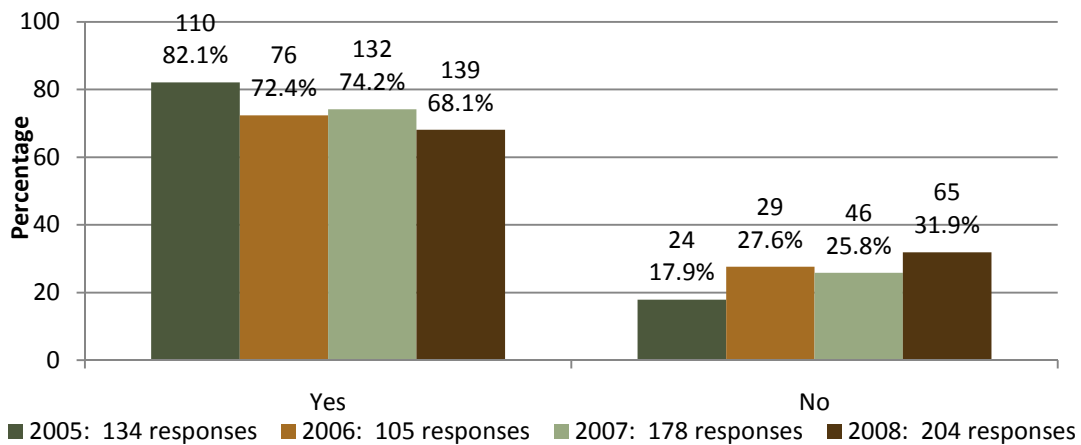
Table 11 - Program site at NEPS graduation by worked as senior assistant

Program site at NEPS graduation	Worked as senior assistant during program			
	Yes		No	
	Count	Percent	Count	Percent
Regina	39	41.9%	54	58.1%
Saskatoon	68	67.3%	33	32.7%
Prince Albert	6	60.0%	4	40.0%

13. Did you have a job, other than as a Senior Assistant, while in the NEPS program?

Two thirds had a job other than as a Senior Assistant while in the NEPS program (68.1%), a notably lower percentage compared to previous years.

Figure 7 - Had a job while in NEPS



14-17. On average, how many hours a week did you work at your job?

A total of 68.1% had jobs during the NEPS program. On average, respondents worked between 15 and 20 hours per week in the four years of their program.

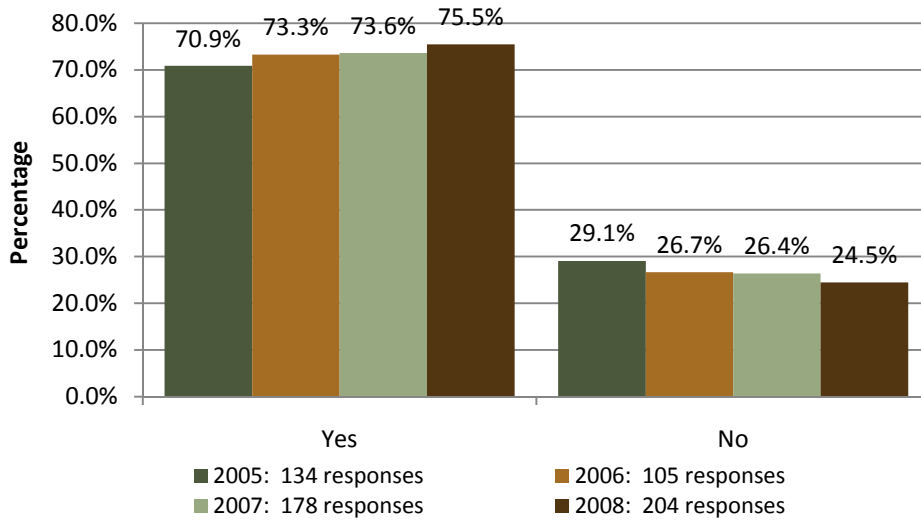
Table 12 - Hours worked per week

	Hours worked per week	
	Mean	Median
First year	19.1	19
Second year	17.8	16
Third year	16.5	15
Fourth year	15.4	14

18. Did you receive any scholarships or bursaries during the program?

Similar to previous years, three quarters of NEPS students (75.5%) have received a scholarship or bursary.

Figure 8 - Received scholarships during the program



19. What was the total dollar value of scholarships or bursaries you received during the NEPS program?

The mean dollar amount of scholarships received by NEPS students during their program is \$5967 with a median of \$5000. When the dollar amount of scholarships received is averaged over all students, including those who did not receive a scholarship, the mean drops to \$4563 with a median of \$3500.

Table 13 - Dollar amount of scholarships received

Total dollar amount of scholarships received	Frequency	Overall percent (n=204)	Percent of recipients (n=154)
No Scholarships	50	24.5%	-
Less than \$3000	16	7.8%	10.4%
\$3000 to \$4999	52	25.5%	33.8%
\$5000 to \$6999	45	22.1%	29.2%
\$7000 to \$9999	20	9.8%	13.0%
\$10000 and up	21	10.3%	13.6%
Total	204	100.0%	100.0%

20. What was the major source of your scholarship/bursary support?

Two thirds received their major support from a government scholarship (67.5%), 11.7% from the University, and 8.4% from the regional Health Authority. These findings are consistent with results from previous years.

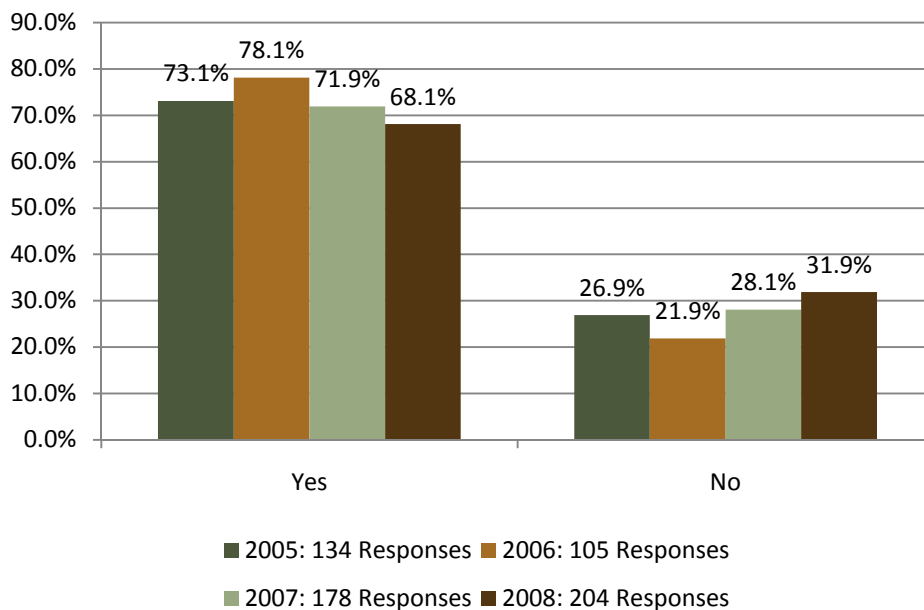
Table 14: Source of Scholarship Support

Description	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Government	63	66.3%	50	64.9%	95	72.5%	104	67.5%
University	13	13.7%	15	19.5%	11	8.4%	18	11.7%
Regional Health Authority	10	10.5%	5	6.5%	10	7.6%	13	8.4%
First Nation Bands/ Métis Organization	2	2.1%	4	5.2%	5	3.8%	4	2.6%
Other (please specify)	7	7.4%	2	2.6%	10	7.6%	15	9.7%
	95	100%	77	100%	131	100%	154	100%

21. Did you obtain any student or educational loans during the program?

About seven in ten respondents (68.1%) obtained student or educational loans. This figure is lower than the high of 78.1% in 2006 but in line with the 2007 result (71.9%).

Figure 9 - Obtained student loans during the program



22. What was the total dollar value of your student or educational loans at completion of the NEPS program?

The average value of student loans among current graduates (for those who had them) is \$34,967 with a median of \$31,900. Across all students, including those who did not have any, the average loan value is \$23,311 with a median of \$20,150.

Table 15 - Total value of student loan

Total value of student loan	Frequency	Percent of total (n=204)	Percent of those with loans (n=136)
None	68	33.3%	-
Less than \$10 000	9	4.4%	6.6%
\$10 000 to \$19 999	16	7.8%	11.8%
\$20 000 to \$29 999	28	13.7%	20.6%
\$30 000 to \$39 999	32	15.7%	23.5%
\$40 000 to \$49 999	28	13.7%	20.6%
\$50 000 and over	23	11.3%	16.9%

24. What was your program site at graduation from the NEPS program?

Saskatoon has the highest proportion of graduates (50.5%) however the proportion of graduates in Regina has shown a notable increase since last year (currently 43.6%). About one in twenty graduated from Prince Albert (5.9%).

Table 16: Program Site at Graduation

Site at graduation	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Saskatoon	84	62.7%	67	63.8%	98	55.1%	103	50.5%
Regina	50	37.3%	38	36.2%	64	36.0%	89	43.6%
Prince Albert	0	0.0%	0	0.0%	16	9.0%	12	5.9%
Total	134	100%	105	100%	178	100%	204	100%

Nearly all respondents graduated from the same site in which they entered.

Table 17 - Program site at NEPS graduation by site at entry

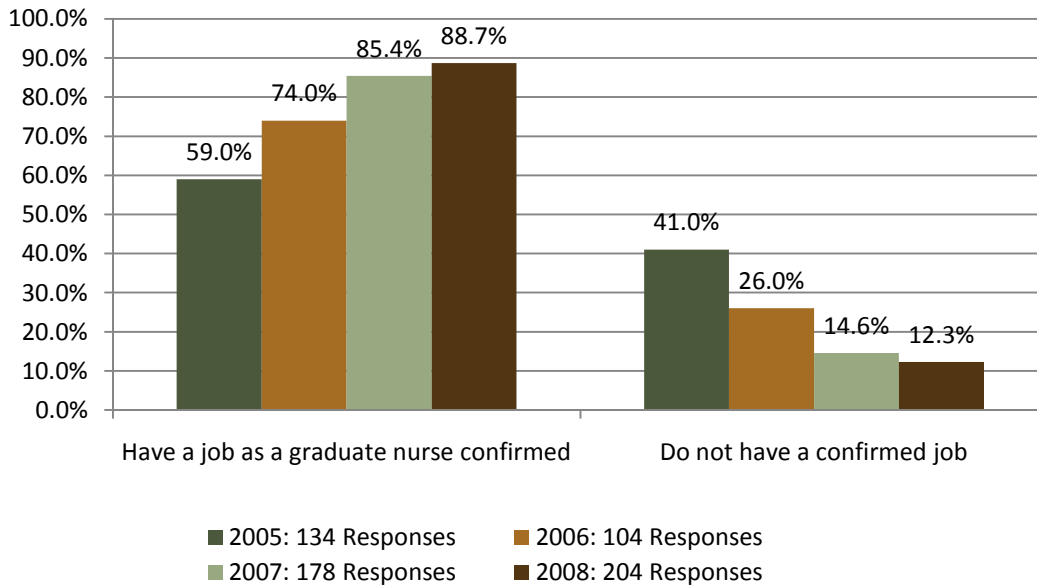
Program site at graduation	Program Site at Entry					
	Regina		Saskatoon		Prince Albert	
	Count	Percent	Count	Percent	Count	Percent
Regina	87	93.5%	2	2.0%	0	0.0%
Saskatoon	6	6.5%	97	96.0%	0	0.0%
Prince Albert	0	0.0%	2	2.0%	10	100.0%
Total	93	100.0%	101	100.0%	10	100.0%

Your Job Search and Anticipated Employment

25. At this time, do you have a job as a graduate nurse confirmed?

The percentage of 2008 respondents who have a job as a graduate nurse continues to rise from a low of 59.0% in 2005 to a current high of 88.7%. Data was collected within the last 2 weeks of the program.

Figure 10 - Have a graduate job confirmed



26-30. If you have confirmed employment, to what extent does your **first job** meet your ideal preferences, where '1' is not at all to '5' being highly ideal?

Location was rated as the most ideal factor with an average rating of 4.4 out of 5 and Shifts least ideal (3.8); however all areas received moderately high ratings. Please see the following page for ratings applied to each job aspect.

Figure 11 - Average ratings of aspects of first job



31. Name the (one) most positive aspect of your first job.

One quarter name great staff as the most positive aspect of their first job (28.0%), followed closely by working in their area of interest (23.4%).

Table 18: Most Positive Aspect of First Job

Description	Count	Percent
Great Staff	49	28.0%
Area of Interest	41	23.4%
Work Environment	32	18.3%
Experience	22	12.6%
Mentorship program and orientation	16	9.1%
Challenging	8	4.6%
Income	7	4.0%
Full Time Employment	6	3.4%
Location	5	2.9%
Schedule	4	2.3%
Not Started	2	1.1%
Other	6	3.4%
Total	175	100%

The following text box lists some verbatim comments expressed by graduates in regard to the most positive aspect of their first job:

Excellent support of grad nurses (adequate orientation, staff willing to support and answer questions).

My mentor is an excellent nurse.

I am working in the area I am most passionate about – Paediatrics!

Increased knowledge base and nursing skills.

The most positive anticipated aspect of my first job is the autonomy that I will have in the position and the ability to utilize all of my nursing competencies.

32. Within the first 6 months after graduation, do you expect to be:

Of those without a job, all but two respondents believe they will be employed as a nurse within the first 6 months after graduation. This is in line with previous results.

Table 19: Expectation within the first 6 months after graduation

	2005: 134 Responses	2006: 105 Responses	2007: 178 Responses	2008: 204 Responses
Employed as a nurse	98.5%	98.1%	100.0%	99.0%
Employed in a field other than nursing	0.0%	1.0%	0.0%	0.5%
Not employed	1.5%	1.0%	0.0%	0.5%

33. If you do not expect to be employed as a nurse in the first 6 months after completing the NEPS program, what is the MAIN reason why?

One respondent does not expect to be employed as a nurse due to family responsibilities and the second because they are attending school.

34. What is/would likely be the geographical location of your *first job* as a graduate nurse?

Most graduates intend to remain (or already have placement) in Saskatchewan for their first job as a graduate nurse (93.1%). This is generally consistent with past findings.

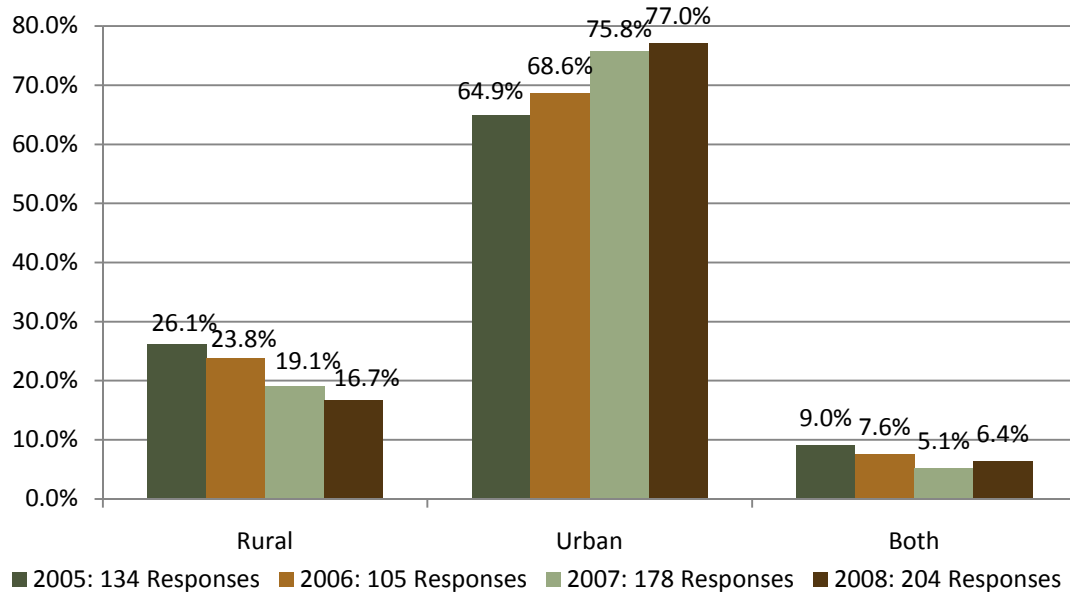
Table 20 - Location of first nursing job

Location of first nursing job	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Saskatchewan	121	90.3%	94	89.5%	172	96.6%	190	93.1%
Manitoba or Eastern Canada	3	2.2%	3	2.9%	1	0.6%	0	0.0%
Alberta or British Columbia	8	6.0%	8	7.6%	5	2.8%	13	6.4%
USA	2	1.5%	0	0.0%	0	0.0%	1	0.5%
Total	134	100%	105	100%	178	100%	204	100%

35. Please specify whether the location of your *first job* as a graduate nurse is/would likely be:

Three quarters (77.0%) of graduate nurses either have or anticipate their first job will be located in an urban centre. The percentage of those who have or anticipate an urban job placement has been steadily increasing over the past four years.

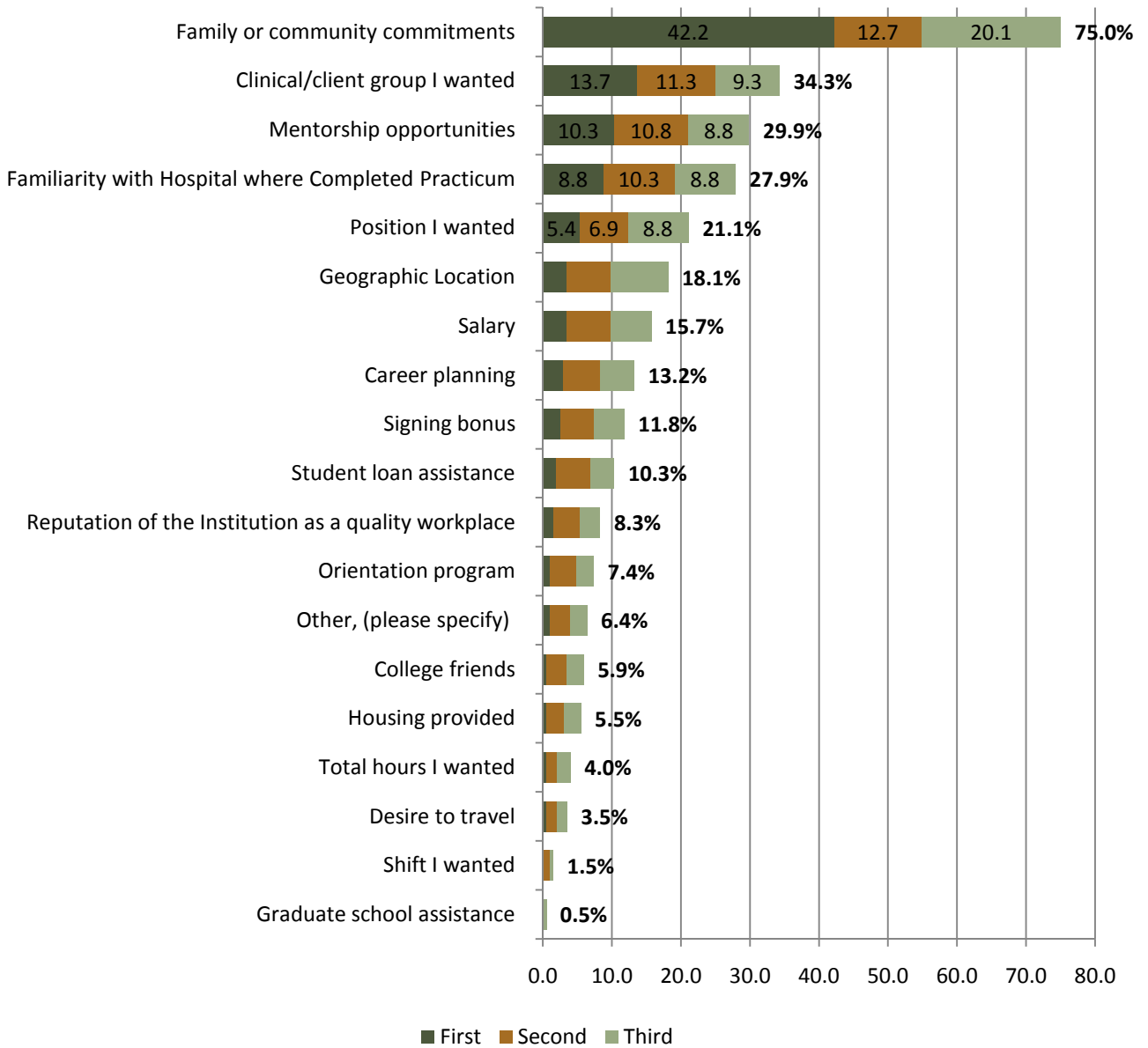
Figure 12 - Location of first job as a graduate nurse



36. Please rank the top 3 factors that influenced your choice of work location for your *first job* as a nurse, with 1 being most important and 3 being least important:

Three quarters mentioned family or community commitments in their top three factors influencing their choice of work location (75.0%), with 42.2% mentioning it first. Clinical/client group (34.3%), mentorship opportunities (29.9%) and familiarity with hospital where completed practicum (27.9%) are also commonly mentioned in respondents' top three.

Figure 13 - Top 3 factors influencing choice of work location



***Totals bolded**

37. Which strategy has been most useful in your job search?

A majority of respondents report clinical work to be the most successful job search strategy (57.8%), down from the 2007 result (67.4%). By contrast, the proportion who found word of mouth most helpful has risen to 23.0% this year compared to 14.6% in 2007.

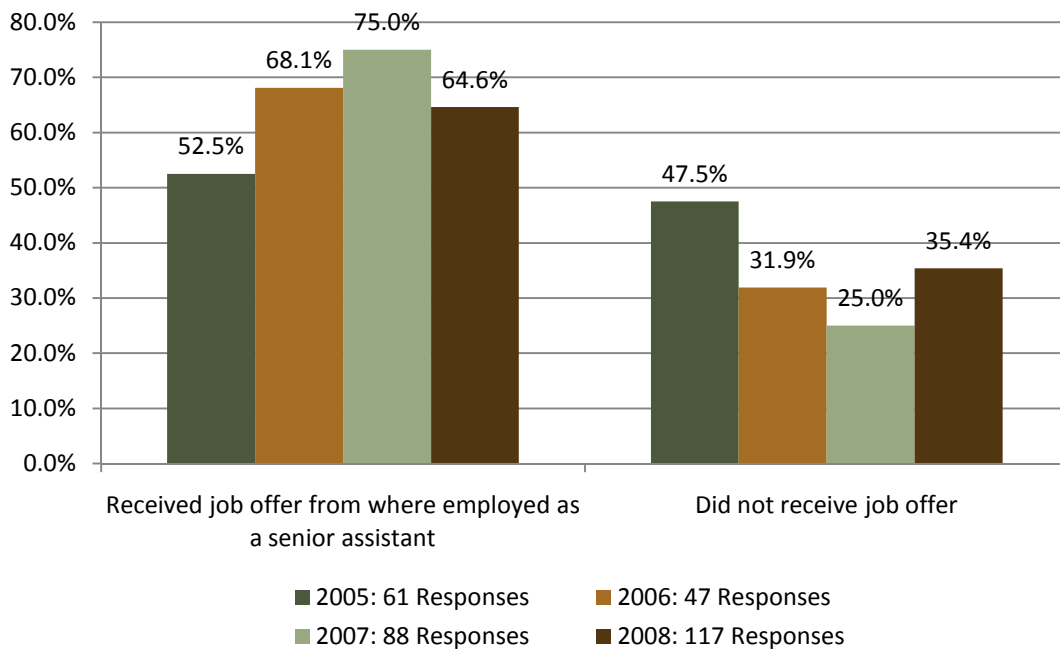
Table 21 - Job search strategy

Job search strategy	2007		2008	
	Frequency	Percent	Frequency	Percent
Clinical work	120	67.4%	118	57.8%
Word of mouth	26	14.6%	47	23.0%
Employer visits	6	3.4%	14	6.9%
Other	9	5.1%	8	3.9%
Internet directory	9	5.1%	7	3.4%
Recruitment Fair	4	2.2%	7	3.4%
Advertisements	4	2.2%	3	1.5%
Total	178	100%	204	100%

38. Did you get a job offer from a unit where you were employed as a Senior Assistant?

Two thirds of current graduates indicate they received a job offer from where they were employed as a senior assistant (64.6%), a notable decrease from 75.0% in 2007 but in line with 2006.

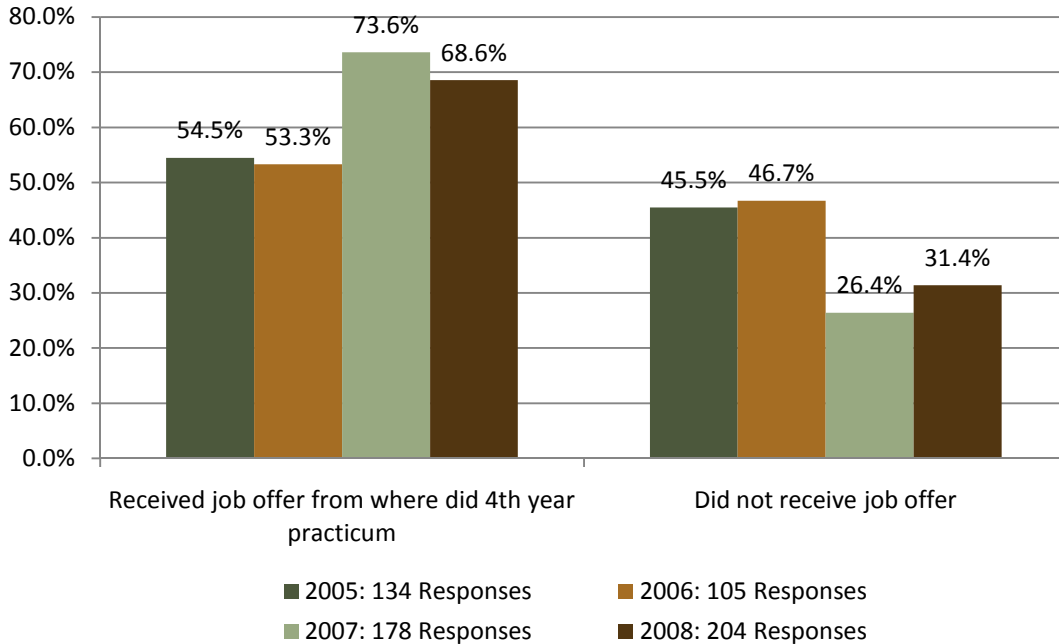
Figure 14 - Received a job offer from unit where employed as a senior assistant



39. Did you get a job offer from a unit where you had your 4th year senior practicum experiences?

Two thirds of respondents indicate they received a job offer from where they completed their 4th year practicum (68.6%), a slight decrease from 2007 (73.6%), but still notably higher than in 2005 and 2006 (54.5% and 53.3% respectively).

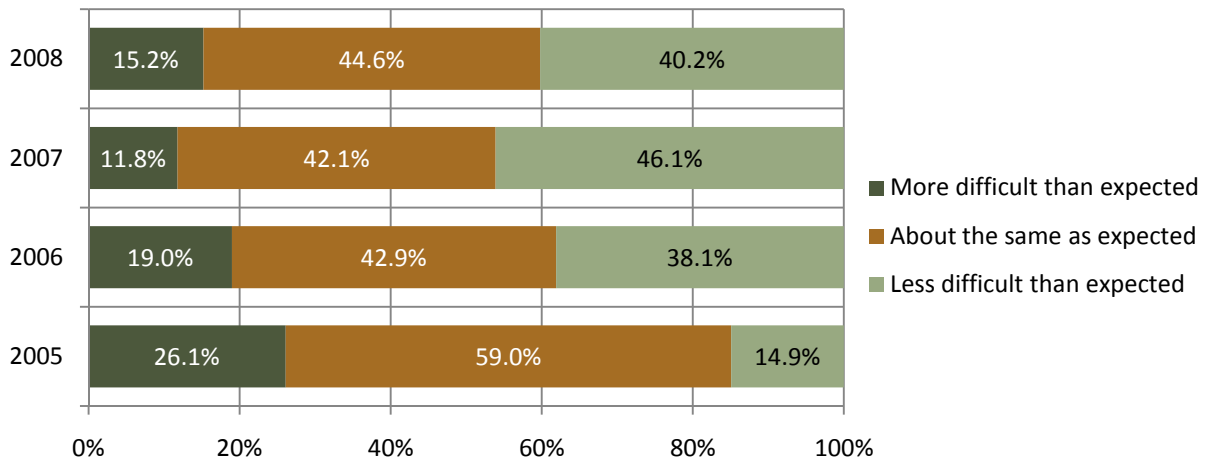
Figure 15 - Received job offer from where completed 4th year practicum



40. How does your experience in finding your *first job* compare with your expectations?

Four in ten found their experience in finding their first job was easier than expected (40.2%), which is a slight reduction from 46.1% in 2007.

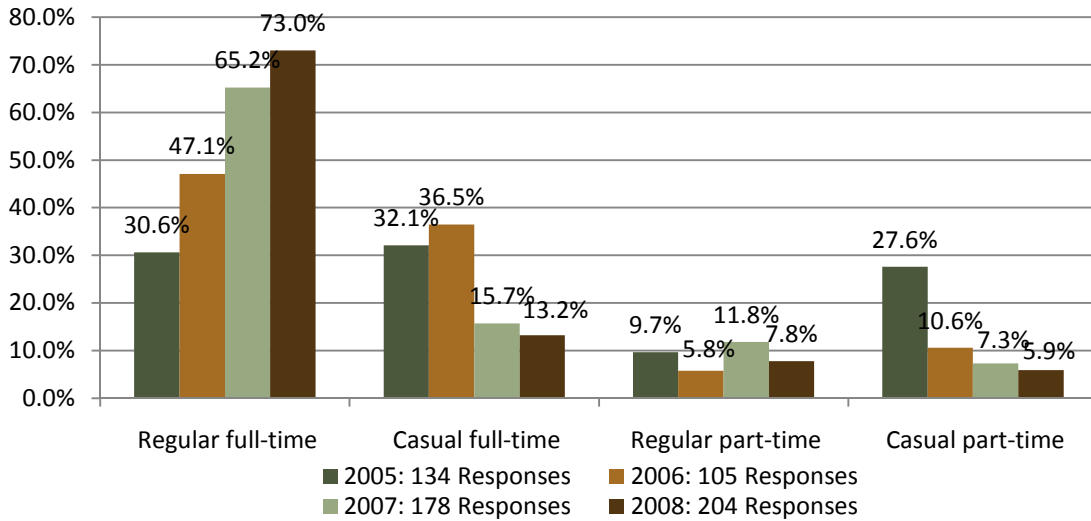
Figure 16 - Difficulty finding first job



41. What will be the work hours of your *first job* as a graduate nurse?

Three quarters expect to work regular full time hours (73.0%), a notably higher percentage than in previous years.

Figure 17 - Work hours of first job



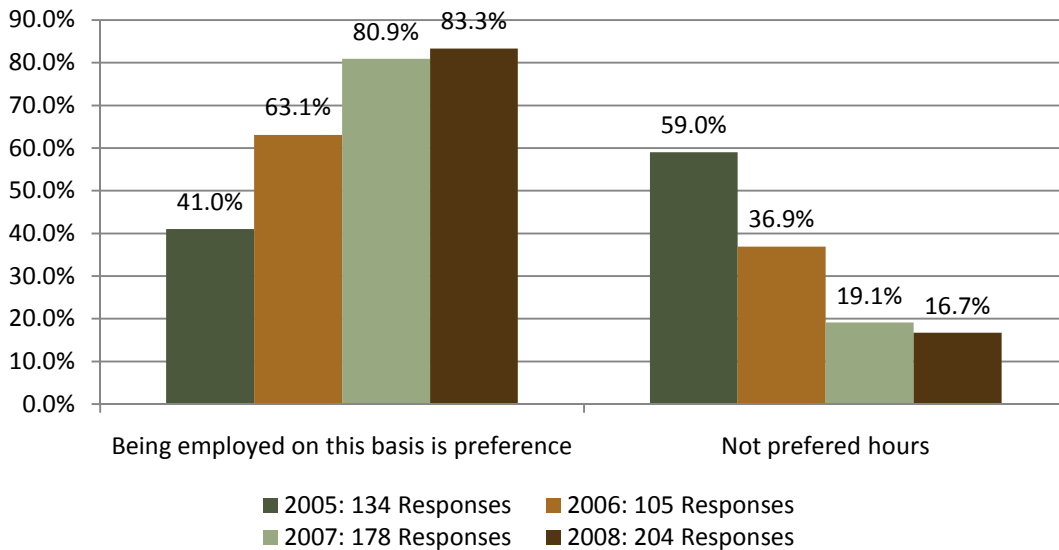
Definitions

"Regular" reflects permanent employment, even though it may be time limited;
"Casual" reflects the fact that the employment does not guarantee a fixed number of hours of work per pay period. (It also would include occasional, on call, on demand, or seasonal work.)

42. Is being employed on this basis your preference?

Most respondents indicate it is their preference to be employed on the basis noted above (88.3%). This is also up from previous years, suggesting a general desire for full-time hours among graduates from all years.

Figure 18 - Employment preference



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As expected, those who are employed to work regular full or part time hours are also much more likely to be happy with their hours than those employed on a casual basis

Table 22 - Expected work hours by preference for hours

	Being employed on this basis is preferred
Regular full-time	98.7%
Casual full-time	33.3%
Regular part-time	62.5%
Casual part-time	33.3%

43. When you start your *first nursing job*, what do you expect will be the length of your orientation (including "buddy" shifts)?

About one half of current graduates expect their orientation to be between 16 and 30 days (48.3%). This is notably higher than in 2007 where only 28.1% expected a similar orientation period.

Table 23: Length of Orientation

	2007		2008	
	Count	Percent	Count	Percent
None	1	0.6%	0	0.0%
One day or less	1	0.6%	0	0.0%
2 - 5 days	37	20.8%	30	14.7%
6 - 15 days	89	50.0%	75	36.8%
16 - 30 days	50	28.1%	99	48.5%
Total	178	100%	204	100%

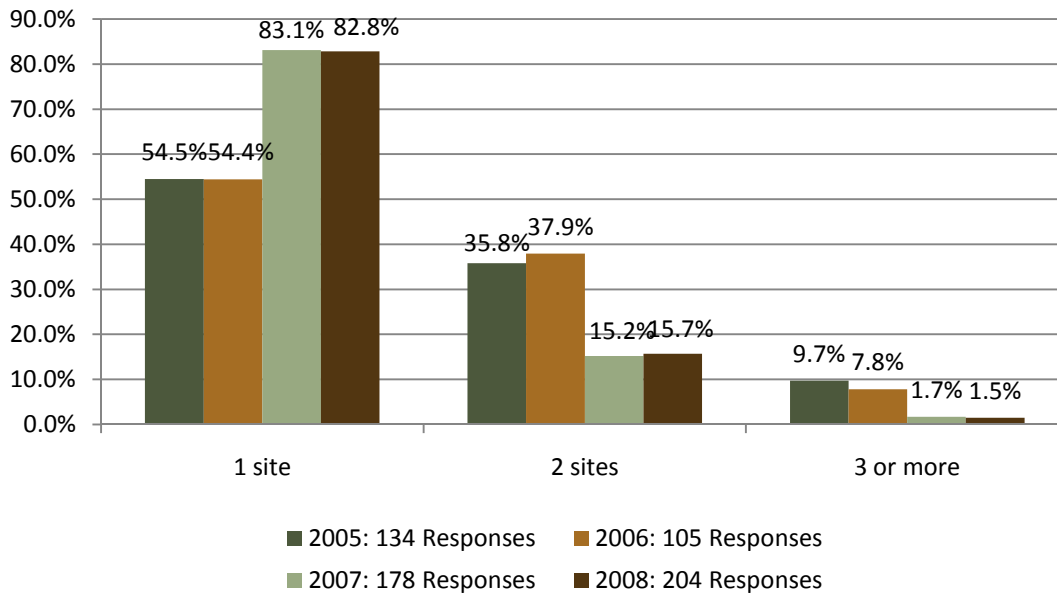
44. How many sites will you/do you expect to work at for your first job as a graduate nurse?

Sites include:

- Different work sites but same employer
- Different units but same employer
- Different employers with same or different units
- For public health nurses, many schools would be one unit

Most respondents expect to work at a single site (82.8%), which is in line with the 2007 result but notably higher than the 2005 and 2006 results.

Figure 19 - Number of sites



45. What type of organization will you be working at?

Most commonly, graduates report they will be working at a general hospital with 100 beds or more in at least one of their work sites (75.4%).

Table 24 - Site of nursing jobs

	Count	Percent
General hospital, 100 beds and over	135	75.4%
General hospital, less than 100 beds	31	17.3%
Community Health/Health Centre	7	3.9%
Mental Health/Psychiatric Centre/Agency	6	3.4%
No response	3	1.7%
Nursing Home/Long Term Care Facility	2	1.1%
Home Care	2	1.1%
Association/Government	2	1.1%
Other	2	1.1%
Nursing Stations	1	.6%
Family Practice	1	.6%

46. What is your position?

Nineteen in twenty will be a staff nurse at a minimum of one of their work sites (96.6%).

Table 25 - Position at site

	Count	Percent
Staff Nurse	173	96.6%
Other	5	2.8%
Researcher	1	.6%
Consultant	1	.6%
Nurse Pract.	1	.6%
Total	179	100.0%

47. What is your main area of responsibility?

At their first site, a large majority of respondents worked in direct care (97.8%). In their second site, one respondent worked in education and at their third site, one worked in research. These findings are consistent with previous years.

Table 26 - Area of responsibility

	2005: 79 Responses	2006: 77 Responses	2007: 151 Responses	2008: 179 Responses
Direct Care	98.7%	98.7%	99.3%	97.8%
Administration	0.0%	0.0%	0.0%	1.1%
Research	0.0%	0.0%	0.0%	0.6%
Education	1.3%	1.3%	0.7%	0.6%

47a. In what area will you provide nursing care:

More than one half of those assigned to direct care (55.1%) will work in the medical or surgical area.

Table 27 - Area providing care

	Area of Care	Count	Percent
Direct Care	Medical/Surgical	97	55.1%
	Pediatric	27	15.3%
	Geriatric	9	5.1%
	Community Health	7	4.0%
	Home care	3	1.7%
	Oncology	10	5.7%
	Emergency care	25	14.2%
	Several clinics	3	1.7%
	Mental Health	10	5.7%
	Maternal	21	11.9%
	Critical Care	17	9.7%
	Ambulatory Care	2	1.1%
	Occupational Health	0	.0%
	Operating Room/RR	1	.6%
	Rehabilitation	0	.0%
Administration	Service	2	1.1%
	Education	1	.6%
Education	Teaching-Student	1	.6%
	Teaching-Employees	1	.6%
	Teaching-Clients	2	1.1%
Research	Nursing Research	1	.6%

48. On average, how many hours per week will you work?

Respondents will receive an average of 40 hours in total at all of their sites.

Table 28 - Number of hours worked per week at site

	First Site	Second Site	Third Site	Total Hours
Mean	37	24	40	40
Median	40	20	40	40
Valid N	175	19	1	175

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Overall, about one half of respondents work between 40 and 49 hours per week (48.8%).

Table 29 - Number of hours worked per week overall

Number of hours worked		Count	Percent
Hours per week	Less than 20 hours/week	1	.5%
	20 to 29 hours/week	11	5.5%
	30 to 39 hours/week	76	37.8%
	40 to 49 hours/week	98	48.8%
	50 or more hours/week	15	7.5%
	Total	201	100.0%
Mean		40	
Median		40	

48a. Will you work in a forensic setting?

A total of 7.3% will work in a forensic setting.

Figure 20: Will work in forensic setting



Base: all respondents (n=204)

49. What do you expect will be your total annual earnings per year before taxes and deductions (Canadian Dollars)?

The expectation of annual income has shown a notable increase from 2007 and has increased steadily since 2005. Nearly one half (49.0%) expect their annual income to be \$50,000 or more compared to 42.2% in 2007 (excluding don't know).

Table 30 - Expected average annual income

	2005: 134 Responses	2006: 105 Responses	2007: 178 Responses	2008: 204 Responses
Less than \$30 000	11.3%	9.6%	9.5%	2.5%
\$30 000 to \$39 000	20.3%	22.9%	7.9%	7.9%
\$40 000 to \$49 000	27.9%	26.7%	27.4%	27.4%
\$50 000 to \$59 000	12.1%	16.2%	26.0%	26.0%
\$60 000 and up	3.0%	7.8%	10.3%	10.3%
Don't know	25.6%	21.0%	26.0%	26.0%

General Questions

50. Are you registering with any of the following associations (check all that apply)?

A large majority plan to register with SRNA only (91.7%), in line with previous graduate intentions.

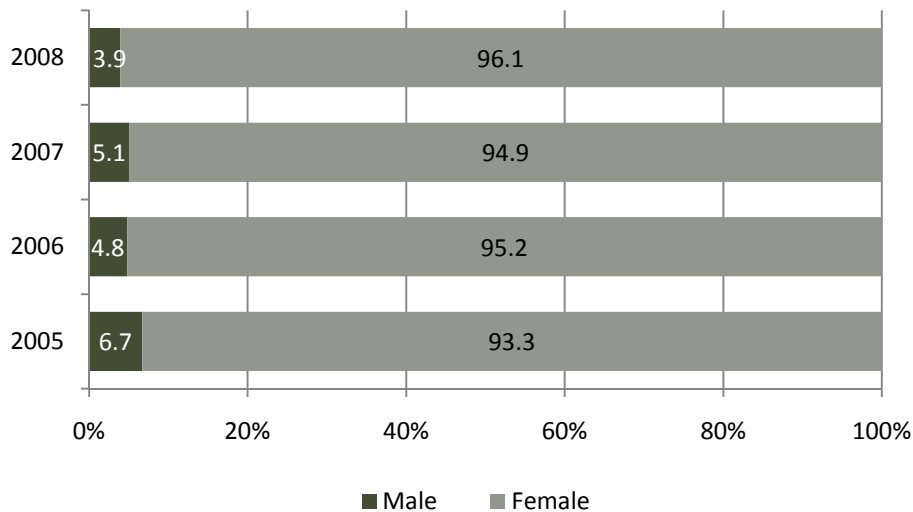
Table 31 - Nursing associations

Nursing Associations	2005		2006		2007		2008	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
SRNA only	123	92.5%	96	91.4%	168	94.4%	187	91.7%
SRNA & RPNAS	1	0.8%	1	1.0%	3	1.6%	4	2.0%
None	7	5.3%	5	4.8%	6	3.4%	10	4.9%
Other nursing licensure	8	6.0%	8	7.6%	7	3.9%	9	4.4%
Don't know	0	0.0%	0	0.0%	1	0.6%	0	0.0%
Total	133	100%	105	100%	177	100%	204	100%

51. What is your gender?

A total of 3.9% of graduates are male and the remaining 96.1% are female, also consistent with their predecessors.

Figure 21 - Gender



Base: all respondents (2005; n=134, 2006; n=105, 2007; n=178, 2008; n=204)

52. Where did you grow up?

About one quarter of graduates grew up in rural Saskatchewan (23.5%), 21.6% in Regina, 15.2% in Saskatoon and 19.1% in a town in Saskatchewan. A declining number are from rural areas of the province, while more are from Regina and outside the province, compared to previous graduating classes.

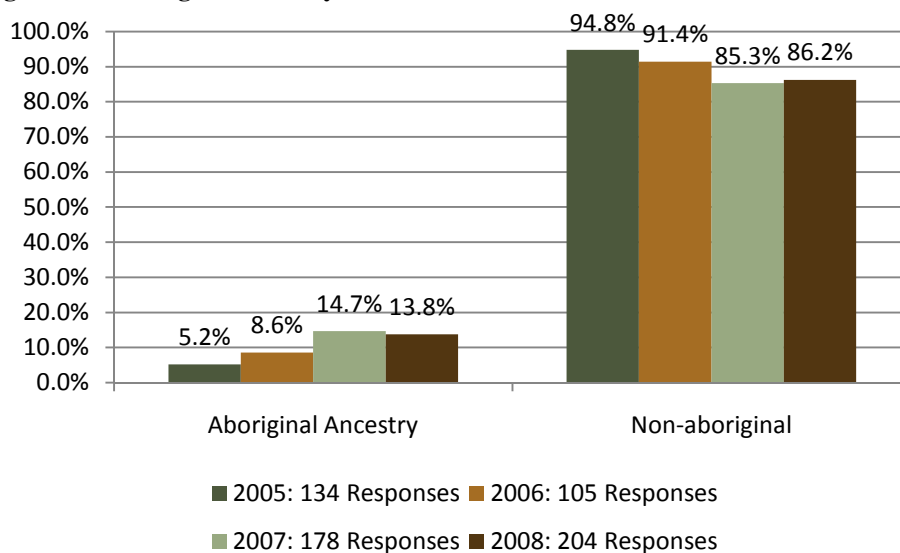
Table 32 – Location

	2005: 134 Responses	2006: 105 Responses	2007: 178 Responses	2008: 204 Responses
Other city in Sask.	15.7%	8.6%	7.9%	9.8%
Outside Sask.	4.5%	9.5%	6.7%	10.8%
Saskatoon	14.9%	18.1%	19.1%	15.2%
Town in Sask.	17.2%	21.9%	21.9%	19.1%
Regina	16.4%	9.5%	17.4%	21.6%
Rural Sask.	31.3%	32.4%	27.0%	23.5%

53. Are you of Aboriginal ancestry?

Overall, slightly more than one in ten NEPS graduates are of Aboriginal ancestry (28 of those who responded to the survey). The proportion of NEPS graduates who are of Aboriginal ancestry has remained consistent with the 2007 result but is notably higher than the 2006 and 2005 results.

Figure 22 - Aboriginal ancestry



54. You indicated you are of Aboriginal ancestry; please indicate if you are:

Of the 28 respondents who indicated that they are of aboriginal ancestry, seventeen are Métis, ten have treaty status and one is non-status.

	Count	Percent
Métis	17	60.7%
Status/Treaty	10	35.7%
Non-status	1	3.6%
Inuit	0	0.0%
Total	28	100%

55. What is your current marital status?

Upon finishing the NEPS program, 45.3% were married or common law and 51.2% were single. This is contrary to a trend over the past four years where a greater proportion of graduates were married at the end of their program.

Figure 23 - Current marital status

	2005: 134 Responses	2006: 105 Responses	2007: 178 Responses	2008: 204 Responses
Single	59.1%	56.2%	46.6%	51.2%
Married/Common Law	38.6%	41.0%	49.4%	45.3%
Separated/Divored/Widowed	2.3%	2.9%	3.9%	3.5%

56. How satisfied are you with your educational experience in the NEPS program?

More than eight in ten are satisfied or very satisfied with their educational experience in the NEPS program (83.3%). This is up from 75.3% noted last year.

Figure 24 - Satisfaction with NEPS

	2005: 134 Responses	2006: 105 Responses	2007: 178 Responses	2008: 204 Responses
Very Satisfied	13.4%	15.2%	9.0%	8.8%
Satisfied	59.7%	60.0%	66.3%	74.5%
Total satisfied or very satisfied	73.1%	75.2%	75.3%	83.3%
Dissatisfied	11.2%	13.3%	2.2%	11.3%
Very Dissatisfied	6.7%	2.9%	3.9%	2.0%
Total dissatisfied or very dissatisfied	17.9%	16.2%	6.1%	13.3%
Unsure	9.0%	8.6%	18.5%	3.4%

57. How well do you believe your educational program has prepared you for nursing practice?

Three quarters of respondents feel the NEPS program well or very well prepared them for nursing practice (74.5%). This is up from 66.8% in 2007.

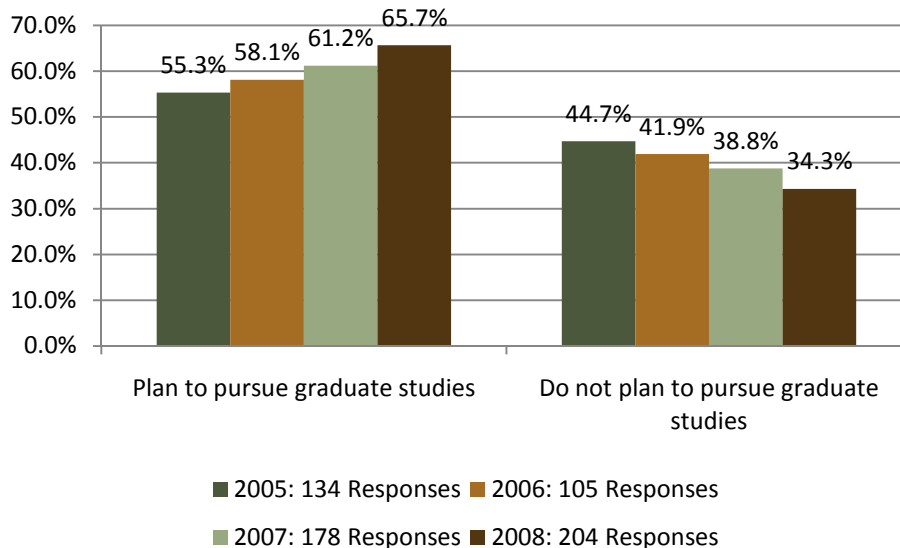
Table 33 - How well NEPS prepared for nursing practice

	2005: 134 Responses	2006: 105 Responses	2007: 178 Responses	2008: 204 Responses
Very well	11.9%	7.6%	6.7%	5.4%
Well	57.5%	67.6%	60.1%	69.1%
Well or Very well	69.4%	75.2%	66.8%	74.5%
Not well	19.4%	16.2%	24.2%	2.0%
Poorly	3.0%	1.0%	3.9%	4.4%
Not well or poorly	22.4%	17.2%	28.1%	6.4%
Unsure	8.2%	7.6%	5.1%	19.1%

58. Do you plan to pursue graduate studies (Masters/PhD) at some time in the future?

About two thirds of respondents plan to pursue graduate studies at some time in the future (65.7%); a proportion that has been gradually rising since 2005.

Figure 25 - Plan to pursue graduate studies



59. Do you have any additional comments regarding the education you received in the NEPS program?

A total of 92 respondents provided comments. The majority of those who did so indicated they feel they require more clinical or practical time (54.3%). Other common comments relate to changes to the curriculum, classes or practicum (29.3%) and comments about instructors or faculty (22.8%)

Table 34 - General comments about the NEPS program

Description	Count	% of Responses
Require More Clinical/Practical Time/Different focus	50	54.3
Changes to Curriculum/Classes/Practicum	27	29.3
Instructors/Faculty/Perceptor Comments	21	22.8
Overall Satisfaction With Program	13	14.1
Other	11	12.0
Unprepared for Work Force/Mentorship	10	10.9
Total	92	100

Could use a bit more "practical" knowledge (real world knowledge), and could use shifts similar to regular RN's earlier to provide a full picture of what the RN does.

I feel inadequately prepared to care for some of the highly acute clients on our ward due to lack of hands on experience with these types of clients in my last two years of the NEPS program.

Several courses I felt could be condensed into seminars or one course.

There are still many things I have never done in my training that I am expected to do in my career now and I will be the only RN at times and be expected to do these things... makes me feel a little uneasy.

I believe that the courses were very good and prepared us well for being a nurse. However, I believe that the marking was very poor and inconsistent. Some of the clinical instructors stated that they were instructed to give lower marks by the professor who ran the course i.e. maternal health clinical. This causes undue stress for students and is one of the major barriers in the NEPS program.

I am truly thankful for the instructors I've experienced over the years without their continued efforts of encouragement I would not be where I am today.

I do feel that I was prepared to function as a nurse in the professional setting. I also feel that the NEPS program really limits students, especially when you consider there is only one time per year (in most cases) that a specific class is offered. If a student chose not to take that class or failed, they are set back by a full year. I also feel that being at SIAST Wascana Campus we NEPS students were very segregated from other programs in the building and miss out somewhat on the social aspect of university life.

Appendix A

Section 1: Prior to Starting the NEPS Program

Please identify your previous education in the health care field (check as many as apply):

Entries under "Other":

- (2) Health Records Program
- (2) Massage therapy
- (1) College of Medicine overseas
- (1) Dental Assistant
- (1) Food and Nutrition
- (1) Health Care Administration diploma
- (1) Health Information Services
- (1) Kinesiology - physical therapy
- (1) Materials Management St Paul's Hospital
- (1) Medical office assistant
- (1) NMT
- (1) Optometry
- (1) Physiology Degree
- (1) Physiotherapy
- (1) Psychology degree
- (1) Reflexologist and Personal Fitness Trainer
- (1) Rehabilitation worker certificate from SIAST
- (1) RPN
- (1) Therapy assistant

Section 1: Prior to Starting the NEPS Program

Please specify the degree(s)/diploma(s)/certificates (including field of study) you held prior to starting the program:

- (2) Bachelor of Arts in Psychology
- (2) Certificate of Christian Religious Studies
- (2) Massage therapist certificate
- (2) Occupational/Physical therapy assistant
- (1) 3 year Physiology Degree
- (1) Bachelor of Arts - English
- (1) Bachelor of Arts - Interdisciplinary studies
- (1) Bachelor of Arts Honours in Psychology
- (1) Bachelor of Arts in Intercultural Studies
- (1) Bachelor of Arts in Religious Studies
- (1) Bachelor of Arts in Sociology
- (1) Bachelor of Commerce (2002) - Marketing major
- (1) Bachelor of Science - Physiology
- (1) Bachelor of Science - Kinesiology
- (1) Biotechnology Diploma
- (1) Business education diploma
- (1) Certificate
- (1) Computer Science

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- (1) Cosmetology
 - (1) Dental Assistant Certificate
 - (1) Diploma (international business)
 - (1) Diploma - medical office assistant
 - (1) Diploma of associate in administration
 - (1) Diploma of Law
 - (1) EDDT-Civil (SAIT)
 - (1) Equine Studies
 - (1) Family Development Worker, Certificate
 - (1) Food and Nutrition Management Diploma
 - (1) Health Care Administration
 - (1) Health Information Services Diploma
 - (1) Health Record Administrator (Diploma)
 - (1) Home care /special care aide
 - (1) LPN
 - (1) Personal Fitness Training Certificate
 - (1) Primary Care Paramedic
 - (1) Psychiatric Nursing
 - (1) Rehabilitation services diploma
 - (1) Rehabilitation Worker Certificate (2000-2001)
 - (1) Religious Studies certificate
 - (1) Teaching Certificate
 - (1) Travel and Tourism Management Diploma
-
- (1) Accounting
 - (1) Bachelor of Fine Arts (Studio art)
 - (1) Business certificate
 - (1) College diploma-Radio and Television Arts
 - (1) Diploma Early Childhood Education
 - (1) Early childhood certificate
 - (1) Reflexology Certificate
 - (1) University of Regina classes

Note: For SDEO students, please include the degree you obtained prior to entry to the SDEO.

- (2) Occupational/Physical therapy assistant
- (2) Certificate of Christian Religious Studies
- (2) Bachelor of Arts in Psychology
- (2) Massage therapist certificate
- (1) Certificate
- (1) Computer Science
- (1) Teaching Certificate
- (1) Religious Studies certificate
- (1) Rehabilitation Worker Certificate (2000-2001)
- (1) Family Development Worker, Certificate
- (1) Health Care Administration
- (1) Equine Studies
- (1) Personal Fitness Training Certificate
- (1) Bachelor of Arts in Religious Studies
- (1) LPN
- (1) College diploma-Radio and Television Arts

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- (1) Accounting
 - (1) Reflexology Certificate
 - (1) Diploma Early Childhood Education
 - (1) Early childhood certificate
 - (1) Bachelor of Fine Arts (Studio art)
 - (1) Diploma of associate in administration
 - (1) Bachelor of Science - Kinesiology
 - (1) Business certificate
 - (1) University of Regina classes
 - (1) Home care /special care aide
 - (1) Business education diploma
 - (1) Health Record Administrator (Diploma)
 - (1) Bachelor of Arts in Sociology
 - (1) Travel and Tourism Management Diploma
 - (1) Diploma of Law
 - (1) Bachelor of Arts Honours in Psychology
 - (1) Diploma (international business)
 - (1) EDDT-Civil (SAIT)
 - (1) Bachelor of Arts - English
 - (1) 3 year Physiology Degree
 - (1) Primary Care Paramedic
 - (1) Cosmetology
 - (1) Rehabilitation services diploma
 - (1) Dental Assistant Certificate
 - (1) Bachelor of Arts - Interdisciplinary studies
 - (1) Bachelor of Science - Physiology
 - (1) Bachelor of Commerce (2002) - Marketing major
 - (1) Health Information Services Diploma
 - (1) Food and Nutrition Management Diploma
 - (1) Psychiatric Nursing
 - (1) Bachelor of Arts in Intercultural Studies
 - (1) Biotechnology Diploma
 - (1) Diploma - medical office assistant
- Total Responses: 53**

Section 1: Prior to Starting the NEPS Program

Was this work in the health care field?

- (2) Emergency Medical Services
- (2) LPN
- (1) Care giver for mentally/ physically disabled 6 yea
- (1) Community homes for people with disabilities
- (1) Dentistry
- (1) Dietary Aid in Care Home
- (1) Food and Nutrition Supervisor
- (1) Health Records
- (1) Medical office assistant
- (1) Optometric assistant
- (1) Pharmacy technician
- (1) Physiotherapy
- (1) Psychiatric nursing
- (1) Saskatchewan Health Communicable Disease Control
- (1) Therapy assistant

Section 2: During the NEPS Program

Please indicate if you experienced any of the following significant life changes during the NEPS program? (check all that apply)

Entries under "Other":

- (2) Financial difficulties
- (1) Husband moved to the USA
- (1) Husband moved to work out of country
- (1) My fiance/husband working out of town
- (1) New immigrant (ESL)
- (1) Personal/family issues
- (1) Unemployed
- (1) Victim of violence
- (1) Working full-time

Section 3: Your Job Search and Anticipated Employment

Name the (one) most positive aspect of your first job

Great Staff - 49 responses (Great Staff)

- (5) Supportive staff members.
- (2) I love the people I work with.
- (1) Co-workers are nice; I have lots of chances to learn in a fast-paced surgical unit.
- (1) Excellent support of grad nurses (adequate orientation, staff willing to support and answer questions).
- (1) Excellent supportive staff.
- (1) Excellent, supportive staff that takes the time to answer any questions you have.
- (1) Good staff to work with.
- (1) Good staff.
- (1) Good support staff.
- (1) Great learning environment and support from manager and staff.
- (1) Great people to work with.
- (1) Having staff with patience to teach a new Grad.
- (1) Helpful senior staff/variety of patients.
- (1) Helpful staff.
- (1) I enjoy the staff.
- (1) I worked there as a senior assistant, so I am familiar with the routine, and the staff are amazing!
- (1) It is in Emergency, so, the learning and acuity, plus the manager is great.
- (1) Love the staff.
- (1) My mentor is an excellent nurse.
- (1) Positive working environment and team members.
- (1) Staff are wonderful to work with, and learn from.
- (1) Staff support and my manager.
- (1) Supportive coworkers.
- (1) Supportive nursing team.
- (1) Supportive staff, good mentorship program, and the area (ER) is what I love.
- (1) Supportive to new grads (welcoming staff and management).
- (1) The other staff members are very supportive.

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- (1) The people I work with have been very welcoming and patient with me. They have guided me and helped to ease my transition into professional practice.
- (1) The people I work with, they seem to be very inviting and helpful.
- (1) The staff involved
- (1) The staff is amazing and helpful.
- (1) The staff is friendly.
- (1) The staff is really nice.
- (1) The staff is really supportive of the new grads.
- (1) The staff is really supportive.
- (1) The staff is very friendly, and willing to share their knowledge and experience with me, a new grad.
- (1) The staff was awesome which made adapting to the professional role a lot easier.
- (1) The support from the staff.
- (1) The supportive attitude of the nursing staff.
- (1) The team work and the staff are wonderful.
- (1) Very supportive nursing staff.
- (1) Work with an amazing staff.
- (1) Working with a good supportive staff that is patient and allows you opportunities to learn as a new grad.
- (1) Young staff.

Area of Interest - 41 responses (Area of Interest)

- (1) Being able to work in the hospital that I wanted.
- (1) Being in primary care.
- (1) Developing counselling skills, as well as connecting with clients and empowering them to develop life skills.
- (1) Familiarity with the floor (I senior assisted there)- job security.
- (1) First option of where I wanted to work.
- (1) Get to start on a paediatric unit without prior experience in paediatrics (besides the rotation there and my senior practicum in paediatrics). Almost all paediatric units and all children's hospitals want you to have experience first. I am very lucky.
- (1) I am able to work with the aging population that is of most interest to me.
- (1) I am looking forward to working in paediatrics.
- (1) I am participating in the WSI project, relieving anxiety.
- (1) I am working in a woman's health field on maternity, in Regina.
- (1) I am working in the area I am most passionate about - Paediatrics!
- (1) I get to work with the client group that I wanted to.
- (1) I like the client and I like what I am doing.
- (1) I like the position.
- (1) I was posted on the ward I have always aspired to work on.
- (1) I will be working on a ward that I wanted to prior to graduation.
- (1) I worked on the unit as a senior assist, and also am doing my senior practicum. So i am very comfortable with this area of nursing.
- (1) Immunizing infants.
- (1) In the area I wanted.
- (1) It is an area I am extremely interested in, there is also a great preceptorship program and extra classroom education.
- (1) It is an area that I am familiar with, and was my first choice for initial job after NEPS.
- (1) It is in Emergency, so, the learning and acuity, plus the manager is great.
- (1) It is in the area I really wanted to get into.
- (1) It is in the area of paediatrics, where I wanted to be.
- (1) It is on the unit I wanted it to be on.
- (1) It is the field I wanted to get into.
- (1) My final practicum was on this unit.

Exit Survey of the 2007-08 Graduates of the SDEO NEPS Program

- (1) My first choice, what I've always wanted to do.
- (1) Same unit as my six week practicum since I was unable to get a mentorship.
- (1) Supportive staff, good mentorship program, and the area (ER) is what I love.
- (1) The area was one of my first choices to work as a new grad.
- (1) The clients.
- (1) The field.
- (1) The gratitude received from the families of palliative patients and the patients themselves, and being able to assist these individuals through this major life transition.
- (1) The position.
- (1) Total patient care.
- (1) Working at a children's hospital, I love paediatrics.
- (1) Working in the community.
- (1) Working with children.
- (1) Working with people.
- (1) Working with the babies.

Work Environment - 32 responses (Work Environment)

- (3) Supportive work environment.
- (2) Positive work environment.
- (2) Team work.
- (1) Ease you into the work.
- (1) Everyone is really helpful.
- (1) Feeling welcomed and comfortable working as a member of a team.
- (1) Friendly environment.
- (1) Great learning environment and support from manager and staff.
- (1) I am familiar with the routine, environment, staff and responsibilities as I had my last practicum there in a children's hospital.
- (1) I chose the position because I senior assisted there and knew the staff very well. I was also offered the mentorship program.
- (1) I have obtained a position where I will be working on two different units and the one unit is a wonderful place with a team atmosphere. So that is what the most positive aspect is, people working together.
- (1) I worked there as a senior assistant, so I am familiar with the routine, and the staff are amazing!
- (1) Lots of support to help me.
- (1) Positive working environment and team members.
- (1) Spontaneous.
- (1) Supportive to new grads (welcoming staff and management).
- (1) Supportive work environment from coworkers.
- (1) Team-based nursing, well-paced orientation process.
- (1) The integration.
- (1) The people I work with have been very welcoming and patient with me. They have guided me and helped to ease my transition into professional practice.
- (1) The staff is very accepting of having a new grad nurse.
- (1) The staff was awesome which made adapting to the professional role a lot easier.
- (1) The team spirit and working environment at the small integrated facility I work at.
- (1) The team work and the staff are wonderful.
- (1) Very well managed unit with lots of staff. Rather than being short staffed they are well staffed with many well seasoned nurses to help.
- (1) Work environment.
- (1) Working for and with people of the same ethnic background (First Nations).
- (1) Working with a good supportive staff that is patient and allows you opportunities to learn as a new grad.

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Experience - 22 responses (Experience)

- (1) A good learning unit.
- (1) Co-workers are nice; I have lots of chances to learn in a fast-paced surgical unit.
- (1) Developing counselling skills, as well as connecting with clients and empowering them to develop life skills.
- (1) Diversity of work (emergency setting).
- (1) Getting good medical-surgical experience.
- (1) Getting the hands on skills.
- (1) Good experience.
- (1) Good place to gain experience in basic nursing skills and management of care.
- (1) Helpful senior staff/variety of patients.
- (1) I will get a breadth of experience because it is a small hospital and whatever walks through the door is what I am going to deal with.
- (1) Increased knowledge base and nursing skills.
- (1) It is a lot of good experience.
- (1) It is a rural community hospital with lots of variety and different experiences.
- (1) It is in acute care (medicine) so I believe that it will help me gain needed experience to become a better nurse.
- (1) It is in Emergency, so, the learning and acuity, plus the manager is great.
- (1) Learning lots of nursing skills.
- (1) Skills acquired.
- (1) There are a wide variety of experiences available.
- (1) There are lots of experience opportunities.
- (1) Variety.
- (1) Vast variety of clinical experience available.
- (1) You learn a lot of skills.

Mentorship - 16 responses (Mentorship program and orientation)

- (2) Mentorship training program.
- (1) A thorough orientation, moving you on only if you feel comfortable moving to more complex patients.
- (1) Being a part of the mentorship project.
- (1) Excellent support of grad nurses (adequate orientation, staff willing to support and answer questions).
- (1) Good orientation and good education.
- (1) Have enough buddy shifts to begin with.
- (1) Having the mentorship program.
- (1) I chose the position because I senior assisted there and knew the staff very well. I was also offered the mentorship program.
- (1) I have a mentor.
- (1) I have a preceptor for six weeks and a mentor for one year; I will be taking a cardiac telemetry course.
- (1) I was mentored in.
- (1) It is an area I am extremely interested in, there is also a great preceptorship program and extra classroom education.
- (1) My mentor is an excellent nurse.
- (1) Supportive staff, good mentorship program, and the area (ER) is what I love.
- (1) Team-based nursing, well-paced orientation process.

Challenging/Resp - 8 responses (Challenging)

- (1) A very good learning environment that will be challenging and rewarding at the same time.
- (1) Having responsibilities again: to my clients, student loan and future as a whole.

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- (1) Independence.
- (1) It is challenging.
- (1) More autonomy and not treated like a lowly student.
- (1) Responsibility.
- (1) The freedom of responsibility.
- (1) The most positive anticipated aspect of my first job is the autonomy that I will have in the position and the ability to utilize all of my nursing competencies.

Income - 7 responses (Income)

- (1) Familiarity with the floor (I senior assisted there)- job security.
- (1) I am going to get paid.
- (1) It is government, so it pays very well.
- (1) It is the money.
- (1) Pay cheques.
- (1) Recruitment bursary.
- (1) Wage.

Full Time Empl. - 6 responses (Full Time Employment)

- (2) Full time employment.
- (1) Full time, 8:30-5:00. My hours, and no weekends.
- (1) Full-time, 8 to 5 days.
- (1) It is full time hours.
- (1) Permanent full time employment.

Other - 6 responses (Other)

- (1) Convenience.
- (1) Easy to get a job.
- (1) I am really satisfied with everything.
- (1) I got it right after school.
- (1) SCH 4300.
- (1) The gratitude received from the families of palliative patients and the patients themselves, and being able to assist these individuals through this major life transition.

Location - 5 responses (Location)

- (2) Close to home.
- (2) Location.
- (1) It is in the community that I live in.

Schedule - 4 responses (Schedule)

- (1) Accommodating my schedule for the summer (casual) by pre-booking me for shifts.
- (1) Flexibility.
- (1) Full time, 8:30-5:00. My hours, and no weekends.
- (1) Have enough buddy shifts to begin with.

Not Started - 2 responses (Not Started)

- (1) I have not started working yet.
- (1) I haven't started yet, although I am looking forward to finally getting paid for the work I do.

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DK/Refused - 1 responses (No response)

(1) Refused.

Other - 1 responses

(1) Team work

Section 3: Your Job Search and Anticipated Employment

*Please rank **the top 3 factors** that influenced your choice of work location for your **first job** as a nurse, with 1 being most important and 3 being least important:*

- (1) commute time
- (1) completed final practicum here
- (1) Familiar work environment
- (1) Familiarity with unit from senior practicum
- (1) recruitment of manager
- (1) Senior Assistance Experience
- (1) staff
- (1) supportive work environment
- (1) Where I was a Senior Assistant
- (1) Worked as a Senior Assist there
- (1) worked there as a senior assist there

Section 3: Your Job Search and Anticipated Employment

What type of organization will you be working at?

(Note: The primary site is the site where you had the most hours per week)

Primary Site:

- Other:
- (1) Pasqua Hospital
 - (1) acute care
 - (1) RUH

Secondary Site:

- Other:
- (1) acute care

Third Site:

- Other:

Section 3: Your Job Search and Employment in the Period up to One Year After Graduation

What is your position?

Primary Site:

Other:
(2) Graduate nurse
(1) community health nurse/supervisor
(1) General duty staff nurse
(1) RN

Secondary Site:

Other:

Third Site:

Other:

Section 3: Your Job Search and Anticipated Employment

In what area will you provide nursing care:

Primary Site

- Direct Care**
- Administration**
- Education**
- Research**

- Other:
 - (1) Acute Mental Health
 - (1) All I will be working in rural Saskathewan
 - (1) Cardiology
 - (1) cardiosciences
 - (1) Forensic Psychiatry
 - (1) gynecology
 - (1) Medical Nephrology/ Respiratory
 - (1) Neonatal
 - (1) neuro
 - (1) Outpatients
 - (1) palliative
 - (1) pediatrics
- (1) peds,obs,ER, medical/post-op, longterm, palliative

Secondary Site

- Direct Care**
- Administration**
- Education**
- Research**

- Other:
 - (1) Occupational Health/Community Health
 - (1) palliative care, LTC assessment, ambulaory clinic

Third Site

- Direct Care**
- Administration**
- Education**
- Research**

Other:
