

# Evaluation of a Nursing Program Curriculum Redesign: Assessing Millennial Satisfaction and Outcomes



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## Purpose

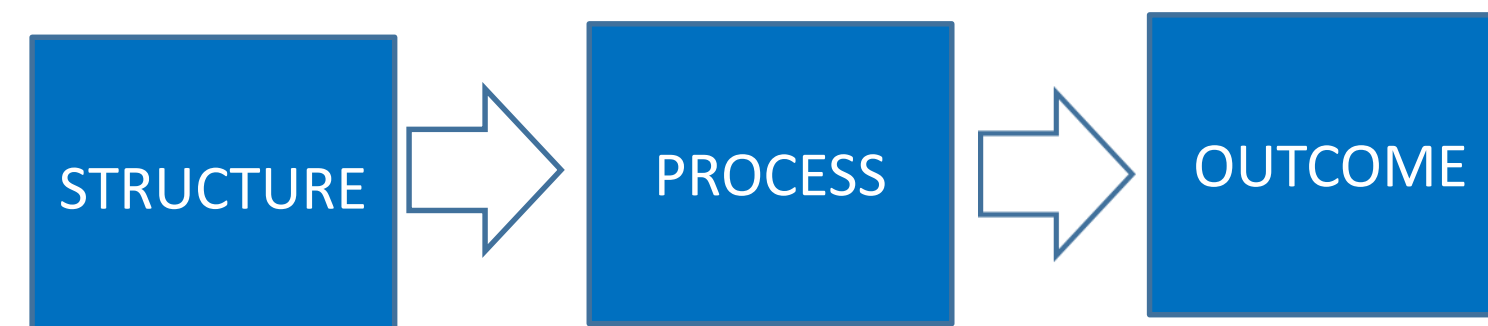
The researchers for this study were curious to investigate the impact of a recent complete program curriculum redesign and the graduates' perception of their nursing education and the subsequent transition to practice.

## Background and Significance

- The millennial generation currently surpasses the baby boomer generation by three million. This gap will continue to increase, and by 2030 millennials will outnumber the baby boomer generation by 22 million (Shatto et al., 2016).
- As the millennials are entering nursing education programs and the workforce, the need for educators and employers to study and understand how the millennial generation functions is significant in order to understand and possibly impact their transition to the workplace (Shatto et al., 2016).
- Additional studies include the belief that improvements in the work preparation by nursing education programs has been supported in the literature as a related factor for new graduate job satisfaction (Kenny et al., 2016).
- Student's perception of the quality of the educational experience should be included in the comprehensive evaluation of an educational program (Chen & Lo, 2012).
- The Kenny et al., (2016) study reports an investigation into the degree to which graduates who were dissatisfied with their training and work preparation are also dissatisfied with their first job, and whether this flows on to intentions to leave their first employer and/or the nursing profession.

## Framework

- Donabedian Conceptual Framework model holds that strong structure and processes can have an affect on the outcome (Donabedian, 1966)
- Consists of three components:
  - Structure
  - Process
  - Outcome
- Structure represents the institution and curriculum
- Process represents the educational activities based on the curriculum design
- Outcome represents the effectiveness of the curriculum



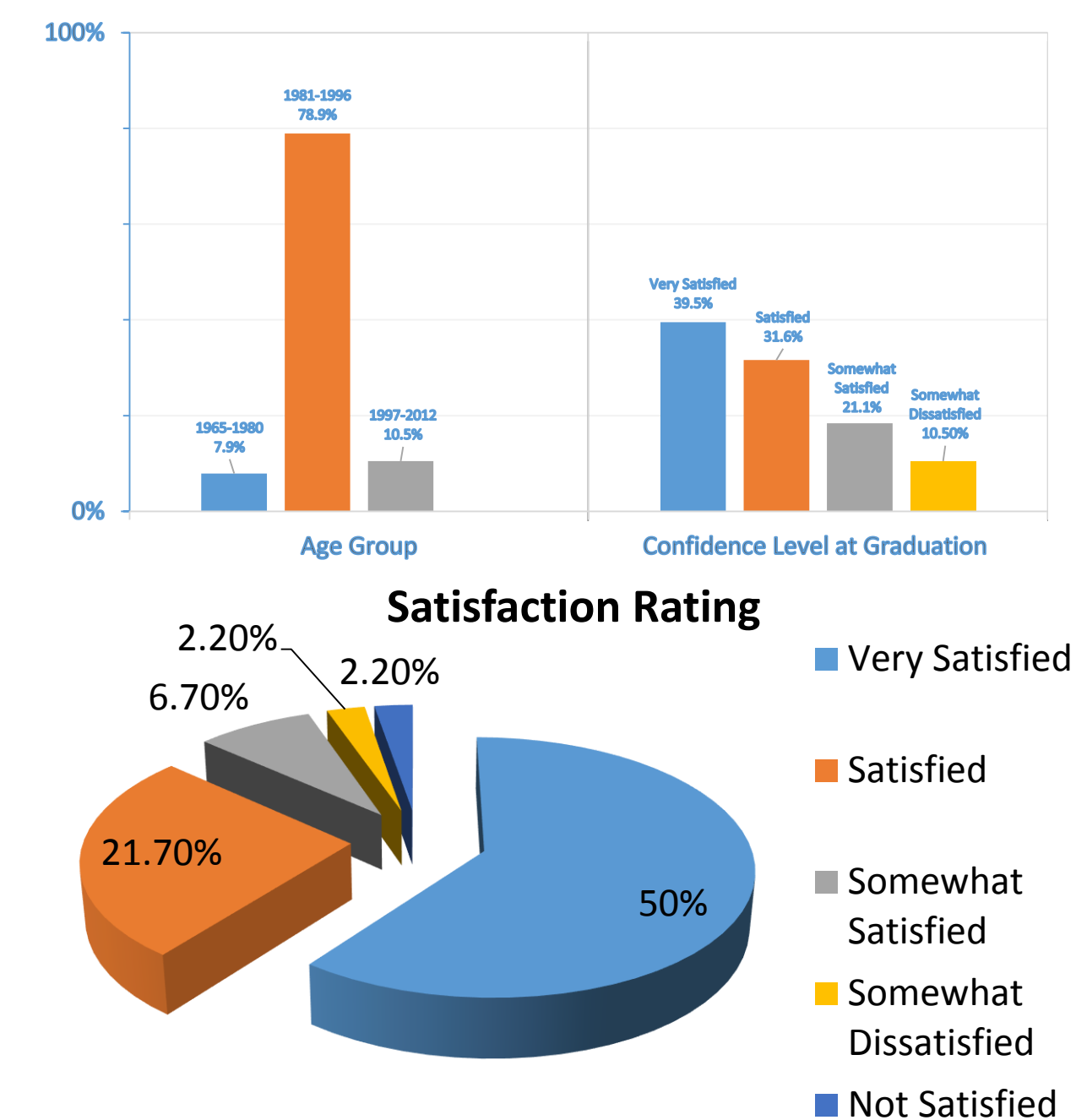
## Methodology

- IRB approval was obtained from the institution
- Data collection occurred in the spring of 2019
- Survey Monkey link sent out via email to participants
- Convenience sample of graduate nurses in each cohort who experienced the curriculum redesign
- Nursing Student Satisfaction Scale (NSSS) was utilized as the assessment tool with permission from the author, Dr. Chen (Chen & Lo, 2012)
- Fourth section was added to the tool and was reviewed by experts for content validity
- Excluded incomplete surveys

## Results

### PHASE I

- Survey emailed to 228 graduates
- Sample size 45 participants with total of 38 included in the data
  - 6 did not complete survey
  - 1 did not wish to participate
- Demographics:
  - Female 81.6%, Male 15.8%, No Answer 2.6%
- Prior healthcare experience:
  - 39.5% Less than 1 year; 44% 1-5 years
- Each cohort had 3-6 students participate in the survey
- 94.7% participants report attending a BSN program
- Millennials were the greatest respondent group at 78.9%



## Conclusions

- NSSS Likert Scale: 6=Very Satisfied to 1=Not Satisfied
  - Overall Nursing Student Satisfaction ( $M=5.11$ ,  $SD=1.02$ )
  - Curriculum and Teaching ( $M=5.31$ ,  $SD=0.89$ )
  - Professional Social Interaction ( $M=5.14$ ,  $SD=1.13$ )
  - Environment ( $M=4.87$ ,  $SD=1.14$ )
  - Fourth Subscale ( $M=5.02$ ,  $SD=0.99$ )
- Sample size may have been limited related to the time constraints due to delayed IRB approval.
- Phase II will consist of amending the IRB application to include survey by text messaging to the graduates to increase the sample size. The researchers have a goal of 15 participants per cohort.
- Parametric and non-parametric analysis will be conducted when the sample size has reached an increased number of participants.



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## References and Contact Information

References available upon request from the authors by email:  
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