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Research Article

Tracer Study of the Nursing Graduates in a State College

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ABSTRACT

Introduction: This graduate tracer study aimed to improve the nursing program in a state college. Method: It used descriptive survey collect the nursing graduates' demographic, educational, and employment profiles, as well as their feedbacks. The study used 60% representative stratified and snowball samplings. Findings presented in frequency distribution tables. Feedbacks were grouped into themes. Results: The demographic profile showed varied age from 20 to 40 years old, who were largely female. The educational profile showed fluctuating nurse licensure examination percentage, and a large number who were not actively involved in continuing professional development. The employment profile showed a large number of graduates who were not employed in nursing related jobs and without permanent employment status. Conclusion: Thus, these findings corroborated the graduates' feedbacks that to produce quality graduates for the labor market, program offering improvement in terms of faculty, curriculum and instruction, library, and physical facilities is needed.

Keywords: *Continuing professional development, Employment, Graduate tracer study, Nurse licensure examination*

Introduction

Higher education institutions (HEIs) around the world are required to conduct a graduate tracer study (GTS) to improve their program offerings in response to the changing needs of the labor market. Commonly, the GTS aims to collect basic information from the graduates, including their educational and employment development (Badiru & Wahome, 2016; Schomburg, 2016; Wahome, Egesah, & Wanyama, 2015).

Similarly in the Philippines, the governing body responsible for all HEIs, the Commission on Higher Education (CHED), requires the conduct of GTS to improve the quality of education in the country, especially that most of the results of the board programs are deteriorating. Significantly, nursing is one of the board programs that continues to deteriorate as evidenced by the results of the Philippine Nurse Licensure Examination (PNLE) which was largely associated with the demands of the nursing workforce from other countries. Consequently, HEIs offering nursing program in the country are mushrooming, despite their limited capacity to offer the said program (Sanchez

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& Diamante, 2017; Ramirez, Cruz, & Alcantara, 2014).

This is the case of a state college in Davao Region, the only government school that offers a nursing program. Working as one of the faculty of the program, the researcher observed its fluctuating PNLE percentage performance, from school years 2006-2007 to 2014-2015, which is contrary to the prime mandate of all state universities and colleges (SUCs) in the country to provide quality education. Many experts believe that the licensure examination is one of the reliable indicators of the quality and the standard offered by the HEIs (De Leon, 2014).

To date there are only few existing studies pertaining to the graduates' feedback which help improve the standard and quality of nursing education in terms of faculty, curriculum and instruction, library, and physical facilities. Thus, the researcher is conducting a GTS in order not only to gather necessary information about the graduates and their employment status but also including their feedback that provide new valuable information to help elevate the quality and standard of nursing education and services in the country.

Objectives

This study aimed to collect substantial information that are useful from the nursing graduates in a state college, from school years (SY) 2006-2007 to 2014-2015, for the improvement of the program offerings, especially of nursing. Specifically, this study described the following phenomena of concern:

1. What is the demographic profile of the nursing graduates in terms of:
   a. Age and
   b. Sex?
2. What is the educational profile of the nursing graduates in terms of:
   a. Philippine Nurse Licensure Examination Performance (PNLE) and
   b. Continuing Professional Development (CPD)?
3. What is the employment profile of the nursing graduates in terms of:
   a. Employment Type,
   b. Employment Designation,
   c. Current Salary,
   d. Employment Placement, and
   e. Employment Status?
4. What are the nursing graduates' feedback for the improvement of the BSN program in terms of:
   a. Faculty,
   b. Curriculum and Instruction,
   c. Library, and
   d. Physical Facilities?

Method

A descriptive research design was employed for this study. Specifically, a survey was employed to collect the demographic, educational, and employment profiles of the nursing graduates, from SYs 2006-2007 to 2014-2015. More importantly, feedback for the improvement of the program offerings of the state college, especially of the BSN program, was also collected.

All the substantial information were collected from the state college and from the location of the nursing graduates. There were 247 nursing graduates produced by the state college BSN program from SY 2006-2007 to 2014-2015. However, the researcher employed the 60% representative stratified sampling set as the target number of participants needed for this study. Snowball sampling was employed to trace 60% representative samples and more for each of the stratum (school year) to meet the overall 60% target or 148 representative samples of the total number of nursing graduates.

A self-administered questionnaire, adopted from the CHED graduate tracer study and other related literature. The tool was modified to give focus on the following four (4) components as: 1) demographic profile, 2) educational profile, 3) employment profile, and 4) nursing graduates' feedback.

Moreover, the tool consisted a total of 40 varied questions. Closed questions were employed for the nursing graduates' profiles, while, open-ended questions were employed for the nursing graduates' feedback for the improvement of the BSN program. Three experts were sought to review the reliability and the validity of the modified tool.

A stepwise procedure was employed for the collection of data. Ethical considerations were

ensured before and during the conduct of study. Pilot study was also made by the researcher.

All the data obtained were organized and analyzed using descriptive statistics. Specifically, frequency distribution table was employed for the presentation of the numerical data, while, the feedback from the participants were analyzed using cross-case analysis.

Result and Discussion

The demographic profile was divided into two (2) components, which are age and sex. The first component showed that most of the age of the participants in Table 1 corresponded to the ideal age composition classified in the 2008 Philippine Standard Classification of Education (PSCEd). This classification also includes Post-Secondary Non-Tertiary/Technical-Vocational Education (Level 4)-ages 16 to 19 years old; Tertiary/Baccalaureate Education (Level 5)-ages 16 to 20 years old; and Tertiary/Post-Graduate Education (Level 6)-ages 21 to 22 years old. However, there were others who were not included in the classification since they enrolled in the BSN program with an age of more than 22 years old.

The table shows further that a large number of participants belonged to the age bracket 26-30, with a total of 75 (39%). The least belonged to the age bracket 36-40, with a total of 3 (1%) participants. This diversity of the participants' age was greatly influenced by the international demand for professional nurses, from 2000-2001 to 2007-2008. The demand in effect, led to the mushrooming of nursing schools in the Philippines (Arends-Kuenning, 2015; Palomeno, Perez, Pesigan, & Paimonte, 2014), which in turn led to the enrolment of diverse students, including graduates of other programs, who opted nursing as a career for a variety of reasons including various job opportunities, income stability, employment security, and greater chance of working abroad (Mkala, 2013).

Table 1. Age of the Participants

School Year	Variables F (%)						
	20-25	26-30	31-35	36-40	41 and above	No Answer	Total 100 %
2006-2007	0 (0)	0 (0)	17 (90)	1 (5)	1 (5)	0 (0)	19
2007- 2008	0 (0)	13 (37.1)	6 (17.1)	0 (0)	2 (5.7)	14 (40)	35
2008- 2009	0 (0)	8 (54)	5 (33)	0 (0)	0 (0)	2 (13)	15
2009- 2010	0 (0)	17 (61)	2 (7)	1 (3.5)	1 (3.5)	7 (25)	28
2010-2011	0 (0)	17 (65)	2 (8)	0 (0)	0 (0)	7 (27)	26
2011-2012	5 (19)	12 (44)	0 (0)	0 (0)	0 (0)	10 (37)	27
2012-2013	10 (56)	6 (33)	0 (0)	0 (0)	0 (0)	2 (11)	18
2013-2014	9 (64.3)	2 (14.3)	0 (0)	0 (0)	0 (0)	3 (21.4)	14
2014-2015	11 (92)	0 (0)	0 (0)	1 (8)	0 (0)	0 (0)	12
Total	35 (18)	75 (39)	32 (17)	3 (1)	4 (2)	45 (23)	94

As expected, nursing still remains to be a female dominated profession (Barrett-Landau & Henle, 2017; Ibrahim, Akel, & Alzghoul, 2015). For instance, the second component of the demographic profile showed, based on the records of the state college registrar, that the nursing graduates for each school year from 2006-2007 to 2014-2015 were dominated by females, as shown in Table 2.

This idea of correlating the nursing profession to female and female roles can be traced back to the influence of Florence Nightingale, the founder of modern nursing. Although historically, many articles declared that the concept of the profession did not actually originate from Nightingale as there were already men from various religious groups who provided nursing care to their sick and injured comrades (Barrett-Landau & Henle, 2014; Berman et al., 2016).

The idea, however, led widely to one of the problems of the profession, gender discrimination, which became one of the reasons why males are not inclined to the profession than females. Nonetheless, many experts believed that in order for the profession to continue in its advancements a balance of both sexes is needed (Barrett-Landau & Henle, 2014; Ibrahim et al., 2015).

Table 2. Sex of the Participants

School Year	Variable F (%)		
	Male	Female	Total 100%
2006-2007	5 (26)	14 (74)	19
2007- 2008	17 (45)	21 (55)	38
2008- 2009	3 (19)	13 (81)	16
2009- 2010	15 (41)	22 (59)	37
2010-2011	5 (15)	28 (85)	33
2011-2012	8 (19)	34 (81)	42
2012-2013	6 (20)	24 (80)	30
2013-2014	3 (19)	13 (81)	16
2014-2015	3 (20)	12 (80)	15
Total	65 (26)	181 (74)	246

The educational profile was summarized into two (2) components, the Philippine Nurse Licensure Examination (PNLE) and Continuing Professional Development (CPD). The PNLE of the state college, based on the existing data issued by the PRC from 2008 to 2015, revealed fluctuating results, with overall average passing rates below and above the national average passing rates. The lowest overall average passing rate was 14. 29%, and the highest was 75%, as shown in Table 3.

The second component revealed that most of the participants were not actively engaged in CPD nursing related activities, as shown in Table 4. The table shows further that between nursing related and non-nursing related trainings and seminars attended by the graduates, nursing related is higher with a percentage rate of 18% or equivalent to 35 participants. The non-nursing related has a percentage rate of 3.1% or equivalent to 6 participants.

Both components were products of the international demands for professional nurses which, however, led to various problems of the nursing profession in the Philippines. The first problem is the declining quality of the nursing education and profession as evidenced by the deteriorating results of the PNLE (Rosales, Arugay, Divinagracia, & Castro-Palaganas, 2014).

The second problem is the quality of nursing graduates produced by the HEIs. Price and Reichert (2017) discussed that numerous nursing students observed, in reality, that HEIs offering BSN program no longer prepare students according to the real-world nursing environment which resulted in the desires to engage in CPD activities.

Table 3. PNLE Percentage Performance of the State College Under the BSN Program

School Years	Months							
	May/June/July				November/December			
	First Timers	Repeaters	Overall	National	First Timers	Repeaters	Overall	National
2006-2007	0	0	0	0	67	0	67	42
2007-2008	0	16.67	16.67	43.07	57.14	0	50	44.51
2008-2009	100	18.18	25	41.87	69.23	0	40.91	39.73
2009-2010	0	28.57	25	41.40	70.37	33.33	63.64	35.25
2010-2011	50	22.22	27.27	48.01	55.56	22.22	44.44	33.92
2011-2012	77.78	27.27	50	45.69	44.83	40	43.59	34.46
2012-2013	80	26.67	40	42.81	66.67	7.14	47.73	30.94
2013-2014	100	7.69	14.29	38.46	75	70	73.08	57.29
2014-2015	0	50	50	54.26	81.25	50	75	49.26

Table 4. Trainings and Seminars Attended (most recent 5 years)

School Year	Variables F (%)			
	Nursing	Non-Nursing	No-answer	Total 100%
2006-2007	2 (10.5)	1 (5.3)	16 (84.2)	19
2007- 2008	4 (11.4)	2 (5.7)	29 (82.9)	35
2008- 2009	4 (26.7)	0 (0)	11 (73.3)	15
2009- 2010	4 (14.3)	1 (3.6)	23 (82.1)	28
2010-2011	5 (19.2)	1 (3.8)	20 (76.9)	26
2011-2012	3 (11.1)	1 (3.7)	23 (85.2)	27
2012-2013	3 (16.7)	0 (0)	15 (83.3)	18
2013-2014	6 (42.9)	0 (0)	8 (57.1)	14
2014-2015	4 (33.3)	0 (0)	8 (66.7)	12
Total	35 (18)	6 (3.1)	153 (78.9)	194

The employment profile was divided into five (5) categories, namely: 1) employment type, 2) employment designation, 3) current salary, 4) employment placement, and 5) employment status. The first component revealed that majority of the participants were in varied nursing-related employment such as staff in private and government hospitals (clinical nursing); rural health unit (RHU) staff which include those in the DOH-NDP (community health nursing); company nurse (occupational health nursing); and private duty nursing. Others, however, were in varied non-nursing employment such as BPO industries, Philippine National Police (PNP), Bureau of Fire Protection (BFP), and other private and government industries.

Specifically, the second component revealed that most of the participants were professionals related to nursing employment. Others were employed in non-nursing jobs as managers, technician, clerical support, service and sales, skilled, and armed forces, as shown in Table 5.

Table 5. Employment Type

School Year	Variables F (%)					
	RNR	RNNR	BNR	BNNR	NA	Total100%
2006-2007	14 (73.6)	2 (10.5)	1 (5.3)	2 (10.5)	0 (0)	19
2007- 2008	18 (51.4)	3 (8.6)	4 (11.4)	6 (17.1)	4 (11.4)	35

School Year	Variables F (%)					
	RNR	RNNR	BNR	BNNR	NA	Total100%
2008- 2009	9 (60)	2 (13)	1 (7)	3 (20)	0 (0)	15
2009- 2010	11 (39.3)	0 (0)	1 (3.6)	16 (57.1)	0 (0)	28
2010-2011	20 (76.9)	1 (3.8)	1 (3.8)	4 (15.4)	0 (0)	26
2011-2012	18 (66.7)	3 (11.1)	0 (0)	2 (7.4)	4 (14.8)	27
2012-2013	10 (55.6)	0 (0)	2 (11.1)	4 (22.2)	2 (11.1)	18
2013-2014	12 (85.7)	0 (0)	0 (0)	1 (7.1)	1 (7.1)	14
2014-2015	11 (92)	0 (0)	1 (8)	0 (0)	0 (0)	12
Total	123 (63.4)	11 (5.7)	11 (5.7)	38 (19.5)	11 (5.7)	194

Presented in Table 6 is the employment designation of the participants based on the classification of the CSC (2017) and the DOLE (2011). The table shows the eight (8) classification of the participants' employment designation as Manager (Mngr); Professionals (Prof); Technician and Associate Professionals (Tech), Clerical Support Workers (CS); Service and Sales Workers (SS); Skilled, Agricultural, Forestry, and Fishery Workers (Skld); Armed Forces Occupation (AF); and Not Employed/Self-employed/Personal Business (NA).

The highest percentage rate among the variables presented is the "professionals", with 63.9 % or 124 participants. Both the "skilled" and the "armed forces" variables have the lowest percentage rate of 0.5% or one (1) participant each.

Table 6. Employment Designation

School Year	Variables F (%)								
	Mngr	Prof	Tech	CS	SS	Skld	AF	NA	Total 100%
2006-2007	1 (5.3)	13 (68.4)	1 (5.3)	0 (0)	4 (21)	0 (0)	0 (0)	0 (0)	19
2007- 2008	2 (5.7)	21 (60)	0 (0)	0 (0)	8 (22.9)	0 (0)	0 (0)	4 (11.4)	35
2008- 2009	0 (0)	12 (80)	1 (7)	0 (0)	2 (20)	0 (0)	0 (0)	0 (0)	15
2009- 2010	3 (10.7)	11 (39.3)	1 (3.6)	2 (7.2)	10 (35.6)	0 (0)	1 (3.6)	0 (0)	28
2010-2011	2 (7.7)	16 (61.5)	1 (3.8)	1 (3.8)	6 (23.1)	0 (0)	0 (0)	0 (0)	26
2011-2012	1 (4)	18 (66)	0 (0)	0 (0)	4 (14.8)	0 (0)	0 (0)	4 (14.8)	27
2012-2013	0 (0)	10 (55.5)	0 (0)	2 11.1)	3 (16.7)	1 (5.5)	0 (0)	2 (11.1)	18
2013-2014	0 (0)	12 (86)	0 (0)	0 (0)	1 (7)	0 (0)	0 (0)	1 (7)	14
2014-2015	0 (0)	11 (92)	1 (8)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	12
Total	9 (4.6)	124 63.9)	5 (2.6)	5 (2.6)	38 (19.6)	1 (0.5)	1 (0.5)	11 (5.7)	194

The third and fourth components of the employment profile, as shown in Tables 7 and 8, revealed that majority of the participants were employed in various Philippine settings with a salary ranging from 5,000 to 25,000 pesos and above. Those who were abroad, mostly in Arab countries, earned more than 25,000 pesos. Nonetheless, the fifth component revealed that majority of the participants' employment status were not permanent, as shown in Table 6.

Thus, the results of employment profile can be associated to the time when the demands for professional nurses started to dwindle which resulted to some nursing graduates who ended up working in non-nursing type of employment. Subsequently, it also resulted to the escalating unemployment and underemployment of the nursing workforce in the country that led to 1) skilled professional nurses and other nursing graduates seeking employment abroad in the hope of earning more than what they usually earn in the country; 2) inexperienced

nursing workforce left behind often ended up working in a more profitable nonnursing type of employment (i.e. BPO industries, PNP, and BFP), while others, opted for a less cumbersome nonhospital employment (i.e. RHU and DOH-NDP); and 3) large number of contractual employment status (De Leon, 2016; Sanchez & Diamante, 2017; Tsujita, 2017).

Table 7. Current Salary

School Year	Variables F (%)							
	25,000 & above	20,000-25,000	15, 000-20,000	10,000-15,000	5,000-10,000	Total	No Answer	Total 100%
2006-2007	11 (57.9)	4 (21)	2 (10.5)	1 (5.3)	0 (0)	18 (94.7)	1 (5.3)	19
2007- 2008	12 (34.3)	4 (11.4)	5 (14.3)	1 (2.9)	3 (8.6)	25 (71.5)	10 (28.5)	35
2008- 2009	4 (26.7)	6 (40)	0 (0)	2 (13.3)	2 (13.3)	14 (93.3)	1 (6.7)	15
2009- 2010	8 (28.6)	2 (7.1)	0 (0)	4 (14.3)	1 (3.6)	15 (53.6)	13 (46.4)	28
2010-2011	2 (7.7)	8 (30.8)	7 (26.9)	2 (7.7)	1 (3.8)	20 (76.9)	6 (23.1)	26
2011-2012	7 (25.8)	1 (3.7)	1 (3.7)	2 (7.4)	4 (14.8)	15 (55.5)	12 (44.4)	27
2012-2013	5 (27.8)	1 (5.6)	3 (16.7)	0 (0)	4 (22.2)	13 (72.3)	5 (27.7)	18
2013-2014	5 (35.7)	1 (7.1)	0 (0)	2 (14.3)	4 (28.6)	12 (85.7)	2 (14.3)	14
2014-2015	4 (33.3)	0 (0)	1 (8.3)	1 (8.3)	4 (33.3)	10 (83.2)	2 (16.7)	12
Total	58 (29.9)	27 (13.9)	19 (9.8)	15 (7.7)	23 (11.9)	142 (73.2)	52 (26.8)	194

Table 8. Employment Placement

School Year	Variables F (%)			
	Local	Abroad	NA	Total 100%
2006-2007	15 (78.9)	4 (21.1)	0 (0)	19
2007- 2008	20 (57.1)	11 (31.4)	4 (11.4)	35
2008- 2009	12 (80)	3 (20)	0 (0)	15
2009- 2010	25 (89.3)	3 (10.7)	0 (0)	28
2010-2011	22 (84.6)	4 (15.4)	0 (0)	26
2011-2012	15 (55.6)	8 (29.6)	4 (14.8)	27
2012-2013	14 (77.8)	2 (11.1)	2 (11.1)	18
2013-2014	10 (71.4)	3 (21.4)	1 (7)	14
2014-2015	11 (91.7)	1 (8.3)	0 (0)	12
Total	144 (74.2)	39 (20.1)	11 (5.7)	194

Note. Local means working in the Philippines. NA means not employed, self-employed, or has personal business.

Table 9. Employment Status

School Year	Variables F (%)							
	GR	PR	Casual	Tem	Contract	JO	NA	Total 100%
2006-2007	6 (31.6)	3 (15.8)	0 (0)	0 (0)	10 (52.6)	0 (0)	0 (0)	19
2007- 2008	12 (34.3)	2 (5.7)	0 (0)	0 (0)	17 (48.6)	0 (0)	4 (11.4)	35
2008- 2009	3 (20)	2 (13.3)	1 (6.7)	0 (0)	8 (53.3)	1 (6.7)	0 (0)	15
2009- 2010	8 (28.6)	5 (17.8)	0 (0)	1 (3.6)	13 (46.4)	1 (3.6)	0 (0)	28
2010-2011	6 (23.1)	4 (15.4)	12 (46.2)	1 (3.8)	2 (7.7)	1 (3.8)	0 (0)	26
2011-2012	3 (11.1)	3 (11.1)	1 (3.7)	1 (3.7)	12 (44.4)	3 (11.1)	4 (14.8)	27
2012-2013	2 (11.1)	1 (5.6)	0 (0)	0 (0)	11 (61.1)	2 (11.1)	2 (11.1)	18
2013-2014	2 (14.3)	6 (42.9)	2 (14.3)	0 (0)	0 (0)	3 (21.4)	1 (7)	14
2014-2015	0 (0)	1 (8.3)	0 (0)	5 (41.7)	3 (25)	3 (25)	0 (0)	12
Total	42 (21.6)	27 (13.9)	16 (8.2)	8 (4.1)	76 (39.2)	14 (7.2)	11 (5.7)	194

Note. Government Regular (GR), Private Regular (PR), Temporary (Tem), Contractual (Contract), and Job Order (JO) based on the classification of CSC (2017).

The fourth category of this study is the nursing graduates' feedbacks which were grouped into four (4) themes using the ACCUP (2010) survey instrument, based on the CHED policies and standards for the BSN program in the Philippines, namely: 1) faculty; 2) curriculum and instruction; 3) library; and 4) physical facilities. Frequency distribution tables are employed to validate the needs of the participants for each of the theme mentioned. There are only 52% or 101 participants who gave their feedback for the improvement of the BSN program.

The feedbacks of the nursing graduates corroborated the findings of the first three (3) categories of this study. Using the AACCUP (2010) survey instrument, based on the CHED policies and standards for the BSN program in the country (CMO 14 S. 2009), the feedbacks from the participants revealed that in order for the BSN program of the state college to improve, the following components also need to be improved.

Faculty Feedback

The nursing graduates' feedbacks for the faculty are divided into four (4) components, namely: 1) academic qualifications; 2) faculty development ; 3) professional performance and scholarly works; and 4) professionalism. The feedbacks of the participants are as follows*:*

> *Preferably, the academic qualifications of the faculty members of the BS-nursing program must be holder of master's degree or pursued related advance studies. They must have at least 2-3 years of experience working as a staff nurse in the hospital, community, and other related healthcare institutions.*

> *The faculty development must be actively involved in research engagement and in relevant continuous professional development activities. In terms of professional performance and scholarly*

works, they must also be actively involved in the dissemination of knowledge, innovations, and technologies, not only within the locality but also outside. And in professionalism, faculty members are expected to act professionally at all times, especially in addressing the academic needs of the students.

Curriculum and Instruction Feedback

The nursing graduates' feedbacks for the curriculum and instruction are divided into five (5) components: 1) curriculum and program studies; 2) instructional processes, methodologies, and learning opportunities; 3) assessment of academic performance; 4) classroom management; and 5) graduation requirements. The feedback of the participants are as follows*:*

Faculty must have mastery of the subjects handled in which the correlation of theory and practice is carried out. The faculty must also introduce innovations in teaching using various methodologies (i.e. sharing of work experience as a staff nurse; using up-to-date reliable and available references; and encouraging outcome-based education and evidence-based nursing practice) allowing the students to develop their skills, knowledge, and attitude. They must foster interactive learning allowing students to express their needs through open acceptance of feedback for the continuous teaching-learning process improvements, including teaching them to become responsible for the academic facilities and equipment provided.

RLE must be closely monitored and evaluated regularly by the faculty assigned, including the regular monitoring and evaluating of the faculty by the dean of the nursing program. Students must be given opportunities to be exposed to tertiary hospitals and other related healthcare institutions. They must be given opportunity to experience the three (3) working shifts (i.e. 7-3 shift, 3-11 shift, and 11-7 shift) in a hospital setting.

Library Feedback

The nursing graduates' feedbacks for the library are divided into two (2 components, namely 1) collection development, organization, and preservation and 2) services and utilization. The feedbacks of the participants are as follows*:*

Up-to-date reference materials such as books (local and international), journals (local and international), and electronic references that are enough in number according to the total number of nursing students enrolled must be implemented.

Physical Facilities Feedback

The nursing graduates' feedbacks for the physical facilities are divided into three (3), namely: 1) equipment and supplies ; 3) maintenance; and special provisions. The feedbacks of the participants are as follows:

Well-lit and ventilated classroom with available supplies and equipment for demonstration and return demonstration of nursing procedures must be available. There must be a faculty responsible for regular inventory of supplies and check equipment condition.

Limitation of the Study

This tracer study focused only on describing the following four (4) components from the nursing graduates in a state college, namely: 1) demographic profile, 2) educational profile, 3) employment profile, and 4) feedback for the improvement of the BSN program. The demographic profile focused on age and sex. The educational profile also focused on 2 (two) subcomponents, PNLE and CPD.

The employment profile focused on 5 (five) components, namely: 1) employment type, 2) employment designation, 3) current salary, 4) employment placement, and 5) employment status. The feedback for the improvement of the BSN program focused only on the following 4 (four) components, namely: 1) faculty; 2) curriculum and instruction; 3) library; and 4) physical facilities. The 60% representative sampling technique suggested by Schomburg

(2003) served as the baseline of the participants needed for this study.

Conclusion

The study revealed that the ages of the participants were varied. However, the nursing graduates of the state college from each school year 2006-2007 to 2014-2015 were largely dominated by females.

On the other hand, the overall PNLE of the state college BSN program revealed fluctuating results, from 2007 to 2015. Most of the participants were also not actively engaged in CPD nursing related activities.

Although most of the participants were successfully employed in nursing related employment, there were still others who were employed in non-nursing related employment. Moreover, the participants' salaries range from 5,000 to 25, 000 pesos, depending on their employment designation (i.e., professionals; managers, technician; clerical support; service and sales; skilled; and armed forces) and their employment placement (i.e., local or abroad). Most of them also were on contractual and temporary employment status.

Overall, the feedbacks from the participants' revealed the needs for the improvement of the BSN program in a state college in terms of the following four (4) components: 1) faculty; 2) curriculum and instruction; 3) library; and 4) physical facilities. All of this information is significant to address not only the quality of the nursing program in the state college but also of the healthcare services in the locality and beyond. Hence, the researcher recommends the following: 1) strict adherence to legal and ethical mandates shall be encouraged by the school administration, including full support with the personal and professional development of faculty; 2) faculty shall be encouraged remain competent, productive and maintain high standards of teaching, research, service, and professional conduct, including establishment of partnerships between those who will benefit from and have responsibility for continuing professional development; and 3) nursing students, including graduates, shall be encouraged to become more vigilant to actively participate in the teaching and learning process.

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