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Nursing Faculty Satisfaction Survey: Fall 2019
Report Number 332

College of the Canyons

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Institutional Research, Planning, and Institutional Effectiveness

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COLLEGE OF THE CANYONS

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Introduction

The Institutional Research, Planning, and Institutional Effectiveness office conducted a survey of all full-time and adjunct nursing faculty that have taught in the Registered Nursing (RN) program at College of the Canyons in Fall 2018, Spring 2019, or Fall 2019. The purpose of this survey was to assess satisfaction with and participation in the program as part of the Commission for Nursing Education Accreditation (CNEA) self-study as well as for planning as part of the program review process.

Methods

The Institutional Research, Planning, and Institutional Effectiveness Office, in coordination with the Nursing Director, developed a questionnaire that contained open- and closed-ended questions intended to assess nursing faculty satisfaction with various aspects of the nursing program, connectedness to the RN program, and the ability to provide input on various aspects of the nursing program.

Procedures

Surveys were distributed through surveymonkey.com on November 4, 2019 to full-time and adjunct nursing faculty that taught in the Registered Nursing program in Fall 2018, Spring 2019 or Fall 2019. Reminders were sent February 6, 2020 and February 10, 2020.

Subjects

Of the 52 surveys distributed to nursing faculty, 40 surveys were completed, resulting in an overall response rate of 77 percent. Within each employee group, of the 37 surveys distributed to adjunct faculty, 25 surveys were completed, resulting in a response rate of 68 percent. Of the 15 surveys distributed to full-time faculty, 15 surveys were completed, resulting in a 100 percent response rate.

Instruments

The survey included 28 closed-ended questions which assessed satisfaction with orientation, support from the Mathematics, Sciences, and Health Professions office (now the Health Professions and Public Safety school), professional development opportunities, lead/course coordinator support, connectedness to the RN program, and the opportunity to provide input on various aspects of the nursing program. The survey also included 8 open-ended questions intended to allow respondents to respond in a manner less structured than the Likert-type questions in an effort to assess ways to improve connectedness to the RN program, obtain ideas for professional development training opportunities, assess the need for resources from the lead/course coordinators, strengths of the program, areas in which the RN program can be improved, and provide an opportunity for respondents to provide additional comments. Completed questionnaires were coded and tabulated using Excel (2019) and SurveyMonkey.

Results

Employment Classification

Nearly two-thirds of the respondents indicated their employment classification to be adjunct faculty (63 percent – 25 respondents) and about one-third indicated full-time faculty (38 percent – 15 respondents).

Table 1. Percentage of Respondents within each Employee Group and within Survey Respondents

Employee Group	Total % responding within each employee group	% of total survey respondents
Full-Time Faculty	100% (15/15)	38% (15/40)
Adjunct Faculty	68% (25/37)	63% (25/40)

Time Teaching at College of the Canyons (COC)

As indicated in Table 2, overall, three-quarters of respondents indicated that they are teaching, or have taught, at COC for more than two years.

Results are similar within each employee group.

Table 2. Length of Time Teaching at COC – by Employee Group

	Overall (n=38)	Full-Time Faculty (n=15)	Adjunct Faculty (n=23)
Less than one year	11%	7%	13%
1-2 years	13%	13%	13%
More than 2 years	76%	80%	74%

Satisfaction with Various Aspects of the Nursing Program

As indicated in Table 3, overall, 95% of respondents indicated that they are "satisfied" or "very satisfied" with the clarity of roles and responsibilities, effectiveness of curricular framework, and support from administration. Results were consistent among full-time faculty and adjunct faculty.

Table 3. Satisfaction with Various Aspects of the Nursing Program – by Employee Group

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Clarity of roles and responsibilities Overall (n=39)	95%	3%	3%
Full-Time Faculty (n=15)	93%	0%	7%
Adjunct Faculty (n=24)	96%	4%	0%

Table 3. Satisfaction with Various Aspects of the Nursing Program – by Employee Group (*continued*)

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Effectiveness of curricular framework Overall (n=39)	87%	13%	0%
Full-Time Faculty (n=15)	87%	13%	0%
Adjunct Faculty (n=24)	88%	13%	0%
Support from administration Overall (n=39)	90%	10%	0%
Full-Time Faculty (n=15)	87%	13%	0%
Adjunct Faculty (n=24)	92%	8%	0%

Satisfaction with Support from the Mathematics, Sciences, and Health Professions Office

Overall, a supermajority of respondents indicated that they are "satisfied" or "very satisfied" with the support from the Mathematics, Sciences, and Health Professions (MSHP) office, specifically the accessibility of needed forms, management of health requirement documentation, and timely communication.

As indicated in Table 4, within each employee group satisfaction was lower among adjunct faculty respondents, specifically with the accessibility of needed forms and management of health requirement documentation (17 percent lower and 8 percent lower among adjunct faculty respondents, respectively).

One full-time faculty respondent provided a comment, specifying that "Excellent commitment to quality is evident in all parties. Everyone generally tries to be caring and is respectful."

Table 4. Satisfaction with Support from the Mathematics, Sciences and Health Professions – by Employee Group

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Accessibility of needed forms – Overall (n=39)	90%	10%	0%
Full-Time Faculty (n=15)	100%	0%	0%
Adjunct Faculty (n=24)	83%	17%	0%
Management of health requirement documentation – Overall (n=39)	95%	5%	0%
Full-Time Faculty (n=15)	100%	0%	0%
Adjunct Faculty (n=24)	92%	8%	0%

Table 4. Satisfaction with Support from the Mathematics, Sciences and Health Professions – by Employee Group (*continued*)

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Timely communication – Overall (n=39)	97%	3%	0%
Full-Time Faculty (n=15)	100%	0%	0%
Adjunct Faculty (n=24)	96%	4%	0%

Opportunity to Provide Input on Various Aspects of the Nursing Program

Overall, a supermajority of respondents indicated that they have the opportunity to provide input on curriculum, procedures, and policies.

As indicated in Table 5, within each employee group, the percentage of adjunct faculty respondents that indicated that they have the opportunity to provide input is significantly lower than the percentage of full-time faculty respondents indicating that they have the opportunity to provide input, specifically regarding input on:

- Curriculum (25 percentage points higher among full-time faculty),
- Policies (21 percentage points higher among full-time faculty), and
- Procedures (17 percentage points higher among full-time faculty).

Respondents indicating that they did not feel that the had an opportunity to provide input on curriculum, procedures, and policies were asked to provide suggestions on how the department can improve gathering feedback from faculty. Three adjunct faculty respondents provided suggestions, specifically, they aren't on campus enough, can't attend department meetings and prefer them online, and would like an opportunity for an open comment blog or survey (1 respondent, each). One full-time faculty respondent indicated that they have the opportunity to provide input but do not feel this input is always taken into consideration with decision making.

Table 5. Opportunity to Provide Input on Various Aspects of the Nursing Program – by Employee Group

	Yes	No
Curriculum – Overall (n=39)	85%	15%
Full-Time Faculty (n=15)	100%	0%
Adjunct Faculty (n=24)	75%	25%

Table 5. Opportunity to Provide Input on Various Aspects of the Nursing Program –
by Employee Group *(continued)*

	Yes	**No**
Procedures – Overall (n=39)	**90%**	**10%**
Full-Time Faculty (n=15)	100%	0%
Adjunct Faculty (n=24)	83%	17%
Policies – Overall (n=39)	87%	13%
Full-Time Faculty (n=15)	100%	0%
Adjunct Faculty (n=24)	79%	21%

Professional Development

Overall, a supermajority of respondents indicated that they are "satisfied" or "very satisfied" with the adequacy of professional development opportunities and the availability of professional development opportunities at times they can attend.

As indicated in Table 6, within each employee group the percentage of adjunct faculty respondents that indicated they are satisfied with professional development opportunities is significantly lower than the percentage of full-time faculty respondents, specifically:

- Adequacy of professional development opportunities at times they can attend (26 percentage points higher among full-time faculty) and

- Adequacy of professional development opportunities (13 percentage points higher among full-time faculty).

Table 6. Satisfaction with Professional Development – by Employee Group

	Very Satisfied/ Satisfied	**Neutral**	**Very Dissatisfied/ Dissatisfied**
Adequacy of professional development opportunities – Overall (n=38)	92%	8%	0%
Full-Time Faculty (n=15)	100%	0%	0%
Adjunct Faculty (n=23)	87%	13%	0%
Adequacy of professional development opportunities at times I can attend – Overall (n=38)	84%	16%	0%
Full-Time Faculty (n=15)	100%	0%	0%
Adjunct Faculty (n=23)	74%	26%	0%

Number of Professional Development Opportunities Attended

As indicated in Table 7, overall, less than half of the respondents indicated that they typically attend 1-2 professional development opportunities in a semester, while about one out of five typically attend 3-4 or 5 or more professional development opportunities in a semester, respectively. Twenty-six percent of the respondents indicated that they never attend professional development opportunities.

Full-Time Faculty. More than half of the full-time faculty respondents indicated that they typically attend 3-4 or more professional development opportunities in a semester 72 percent) and less than one-third indicated that they attend 1-2 professional development opportunities more professional development opportunities in a semester (29 percent, respectively). The median value is 3-4 activities per semester.

Adjunct Faculty. Half of the adjunct faculty respondents (50 percent) indicated that they typically attend 1-2 professional development opportunities in a semester, while nearly half (42 percent) indicated that they never attend professional development opportunities. Eight percent of adjunct faculty respondents indicated that they typically attend 5 or more professional development opportunities in a semester. The median value for adjunct faculty is 1-2 activities per semester.

Table 7. Number of Professional Development Opportunities Typically Attended in a Semester – by Employee Group

	Overall (n=38)	Full-Time Faculty (n=14)	Adjunct Faculty (n=24)
None	26%	0%	42%
1-2	42%	29%	50%
3-4	16%	43%	0%
5 or more	16%	29%	8%

Barriers to Attending Professional Development Opportunities

As indicated in Table 8, overall, the most frequent barriers to attending professional development opportunities as cited by respondents were opportunities are not offered at times they can attend (47 percent), not enough time (41 percent), not paid to participate (25 percent), and "other" barriers (16 percent).

Full-Time Faculty. The most frequent barriers to attending professional development opportunities cited by full-time faculty were opportunities are not offered at times they can attend (80 percent), not enough time (30 percent), not paid to participate (20 percent), and other" barriers (20 percent). Two respondents provided "other" comments regarding barriers they have experienced, specifically:

- "Not paid to attend hospital orientations."
- "Prefer to attend outside opportunities that better align with interest and discipline."

<u>Adjunct Faculty.</u> The most frequent barriers to attending professional development opportunities cited by adjunct faculty were not enough time (45 percent), not offered at times they can attend (32 percent), not paid to participate (27 percent), and "other" barriers (14 percent). Three respondents provided "other" barriers, specifically:

- "I don't think we get paid if we don't have an assignment during the semester."
- "Pregnancy"
- "Unclear on what is going to be appropriate to my role."

Table 8. Barriers to Attending Professional Development Opportunities – by Employee Group

	Overall (n=32)	Full-Time Faculty (n=10)	Adjunct Faculty (n=23)
Not offered at times I can attend	47%	80%	32%
Not enough time	41%	30%	45%
Not paid to participate	25%	20%	27%
Other	16%	20%	14%

Suggestions for Professional Development Opportunities

Respondents were asked to provide any professional development training opportunities that would help them in their role as a nursing instructor at COC.

<u>Adjunct Faculty.</u> Nine adjunct faculty respondents provided comments or suggestions regarding professional development training opportunities that would help them in their role as a nursing instructor at COC, specifically:

- "Conflict resolution in the clinical setting. Time management in the clinical setting. Expectation setting in the clinical setting."
- "Continued courses to further develop student education in the clinical setting."
- "It is difficult at times to attend all that I would like to attend due to my [full-time] position. The opportunities are available most of the time."
- "Many of the professional development opportunities are not geared toward the [specialties] of maternal child health."
- "More classes related specifically to nursing, especially updated forms and teaching procedures in the clinical area."
- "More opportunities to attend on campus or even be able to attend online."
- "Teaching in a classroom setting even though it's clinical."
- "Teaching strategies"

- "Time Management Two respondents did not specify professional development opportunities that would assist them in their role as a nursing instructor at COC."

Full-Time Faculty. Four full-time faculty respondents provided comments or suggestions regarding professional development training opportunities that would help them in their role as a nursing instructor at COC, specifically:

- "Additional computer training on testing and availability of computers for testing."
- "I would like training on evaluating test analysis data. I would also like training on the new NCLEX format and how to format my own exams to better support the students."
- "More Canvas training."
- "Test analytics."

Lead/Course Coordinator (Full-Time Faculty Only)

Respondents were asked to indicate if they are currently a lead/course coordinator. Thirty-one percent of the respondents (12 respondents) indicated that they are currently a lead/course coordinator. These respondents were all full-time faculty respondents. The following section pertains to current lead/course coordinators only.

Satisfaction with Support

One hundred percent of the respondents indicated that they are "satisfied" or "very satisfied" with the availability of program administrators.

One hundred percent of the respondents indicated that they are "satisfied" or "very satisfied" with the resources to support course instruction.

Additional Resources to Support Lead/Course Coordinators

The majority of respondents (83 percent) indicated that there are not any additional resources needed for their role as a lead/course coordinator. Respondents indicating that they do need additional resources were asked what resources would assist them in their role as a lead/course coordinator. Two respondents provided comments or suggestions, specifically:

- "The cost/reimbursement process for staying up to date, by attending conferences is too difficult and there is uncertainty related to actual reimbursement."
- "Vsim resources for my students, expanded role of the Sim Tech position and expansion of clinical sites are three resources that would facilitate helping students in my class meet course objectives. Students are currently meeting objectives but clinical sites are [difficult] to attain in my specialty area and it has been an increasing struggle over the past 3 years. Vsim is a virtual clinical experience which introduces students

to disease processes they may not encounter in their clinical site. The expansion of the Sim Tech role would allow for more actual hands-on Simulation time. Finally and most importantly an increase in clinical sites would allow students an enriched hospital experience."

Satisfaction with the Lead/Course Coordinator

Respondents indicating that they were not currently a lead/course coordinator (27 respondents) were asked to indicate their satisfaction with various aspects relating to the lead/course coordinator. Fifteen of the respondents were adjunct faculty and three respondents were full-time faculty. Please note that percentages are not reported for sample sizes less than ten.

As indicated in Table 9, overall, 96 percent of the respondents indicated that they are "satisfied" or "very satisfied" with the degree of support from the lead, communication from the lead regarding course issues, availability of the lead, and collegiality.

Table 9. Satisfaction with the Lead/Course Coordinator – by Employee Group

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Degree of support from the lead – Overall (n=18)	96%	4%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=15)	96%	4%	0%
Communication from the lead regarding course issues – Overall (n=18)	96%	4%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=15)	96%	4%	0%
Availability of your lead (n=19)	96%	4%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=15)	96%	4%	0%
Collegiality (n=19)	96%	4%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=15)	96%	4%	0%

Adjunct Faculty Satisfaction/Connectedness

The following section surveyed adjunct faculty only.

<u>Satisfaction with the Nursing Program Orientation</u>

A supermajority of the adjunct faculty respondents (88 percent) indicated that they are "satisfied" or "very satisfied" with the nursing program orientation, while 12 percent of the respondents indicated a "neutral" response.

<u>Connectedness to the RN Program at COC</u>

More than half of the adjunct faculty respondents (54 percent) indicated that they feel "connected" to the RN program at College of the Canyons, while 29 percent feel "very connected", and 17 percent feel "somewhat connected". No respondents indicated that they felt "not at all connected" to the RN program at College of the Canyons.

Respondents indicating that they feel "somewhat connected" to the RN program at COC were asked to indicate what could be done differently to make them feel more connected. Four respondents provided comments regarding what would make them feel more connected; specifically, being given more assignments, more mandatory meetings/FLEX hours, to feel more valued, and to have more communication between colleagues.

<u>Likelihood of Teaching at COC in the Future</u>

A supermajority of adjunct faculty respondents (83 percent) indicated that they are "very likely" to teach another Nursing course at COC in the future, while 8 percent indicated that they are "likely" to teach another Nursing course at COC in the future and 8 percent are "somewhat likely". No respondents indicated that they are "not at all likely" to teach another nursing course at COC in the future.

<u>Currently Teaching at COC</u>

Seventy-one percent of the adjunct faculty respondents (17 respondents) indicated that they are currently teaching at College of the Canyons. The seven respondents indicating that they are not currently teaching at College of the Canyons were asked to indicate the reasons for which they are not currently teaching. Three respondents indicated that there was no class assigned, three respondents indicated that they had scheduling conflicts, one respondent indicated that they were not needed for the semester, one respondent indicated that they were an adjunct substitute, and one was not working for personal reasons.

Strengths of the RN Program

<u>Adjunct Faculty.</u> Seventeen respondents provided comments regarding the strengths of the RN program, specifically, the program's focus on preparing students to succeed (5 respondents), clinicals (4 respondents), peer collaboration (3 respondents), communication (3 respondents), great faculty and staff (2 respondents), and the support system (2 respondents). Please see Appendix C for detailed comments.

Full-Time Faculty. Thirteen respondents provided comments regarding the strengths of the RN program, specifically, peer collaboration (6 respondents), great faculty and staff (4 respondents), the program's focus on preparing students to succeed (2 respondents), communication (2 respondents), and the support system (2 respondents). Please see Appendix C for detailed comments.

Suggested Improvements for the RN Program

Adjunct Faculty. Fifteen adjunct faculty respondents provided suggestions for improving the RN program, specifically, additional clinical sites/assistance (4 respondents) and continuity among instructors (4 respondents). Adjunct respondents also suggested additional available assignments, being paid to attend department meetings, additional time to check clinical paper requirements, expansion of the program, senior preceptorship, and more opportunities to work in the simulation lab (1 respondent, each). Please see Appendix C for detailed comments.

Full-Time Faculty. Ten full-time faculty respondents provided suggestions for improving the RN program, specifically, challenges with clinical sites/contracts (3 respondents), create 100% computerized testing for NCLEX preparation (2 respondents), need for a more equitable voice on campus among other disciplines (1 respondent), need for ongoing orientation (1 respondent), additional teambuilding (1 respondent), and assistance with updating their canvas shell (1 respondent). Please see Appendix C for detailed comments.

Additional Comments/Suggestions

Adjunct Faculty. Six adjunct faculty respondents provided additional comments or suggestions regarding the RN program at College of the Canyons, specifically that they are very happy with the RN program (4 respondents) and that many improvements have been made to the RN program (2 respondents).

Full-Time Faculty. Six full-time faculty respondents provided additional comments or suggestions, specifically, pride in the RN program (2 respondents), indicated that they would like longer department meetings (1 respondent), requested for testing to be computerized (1 respondent), request to update FOC to more current best practices (1 respondent), mandatory meetings for all instructors (1 respondent), would like more student participation in department meetings (1 respondent), and indicated that nursing should be part of a larger division to reduce the silo effect (1 respondent). Please see Appendix C for detailed comments.

Summary of Findings

Time Teaching at College of the Canyons. About three-quarters of the respondents indicated that they are teaching, or have taught, at COC for more than 2 years.

Satisfaction with Various Aspects of the Nursing Program. A supermajority of respondents are satisfied with the nursing program; specifically, the clarity of roles and responsibilities, effectiveness of curricular framework, and support from administration.

Satisfaction with Support from the Mathematics, Sciences, and Health Professions Office. A supermajority of respondents are satisfied with the support from the Mathematics, Sciences, and Health Professions office, specifically the accessibility of needed forms, management of health requirement documentation, and timely communication. While satisfaction is high among adjunct faculty respondents, satisfaction is lower than among full-time faculty respondents.

Opportunity to Provide Input on Various Aspects of the Nursing Program. Overall, a supermajority of respondents indicated that they are able to provide input regarding various aspects of the nursing program, specifically curriculum, procedures, and policies. While satisfaction is high among adjunct faculty respondents, a significantly lower percentage indicated that they have the opportunity to provide feedback on curriculum, policies, and procedures.

Professional Development. Overall, respondents are satisfied with the adequacy of professional development opportunities and the availability of professional development opportunities at times they can attend. For adjunct faculty, the average number of professional activities attended was 1-2, whereas for full-time faculty is was 3-4. No full-time faculty respondents indicated that they don't attend any professional development opportunities. The biggest barrier for most respondents is that professional development opportunities are not offered at times they can attend.

Lead/Course Coordinator (Full-Time Faculty Only). Lead/course coordinators are highly satisfied with the availability of program administrators and the resources to support course instruction. The majority of lead/course coordinators do not need any additional resources for their role as a lead/course coordinator.

Support from Lead/Course Coordinator. Respondents are satisfied with the degree of support from their lead, communication from the lead regarding course issues, availability of the lead, and collegiality.

Connectedness to the RN Program (Adjunct Faculty Only). The majority of adjunct faculty respondents feel connected to the RN program at COC. A supermajority of adjunct faculty respondents are likely to teach at COC in the future.

Recommendations

Upon review of the survey results the following recommendations should be taken into consideration for the Nursing program at College of the Canyons:

- Explore ways to increase adjunct faculty opportunities to provide input on procedures, curriculum and policies.

- Consider ways to remove barriers to attending professional development opportunities, such as times offered, when planning professional development opportunities for Nursing faculty, particularly adjunct instructors.

References

LeValley, A., Meuschke, D.M., & Gribbons, B.C. (2017, March). Numbered Report 310. Nursing Faculty Satisfaction Survey: Fall 2016. College of the Canyons: Santa Clarita, CA.