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Nursing Faculty Satisfaction Survey: Fall 2022 Report Number 335

College of the Canyons

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Institutional Research, Planning, and
Institutional Effectiveness

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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 2021, Spring 2022, or Fall 2022. 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 December 5, 2022 to full-time and adjunct nursing faculty that taught in the Registered Nursing program in Fall 2021, Spring 2022 or Fall 2022. Reminders were sent December 12, 2022, December 20, 2022, January 2, 2023, January 13, 2023, January 23, 2023, January 30, 2023, February 2, 2023, and February 8, 2023.

Subjects

Of the 38 surveys distributed to nursing faculty, 30 surveys were completed, resulting in an overall response rate of 79 percent. Within each employee group, of the 25 surveys distributed to adjunct faculty, 17 surveys were completed, resulting in a response rate of 68 percent. Of the 13 surveys distributed to full-time faculty, 13 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 Division 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

Forty-three percent of the respondents indicated their employment classification to be full-time faculty (13 respondents) and fifty-seven percent indicated adjunct faculty (17 respondents).

Table 1. Percentage of Full-time vs. Adjunct Faculty among Survey Respondents, and Response rate for each group and within Survey Respondents

Employee Group	Response Rate	% of total survey respondents
Full-Time Faculty	100% (13/13)	43% (13/38)
Adjunct Faculty	68% (17/25)	57% (17/38)

Time Teaching at College of the Canyons (COC)

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

Within each employee group, a higher percentage of full-time faculty indicated that they are teaching, or have taught, at COC for more than two years while a higher percentage of adjunct faculty indicated that they are teaching, or have taught, at COC for less than one year.

Table 2. Length of Time Teaching at COC – by Full-time vs. Adjunct Faculty group

	Overall (n=29)	Full-Time Faculty (n=13)	Adjunct Faculty (n=16)
Less than one year	14%	0%	25%
1-2 years	10%	8%	13%
More than 2 years	76%	92%	63%

Satisfaction with Various Aspects of the Nursing Program

As indicated in Table 3, overall, a supermajority of respondents indicated that they are “satisfied” or “very satisfied” with the support for clinical rotations, clarity of roles and responsibilities, and support from administration.

Within each employee group, a higher percentage of full-time faculty respondents indicated that are “satisfied” or “very satisfied” with support from administration (9 percent higher among full-time faculty) while a higher percentage of adjunct faculty respondents indicated that they are “dissatisfied” or “very dissatisfied” with support from administration (6 percent higher among adjunct faculty).

Table 3. Satisfaction with Various Aspects of the Nursing Program – by Full-time vs. Adjunct Faculty group

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Support for clinical site rotations			
Overall (n=30)	100%	0%	0%
Full-Time Faculty (n=13)	100%	0%	0%
Adjunct Faculty (n=17)	100%	0%	0%
Clarity of roles and responsibilities			
Overall (n=30)	90%	3%	7%
Full-Time Faculty (n=13)	92%	0%	8%
Adjunct Faculty (n=17)	88%	6%	6%
Support from administration			
Overall (n=30)	80%	17%	3%
Full-Time Faculty (n=13)	85%	15%	0%
Adjunct Faculty (n=17)	76%	18%	6%

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 with regard to timely communication, management of health requirement documentation, and accessibility of needed forms.

As indicated in Table 4, within each employee group, the percentage of adjunct faculty respondents that indicated that they are satisfied with support from the MSHP office is lower than the percentage of full-time faculty respondents. However, a high percentage of adjunct faculty respondents indicated a “neutral” response and none of the respondents indicated that they were dissatisfied with support from the MSHP office.

- Accessibility of needed forms (24 percentage points higher among full-time faculty),
- Management of health requirement documentation (18 percentage points higher among full-time faculty), and
- Timely communication (12 percentage points higher among full-time faculty).

One adjunct faculty respondent provided a comment, specifying that they did not feel supported by administration.

Table 4. Satisfaction with Support from the Mathematics, Sciences and Health Professions – by Full-time vs. Adjunct Faculty group

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Timely communication			
Overall (n=30)	93%	7%	0%
Full-Time Faculty (n=13)	100%	0%	0%
Adjunct Faculty (n=17)	88%	12%	0%
Management of health requirement documentation			
Overall (n=30)	90%	10%	0%
Full-Time Faculty (n=13)	100%	0%	0%
Adjunct Faculty (n=17)	82%	18%	0%
Accessibility of needed forms			
Overall (n=30)	87%	13%	0%
Full-Time Faculty (n=13)	100%	0%	0%
Adjunct Faculty (n=17)	76%	24%	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, policies, and procedures.

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:

- Policies (18 percentage points higher among full-time faculty),
- Procedures (18 percentage points higher among full-time faculty), and
- Curriculum (12 percentage points higher among full-time faculty).

Respondents indicating that they did not feel that they 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. Two adjunct faculty respondents provided comments, specifically “I was new and the timing of which did not allow for it to happen. However, any concerns I had were heard” and “Communication open up subjects”.

Table 5. Opportunity to Provide Input on Various Aspects of the Nursing Program –
 by Full-time vs. Adjunct Faculty group

	Yes	No
Curriculum		
Overall (n=30)	93%	7%
Full-Time Faculty (n=13)	100%	0%
Adjunct Faculty (n=17)	88%	12%
Policies		
Overall (n=30)	90%	10%
Full-Time Faculty (n=13)	100%	0%
Adjunct Faculty (n=17)	82%	18%
Procedures		
Overall (n=30)	90%	10%
Full-Time Faculty (n=13)	100%	0%
Adjunct Faculty (n=17)	82%	18%

Professional Development

Overall, a majority 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 (27 percentage points higher among full-time faculty) and
- Adequacy of professional development opportunities (18 percentage points higher among full-time faculty).

Table 6. Satisfaction with Professional Development – by Full-time vs. Adjunct Faculty group

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Adequacy of professional development opportunities			
Overall (n=30)	90%	10%	0%
Full-Time Faculty (n=13)	100%	0%	0%
Adjunct Faculty (n=17)	82%	18%	0%
Adequacy of professional development opportunities at times I can attend			
Overall (n=30)	77%	20%	3%
Full-Time Faculty (n=13)	92%	0%	8%
Adjunct Faculty (n=17)	65%	29%	6%

Number of Professional Development Opportunities Attended

As indicated in Table 7, overall, one-third of the respondents indicated that they typically attend 1-2 professional development opportunities in a semester, while about one-quarter typically attend 3-4 professional development opportunities in a semester and one in five respondents attend 5 or more. Twenty percent of the respondents indicated that they never attend professional development opportunities.

Full-Time Faculty. The majority of full-time faculty respondents indicated that they typically attend 3-4 or 5 or more professional development opportunities in a semester (92 percent).

Adjunct Faculty. Just over half of the adjunct faculty respondents indicated that they typically attend 1-2 professional development opportunities in a semester (53 percent), while about one-third indicated that they never attend professional development opportunities and about one in ten that they typically attend 3-4 professional development opportunities in a semester.

Table 7. Number of Professional Development Opportunities Typically Attended in a Semester – by Full-time vs. Adjunct Faculty

	Overall (n=30)	Full-Time Faculty (n=13)	Adjunct Faculty (n=17)
None	20%	0%	35%
1-2	33%	8%	53%
3-4	27%	46%	12%
5 or more	20%	46%	0%

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 (56 percent), not enough time (52 percent), and not paid to participate (11 percent). Nineteen percent of the respondents indicated “other” barriers.

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 (67 percent), not enough time (42 percent), not paid to participate (8 percent), and other” barriers (17 percent). Two respondents provided “other” comments regarding barriers they have experienced, specifically:

- “I am overwhelmed with all the nursing departments for curriculum revision and the BRN and CNE Accreditations.”
- “Sometimes it just has to do with timing.”

Adjunct Faculty. The most frequent barriers to attending professional development opportunities cited by adjunct faculty were not enough time (60 percent), not offered at times they can attend (47 percent), not paid to participate (13 percent), and “other” barriers (20 percent). Three respondents provided “other” barriers, specifically:

- “Did not work with my schedule.”
- “No barriers have noted yet.”
- “Not aware of what is available.”

Table 8. Barriers to Attending Professional Development Opportunities – by Full-time vs. Adjunct Faculty

	Overall (n=27)	Full-Time Faculty (n=12)	Adjunct Faculty (n=15)
Not offered at times I can attend	56%	67%	47%
Not enough time	52%	42%	60%
Other	19%	17%	20%
Not paid to participate	11%	8%	13%

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.

Full-Time Faculty. Three 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:

- “I would love to go to conferences.”
- “More on Social Determinants of Health; also on equity.”
- “None at this time. We need to have a real retreat for the nursing faculty for stress relief!”

Adjunct Faculty. Four 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:

- “A one day introduction to college will be helpful.”
- “Dealing with challenging students.”
- “More opportunities learning about our students and how to effectively teach them.”
- “My onboarding was left to my lead instructor. [It] could have been more clearly explained in an official onboarding class.. welcome to adjunct nursing for example.”

Lead/Course Coordinator (Full-Time Faculty Only)

Respondents were asked to indicate if they are currently a lead/course coordinator. Seventy-seven percent of the full-time faculty respondents (10 respondents) indicated that they are currently a lead/course coordinator. The following section pertains to current lead/course coordinators only.

Satisfaction with Support

One hundred percent of the respondents (10 respondents) indicated that they are “satisfied” or “very satisfied” with the resources to support course instruction.

Ninety percent of the respondents (9 respondents) indicated that they are “satisfied” or “very satisfied” with the availability of program administrators (chair, dean, directors, assistant director) and ten percent (1 respondent) indicated that a “neutral” response.

Additional Resources to Support Lead/Course Coordinators

One hundred percent of the respondents (10 respondents) indicated that there are not any additional resources needed for their role as a lead/course coordinator.

Satisfaction with the Lead/Course Coordinator

Satisfaction with the Lead/Course Coordinator

Respondents indicating that they were not currently a lead/course coordinator were asked to indicate their satisfaction with various aspects relating to the lead/course coordinator. Of the nineteen respondents that provided feedback, sixteen were adjunct faculty and three were full-time faculty. Please note that percentages are not reported for sample sizes less than ten.

As indicated in Table 9, overall, 95 percent of the respondents indicated that they are “satisfied” or “very satisfied” with the availability of the lead, collegiality, communication from the lead regarding course issues, and degree of support from the lead,

Table 9. Satisfaction with the Lead/Course Coordinator – by Full-time vs. Adjunct Faculty

	Very Satisfied/ Satisfied	Neutral	Very Dissatisfied/ Dissatisfied
Availability of your lead			
Overall (n=19)	95%	5%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=15)	94%	6%	0%
Collegiality			
Overall (n=19)	95%	5%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=15)	94%	6%	0%
Communication from the lead regarding course issues			
Overall (n=19)	95%	5%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=16)	94%	6%	0%
Degree of support from the lead			
Overall (n=19)	95%	5%	0%
Full-Time Faculty (n=3)	--	--	--
Adjunct Faculty (n=16)	94%	6%	0%

Adjunct Faculty Satisfaction/Connectedness

The following questions were only asked of adjunct faculty

Satisfaction with the Nursing Program Orientation

Of the 17 adjunct faculty respondents, a supermajority of the adjunct faculty respondents (82 percent – 14 respondents) indicated that they are “satisfied” or “very satisfied” with the nursing program orientation, while 12 percent of the respondents indicated a “neutral” response and 6 percent were “dissatisfied” or “very dissatisfied”.

Connectedness to the RN Program at COC

Forty-one percent of the adjunct faculty respondents indicated that they feel “very connected” to the RN program at College of the Canyons, while 35 percent feel “connected” and 24 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 a follow-up question on what could be done differently to make them feel more connected. Four respondents provided comments regarding what would make them feel more connected; specifically:

- “In person orientation to know how to work with Canvas, meet some instructors, have a walk in COC nursing program and labs to know where things are, shown where the adjunct office is,..”
- “More involvement.”
- “Not sure it’s probably a me thing right now, but I have confidence I can speak to people if need be.”
- “Nothing, I enjoy teaching, but I work full time and do not have time to be more engaged.”

Likelihood of Teaching at COC in the Future

A supermajority of adjunct faculty respondents (88 percent) indicated that they are “very likely” to teach another Nursing course at COC in the future, while 6 percent indicated that they are “likely” to teach another Nursing course at COC in the future and 6 percent are “somewhat likely”. No respondents indicated that they are “not at all likely” to teach another nursing course at COC in the future.

Currently Teaching at COC

One hundred percent of the adjunct faculty respondents (17 respondents) indicated that they are currently teaching at College of the Canyons.

Strengths of the RN Program

Full-Time Faculty. Twelve respondents provided comments regarding the strengths of the RN program, specifically, peer collaboration/support (8 respondents), great faculty and staff (4 respondents), the program’s focus on preparing students to succeed (3 respondents). Please see Appendix C for detailed comments.

Adjunct Faculty. Sixteen respondents provided comments regarding the strengths of the RN program, specifically, peer collaboration/support (10 respondents), program's focus on preparing students to succeed (3 respondents), communication (3 respondents), and clinicals (2 respondents). Adjunct faculty respondents also indicated that the overall program is positive, the meetings are well organized, and that the office is organized in helping the adjunct instructors (1 respondent, each). Please see Appendix C for detailed comments.

Suggested Improvements for the RN Program

Full-Time Faculty. Seven full-time faculty respondents provided suggestions for improving the RN program, specifically, improved support from leadership (3 respondents). Full-time faculty respondents also suggested improved adjunct training, improved clinical site support, increased pay for leadership, and limit the number of changes within the program (1 respondent, each). Please see Appendix C for detailed comments.

Adjunct Faculty. Eight adjunct faculty respondents provided suggestions for improving the RN program, specifically, offering preceptorships (2 respondents) and staying up to date with current/best practices (2 respondents). Adjunct faculty respondents also suggested that acceptance to the program should not be solely GPA-based, additional staff coverage, more consistency, more organization in meetings, and more structure in the fourth semester (1 respondent, each). Please see Appendix C for detailed comments.

Additional Comments/Suggestions

Full-Time Faculty. Three full-time faculty respondents provided additional comments or suggestions regarding the RN program at College of the Canyons, specifically, positive comments about the program (2 respondents) and indicated a desire for continued support for the office staff and faculty (1 respondent). Please see Appendix C for detailed comments.

Adjunct Faculty. Three adjunct faculty respondents provided additional comments or suggestions regarding the RN program at College of the Canyons, specifically positive comments about the program (2 respondents) and indicated a desire for an increase in pay (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 support for clinical site rotations, clarity of roles and responsibilities, and support from administrators.

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, policies, and procedures. While satisfaction is high among adjunct faculty respondents, a significantly lower percentage of adjunct faculty as compared to full-time faculty indicated that they have the opportunity to provide feedback on curriculum, policies, and procedures.

Professional Development. Overall, a supermajority of 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 two biggest barriers for most respondents are that professional development opportunities are not offered at times they can attend and they do not have enough time.

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.

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

Adjunct Faculty Satisfaction/Connectedness. A supermajority of adjunct faculty respondents are satisfied with the nursing program orientation, feel connected to the RN program at COC, and 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., Saxena, P., & Meuschke, D.M. (2022, July). Numbered Report 332. Nursing Faculty Satisfaction Survey: Fall 2019. College of the Canyons: Santa Clarita, CA.