RUTGERS
School of Nursing

Spring 2017 Student Satisfaction and Engagement Survey Summary Report

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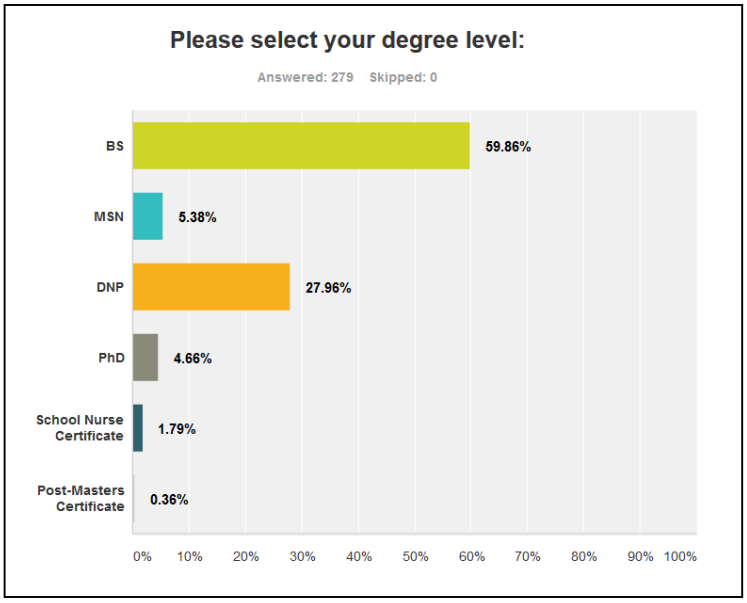
Introduction

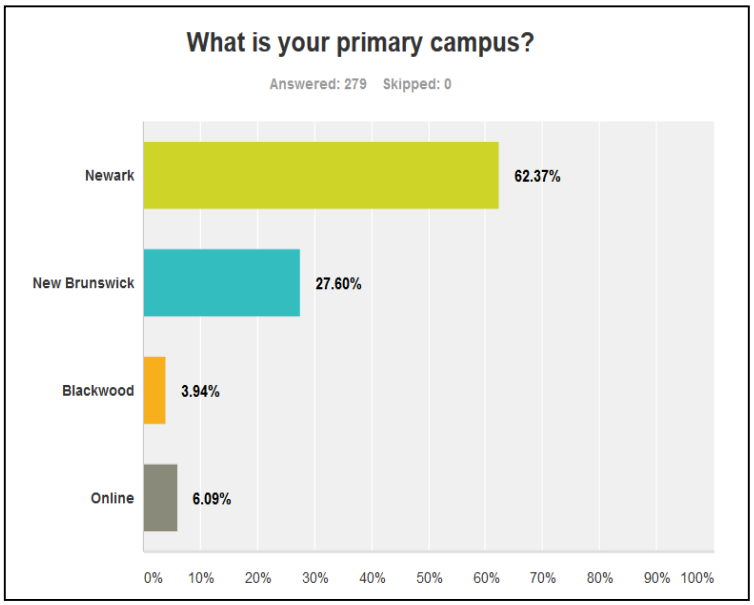
The purpose of this survey was to assess student satisfaction and engagement via the following 15 dimensions within the Rutgers School of Nursing learning experience: (1) faculty academic advising, (2) non-faculty academic advising, (3) tutoring services (Center for Academic Success), (4) responsiveness of administration to student concerns, (5) availability of courses, (6) program offerings, (7) classroom facilities, (8) study space, (9) simulations labs, (10) access to medical computer technology, (11) training to use medical computer technology, (12) tuition/fee level of the program, (13) career advising, (14) campus safety, and (15) financial aid. Students utilized a 5-point likert scale ranging from “very satisfied” to “very dissatisfied” for these components. Furthermore, the students answered various questions pertaining to their overall satisfaction within their respective programs.

The survey was administered to the entire student body (N = 1,659) during the Spring 2017 semester. A total of 279 responses were received, yielding a response rate of 17 percent. This represents a 10 percent decrease from the previous year. As students in their sophomore year or later would have already taken this survey in the past, it is plausible that there was less interest associated with this initiative for the subsequent academic year. Therefore, going forward, rather than administering this survey on an annual basis, the Institutional Research and Assessment department will use the results from this report and utilize qualitative assessment methods (e.g. focus groups) to focus on problematic/reoccurring issues outlined in the results.

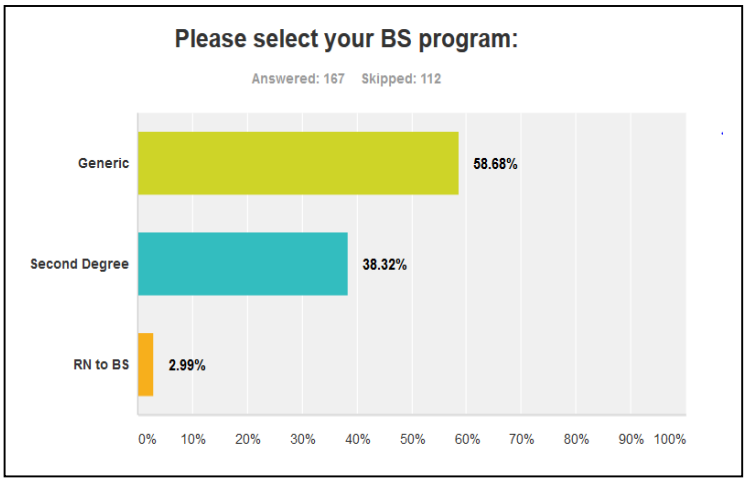
Demographics



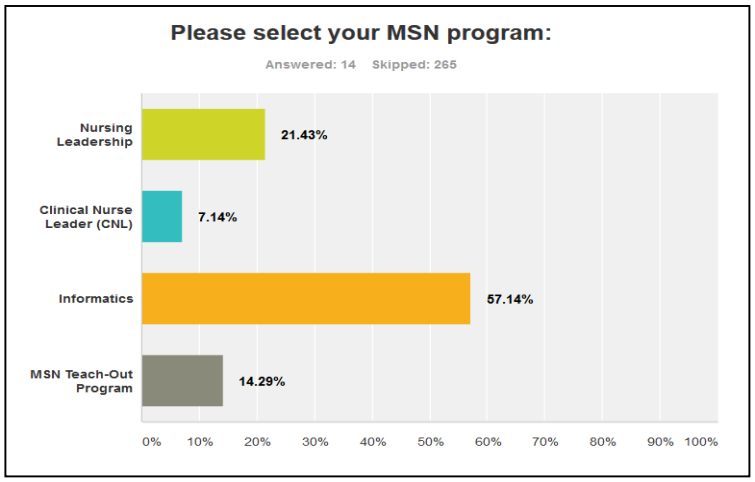
The majority of respondents were enrolled in BS degrees (60%) within the Rutgers School of Nursing, followed by DNP (28%), MSN (5%), Ph.D. (5%), School Nurse Certificate (2%), and Post-Masters Certificate (<1%).



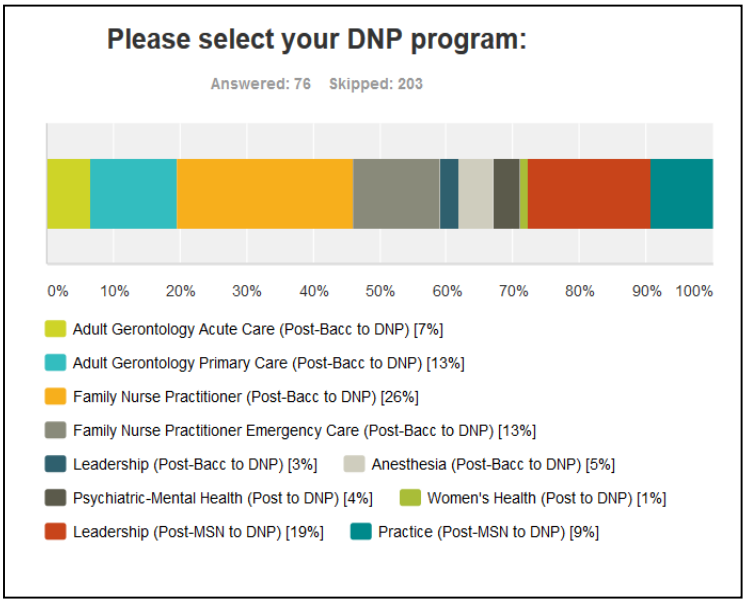
The majority of respondents were enrolled in Nursing programs primarily at the Newark campus (62%), followed by New Brunswick (28%), Blackwood (4%), and Online (6%).



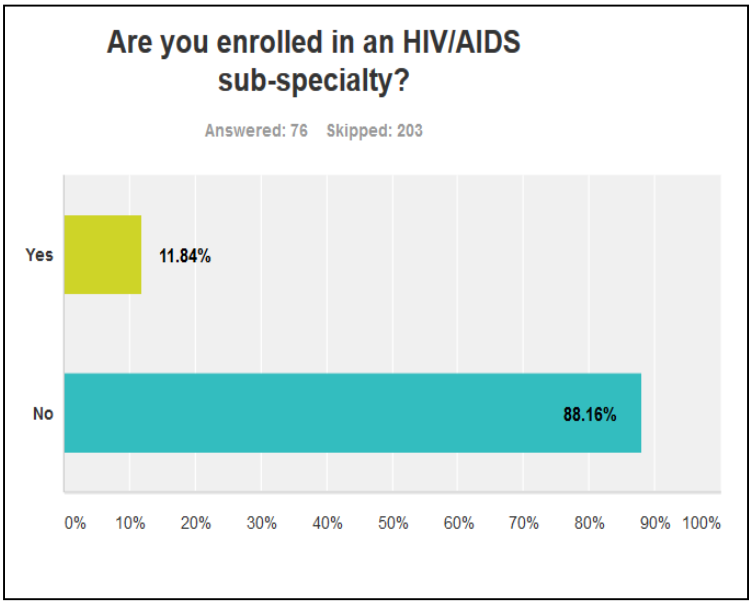
Of the respondents who were enrolled in BS programs within the Rutgers School of Nursing, the majority were registered in the Generic program (59%), followed by the Second Degree (38%) and RN to BS programs (3%).



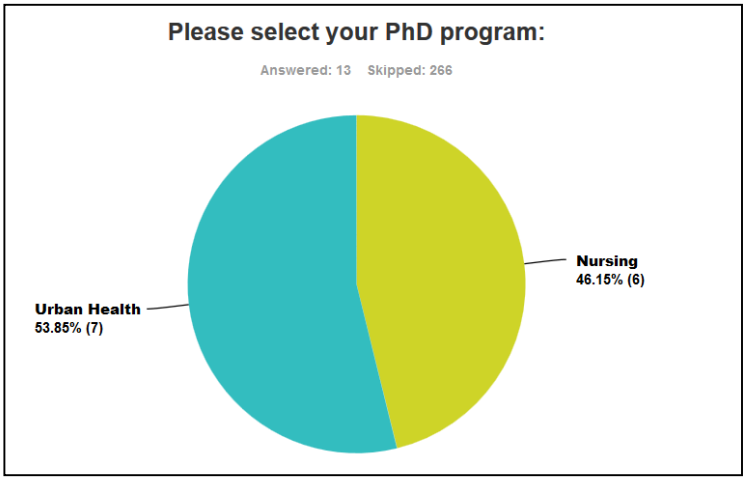
Of the respondents who were enrolled in MSN programs within the Rutgers School of Nursing, the majority were registered in the Informatics program (57%), followed by the Nursing Leadership (21%), MSN Teach-Out (14%), and Clinical Nurse Leader (7%) programs.



Of the respondents who were enrolled in DNP programs within the Rutgers School of Nursing, the top 3 (rounded) were the Family Nurse Practitioner (26%), Leadership (19%), and Adult Gerontology Primary Care (13%) programs.



Of the DNP respondents enrolled within the Rutgers School of Nursing, 12% (*N* = 9) were registered within the HIV/AIDS sub-specialty.



Of the respondents enrolled in Ph.D. programs within the Rutgers School of Nursing, 54% (*N* = 7) were registered in the Urban Health program, while 46% (*N* = 6) where registered in the Nursing program.

Lastly, for the 1 respondent who was enrolled in a Post-Master's Certificate Program, the student was registered in the Family Nurse Practitioner program. Other options included Adult Gerontology Acute Care, Adult Gerontology Primary Care, Family Nurse Practitioner Emergency Care, Psychiatric-Mental Health, Informatics, Midwifery, and Women's Health.

Dimensions of Student Satisfaction and Engagement

The following section of the report focuses on the 15 dimensions of student satisfaction and engagement outlined in the survey: (1) faculty academic advising, (2) non-faculty academic advising, (3) tutoring services (Center for Academic Success), (4) responsiveness of administration to student concerns, (5) availability of courses, (6) program offerings, (7) classroom facilities, (8) study space, (9) simulations labs, (10) access to medical computer technology, (11) training to use medical computer technology, (12) tuition/fee level of the program, (13) career advising, (14) campus safety, and (15) financial aid. They are ranked accordingly, from highest to lowest in terms of overall satisfaction.

Student Satisfaction Frequency Data

	Very Satisfied (5)		Somewhat Satisfied (4)		Neither Dissatisfied nor Satisfied (3)		Somewhat Dissatisfied (2)		Very Dissatisfied (1)	
Dimensions	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Faculty academic advising	54	23	65	27	51	22	41	18	24	10
Non-faculty academic advising	38	17	46	20	107	46	24	10	17	7
Tutoring services (Center for Academic Success)	26	12	38	17	138	62	13	6	8	3
Responsiveness of administration to student concerns**	39	17	67	29	36	15	57	24	34	15
Availability of courses*	63	27	78	33	40	17	36	16	17	7
Program offerings*	61	26	78	34	47	20	35	15	12	5
Classroom facilities*	57	25	80	35	45	20	31	13	17	7
Finding a quiet place to study	62	27	68	29	52	22	29	13	22	9
Simulation lab	43	19	59	27	88	39	20	9	14	6
Access to medical computer technology	37	16	54	24	107	47	20	9	10	4
Training to use medical computer technology	25	11	41	18	112	48	32	14	20	9
Tuition/fee level of the program**	17	7	44	19	59	25	77	33	38	16
Career advising	25	11	45	19	91	39	38	17	32	14
Campus safety	35	15	71	31	80	35	21	9	24	10
Financial aid**	24	10	40	17	94	40	41	18	34	15

*Areas with the highest levels of satisfaction

**Areas with the highest levels of dissatisfaction

The areas that emerged with the highest levels of satisfaction were availability of courses, program offerings, and classroom facilities, all with 60% reporting that they are "very" or "somewhat" satisfied. Similarly, to determine areas of dissatisfaction, the dimensions were aggregated by responses of "very" or "somewhat" dissatisfied. The areas that emerged with the highest levels of dissatisfaction were tuition/fee level of the program (49%), responsiveness of administration to student concerns (39%), and financial aid (33%). The table below provides mean scores and rankings for each of the 15 areas overall and by degree type.

Student Satisfaction Mean Data

	All Students		By Degree Type:					
			BS		MSN		DNP	
Area of Satisfaction	**Mean**	**Overall Rank**	**Mean**	**Rank within div.**	**Mean**	**Rank within div.**	**Mean**	**Rank within div.**
Program offerings	3.61	1	3.47	2	4.15	1	3.68	3
Availability of courses	3.57	2	3.49	1	4.00	2	3.58	5
Classroom facilities	3.56	3	3.33	8	3.55	7	3.90	1
Finding a quiet place to study	3.51	4	3.35	6	3.82	4	3.75	2
Simulation lab	3.43	5	3.40	3	3.36	11	3.55	6
Access to medical computer technology	3.39	6	3.23	10	3.73	5	3.59	4
Faculty academic advising	3.36	7	3.38	4	3.31	13	3.18	7
Campus safety	3.31	8	3.37	5	3.64	6	3.11*	12
Non-faculty academic advising	3.28	9	3.30	9	3.38	10	3.17	8
Tutoring services (Center for Academic Success)	3.27	10	3.34	7	3.46*	8	3.15	9
Responsiveness of administration to student concerns	3.09	11	2.92	13	3.92	3	3.11*	10
Training to use medical computer technology	3.08	12	3.01	11	3.33	12	3.11*	11
Career advising	2.97	13	2.97	12	3.17	15	2.87	14
Financial aid	2.91	14	2.86	14	3.23	14	2.93	13
Tuition/fee level of the program	2.68	15	2.54	15	3.46*	9	2.75	15

*Indicates category is tied with at least 1 other group.

[1]Student Comments

Students were asked to "please provide comments/suggestions regarding any of the above topics." This yielded a total of 80 responses. The excerpts below illustrate some of the issues with the aforementioned 15 dimensions. All of the student comments are housed within the Department of Institutional Research and Assessment and are available upon request.

Program Offerings:

-Overall, my issue with the program offers of the nursing school is how I do not feel challenged and how I do not feel like I am progressing as a nursing student. I wish there were fewer humanities classes and more science classes, classes that prepare us for clinics, or even classes that have to deal with the health care system. Despite this, I hope my views change during my Junior and Senior years since we are going to clinical and really delve into the nursing field. (BS, Generic)

-I believe that there needs to be an ability to customize some of the offerings. For example, if the DNP project is well under way then taking the project implementation I and project implementation II courses as offered may not make sense, rather working directly with the Chair and committee on an agreed upon course of action related to the specific project makes better sense. Adult learners need to be treated as such. Busy work assignments are inappropriate at this level. (DNP – Leadership, Post-MSN to DNP)

Availability of Courses

-The nursing.rutgers.edu website indicates the available electives for the DNP- FNP program, yet those same courses are not available to sign up for when the semester arrives. Also, there is a lack of flexibility with class scheduling. Many of the students like myself work full time in addition to going to school, there needs to be more available classes or faculty. Although school is a top priority, we need more available classes to actually attend as graduate students. Also, please ensure that myportal is fixed. Every semester there seems to be a "glitch" in the system and a notification arises that an unnecessary registration pin is required. This delays the registration process and hinders students from signing up for the limited classes appropriately. (DNP – Family Nurse Practitioner, Post-Bacc to DNP)

-Can some of these courses be offered in New Brunswick, Stratford or Camden please. Newark is too far for some of us to travel to almost 5 hours round trip a couple of times a week? It will be greatly appreciated. Thanks. (DNP – Psychiatric-Mental Health, Post-Bacc to DNP)

Classroom facilities

-The existing School of Nursing building at 110 Paterson Street offers limited space for students to have class, lab, meet with professors, or study. The main lecture hall has loud, squeaky chairs and the desk in the first row is broken. (BS, Generic)

[1] Comments were transcribed as-written by the students.

-The classroom in bayard is very uncomfortable. professors complain about the seating arrangement and size all the time along with the students. the board is behind a projector as well so it can never be properly utilized. (BS – Second Degree)

Finding a quiet place to study

-There are no quiet places to study. The only place is the lounge in the second floor in the nursing building and everyone is so noisy. There aren't even enough chairs or couches there. We need more study rooms. (BS – Second Degree)

-Nearby study areas are minimal, let alone quiet areas. (BS – Second Degree)

Simulation Lab

-We have to go to Newark for Sim Lab when New Brunswick has its own Sim Lab. (BS, Generic)

-Simulation seems to be a waste of time more than a learning experience. It also does not make sense as to why New Brunswick students would have to travel to Newark for Simulation when there is a Sim lab in the New Brunswick building. (BS, Generic)

Access to medical computer technology

-I don't have access to the nursing computer lab or nurse lounge in SSB building. (DNP – Family Nurse Practitioner, Post-Bacc to DNP)

-Computers and printers are often not working. Computer rooms are sometimes used as classroom which means you don't have access to the computer lab during those times. (DNP – Family Nurse Practitoner, Post-Bacc to DNP)

Faculty academic advising

-Faculty academic advising has been pretty minimal to this point. I doubt most faculty bother to learn our names. (BS – Second Degree)

-It is very difficult to hear back from faculty regarding any questions that have been emailed. It seems that the faculty are way to busy with the volume of students. (DNP – Family Nurse Practitioner Emergency Care, Post-Bacc to DNP)

Campus safety

-Campus [Newark] safety is horrible. I leave at night for my class and rarely see campus security. They are not visible in the front of the building while walking to your car. (DNP – Family Nurse Practitioner, Post-Bacc to DNP)

-Campus [Newark] feels very unsafe, especially at night. (DNP – Adult Gerontology Primary Care, Post-Bacc to DNP)

Non-faculty academic advising

-We have advisors available to us but sometimes they are difficult to get in touch with. I think that it would be helful for advisors to reach out to us so that we know that they are available

because I did not know who my advisor was until senior year. I think students should meet up with them once a year to make sure they are on the right track with their schedule because students have had to stay an entire extra yeat because of mistakes with scheduling. I also think it is important for them to discuss graduation and our future careers because it is thier job to help guide us with our decisions and give us advice. A lot of us are kind of scared and lost when it comes to applying for jobs and deciding where to work and what path to take. It would be helpful to have someone sit down and talk with us about our plan to make sure we are on the right track with our futures. (BS, Generic)

-There is no academic advising, you are given a paper that says what you courses you are to taken. (DNP – Practice, Post-MSN to DNP)

Tutoring services (Center for Academic Success)

-I'm very disappointed with the tutoring service at nursing school Newark. They don't have available tutor for organic biochemistry and this class is mandatory for nursing. (BS, Generic)

-It would be easier if tutoring services were available on certain dates, as opposed to requesting appointments and waiting for a response. (BS – Second Degree)

Responsiveness of administration to student concerns

-If we voice our concerns to administration, I feel as if their response is typically "ok, get over it." There is a huge lack of communication between students and administration. If we're told something and they suddenly change it last second, we're just expected to be flexible and do whatever we have to do. Yes, as nurses we have to be flexible, but the lack of communication is ridiculous. (BS, Generic)

-I feel many concerns have been brought up by the students and no response has been given by the administration. There is also a large delay in when we find out schedules for class work and clinical. While all of us understand the nature of this program, it is not always realistic to place children in day care or to completely quit work. This is a second degree program, which to my understanding means a career change for an adult student. The program and faculty should acknowledge this and adjust accordingly to better meet the needs of students. (BS – Second Degree)

Training to use medical computer technology

-I would like training on technology that I will actually be using out in the workplace. The program focuses too much on the projects and not enough on clinical expertise. (DNP, Family Nurse Practitioner, Post-Bacc to DNP)

-Computer medical technology and it's associated training has still been pretty minimal this far in the program. (BS, Second Degree)

Career Advising

-I would have appreciated more career advising in the beginning of the program and now that I am graduating. I am not sure what I will do with my degree or where I should apply and I think

this information and much more should be presented to students. (DNP – Family Nurse Practitioner, Post-Bacc to DNP)

-Career advising has not been that in-depth to assess its quality. (BS – Second Degree)

Financial aid

-Rising tuition and fees remain an issue as the program does not offer any financial support to the students. Also given the money it cost to remain in the program, students often have to figure out how to navigate other areas like financial aid, registration concerns, and other program requirements on their own. (Ph.D., Urban Health)

-In terms of Financial Aid, we were given a list of nursing scholarships to apply our Freshman year but we were not proved this Sophomore year. (BS, Generic)

Tuition/fee level of the program

-In terms, of tuition and fees, I believe the printing fees should be connected with our Rutgers University account so there isn't another $30.00 worth of fees added to our bill. Also, there should be some help with the fees for nursing uniforms. (BS, Generic)

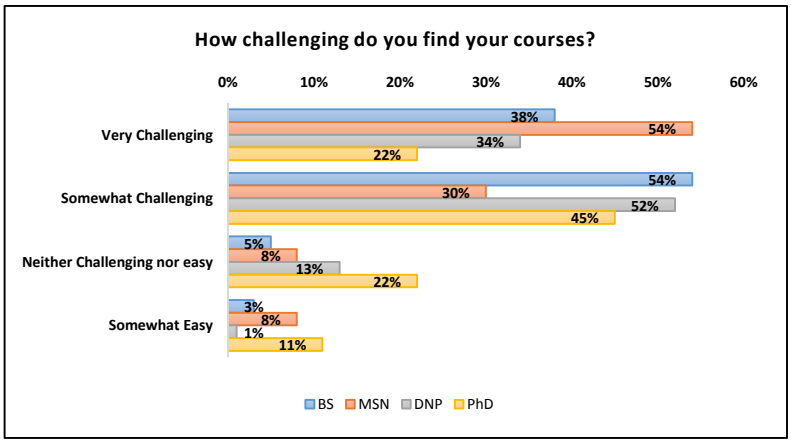
-THE TUITION IS TO HIGH, it went up by almost 7000 from the time rutgers merged with umdnj, and the services are not really worth the tuition , it feels like i'm just paying for the name. (BS – Second Degree)

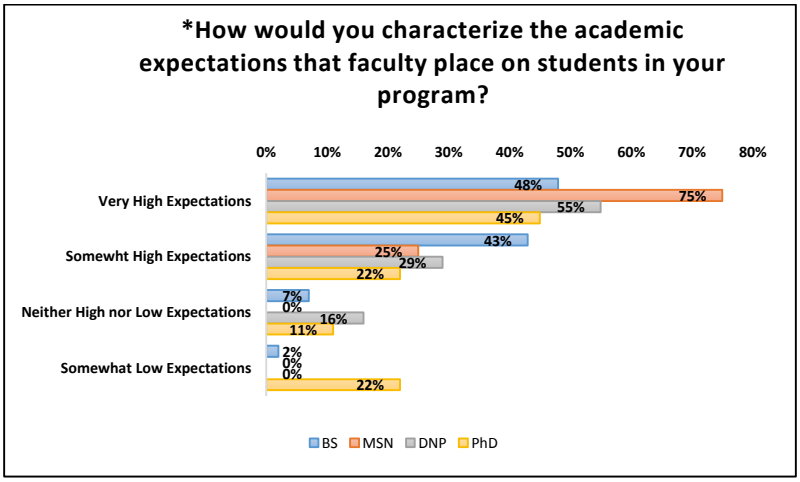
Student Engagement Indicators

The student engagement component of the survey measured five areas: academic rigor, opportunities for experiential learning, collaborative learning environment, faculty engagement outside of the classroom, and the learning environment. The following analyses examined this data by BS, MSN, DNP, and Ph.D. programs.

Academic Rigor

Students across the BS, MSN, and DNP programs thought that the academic rigor of their programs was high: 92% of BS respondents indicated that their courses were "very challenging" or "somewhat challenging," compared to 84% of MSN and 86% of DNP respondents. Although nearly two-thirds of Ph.D. respondents (67%) reported similar results, this is still significantly lower than their counterparts. No "very easy" responses were recorded for any degree.

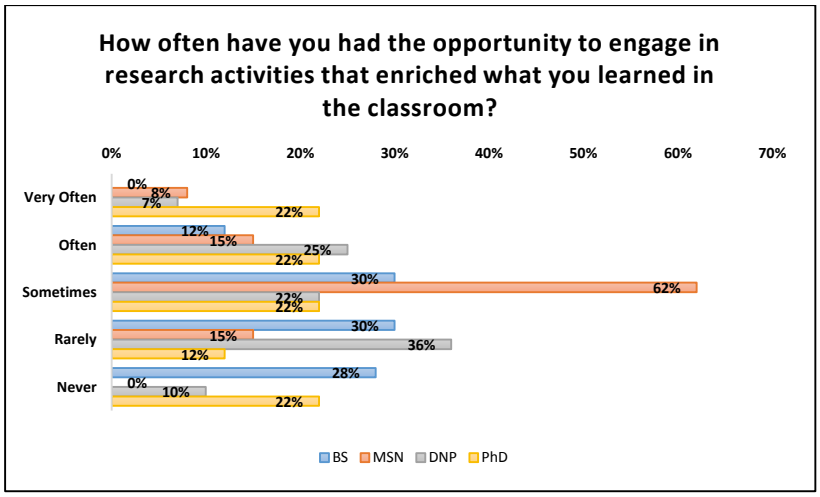


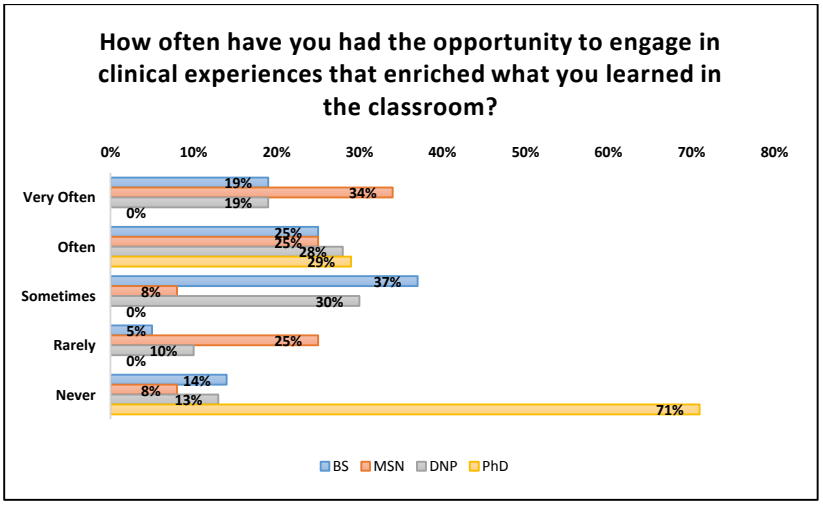


**No students responded "Very Low Expectations" to this question.*

Experiential Learning

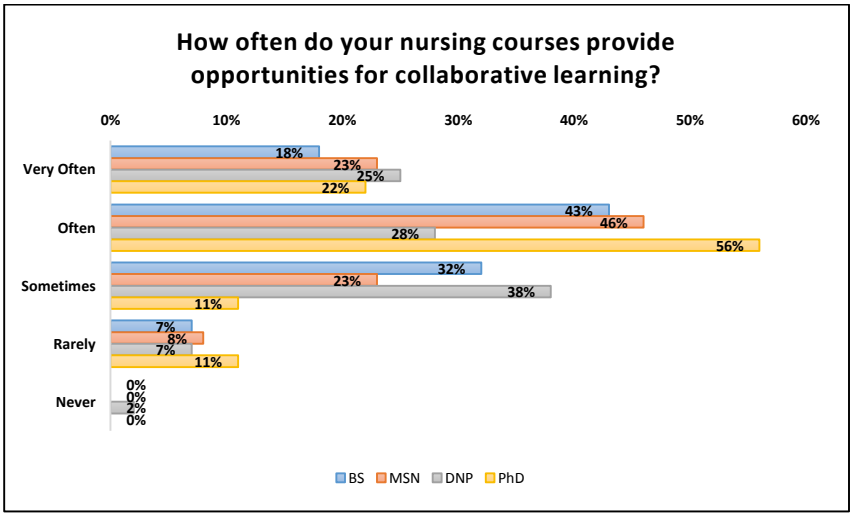
The opportunities to engage in research activities that enriched what students learned in the class steadily increased from undergraduate to graduate degrees, with 12% of BS respondents indicating "very often" or "often," followed by 23% of MSN, 32% of DNP, and 44% of Ph.D. respondents. MSN and DNP respondents reported the highest frequency of opportunities to engage in clinical experiences with 59% and 47%, respectively, indicating "very often" or "often," followed by BS (44%) and Ph.D. (29%).

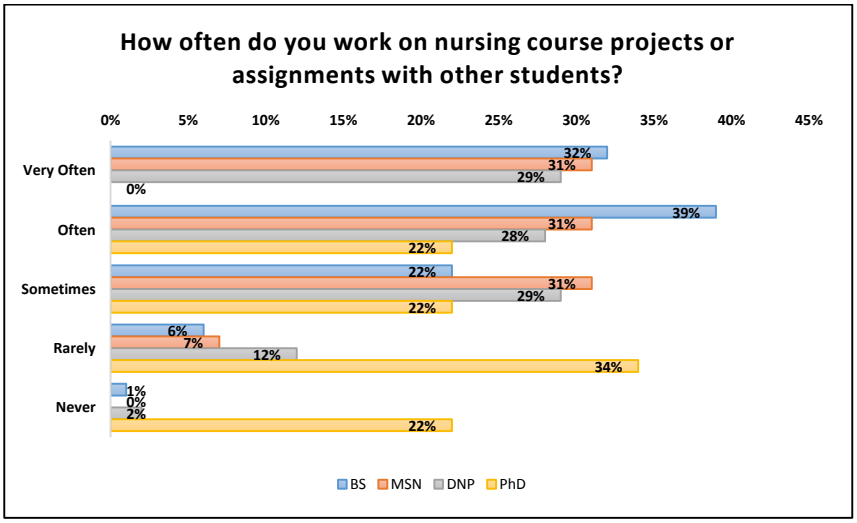




Collaborative Learning Environment

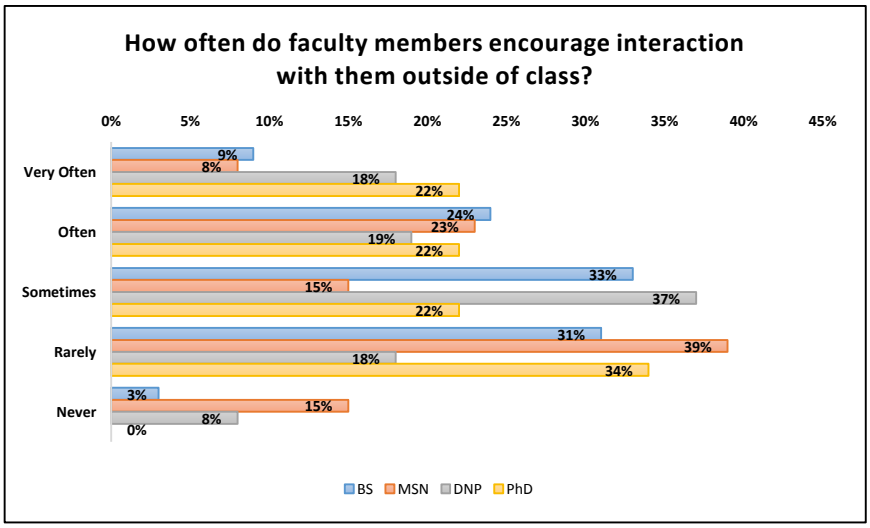
Opportunities for collaborative learning was highest among Ph.D. students, with 78% of respondents indicating they engaged in it "very often" or often." This was followed by 69% of MSN, 61% of BS, and 53% of DNP students. BS students reported the highest frequency of working on nursing course projects or assignments with other students, with 71% indicating they did so "very often" or "often." This was followed by 62% of MSN, 57% of DNP, and 22% of Ph.D. respondents.

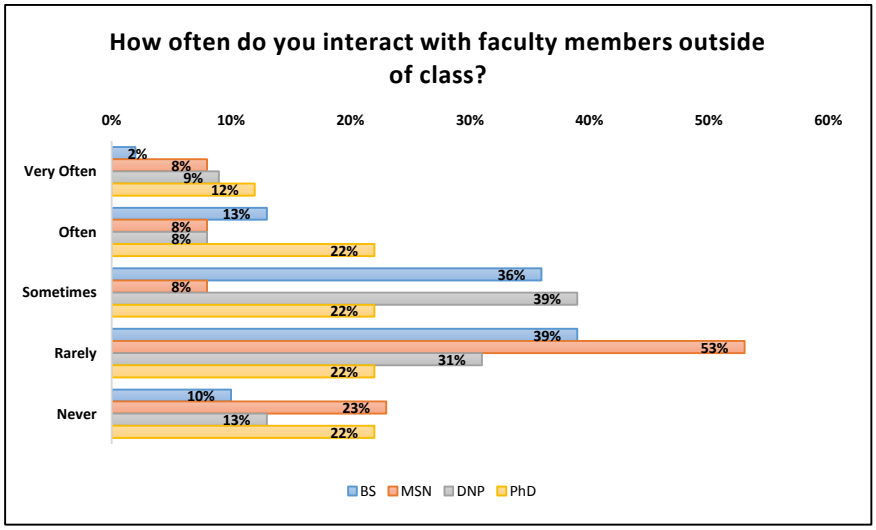




Experiences with Faculty

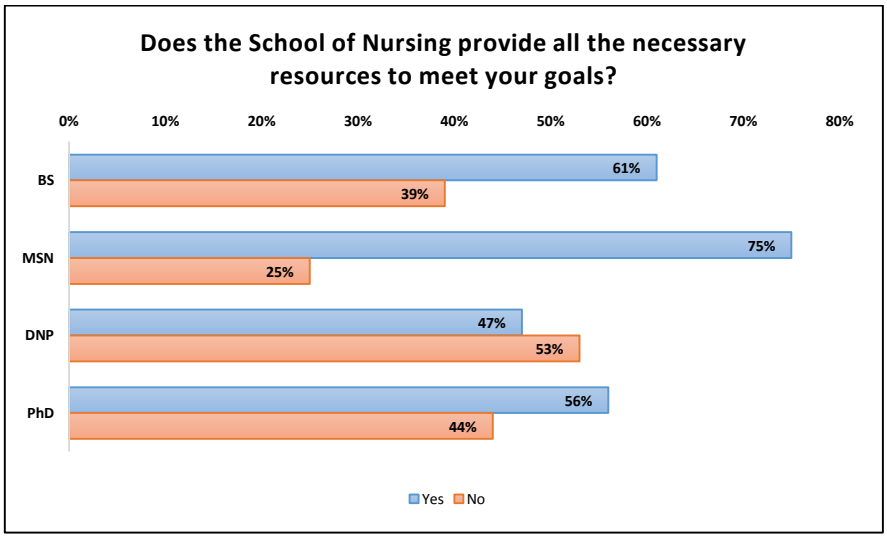
Encouragement to interact with faculty outside of class and actual interaction outside of class was highest among Ph.D. students (44% and 34% reporting "very often" or "often," respectively). Furthermore, BS, MSN, and DNP students all had larger differences between the levels of encouragement to interact with faculty (33% || 31% || 37%) and actual interaction with faculty members outside of class (15% || 16% || 17%).

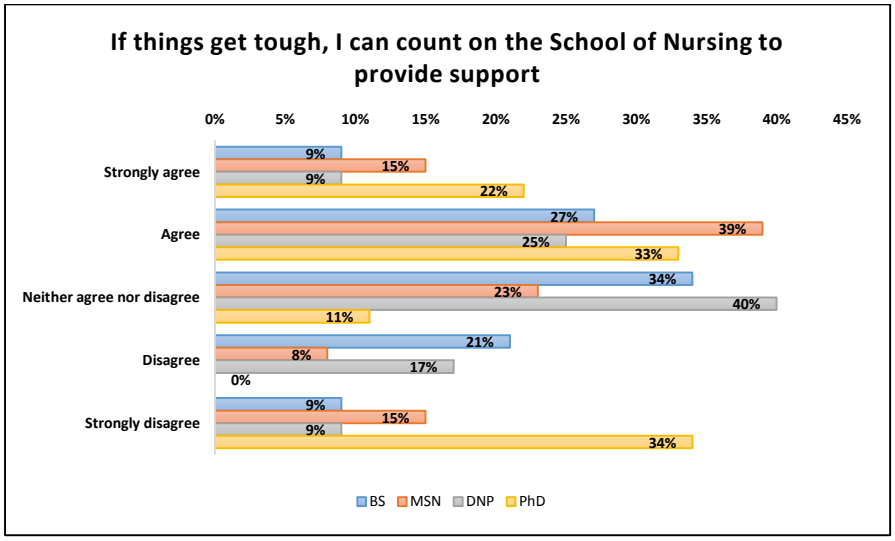




Supportive Learning Environment

In regards to having a supportive learning environment, 75% of MSN students felt that the School of Nursing provides all the necessary resources to meet their goals, followed by 61% of BS, 56% of Ph.D., and 47% of DNP students. Lastly, there was a significant difference between the percentage of MSN and Ph.D. respondents (54% and 55%, respectively) and BSN and DNP respondents (36% and 34%, respectively) who strongly agreed/agreed with the following statement: If things get tough, I can count on the School of Nursing to provide support.





Conclusion

Overall, students were satisfied with their experience at the Rutgers School of Nursing and were generally engaged in the learning process. Program offerings and availability of courses were the two biggest strengths of the school, while financial aid and tuition/fee level of the program were the weakest. Students were very outspoken regarding the 15 dimensions outlined in this report, as well as other areas which were not directly related to any particular academic or non-academic component of the school. These comments are available upon request. Going forward, a trend analysis will be performed after several years of data have been collected (in either qualitative or quantitative format) to gauge changes in students' perception of the program while accounting for any academic or administrative transitions during the timeframe of the research.