

Senate Task Force on Student Precepting Report

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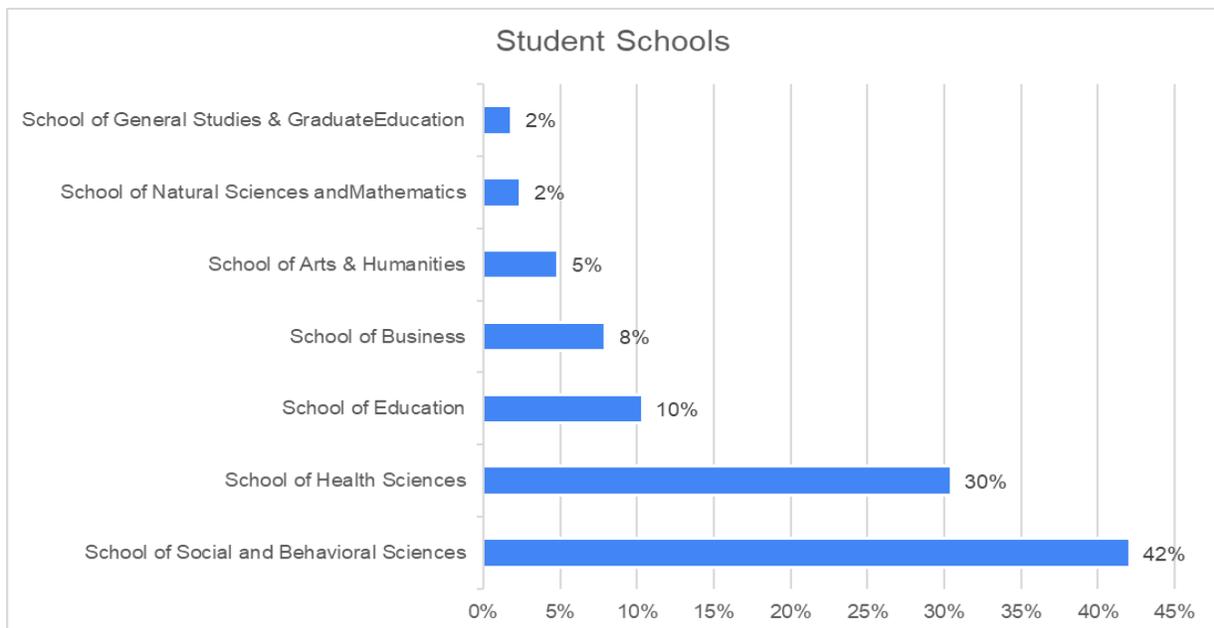
## Precepting Survey Results

### Participant Details

Students and faculty were surveyed over the course of 4 weeks beginning April 6<sup>th</sup> and ending the first week in May 2023. Both groups were asked to voluntarily complete the survey of 24 questions for faculty and 15 for students. The time required for both was approximately 15 minutes. No participant names were collected, and responses were completely anonymous. A full listing of the questions for both students and faculty is included in the Appendix. Students were recruited via an email link to various lists of student emails. Students were also asked to complete the survey by Senate Precepting Task Force members. Faculty were also emailed using various campus wide lists and task force members.

A total of 164 students completed the survey. Figure 1 shows the breakdown of student responders' area of study. The data were extrapolated from the survey question about student's majors. The large majority, 42% of the students were from Social and Behavioral Sciences (SOBL). Second at 30% were Health Science and third at 10% were Education students. Overall responses came from 7 schools.

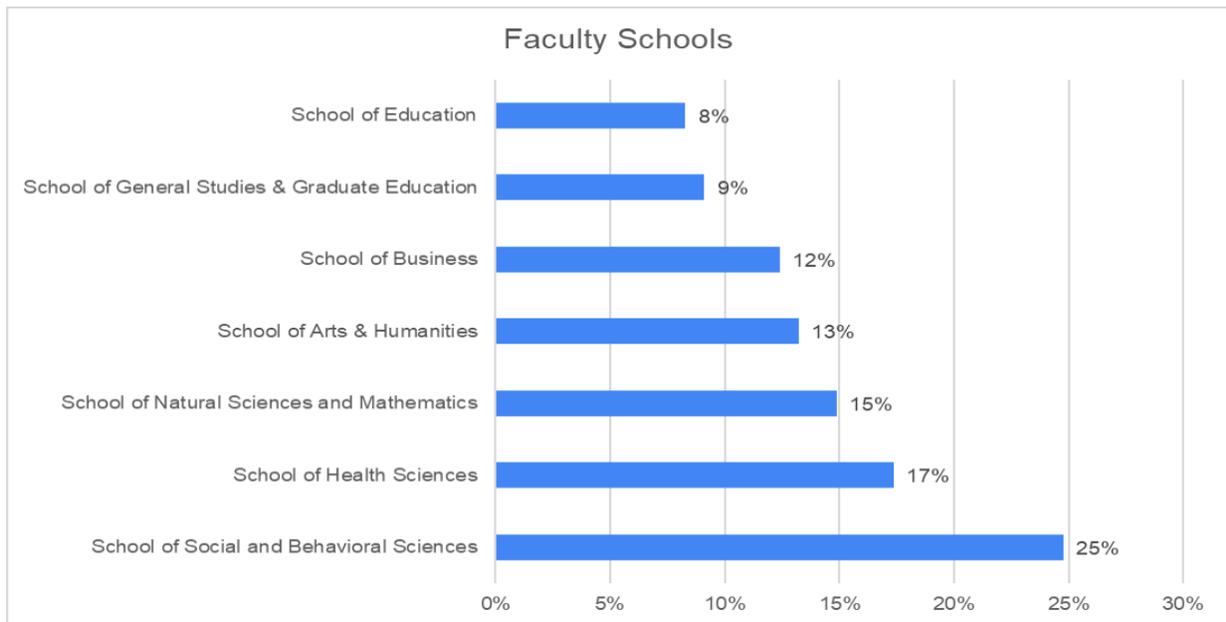
**Figure 1**



*Note.* Percentage of student response based on schools n=164

Faculty responses totaled 121 and the school percentages are shown in Figure 2. Similar to students SOBL had the highest response rate of 25% followed by Health Sciences, 17% and Natural Sciences and Mathematics (NAMS), 15%. Faculty responded to the survey from 7 schools.

**Figure 2**



*Note.* Percentage of faculty response based on schools n=121

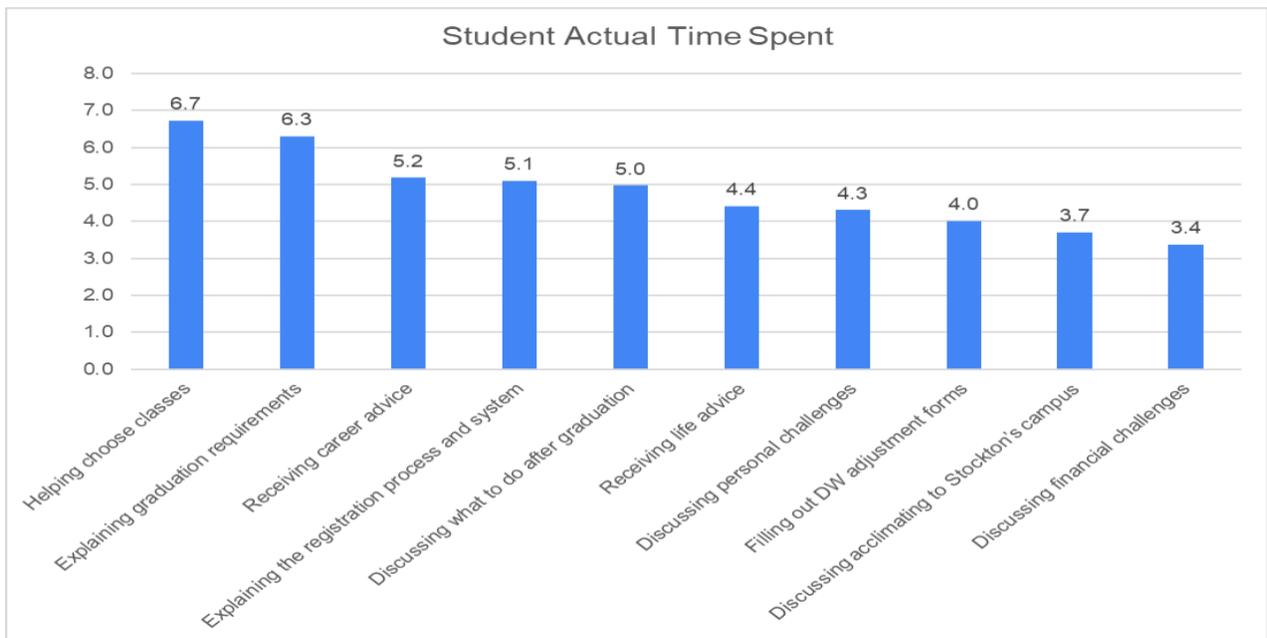
### **Time Spent Questions**

One of the largest components of both surveys was a rating question that addressed time spent on various precepting business. The question asked both students and faculty to rate the time spent on a list of items shown in both Figure 3 & 4. The questions were meant to be as similar as possible between both groups. Exact wording of the questions is listed in the Appendix.

Students spend most of their time in precepting choosing classes, followed by graduation requirement explanations, and receiving career advice (Figure 3).

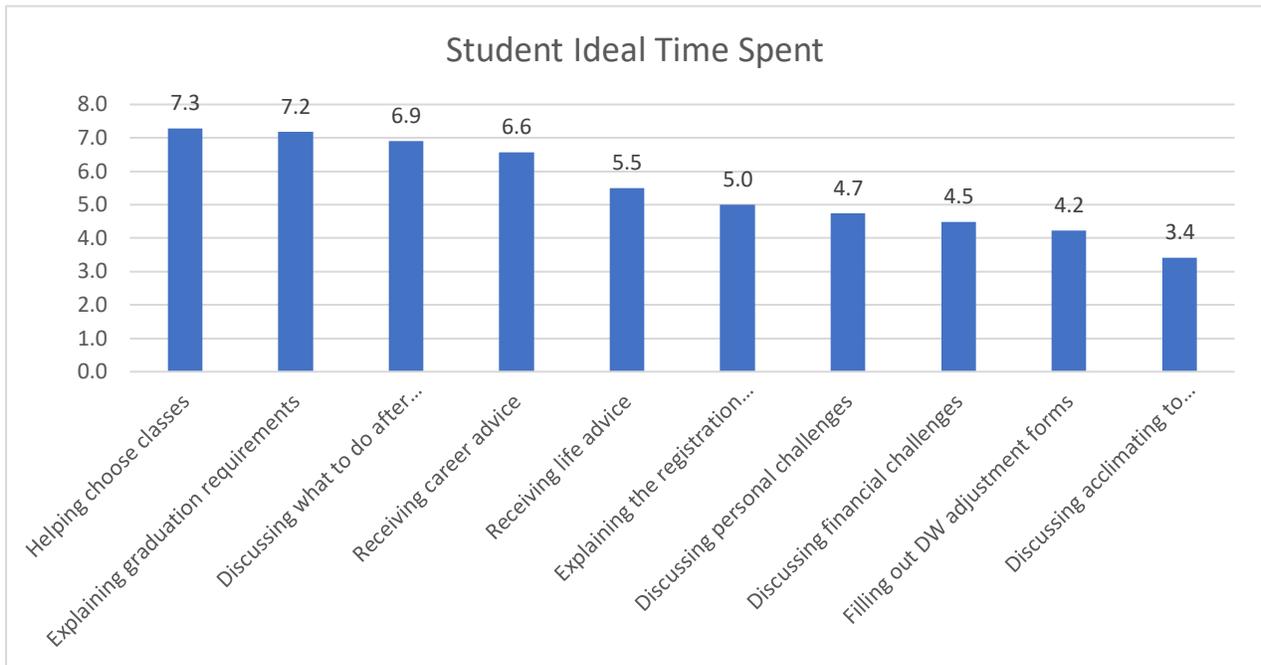
Students were also asked what they would prefer to be spending precepting time doing. Responses in Figure 4 were first: Choosing classes, then graduation requirements, followed by discussing what to do after graduation. This is similar to the actual time spent question with 1 difference: Students would prefer more time having an after graduation discussion rather than what actually happens discussing career advice.

**Figure 3**



*Note.* Average time spent by students from the question: "Please rank the items listed that you spend most of your time doing with your preceptor, with 1 being the item you do the most and 10 being the item you do the least."

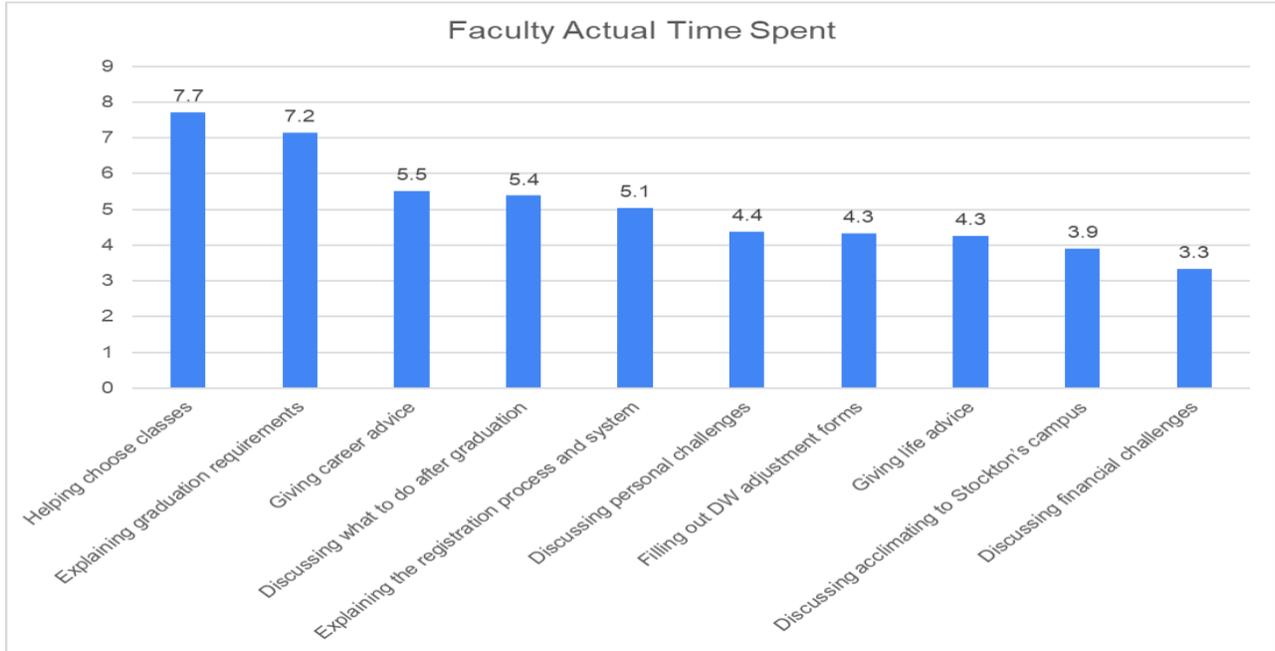
**Figure 4**



*Note.* Average ideal time spent from the question: “In an ideal world, please rank what you would like to spend most of your preceptor time accomplishing with 1 being the item you spend the most time on and 10 being the item you spend the least time on.”

Figures 5 & 6 show results from a similarly worded question for faculty time spent in precepting. Specifically Figure 5 indicates that faculty spend the most precepting time helping choose classes, then explaining graduation requirements and giving career advice. This matches directly with student responses on the same question.

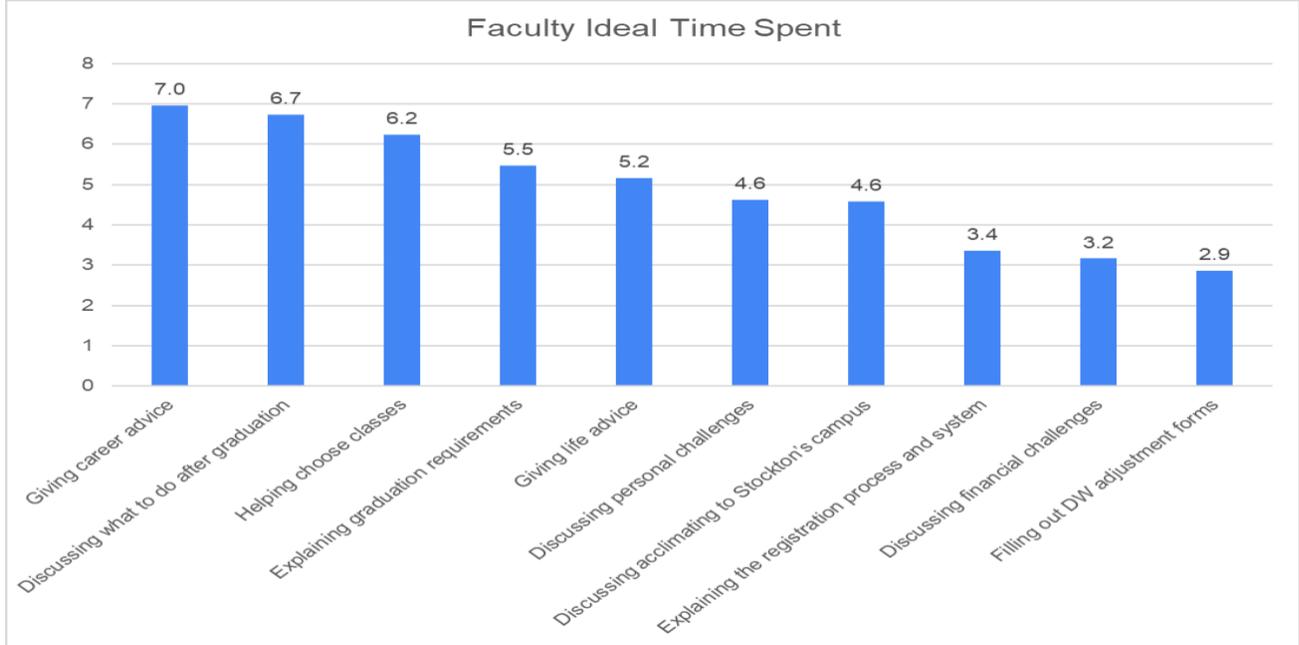
**Figure 5**



*Note.* Average time spent by faculty from the question: “Please rank the items listed that you spend most of your time doing with your preceptee, with 1 being the item you do the most and 10 being the item you do the least.”

Figure 6 shows what faculty would prefer spending time discussing in precepting and that is where we see the biggest difference from other responses in both faculty and students. Top 3 preference in faculty was: Giving career advice, then discussing what to do after graduation followed by helping chooses classes.

**Figure 6**

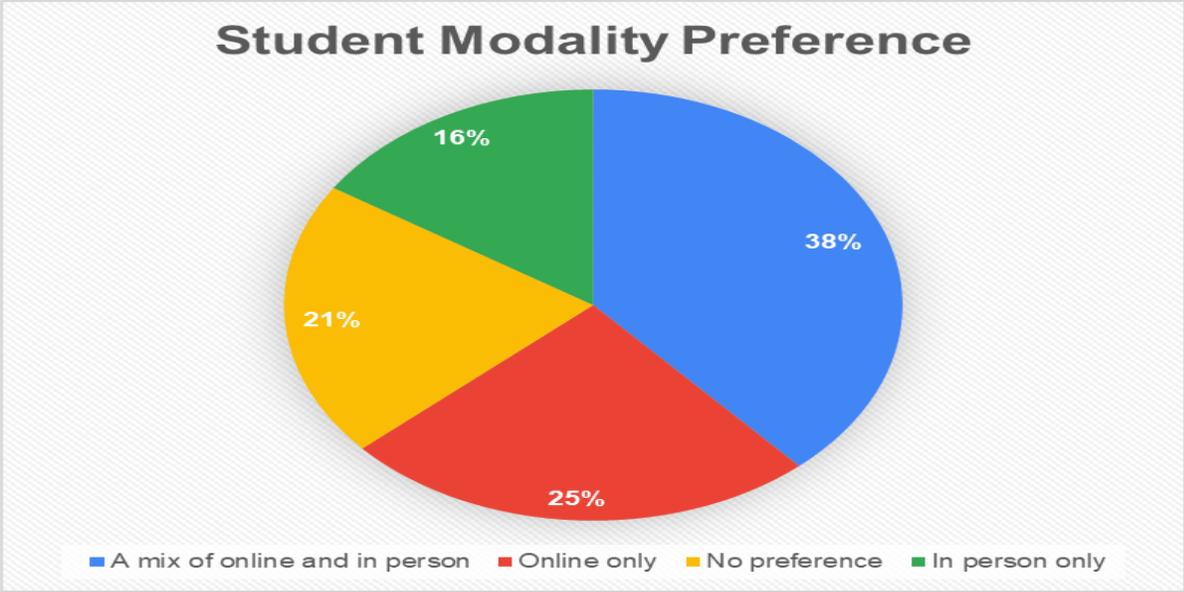


*Note.* Average ideal time spent from the question: “In an ideal world, please rank what you would like to spend most of your time doing as a preceptor, with 1 being the item you spend the most time on, and 10 being the item you spend the least time on.”

### **Modality Preference Questions**

Figures 7 & 8 show the modality preferences for both students and faculty respectively. Figure 7 indicates that students prefer flexibility and a mix of online and in person precepting (38%). They would also prefer online precepting (25%). The least preferable modality was in person only at 16%.

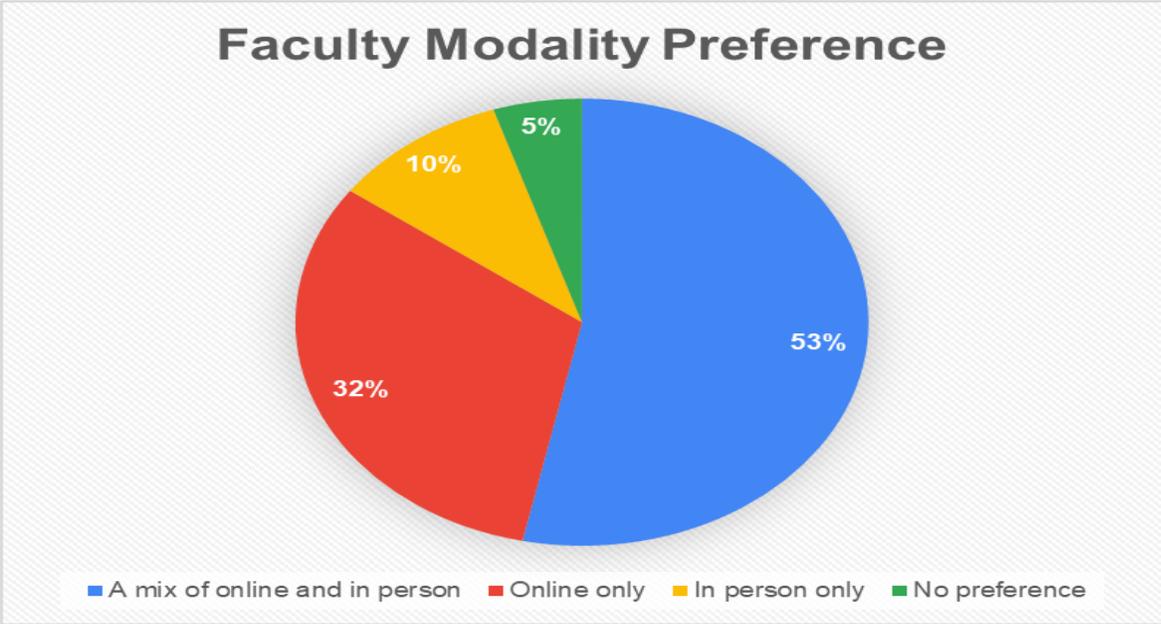
**Figure 7**



Note. Student precepting modality preference.

Faculty preferences are shown in Figure 8. Faculty have similar preferences with mix (53%), online (32%) and in person and no preference at 10% and 5%.

Figure 8



Note. Faculty precepting modality preference.

## Additional Questions

The tables show the results from other selected questions for both students and faculty. Table 1 reports the student answers to 6 major questions. The left column shows the abbreviated question text and the right column shows the totals from the Yes, No question, and the ratings from the 5 point Likert rating scales. Scaling details for each question are in italics above each question and full question text is contained in the appendix.

Overall students were able to select the preferred modality for precepting. They were also likely to show up and thought precepting was effective if it was held online. They were also likely to show up if it was in person and were also satisfied. Overall students reported a 3.84 average satisfaction score with precepting.

**Table 1**

<b>Question</b>	<b>Totals/Ratings</b>
<b>Were you allowed to select modality?</b>	114 Yes, 50 No
<i>1 Never - 5 Definitely</i>	
<b>Online likelihood to show up.</b>	4.67
<i>1 Highly Ineffective - 5 Highly Effective</i>	
<b>Online effectiveness.</b>	4.04
<i>1 Never - 5 Definitely</i>	
<b>In person likelihood to show up.</b>	4.37
<i>1 Ineffective - 5 Highly Effective</i>	
<b>In person effectiveness.</b>	4.28
<i>1 Highly unsatisfied - 5 Highly satisfied</i>	
<b>Overall satisfaction with precepting.</b>	3.84

*Note.* Student responses (n=164) to modality and satisfaction questions. Totals and averages of listed 1-5 ratings displayed in the right column.

Table 2 reports the results from 12 major survey questions. The question types are divided into workload questions in the top half and modality in the bottom. The left column shows the abbreviated

question text and the right column shows the totals from the quantity questions, the Yes, No question, and the ratings from the 5 point Likert rating scales. Scaling details for each question are in italics above each question and full question text is contained in the appendix.

On average faculty report having about 30 preceptees and about 21 of them that are not graduating show up for precepting. Out of the 121 respondents 65 of them followed up with no shows and 56 did not. Faculty indicated that they would prefer to have about 23 preceptees. Faculty also spend an average of 11.9 hours precepting on the 2 days set aside and about 7 additional hours on days other than the 2 precepting days. Faculty typically advise about 7 additional students each semester.

For the modality questions faculty report that 77% of students show up for meetings when held online and that it is an effective modality. They also report that the rate at which students show up for in person meetings is much lower at 47% but that it is an equally effective modality. The average overall satisfaction (1 highly unsatisfied-5 highly satisfied) for faculty was 3.10.

**Table 2**

<b>Question</b>	<b>Totals/Ratings</b>
Workload	
<b>Number of preceptees.</b>	30.6
<b>Number that show up.</b>	21.5
<b>Follow up with no shows.</b>	65 Yes, 56 No
<b>Number of preferred preceptees.</b>	23.6
<b>Hours spent on precepting days</b>	11.90
<b>Hours spent on additional days</b>	7.73
<b>Additional # of preceptees advised.</b>	7.17
Modality	
<b>Students show up for online meetings.</b>	77.19%
<i>1 Highly Ineffective- 5 Highly Effective</i>	
<b>Online effectiveness.</b>	4.22
<b>Students show up for in person meeting</b>	47.39%
<i>1 Highly Ineffective- 5 Highly Effective</i>	
<b>In person effectiveness.</b>	4
<i>1 Highly unsatisfied - 5 Highly satisfied</i>	
<b>Overall satisfaction with precepting.</b>	3.10

*Note.* Faculty responses (n=121) to workload, modality, and satisfaction questions. Averages of totals, hours and ratings displayed in the right column.

The workload question is further broken down by schools and Table 3 shows average number of preceptees as well as the ranges.

**Table 3**

<b>Number of Preceptees</b>			
<b>School</b>	<b>Average</b>	<b>Min</b>	<b>Max</b>
Education	54.6	35	84
Health Sciences	42.5	3	110
Arts & Humanities	18.1	3	40
Business	37.3	14	70
General Studies & Graduate Education	10.1	3	27.5
Natural Sciences and Mathematics	19.9	3	30
Social and Behavioral Sciences	33.2	7	62
<b>Overall</b>	<b>30.6</b>	<b>3</b>	<b>110</b>

*Note.* Average, minimum, and maximum number of preceptees broken down by school.

Tables 4 & 5 have similar breakdowns for each school for the time spent precepting students on precepting days and also the time spent precepting on additional days.

**Table 4**

<b>Time Spent on Precepting Days</b>			
<b>School</b>	<b>Average</b>	<b>Min</b>	<b>Max</b>
Education	20.0	15.0	33.0
Health Sciences	13.8	2.0	33.0
Arts & Humanities	9.1	4.0	13.0
Business	10.7	4.0	16.0
General Studies & Graduate Education	8.6	4.0	20.0
Natural Sciences and Mathematics	10.6	1.0	57.0
Social and Behavioral Sciences	14.0	4.0	25.0
<b>Overall</b>	<b>11.9</b>	<b>1</b>	<b>57</b>

*Note.* Average, minimum, and maximum number of hours spent precepting on precepting day broken down by school.

**Table 5**

<b>Time Spent on Additional Days</b>			
<b>School</b>	<b>Average</b>	<b>Min</b>	<b>Max</b>
Education	9.8	2.0	20.0
Health Sciences	9.6	2.0	40.0
Arts & Humanities	4.5	1.0	10.0
Business	6.5	1.0	15.0
General Studies & Graduate Education	4.0	1.0	8.0
Natural Sciences and Mathematics	6.8	1.0	20.0
Social and Behavioral Sciences	10.2	1.5	45.0
<b>Overall</b>	<b>7.7</b>	<b>1</b>	<b>45</b>

*Note.* Average, minimum, and maximum number of hours spent precepting on additional days broken down by school.

## Discussion

The Precepting Task Force launched a survey immediately following the spring 2023 precepting days. One survey targeted faculty and the other targeted students. The purpose of the survey was to better understand current perceptions about precepting at Stockton, and to identify common concerns, issues, or best practices. There was representation from all seven schools for both the faculty ( $n = 121$ ) and student ( $n = 164$ ) survey responses.

As noted previously, students reported they spent most of their time choosing classes, identifying graduation requirements, and receiving career advice. It is important to note that this aligned with what students reported they wanted from their precepting experience (with the one difference being that the students wanted discussing what to do after graduation as opposed to career advice). There is noted consistency in this survey, as the faculty members also reported they spend most of their precepting time on assisting students with choosing classes, identifying graduation requirements, and giving career advice. However, faculty would prefer to give career advice, discuss what to do after graduation, then help students choose classes. Based on the survey results, the faculty who are precepting are delivering the precepting experience that students desire. One change that faculty could make based on student feedback is to expand the discussion about career specific advice to include post-graduation planning.

Given the shift in precepting from predominantly face-to-face prior to the Covid-19 pandemic, to online zoom meetings during the pandemic, to the current blend of in person and online meetings, this survey sought to identify the modality preferences of both students and faculty. Both students and faculty indicated a majority preference of a mix of online and in person precepting. The survey results suggest that faculty should offer a blend of modalities that will meet individual students' needs. This also aligns with the preferences of the faculty who responded to the survey.

Precepting workload inequities has been a topic of discussion and a driving force behind the development of this task force. While these results only represent the faculty who responded to the survey, they do highlight the inequities across the schools. The most notable spread of preceptees is found in the School of Health Sciences, with a range of 3 to 110 assigned preceptees (mean 42.5). Four of the schools (EDUC, HSCI, BSNS, and SOBL) had averages above 30 students, while the remaining schools (ARHU, GENS, and NAMS) had averages below 20 students. Workload is more than just the number of preceptees; the time spent during the two precepting days is important, as is the time spent beyond the designated precepting days. Faculty reported an average of 8.6 (GENS) to 20.0 (EDUC) hours spent across the two precepting days. However, there was also report of considerable time spent on precepting outside of the designated precepting days. The average hours spent precepting on non-designated days ranged from 4.0 (GENS) to 10.2 (SOBL). More concerning was the ranges within the schools, with some faculty in SOBL (45 hours) and HSCI (40 hours) spending a substantial amount of time on precepting outside of the designated days. Having to spend a substantial amount of time precepting outside of the designated days is likely to impact the time available for scholarly/creative activity or other service contributions.

## Recommendations

Based on the data presented the task force makes the following actionable recommendations:

To address basic workload fairness, we recommend that any preceptor with an unequitable number of preceptees be compensated beyond the normal expected load of full-time faculty. For example, if the number exceeds 40 preceptees then the faculty member should be compensated with an additional 1 tch. Tiers of compensation could be set up based on the additional load. Exact numbers would have to be negotiated between the union and the university.

We recommend that faculty be given academic freedom in determining the modality and format of their own precepting. Clearly from the data students and faculty prefer flexible modalities. We argue that faculty know their respective students best and should be trusted to choose the modality that they see fit. Precepting is teaching, and making blanket rules about precepting modalities is counteractive and does not reflect student needs.

Students that are given conditional acceptance should be paired with faculty preceptors in the First Year Studies program. These faculty are best suited and skilled to assist these students and make recommendations for classes based on individual skills. Once the student gains footing at the university and has experience then they could be changed to a preceptor in their respective major but the first semesters for these students in a critical time.

Programs should be allowed to choose precepting solutions that fit their program needs. For example, Education program faculty should be allowed to precept in groups or in any other effective way. Again, we argue that faculty should be allowed academic freedom in addressing student needs.

## Appendix

### Student Survey Questions

What is your major/concentration ?	
What is your minor (if you have one)?	
Please rank the items listed that you spend most of your time doing with your preceptor, with 1 being the item you do the most and 10 being the item you do the least.	
	Explaining graduation requirements
	Helping choose classes
	Filling out DW adjustment forms
	Explaining the registration process and system
	Discussing what to do after graduation
	Receiving career advice
	Receiving life advice
	Discussing financial challenges
	Discussing personal challenges
	Discussing acclimating to Stockton's campus
From the previous question is there an option you would like to add? If so where does it fall in the time spent ranking?	
In an ideal world, please rank what you would like to spend most of your preceptor time accomplishing with 1 being the item you spend the most time on and 10 being the item you spend the least time on.	
	Explaining graduation requirements
	Helping choose classes
	Filling out DW adjustment forms
	Explaining the registration process and system
	Discussing what to do after graduation
	Receiving career advice
	Receiving life advice
	Discussing financial challenges
	Discussing personal challenges
	Discussing acclimating to Stockton's campus
From the previous question is there an option you would like to add? If so where does it fall in the time spent ranking?	

What precepting modality do you prefer?	
Were you allowed to select the modality to meet with your preceptor this past meeting?	
If you've had precepting online (Zoom), how likely were you to show up? 1-5 1-never, 2-not likely, 3-maybe, 4-likely, 5-definitely	
Rate the effectiveness of meeting online: 1-5 1-highly ineffective, 2- mostly ineffective, 3-neither effective or ineffective, 4-mostly effective, 5-highly effective	
If you've had precepting in person, how likely were you to show up? 1-5 1-never, 2-not likely, 3-maybe, 4-likely, 5- definitely	
Rate the effectiveness of meeting in person. 1-5 1-highly ineffective, 2- mostly ineffective, 3-neither effective or ineffective, 4-mostly effective, 5-highly effective	
How satisfied are you with the way precepting takes place at Stockton ? 1-highly unsatisfied, 2- mostly unsatisfied, 3-neither unsatisfied or satisfied, 4-mostly satisfied, 5-highly satisfied	
How does your preceptor communicate ongoing information with you? (Check all that apply.)	
If you could change one thing about the current precepting system at Stockton what would it be?	

### Faculty Survey Questions

How many preceptees do you have (non-graduating)?	
Of your total number of preceptees (non-graduating), how many typically show up for a meeting?	
Do you follow up with preceptees that do not show up?	
How many preceptees would you ideally want to have to be an effective preceptor?	
Who are your preceptees? (Select all that apply.)	
Please rank the items listed that you spend most of your time doing with your preceptee, with 1 being the item you do the most and 10 being the item you do the least.	
	Explaining graduation requirements
	Helping choose classes
	Filling out Degree Works adjustment forms
	Explaining the registration process and system
	Discussing what to do after graduation
	Giving career advice
	Giving life advice

	Discussing financial challenges
	Discussing personal challenges
	Discussing acclimating to Stockton's campus
From the previous question is there an option you would like to add? If so where does it fall in the time spent ranking?	
In an ideal world, please rank what you would like to spend most of your time doing as a preceptor, with 1 being the item you spend the most time on, and 10 being the item you spend the least time on.	
	Explaining graduation requirements
	Helping choose classes
	Filling out DW adjustment forms
	Explaining the registration process and system
	Discussing what to do after graduation
	Giving career advice
	Giving life advice
	Discussing financial challenges
	Discussing personal challenges
	Discussing acclimating to Stockton's campus
From the previous question is there an option you would like to add? If so where does it fall in the time spent ranking?	
What are the total number of hours you spend precepting students on the two designated precepting days?	
Approximately how many days and/or hours are you having to add to accommodate students outside of the two designated precepting days?	
What precepting modality do you prefer?	
What percentage of your preceptees show up for Online/Zoom precepting meetings?	
Rate the effectiveness of your experience with online precepting. 1- highly ineffective, 2 - mostly ineffective, 3 - neither effective or ineffective, 4 - mostly effective, 5 - highly effective	
What percentage of your preceptees show up for in person precepting meetings?	
Rate the effectiveness of your experience with in person precepting. 1- highly ineffective, 2 - mostly ineffective, 3 - neither	

effective or ineffective, 4 - mostly effective, 5 - highly effective	
How do you communicate ongoing information with your preceptees? (Check all that apply.)	
Do you allow your preceptees to select the modality for precepting (online versus in person)?	
How many additional students do you precept in a typical semester who are not your assigned preceptees?	
How satisfied are you with the current model of precepting being used at Stockton? 1- highly unsatisfied, 2 - mostly unsatisfied, 3 - neither unsatisfied or satisfied, 4 - mostly satisfied, 5 - highly satisfied	
If you could change one thing about the current precepting system at Stockton what would it be?	
Do you have any additional comments about precepting at Stockton?	