

Senate Task Force on Student Precepting Report

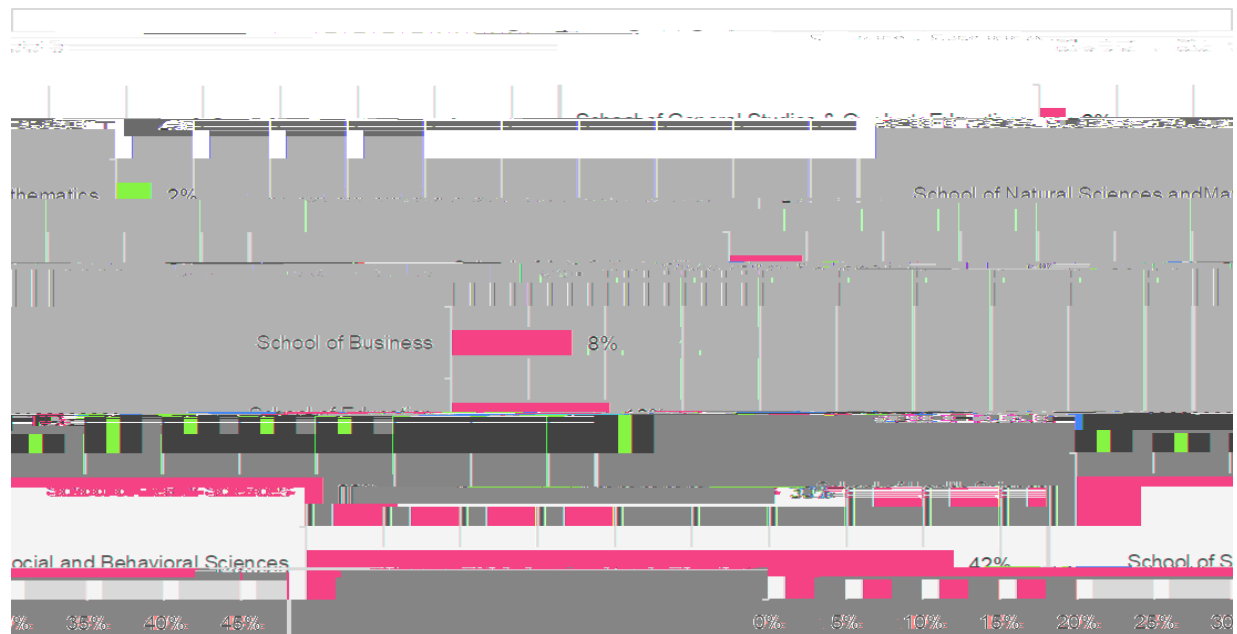
5-8-24

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Students and faculty were surveyed over the course of 4 weeks beginning April 6th 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.



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.

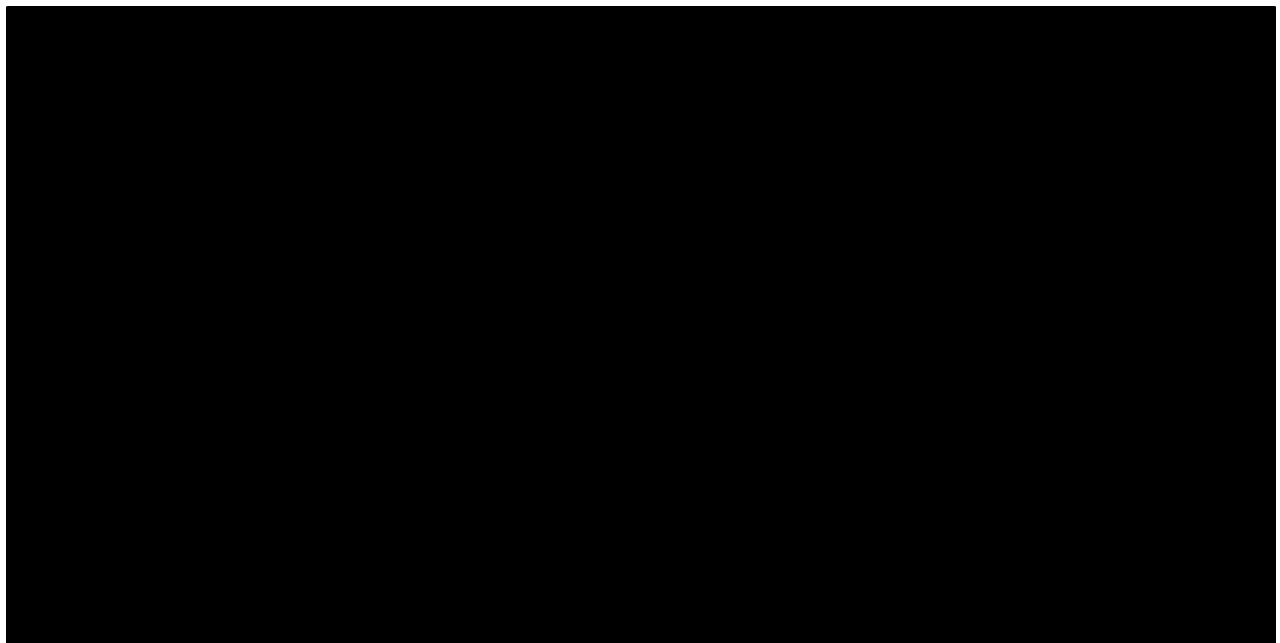


Percentage of faculty response based on schools n=121

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 preceptor 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.



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."

Average time spent by faculty from the quest on: "

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."

Figures 7 & 8 show the modality preferences for both students and faculty respectively. C "

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.

Student responses (n=164) to modality and satisfaction questions. Totals and averages of listed 1-5 rating

rating

Faculty responses (n=121) to workload, modality, and satisfaction on 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.

School	Average	Min	Max
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		

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.

Time Spent on Precepting Days			
School	Average	Min	Max
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
Overall	11.9	1	57

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

Time Spent on Additional Days			
School	Average	Min	Max
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
Overall	7.7	1	45

Average, minimum, and maximum number of hours spent precept ng on addit onal days broken down by school.

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.

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 inequitable 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 counterproductive and does not reflect student needs.

Students that are given conditional acceptance should be paired with faculty preceptors in the

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

What precepting modality do you prefer?	
Were you allowed to select the modality to meet with your preceptor this past meeting?	

	Discussing financial challenges
	Discussing personal challenges
	Discussing
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

effective or ineffective, 4 - mostly effective, 5 - highly effective	
How do you communicate ongoing information with your preceptees? (Check all that apply.)	