

A 3D white figure is sitting in a maze, holding a red arrow that says "SOLUTION". The arrow is pointing towards the center of the maze. The figure is looking at the arrow. The maze is made of white walls and has a circular opening in the center. The background is a light gray color.

A Nursing Specific Undergraduate Student Satisfaction Survey across a Canadian Collaborative Nursing Program

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Education in Ontario

- Entry to Practice BScN since 2005
- Colleges and Universities
- Partnerships required
- How's it all working remains a mystery



Our Partnership

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Undergraduate Nursing Students Academic Satisfaction Scale (UNSASS)

- This instrument is a 49 item questionnaire that is valid and reliable¹
- It measures student satisfaction specific to four nursing domains
 1. In-Class teaching
 2. Clinical Teaching
 3. Program Design and Delivery
 4. Support and Resources
- It is a 5 point likert scale from strongly agree to strongly disagree
- Students have the opportunity to either do paper and pen or an electronic version of this questionnaire

¹ Dennison, S. & El-Masri, MM. (2012). Development and psychometric assessment of the undergraduate nursing Student academic satisfaction scale (UNSASS). The Journal of Nursing Measurement. 20(2), 75-89

Literature Review

- Why is student satisfaction important ?
 - Satisfaction with undergraduate education impacts on
 - Student success
 - Retention
 - School Pride
 - Alumni



Demographic Characteristics

Variable	Percent
Year	2 nd (48.3%) 3 rd (34.8 %) 4 th (16.9 %)
Race	Caucasian (78.6%)
Employment	No (31.5%) Yes Part-time (62.3%) Yes Full-Time (5.6%)
Job Type	Nursing (20.6%) Non-Nursing (55.9%)
Relationship	No (38.8%) Yes (61.2%)
Children	No (86.4%) Yes (13.6%)
GPA	<80% (45.4%) >80% (29.9%)



Demographics Cont.

Variable	Percent
Failed a class in nursing	No (85.6%) Yes (19.4%)
Conflict with Faculty	No (78.4%) Yes (21.2%)
Conflict with Staff in Clinical	No (82.5%) Yes (17.3%)
Conflict with other Students	No (77.1%) Yes (22.9%)



UNSASS Results

Scale	$M \pm SD$
Complete Scale ($\alpha=.97$) Min=49 Max=245	Min=107, Max=241 $M=181.51 \pm 31.82$
Class ($\alpha=.94$) Min=15 Max=75	Min=27, Max=72 $M=52.91 \pm 10.03$
Clinical ($\alpha=.95$) Min=15 Max=75	Min=23, Max=75 $M=56.95 \pm 12.68$
Design ($\alpha=.94$) Min=13 Max 65	Min=23, Max=65 $M=40.20 \pm 9.67$
Support ($\alpha=.88$) Min=6 Max =30	Min=10, Max=30 $M=22.43 \pm 4.92$



Preliminary Correlations

Variable	UNSASS
In a Relationship	.87*
Conflict with Faculty	-.17**
Conflict with Clinical Staff	-.21**
Conflict with Fellow Student	-.09*

*<.05 **<.001



Conflict Permeates all Satisfaction

Variable	UNSASS Class/Clinical/Design/Support
Faculty Conflict	-.15**/-.16**/-.09*/---
Staff Conflict	-.20**/-.27**/-.09*/-.15**
Student Conflict	-.11*/-.09*/---/---



Other Significant Relationships

- College site students reported more satisfaction than University students, less conflict with staff members, more class failures, less different ethnicities, and more dependant children.
- Working students were mainly Caucasian, reported having less dependent children, and more conflict with Faculty members.
- Non-white students reported less working, less relationships, and more class failures



Results Impact on Program

- Conflict is decreasing our students satisfaction with our program
- Faculty may have to be more sensitive to student employment issues
- Further analysis to take place
- We will continue to assess satisfaction and make changes as indicated



Thanks Questions???

