

# Satisfaction Survey Results

## Report to NFO

### November 2019

#### Analysis of Faculty Satisfaction Data

#### Fall 2019

1. Faculty (n=17) were asked to rate the degree to which they agreed with 8 statements related to participation in decision making, academic policies, adequacy of resources, adequacy of campus services, teaching/learning and evaluation practices, and the curriculum (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 8 items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations. CCNE I-D	4.29	Yes	NA
Faculty and students participate in program governance. CCNE I-E	4.35	Yes	NA
Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed. CCNE II-A	3.94	No	<p>1. Refer item to the SON Director:</p> <p>Currently looking at Navicent Baldwin for additional faculty offices and also for additional larger classroom space.</p> <p>New furniture requested in the 2021 One Time Funding to better utilize the large 2<sup>nd</sup> floor classroom for active and engaged learning.</p>
Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. CCNE II-B	3.88	No	<p>1. Refer item to the SON Director and Program Coordinators.</p>

Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. CCNE II-C	4.47	Yes	NA
The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. CCNE II-G	4.35	Yes	NA
The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: 1) are congruent with the program's mission and goals; 2) are congruent with the roles for which the program is preparing its graduates; and 3) considers the needs of the program-identified community of interest. CCNE III-A	4.65	Yes	NA
Teaching-learning practices and environments: 1) support the achievement of expected student outcomes; 2) 2. consider the needs and expectations of the identified community of interest; and 3) 3. expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.59	Yes	NA

From the table, the areas of greatest faculty satisfaction include:

- Academic support services (different than student's perspective)
- Curricula
- Teaching/learning practices

From the table, the areas of least faculty satisfaction include:

- Fiscal resources are not adequate
- Physical resources are not adequate

2. Faculty were asked for comments regarding the SON's opportunities for improvement:

Topic of Concern	Action Taken by EE
<ul style="list-style-type: none"> <li>• Faculty workload:               <ul style="list-style-type: none"> <li>○ We're always striving for excellence and we don't take time to recognize our accomplishments</li> <li>○ Too many curricular changes at one time</li> <li>○ Need more faculty</li> <li>○ Need equity in workload</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Refer item to the SON Director: Lecturer hours are being reduced to 15 credit hours spring semester 2020. Faculty who are in lecturer lines are encouraged to not take on additional responsibilities.</li> <li>2. Refer item to the SON Faculty Workload Task Force.</li> </ol>

	<p>Budget request for next academic year will include additional faculty lines and also increased part-time faculty lines. I am hopeful that these request will be granted.</p> <p>Faculty Workload Task Force is reviewing material and will make a recommendation.</p>
<ul style="list-style-type: none"> <li>• More resources needed: <ul style="list-style-type: none"> <li>○ Faculty salaries are low</li> <li>○ Need more space (larger classrooms, continue building sim center)</li> <li>○ UG clinical coordinator needed</li> </ul> </li> </ul>	<p>1. Refer item to the SON Director. Faculty salary study has been completed. It is my understanding that adjustments will be made in January of 2020 for some faculty who are below a certain level. The base starting pay for permanent lecturers was increased from \$51,000 to \$53,500.</p> <p>2. We now have an UG Clinical Coordinator. Ask the SON Director to clarify the UG Clinical Coordinator role and duties as a discussion item at the next NFO meeting.</p>

3. Faculty were asked to comment on the areas that the School of Nursing excels, and the most common areas were:

- Excellent faculty
- Success of our students
- Use of technology
- Teaching practices

### Analysis of BSN Student Satisfaction Data Fall 2019

1. BSN students (n=178) were asked to rate the degree to which they agreed with 14 statements related to participation in decision making, academic policies, adequacy of resources, adequacy of campus services, teaching/learning and evaluation practices, and the curriculum (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 14 items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
Students are able to participate in the School of Nursing decision making (i.e. class officers, PPC, Student Government Association). CCNE I-E	4.04	Yes	NA

<p>Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: 1) fair and equitable; and 2) published and accessible. CCNE I-F</p>	4.21	Yes	NA
<p>Fiscal (money) and physical resources (i.e. equipment, supplies, computer labs, teaching, classrooms) are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. CCNE II-A, B</p>	4.26	Yes	NA
<p>Advising services are sufficient to ensure quality and meet student needs. CCNE II-C</p>	3.90	No	<p>1. Change the question to indicate “Jr/Sr level advising services” to elicit correct data.</p> <p>2. We have a new pre-nursing advisor. This may address issues.</p> <p>3. Refer item to PPC for further clarification (perhaps additional survey for more details).</p> <p>4. Refer item to the Nursing advisors to draft a policy related to the following issues:</p> <p>1. Pre-nursing students are required to see advisor each semester, but once in the program are provided with NO advisement.  Questions:  1. Are there times when nursing students should be required to visit the advisor?  2. I also asked the advisors to meet with faculty and discuss uploading clinical contracts, notes about meeting with students to their student files which are kept by the advisor. There appears to be a gap in how this is handled.</p> <p>5. Refer item to the BSN Program Coordinator.</p>

Counseling services are sufficient to ensure quality and meet student needs. CCNE II-C	3.98	No	1. This is a concern at the BOR level- await their recommendations.
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C	3.91	No	1. Refer item to PPC for further clarification (perhaps additional survey for more details).  2. Have the new director of the Career Center to meet with NFO on January 24, 2020. It is suggested that they are involved with the leadership and practicum courses so they are more visible to our students.
Library services are sufficient to ensure quality and meet student needs. CCNE II-C	4.16	Yes	NA
The curriculum (nursing content) is logically structured to achieve expected student outcomes. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. CCNE III-F	4.12	Yes	NA
Teaching-learning practices in the CLASSROOM support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.18	Yes	NA
Teaching-learning practices in the CLINICAL setting support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.36	Yes	NA
Teaching-learning practices in the NURSING LAB support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.22	Yes	NA
Teaching-learning practices in SIMULATION support the achievement	4.34	Yes	NA

of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G			
The curriculum includes planned clinical practice experiences that: 1) enable students to integrate new knowledge and demonstrate meeting of program goals; 2) foster interpersonal collaborative practice; and 3) are evaluated by faculty. CCNE III-H	4.38	Yes	NA
Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. CCNE III-I	4.28	Yes	NA

From the table, the areas of greatest BSN student satisfaction include:

- Evaluation of student performance
- Clinical experiences
- Teaching/learning practices (classroom, clinical, simulation, lab)

From the table, the areas of least BSN student satisfaction include:

- Advising
- Career Center services
- Counseling services

2. Students were asked for comments regarding the above ratings:

Topic of Concern	Action Taken by EE
<ul style="list-style-type: none"> <li>• Disorganization/communication:               <ul style="list-style-type: none"> <li>○ Some courses are disorganized-makes learning difficult</li> <li>○ Team teaching can be disorganized</li> <li>○ Faculty vs. student workers not on the same page for skills check-offs</li> <li>○ Communication from faculty to students needs improvement</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Refer item to the SON Director.</li> <li>2. EE recommends that the SON Director address these concerns with individual faculty based on student comments, SRIS scores, etc. rather than address entire NFO. This ensures the message is received by the correct faculty.</li> </ol>
<ul style="list-style-type: none"> <li>• Grading:               <ul style="list-style-type: none"> <li>○ Clinical journal grading is inconsistent</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Refer to the UG Curriculum Committee.</li> </ol>

<ul style="list-style-type: none"> <li>○ Students want to know more than just the right answer for missed exam items</li> </ul>	
<ul style="list-style-type: none"> <li>● Resources <ul style="list-style-type: none"> <li>○ Lab needs more workers</li> <li>○ Lectures with PowerPoint are helpful- it does not promote laziness</li> <li>○ More simulations needed</li> <li>○ Pre-nursing advisor is not helpful</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Refer to the UG Curriculum Committee to address lectures, more simulations.</li> <li>2. Refer to the SON Director to address more lab workers, pre-nursing advisor.</li> </ol>
<ul style="list-style-type: none"> <li>● Curriculum change: <ul style="list-style-type: none"> <li>○ Frustrated- changes made it harder</li> <li>○ Family content is too different and is not taught in logical order</li> <li>○ Constantly changing</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Refer to the UG Curriculum Committee.</li> </ol>
<ul style="list-style-type: none"> <li>● Course challenges: <ul style="list-style-type: none"> <li>○ Would be better to make changes during the semester instead of waiting until the next semester so current students can benefit</li> <li>○ Some class time is scattered, unstructured</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Refer to the UG Curriculum Committee.</li> </ol>
<ul style="list-style-type: none"> <li>● Students' mental health: <ul style="list-style-type: none"> <li>○ The program is hard and does not promote student well-being</li> <li>○ Counseling services is not user-friendly (hard to make appt, limit on # of appts per year)</li> <li>○ Some feel that the program is made harder than it has to be</li> <li>○ Worried the new curriculum and disorganization will prevent them from passing the NCLEX-RN</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Refer to the SON Director to facilitate the following recommendations:</li> <li>2. EE recommends that counseling services interact with nursing students in about the second semester. <ol style="list-style-type: none"> <li>2.A. Could be permanently included in the curriculum so all cohorts benefit from content related to stress, anxiety, etc.</li> <li>2.B. Have a "fact-finding" session with current BSN students and counseling services to determine what students' needs are.</li> </ol> </li> </ol>

3. Students were asked to comment on the areas that the School of Nursing excels, and the overwhelming areas were:

- Clinical/lab/simulation experiences
- Faculty and their support
- NCLEX-RN preparation

## Analysis of MSN Student Satisfaction Data Fall 2019

1. MSN students (n=45) (all tracks) were asked to rate the degree to which they agreed with 14 statements related to participation in decision making, academic policies, adequacy of resources, adequacy of campus services, teaching/learning and evaluation practices, and the curriculum (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 14 items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
Students are able to participate in the School of Nursing decision making (i.e. class officers, PPC, Student Government Association). CCNE I-E	3.73	No	1. Change the question to include “cohort report” on the next survey (2021) to remind MSN students about that method of participation.  2. Refer item to the Graduate Committee.
Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: 1) fair and equitable; and 2) published and accessible. CCNE I-F	4.42	Yes	NA
Fiscal (money) and physical resources (i.e. equipment, supplies, computer labs, teaching, classrooms) are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. CCNE II-A, B	4.36	Yes	NA
Advising services are sufficient to ensure quality and meet student needs. CCNE II-C	4.34	Yes	NA
Counseling services are sufficient to ensure quality and meet student needs (BSN Only). CCNE II-C	3.37	No	1. Add “BSN Only” in the question.  2. Add an “NA for MSN and DNP” option on the next survey (2021) to allow MSN and DNP students an option that does not affect the mean score.
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C	3.65	No	1. Refer item to the Graduate Committee to discuss career



			counseling services offered to graduate students.
Library services are sufficient to ensure quality and meet student needs. CCNE II-C	4.39	Yes	NA
The curriculum (nursing content) is logically structured to achieve expected student outcomes. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. CCNE III-F	4.36	Yes	NA
Teaching-learning practices in the CLASSROOM support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.27	Yes	NA
Teaching-learning practices in the CLINICAL setting support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.18	Yes	NA
Teaching-learning practices in the NURSING LAB support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.19	Yes	NA
Teaching-learning practices in SIMULATION support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.29	Yes	NA
The curriculum includes planned clinical practice experiences that: 1) enable students to integrate new knowledge and demonstrate meeting of program goals; 2) foster interpersonal collaborative practice; and 3) are evaluated by faculty. CCNE III-H	4.38	Yes	NA

Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. CCNE III-I	4.44	Yes	NA
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From the table, the areas of greatest MSN student satisfaction include:

- Evaluation of student performance
- Clinical experiences
- Academic policies

From the table, the areas of least MSN student satisfaction include:

- Career Center services
- Counseling services
- Participation in decision-making

2. Students were asked for comments regarding the above ratings:

Topic of Concern	Action Taken by EE
<ul style="list-style-type: none"> <li>• Some quality of instruction has declined:               <ul style="list-style-type: none"> <li>○ Some recorded lectures are not good quality or engaging</li> <li>○ Students need more direction</li> <li>○ Some courses are disorganized</li> </ul> </li> </ul>	1. Refer item to Graduate Committee.
<ul style="list-style-type: none"> <li>• Some faculty could improve:               <ul style="list-style-type: none"> <li>○ Some emails are not returned in a timely manner</li> <li>○ Some faculty are seen as rude</li> <li>○ Some poor communication from faculty to other faculty (team teaching) and students</li> </ul> </li> </ul>	1. Refer item to SON Leadership Team.
<ul style="list-style-type: none"> <li>• Clinical placement- students need more help</li> </ul>	1. We now have a clinical coordinator to help students with clinical placement.

3. Students were asked to comment on the areas that the School of Nursing excels, and the overwhelming areas were:

- Simulation
- Faculty support

## Analysis of DNP Student Satisfaction Data Fall 2019

1. DNP students (n= 17) were asked to rate the degree to which they agreed with 14 statements related to participation in decision making, academic policies, adequacy of resources, adequacy of campus services, teaching/learning and evaluation practices, and the curriculum (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 14 items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
Students are able to participate in the School of Nursing decision making (i.e. class officers, PPC, Student Government Association). CCNE I-E	4.35	Yes	NA
Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: 1) fair and equitable; and 2) published and accessible. CCNE I-F	4.71	Yes	NA
Fiscal (money) and physical resources (i.e. equipment, supplies, computer labs, teaching, classrooms) are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. CCNE II-A, B	4.71	Yes	NA
Advising services are sufficient to ensure quality and meet student needs. CCNE II-C	4.88	Yes	NA
Counseling services are sufficient to ensure quality and meet student needs. CCNE II-C	4.63	Yes	NA
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C	4.56	Yes	NA
Library services are sufficient to ensure quality and meet student needs. CCNE II-C	4.88	Yes	NA
The curriculum (nursing content) is logically structured to achieve expected student outcomes. Master's curricula	4.82	Yes	NA

build on a foundation comparable to baccalaureate level nursing knowledge. CCNE III-F			
Teaching-learning practices in the CLASSROOM support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.82	Yes	NA
Teaching-learning practices in the CLINICAL setting support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.88	Yes	NA
Teaching-learning practices in the NURSING LAB support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.82	Yes	NA
Teaching-learning practices in SIMULATION support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.75	Yes	NA
The curriculum includes planned clinical practice experiences that: 1) enable students to integrate new knowledge and demonstrate meeting of program goals; 2) foster interpersonal collaborative practice; and 3) are evaluated by faculty. CCNE III-H	4.76	Yes	NA
Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. CCNE III-I	4.82	Yes	NA

From the table, the areas of greatest DNP student satisfaction include:

- Advising
- Library services
- Teaching/learning practices (classroom, clinical, simulation, lab)

From the table, the areas of least DNP student satisfaction include:

- Participation in decision-making
- Career Center services

2. Students were asked to comment on the areas that the School of Nursing excels, and the overwhelming areas were:

- Curriculum
- Faculty and their support

## Analysis of Alumni Satisfaction Data Fall 2019

1. Alumni (all programs, n = 66) were asked to rate the degree to which they agreed with 3 statements related to their satisfaction with our programs (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 3 items:

<b>Item</b>	<b>Mean</b>	<b>Meets Benchmark</b>	<b>Action Taken by EE (If Benchmark Not Met)</b>
I am satisfied with the Georgia College program from which I graduated.	4.64	Yes	NA
I think the Georgia College program prepared me well to practice in my chosen role (RN, FNP, PMHNP, etc.).	4.61	Yes	NA
I would recommend the Georgia College program from which I graduated to others.	4.74	Yes	NA

2. Alumni were asked to comment on the areas where the School of Nursing excels, and the most common areas were:

- Excellent faculty
- Clinical experiences (hospital, simulation, lab)
- NCLEX-RN preparation

3. Alumni were asked for any additional comments:

- More hours in pediatrics clinicals would be helpful
- Rotations in specialized areas such as ICU would be helpful

- MSN students need more help with finding clinical preceptors

## Analysis of Employer Satisfaction Data Fall 2019

1. Employers (all programs, n = 4) were asked to rate graduates from Georgia College on two areas to represent their satisfaction with our programs (see raw data for details).

Below is the table of means for both items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
On a scale of 1-5 (with 5 being the best), how would you rate the quality of the Georgia College School of Nursing graduate?	4.25	Yes	NA
On a scale of 0-2, (with 0 being worse than other programs, 1 being about the same as other programs, and 2 being better than other programs) please rate the preparation of Georgia College School of Nursing graduates for practicing the role for which they were prepared (i.e. BSN, MSN, DNP) in comparison to graduates from other nursing programs.	1.5	Yes	NA

2. Employers were asked to comment about our graduates:

It has been my experience that Georgia College nursing students do not remain in the middle Georgia area after completing their BSN program because they are from the Atlanta area and they return home. Having worked in the Navicent system for several years I have personally seen this and experienced this on units I have managed. The retention rate of nursing students completing practicums or working in the Nurse Extern roles is much higher when the students are from the local area. If given a choice I will choose a student that I know lives in the surroundings counties for a position versus someone that lives in the Atlanta area.

I have had some strong new nurses come out of Georgia College that said, most of them have already worked in our department as techs or externs and already know our processes and were able to transition into the nurse role with relative ease. [still have a lot to learn but are not task oriented] This really makes it difficult for me to provide the proper feedback you are looking for.

They come to the unit with a wealth of knowledge and experience that I do not always see with other graduates. Their background training seems to prepare them well to begin to work even in the critical care areas right after graduation. Our facility has many GCSU graduates who

have been staff for years and it is great to see that GCSU continues to produce the same high-quality graduates that it is known for.

**Summary Table**

<b>Actionable Item</b>	<b>Committee Receiving Recommendation</b>
Advising services are sufficient to ensure quality and meet student needs. CCNE II-C (BSN)	PPC Nursing Advisors BSN Program Coordinator
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C (BSN)	PPC New Director of Career Center
<ul style="list-style-type: none"> <li>• Grading: (BSN)               <ul style="list-style-type: none"> <li>○ Clinical journal grading is inconsistent</li> </ul> </li> </ul> <p>Students want to know more than just the right answer for missed exam items</p>	UG Curriculum Committee
<ul style="list-style-type: none"> <li>• Resources (BSN)               <ul style="list-style-type: none"> <li>○ Lectures with PowerPoint are helpful- it does not promote laziness</li> <li>○ More simulations needed</li> </ul> </li> </ul>	UG Curriculum Committee
<ul style="list-style-type: none"> <li>• Curriculum change: (BSN)               <ul style="list-style-type: none"> <li>○ Frustrated- changes made it harder</li> <li>○ Family content is too different and is not taught in logical order</li> </ul> </li> </ul> <p>Constantly changing</p>	UG Curriculum Committee
<ul style="list-style-type: none"> <li>• Course challenges: (BSN)               <ul style="list-style-type: none"> <li>○ Would be better to make changes during the semester instead of waiting until the next semester so current students can benefit</li> </ul> </li> </ul> <p>Some class time is scattered, unstructured</p>	UG Curriculum Committee
Students are able to participate in the School of Nursing decision making (i.e. class officers, PPC, Student Government Association). CCNE I-E (MSN)	Graduate Committee
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C (MSN)	Graduate Committee
<ul style="list-style-type: none"> <li>• Some quality of instruction has declined: (MSN)               <ul style="list-style-type: none"> <li>○ Some recorded lectures are not good quality or engaging</li> <li>○ Students need more direction</li> </ul> </li> </ul>	Graduate Committee

<ul style="list-style-type: none"> <li>○ Some courses are disorganized</li> </ul>	
<ul style="list-style-type: none"> <li>● Some faculty could improve: (MSN) <ul style="list-style-type: none"> <li>○ Some emails are not returned in a timely manner</li> <li>○ Some faculty are seen as rude</li> <li>○ Some poor communication from faculty to other faculty (team teaching) and students</li> </ul> </li> </ul>	SON Leadership Team
<ul style="list-style-type: none"> <li>● Fiscal and physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. CCNE II-B (Faculty)</li> </ul>	SON Leadership Team
<ul style="list-style-type: none"> <li>● Faculty workload: <ul style="list-style-type: none"> <li>○ We're always striving for excellence and we don't take time to recognize our accomplishments</li> <li>○ Too many curricular changes at one time</li> <li>○ Need more faculty</li> </ul> </li> <li>● Need equity in workload</li> </ul>	SON Faculty Workload Taskforce