Default Report

Faculty Satisfaction Fall 2019
October 8, 2019 11:50 AM EDT

Q2 - Please indicate the degree to which you agree with the following statements:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	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	2.00	5.00	4.29	0.82	0.68	17
2	Faculty and students participate in program governance. CCNE I-E	3.00	5.00	4.35	0.59	0.35	17
3	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	2.00	5.00	3.94	0.94	0.88	17
4	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	2.00	5.00	3.88	0.96	0.93	17
5	Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. CCNE II-C	3.00	5.00	4.47	0.61	0.37	17
6	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	3.00	5.00	4.35	0.84	0.70	17
7	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	4.00	5.00	4.65	0.48	0.23	17
8	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	4.00	5.00	4.59	0.49	0.24	17

Q3 - In what areas does the School of Nursing excel?

In what areas does the School of Nursing excel?

All areas and in focusing on rural health

Open to new ideas, commitment to students success, always take into account student feedback when making decisions and fully support engaging interactive learning strategies.

n/a

SON leader qualities, excellence; curriculum content; excellent teachers (faculty)

100% pass rate on NCLEX.

Excellent faculty.

pass rates of students on NCLEX and graduate specialty exams

Success of our students, development of our simulation program, constantly seeking to improve experiences and processes

Academic excellence, dedicated faculty

New state-of-the-art simulation lab; reputation as a rigorous, high-quality program; use of innovative teaching practices

The school of nursing is innovative and driven. There are so many wonderful ideas and strong faculty members. Great technology including the sim center and interactive classrooms.

The academic director's support of faculty

Prepared safe entry level nursing graduates

teaching and learning community, encouragement of students, student support

Supportive relationship with students. Quality faculty.

Q3 - What opportunities does our School of Nursing have for improvement?

What opportunities does our School of Nursing have for improvement?

More input into the decisions the director makes.

The SON is very busy & striving for excellence in all areas, that we never slow down & take time to recognize our accomplishments. We miss a lot of opportunities to share these with the community as well.

n/a

increase faculty salaries; hire an UG clinical coordinator; diversify student body; reduce faculty workload

Need more faculty to keep the overload down

Need to continue to develop the Simulation Center and increase manpower there. Great start!

Decrease fear of retaliation from nursing administrators ---improve environment so excellent faculty do not leave; build positive relationships with other disciplines on campus

Focus on the quality of clinical instruction with thorough planning and faculty input before changes are made.

Pay equity within School, university, and wider community; more equity in faculty teaching load

There is a significant space issue. We do not have the space to accomodate large class sizes (as many as 63 students). While each of the projects we have started are important and beneficial, we are taking on too many significant curriculum changes at one time. The simulation center, the new curriculum, the FEMA trainning, changes in practicum hours etc. are a lot. We need to be more cognizent of implementing one or two changes at a time, evaluating the outcomes and then proceding with more. At this point, if we have negative outcomes we will not know what change is responsible making it difficult to recover. Workload distribution and calculation is unfair at times and does not allow time for scholarship or community service. Both of which are required for promotion and tenure.

Create a more inclusive environment

Work load equality for faculty, more space for teaching and computer lab for testing

More frequent assessment of faculty workload.

Q4 - Any additional comments?

Any additional comments?

n/a

Recent appointment of a new Dean with a nursing background is an additional asset to the School and University

End of Report