

Appendix B
 Commission on Collegiate Nursing Education (CCNE) Standards and Evaluation Plan
 School of Nursing
 San Francisco State University

Key Elements	Evidence/Method	Person(s) Responsible	Time Frame	Documentation
I. PROGRAM QUALITY: MISSION AND GOVERNANCE	The mission, goals and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.			
I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	<p>Congruence with Parent Institution: Review and revise SON mission, goals and outcomes to assure organizational alignment with the University.</p> <p>Consistent with Professional Standards and Guidelines: Comparison to:</p> <ul style="list-style-type: none"> • ANA standards • AACN Essentials of Baccalaureate Education • AACN Essentials of Master's Education • QSEN Competencies • Criteria for Evaluation of Nurse Practitioner Programs • ANCC Credentialing Criteria 	<p><i>BSN Program:</i> Baccalaureate Essentials, ANA Standards, QSEN (MA)</p> <p><i>MSN Program:</i> Master's Essentials, QSEN, ANA Standards, ANCC Credentialing Criteria (MAVD)</p>	Annually	<ul style="list-style-type: none"> • Mission/philosophy/goal statement (MAVD) • BSN, MSN and Faculty Committee meeting minutes (LL) • BSN and MSN Terminal Program Objectives (MA, MAVD). • Nurse Practitioner Program Objectives (AB) • Student Handbook (RC)
I-B. The mission, goals,	Communities of	Director (LL)	Biennial	<ul style="list-style-type: none"> • Admission application trends (AO, AN)

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<p>and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards and guidelines; and then needs and expectations of the community of interest.</p>	<p>Interest:</p> <ul style="list-style-type: none"> • Current and prospective students • Faculty and student organizations • Community Advisory Board (CAB) • Service provider partners • Clinical and community preceptors • Communities within which faculty and students engage • Professional nursing organizations • Accrediting, credentialing, and regulating bodies 			<ul style="list-style-type: none"> • Marketing and outreach activities (LL, MA) • Annual undergraduate nursing student exit survey data (MA) • SON representation on college and campus committee roster (MA) • CAB meeting minutes (LL) • Preceptor evaluation data (LV [<i>undergraduate</i>], MAVD [<i>graduate</i>]) • Post-graduation student employment data (LL) • Bay area health care trends data (LL) • Faculty practice grid (LL) • Faculty meeting minutes (LL)
<p>I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals and expected student outcomes.</p>	<ul style="list-style-type: none"> • Retention, tenure, and promotion (RTP) guidelines • Teaching effectiveness evaluations • School of Nursing and University committee rosters • Faculty roster of scholarly activities 	<p>Chair of RTP Committee (PB) and Director (LL)</p>	<p>Biennially</p>	<ul style="list-style-type: none"> • RTP guidelines (PB) • Teaching effectiveness evaluations (LL, PB) • Committee rosters (LL) • Faculty roster of scholarly activities (LL)
<p>I-D. Faculty and students participate in program governance.</p>	<ul style="list-style-type: none"> • Committee membership and function 	<p>Committee membership (LL)</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Meeting minutes & annual reports of all standing committees (Committee Chairs) • Student handbook (RC)

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	<ul style="list-style-type: none"> • Student handbook • School of Nursing strategic plan 			<ul style="list-style-type: none"> • School of Nursing strategic plan (LL)
<p>I-E. Documents and publications are accurate. References to the program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, degree completion requirements, tuition, and fees are accurate.</p>	<ul style="list-style-type: none"> • Student Handbook • Nursing program fact sheets • School of Nursing website (recruitment and admission policies) • San Francisco State University website (University bulletin, transfer of credit policy, academic calendar, tuition and fees, degree completion requirements) • Course syllabi (grading policies) • University bulletin 	<p>Leadership Team (LL, MAVD, SS, HD, MA)</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Student handbook (RC) • Program fact sheets (MA, MAVD, AB, RS) • Course syllabi (MA, MAVD) • University bulletin and policies (LL) • School of Nursing website (ER)
<p>I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to,</p>	<ul style="list-style-type: none"> • School of Nursing Mission, Goals, Philosophy and Conceptual Framework • Student Handbook • University policies (through participation on Academic Senate) • Strategic plan • Student Affairs Committee 	<p>Committee Chairs (LL, MA, MAVD, AP, SS, RC)</p>	<p>Biennial</p>	<ul style="list-style-type: none"> • Student Handbook (RC) • Academic Senate policies (HD, SG, MA) • Student Affairs Committee meeting minutes (RC)

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those related to student recruitment, admission, retention, and progression.	meetings			
I-G. There are established policies by which the nursing unit defines and reviews formal complaints.	<ul style="list-style-type: none"> Student Handbook University policies 	Student Affairs Committee (RC)	Annually	<ul style="list-style-type: none"> Student Handbook (RC)
II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES	The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, philosophy, goals, and expected aggregate student outcomes.			
II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	<ul style="list-style-type: none"> Review of budget for faculty and lecturer positions, secretarial positions, equipment, and supplies with input from faculty and college budget specialists. Review of physical resources and requests for additional resources. 	Director (LL)	Semi-annually	<ul style="list-style-type: none"> Budget and budget reports (LL, MAVD, MA, HD, SS) Leadership Team meeting minutes (LL) Faculty meeting minutes (LL, MY) Inventory of physical resources (LL, SS, ER)
II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular	Review of resources and action on SON requests for increased services from the	Director (LL)	Annually	<ul style="list-style-type: none"> Leadership Team meeting minutes (LL) Faculty meeting minutes (LL, MY) University description and reports of academic support resources available to the School of

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basis to meet program and student needs.	following: <ul style="list-style-type: none"> • Library • Student Services including admission and advising services • Academic Technology (AT/ITV) • Office of Research and Sponsored Programs (ORSP) • Center for Teaching and Faculty Development (CTFD) • Institute for Civic and Community Engagement (ICCE) • César Chavez Institute 			Nursing (LL)
II-C. The chief nursing administrator: <ul style="list-style-type: none"> • is a registered nurse; • holds a graduate degree in nursing; • is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; • is vested with the administrative authority to accomplish the mission, goals, and 	<ul style="list-style-type: none"> • Brief biographical sketch of the Director • Academic Senate policy regarding the roles and responsibilities of the Director 	Director (LL)	Every three years per University policy	Director's CV (LL) Letter of Appointment (LL) BRN Approval form (LL)

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<p>expected student and faculty outcomes; and</p> <ul style="list-style-type: none"> provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes. 				
<p>II-D. Faculty members are:</p> <ul style="list-style-type: none"> sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach. 	<ul style="list-style-type: none"> Education and experiential qualifications of faculty including current licensure. Calculation of FTE for theory and practicum courses. Faculty student ratio averages School of Nursing criteria for tenure and promotion Retention/tenure and promotion decisions Post-tenure review 	<p>Director (LL) Administrative Assistant (SH) HRTP Committee (PB)</p>	<p>Annually and when faculty positions are filled</p> <p>HRT review per University policy Annual evaluation of clinical faculty by semester coordinators and Director</p>	<ul style="list-style-type: none"> Current CV & license (LL, SH) BRN faculty approval (LL, SH) HRTP decision letters (LL, PB) Annual review of clinical faculty instructor evaluations by the Director (LL) Faculty Profile Grid (LL, SH) Faculty assignment data (LL, SH) Roster of clinical instructors (LL, SH)
<p>II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</p>	<ul style="list-style-type: none"> Roster of preceptors including educational preparation and experiential background. Preceptor packet describing role and 	<p>Director (LL) Level coordinators (SS, AP, MAVD, HD)</p>	<p>Annually</p>	<ul style="list-style-type: none"> Clinical faculty/preceptor orientation materials (MAVD) Faculty Manual (GH) Roster of preceptors (LL, MAVD)

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	responsibilities <ul style="list-style-type: none"> Faculty manual 			
II-F. 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.	<ul style="list-style-type: none"> School of Nursing criteria for tenure and promotion Faculty development retreats Participation on faculty committees of external experts Continuing education workshops 	Director (LL) H RTP Committee (PB) CEU Coordinator (AP)	Annually	<ul style="list-style-type: none"> H RTP decision letters (LL, PB) Agendas and minutes from faculty development retreats (LL, MY) Agendas and minutes from faculty meetings (LL, MY) Documentation of CEUs given for workshops sponsored by the School of Nursing (AP)
III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES	The curriculum is developed in accordance with the mission, goals and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.			
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.	<ul style="list-style-type: none"> Terminal program objectives defined and reflect the mission, philosophy and goals of the program Undergraduate curriculum plan based on measurable objectives for each semester. Course in the undergraduate program have clearly articulated objectives that are aligned to 	Director (LL) BSN Committee (MA) MSN Committee (MAVD)	Annually	<ul style="list-style-type: none"> List of Terminal Program Objectives (MA, MAVD) Course syllabi (MA, MAVD) BSN and MSN Committee rotational schedule for course review (MA, MAVD) BSN and MSN Committee semester review documents (MA, MAVD) BSN and MSN Committee meeting agenda and minutes (MA, MAVD) Congruency table (MA, MAVD)

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	semester outcome objectives and program outcome objectives. <ul style="list-style-type: none"> Graduate curriculum plan based on measurable outcome objectives and individual course objectives. 				
III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.	<ul style="list-style-type: none"> BSN: Review of AACN Essentials of Baccalaureate Education, QSEN KSAs, IOM recommendations and California BORN requirements for undergraduate programs. Master's Entry Program: Review of AACN Essentials of Baccalaureate Education, QSEN KSAs, IOM recommendations, articulation to the graduate program. MSN: Review of AACN Essentials of Master's Education, QSEN graduate KSAs, certification exam requirements from ANCC and other certifying bodies and 	BSN Committee (MA) MSN Committee (MAVD) NP Program (AB)	Annually	<ul style="list-style-type: none"> BSN and MSN Committee meeting agenda and minutes (MA, MAVD) BSN curriculum plan (MA) MSN curriculum plan (MAVD) Course syllabi (MA, MAVD) 	

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	California BORN requirements for Clinical Nurse Specialty certification. <ul style="list-style-type: none"> NP: Review of NTF's Criteria for Evaluation of Nurse Practitioner Programs and the California BORN Nurse Practitioner Program requirements. 			
III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes. <ul style="list-style-type: none"> The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. 	<ul style="list-style-type: none"> School of Nursing admissions criteria for undergraduate and graduate programs BSN curriculum MSN curriculum Graduate program requirements for nurses without a baccalaureate in nursing 	Admission Committee (AO) BSN Committee (MA) MSN Committee (MAVD)	Annually	<ul style="list-style-type: none"> Program admission requirements (AO) BSN Committee agenda and minutes (MA) MSN Committee agenda and minutes (MAVD)
III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.	<ul style="list-style-type: none"> Evaluation of School of Nursing teaching learning environments. Teaching effectiveness evaluations. Clinical site visits to evaluate clinical faculty teaching effectiveness. Contracts with 	Leadership Team (LL, MA, MAVD, SS, SD) Director (LL) H RTP Committee (PB)	Annually	<ul style="list-style-type: none"> Leadership Team meeting agenda and minutes (LL) Teaching effectiveness evaluations of clinical faculty (LL) Teaching effectiveness evaluations of tenure, tenure-track faculty (LL, PB) Annual site visit documentation by semester coordinators evaluating clinical teaching effectiveness of clinical faculty (Level Coordinators, MAVD) Review of contracts with clinical agencies (LL, SK)

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	clinical agencies			
III-E. Curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	<ul style="list-style-type: none"> EBI Student Exit Survey data Course evaluations 	Leadership Team (LL, MAVD, MA, SS, SD) BSN Committee (MA) MSN Committee (MAVD)	Annually	<ul style="list-style-type: none"> BSN Committee meeting agendas and minutes (MA) MSN Committee meeting agendas and minutes (MAVD) Course evaluations (MA, MAVD) Preceptor evaluations (LL, GH, BM: EH) Employer evaluation survey (LL) BSN exit surveys (MA) MSN exit surveys (MAVD) Alumni surveys (LL)
III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedure for individual student performance are defined and consistently applied.	<ul style="list-style-type: none"> Course grading rubrics School of Nursing progression, expected behaviors and related policies 	BSN Committee (MA) MSN Committee (MAVD) Student Affairs Committee (RC)	Annually	<ul style="list-style-type: none"> BSN Committee meeting agenda and minutes (MA) MSN Committee meeting agenda and minutes (MAVD) Student handbook
III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	<ul style="list-style-type: none"> School of Nursing Evaluation Plan Course evaluations 	Director (LL) BSN Committee (MA) MSN Committee (MAVD)	Annually	<ul style="list-style-type: none"> Evaluation plan (LL) Faculty meeting agenda and minutes (LL) BSN Committee meeting agenda and minutes (MA) MSN Committee meeting agenda and minutes (MAVD) Course evaluations (MA, MAVD)
IV. PROGRAM EFFECTIVENESS: AGGREGATE STUDENT AND FACULTY OUTCOMES	The program is effective in fulfilling its mission, goals, and expected outcomes. Actual aggregate student learning outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.			
IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer	<ul style="list-style-type: none"> Quarterly BRN Reports of NCLEX Pass Rates SFSU Graduation 	Leadership Team (LL, MA, MAVD, HD, SS) BSN and MSN Committees (MA, MAVD)	Biennially	<ul style="list-style-type: none"> Quarterly BRN Reports (LL) SFSU Graduation Reports (LL) EBI Surveys (MA, MAVD) NCSBN data (MA, MAVD) BSN, MSN and Faculty meeting minutes (LL,

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satisfaction, and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rates, and employment rates, as appropriate.	<ul style="list-style-type: none"> Reports Educational Benchmarking, Inc (EBI) surveys National Council of State Boards of Nursing (NCSBN) Analysis of Program Performance ATI Testing Program 			MA, MAVD) <ul style="list-style-type: none"> ATI exam results (MA)
IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.	<ul style="list-style-type: none"> ATI Testing Program National Council of State Boards of Nursing (NCSBN) Analysis of Program Performance 	Leadership Team (LL, MA)	Biennially	<ul style="list-style-type: none"> BSN Committee meeting minutes (MA) Faculty Committee meeting minutes (LL)
IV-C. Aggregate student outcomes data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.	<ul style="list-style-type: none"> Quarterly BRN Reports of NCLEX Pass Rates Educational Benchmarking, Inc (EBI) surveys National Council of State Boards of Nursing (NCSBN) Analysis of Program Performance ATI Testing Program 	Leadership Team (LL, MA, MAVD, HD, SS) BSN and MSN Committees (MA, MAVD)	Biennially	<ul style="list-style-type: none"> Quarterly BRN Reports (LL) SFSU Graduation Reports (LL) EBI Surveys (MA, MAVD) NCSBN data (MA, MAVD) BSN, MSN and Faculty meeting minutes (LL, MA, MAVD) ATI exam results (MA)
IV-D. Aggregate student outcome data are used as appropriate, to foster ongoing program improvement.	<ul style="list-style-type: none"> Quarterly BRN Reports of NCLEX Pass Rates Educational 	Leadership Team (LL, MA, MAVD, HD, SS) BSN and MSN Committees (MA, MAVD)	Biennially	<ul style="list-style-type: none"> Quarterly BRN Reports (LL) SFSU Graduation Reports (LL) EBI Surveys (MA, MAVD) NCSBN data (MA, MAVD) BSN, MSN and Faculty meeting minutes (LL,

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	Benchmarking, Inc (EBI) surveys <ul style="list-style-type: none"> National Council of State Boards of Nursing (NCSBN) Analysis of Program Performance ATI Testing Program 			MA, MAVD) <ul style="list-style-type: none"> ATI exam results (MA)
IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals and expected student outcomes.	<ul style="list-style-type: none"> Faculty Professional Development Documents including lists of publications, awards and invited presentations. 	Director (LL) H RTP Committee (PB)	Annually	<ul style="list-style-type: none"> Faculty roster including professional development activities (LL)
IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	<ul style="list-style-type: none"> List of formal complaints and grievances 	Director (LL) Student Affairs Committee (RC)	Annually	<ul style="list-style-type: none"> List of formal complaints and grievances (RC) Student Affairs Committee meeting agendas and minutes (RC) Faculty meeting agendas and minutes (LL, MY)

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