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

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<tr>
<th>Key Elements</th>
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<th>Person(s) Responsible</th>
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<tr>
<td><strong>I. PROGRAM QUALITY: MISSION AND GOVERNANCE</strong></td>
<td>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.</td>
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| **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.** | **Congruence with Parent Institution:**
- Review and revise SON mission, goals and outcomes to assure organizational alignment with the University.

**Consistent with Professional Standards and Guidelines:**
- Comparison to:
  - 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

**BSN Program:** Baccalaureate Essentials, ANA Standards, QSEN (MA)

**MSN Program:** Master’s Essentials, QSEN, ANA Standards, ANCC Credentialing Criteria (MAVD) | Annually | • 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, 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.** | **Communities of**
- Directors (LL)

**Annually** | • Admission application trends (AO, AN) |
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.  

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<td><strong>Interest:</strong></td>
<td>• Current and prospective students</td>
<td>Chair of RTP Committee (PB) and Director (LL)</td>
<td>Biennially</td>
<td>• Marketing and outreach activities (LL, MA)</td>
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<td></td>
<td>• Faculty and student organizations</td>
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<td>• Annual undergraduate nursing student exit survey data (MA)</td>
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<td></td>
<td>• Community Advisory Board (CAB)</td>
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<td>• SON representation on college and campus committee roster (MA)</td>
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<td></td>
<td>• Service provider partners</td>
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<td>• CAB meeting minutes (LL)</td>
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<td>• Clinical and community preceptors</td>
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<td>• Preceptor evaluation data (LV [undergraduate], MAVD [graduate])</td>
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<td>• Communities within which faculty and students engage</td>
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<td>• Post-graduation student employment data (LL)</td>
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<td></td>
<td>• Professional nursing organizations</td>
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<td>• Bay area health care trends data (LL)</td>
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<td></td>
<td>• Accrediting, credentialing, and regulating bodies</td>
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<td></td>
<td>• Faculty practice grid (LL)</td>
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<td>• Retention, tenure, and promotion (RTP) guidelines</td>
<td>Chair of RTP Committee (PB) and Director (LL)</td>
<td>Biennially</td>
<td>• RTP guidelines (PB)</td>
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<td></td>
<td>• Teaching effectiveness evaluations</td>
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<td>• Teaching effectiveness evaluations (LL, PB)</td>
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<td></td>
<td>• School of Nursing and University committee rosters</td>
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<td>• Committee rosters (LL)</td>
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<td>• Faculty roster of scholarly activities</td>
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<td>• Faculty roster of scholarly activities (LL)</td>
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<tr>
<td><strong>I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals and expected student outcomes.</strong></td>
<td>• Committee membership and function</td>
<td>Committee membership (LL)</td>
<td>Annually</td>
<td>• Meeting minutes &amp; annual reports of all standing committees (Committee Chairs)</td>
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<td>• Student handbook (RC)</td>
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| 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. | - Student handbook  
- School of Nursing strategic plan | Leadership Team (LL, MAVD, SS, HD, MA) | Annually | - School of Nursing strategic plan (LL) |
| 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, | - School of Nursing Mission, Goals, Philosophy and Conceptual Framework  
- Student Handbook  
- University policies (through participation on Academic Senate)  
- Strategic plan  
- Student Affairs Committee | Committee Chairs (LL, MA, MAVD, AP, SS, RC) | Biennial | - Student Handbook (RC)  
- Academic Senate policies (HD, SG, MA)  
- Student Affairs Committee meeting minutes (RC) |
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<td>those related to student recruitment, admission, retention, and progression.</td>
<td>meetings</td>
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<td>I-G. There are established policies by which the nursing unit defines and reviews formal complaints.</td>
<td>Student Handbook</td>
<td>Student Affairs Committee (RC)</td>
<td>Annually</td>
<td>Student Handbook (RC)</td>
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<td>University policies</td>
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<td>II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES</td>
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<td>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.</td>
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<td>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.</td>
<td>Review of budget for faculty and lecturer positions, secretarial positions, equipment, and supplies with input from faculty and college budget specialists.</td>
<td>Director (LL)</td>
<td>Semi-annually</td>
<td>Budget and budget reports (LL, MAVD, MA, HD, SS)</td>
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<td>Review of physical resources and requests for additional resources.</td>
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<td>Leadership Team meeting minutes (LL)</td>
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<td>Faculty meeting minutes (LL, MY)</td>
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<td>Inventory of physical resources (LL, SS, ER)</td>
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<td>II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis.</td>
<td>Review of resources and action on SON requests for increased services from the</td>
<td>Director (LL)</td>
<td>Annually</td>
<td>Leadership Team meeting minutes (LL)</td>
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<td>Faculty meeting minutes (LL, MY)</td>
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<td>University description and reports of academic support resources available to the School of</td>
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| basis to meet program and student needs. | following:  
- 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)  
- Cesár Chavez Institute | Director (LL) | Every three years per University policy | Director’s CV (LL)  
Letter of Appointment (LL)  
BRN Approval form (LL) |
| II-C. The chief nursing administrator:  
- 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 | 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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<td>expected student and faculty outcomes; and • provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.</td>
<td>• 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</td>
<td>Director (LL) Administrative Assistant (SH) HRTP Committee (PB)</td>
<td>Annually and when faculty positions are filled</td>
<td>• Current CV &amp; 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)</td>
</tr>
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<td>II-D. Faculty members are: • 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.</td>
<td>• Roster of preceptors including educational preparation and experiential background. • Preceptor packet describing role and</td>
<td>Director (LL) Level coordinators (SS, AP, MAVD, HD)</td>
<td>Annually</td>
<td>• Clinical faculty/preceptor orientation materials (MAVD) • Faculty Manual (GH) • Roster of preceptors (LL, MAVD)</td>
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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.
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| 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. | • School of Nursing criteria for tenure and promotion  
• Faculty development retreats  
• Participation on faculty committees of external experts  
• Continuing education workshops | Director (LL)  
HRTP Committee (PB)  
CEU Coordinator (AP) | Annually | • HRTP 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. | • 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 | • 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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| 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. | • 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 | • 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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| III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes. | California BORN requirements for Clinical Nurse Speciality certification.  
• NP: Review of NTF’s Criteria for Evaluation of Nurse Practitioner Programs and the California BORN Nurse Practitioner Program requirements. | Admission Committee (AO)  
BSN Committee (MA)  
MSN Committee (MAVD) | Annually | • Program admission requirements (AO)  
• BSN Committee agenda and minutes (MA)  
• MSN Committee agenda and minutes (MAVD) |
| • 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. | School of Nursing admissions criteria for undergraduate and graduate programs  
• BSN curriculum  
• MSN curriculum  
• Graduate program requirements for nurses without a baccalaureate in nursing | Leadership Team (LL, MA, MAVD, SS, SD)  
Director (LL)  
HRTP Committee (PB) | Annually | • 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) |
| III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes. | 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)  
HRTP Committee (PB) | Leadership Team (LL, MA, MAVD, SS, SD)  
Director (LL)  
HRTP Committee (PB) | Annually | • 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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| III-E. Curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest. | - EBI Student Exit Survey data  
- Course evaluations | Leadership Team (LL, MAVD, MA, SS, SD)  
BSN Committee (MA)  
MSN Committee (MAVD) | Annually | - 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. | - Course grading rubrics  
- School of Nursing progression, expected behaviors and related policies | BSN Committee (MA)  
MSN Committee (MAVD)  
Student Affairs Committee (RC) | Annually | - 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. | - School of Nursing Evaluation Plan  
- Course evaluations | Director (LL)  
BSN Committee (MA)  
MSN Committee (MAVD) | Annually | - 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) |
<p>| 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. | | | |</p>
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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. | Reports  
• Educational Benchmarking, Inc (EBI) surveys  
• National Council of State Boards of Nursing (NCSBN) Analysis of Program Performance  
• ATI Testing Program | Leadership Team (LL, MA) | Biennially | BSN Committee meeting minutes (MA)  
Faculty Committee meeting minutes (LL)  
ATI exam results (MA) |
| IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes. | ATI Testing Program  
National Council of State Boards of Nursing (NCSBN) Analysis of Program Performance | Leadership Team (LL, MA) | Biennially |  
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 |
| IV-C. Aggregate student outcomes data provide evidence of the program’s effectiveness in achieving its mission, goals, and expected outcomes. | 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 |  
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. | Quarterly BRN Reports of NCLEX Pass Rates  
Educational | Leadership Team (LL, MA, MAVD, HD, SS)  
BSN and MSN Committees (MA, MAVD) | Biennially |  
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) |
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<td></td>
<td>Benchmarking, Inc (EBI) surveys</td>
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<td>MA, MAVD)</td>
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<td>• National Council of State Boards of Nursing (NCSBN) Analysis of Program Performance</td>
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<td>• ATI exam results (MA)</td>
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<td>• ATI Testing Program</td>
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<td>IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals and expected student outcomes.</td>
<td>• Faculty Professional Development Documents including lists of publications, awards and invited presentations.</td>
<td>Director (LL) HRTP Committee (PB)</td>
<td>Annually</td>
<td>• Faculty roster including professional development activities (LL)</td>
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<td>IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.</td>
<td>• List of formal complaints and grievances</td>
<td>Director (LL) Student Affairs Committee (RC)</td>
<td>Annually</td>
<td>• List of formal complaints and grievances (RC) • Student Affairs Committee meeting agendas and minutes (RC) • Faculty meeting agendas and minutes (LL, MY)</td>
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Prepared by Lynette Landry RN, PhD, Mary Ann van Dam RN, PhD, Marshall Alameida RN, PhD, Stacy Serber RN, Ph