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SITE VISIT REPORT
Saint Joseph's College of Nursing
Syracuse, NY

Program Type: Associate
Purpose of Visit: Continuing Accreditation
Date of Visit: October 9–11, 2018

I. GENERAL INFORMATION

Nursing Education Unit

Saint Joseph's College of Nursing
301 Prospect Avenue
Syracuse, NY 13203

Governing Organization

Saint Joseph's Hospital Health Center
206 Prospect Avenue
Syracuse, NY 13203

Nurse Administrator

Marianne Markowitz, EdD, RN, CNE
Vice President and Dean
Telephone: (315) 448-5040
Fax: (315) 448-5745
Email: marianne.markowitz@sjhsyr.org

Chief Executive Officer (entire governing organization)

Leslie Paul Luke, MHA
President and Chief Executive Officer
Telephone: (315) 448-5882
Fax: (315) 448-6161
Email: leslie.luke@sjhsyr.org

State Regulatory Agency Approval Status

Agency: New York State Board of Regents
Last Review: 2010
Outcome: Full Approval
Next Review: 2018

Accreditation Status (Program)

Agency: Accreditation Commission for
Education in Nursing
Last Review: Fall 2010
Outcome: Continuing Accreditation
Next Review: Fall 2018

Accreditation Status (Governing Organization)

Agency: Middle States Commission on
Higher Education
Last Review: 2016–2017
Outcome: Reaffirmation of Accreditation
Next Review: 2025–2026

II. SITE VISIT INFORMATION

Site Visit Team:

Chairperson Jennifer Douglas Pearce, DNP, RN, CNE Professor of Nursing University of Cincinnati 9555 Plainfield Road Cincinnati, OH 45236 Telephone: (513) 745-5628 Fax: (513) 936-1678 Email: jennifer.pearce@uc.edu	Member Yolanda J. Green, MSN, RN Associate Professor of Nursing Chattanooga State Community College 4501 Amnicola Highway Chattanooga, TN 37406 Telephone: (423) 493-8723 Email: yolanda.green@chattanoogaastate.edu
Member Laura Polk, PhD, RN, CNE Chair of the Health Sciences Division College of Southern Maryland PO Box 910 La Plata, MD 20646 Telephone: (301) 934-7535 Email: laurap@csmd.edu	

ACEN Standards and Criteria Used: **2017**

Program Demographics:

Year Nursing Program Established: **1989**

Year of Initial ACEN Accreditation: **2005**

<input type="checkbox"/> Yes	The ACEN serves as the Title IV gatekeeper for the governing organization.
<input checked="" type="checkbox"/> No	

Faculty:

Nursing Faculty Academic Credentials – (Highest Degree Only) – Associate – Full-time								
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
FT Exclusive	1	1	15	1	2		1	
FT Shared								

Nursing Faculty Academic Credentials – (Highest Degree Only) – Part-Time								
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
PT Exclusive	1		13	1	2		1	
PT Shared								

Students:

Total nursing student enrollment	329
ADN Day	53
ADN Evening/Weekend (E/WE)	93
DDPN Day	120
Accelerated DDPN (ADDPN) E/WE	63

Program Options/Length:

Name of Program Option:	ADN Day
Method of Program Delivery:	Face-to-Face
Percentage of Nursing Credits Delivered by Distance Education:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Official Published Program of Study:	Full-time
Academic Term Type:	Semesters
Length of Academic Term (weeks):	15
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program):	4
Total Number of Credits for Entire Program Option:	68
Total Number of Nursing Credits:	41
Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)	27
Transfer Credits (included in the credits above) based on the governing organization or state policies:	Up to <u>27</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option. Up to <u>11</u> nursing credits can be transferred into the program option.

Name of Program Option:	ADN Evening/Weekend
Method of Program Delivery:	Face-to-Face
Percentage of Nursing Credits Delivered by Distance Education:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Official Published Program of Study:	Full-time
Academic Term Type:	Terms
Length of Academic Term (weeks):	24
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program):	3
Total Number of Credits for Entire Program Option:	68
Total Number of Nursing Credits:	41
Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)	27
Transfer Credits (included in the credits above) based on the governing organization or state policies:	Up to <u>27</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option. Up to <u>11</u> nursing credits can be transferred into the program option.

Name of Program Option:	DDPN Weekday
Method of Program Delivery:	Face-to-Face
Percentage of Nursing Credits Delivered by Distance Education:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Official Published Program of Study:	Full-time
Academic Term Type:	Semesters
Length of Academic Term (weeks):	15
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program):	4
Total Number of Credits for Entire Program Option:	68
Total Number of Nursing Credits:	41
Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)	27
Transfer Credits (included in the credits above) based on the governing organization or state policies:	Up to <u>27</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option. Up to <u>11</u> nursing credits can be transferred into the program option.

Name of Program Option:	ADDPN Evening/Weekend
Method of Program Delivery:	Face-to-Face
Percentage of Nursing Credits Delivered by Distance Education:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Official Published Program of Study:	Full-time
Academic Term Type:	Terms
Length of Academic Term (weeks):	24
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program):	3
Total Number of Credits for Entire Program Option:	68
Total Number of Nursing Credits:	41
Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)	27
Transfer Credits (included in the credits above) based on the governing organization or state policies:	Up to <u>27</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option. Up to <u>11</u> nursing credits can be transferred into the program option.

Additional locations:

The nursing program is not offered at any additional locations.

Interviews:

Individual Conferences

Marianne Markowitz, EdD, RN, CNE, Vice President and Dean
Leslie Paul Luke, MHA, President and Chief Executive Officer

Group Conferences

Loretta Quigley, EdD, RN, CNE, Academic Dean
Terry Pudney, MEd, Dean of Students
Mary Ann Wafer, PhD, RN, BC, CPHQ, CPHRM, Associate for Alumni and Development
Cathy Brownell, PhD, RN, Chair and Professor of Nursing Le Moyne College
Andrea Cianci, MBA, CHFP, Manager Financial Services, Professional Accountancy
Patricia Spoto, EdD, RN, CMS, Academic Coordinator

Governing Board

Susan Bastable, EdD, EN
Susan Berger, EdD, ANP-BC
Chad Corcoran, PhD
Gina Myers, PhD, RN

Nursing Faculty

Tiffany Abruzzese, MS, RN, CNE
Jennifer Austin, MSN, CMSRN
Gayle Bero, MSN, RN, CNE
Susan Chappius, MSN, RN, CNE
Sally DeLany, MS, RN
Juliana Falkiewicz, MSN, RN, CNE
Fred Galletti, DNS, RN, BLS-CPR
Renee Granato, MS, RN
Loreen Hamann, MS, NP
Diane Mather, MS, RN
Mary McGory, MSN, RN
Julie Middleton, MS, NP
Kerrigan Nymann, BS, RN, CMSRN, OCN
Kelly Parker, MSN, CMSRN
Nancy Poole, PhD, RN
Katie Powell, MS, RN
Mary Ryan, MS, RN, NP, CNE
Stephen Stewart, MS, RN, BCEN
Paige Synesael, MSN, RN, BCEN
Christine Tancredi, FNP-BC, MSN, RN
Kelly Ward, AAS, CCRN
Elizabeth Woytowicz, MS, RN, CNE

Support Personnel

Felicia Corp, BS, RN, Coordinator for Admission and Enrollment Management
Katie Dixon, BS, RN, CMSRN, Manager for Students and Affiliates as well as Title IX Coordinator
Stephanie Barlow, MS, RN, CNE, Coordinator for Financial Aid
Cari McLaughlin, AAS, Registrar and Bursar
Cathy Jaworski, MS, RN, CNE, Evening/Weekend Associate

Library Personnel

Dorothy Kowalczyk, MA, RN, Manager of the Center of Experiential Learning (CEL)
Antonina Hylen, MS, Librarian
Sarah Ross, MS, Coordinator of Library Services and Student Activities
Matthey Dwyer, MA, Client Technologist Analyst

Saint Joseph's Hospital and Health Center
Clinical Directors, Nurse Managers, and Graduates, n=34

Nursing Students

Total students, n=13

ADN Day Level 1 students, n=1

ADN Day Level 2 students, n=2

DDPN Day Level 2 students, n=9

ADDPN Evening Level 1 students, n=1

Documents Reviewed:

Catalogs, Handbooks, and Manuals

Saint Joseph's Catalog, 2017–2018

Saint Joseph's Employee Hospital Manual, 2018

Saint Joseph's Student Handbook, 2017–2018; 2016–2017

Saint Joseph's College-Faculty Handbook, 2017–2018

Faculty Workload Document, current

External Constituency Documents

State Regulatory Agency Approval Status, November 2011

Middle States Commission on Higher Education Review, 2016–2017

ACEN Accreditation Letter, March 2011

ACEN Annual Reports, 2015; 2016; 2017

NLN Center of Excellence in Nursing Education, May 2016

New York Department of Education Title VIII Section 52, current

Nursing/Governing Organization Documents

Saint Joseph's Governing Organization Board meeting minutes, 2018; 2017; 2016

Budget Reports, 2019; 2018; 2017

College Wide Committee Memberships meeting minutes, 2018; 2017

Student Records, current

Faculty Files, current

Affiliation Agreements, current

Annual Reports –

 Faculty Scholarship Committee Annual Report, 2017–2018

 Systematic Evaluation and Recommendations to Committees, 2018–2019

 Faculty Organization Annual Report, 2016–2017

 Faculty Organization Recommendations to Committees, 2017–2018

Nursing Program Position Descriptions, current

Meeting Minutes

Admission Committee meeting minutes, 2015–2018

Curriculum Committee meeting minutes, 2018; 2017; 2016

Faculty Scholarship Committee meeting minutes, 2018; 2017; 2016

Faculty Organization meeting minutes, 2017 – 2018; 2016–2017; 2015–2016

Institutional Assessment Committee meeting minutes, 2017–2018; 2016–2017; 2015–2016

Progression Committee meeting minutes, 2018; 2017; 2016

Course Materials

Nursing Course Syllabi, current

Clinical Evaluation Tool, current

Lasater Clinical Judgment Rubric, current

Student Portfolios, current

Student Poster Presentations, Fall 2018

Student Reflection Papers, Fall 2018
Course Websites, current

Third-Party Comments:

The nursing education unit had a reasonable process for soliciting third-party comments. Methods used to announce the accreditation visit to the program's communities of interest included an Internet announcement, and invitation posted on the school website as well as circulated online to hospital staff and personnel.

There were no attendees at the public meeting.

Written third-party comments were not received by the ACEN.

Introduction:

Saint Joseph's College of Nursing at Saint Joseph's Hospital Health Center (SJCON), located in Syracuse, New York, is a private, non-profit institution which offers a single-purpose, hospital-based nursing program granting an Associate in Applied Science Degree (AAS) with a major in nursing. There is no branch or extended campus, additional location, or distance learning program. The college conducts its program in a building adjacent to and under the auspices of the governing organization, Saint Joseph's Hospital Health Center (SJHHC), a not-for-profit 451-bed, Magnet-designated, comprehensive medical care institution dedicated to providing quality healthcare to the residents of 16 counties in central New York.

III. CLASSROOM AND CLINICAL OBSERVATIONS

Classroom/Laboratory Observation #1

Course Prefix, Number, and Title:	NUR 111 Nursing Assessment and Skills I
Method of Course Delivery:	Face-to-Face
Faculty Name and Credentials:	Juliana Falkiewicz, MSN, RN, CNE Kerrigan Nyman, BS, RN, CMSRN, OCN
Number of Students in Attendance:	10

This was a laboratory demonstration class period focused on the concept of elimination. Students who participated are enrolled in the first semester of the daytime option. The class took place in a 10-bed skills laboratory with ample room between workspaces. Course instructors provided skills demonstrations of abdominal assessment, enema administration, and nasogastric tube irrigation. Students responded to questions related to rationale for the different skill steps. Following demonstration and discussion, students were paired for skills practice. Students actively participated, while the instructors circulated to student pairs to answer questions and validate correct technique. Class resources were available for student preparation on the learning management system.

Classroom/Laboratory Observation #2

Course Prefix, Number, and Title:	NUR 212 Health Care Systems
Method of Course Delivery:	Face-to-Face
Faculty Name and Credentials:	Paige Synesael, MSN, RN, BCEN
Number of Students in Attendance:	75

This was a theory class focused on the concepts of perfusion and circulation with an exemplar of life-threatening dysrhythmias. Students who participated are enrolled in the fourth semester of the evening/weekend option. The class took place in a large rectangular classroom with a room capacity of approximately 100 students. The classroom was furnished with six-foot-long rectangular tables each seating three (3) students. There was a teaching podium, a projector, a projector screen, and additional television monitors mounted on the side walls to allow for full view of course material from any position in the room. The instructor used a microphone to enhance the volume of her voice and taught class using a set of electronic slides for visual reference. The room had adequate lighting, and the temperature was comfortable.

Students used a combination of paper copies of the slides, tablet devices, or laptop computers to take notes. The instructor introduced the class focus of perfusion by linking it to prior learning. She proceeded to use a mixture of lecture and interactive student response devices to keep the students' attention. Students were divided into teams by clinical group and answered NCLEX-style questions, using the student response devices after each sub-topic was discussed. Each team accrued team points towards the goal of winning an end-of-class prize.

Students were interactive and answered questions during the gaming exercise. Faculty responded to student questions throughout the presentation. Class resources were available for student preparation on the learning management system.

Clinical Observation #1

Course Prefix, Number, and Title:	NSG 123 and 213
Clinical Agency:	Upstate Golisano Children's Hospital
Unit(s) Visited (Optional):	Medical-Surgical Unit
Faculty Name and Credentials:	No faculty teaching (Escorted by Elizabeth Woyotowicz, EdD, MSN, RN, CNE)
Names, Titles, and Credentials of Agency Representatives Interviewed:	Michele Matthews, AAS, RN, SJCON Graduate
Number of Students Interviewed:	0

Upstate Golisano Children's Hospital is a 71-bed pediatric hospital located on the campus of Upstate University Hospital – Downtown Campus. The facility is less than two (2) miles from the nursing education unit's campus. The facility has 44 medical/surgical beds, 15 pediatric ICU beds, and 12 hematology/oncology beds. The unit had adequate space for nursing personnel and was organized with a pediatric focus. An RN on staff who is a graduate of the St. Joseph's College of Nursing (SJCON) program reported that students from the nursing program are well prepared for clinical experiences, more so than students from other area nursing programs. She stated that there are positive interactions between students and staff. The RN also described the process used when students work with preceptors during the final semester of the nursing program. The faculty member who escorted the peers and the staff nurse both indicated that there was sufficient room on the unit for staff and students to function effectively. They also confirmed that nursing students have the opportunity to collaborate with other personnel on the unit, such as child life specialists, dieticians, respiratory, physical and occupational therapists, as well as nurses and physicians. There were no students in clinical learning at the time of the visit, due to course and clinical scheduling.

Clinical Observation #2

Course Prefix, Number, and Title:	NSG 213
Clinical Agency:	Saint Joseph's Hospital Health Center
Unit(s) Visited (Optional):	Cardiac Stepdown Medical Unit
Faculty Name and Credentials:	No faculty teaching (Escorted by Tiffany Abruzzese, MS, RN, CNE)
Names, Titles, and Credentials of Agency Representatives Interviewed:	N/A
Number of Students Interviewed:	0

Saint Joseph's Hospital and Health Center is a 400 plus bed hospital located on the campus of the Saint Joseph's campus. The fifth floor cardiac step-down unit has state-of-the-art equipment, decentralized patient care stations, and a computer system. As reported by the faculty escort, the unit provides patients with multiple types of concepts and exemplars that allow students to apply their knowledge and engage in clinical decision-making. Students meet on the clinical unit, listen to the end-of-shift report, and meet one (1) hour later to give the instructor their plan for the day and patient care report.

Staff were courteous toward the instructor and demonstrated good interpersonal relationship when she called their attention to a patient in distress.

There were no students in clinical learning at the time of the visit, due to break between the 7.5-week courses. However, during a separate interview meeting with 34 St. Joseph Hospital nursing administrators, nurse managers, and alumni, peer evaluators verified that planning meetings between faculty and nurse managers occurred, course objectives were shared, student orientation occurred, and students were well-prepared for their clinical rotations.

Clinical Observation

Course Prefix, Number, and Title:	NUR 111 Nursing Assessment and Skills I
Clinical Agency:	Saint Joseph's Hospital Health Center
Faculty Name and Credentials:	Not Applicable
Names, Titles, and Credentials of Agency Representatives Interviewed:	Not Applicable
Number of Students Interviewed:	10

Clinical observation was not conducted as no students were in a clinical experience at the time of the site visit. Peer evaluators did interviews the group of students present for the NUR 111 Nursing Assessment and Skills I class noted in Classroom Observation I. Students reported that they received information about clinical objectives, posted to the learning management system ahead of time, and that they understood the focus of the day for their clinical experiences. They explained that nursing staff were welcoming and supportive of their learning; and faculty were easily accessible on the clinical units during their experiences. Students described two (2) nursing units: a medical-surgical unit and an orthopedic unit. Students confirmed that the clinical course outcomes could be met through their clinical experiences on those units.

IV. EVALUATION OF THE STANDARDS AND CRITERIA

STANDARD 1

Mission and Administrative Capacity

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1 The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with the nurse administrator, students, and faculty demonstrated that the mission of the nursing education unit reflects the governing organization's core values of integrity, reverence, justice, stewardship, and commitment to those who are poor, as noted in the SSR (p. 180).

1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with the nurse administrator, students, and faculty demonstrated that the nursing education unit ensures representation of the nurse administrator and nursing faculty in governance activities. According to the nurse administrator, at their annual evaluation meetings, faculty have the opportunity to indicate their preference for serving on various college committees. In addition, items in the evidence room and faculty confirmed during interviews that all faculty are members of the Faculty Organization, which meets monthly to share information, receive information from the nurse administrator, and conduct college business (The Nursing Faculty Handbook, 2017–2018 p. 20; Student Handbook, 2017–2018, p. 101). During the onsite review of Committee membership, peer evaluators noted that there are student representatives on the Grievance Appeals Panel, the Curriculum Committee, the Student Development and Campus Life Committee and the Technology Committee. Committees meet as needed. The exception is the Grievance Appeals Panel, which listed that meetings were held as directed.

1.3 The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

As reported during the onsite interviews of the nursing administrator and faculty, the assessment of the end-of-program student learning outcomes and program outcomes is shared with communities of interest (i.e., the Governing Board) whose membership includes the Saint Joseph's Hospital Health Center (SJHHC) clinical directors, unit managers, and coordinators. According to the nursing administrator, she also shares NCLEX pass rates and graduate survey responses at the clinical directors' meeting. The Saint Joseph's College of Nursing (SJCON) committees also shares its activities, either through a representative or in written reports.

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with Le Moyne College's Chairperson and Professor of Nursing it was verified that a partnership exists between SJCON in their 1+2+1 Dual Degree Partnership in Nursing (DDPN) program and the Accelerated Dual Degree in Nursing (ADDPN) programs. Students accepted into the DDPN program begin their first year at Le Moyne College, completing their general education courses (SSR, p. 34). Students take classes on the SJCON Campus in their sophomore and junior years and take the NCLEX, then return to Le Moyne College for the fourth year of classes.

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with the nurse administrator and a records review demonstrated that the nurse administrator holds a doctorate in education (EdD) degree in Executive Leadership from Saint John Fisher College, a master of science (MSN) with a major in Nursing Education from Syracuse University, and a Certificate in Nursing Administration, also from Syracuse University. She is also a National League for Nursing Certified Nurse Educator (CNE).

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with the nurse administrator, the President and Chief Executive Officer of SJHCC, and employment records review attested to the nurse administrator's experiential qualifications to meet the governing organization and state requirements (SSR, p. 36; pp. 182–184). The nurse administrator assumed the leadership role in 1990 and was mentored by the outgoing (since retired) nurse administrator. The nurse administrator is also supported by her nursing colleagues at the state level on the Council for Associate Degree Nursing Programs in New York State, Inc., where she has served in several leadership roles.

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

In onsite interviews with the VP/Dean and Academic Dean, as well as a review of records, the peer evaluator verified the qualifications of the nursing program coordinator. The Academic Coordinator is academically and experientially qualified serving as faculty mentor, interfacing with community stakeholders, and engaging in some teaching responsibilities. She holds an Ed.D in Executive Leadership from Saint John Fisher University and a MS degree with a major in nursing from Keuka College. The Academic Dean supports the VP/Dean of SJHCON. She oversees the day-to-day operations of the nursing education unit, oversees the curriculum, she chairs the Progression, Strategic Planning and Institution Assessment Committees, and completes faculty evaluations. She holds an Ed.D from Saint John Fisher University in Executive Leadership and a MSN from Syracuse University. She also received a Certificate in Nursing Administration from Syracuse University.

1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The nurse administrator position is an administrative, with no teaching responsibilities. The nurse administrator has the authority and responsibility for the development and administration of the nursing program and has sufficient time and resources to fulfill the role responsibilities. The nurse administrator reported that, although not required, she teaches one (1) class to senior students. The nurse administrator oversees planning, budget preparation, and orientation of faculty and staff. She collaborates with the administrator at Le Moyne College in the oversight of the DDPN and ADDPN programs. She leads SJCON monthly Faculty Organization meeting, chairs the Professional Practice Committee, and attends the Clinical Executives meeting (SSR. p. 38; Appendix K, p. 182).

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with the nurse administrator, the Dean of Students, the President and Chief Executive Officer, and the nursing faculty of SJHCC verified that the nurse administrator has the authority to prepare and administer the nursing program budget with faculty input.

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite records review and faculty interviews note that policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization. The only difference identified in policies as stated by the Academic Dean, relates to vacation time. Both hospital staff and faculty annually accrue vacation time. The faculty members of the SJCON are required to take their 67 vacation days annually (SSR, p. 40).

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

- ☒ The nursing program does not utilize distance education.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion

The nursing program does not utilize distance education; a learning management system is used to provide course materials and for communication.

Summary of Compliance:

The peer evaluators identified the following strengths for Standard 1:

Criterion 1.3
The Governing Board meets four (4) times a year. The Board consists of members from the health-oriented careers, professionals, and community leaders. They interact with the Nurse administrator and faculty and are actively engaged and committed to fund-raising opportunities for the benefit of the college of nursing, its physical plant, and students.
Criterion 1.4
The partnership between Saint Joseph's College of Nursing and Le Moyne College in the Dual Degree Partnership in Nursing and the Accelerated Dual Degree Partnership in Nursing has provided mutual benefits to both institutions. Students, graduates, administrators, and the Governing Board speak favorably of the partnership, and it meets the needs of the community (i.e. nursing shortage and BSN in 10).

The associate program is in compliance with Standard 1.

The peer evaluators did not identify areas needing development for Standard 1.

STANDARD 2

Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

2.1 Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.
- ☒ The following full-time faculty are enrolled in a graduate program:

Faculty Name and Credentials:	Kerrigan Nyman, BS, RN, CMSRN, OCN
Graduate Program:	MSN
Anticipated Date of Completion:	Fall 2018
Faculty Name and Credentials:	Joshua Purcell, BSN, RN
Graduate Program:	MSN
Anticipated Date of Completion:	Fall 2018
Faculty Name and Credentials:	Melissa Ferrante, AAS, RN
Graduate Program:	MSN
Anticipated Date of Completion:	Fall 2018
Faculty Name and Credentials:	Stephen Stewart, MSN, RN, BCEN
Graduate Program:	PhD in Nursing Education
Anticipated Date of Completion:	Summer 2021

An updated Full-Time Faculty Qualifications Table was obtained during the visit and is attached to this report. For Fall 2018, there are 21 full-time faculty members. The number and qualifications of the faculty differ from the summary provided in the SSR (p. 42). The information below and on the updated Qualification Table was verified by review of records and in faculty interviews.

A review of official academic transcripts verified that 17 full-time faculty hold a minimum of a master's degree in nursing or a master's of science with a concentration in nursing. One (1) faculty member, as indicated in the SSR (p. 42), holds a master of arts degree with a major in delivery of nursing services. It was verified in interviews that at the time of this faculty member's attendance at the New York University School of Education, Health, Nursing and Arts Professions, the university offered only master of arts degrees, not master's of science. Two (2) full-time faculty members have obtained a doctoral degree.

There are currently three (3) full-time faculty members who do not have a master's degree. Two (2) of these have a BS degree with a nursing major, and are on track to complete a MS in Nursing by December 2018. The remaining faculty member currently has an AAS in nursing and is enrolled in an RN-to-MS Nursing bridge program. She is completing the program this semester and will also graduate in Fall 2018. All three (3) of these faculty members were newly hired into a full-time position as of Fall 2018.

The review of files further verified that all faculty were currently licensed as an RN in the state of New York. There was evidence of CNE certification for four (4) full-time faculty members, and several faculty

held other certifications. Résumés included in faculty files indicated a minimum of three (3) years of clinical experience as an RN prior to being hired for the teaching position.

Since all full-time faculty have either obtained a master's degree or are currently enrolled in a master's degree program, the nursing program meets the requirements of the New York State Education Department Regulations for Faculty in Professional Education (cited in the SSR, pp. 41–42 and verified by review of the Regulations) and is consistent with expectations of national nursing and higher education accrediting bodies. The only governing organization for this program is Saint Joseph's Hospital Health Center, so there are no requirements regarding faculty qualifications from this entity. The nursing program is currently accredited by the Middle States Commission on Higher Education (MSCHE), and meets criteria for this body, which states that the institution should demonstrate the following attributes:

- “2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
- rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
 - qualified for the positions they hold and the work they do;
 - sufficient in number;
 - provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
 - reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures . . .”

The New York Board of Nursing falls under the auspices of the NY State Education Department; therefore, there are no additional standards regarding faculty requirements.

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.
- ☒ The following part-time faculty are enrolled in a graduate program:

Faculty Name and Credentials:	Mackenzie Brayman, BSN, RN
Graduate Program:	MSN
Anticipated Date of Completion:	Spring 2019
Faculty Name and Credentials:	Michelle Johnson, BSN, RN
Graduate Program:	MSN
Anticipated Date of Completion:	Fall 2019
Faculty Name and Credentials:	Kelly Ward, AAS, CCRN
Graduate Program:	MSN
Anticipated Date of Completion:	Summer 2020
Faculty Name and Credentials:	Megan Wolff, DNP, RN
Graduate Program:	EdD
Anticipated Date of Completion:	Spring 2019

The Part-Time (Part-time) Faculty Qualifications Table was not included with the SSR, but was provided at the time of the visit, and is included with this report. There were 18 part-time faculty members at the time of the visit. Fourteen (14) part-time faculty had a minimum of a master's (MSN) degree with a major in nursing; one (1) of these faculty members also has a DNP. One (1) faculty member has a MS in Management, rather than in nursing.

There are currently two (2) part-time faculty members who hold a baccalaureate in nursing, and one (1) has an Associate of Applied Science (AAS) in nursing. The two (2) faculty with their BSNs are on track to complete the MS nursing degree in December 2018. The faculty member with the AAS degree is enrolled in an RN-to-MSN bridge program. She has completed the BSN portion of courses and has an anticipated completion date for the MSN degree in 2020.

Review of files verified that all part-time faculty have valid New York RN licenses and years of clinical experience as an RN ranged from 3–45 years. These qualifications meet the requirements of the New York State Education Department and MSCHE. In addition, three (3) part-time faculty members are CNE certified.

Part-time faculty are used primarily as clinical instructors, but some also provide classroom instruction. In the SSR, non-full-time faculty were referred to as both part-time and adjunct. The nurse administrator and faculty explained the terminology; if the faculty member works on a weekly basis, this is designated as part-time. If the faculty member works less than weekly, as do those working in the evening-weekend program option, then the individual is designated as adjunct. For the purpose of the ACEN accreditation process, all individuals who worked either on a weekly basis or less than weekly basis are designated as part-time faculty.

2.3 Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The nursing program has one (1) required course, PHL 346 Ethics and the Nurse, which is team taught by a full-time nursing faculty member at Le Moyne College and a non-nurse faculty member. As verified onsite by the Chair and Professor of Nursing at Le Moyne College, the college provides the academic support courses for the nursing program (SSR, p. 43). Interviews and record review verified that the non-nurse faculty member holds a PhD in Philosophy and Medical Ethics and meets the faculty requirements of the New York State Education Department and the MSCHE.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite faculty interviews verified the use of preceptors during NSG 213, the final course in the nursing program. Students, graduate, and hospital employee interviews, as well as a review of documents onsite verified the information regarding preceptors included in the SSR (pp. 43–45). Onsite interviews revealed one (1) difference: faculty have frequent and appropriately timed contact with preceptors; the contact was not always daily, as described in the SSR (p. 45).

There are no specific state guidelines regarding the use of preceptors in nursing education for the state of New York.

2.5 The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

There are 21 full-time faculty members and a current enrollment of 329 students, resulting in a 1:16 faculty-to-student ratio. The Faculty Workload Policy is included in the Faculty Manual (pp. 99–100), and the full-time workload policy is summarized in the SSR (pp. 48–49). According to the Workload Policy, the faculty-to-student ratio in the clinical setting is generally one (1) faculty member to nine (9) students or fewer. Classroom teaching is generally presented to either all students in a cohort, or half of the students in a particular cohort, so classroom student/faculty ratios vary. Some may have as few as 25 to 30 students in a class, with others having 80–100 students present in the classroom. Courses are team taught, so even though one (1) faculty person may be teaching a large number of students on a particular day, there is still an overall low ratio of faculty to students for any particular course (less than 1:25). Laboratory faculty to student ratios are similar to clinical ratios. Faculty interviews verified that this information was correct. Onsite interviews further verified that in addition to classroom, laboratory, and clinical teaching, full-time faculty are responsible for student advising, office hours, participation in department and college committees and initiatives, and mentoring new faculty.

Onsite faculty interviews supported the policy in the Faculty Manual, which includes guidelines for part-time and adjunct faculty workload. The faculty confirmed, and the policy indicated, that in addition to clinical/laboratory responsibilities, part-time faculty members are expected to meet with students outside of clinical time, participate in some Faculty Organization meetings, and attend Graduation and Commitment to Nursing ceremonies.

Faculty and administrators verbalized and document reviews supported that all faculty participate on nursing program committees and that a number of faculty also serve on Saint Joseph Hospital Health Center committees. Faculty also stated that they had sufficient time to perform required work duties as described in the Workload Policy. No faculty reported working on overload.

2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Nursing program faculty are accountable for maintaining expertise and demonstrating scholarship. This includes participation in graduate education programs, continuing education programs, obtaining professional certifications, presentations at regional and national conferences, maintaining clinical practice as an RN or NP, and participating in research projects. Examples of these activities are described in the SSR (pp. 49–53) and were verified through interviews with faculty and administrators, as well as onsite review of faculty files, evaluation forms, and other documents. In the SSR (p. 49), there is an error regarding the number of faculty reported as holding the CNE certification. At the time of the site visit, there were four (4) full-time faculty members and three (3) part-time faculty members, for a total of seven (7), not 11, who hold CNE certification. Onsite interviews with faculty and administrators verified that there is financial support from the nursing program to assist faculty to participate in continuing education.

2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

An updated Administrative Staff Roles and Responsibilities table was provided at the time of the visit (SSR, pp. 56–57, Table 2-4). Faculty and administration interviews verified that there is adequate secretarial and technology support for both the Day and Evening-Weekend options of the nursing program. Technology support is not specifically addressed in the SSR, but during the visit, the nurse administrator clarified that there is a full-time technology support person Monday through Friday, who is responsible for assisting students, faculty, and staff with any technology needs. There are also part-time staff members available during the times the Evening-Weekend option has classes on campus. Throughout the visit, both administrative assistants and technology support personnel were observed providing assistance to students, faculty, and administrators.

2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite faculty and administrator interviews and review of personnel files and documents verified that there is sufficient orientation and mentoring of new full- and part-time faculty. The SSR (pp. 57–59) accurately describes the orientation and mentoring process. The Spoto Human Capital Nurse Faculty Mentoring Model discussed in the SSR was developed by the current Academic Coordinator for the nursing program.

2.9 Faculty (full- and part-time) performance is regularly evaluated in accordance with governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

A well-developed plan for faculty evaluation is described in the SSR (pp. 69–70). Review of faculty files and other documents, as well as faculty, student, and administrator interviews verified the description of the evaluation process. All full- and part-time faculty (100%), with the exception of new hires, had completed annual supervisor evaluation forms on record. Annual supervisor evaluations are completed in the spring semester; therefore, new hires will have their first evaluation next spring. Annual supervisor evaluations are consistent with the policies of SJHCC, which is the governing organization for the nursing program. Evidence of peer evaluation and anonymous student evaluation of faculty was also verified.

2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Faculty interviews verified sufficient opportunities for instructional development, training, and support for classroom, laboratory, and clinical instruction. As noted, there is adequate financial support and encouragement to participate in continuing education related to various educational methodologies. There is also a dedicated technology support specialist for the nursing program during all campus class/laboratory periods. The faculty reported no significant issues with use of the campus laboratory technology or the online learning management system (LMS) used to support classroom teaching/learning.

Summary of Compliance:

The associate program is in compliance with Standard 2.

The peer evaluators did not identify areas needing development for Standard 2.

STANDARD 3

Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☒ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Overall, policies for nursing students were verified to be publically accessible, non-discriminatory, and consistently applied. Since the governing organization is a hospital, and the nursing program is a stand-alone college, there are no other student policies with which to note congruence. The nursing program's policy of non-discrimination is consistent with that of the hospital. Although not clearly discussed in the SSR, the program's student policies also meet the student related academic policies of the New York State Education Department Standards for the registration of undergraduate curricula (Section 52). Onsite faculty and student interviews verified that the Nursing Student Handbook is provided to all students and that the information and policies included in the Handbook are accurate and consistently applied throughout enrollment in the nursing program.

The peer evaluators identified one (1) area of inconsistency regarding student policy related to the education unit's admission process. According to both printed and online (website) information, "Admission to Saint Joseph's College of Nursing is highly competitive and primarily based on academic achievements (high school and/or college grade point average), strength of curriculum, standardized test scores, personal statement, extracurricular, volunteer and/or work experience, and recommendations." There are several minimum academic requirements listed for application, including a "competitive SAT and/or ACT score (recent high school students/graduates only)," but there is no indication of what constitutes a competitive score. In addition, the Admission Requirements Policy states that "To complete the admission process, applicants are required to complete an interview with a college representative."

The review of student files revealed that some files contained an interview form and letters of recommendation, but other student files did not. Onsite student interviews revealed that some students were interviewed prior to admission, while some students were not. Onsite interviews with administrators, faculty, and the Coordinator for Admissions and Enrollment Management revealed that an advisement meeting with the admissions coordinator might be considered the "interview" portion of application for some students. If this process did not provide the application coordinator with a solid impression of the student, that student was assigned to a faculty member for an "interview". Neither administrators, faculty, nor the Coordinator for Admissions and Enrollment Management were able to verbalize or provide any specific scoring mechanism or rubric for the various parts of the application process. The peer evaluators did not identify any intended discriminatory bias in the admission policy, but there was concern that students did not clearly understand what constituted a competitive standard test score or an interview. Furthermore, there were no specific rating guidelines for the interview portion of the admission process. With several individuals conducting interviews, it is difficult to ensure that all applicants are evaluated in a consistent manner.

3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

<input checked="" type="checkbox"/> Yes	The institution has a transfer of credit policy that is publicly disclosed and includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.
<input type="checkbox"/> No	

<input checked="" type="checkbox"/> Yes	The institution/nursing program makes available to students and the public current academic calendar, grading policies, and refund policies.
<input type="checkbox"/> No	

<input checked="" type="checkbox"/> Yes	The institution/nursing program makes available to students and the public current outcomes data – licensure/certification pass rate, completion rate and job placement rate.
<input type="checkbox"/> No	

<input checked="" type="checkbox"/> Yes	Recruitment materials for the nursing program accurately represent the institution's/nursing program's practices and policies.
<input type="checkbox"/> No	

<input checked="" type="checkbox"/> Yes	<p>The institution avoids the following recruitment practices in order to comply with U.S. Department of Education regulations:</p> <ul style="list-style-type: none"> a. Assuring employment unless employment arrangements have been made and can be verified, b. Misrepresenting job placement and employment opportunities for graduates, c. Misrepresenting program costs, d. Disparaging comparisons of secondary or postsecondary institutions, e. Misrepresenting abilities required to complete intended program, and f. Offering money or inducements other than educational services of the institution in exchange for student enrollment. (Except for awards of privately endowed restricted funds, grants, or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.)
<input type="checkbox"/> No	

The transfer of credit policy is published in the program's College Catalog (p. 9) as well as on the website. The policy includes established criteria for transfer of credit. The academic calendar and refund schedule are easily found on the college website, and the refund policy is located in the College Catalog (p. 13). Grading policies are published in the College Catalog (pp. 23–24), a copy of which is also located on the program website. The peer evaluators received the 2018–2019 College Catalog on campus, which is the source of page numbers referenced in this SVR; however, the Catalog link on the program's website opens the 2014–2016 version of the Catalog. Program outcomes and program outcome data are readily found on the nursing webpage, with a minimum of three (3) years of data available.

The homepage of the program website clearly identifies that the program is accredited by both ACEN and MSCHE. The "About Us" tab on the homepage has a link to an accreditation page, which identifies contact information for both accrediting bodies, as well as for the New York State Education Department, Office of the Professions. Information regarding accreditation status is also found on printed recruitment literature and in the college catalog.

Interviews with students, faculty, and administrators, as well as a review of published documents and the program website identified no misrepresentation of policies, procedures, job placement data, or financial

information related to the program.

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Procedures regarding changes in policies are accurately described in the SSR (p. 69). Onsite faculty interviews verified that policy changes are made with notice, distributed in writing via email, announced in the classroom, and posted in the Canvas LMS. In most cases, changes are implemented annually. If an immediate change is made, a signature page is required. Student interviews further verified that any policy change is communicated in the LMS or is announced in class.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with students, faculty, and administrators, and examination of facilities and documents verified that the student services are accurately described in the SSR (pp. 69–73). The administrators and faculty at the single-purpose program are accessible to, and well acquainted with all students and are able to readily recognize students' needs. Both student interviews and surveys indicated satisfaction with student services.

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

<input type="checkbox"/> Yes	The institution has written procedures in place specific to protecting the privacy of students enrolled in distance education courses or programs.
<input type="checkbox"/> No	
<input checked="" type="checkbox"/> N/A	The nursing program does not utilize distance education.

A review of electronic data systems and physical files verified that student records are maintained as noted in the SSR (pp. 73–74). The peer evaluators reviewed 40 student files. The files reviewed included at least seven (7) students from each of the program's four (4) different options. The physical files reviewed contained application forms, printed transcripts, and clinical evaluations for all students, and in some cases letters of reference and application interview forms. Electronic files contained student contact information, academic schedules, and records. Medical and other information required for clinical participation was also found in electronic files. Electronic records are housed on secure servers and accessed via individual password. Printed academic files are maintained in locked cabinets located in locked storage areas when not occupied by the nursing education unit staff. The SSR states that student files are maintained for a period of 10 years. Onsite interviews staff members revealed that the files are maintained for a minimum of seven (7)

years. Students confirmed that they are assigned an ID number by the college that does not reflect any personally identifiable number.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

		Year	Three-Year Default Rate
Current	<input type="checkbox"/> Final <input checked="" type="checkbox"/> Draft	2015	1.4%
Previous		2014	4.4%
Previous		2013	3.2%

Interviews with the Dean of Students, the Financial Aid Coordinator (FAC), and a review of Federal Student Aid Reports verified the low default rates listed in the SSR (p. 75) and also provided the most recent information regarding the draft report number for 2015.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Interviews with the FAC verified that information reported in the SSR (pp. 74–77) is accurate. Student interviews verified that online and in-person financial aid counseling is available, and participation in the online counseling/information class is required. Information on financial aid is available on the nursing education unit website and in the College Catalog (pp. 13–17).

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite FAC and student interviews verified that students are aware of their responsibilities regarding financial aid, as reported in the SSR (p. 77). The FAC is a full-time employee of the nursing education unit and is readily available to provide students information and counseling regarding all types of financial aid, including loans, grants, and scholarships.

3.6.3 Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite Dean of Students and FAC interviews verified that records related to financial aid are maintained as described in the SSR (pp. 77–78). The most recent independent audit of SJHCC, which included an audit of the nursing education unit’s federal financial aid program, was also reviewed to determine compliance with this Criterion.

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The program has a well-defined grievance policy noted in the Student Handbook (pp. 50–52). Onsite student interviews verified that the students are aware of the policy.

Since the 2010 accreditation visit, the nursing education unit has a record of 77 appeals/grievances. The majority of the grievances were related to testing procedures and grades, as noted the SSR (p. 79). The other grievances were related to plagiarism, clinical performance evaluations, and requests to repeat a course. Grievance records reviewed verified that the published Grievance/Appeals Policy was followed and that an Appeals Panel reviewed each request. In 39 of the cases, the Appeals Panel voted in favor of the appellant. There were no records indicating that students attempted to seek further legal appeals after the resolution of any of the reported grievances.

The peer evaluators noted possible misplaced information in the SSR related to program complaints, grievances, and resolution evidence (noted on pp. 78–80). The information starts on page 78 and includes five (5) paragraphs. A segment of the information included under Criterion 3.8 should be included in 3.7. The information from the third paragraph on page 79 that begins “A study of grievances . . .” through the second paragraph on page 80 should actually be included with this Criterion.

3.8 Orientation to technology is provided, and technological support is available to students.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite student, faculty and administrator interviews verified that orientation to technology is provided for students with orientation prior to the beginning of classes. Students reported no problems with access to or use of technology related to the nursing education unit.

3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

- ☒ The nursing program does not utilize distance education.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The nursing education unit offers no distance education courses; the LMS is used only to enhance face-to-face classes.

Summary of Compliance:

The associate program is in compliance with Standard 3.

The peer evaluators identified the following area needing development for Standard 3:

Criterion 3.1
Ensure that policies related to the admission of nursing students are publically accessible, non-discriminatory, and consistently applied.

STANDARD 4

Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☒ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Peer evaluators verified that the curriculum was designed according to the guidelines identified by the New York State Education Department (Title VIII, Section 52). Aspects of grand and middle range nursing theories (Nightingale, Watson, Neumann, Orem, Rogers, Roy, Leininger, and Benner) are used to derive the key concepts of the conceptual framework: relationships, safety, environment, knowledge and skills, community, and leadership (SSR, p. 81). Peer evaluators verified during faculty interviews the process used to develop the values and conceptual framework. While the SSR (p. 82) indicates that the end-of-program student learning outcomes (SLOs) (SSR, p. 97) are consistent with the 2012 NLN competencies for associate degree nursing programs, these competencies are not clearly incorporated across the curriculum. Table 4-1 (SSR, p. 84) provides a crosswalk from the NLN competencies to the course outcomes, but peer evaluators were unable to verify this during the site visit. The onsite interviews with the Academic Dean and the faculty were focused on individual concepts selected for the concept-based learning curriculum. Faculty articulated how a curricular concept from the concept-based curriculum (such as perfusion) was leveled across the curriculum, but made no linkages to professional nursing standards, competencies, or end-of-program SLOs. Students also did not articulate the end-of-program SLOs during interviews. Students very clearly verbalized the mission of St Joseph's Hospital Health Center and Saint Joseph's College of Nursing and pointed to the heart-shaped diagram on the classroom wall. They did not articulate any professional nursing standards or competencies that are incorporated across the curriculum.

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☒ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The SSR (p. 97) states that the "end of program SLOs guide each course in the organization of the curriculum, development of course objectives, and evaluation of student progress." This was not evident in the onsite faculty and student interviews or in the review of the curriculum materials. It is clear that substantial work was completed in the development of the concept-based learning curriculum, and it is also evident that the 22 individual concepts selected for the curriculum are integrated and leveled across the curriculum. Appendix O (SSR, p. 194) specifies how the general education SLOs are threaded across the curriculum. The last column of this table includes an indication of the relationship to the nursing program end-of-program SLOs. Table 4-1 of the SSR (p. 84) provides a chart that demonstrates the connections between the end-of-program SLOs and the semester outcomes. What is not clear in the review of materials is the relationship between the end-of-program SLOs and individual course outcomes, or the learning activities within each course. The nurse administrator did provide a new curriculum map during the site visit, which more clearly linked the end-of-program SLOs to semester outcomes, course outcomes, concepts, and learning activities. However, review of course syllabi, course websites, and student assignments did not

provide substantial evidence that the end-of-program SLOs were used to organize the curriculum, guide the delivery of instruction, or direct learning activities. Faculty did not speak to the relationship between end-of-program SLOs and instruction during interviews, and students could not articulate any end-of-program SLOs. Both faculty and students could clearly articulate the relationships among individual concepts, but did not associate the concepts with the end-of-program SLOs.

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite faculty interviews and a review of the Nursing Program meeting minutes verified that the curriculum was developed by the faculty and is systematically reviewed to ensure integrity, rigor, and currency. Integrity and rigor are ensured through faculty organization discussions, reviews of trends and literature, and partnership meetings to discuss and approve changes to the curriculum.

The faculty confirmed that they have control over changes to the end-of-program SLOs, semester and course outcomes, and unit objectives. Faculty clearly articulated the process used for curriculum review and transition to the concept-based curriculum. A recent example of curriculum change was described during the faculty interviews. Faculty initiated a portfolio requirement to better track student progress throughout the program and increase students' ability for reflection.

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The program requires 27 specified general education credits with a passing grade of "C" or higher. The peer evaluators verified that these courses meet the New York State Department of Education requirements. The courses include a writing course, two (2) psychology courses, three (3) biology courses, an ethics course, and a sociology course. All courses can be linked to applications in nursing. Appendix O (SSR, p. 194) provides a summary of this relationship. Interviews with the general education microbiology faculty, nursing program faculty, and students provided evidence that the use of general education courses supports nursing knowledge and practice.

4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

A review of course syllabi and content modules as well as interviews with faculty and students verified that cultural, ethnic, and socially diverse concepts are included in course content. Students complete oral presentations on culture and diversity in class, develop concept maps, and participate in clinical experiences

with diverse populations. Students also have the opportunity to participate in mission trips to Ghana and Guatemala.

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with faculty and students and a review of course syllabi and learning activities verified that the curriculum is theory based, with an emphasis on narrative pedagogy, active learning (flipped classroom), and team-based learning. Interprofessional experiences are incorporated throughout the curriculum. Examples include introduction of interdisciplinary team roles, collaboration with other health disciplines during simulation (nursing student and medical resident simulation), and clinical practice interactions. Interviews with faculty and students verified the many clinical opportunities listed in the SSR (p. 106).

A review of course syllabi verified that elements of the curriculum reflect current standards of practice and research. The Faculty Scholarship Committee regularly reviews literature to address current trends. In addition, several faculty are actively engaged in research to promote student engagement and success.

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☒ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Evaluation methods are varied and include examinations, quizzes, presentations, laboratory skills, simulation, and the clinical evaluation tool. It is also evident that some evaluation methods reflect established professional and practice competencies. For example, the program uses the Lasater Clinical Judgment rubric, and the Clinical Evaluation Tool (CET) is clearly designed using the QSEN Competencies. A note on the CET states that it reflects the 2013 ACEN Standards and Criteria. The nurse administrator and the Academic Dean acknowledged that the CET has not been updated to reflect the 2017 ACEN Standards and Criteria.

What is not evident is the linkage between achievement of end-of-program SLOs and the evaluation methods used throughout the program. For example, there is no indication how the Lasater Clinical Judgment Rubric is used to measure the end-of-program SLOs. In addition, the clinical evaluation tool is directly linked to the QSEN Competencies, but there is no evidence that QSEN is a professional standard for the curriculum. In contrast, the end-of-program SLOs are consistent with the NLN Competencies (SSR, p. 82), but the NLN Competencies and end-of-program SLOs are not directly measured by use of the clinical evaluation tool or other evaluation measures.

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

<input checked="" type="checkbox"/> Yes	The governing organization/nursing program has policies and procedures for determining the credit hours awarded for nursing courses, and policies and procedures conform to commonly accepted practices in higher education.
<input type="checkbox"/> No	

<input checked="" type="checkbox"/> Yes	The governing organization/nursing program policies and procedures for awarding credit hours are consistently applied to all courses required in the official published nursing program of study.
<input type="checkbox"/> No	

The associate degree program consists of 27 general education credits and 41 nursing credits. The Accelerated Dual Degree Partnership in Nursing (ADDPN) for students with a previous bachelor's degree in another area includes 41 credits completed at SJCON and 27 credits completed at Le Moyne College. This is consistent with the standards established by New York Department of Education for the associate degree program. This is also consistent with Middle States requirements for undergraduate education.

The daytime ADN and DDPN program options can be completed in four (4) semesters. The ADN and ADDPN Evening/Weekend options can be completed in 18 months of continuous attendance. Both of these options are also consistent with the standards established by the state of New York and Middle States. The nursing program uses a credit ratio of 1:1 for classroom instruction, 1:2 for laboratory instruction, and 1:3 for clinical instruction. An interview with the college Registrar/Bursar verified the ability of the college to award the associate degree in nursing to each of these program options.

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Through interviews with the Governor's Board, Nurse Managers, and SJCON faculty, peer evaluators verified that all contracted acute care facilities are accredited by The Joint Commission, and as such, incorporate interventions to promote the National Patient Safety Goals. Peer evaluators verified through interviews with SJCON faculty and review of clinical contracts that all contracted community-based settings comply with federal and state guidelines regarding quality of care.

The clinical sites that are used support the achievement of the end-of-program SLOs. The program primarily uses St Joseph's Hospital Health Center, a Magnet-designated facility, for acute care experiences. The associate degree program also uses community-based settings to work with children, the elderly, behavioral health, and multi-cultural clients. As confirmed through faculty, nurse manager, and student interviews, all clinical learning environments are evaluated by the students and faculty and support the achievement of the end-of-program SLOs.

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

A total of 10 outside clinical experience agreements and two (2) affiliation agreements were reviewed, consistent with the list provided in the SSR (p. 114). All clinical agency contracts were verified to be current, to specify expectations for all parties, and to ensure the protection of students.

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

SJCON uses an LMS to enhance instruction. All courses are offered in a web-enhanced format. Peer evaluators verified through a review of courses in the LMS that students may complete quizzes and learning activities online, but this does not replace seat time. They can also access content information and course requirements through the LMS.

Peer evaluators verified through faculty and student interviews, and through review of learning activities that instructional materials include textbooks, PowerPoint presentations, content outlines, diagrams, charts, tables, handouts, models, videos, examination blueprints, textbook-based quizzes, and content review. Evaluation methods include examinations, quizzes, written assignments, group presentations, skills demonstrations, clinical assignments, and clinical performance evaluations using the CET. Learning activities, instructional materials, and evaluation methods are appropriate for the face-to-face, web-enhanced learning format and are consistent with the end-of-program SLOs.

Summary of Compliance:

The associate program is in compliance with Standard 4.

The peer evaluators identified the following areas needing development for Standard 4:

Criterion 4.1
Ensure the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.
Criterion 4.2
Ensure the end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.
Criterion 4.7
Ensure evaluation methodologies reflect established professional and practice competencies and measure the achievement of the end-of-program student learning outcomes.

STANDARD 5

Resources

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Onsite interviews with the President (Chief Executive Officer), the nurse administrator, the Academic Dean, and the nursing faculty verified that fiscal resources are sufficient to ensure the achievement of the end-of-program SLOs and program outcomes. The general operating budget, as described by the Coordinator for Financial Services, provides sustainable funding for the nursing program. The SSR (Table 5.1, p. 120) demonstrates that the nursing unit budget is comparable to other unit budgets.

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The nursing program is located in a 60,385-square-foot building adjacent to St Joseph's Hospital Health Center. Interviews with faculty and students and a tour of the nursing education unit facilities verified that physical resources are as described in the SSR (Table 5-7, p. 126) and are sufficient to achieve the end-of-program SLOs and program outcomes.

Nursing classes are held in classrooms on the second floor and in the basement of the building. Each classroom is equipped with a smart podium, a projector, multiple display screens, and multiple power ports for plugging in laptops.

Nursing laboratory sessions are held in the Center for Experiential Learning located in the basement and on the first floor. These laboratories are equipped with hospital bed stations for practicing nursing skills and completing simulation. The first-floor laboratory is equipped with three (3) hospital bed units and three (3) simulation rooms. The simulation rooms are designed to mirror hospital rooms at St Joseph's Hospital Health Center. The basement laboratory is equipped with 10 bed stations. Each laboratory has a variety of mannequins, models, and learning equipment. The simulation laboratory is equipped with adult high-fidelity simulators, an infant simulator, and a childbirth simulator. Laboratory supplies and equipment are readily available in an adjacent storage space. The laboratories are available for open practice any time class is not in session. Students can email the Certified Executive Leader Coordinator for equipment access, and laboratory faculty are available to work with students as a regular component of their job responsibilities. Students confirmed that access to open laboratory is adequate.

Faculty office spaces and a faculty lounge area are located on the second floor. Two (2) faculty members share an office space. Office partners are assigned so that they are on campus on different days of the week to provide privacy for student meetings and consultation.

A recently renovated student lounge area and small group workspaces are located on the sixth floor. Students have access to kitchen facilities and relaxation/social spaces, or they can access the small group rooms for studying or project-based learning.

The building has wireless capabilities throughout, making it convenient for students to use their laptops for class and/or studying purposes.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☒ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Interviews with nursing faculty and a review of Nursing Program meeting minutes verified that learning resources are selected with faculty input. The campus library has a relatively small print collection. The peer evaluators noted that several nursing books were older than five (5) years, yet were not marked as historical. Books that are in active circulation and that are older than 10 years are marked with green stickers, but the library does not have a system in place to mark materials that are older than five (5) years. The librarian reported that a historical/archive section is also located in the basement of the building. The peer evaluators verified the online book collection and databases as described in the SSR (p. 133). There are 18 open computer workstations scattered throughout the library, and two (2) computer rooms, each with 16 desktop computer stations. These computer rooms are available for open student use, computer-based testing, orientation sessions, and electronic health record training. The library is available through electronic badge access from 6:00 a.m. until 12:00 a.m. seven (7) days per week. Library staff are available from 8:00 a.m. to 6:30 p.m. Monday–Friday and from 10:00 a.m. until 6:30 p.m. on weekends.

Onsite faculty and student interviews verified that the college provides adequate technical support. Technology support includes one (1) full-time and two (2) part-time staff members. Technology support staff are available for student and faculty from 7:30 a.m. until 5:30 p.m. Monday–Friday. Coverage for the Evening/Weekend option is provided from 4:30 p.m. until 8:30 p.m. on Fridays and 2:30 p.m. until 6:30 p.m. on Saturdays and Sundays.

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

SJCON does not have any 100% online courses, but uses an LMS to web-enhance nursing courses as described in the SSR (p. 137). Faculty and students receive orientation to technology and ongoing support to access course resources and activities. A review of the system and interviews with the faculty and the students verified that fiscal, physical, technological, and learning resources are adequate for students participating in the web-enhanced course components.

Summary of Compliance:

The associate program is in compliance with Standard 5.

The peer evaluators identified the following area needing development for Standard 5:

Criterion 5.3
Ensure all learning resources are current, including those in the library.

DRAFT

STANDARD 6

Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.**
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.**
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.**
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.***
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**

***Programs seeking initial accreditation are required to have data from the time that the program achieves candidacy with the ACEN.**

6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

The nursing education unit has a comprehensive systematic plan of evaluation (SPE) incorporated in their Institutional Assessment Plan. The SPE/IA is actively used and provides ongoing assessment and evaluation of students' attainment of nursing program student learning outcomes and program outcomes.

The SPE contains expected levels of achievement (ELA) statements for the program outcomes, but there are no listed ELAs for the end-of-program SLOs.

An extensive list of metrics are used to evaluate achievement of the end-of-program SLOs. For example, the Facilitator Evaluations of student performance is used during NSG 213, the Transition to Practice (TTP) course. The ATI Management of Care Benchmark is also mentioned frequently. The timeline for evaluation of the end-of-program SLOs was listed and verified as annually.

There are sufficient data to inform decision-making for the maintenance and improvement of each end-of-program SLO and each program outcome, as noted in the Institutional Assessment Plans of 2015–2016; 2016–2017; 2017–2018, which incorporate the SPE.

Review of Institutional Assessment documents, the Curriculum Committee meeting minutes, and Faculty Organization meeting minutes provided analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program SLO and each program outcome. Onsite faculty, administrator interviews and review of documents (The Educational Benchmarking, Inc. (EBI), also referenced on IA [p. 37], and the Facilitator evaluation during students' NSG 213 Transition to Practice course, the ATI Management of Care Benchmarks data, ATI Clinical Judgment scores, and the Lasater Clinical Judgment Rubric Scores) revealed some of the tools used to evaluate students' ability to meet the nursing program SLOs.

The graduate and employer surveys are also used to measure the end-of-program NLN student learning outcomes and competencies: professional identity, nursing judgment, human flourishing, and spirit of inquiry. The data compiled from both graduate and employer surveys are used in program decision-making.

6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.

The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

- ☐ The peer evaluators verified evidence to support compliance with this Criterion.
- ☒ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Performance on Licensure Examination – Aggregated for Entire Program		
Expected Level of Achievement	Year	Licensure Examination Pass Rate
The graduate annual licensure examination pass rate will be at least 90% for all first-time test-takers during the same 12-month period	2017	93.6%
	2016	88.71%
	2015	90.6%

Performance on Licensure Examination – Disaggregated by Program Option					
Expected Level of Achievement	Year	Licensure Examination Pass Rate			
		DAY/AD	DDPN	E/WE AD	ADDPN
The graduate annual licensure examination pass rate will be at least 90% for all first-time test-takers during the same 12-month period	2017	Not available	93%	Not available	88.8%
	2016	Not available	94.9%	Not available	100%
	2015	Not available	92%	Not available	85%

The ELA states that the graduate annual licensure examination pass rate will be at least 90% for all first-time test-takers during the same 12-month period, as noted in SSR (p. 85; Table 6.3 NCLEX Scores, p. 158). The SPE/IA has no ELA listed and the revised Criterion 6.2, which addresses the program outcomes, lists the ELA as 85% for all first-time test-takers during the same 12-month period. The peer evaluators verified that the ELA is 90% as listed in the IA Plan and not at 85% as listed in other places. The pass rates meets the ACEN criterion of at least 80%; however, the nursing education unit's ELA of 90% has not been consistently met.

The peer evaluators did not verify documents to support licensure rates onsite. However, the New York State Board of Education, Office of the Professions NCLEX Results 2013–2017 support the data as listed in the SSR (p. 158). There was no listing of the number of graduates who took the NCLEX in 2017. Disaggregated data for all program options was not available.

The ATI 2016 RN Comprehensive Predictor test was used for the for the May 2016 ADDPN option graduates in response to the decrease in December 2015 graduates first time licensure pass rate.

6.3 The program demonstrates evidence of students' achievement in completing the nursing program.

The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Program Completion – Aggregated for the Entire Program		
Expected Level of Achievement	Year	Program Completion Rate
70% of students will complete the program within 150% of the program length	2016	114/122 (93.4%)
	2015	125/154 (81.1%)
	2014	122/144 (84.7%)

Program Completion – Disaggregated by Program Option					
Expected Level of Achievement	Year	Program Completion Rate			
		Day/AD	Day/DDPN	E/WE AD	E/WE APPN
70% of students will complete the program within 150% of the program length	2016	23/30 (76.6%)	43/63 (68.3%)	31/39 (79.5%)	17/17 (100%)
	2015	27/30 (90%)	48/61 (78.6%)	31/41 (75.6%)	19/22 (86.3%)
	2014	16/19 (84.2%)	62/72 (86%)	28/36 (77.8%)	16/17 (94%)

The ELA states that 70% of students will complete the program within 150% of the program length, as defined by the ACEN and adopted by the faculty. For the day program, 150% x four (4) semesters = six (6) semesters; For the E/WE program, 150% x 18 months = 27 months. The peer evaluators used the onsite Program Completion Data table submitted by the Dean of Students to verify the program completion rate within 150% of the program length or six (6) semesters for the Day option and 27 months for the Evening/Weekend options.

6.4 The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

- ☒ The peer evaluators verified evidence to support compliance with this Criterion.
- ☐ The peer evaluators verified evidence to support compliance with this Criterion with areas needing development.
- ☐ The peer evaluators could not verify evidence to support compliance with this Criterion.

Job Placement Rates – Aggregated for the Entire Program					
Expected Level of Achievement	Year	Job Placement Rate	Total Number of Graduates	Total Number of Graduate Responses	Response Rate (%)
90% of each cohort will report employment within six (6) months after graduation	2017	n=31/34 (91.2%)	64	34	53%
	2016	n=27/29 (93%)	57	29	50.8%
	2015	No data available			

The ELA states that 90% of each cohort will report employment within six (6) months after graduation. During onsite interviews, faculty stated that employment rates for the past three (3) years have consistently exceeded 90%. The exit surveys conducted by the nursing unit administrator support that the majority of students have secured employment at the time of graduation. Peer evaluators' review of the graduate survey results evidenced that for the years 2016 and 2017, the ELA of 90% job placement rate has been met. There was no data available for 2015. SJHCC is the largest employer of SJCON graduates. In May 2017, of the 64 graduates, 31 were hired in the Saint Joseph Health network." (Employer Questionnaire Survey Results, Class of May 2017). The nurse administrator reported that students who were not employed returned to Le Moyne College to complete the fourth year of their education, the BSN degree. These students are in the 1–2–1 program, or students may have also relocated. Onsite nurse administrator, faculty and hospital management, and staff interviews verified that graduate and employer surveys are distributed and employers are asked to complete surveys "within nine (9) months of their new-hires' graduation" Graduate and employer questionnaires' data are used to determine the job placement rate.

Summary of Compliance:

The associate program is in compliance with Standard 6.

The peer evaluators identified the following area needing development for Standard 6:

Criterion 6.2
Ensure the program demonstrates evidence of a minimum of the three (3) most recent years of available licensure examination pass rate data disaggregated by program option.

V. RECOMMENDATION FOR ACCREDITATION STATUS

Continuing Accreditation:

Continuing accreditation as the program is in compliance with all Accreditation Standards.

DRAFT

ST. JOSEPH'S COLLEGE OF NURSING at Saint Joseph's Hospital Health Center, Syracuse, New York

Qualifications of Full-Time Faculty Exclusive to College of Nursing

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Abruzzese, Tiffany	8/2011	Adirondack Community College 1995 Associates in Liberal Arts SUNY Geneseo 1997 B S Anthropology Saint Joseph's College of Nursing 2004 – Associates in Nursing University of Phoenix 2011 MS Nursing	Cardiac/Telemetry Simulation Laboratory	Fall NUR 210 NUR 211 Spring NUR 213 NUR 214		Current certification: Certified Nurse Educator March 2019
Austin, Jennifer	8/15/16	ADN 5/2007 BSN 11/2013 MSN 12/2015	Medical-Surgical	Fall NUR 110 NUR 111 Spring	Laboratory Skills, Laboratory Practice, Remediation,	Current certification: CMSRN

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
				NUR 121 NUR 123	Preparing Laboratories, inventory, etc.	
Blodgett, Joshua	July 2018	Saint Joseph's College of Nursing AAS – 12/2014 Saint John Fisher College BSN – 5/2016 SUNY Upstate Medical University MSN - PMHNP 5/2018	Psychiatric Nursing	Fall NUR 210 NUR 211		Current certification: Certified Psychiatric Registered Nurse – AANC
DeLany, Sally	5/2000	AAS- 1982 BS- 1988 MS- 1996	Adult Med/Surg.	E/WE N110 N123, N121 N212, N211 N213, N214	Admissions Committee	

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Falkiewicz, Julie	12/ 2010	BSN May, 1973 MSN, August, 1977	Medical-Surgical Nursing Orthopedic Nursing	Fall NUR 110 NUR 111 Spring NUR 121 NUR 123	Testing coordinator for all courses listed	Current certification: NLN Certified Nurse Educator NLN 413033 12/31/18 ONCB Orthopedic Nurse Certified #64397 June 20, 2023 ANCC General Nursing Practice RN-BC #0119753 December 31, 2023
Ferrante, Melissa	9/2018	AAS in Nursing- 5/2005 BSN course work completed Waiver/exception:	Med-surg. Cardiac			

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		Enrolled in RN to MSN program, completed all requirements for BSN, but not awarded degree until all Masters level courses completed Currently enrolled: MSN with Major in Education-Fall, 2018				
Galletti, Fred	8/1999	BS in Nursing, May, 1992 MS in Nursing, Clinical Nurse Specialist, May 1993	Adult Med/Surg. Nursing Ethics	Fall NUR 210 NUR 211 NUR 212 PHL 346	PHL 346 Course Chairperson Curriculum Committee – Chairperson Institutional Assessment Committee	Current certification: BLS CPR Instructor American Heart Association, Expiration Date 4/1/20

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		<p>Post Master's Advanced Certificate Program in Nursing Education, January, 2002</p> <p>Doctor of Nursing Science (DNS), May 2015</p>			<p>Dept. of Nursing Curriculum Committee at Le Moyne College</p> <p>ACEN Steering Committee</p> <p>CPR for SJHCC Educational Services</p>	
Granato, Renée	08/2000	<p>BS in Biology/ Seton Hall University/ May 1992</p> <p>AAS/ Saint Joseph's School of Nursing /May 1994</p> <p>BS Major in Nursing/</p>	<p>Medical-Surgical Nursing Orthopedics Neurosurgery</p> <p>Currently pursuing expertise/exp experience Preparing for CNE Exam</p>	<p>Fall NUR 110 NUR 111</p> <p>Spring NUR 213 NUR 121 NUR 123</p>	<p>Co-Chair IAP Committee</p> <p>Academic Advisor</p> <p>Hospital Committee-Falls Committee</p> <p>Peer Mentor</p>	

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		<p>Syracuse University / May 2000</p> <p>MS in Nursing/ Lemoine College/ December 2010</p>				
Hamann, Loreen	07/1998	<p>Bachelor's Degree: Major in Nursing: 1984</p> <p>Master's Degree: Major in Nursing: 1999</p>	Obstetrics/Gynecology/Women's Health	<p>Nursing 110</p> <p>Nursing 123</p> <p>Nursing 121</p> <p>Nursing 210</p> <p>Nursing 211</p> <p>Nursing 213</p>	<p>Faculty Scholarship committee</p> <p>Faculty organization committee</p> <p>Hospital UPC-LandD/5-1</p> <p>ACEN</p> <p>Middle States</p> <p>Open House</p> <p>Commitment Ceremonies</p> <p>Graduation Ceremonies</p>	<p>Current certification:</p> <p>Syracuse University</p> <p>Adult Nurse Practitioner</p>

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Kowalczyk, Dorothy	6/2007	Diploma, KCHCSN 1/1075 BS, Major in Nursing 10/1980 MA, Delivery of Nursing Service, Minor Nursing Education 5/1987 Waiver/exception: (explain) NYU School of Nursing, Education, Health and Arts Professions granted MA only (SEHNAP) in 1987	Medical Surgical Nursing Oncology	Fall NUR 110 NUR 211 Spring NUR 121 NUR 214	Manager of the Certified Executive Leader Course Leader all Assessment Skills courses	

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Mather, Diane	12/ 1999	Bachelor's in Nursing/1979 Master's in Nursing/2010	Nursing Education in classroom Cardiovascular Adult Nursing on the clinical unit Nursing Research	Fall NUR 110 NUR 111 Spring NUR 121 NUR 123	Chair of Faculty Scholarship committee	

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Middleton, Julie	9/2018	<p>B.A. Psychology SUNY Fredonia May 1993</p> <p>A.A.S. Saint Joseph's College of Nursing May 2004</p> <p>M.S. Child and Family Studies Syracuse University May 1998</p> <p>M.S. Nursing, Family Psychiatric Mental Health NP SUNY Upstate Medical University 2013</p>	Psychiatry	Fall NUR 210		<p>Current certification:</p> <p>ANCC Board Certified as Family Psychiatric Mental Health NP Current Certification valid 10/2014 – 10/2019</p>

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Nyman, Kerrigan	9/2018	Crouse Hospital College of Nursing 2012 Le Moyne College, BSN 2014 Currently enrolled: Le Moyne College MSN, 12/2018	Medical/surgical nursing Oncology nursing	Fall NUR 110 NUR 111		Current certification: CMSRN OCN
Parker, Kelly	12/2015	University at Albany, Bachelor of Arts-May 1991 Saint Joseph's College of Nursing, Associates Degree in Applied Science-May 2001	Med-Surg.	Fall NUR 110 NUR 111 Spring NUR 121 NUR 123	Laboratory Skills Laboratory Practice SDCL Faculty Scholarship Faculty Organization Policy and Procedure NICHE Academic Affairs	Current certification: ANCC-Medical Surgical Nursing 2021. Certificate # 2006001673

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		Le Moyne College, MSN Education-May 2017			Omicron-at-Large	
Poole, Nancy	12/2010	Keuka College University of Phoenix, MS in Nursing, 2010 Capella University; PhD in Nursing 2018	Cardiac Medical-Surgical	Fall NUR 212 Spring NUR 213	Course Leader Laboratory/Clinical Committee's	
Powell, Katie	01/2011	B.S. Nursing, August 2005 B.S. Psychology, May 2002 M.S. Nursing, Educator Track, May 2012	Medical-Surgical Telemetry	EWE NSG 110 NSG 111 L NSG 120/123 NSG 121 L NSG 211 L NSG 212 NSG 213 (minimal hours)	Faculty Scholarship Committee Faculty Org Scholarship Selection Committee Course Leader Committee	

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
					Curriculum Committee	
Purcell, Joshua	2018	Associate degree of Science with a major in Nursing, May 2015 BSN, May 2016. Currently enrolled Masters of Science in Nursing, Projected date of completion December 2018.	Palliative care Oncology Medical-Surgical Nursing	NUR 213		

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Stewart, Stephen	Jan 2016	AAS, nursing, 6/07 BS, psychology, 12/89 MS Ed, counseling, 12/94 MSN, nursing education, 9/16 Currently enrolled: PhD, nursing education, 6/21	Critical care Emergency nursing Med/surg. Telemetry Currently pursuing expertise/exp experience: Certified nurse educator	NSG 110 NSG 111 NSG 120 NSG 121 NSG 210 NSG 211 NSG 212 NSG 213 NSG 214	Research committee (hospital) Secretary of curriculum committee	Current certification: Certified emergency nurse ACLS

Synesael, Paige	6/2016	Undergrad degrees(s): Associates in Applied Science, May 2013 BSN, May 2014 MSN Education, May 2016	Cardiac nursing Emergency nursing	NSG 110 NSG 111 NSG 120 NSG 121 NSG 212 NSG 211 NSG 213	Committees: <ul style="list-style-type: none"> Title IX Faculty Org Student development and campus life Technology committee ACE N standard one Laboratory duties: <ul style="list-style-type: none"> Remedial laboratory Laboratory helper Clinical coordination: Setting up outside experiences for 110 and 120	Current certification: <ul style="list-style-type: none"> Certified Emergency Nurse (CEN) Expires: 8/25/2019 Certified Nurse Educator (CNE) Expires: 12/31/2022
Tancredi, Christine	09/2007	BSN Upstate Medical University May 1999	Advanced Med/Surg. Clinical Faculty Simulation	Fall NUR 211 Spring NUR 214	Clinical Faculty Simulation Laboratory	Current certification: American Nursing

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/exp experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		MSN, May 2002	Critical Care Emergency Nursing Management FNP- Urgent Care		Co-Chair IA Committee Academic Advisor Peer Mentor	Credentialing Center NP Certification FNP –BC # Exp: March 2019
Woytowicz, Elizabeth	12/2008	BS with major in nursing- 12/1997 AAS with major in nursing- 5/1993 BS with major secondary education, concentration: English 7–12- 5/1990 MS in nursing education, 2011 Ed. D Executive	Adult and pediatric medical-surgical Peri-anesthesia nursing Critical care	Fall NUR 211 NUR 212 NUR 213-E/W Spring NUR 123 NUR 121 NUR 213 NUR 212-E/W	1. SDC L committee 2. Faculty Org. 3. IAP committee 4. Progression committee 5. Course Leader member 6. Advisor to students 7. ACE N committee	Current certification: NLN Certified Nurse Educator: 457418 Expiration: 12/22

Faculty Member's Name:	Date of initial appointment as full-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		Leadership-5/2018				

ST. JOSEPH'S COLLEGE OF NURSING at Saint Joseph's Hospital Health Center, Syracuse, New York

Qualifications of Part-Time Faculty Exclusive to Nursing Program

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Batyuk, Roman		BSN Keuka College December, 2013 MSN SUNY Polytechnic Institute, Family Nurse Practitioner May, 2016	Critical Care Cardiology Medical-Surgical Family Practice	Fall: NSG 210/211 Clinical and Laboratory Spring: NSG 121/123 Clinical and Lab		

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Bero, Gayle A.	8/2017	BSN Upstate University College of Nursing, Syracuse, NY May, 1999 MSN Upstate University College of Nursing, Family Nurse Practitioner Certificate, Syracuse, NY May, 2002	Medical-Surgical Nursing	Fall: NSG 110/111 Clinical and Laboratory Skills Spring: NSG 121/123 Laboratory Skills and remediation for returning students		Current certifications : Nursing Education Certificate, UUH College of Nursing, Syracuse, NY 2004 CNE Certification since 2008
Brayman, Mackenzie	1/2018	AAS in Nursing- Saint Joseph's College of Nursing 2015 BSN in Nursing- Le Moyne College 2016 Currently enrolled: Le Moyne College MS Nursing	Oncology Palliative care End of Life care Women's Health Surgical Services Clinical Education	Fall: NSG 213 Clinical Experiential Laboratory		

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		Administration/Leadership- Anticipated spring 2019.				
Chappius, Susan	1/1999	Nursing Diploma – Crouse Memorial 1972 BSN – Syracuse University MSN – Syracuse University 2005	Medical Surgical CNS, Adult Health	Fall: NSG 111 NSG 211 Spring: NSG 121 NSG 214	Center for Experiential Learning	Current certifications : CNE Certification, 413027, 12/2018
Converse, Susan	6/2008	Saint Joseph's College of Nursing AAS in Nursing 1990 Keuka College BSN 2006 SUNY IT MS in Nursing Family Nurse Practitioner 2009	Pediatrics Pediatric Psychiatry	Fall: NSG 210 Spring: NSG 123		Current certifications : FNP #F335925

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Dennis, Daniel	7/2015	<p>AAS in Nursing - Finger Lakes Community College 5/2003</p> <p>BSN - Keuka College 12/2011</p> <p>MS in Nursing Education - SUNY Polytechnic Institute 12/2013.</p> <p>CAS Family Nurse Practitioner - SUNY Polytechnic Institute 5/2016</p>	<p>Pediatrics</p> <p>Emergency Medicine</p> <p>Family Practice</p>	<p>NSG 120</p> <p>NSG 122</p> <p>NSG 210</p> <p>NSG 212</p> <p>NSG 213</p> <p>NSG 214</p>		<p>Current certifications : FNP-BC, CEN, CPEN</p> <p>ANCC 6/2021 Board Certification for Emergency Nursing CEN 6/2020 CPEN 11/2021.</p>
Gonyea, Shannon	6/2018	<p>AAS in Nursing - Saint Joseph's College of Nursing, 5/2010,</p> <p>BS in Nursing - Utica College, 5/2015</p>	<p>Medical/surgical Oncology</p> <p>Wound care</p>	<p>Fall: NSG 110</p>		<p>Current certifications : Medical Surgical Nursing Certification Board</p>

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		MS in Nursing - University of Arizona, 8/2018 Focus in Clinical leadership and education				Expires: March 2020
Hirschman, Karen	7/2018	Crouse College of Nursing AAS in Nursing 1983 SUNY Upstate BSN 2004 Keuka College MS in Management 2008	Psychiatry	Fall: NSG 210		
Johnson/Michelle	7/2018	A.A.S. Nursing – 2015 B.S.N. Nursing – 2017 Currently enrolled:	Medical-Surgical Orthopedic Post-Anesthesia Care Unit	Fall: NSG 213		

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		M.S.N Nursing Education – December 2019				
McGory, Mary	7/2018	BSN - Wagner College 1978 MSN - University of Pennsylvania 1988	Acute care Critical care Psychiatric Administration	Fall: NSG 210		
McMahon, Michele	12/2000	AAS in Nursing – Cayuga Community College 1994 BSN – Syracuse University BSN 1997 MS in Nursing – SUNY Upstate	Pharmacology Medical-Surgical	Fall: NSG 110 NSG 210 NSG 212		
Milburn, Kristen	8/2014	AAS in Nursing – Saint Joseph's College of Nursing 2012	Psychiatric	NSG 123 NSG 212		Current certifications: NPP #F401835-1

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		BA Political Science – University of Washington MS in Nursing – SUNY Upstate 2015 NPP Psych NP 2015				
Miller, Elmer	2015	AAS in Nursing – Saint Elizabeth's College of Nursing, Utica 1997 BSN – Keuka College 2012 MSN - American Sentinel University 2016	Medical-Surgical	Fall: NSG 213		
Ryan, Mary H	Full-time - Aug 2010 through Aug 2016 then	BS in Nursing – Boston College 1974	Medical-Surgical nsg Nsg administration (hospital)	Fall: NSG 212 Spring: NSG 123		Current certifications : NLN-CNE

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
	Part-time status	MS with major in nursing (education) – Syracuse University College of Nursing	Adult NP			Cert # 387390 exp. Dec 2018
Francesca Scutari	5/2018	AAS in Nursing - 2014 BSN - 2015 MSN Pediatric Nurse Practitioner –2017	Pediatrics	Fall: NSG 110		
Tomko, Caitlin	7/2018	AAS in Nursing - Saint Joseph's College of Nursing 2014 BSN – Le Moyne College 2014 MS in Nursing – SUNY Upstate 2018 Family Nurse Practitioner		Fall: NSG 213		Current certifications : FNP# F-343444

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Ward, Kelly	7/2018	<p>Associates of Applied Sciences in Nursing- 2007</p> <p>Bachelor of Science in Nursing- course work completed June 2018</p> <p>Waiver/exception :</p> <p>Enrolled in RN to MSN program, completed all requirements for BSN, but not awarded degree until all Masters level courses completed</p> <p>Currently enrolled:</p> <p>Master of Science in Nursing with Major in Education- July 2020</p>		Fall: NSG 212		<p>Current certifications :</p> <p>AACN/CCRN- January 2019</p>

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
Wolfe, Megan	2/2013	<p>BS in Nutritional Biochemistry – 1/2000, Cornell University</p> <p>AAS in Nursing – 6/2010, Saint Joseph's College of Nursing</p> <p>BS in Nursing – 5/2012, Le Moyne College</p> <p>CAS – 7/2000, University of Oklahoma, Clinical Dietetics</p> <p>MS – 5/2001, University of Oklahoma, Nutrition Science and Public Health</p> <p>MS Ed. – 12/2003 Syracuse University, Science</p>	Advanced Med-Surg OB/Postpartum Family Nurse Practitioner	<p>Fall: NSG 210</p> <p>Spring: NSG 123 NSG 213</p>		

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		<p>Education, Biology/Chemistry</p> <p>CAS – 12/2006, Le Moyne College, School Building Leadership</p> <p>MS Adm – 5/2007, Le Moyne College, Educational Administration</p> <p>MSN – 5/2013, Le Moyne College</p> <p>MSN – 5/2017, SUNY Upstate Medical University – Family Nurse Practitioner</p> <p>DNP – 5/2017, George Washington</p>				

Faculty Member's Name:	Date of initial appointment as part-time faculty member	Faculty Member's academic degrees	Faculty Member's area of expertise/experience	All NSG Course(s) taught by faculty member during current academic year	Non-teaching area(s) of responsibility	Faculty Member's other qualifications related to NSG course(s) taught
		University – Health Care Quality Currently enrolled: Ed.D Northeastern University I am ABD and expect defense/completion in late 2018 or 2019				

Updated table for Criterion 2.1

Full-time faculty enrolled in a graduate program:

Faculty Name and Credentials:	Kerrigan Nyman, CMSRN, OCN
Graduate Program:	<input checked="" type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate
Anticipated Date of Completion:	Term: Fall Year: 2018
Faculty Name and Credentials:	Joshua Purcell, BS Nursing, RN

Graduate Program:	<input checked="" type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate
Anticipated Date of Completion:	Term: Fall Year: 2018
Faculty Name and Credentials:	Melissa Ferrante, AAS Nursing, RN
Graduate Program:	<input checked="" type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate
Anticipated Date of Completion:	Term: Fall Year: 2018
Faculty Name and Credentials:	Stephen Stewart, MSN, RN
Graduate Program:	<input type="checkbox"/> Master's Degree <input checked="" type="checkbox"/> Doctorate - PhD. in nursing education
Anticipated Date of Completion:	Term: Summer Year: 2021

Replacement for Table 2–4: Administrative Staff Roles and Responsibilities

Ann Noel Office Coordinator Full-Time Monday – Friday	<ul style="list-style-type: none"> • Assistant to the Vice President/Dean • Assistant to the Academic Dean • Secretary for: <ul style="list-style-type: none"> ○ Faculty Organization ○ Academic Affairs Secretary ○ ACEN Steering Committee ○ Strategic Plan Steering Committee • Creates Tests <ul style="list-style-type: none"> ○ Maintains test banks ○ Maintains ParScore • Creates Faculty Manual yearly • Maintains all policies/guidelines/forms for the CON • Maintains Classroom and Committee calendars • Maintains contracts: <ul style="list-style-type: none"> ○ 2+2 articulation agreements ○ Outside experiences ○ Outside facilitator experiences • Orders Keys
Cari McLaughlin	<ul style="list-style-type: none"> • Secretary to Progression Committee

Registrar/Bursar Full-Time Monday – Friday	<ul style="list-style-type: none"> • All Registrar functions relative to student enrollment including: <ul style="list-style-type: none"> ○ reviewing transcripts for transfer credit ○ monitoring students’ progress towards completion ○ sending Saint Joseph’s CON transcripts as requested ○ verification of enrollment and/or graduation ○ receipt and posting of final grades. • Responsible for several aspects of institutional funds • Oversees operations of student financial services, billing, receivables, and cashiering functions • Coordinate and completion of yearly agency reports • Member of the Technology Committee • Systems Administrator for SONIS Web
Sarah Ross Coordinator of Library Services and Student Activities Full-Time Monday – Friday	<ul style="list-style-type: none"> • Library reference and circulation • Library programming • Student activities • Technology Committee Secretary • SDCL Committee Secretary
Laurie Files Clerical Support Coordinator Full-time Monday – Friday	Front Desk Reception Area Responsibilities <ul style="list-style-type: none"> • Gatekeeper/Call-ins for WD • Phone transfers to personnel • Questions regarding admission to the program • Pre-advisement scheduler • Updates faculty and staff phone directory • Creates attendance sheets for WD courses • Logs attendance/absences/Clinical makeup for WD in SONIS • Inputs work orders • Collects money from students for various payments • Maintains paper goods stock for 1st, 2nd, and 6th floors of the CON • Distributes and collects mail for the CON • Keeps refrigerator temperature logs for the 1st, 2nd, and 6th floors of the CON • Maintains faculty/staff and student mailboxes • Schedules housing for outside residents
	<ul style="list-style-type: none"> • Assists VP/Dean with KRONOS • Works with K. Dixon and SNAs

	<ul style="list-style-type: none"> ○ Orientation ○ Time Cards ● Attendance ● Works with Dean for Students on student health updates ● Liaison for Faculty and Upstate Golissano Children's Hospital ○ Registering students for clinical ○ Health Clearances ● Assists Faculty with copying and other tasks as needed
Sheila Mevec Secretary Part-time Monday – 12:00 – 5:00 Tuesday – 12:00 – 5:00 Wednesday – 12:00 – 5:30 Thursday – Off Friday – Non-EWE 12:00 – 4:00	<ul style="list-style-type: none"> ● Gatekeeper/Call-ins for WD ● Phone transfers to personnel ● Questions regarding admission to the program ● Pre-advisement scheduler ● Updates faculty and staff phone directory ● Creates attendance sheets for WD courses ● Logs attendance/absences/Clinical makeup for WD in SONIS ● Inputs work orders ● Collects money from students for various payments ● Maintains paper goods stock for 1st, 2nd, and 6th floors of the CON ● Distributes and collects mail for the CON ● Keeps refrigerator temperature logs for the 1st, 2nd, and 6th floors of the CON ● Maintains faculty/staff and student mailboxes ● Schedules housing for outside residents
Lori Costello Administrative Assistant Full-time Monday – Friday	<ul style="list-style-type: none"> ● Admissions Secretary (Day, E/W, DDPN, ADDPN, DDPN Transfers) ● Process applications/transcripts/references/essays/decision letters ● Works with the Registrar/Bursar to develop enrollment list for each cohort ● Assists with open house 3 times per year ○ Assists with other recruitment activities as needed ● Enrollment mailing to new students ● Re-Admission ○ process application for review by committee ● Advising via e-mail/phone; open advising monthly ● Update SJCON website ● Secretary for Governing Board and Executive Committee
Barb Carlough Secretary	<ul style="list-style-type: none"> ● Gatekeeper/Call-ins for EWE ● Creates attendance sheets for EWE courses

Part-time Saturday and Sunday of EWE Option	<ul style="list-style-type: none"> • Logs attendance/absences/clinical makeup for EWE in SONIS • Updates SONIS with alumni dues and donations as well as any address changes
Matthew Dwyer Client Technologist Analyst I Day Monday – Friday	<ul style="list-style-type: none"> • Responsible for IT support for students, faculty, and staff • Chair of the Technology Committee • Administrator for SONIS • Administrator for CANVAS • Administrator for all simulation equipment • Administrator for classroom technology
Manny McCoy Computer Support/Simulation Specialist Part-time Wednesday Evenings Friday, Saturday, and Sunday of EWE Option	<ul style="list-style-type: none"> • Responsible for IT support for students, faculty, and staff for the EWE option • Simulation support

Revised: October 2018
Revised: July 2018
Original: August 2015