GUIDELINES
FOR THE PREPARATION
OF THE SELF-STUDY REPORT
UTILIZING
THE 2013 ACEN
STANDARDS AND CRITERIA

PURPOSE
This guide provides the program with a review of the Standards and Criteria offering explanations and suggestions regarding the effective preparation of the Self-Study Report.

FORMAT
The guide is divided into two (2) sections.

• Structure and Format of the Self-Study Report
• Addressing the Standards and Criteria
  – Essential Elements
  – Focus Questions
# TABLE OF CONTENTS

## OVERVIEW
- Planning for Accreditation: 2
- Self-Study: 2
- Self-Study Report: 2
- Submitting the Self-Study Report: 3

## STRUCTURE AND FORMAT OF THE SELF-STUDY REPORT
- Section One: Executive Summary: 4
- Section Two: Standards 1-5: 5
- Section Three: Standard 6: 5
- Section Four: Appendix: 6

## ADDRESSING THE STANDARDS AND CRITERIA
- Essential Elements: 7
- Focus Questions: 7
- Standard 1 Mission and Administrative Capacity: 8
- Standard 2 Faculty and Staff: 9
- Standard 3 Students: 12
- Standard 4 Curriculum: 13
- Standard 5 Resources: 14
- Standard 6 Outcomes: 15
OVERVIEW

Planning for Accreditation
Nursing education units seeking initial accreditation should contact the ACEN to begin the Candidacy process. As part of this process, nursing education units will be assigned a member of the professional staff as their mentor. The mentoring service is provided to facilitate faculty self-review and planning. The faculty of the program and administrative officers of the governing organization determine when the program is ready to apply for Candidacy and initial accreditation. The decision should be based on an in-depth self-study of the program in relation to the ACEN Accreditation Standards and Criteria. When the ACEN grants accreditation to a program, all students who graduated during or after the accreditation cycle* during which the site visit was conducted will be recognized as graduates of an accredited nursing program.

Note: Initial accreditation is not retroactive for students who graduated prior to the semester/quarter/term in which the initial accreditation site visit occurred. Accreditation is effective as of the accreditation cycle in which the Board of Commissioners grants initial accreditation.

* Fall Cycle – July 1 to December 31
  Spring Cycle – January 1 to June 30

Self-Study
Any program seeking initial or continuing accreditation must undergo self-review and evaluation and prepare a Self-Study Report to demonstrate the extent to which the program meets the ACEN Accreditation Standards and Criteria.

The process of self-study represents the combined effort of the governing organization administrators, nursing education unit administrators, faculty, staff, students, and other individuals concerned with the nursing program. All those associated with the program should participate in the self-study review and report process. Broad participation leads to an understanding of the total program.

Self-Study Report
The Self-Study Report is the primary document used by the site visitors, the Evaluation Review Panel, and the Board of Commissioners to understand the nursing program’s compliance with the Accreditation Standards.

- The report must be based upon the ACEN Accreditation Standards and Criteria in effect at the time of the review. Accreditation Standards and Criteria become effective on the Commission approval date.

- Faculty and administrators are responsible for presenting evidence that clearly indicates how the ACEN Accreditation Standards and Criteria are being met. Members of the site visit team will use the Self-Study Report in preparation for their visit to the program.
Submitting the Self-Study Report
The program will submit copies of its Self-Study Report and catalog to the ACEN and each member of the site visit team.

To the ACEN:

- One (1) paper copy of the Self-Study Report, including the Executive Summary
- Two (2) USB storage devices ("flash drives"), each containing two (2) files
  1. Self-Study Report, including the Executive Summary (Word or PDF format)
  2. Governing organization catalog (Word or PDF format)

All copies for the ACEN are to be sent to:

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326

The materials must be received in the ACEN office in Atlanta no less than six (6) weeks prior to the scheduled date of the site visit. The Self-Study Reports and Catalogs become the property of the ACEN.

To Each Member of the Site Visit Team:

- One (1) paper copy of the Self-Study Report, including the Executive Summary
- One (1) USB storage device containing two (2) files
  1. Self-Study Report, including the Executive Summary (Word or PDF format)
  2. Governing organization catalog (Word or PDF format)

The materials should be shipped/mailed to each member of the site visit team; items must be received by the team members no less than six weeks prior to the scheduled date of the site visit.
STRUCTURE AND FORMAT OF THE SELF-STUDY REPORT

The Self-Study Report is written by the members of nursing education unit using the current version of the ACEN Accreditation Standards and Criteria. The self-study document must include program history, context, and self-evaluation related to the Standards and Criteria as well as program plans for future development and improvement. Program-specific Standards and Criteria and a Glossary can be found online at the ACEN website.

There are four (4) sections to the Self-Study Report:

• **Section One:** Executive Summary
• **Section Two:** Standards 1-5
  - Standard 1 Mission and Administrative Capacity
  - Standard 2 Faculty and Staff
  - Standard 3 Students
  - Standard 4 Curriculum
  - Standard 5 Resources
• **Section Three:** Standard 6 Outcomes
• **Section Four:** Appendix

**Section One: Executive Summary**
The Executive Summary is a brief (10-15 pages) presentation of the nursing education unit including a description of how the nursing program fits within the governing organization and the extent to which it is in compliance with the ACEN Accreditation Standards and Criteria. In addition to offering basic demographic information about the nursing education unit and the governing organization, the summary offers information describing the relationship between the nursing program and its institution and community. In addition, key evidence demonstrating how the program is in compliance with each of the Standards for accreditation should be presented in summary form. Finally, an analysis of the nursing education unit’s strengths and areas needing development as identified through the self-evaluation should be included for each Standard.

**Content**
- **General Information:**
  Program type(s) being reviewed, purpose(s) and dates of the visit; name and address of the governing organization; name, credentials, and title of the chief executive officer of the governing organization; name of the governing organization’s accrediting body and accreditation status (date of last review and action); name and address of the nursing education unit; name, credentials, and title of the nurse administrator of the nursing education unit; name, credentials, and title of the nurse administrator of the nursing education unit; telephone, fax number, and e-mail address of the nurse administrator; name of the state regulatory agency for nursing and approval status (date of last review and action); the ACEN Accreditation Standards and Criteria used to prepare the Self-Study Report.
- **Introduction:**
  Overview of the nursing program in context by describing how it fits within the nursing education unit (if more than one (1) program is offered) and how the nursing education unit fits within the governing organization and community; student population (number of
full-time and part-time students by program type); and faculty cohort (number of full-time and part-time by program type).

- **History of the Nursing Education Unit:**
  Year nursing program(s) was/were established; length of program(s) in credits and number of academic terms, inclusive of prerequisite courses; description of all program option(s) with the length of the option(s) in credits and number of academic terms, inclusive of prerequisite courses; history of the nursing education unit; ACEN accreditation history (include date of initial accreditation); clarification of differentiated education where more than one type of nursing program is offered; number of campuses or locations offering the nursing program(s) and distance education offerings (if applicable); other nursing accreditation (e.g. Council on Accreditation of Nurse Anesthetists, the American College of Nurse-Midwives Division of Accreditation).

- **Summary of Standards and Criteria:**
  Overview reflecting the major findings that demonstrate program compliance with each Standard.

- **Analysis and Summary of Strengths and Areas Needing Development:**
  Conclusions with a concise listing of significant strengths, areas needing development, and future plans.

**Section Two: Standards 1-5**

Section Two provides the opportunity for the nursing education unit to demonstrate the extent to which the program being reviewed is in compliance with Standards 1-5: Mission and Administrative Capacity, Faculty and Staff, Students, Curriculum, and Resources.

The narrative presentation should be clear and succinct. Tables, graphs, and/or presentations of sections of the nursing education unit’s evaluation plan may be used as a means to simplify and organize information to demonstrate trends and changes over time.

Nursing education units submitting one (1) Self-Study Report for a multiple program visit are expected to address each program type offered, beginning with the basic program and progressing to the most advanced program, demonstrating the extent to which each is meeting the Standards and Criteria.

**Section Three: Standard 6**

This section is a presentation of the nursing education unit’s plan for systematic evaluation of the unit and the results of the ongoing assessment including the assessment of all of the program outcomes, student learning outcomes, role-specific graduate competencies, and the ACEN Standards. Please note that the entire, written plan(s) should be included in the SSR either in this section or as an appendix. In addition to the presentation of the plan, the narrative should address how the evaluation findings related to all the Standards have been used for program maintenance, revision, and development.
Section Four: Appendix

The Appendix is for supplemental materials that support information discussed within the body of Self-Study Report.

FORMAT

Binding:

The Self-Study Report must be securely bound, but the program may decide the format of the binding. Accepted binding types include, but are not limited to, three-ring binders, comb binding, spiral binding, or perfect binding.

Length:

- Single program = 200 pages
- Multiple program = 300 pages

Please note that the above page limits are inclusive of the narrative for all Standards and all appendices except the systematic evaluation plan.

Margins:

- Margins should be at least one (1) inch on all sides; the method of binding may require more.

Pagination:

- The pages of the Report must number consecutively starting with the Executive Summary through the last page of the Appendix.

Page Set-Up:

- Front to Back or
- One-sided

Directions for Electronic Copies:

- The Self-Study Report must be in a single file/document. This one (1) file/document should include the narrative for all Standards and any appendices in the order that they would appear in a paper copy.
- The preferred file formats are Portable Document Format (PDF) or Microsoft Word.
- The Self-Study Report and University/College/Governing Organization Catalog must both be included on a single USB flash drive. (See the guidelines for the number of flash drives to include.)
ADDRESSING THE STANDARDS AND CRITERIA

ESSENTIAL ELEMENTS

The Essential Elements are supporting materials that may be used as guides to facilitate the development of the Self-Study Report. The Essential Elements are used in your presentation to demonstrate that each Criterion in each Standard has been met. As an example in Standard 1 Mission and Administrative Capacity, Criterion 1.1 addresses the congruence of the mission/philosophy of the nursing program with that of the governing organization. In the list of Essential Elements, you will note that both the mission/philosophy of the governing organization and nursing program are mentioned as materials that should be included in the presentation. In addressing this Criterion, you may choose to utilize a side-by-side chart or table to demonstrate that the two (2) mission/philosophy statements have common components or key concepts as a method of easily conveying the congruence between the governing organization and nursing program.

Please keep in mind that the actual materials identified as Essential Elements may be used in any of three (3) ways: as part of the narrative in the Self-Study Report; and/or placed in the Appendix as a supporting document to the narrative; and/or cited in the narrative and placed in the documents prepared for review during the onsite visit. As the author, you will decide how to best utilize the Elements listed to convey compliance of your program with the Standards and Criteria.

It is helpful to reviewers if you cite specifics related to supporting documents; for example, you would cite both the title and page number of the Student or Faculty Handbook when referring to information related to policies or procedures contained within these materials. In addition, it is recommended that you list specific website information within the narrative for any documents or supporting materials that are available to reviewers through the governing organization or nursing program’s website. Accurate webpage addresses are recommended as citations within the body of the report as well as ensuring access to the site visitors both prior to and during the onsite visit.

Additionally, please note that it is not uncommon to use a selected portion or example of a document in the Self-Study Report such as the mission statement, policy for faculty evaluation, definition for the faculty scholarship, etc. while onsite you may have the full document available for review by the site visitors during the accreditation visit.

While the Essential Elements are intended to be a helpful guide to the development of the Self-Study Report, they are not all inclusive. As each nursing education unit is unique, you may wish to include items not identified in the listing and should feel free to do so.

FOCUS QUESTIONS

The Focus Questions are statements intended to facilitate the faculty’s review of the Self-Study Report. Once the narrative is complete, you may utilize the Focus Questions to assist you in determining clarity and completeness of the Report. If you can easily answer the questions by reading the narrative, you have most likely addressed the Standard.
Program Demographics

Essential Elements

- All program options, including mode of delivery and percentage of nursing credits delivered by distance education
- Credits granted for prior learning
- All program locations delineated by location classification and credit hours for program of study taught at each location; specify the address of the location, including street number, city, and ZIP code

Standard 1 Mission and Administrative Capacity

Essential Elements

- Mission statement of the governing organization
- Mission/Philosophy of the nursing education unit
- Outcomes of the nursing education unit
- Governing organization chart
- Nursing unit organization chart
- Listings of participation of faculty and students in governance (Committees/Task Forces/Workgroups of the governing organization and nursing education unit)
- Evidence of the participation of Communities of Interest
- Partnership agreements (description of partnerships; contracts; grants, etc.)
- Credentials (academic and experiential) of the nurse administrator (CV/Resume; Transcripts; Position description)
- Credentials (academic and experiential) of other faculty who coordinate or lead program options (if applicable)
- If the nurse administrator is in the process of completing the required degree specified in Criterion 1.5, include the anticipated date of completion
- Faculty Handbook(s)
- Policies and procedures for the governing organization and nursing education unit (Manuals, Website links, etc.)
- Accrediting agency report for the governing organization and decision verification; state board of nursing documents
- Budget documents and budgeting process
- Distance education information (type of distance education offerings, approvals, etc.)

Focus Questions

- Does the nursing education unit’s mission/philosophy demonstrate congruence with that of the governing organization?
- Do the organizational structures of the governing organization and nursing education unit provide for participation by faculty and students in governance processes? Is there evidence of participation by faculty and students?
- Do the communities of interest participate in the program processes? If so, how?
- What partnerships does the nursing program participate in? How do they benefit the program? The students?
• Does the nurse administrator have responsibility and authority for the nursing unit? How is this demonstrated? Is the nurse administrator academically and experientially qualified for the position? Does the nurse administrator have adequate time to fulfill the duties and responsibilities of the role? Does the nurse administrator meet the requirements of the state regulatory agency for nursing?
• Are faculty/individuals who coordinate or lead program options academically and experientially qualified?
• How does the budget process work? How is equity between educational units demonstrated?
• Are the nursing faculty governed as other faculty? If there are differences, can they be justified by the purposes of the nursing education unit?
• How does distance education fit within the mission and purposes of the program? Of the governing organization? How is distance education utilized?

Standard 2 Faculty and Staff

In addressing Standard 2, you must provide a listing of all faculty teaching full- and part-time in the nursing education unit at the time of the onsite visit, including those teaching and/or evaluating students in classroom, clinical, or laboratory settings. In order to assist you in compiling and reporting this information, a sample table has been provided.

As an example of how the Essential Elements may be used in this Standard, Criterion 2.8 addresses the orientation and mentoring of the faculty. You may choose to report this information by listing the various activities in which new faculty are engaged as they learn their roles in the classroom, laboratory, and clinical settings. The activities may be a combination of those offered by the nursing education unit, the governing organization, and the clinical affiliations. In terms of mentoring, you may write a narrative presentation about the ways faculty are mentored in their roles.

Essential Elements

• Faculty Table including date of appointment; academic and experiential credentials with dates; areas of expertise; assigned responsibilities in the nursing education unit; and other responsibilities
• If full-time faculty and/or part-time faculty are enrolled in a graduate program, please include the name(s) of faculty, type of degree, and anticipated date of completion
• Faculty, lab personnel, and staff academic and experiential credentials (CVs, transcripts, etc.)
• Evidence of maintenance of faculty expertise in both academic and clinical settings
• Evidence of compliance with the requirements of the state and governing organization for all faculty and staff
• Position/Job Descriptions for faculty, lab personnel, and staff
• Criteria for selection and role descriptions for the preceptors, if utilized
• Documentation of faculty-to-student ratios in class, labs, and clinical with evidence of sufficiency of full-time faculty
• Faculty workload documentation including teaching, advising, committee work, and other responsibilities
• Evidence of scholarly activities as defined by the nursing education unit for faculty including distance education development (if utilized)
• Documentation of evaluations for faculty and staff
• Policies for evaluation processes
• Evidence of orientation and mentoring processes for faculty and staff
• Evidence of development and support for instructional and distance technologies

Focus Questions

• Are the faculty academically and experientially qualified?
• Are the staff and lab personnel qualified for their positions?
• Is there evidence that all faculty meet state requirements?
• Are there sufficient full-time faculty and staff to accomplish the program goals and outcomes?
• Is there ongoing review of faculty, lab personnel, and staff?
• Do the faculty participate in scholarly activities? Do they maintain expertise? Are they supported in professional development?
• Are preceptors qualified for their roles and responsibilities?
• What evidences are there that faculty receive orientation and mentoring?
• Is there adequate support and development for faculty utilizing distance education?
• Is there support and development for instructional technologies?
# FACULTY PROFILE TABLE

**USE TABLE FROM RESOURCES PAGE ON WEBSITE**

<table>
<thead>
<tr>
<th>Faculty Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Name</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

* = *add doctoral degree after master’s degree if applicable*

** = *Table should reflect faculty currently enrolled with an anticipated date of completion.*
Standard 3 Students

When addressing Standard 3, you will be writing about the student policies of the nursing education unit. A straightforward method of addressing policies that are both congruent and different would be to make a table listing the policies that are the same and then identifying the policies that vary with the rationale identified for each policy. A dissimilar category of policies would be those that vary due to requirements of the affiliating agencies that the program utilizes for student clinical experiences. Often, policies are available in student handbooks, which may be available in paper copies to be reviewed during the onsite visit or available online for which the online link can be specified within the narrative.

Essential Elements

- Student policies (identified by source)
- Student Handbook(s) (paper or online link) for the governing organization and the nursing education unit
- Narrative addressing student recruitment practices and evidence of recruitment materials
- Listing of available student services (by location if more than one (1) teaching site is utilized)
- Identification of student services available to students enrolled in courses offered by distance education
- If the program utilizes technology and distance education, describe the processes through which the institution can establish that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit
- Narrative related to written procedures that are distributed at the time of registration or enrollment in a distance education course that notify students of any projected additional student charges associated with the verification of student identity
- Identification of student services personnel by areas of responsibility
- Evidence of compliance with Title IV regulations, FERPA, ADA, and other federal and state guidelines and regulations
- If the governing organization participates in federal financial aid, include current and previous default rates specifying current final and draft default rates; include the three-year default rate
- Evidence of accuracy, clarity, completeness, consistency, and accessibility of all program information (paper or electronic) including information related to ACEN accreditation, technology requirements, and distance education
- Evidence of communications to students (paper or electronic) related to policy changes
- Complaint/grievance policies and records for the nursing education unit
- Evidence of orientation to and support provided for technology utilized by students in classrooms, labs, and clinical areas

Focus Questions

- Are policies for the nursing students accessible? Are policies congruent? If not congruent, are differences justified?
- Are support services appropriate, available, and accessible to all students?
- If the program is offered by more than one modality or in more than one location, are the support services offered comparable and accessible?
- Is the program and governing organization in compliance with policies related to records?
- Is the governing organization in compliance with Title IV regulations?
• Are student rights protected?
• Is information intended to inform the public accurate, clear, consistent, and accessible?
• Are program or policy changes clearly and consistently communicated to students?
• Are students oriented to campus and clinical technologies? Is technical support provided to students? Is information related to technology accessible and accurate?
• How are complaints/grievances handled? Do records show evidence of due process and resolution?
• Do you have an effective method for verifying student identification for those students enrolled in distance modalities?

Standard 4 Curriculum

As you demonstrate compliance with Standard 4, you will be addressing the curriculum including its organization, presentation, and evaluation. As an example, a closer look at Criterion 4.2 may be helpful. Most likely, you have identified the student learning outcomes in Standard I. In the narrative for this Standard, you will describe how the learning outcomes have been used to guide the delivery of the courses within the curriculum and the selection of the learning activities that are incorporated into each course as well as the evaluation methodologies that the faculty and students are engaged in as the student progresses through the program. A suggestion would be to use a table format to link outcomes with delivery methods, learning activities, and evaluation methods along with a narrative describing the relationships among these important program elements. To support the Self-Study Report, you will want to gather several documents for the onsite visit including complete course materials and examples of student work. An organized presentation will be helpful to the site visitors in reviewing the materials.

Essential Elements

• Curricular plan/design with courses and credits and contact hours specified
• Evidence that the institution/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
• Identification of the professional standards, guidelines, or competencies utilized to guide the curriculum and discussion of their use throughout the courses
• Evidence of faculty development, implementation, and review of the curriculum
• Student learning outcomes
• Program outcomes
• Evidence that general education courses enhance nursing knowledge
• Evidence that diverse concepts, best practices, and national patient safety goals are incorporated into the curriculum
• Course materials including syllabi, evaluation methodologies, and learning activities
• Samples of student written work (papers, projects, assignments)
• Evidence that the curriculum reflects educational theory, interprofessional collaboration, research, and current standards of practice
• Evidence that program length facilitates achievement of learning outcomes and is consistent with state and national standards (ACEN uses a 3:1 ratio of contact to credit hours for clinical learning experiences.)
• Class, laboratory, and clinical schedules
Focus Questions

- Are current professional standards, guidelines, or competencies used to guide the curricular design and incorporated into the curriculum?
- For graduate programs, is there evidence that the curriculum is congruent with the Consensus Model, the NONPF Competencies, specialty advanced practice competencies and certification requirements?
- What evidence is available to support that the student learning outcomes are used to organize the curriculum, guide delivery of courses, and direct learning activities?
- Are evaluation methodologies varied and appropriate to measure attainment of learning outcomes?
- Is there regular review by the faculty of the curriculum for rigor and currency?
- Do the general education courses enhance nursing knowledge?
- Does the curriculum address best practices?
- Does the curriculum include diverse concepts and experiences?
- Does the program of study provide time for student to learn and achieve the outcomes?
- Are the clinical learning experiences appropriate for students to achieve the identified outcomes/competencies? Reflective of best practices and national safety standards?
- Are the contracts for clinical learning experiences current and designed to protect students?
- Are the delivery methodologies congruent with the curricular design?

Standard 5 Resources

As an example of addressing a Criterion within Standard 5, you will be presenting information about the currency, relevancy, and accessibility of the learning resources in Criterion 5.3. Since the collection of learning resources for the nursing education unit will be extensive, you will not be able to provide a complete listing in the Self-Study Report or the Appendix. However, you may prepare a listing for the site visitors to review onsite. As an element of the narrative, you may address the process for selecting, acquiring, and reviewing the learning resources. Also, you will want to discuss the accessibility of the resources for all students inclusive of those in alternative delivery options as well as those taking courses at any location where the program is offered.

Essential Elements

- Program budget including a comparison to similar units or departments
- Evidence of sustainability of fiscal resources and support for the nursing education unit
- Evidence of sufficiency of physical, technological, and learning resources for faculty, students, and staff
- Identification and description of all physical resources used by the program, faculty, and students at all locations the program is offered
- Listing of learning resources with evidence of comprehensiveness, currency, and accessibility
including those available in library, learning centers, skills labs, simulation labs, and other resource areas

- Evidence of resource support of faculty and students utilizing distance education
- Evidence of fiscal, physical, and learning resource comparability if the program is offered at multiple locations

Focus Questions

- Are there adequate resources to support the faculty and students in achieving identified student learning and program outcomes including those engaged in alternate methods of program delivery? Are the resources sustained?
- Are resources comparable across all locations where the program is offered?

Standard 6 Outcomes

As an example of addressing Criterion 6.2, you will be discussing the use of the findings from the various methods of assessment utilized by the faculty in determining the achievement of identified outcomes. The findings are essential to effective program decision-making processes by the faculty, which may include revisions or changes to various program components. You will want to give specific examples of decisions made by the faculty based on the findings in the narrative of the report and identify where the evidence of the use of data, analysis, and decisions can be found in program documents.

Essential Elements

- Systematic Plan for Evaluation inclusive of the required elements in Criterion 6.1
- Data for the program outcomes trended by program option, location, and cohort (minimum of three (3) years*)
- Data for student learning outcomes trended by program option, location, and cohort (minimum of three (3) years*)
- Evidence that data are consistently utilized for decision-making by the faculty for program improvements
- Evidence that evaluation findings are shared with communities of interest in an ongoing manner
- Evidence that graduates are achieving identified competencies/outcomes
- Documentation of comparability of outcomes across locations and methods of delivery
- Evidence that expected levels of achievement are met, and actions are taken when not met.

* Programs seeking initial accreditation are required to have data from the time Candidacy was achieved.

Focus Questions

- Is there an effective working evaluation plan in place that has been developed and implemented by the faculty?
- Are all of the required elements included in the evaluation plan?
- Are the expected levels of achievement measurable? Are the timelines specific? Are the assessment methods congruent? Are the data trended within the plan?
- Is there evidence of ongoing systematic assessment of the program in relation to the ACEN Standards?
• How are the evaluation findings shared with communities of interest?
• Are the students achieving the learning outcomes? If not, what strategies have been implemented?
• Have graduates achieved the identified competencies?
• Are program outcomes being achieved? If not, what strategies have been implemented?
• Are there clearly documented evidences that findings have been used by faculty to make decisions leading to program improvements?
• Are the data addressing student learning outcomes aggregated by method of program delivery? By teaching location? Are the outcomes comparable?
• Are there sufficient data to ensure that decisions can be made?
SYSTEMATIC PLAN FOR PROGRAM EVALUATION

The nursing unit’s systematic plan for program evaluation and assessment of outcomes must differentiate between all program types offered by the nursing unit where applicable. Such planning requires timelines; appropriate methods; expected levels of achievement; collection and analysis of data that is aggregated and trended over time; and verification that the findings are used for development, maintenance, and revision of the program.

Example of a table format to assist you in addressing Standard 6 of the ACEN Standard and Criteria

<table>
<thead>
<tr>
<th>ACEN Standard or Program Outcome or Student Learning Outcome</th>
<th>PLAN</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>Expected Level of Achievement (or program terminology)</td>
<td>Frequency of Assessment</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>------</td>
<td>----------------</td>
</tr>
</tbody>
</table>

* The appropriateness of an assessment method is based on whether its application yields data which when analyzed determine whether the excepted level of achievement for the component being evaluated has or has not been met. It should be noted a tool is not always necessary to ‘collect’ data. The nursing unit should select assessment method(s) appropriate to the identified component being evaluated. Examples of components that must be included are ACEN Standards, Program Outcomes (required and/or identified by the nursing unit), and Student Learning Outcomes.

+ If the program is offered at multiple locations, report data for each location and also in aggregate for the program.
PROGRAM OUTCOMES SUMMARY TABLE

Example of a table format to assist you in addressing a portion of Standard 6.

<table>
<thead>
<tr>
<th>Required Program Outcomes</th>
<th>Expected Level of Achievement* (or program’s terminology)</th>
<th>Actual Level of Achievement +</th>
<th>Resulting Action(s) Taken/To be Taken With Time Frame for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on NCLEX and/or Certifying Examinations</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Completion</td>
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<tr>
<td>Program Satisfaction</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Graduate Satisfaction</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Employer Satisfaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other outcome(s); identified by program (optional – not required by ACEN)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Defined by the program
** Minimum must equal the national mean
+ If the program is offered at multiple locations, report data for each location and also in aggregate for the program