



## **Guidelines for Publishing Student Achievement Outcome Data**

Policy #29 Advertising and Recruitment of Students requires that student achievement outcome data are made publicly accessible. The published data must be consistent with the ACEN Criterion, ACEN Accreditation Manual Glossary, and the program's expected level of achievement (ELA).

The following student achievement data must be made publicly accessible:

1. Graduates' success on the licensure and/or certification examination
2. Students' completion of the nursing program

The following student achievement data may be made publicly accessible:

1. Graduates obtaining a job
2. Additional student achievement data the governing organization/nursing program considers appropriate

The following are guidelines for making these student achievement outcome data publicly accessible:

1. *Publicly accessible* means in an open manner observable by or in a place accessible to the public.
2. Student achievement outcomes data must be published in at least one publicly accessible publication. Common publicly accessible publications include a nursing program/governing organization website, catalog, handbook, etc.
3. At minimum, annualized, aggregated student achievement outcome data from the assessment cycle of the most recent cohort(s) must be published for:
  - a. Graduates' success on the licensure and/or certification examination
  - b. Students' completion of the nursing program
4. A nursing program/governing organization may publish student achievement outcome data from the assessment cycle of multiple, separate cohorts.
5. The assessment cycle for each outcome of the most recent cohort may be a different timeframe. For example, the licensure pass rate data may be from January 1<sup>st</sup> to December 31<sup>st</sup>, and the job placement data may be from June 1<sup>st</sup> to May 31<sup>st</sup>. The timeframe for each outcome must be published with the assessment data.

Per the ACEN definition of an [expected level of achievement](#) (ELA), the ELA for each end-of-program student learning outcome and all program outcomes is a measurable index identified by faculty that reflects a desired goal. An ELA should be high enough to be genuine and based on student and program demographics while encouraging continuous improvement, but not so

high as to be idealistic and unachievable. Program leaders and faculty are encouraged to set a realistic “stretch ELA” for every student achievement outcome without fear of penalty. Whether or not the ELA is met, the program is expected to analyze all student achievement outcomes data (Criteria 6.1, 6.2, 6.3, 6.4), to assist with making decisions related to student performance. If the program does not meet its stated ELA for any of the required program outcomes (Criteria 6.2, 6.3, 6.4), then consult [ACEN Policy #14 Reporting Substantive Changes](#); a report to ACEN may be warranted.