



SITE VISIT REPORT
«Governing_Organization»
«CEO_City», «CEO_State»

Program Type: Master's
Purpose of Visit: «Visit_Purpose»
Date of Visit: «Site_Visit_Date»

I. GENERAL INFORMATION

Nursing Education Unit

«Education_Unit»
«Nurse_Admin_Address1»
«Nurse_Admin_Address2»
«Nurse_Admin_City», «Nurse_Admin_State»
«Nurse_Admin_Zip»

Governing Organization

«Governing_Organization»
«CEO_Address1»
«CEO_Address2»
«CEO_City», «CEO_State» «CEO_Zip»

Instructions: Verify accuracy for all pre-populated General Information.

The two CEO fields below are for programs at campuses or locations of larger organizations where the campuses have separate nursing education units for the purposes of ACEN accreditation.

For example, if a site visit was conducted for XYZ College - Springfield, the CEO of the entire governing organization would be the President or CEO of XYZ College as a whole. The CEO of the local governing organization would be the person responsible for the operation of the Springfield Campus—typically a Campus President.

If the program being reviewed is not part of such a governing organization, simply complete the first CEO field (entire governing organization) and mark the second (local governing organization) as “N/A.”

Nurse Administrator

«Nurse_Admin_First_Name»
«Nurse_Admin_Last_Name»,
«Nurse_Admin_Credentials»
«Nurse_Admin_Job_Title»
Telephone: «Nurse_Admin_Phone_1»
Fax: «Nurse_Admin_Fax»
E-mail: «Nurse_Admin_Email»

Chief Executive Officer (entire governing organization)

«CEO_First_Name» «CEO_Last_Name»,
«CEO_Credentials»
«CEO_Job_Title»
Telephone: «CEO_Phone_1»
Fax: «CEO_Fax»
E-mail: «CEO_Email»

«Governing_Organization»

«Program_Type»

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Chief Executive Officer (local governing organization)

«CEO_First_Name» «CEO_Last_Name»,

«CEO_Credentials»

«CEO_Job_Title»

Telephone: «CEO_Phone_1»

Fax: «CEO_Fax»

E-mail: «CEO_Email»

State Regulatory Agency Approval Status

Agency: «Regulatory_Agency_Name»

Last Review: «Regulatory_Agency_Last_Review»

Outcome: «Regulatory_Agency_Last_Outcome»

Next Review: «Regulatory_Agency_Next_Review»

Review:

Accreditation Status (Program)

Agency: Accreditation Commission for
Education in Nursing

Last Review: «ACEN_Last_Visit_Cycle»

Outcome: «ACEN_Last_Visit_Outcome»

Next Review: «ACEN_Next_Site_Visit_Cycle»

Accreditation Status (Governing Organization)

Agency: «Accrediting_Agency_Name»

Last Review: «Accrediting_Agency_Last_Review»

Review:

Outcome: «Accrediting_Agency_Last_Outcome»

Next Review: «Accrediting_Agency_Next_Review»

Review:

II. SITE VISIT INFORMATION

Site Visit Team:

<u>Chairperson</u>	<u>Member</u>
<u>Member</u>	<u>Member</u>

ACEN Standards and Criteria Used: **2017**

Program Demographics:

Year Nursing Program Established: **«Established»**

Year of Initial ACEN Accreditation: **«ACEN_Initial_Accreditation»**

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

Faculty:

Nursing Faculty Academic Credentials – (Highest Degree Only) – «Program_Type» – Full-time								
Number of Faculty	Doctoral		Master’s		Baccalaureate		Associate	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
FT Exclusive								
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								
PT Shared								

Instructions:

List the total number of students enrolled in the nursing program in addition to providing subtotals for each program option (if applicable) (e.g. traditional option; LPN-to-RN option; part-time option; evening/weekend option), and location (if applicable). Please add additional rows if necessary.

Students:

Total nursing student enrollment:	
[Name of Option/Location]:	
[Name of Option/Location]:	
[Name of Option/Location]:	

Instructions – Program Options/Length:

Provide information for all options offered by the program, including the traditional option (if applicable). Note: ALL options must have a separate table. Please add additional tables if necessary. Please note that part-time is checked only if there is an official published part-time program of study option for the program.

Program Options/Length:

Name of Program Option:	
Method of Program Delivery:	<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance Education
Percentage of Nursing Credits Delivered by Distance Education:	<input type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Official Published Program of Study:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Both
Academic Term Type:	<input type="checkbox"/> Semesters <input type="checkbox"/> Trimesters <input type="checkbox"/> Quarters
Length of Academic Term (in weeks):	
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program):	

Instructions – Use definitions to complete credit hours information below.

Total Number of Credits: The sum of all required credits for a student to graduate from the nursing program: nursing credits, non-nursing credits, general education credits, elective credits, and prerequisite credits; all semester/quarter/clock hours in the defined program of study.

Per the ACEN definition of [program length](#), if first aid, CPR and/or CNA are required prerequisite(s) and/or are required for admission, these do not count toward the total number of semester/quarter/clock hours, whether these courses are credit or non-credit. All other credit courses that are required prerequisite(s) and/or are required for admission (e.g., general biology, medical terminology) do count toward the total number of semester/quarter/clock hours. When first aid, CPR, and CNA are part of the defined program of study or taken as an elective course that is part of the defined program of study, these courses do count toward the total number of semester/quarter/clock hours.

Total Number of Credits for Entire Program Option:	
Total Number of Nursing Credits:	
Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)	
Transfer Credits (included in the credits above) based on the governing organization or state policies:	Up to ___ non-nursing/general education/elective/prerequisite credits can be transferred into the program option. Up to ___ nursing credits can be transferred into the program option.

Instructions – Additional Locations:

Provide information for all additional locations where the nursing program is offered, including sites not visited by the team. Please add additional tables if necessary.

Additional Locations:

Name of Location:	
Address (Number, Street, City, Zip Code):	
Location Classification:	<input type="checkbox"/> Branch Campus <input type="checkbox"/> Off-Campus Instructional Site
Percentage of Credit Hours for Entire Program of Study Taught at Location:	<input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Program Options Offered:	
Visited By Site Visit Team:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Location:	
Address (Number, Street, City, Zip Code):	
Location Classification:	<input type="checkbox"/> Branch Campus <input type="checkbox"/> Off-Campus Instructional Site
Percentage of Credit Hours for Entire Program of Study Taught at Location:	<input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Program Options Offered:	
Visited By Site Visit Team:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Location:	
Address (Number, Street, City, Zip Code):	
Location Classification:	<input type="checkbox"/> Branch Campus <input type="checkbox"/> Off-Campus Instructional Site
Percentage of Credit Hours for Entire Program of Study Taught at Location:	<input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%
Program Options Offered:	
Visited By Site Visit Team:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Coordinated Visit:

- The site visit was conducted as a coordinated visit with the following agency:
- Not applicable

Agency:	
Names, Titles, and Credentials of Agency Representatives Present During Visit:	

Instructions:

Please list all people interviewed during the site visit, **including complete name, credentials, and title**. Refer to the “Guidelines: Lists of Interviews” attachment for further guidance.

Representatives interviewed at the clinical agencies should be listed under clinical observations in Section III of this report; please do not include these individuals in the list of interviews below.

Interviews:

Individual Conferences

Group Conferences

College Administrators

Nursing Faculty

General Education Faculty

Support Services Personnel

Instructions:

Please provide the total number of students present in the student interview and disaggregate by student type and program type, option, location (e.g. 20 Freshman; 30 Sophomores; 5 students from the North campus; 10 students from the South Campus; 15 in the RN-to-BSN option). Do not include students interviewed at the clinical sites.

Nursing Students

Instructions:

Please list all documents reviewed by the site visit team, **including date(s)** for each document. List only those documents that were reviewed; documents that were provided but not reviewed should be omitted. Refer to the “Guidelines: Lists of Documents Reviewed” attachment for further guidance.

Documents Reviewed:

Catalogs, Handbooks, and Manuals

«Governing_Organization»

«Program_Type»

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External Constituency Documents

Nursing/Governing Organization Documents

Meeting Minutes

Course Materials

Third-Party Comments:

- The nursing education unit had a reasonable process for soliciting third-party comments.
- The nursing education unit did not have a reasonable process for soliciting third-party comments.

Methods Used to Announce the Accreditation Visit to the Program's Communities of Interest:

Number of Attendees at Public Meeting:

Description of Meeting (if applicable):

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

Description of Comments (if applicable):

Instructions:

An introduction is optional and may be omitted. If included, provide a brief description of the governing organization, nursing program, and accreditation history if relevant to the program's compliance with the Accreditation Standards. A brief introduction should be included to explain something non-routine such as if the visit is a combined continuing accreditation visit and focused visit for a substantive change. Please limit your discussion to 250 words.

Introduction:

III. CLASSROOM AND CLINICAL OBSERVATIONS

Instructions:

Note: Classroom and clinical observations for the program being reviewed include face-to-face, hybrid, and distance education courses, if applicable.

- 1) Complete the informational tables below for each classroom/laboratory and clinical observation conducted during the site visit, including the names, credentials, and titles (if applicable) of any faculty and clinical representatives interviewed. If additional observations were conducted, please add and complete extra tables as appropriate.
- 2) Provide a narrative description of each classroom/laboratory observation in the space provided. This observation may include a face-to-face classroom and/or laboratory as well as online requirements. Suggested length: one to two paragraphs per observation.
 - For classroom observations, include a description of faculty/student interactions, teaching strategies, brief summary of content being taught, and the learning environment.
 - For hybrid/online nursing courses, include a description of the review of a representative sample of the online/hybrid courses.
 - For programs using ITV or synchronous online webinar, include a description of the review and the number and engagement of students at each location.
- 3) For clinical observations, include information regarding the interviews conducted with faculty, students, and/or agency representatives as well as information regarding the clinical environment and observations.

Classroom/Laboratory Observation #1

Course Prefix, Number, and Title:	
Method of Course Delivery:	<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance Education
Faculty Name and Credentials:	
Number of Students in Attendance:	

Description:

Classroom/Laboratory Observation #2

Course Prefix, Number, and Title:	
Method of Course Delivery:	<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance Education
Faculty Name and Credentials:	
Number of Students in Attendance:	

Description:

Clinical Observation #1

Course Prefix, Number, and Title:	
Clinical Agency:	
Unit(s) Visited (Optional):	

«Governing_Organization»

«Program_Type»

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Faculty Name and Credentials:	
Names, Titles, and Credentials of Agency Representatives Interviewed:	
Number of Students Interviewed:	

Description:

IV. EVALUATION OF THE STANDARDS AND CRITERIA

Instructions:

- 1) Select one checkbox that most closely describes the program's compliance with each Criterion and the evidence available to the site visit team.
- 2) Provide supporting narrative for each Criterion, detailing the findings of the site visit team, the evidence reviewed, and the individuals interviewed. Suggested length: one to two paragraphs per Criterion. Make sure the narrative identifies the evidence (e.g. meeting minutes, handbook, syllabi, interviews onsite, documents in the evidence room) used to verify program compliance, areas needing development, or non-compliance. Supporting narrative may be omitted if the Criterion is not applicable (e.g., 1.11 for programs that do not offer distance education).
- 3) Provide page numbers when referencing documents (e.g. Faculty Handbook (p. 22) or the SSR (pp. 145–147)).

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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

Instructions 1.4 – [Partnerships](#)

Partnerships are not required of a program. Per the ACEN definition, a partnership is an agreement (formal relationship) between a nursing education unit/governing organization and an outside agent/agency to accomplish specific objectives and goals over a period of time. **This does not include clinical agreements for student learning experiences required by the nursing program.** Clinical agreements should be discussed in Criterion 4.10.

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.
- The nursing program does not utilize partnerships.

Supporting Narrative:

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

- 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 is enrolled in the following degree program:

Graduate Program:	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate (specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Nursing Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term: Year:

Supporting Narrative:

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.

Supporting Narrative:

1.7 When present, nursing program coordinators and/or faculty who coordinate or lead program options/tracks 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.
- The nursing program does not utilize coordinators and/or faculty who assist with program administration.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

Instructions – Criterion 1.11:

When assessing distance education, refer to ACEN Policy #15 Distance Education for further guidance. Policy #15 has been provided as an attachment to this template.

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 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.

Supporting Narrative:

Instructions:

Select one checkbox for each of the following sections: strengths, statements of non-compliance, and areas needing development. When listing strengths, include the number of the related Criterion and provide a short statement with regards to the strength identified; remember that a strength is something above and beyond what is required or common practice. For statements of non-compliance and areas needing development, select the Criterion from the list and refer to the conforming language attachment for the correlating statement.

Summary of Compliance:

Strengths:

- The peer evaluators did not identify strengths for Standard 1.
- The peer evaluators identified the following strength(s) for Standard 1:

Criterion Number:	
Strength:	

Criterion Number:	
Strength:	

Statements of Non-Compliance:

- The master's program is in compliance with Standard 1.
- The master's program is not in compliance with Standard 1 as the following Criterion/ia have not been met:

<input type="checkbox"/> Criterion 1.1
Conforming Language:

<input type="checkbox"/> Criterion 1.2
Conforming Language:

<input type="checkbox"/> Criterion 1.3
Conforming Language:

<input type="checkbox"/> Criterion 1.4
Conforming Language:

<input type="checkbox"/> Criterion 1.5
Conforming Language:

<input type="checkbox"/> Criterion 1.6
Conforming Language:

<input type="checkbox"/> Criterion 1.7
Conforming Language:

<input type="checkbox"/> Criterion 1.8
Conforming Language:

<input type="checkbox"/> Criterion 1.9
Conforming Language:

<input type="checkbox"/> Criterion 1.10
Conforming Language:

<input type="checkbox"/> Criterion 1.11
Conforming Language:

Areas Needing Development:

- The peer evaluators did not identify areas needing development for Standard 1.
- The peer evaluators identified the following areas needing development for Standard 1:

<input type="checkbox"/> Criterion 1.1
Conforming Language:

<input type="checkbox"/> Criterion 1.2
Conforming Language:

<input type="checkbox"/> Criterion 1.3
Conforming Language:

<input type="checkbox"/> Criterion 1.4
Conforming Language:

<input type="checkbox"/> Criterion 1.5
Conforming Language:

<input type="checkbox"/> Criterion 1.6
Conforming Language:

<input type="checkbox"/> Criterion 1.7
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Conforming Language:

<input type="checkbox"/> Criterion 1.8
Conforming Language:

<input type="checkbox"/> Criterion 1.9
Conforming Language:

<input type="checkbox"/> Criterion 1.10
Conforming Language:

<input type="checkbox"/> Criterion 1.11
Conforming Language:

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.

Instructions:

- 1) Select one checkbox that most closely describes the program’s compliance with each Criterion and the evidence available to the site visit team.
- 2) Provide supporting narrative for each Criterion, detailing the findings of the site visit team, the evidence reviewed, and the individuals interviewed. Suggested length: one to two paragraphs per Criterion. Make sure the narrative identifies the evidence (e.g. meeting minutes, handbook, syllabi, interviews onsite, documents in the evidence room) used to verify program compliance, areas needing development, or non-compliance. Supporting narrative may be omitted if the Criterion is not applicable (e.g., 2.4 for programs that do not use preceptors).
- 3) Provide page numbers when referencing documents (e.g. Faculty Handbook (p. 22) or the SSR (pp. 145–47)).
- 4) Do not include the nurse administrator in this Standard. Do not include coordinators if 51% or more of their workload is administrative.

Note: If the peer evaluators are provided a revised faculty profile table or laboratory personnel table onsite that is updated or different from that in the SSR, please **append a copy** after the final page of this report. The narrative must also clearly reflect that an updated faculty profile table was received onsite.

Instruction – Criterion 2.1:

The narrative should include the identified credential and qualification requirements for the governing organization, state, and governing organization’s accrediting agency.

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:	
Graduate Program:	<input type="checkbox"/> Master’s Degree <input type="checkbox"/> Doctorate

	(Specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Nursing Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term: Year:
Faculty Name and Credentials:	
Graduate Program:	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate (Specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Nursing Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term: Year:
Faculty Name and Credentials:	
Graduate Program:	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate (Specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Nursing Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term: Year:

Supporting Narrative:

Instruction – Criterion 2.2:

The narrative should include the identified credential and qualification requirements for the governing organization, state, and governing organization's accrediting agency.

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:	
Graduate Program:	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate (Specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Nursing Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term: Year:
Faculty Name and Credentials:	
Graduate Program:	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate (Specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Nursing Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term: Year:
Faculty Name and Credentials:	
Graduate Program:	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate (Specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Nursing Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term:

	Year:
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Supporting Narrative:

Instruction – Criterion 2.3:

The narrative should include the identified credential and qualification requirements for the governing organization, state, and governing organization’s accrediting agency.

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 does not utilize non-nurse faculty.
- The following non-nurse faculty are enrolled in a graduate program:

Faculty Name and Credentials:	
Graduate Program:	<input type="checkbox"/> Master’s Degree <input type="checkbox"/> Doctorate (Specify degree [e.g., PhD, EdD, DNP, etc.] and discipline [e.g., Leadership, Administration, etc.]):
Anticipated Date of Completion:	Term: Year:

Supporting Narrative:

Instruction – Criterion 2.4:

If applicable, the narrative should include any governing organization, state, or agency requirements for preceptors.

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.
- The nursing program does not utilize preceptors.

Supporting Narrative:

Instructions – Criterion 2.5:

Per the ACEN definition of “[Sufficient Full-time Faculty](#),” the narrative should include the total full-time-faculty-to-student ratio; the full-time faculty workload; the number of full-time faculty on overload and the amount of overload for each full-time faculty member; the non-teaching responsibilities required by the governing organization and nursing education unit; and the faculty-to-student ratios for classroom, laboratory, and clinical experiences.

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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

Instructions – Criterion 2.10:

The narrative should address all instructional technologies used by faculty in face-to-face, hybrid, and distance education courses to convey course content to students (such as a learning management system) as well as distance technology (if applicable).

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.

Supporting Narrative:

Instructions:

Select one checkbox for each of the following sections: strengths, statements of non-compliance, and areas needing development. When listing strengths, include the number of the related Criterion and provide a short statement with regards to the strength identified; remember that a strength is something above and beyond what is required or common practice. For statements of non-compliance and areas needing development, select the Criterion from the list and refer to the conforming language attachment for the correlating statement.

Summary of Compliance:

Strengths:

- The peer evaluators did not identify strengths for Standard 2.
- The peer evaluators identified the following strength(s) for Standard 2:

Criterion:	
------------	--

Strength:	
Criterion:	
Strength:	

Statements of Non-Compliance:

- The master's program is in compliance with Standard 2.
- The master's program is not in compliance with Standard 2 as the following Criterion/ia have not been met:

<input type="checkbox"/> Criterion 2.1
Conforming Language:

<input type="checkbox"/> Criterion 2.2
Conforming Language:

<input type="checkbox"/> Criterion 2.3
Conforming Language:

<input type="checkbox"/> Criterion 2.4
Conforming Language:

<input type="checkbox"/> Criterion 2.5
Conforming Language:

<input type="checkbox"/> Criterion 2.6
Conforming Language:

<input type="checkbox"/> Criterion 2.7
Conforming Language:

<input type="checkbox"/> Criterion 2.8
Conforming Language:

<input type="checkbox"/> Criterion 2.9
Conforming Language:

<input type="checkbox"/> Criterion 2.10
Conforming Language:

Areas Needing Development:

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

The peer evaluators identified the following areas needing development for Standard 2:

<input type="checkbox"/> Criterion 2.1
Conforming Language:

<input type="checkbox"/> Criterion 2.2
Conforming Language:

<input type="checkbox"/> Criterion 2.3
Conforming Language:

<input type="checkbox"/> Criterion 2.4
Conforming Language:

<input type="checkbox"/> Criterion 2.5
Conforming Language:

<input type="checkbox"/> Criterion 2.6
Conforming Language:

<input type="checkbox"/> Criterion 2.7
Conforming Language:

<input type="checkbox"/> Criterion 2.8
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Conforming Language:

<input type="checkbox"/> Criterion 2.9
Conforming Language:

<input type="checkbox"/> Criterion 2.10
Conforming Language:

STANDARD 3

Students

Instructions:

- 1) Select one checkbox that most closely describes the program's compliance with each Criterion and the evidence available to the site visit team.
- 2) Provide supporting narrative for each Criterion, detailing the findings of the site visit team, the evidence reviewed, and the individuals interviewed. Suggested length: one to two paragraphs per Criterion. Make sure the narrative identifies the evidence (e.g. meeting minutes, handbook, syllabi, interviews onsite, documents in the evidence room) used to verify program compliance, areas needing development, or non-compliance. Supporting narrative may be omitted if the Criterion is not applicable (e.g., 3.9 for programs that do not use distance education).
- 3) Provide page numbers when referencing documents (e.g. Faculty Handbook (p. 22) or the SSR (pp. 145–147)).

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.

Supporting Narrative:

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.

Instructions – Criterion 3.2:

For all checkboxes below, ensure that the narrative describes how this information was verified (e.g., review of documents and/or interviews; identify each document reviewed (e.g., student handbook (p. 20)) and identify each person interviewed (e.g., Dean of Students)).

Refer to ACEN Policy #29 Advertising and Recruitment of Students for further guidance. Policy #29 has been provided as an attachment to this template.

<input 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 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 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 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 type="checkbox"/> Yes	The institution avoids the following recruitment practices in order to comply with U.S. Department of Education regulations: <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	

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

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 type="checkbox"/> N/A	The nursing program does not utilize distance education.

Supporting Narrative:

Instructions – Criterion 3.6:

For programs that participate in federal financial aid loan programs, provide the governing organization’s three-year default rates for the past three years in the table below. Please indicate if the current default rate is a final or draft rate. If the default rates are not available, include an explanation in the supporting narrative.

For programs with an institutional default rate of 15% or greater, please include a description of the governing organization’s strategies to improve the default rate.

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.
- The governing organization does not participate in federal financial aid.
- The governing organization participates in federal financial aid but does not participate in federal loan programs.

		Year	Three-Year Default Rate
Current	<input type="checkbox"/> Final		

	<input type="checkbox"/> Draft		
Previous			
Previous			

Supporting Narrative:

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.
- The governing organization does not participate in federal financial aid.
- The governing organization participates in federal financial aid but does not participate in federal loan programs.

Supporting Narrative:

Note: Criteria 3.6.2 and 3.6.3: apply to **all** types of federal financial aid programs, not just loan programs.

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.
- The governing organization does not participate in federal financial aid.

Supporting Narrative:

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.

- The governing organization does not participate in federal financial aid.

Supporting Narrative:

Instructions – Criterion 3.7

The narrative should include where the complaint/grievance policy is located, the number and type of complaints, and evidence of due process and resolution, since the last ACEN accreditation visit.

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.

Supporting Narrative:

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.

Supporting Narrative:

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

- 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.

Instructions – Criterion 3.9

For checkboxes below, ensure that the narrative describes how this information was verified (e.g., review of documents and/or interviews).

<input type="checkbox"/> Yes	Processes are in place (e.g., login name/password, use of technology such as cameras/video stream) 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.
<input type="checkbox"/> No	

<input type="checkbox"/> Yes	Written procedures 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 (e.g., proctoring center fee, required purchase of specific technology such as a camera).
<input type="checkbox"/> No	
<input type="checkbox"/> N/A	There is no charge to verify student identity.

Supporting Narrative:

<p>Instructions:</p> <p>Select one checkbox for each of the following sections: strengths, statements of non-compliance, and areas needing development. When listing strengths, include the number of the related Criterion and provide a short statement with regards to the strength identified; remember that a strength is something above and beyond what is required or common practice. For statements of non-compliance and areas needing development, select the Criterion from the list and refer to the conforming language attachment for the correlating statement.</p>

Summary of Compliance:

Strengths:

- The peer evaluators did not identify strengths for Standard 3.
- The peer evaluators identified the following strength(s) for Standard 3:

Criterion:	
Strength:	
Criterion:	
Strength:	

Statements of Non-Compliance:

- The master’s program is in compliance with Standard 3.
- The master’s program is not in compliance with Standard 3 as the following Criterion/ia have not been met:

<input type="checkbox"/> Criterion 3.1
Conforming Language:

<input type="checkbox"/> Criterion 3.2
Conforming Language:

<input type="checkbox"/> Criterion 3.3
Conforming Language:

<input type="checkbox"/> Criterion 3.4
Conforming Language:

<input type="checkbox"/> Criterion 3.5
Conforming Language:

<input type="checkbox"/> Criterion 3.6
Conforming Language:

<input type="checkbox"/> Criterion 3.6.1
Conforming Language:

<input type="checkbox"/> Criterion 3.6.2
Conforming Language:

<input type="checkbox"/> Criterion 3.6.3
Conforming Language:

<input type="checkbox"/> Criterion 3.7
Conforming Language:

<input type="checkbox"/> Criterion 3.8
Conforming Language:

<input type="checkbox"/> Criterion 3.9
Conforming Language:

Areas Needing Development:

- The peer evaluators did not identify areas needing development for Standard 3.
- The peer evaluators identified the following areas needing development for Standard 3:

<input type="checkbox"/> Criterion 3.1
Conforming Language:

<input type="checkbox"/> Criterion 3.2
Conforming Language:

<input type="checkbox"/> Criterion 3.3
Conforming Language:

<input type="checkbox"/> Criterion 3.4
Conforming Language:

<input type="checkbox"/> Criterion 3.5
Conforming Language:

<input type="checkbox"/> Criterion 3.6
Conforming Language:

<input type="checkbox"/> Criterion 3.6.1
Conforming Language:

<input type="checkbox"/> Criterion 3.6.2
Conforming Language:

<input type="checkbox"/> Criterion 3.6.3
Conforming Language:

<input type="checkbox"/> Criterion 3.7
Conforming Language:

<input type="checkbox"/> Criterion 3.8
Conforming Language:

<input type="checkbox"/> Criterion 3.9
Conforming Language:

STANDARD 4 Curriculum

Instructions:

- 1) Select one checkbox that most closely describes the program's compliance with each Criterion and the evidence available to the site visit team.
- 2) Provide supporting narrative for each Criterion, detailing the findings of the site visit team, the evidence reviewed, and the individuals interviewed. Suggested length: one to two paragraphs per Criterion. Make sure the narrative identifies the evidence (e.g. meeting minutes, handbook, syllabi, interviews onsite, documents in the evidence room) used to verify program compliance, areas needing development, or non-compliance.
- 3) Provide page numbers when referencing documents (e.g. Faculty Handbook (p. 22) or the SSR (pp. 145–147)).

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 is congruent with established standards for master's/post-master's programs, including appropriate advanced nursing practice competencies, role-specific professional standards and guidelines, and certification requirements, and has clearly articulated 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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

4.4 The curriculum is designed to prepare graduates to be information-literate and to practice from an evidence-based approach in their direct and indirect advanced nursing roles.

- 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.

Supporting Narrative:

4.5 The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.

- 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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

Instructions – Criterion 4.8:

Ensure that credit hours or clock hours include those hours specific to the classroom, laboratory, and clinical experiences. If credit hours or clock hours are being assigned to coursework outside of the classroom, laboratory, and clinical experiences, provide an explanation in the supporting narrative. Refer to the “Guidelines: Clock Hours, Credit Hours, and Out-of-Class Work” attachment for further guidance.

The narrative should include a description of the credit-to-contact-hour ratios utilized by the governing organization for classroom, laboratory, and clinical learning experiences. The narrative should also provide specific information regarding the policies and procedures of the governing organization, the accrediting body of the governing organization, as well as any state regulatory agencies with regards to awarding credit and program length.

The narrative should also include credit totals for all programs of study/options, including nursing credits, non-nursing credits, general education credits, elective credits, and prerequisite credits. Do not count credits twice.

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 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 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	

Supporting Narrative:

Instructions – Criteria 4.9 and 4.10:

Clinical/Practicum Learning experiences apply to **ALL** program options. See ACEN Glossary for Clinical/Practicum Learning Experiences.

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.

Supporting Narrative:

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.

Supporting Narrative:

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.

Supporting Narrative:

Instructions:

Select one checkbox for each of the following sections: strengths, statements of non-compliance, and areas needing development. When listing strengths, include the number of the related Criterion and provide a short statement with regards to the strength identified; remember that a strength is something above and beyond what is required or common practice. For statements of non-compliance and areas needing development, select the Criterion from the list and refer to the conforming language attachment for the correlating statement.

Summary of Compliance:

Strengths:

- The peer evaluators did not identify strengths for Standard 4.
- The peer evaluators identified the following strength(s) for Standard 4:

Criterion:	
Strength:	
Criterion:	
Strength:	

Statements of Non-Compliance:

- The master's program is in compliance with Standard 4.
- The master's program is not in compliance with Standard 4 as the following Criterion/ia have not been met:

<input type="checkbox"/> Criterion 4.1
Conforming Language:

<input type="checkbox"/> Criterion 4.2
Conforming Language:

<input type="checkbox"/> Criterion 4.3
Conforming Language:

<input type="checkbox"/> Criterion 4.4
Conforming Language:

<input type="checkbox"/> Criterion 4.5
--

Conforming Language:

<input type="checkbox"/> Criterion 4.6
Conforming Language:

<input type="checkbox"/> Criterion 4.7
Conforming Language:

<input type="checkbox"/> Criterion 4.8
Conforming Language:

<input type="checkbox"/> Criterion 4.9
Conforming Language:

<input type="checkbox"/> Criterion 4.10
Conforming Language:

<input type="checkbox"/> Criterion 4.11
Conforming Language:

Areas Needing Development:

- The peer evaluators did not identify areas needing development for Standard 4.
- The peer evaluators identified the following areas needing development for Standard 4:

<input type="checkbox"/> Criterion 4.1
Conforming Language:

<input type="checkbox"/> Criterion 4.2
Conforming Language:

<input type="checkbox"/> Criterion 4.3
--

Conforming Language:

<input type="checkbox"/> Criterion 4.4
Conforming Language:

<input type="checkbox"/> Criterion 4.5
Conforming Language:

<input type="checkbox"/> Criterion 4.6
Conforming Language:

<input type="checkbox"/> Criterion 4.7
Conforming Language:

<input type="checkbox"/> Criterion 4.8
Conforming Language:

<input type="checkbox"/> Criterion 4.9
Conforming Language:

<input type="checkbox"/> Criterion 4.10
Conforming Language:

<input type="checkbox"/> Criterion 4.11
Conforming Language:

STANDARD 5 Resources

Instructions:

- 1) Select one checkbox that most closely describes the program's compliance with each Criterion and the evidence available to the site visit team.
- 2) Provide supporting narrative for each Criterion, detailing the findings of the site visit team, the evidence reviewed, and the individuals interviewed. Suggested length: one to two paragraphs per Criterion. Make sure the narrative identifies the evidence (e.g. meeting minutes, handbook, syllabi, interviews onsite, documents in the evidence room) used to verify program compliance, areas needing development, or non-compliance. Supporting narrative may be omitted if the Criterion is not applicable (e.g., 5.4 for programs that do not use distance education).
- 3) Provide page numbers when referencing documents (e.g. Faculty Handbook (p. 22) or the SSR (pp. 145–147)).

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.

Supporting Narrative:

Instructions – Criteria 5.2 and 5.3:

Include narrative for each location (e.g. main campus; all off-campus instructional sites; all branch campuses).

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.

Supporting Narrative:

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.

Supporting Narrative:

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.
- The nursing program does not offer courses using alternative methods of delivery.

Supporting Narrative:

Instructions:

Select one checkbox for each of the following sections: strengths, statements of non-compliance, and areas needing development. When listing strengths, include the number of the related Criterion and provide a short statement with regards to the strength identified; remember that a strength is something above and beyond what is required or common practice. For statements of non-compliance and areas needing development, select the Criterion from the list and refer to the conforming language attachment for the correlating statement.

Summary of Compliance:

Strengths:

- The peer evaluators did not identify strengths for Standard 5.
- The peer evaluators identified the following strength(s) for Standard 5:

Criterion:	
Strength:	
Criterion:	
Strength:	

Statements of Non-Compliance:

- The master's program is in compliance with Standard 5.

- The master's program is not in compliance with Standard 5 as the following Criterion/ia have not been met:

<input type="checkbox"/> Criterion 5.1
Conforming Language:

<input type="checkbox"/> Criterion 5.2
Conforming Language:

<input type="checkbox"/> Criterion 5.3
Conforming Language:

<input type="checkbox"/> Criterion 5.4
Conforming Language:

Areas Needing Development:

- The peer evaluators did not identify areas needing development for Standard 5.
- The peer evaluators identified the following areas needing development for Standard 5:

<input type="checkbox"/> Criterion 5.1
Conforming Language:

<input type="checkbox"/> Criterion 5.2
Conforming Language:

<input type="checkbox"/> Criterion 5.3
Conforming Language:

<input type="checkbox"/> Criterion 5.4
Conforming Language:

STANDARD 6

Outcomes

Instructions:

- 1) Select one checkbox that most closely describes the program's compliance with each Criterion and the evidence available to the site visit team.
- 2) Provide supporting narrative for each Criterion, detailing the findings of the site visit team, the evidence reviewed, and the individuals interviewed. Suggested length: one to two paragraphs per Criterion. Make sure the narrative identifies the evidence (e.g. meeting minutes, handbook, syllabi, interviews onsite, documents in the evidence room) used to verify program compliance, areas needing development, or non-compliance.
- 3) Provide page numbers when referencing documents (e.g. Faculty Handbook (p. 22) or the SSR (pp. 145–147)).
- 4) Criteria 6.1, 6.2, 6.3, and 6.4 should include narrative addressing a-f below. Ensure the narrative includes a description of any additional outcomes identified by the program.

Note: If the peer evaluators are provided a revised systematic evaluation plan or updated data onsite that is updated or different from that in the SSR, please **append a copy** after the final page at the end of this report. The narrative must also clearly reflect that an updated/revised systematic evaluation plan was received onsite.

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome/role-specific professional competency 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/role-specific professional competency and each program outcome.**
- b. **Appropriate assessment method(s) for each end-of-program student learning outcome/role-specific professional competency and each program outcome.**
- c. **Regular intervals for the assessment of each end-of-program student learning outcome/role-specific professional competency 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/role-specific professional competency 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/role-specific professional competency 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/role-specific professional competency 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/role-specific professional competency.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome/role-specific professional competency.

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/role-specific professional competency.

- 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.

NOTE: The following graduate and employer satisfaction tables are **only** for master's programs offering an APRN option, for the purposes of demonstrating compliance with the NTF guidelines. They may be deleted if not applicable.

Master's (APRN) Program – Graduate Program Satisfaction					
Expected Level of Achievement	Year	Graduate Satisfaction Rate	Number of Graduates	Number of Surveys Returned	Response Rate
		% <input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	% <input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		% <input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	% <input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		% <input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	% <input type="checkbox"/> Not available

Master's (APRN) Program – Employer Program Satisfaction					
Expected Level of Achievement	Year	Employer Satisfaction Rate	Number of Surveys Distributed	Number of Surveys Returned	Response Rate
		%			%

		<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		% <input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	% <input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		% <input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	% <input type="checkbox"/> Not available

Supporting Narrative:

Instructions – Criteria 6.2, 6.3, and 6.4:

Use the table(s) provided for each program outcome to present the most recent three (3) years of data as reported by the program. Please report the data beginning with the most recent year available in the top row of the table. If data are not provided by the program, select the “not available” checkbox and include an explanation in the supporting narrative. You may refer to the outcomes table in the narrative; it is not necessary to restate the data in the narrative.

For Criterion 6.2, please report aggregated data; complete disaggregated data tables by program option, location, and date of completion if applicable.

6.2 The program demonstrates evidence of graduates’ achievement on the licensure examination and/or certification examination.

For entry-level master’s programs, 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.

For each certification examination, the annual pass rate for all first-time test-takers will be at or above the national mean for the same three-year period; in the absence of a national mean, the pass rate for each certification examination 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 and/or certification examination(s).

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 and/or certification examination(s).

There is a minimum of the three (3) most recent years of available licensure examination and/or certification examination pass rate data, and data are aggregated for the program as

a whole as well as disaggregated by program option/certification examination, 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/Certification Examination – Aggregated for Entire Program		
Expected Level of Achievement	Year	Licensure/Certification Examination Pass Rate
	20__	% <input type="checkbox"/> Not available
<input type="checkbox"/> Same as above	20__	% <input type="checkbox"/> Not available
<input type="checkbox"/> Same as above	20__	% <input type="checkbox"/> Not available

Instructions:

Include disaggregated data by option, location, and/or date of completion (if there is more than one graduating cohort per year). Include the name of each option, location, and date of completion in the corresponding table. Add tables/rows as needed.

Performance on Licensure/Certification Examination – Disaggregated by Program Option						
[Replace options in columns below with names of all options , e.g. #1 = RN-to-BSN; #2 = Evening; #3 = Part-time]						
<input type="checkbox"/> Not applicable						
Expected Level of Achievement	Year	Licensure/Certification Examination Pass Rate				
		[Option #1]	[Option #2]	[Option #3]	[Option #4]	[Option #5]
<input type="checkbox"/> Same as above						

<input type="checkbox"/> Same as above						
			<input type="checkbox"/> Not available			

Performance on Licensure/Certification Examination – Disaggregated by Location [Replace letters in columns below with names of all locations , e.g. A = Blue Campus; B = Red Campus; C = Green Campus]				
<input type="checkbox"/> Not applicable				
Expected Level of Achievement	Year	Licensure Examination Pass Rate		
		A	B	C
<input type="checkbox"/> Same as above				
<input type="checkbox"/> Same as above				
		<input type="checkbox"/> Not available		

Performance on Licensure/Certification Examination – Disaggregated by Date of Completion [Replace Letters Below with all dates of completion , e.g. A = August, D = December, M = May]				
<input type="checkbox"/> Not applicable				
Expected Level of Achievement	Year	Licensure Examination Pass Rate		
		A	D	M
<input type="checkbox"/> Same as above				

<input type="checkbox"/> Same as above				
		<input type="checkbox"/> Not available		

Supporting Narrative:

Instructions – Criterion 6.3:

Include the rationale for the faculty-identified ELA in the narrative and offer a professional judgment on the soundness of the rationale (i.e., Does the rationale make sense and is the rationale based on the program’s student demographics?). Use the tables to report data by program option and location in addition to aggregated data. One (1) table has been provided for this purpose; if additional tables are required, please add them to the report as needed.

For Criterion 6.3, please report aggregated data; complete disaggregated data tables by program option, location, and date of completion or entering cohort if applicable.

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
		<input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		<input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		<input type="checkbox"/> Not available

Instructions:

Include disaggregated data by option, location, and/or date of completion **or** entering cohort (if there is more than one graduating cohort per year). Include the name of each option, location, and date of completion **or** entering cohort in the corresponding table. Add tables/rows as needed.

Program Completion – Disaggregated by Program Option						
[Replace options in columns below with names of all options , e.g. #1 = RN-to-BSN; #2 = Evening; #3 = Part-time]						
<input type="checkbox"/> Not applicable						
Expected Level of Achievement	Year	Program Completion Rate				
		[Option #1]	[Option #2]	[Option #3]	[Option #4]	[Option #5]
<input type="checkbox"/> Same as above						
<input type="checkbox"/> Same as above						
		<input type="checkbox"/> Not available				

Program Completion – Disaggregated by Location
 [Replace letters in columns below with names of **all locations**, e.g. A = Blue Campus; B = Red Campus; C = Green Campus]

<input type="checkbox"/> Not applicable				
Expected Level of Achievement	Year	Program Completion Rate		
		A	B	C
<input type="checkbox"/> Same as above				
<input type="checkbox"/> Same as above				
		<input type="checkbox"/> Not available		

Program Completion – Disaggregated by Date of Completion				
[Replace Letters Below with all dates of completion , e.g. A = August, D = December, M = May]				
<input type="checkbox"/> Not applicable				
Expected Level of Achievement	Year	Program Completion Rate		
		A	D	M
<input type="checkbox"/> Same as above				
<input type="checkbox"/> Same as above				
		<input type="checkbox"/> Not available		

Supporting Narrative:

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.

Instructions – Criterion 6.4:

Include the rationale for the faculty identified ELA in the narrative and offer a professional judgment on the soundness of the rationale (i.e., Does the rationale make sense and is the rationale based on the program’s demographics?). Report aggregated data in the table below. Data do not need to be reported by program option or location for Criterion 6.4.

If a survey methodology was used, complete the table. If not, describe method for obtaining Job Placement data in the narrative.

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 (%)
		<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available
<input type="checkbox"/> Same as above		<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available	<input type="checkbox"/> Not available

«Governing_Organization»
«Program_Type»

Supporting Narrative:

Instructions:

Select one checkbox for each of the following sections: strengths, statements of non-compliance, and areas needing development. When listing strengths, include the number of the related Criterion and provide a short statement with regards to the strength identified; remember that a strength is something above and beyond what is required or common practice. For statements of non-compliance and areas needing development, select the Criterion from the list and refer to the conforming language attachment for the correlating statement.

Summary of Compliance:

Strengths:

- The peer evaluators did not identify strengths for Standard 6.
- The peer evaluators identified the following strength(s) for Standard 6:

Criterion:	
Strength:	
Criterion:	
Strength:	

Statements of Non-Compliance:

- The master's program is in compliance with Standard 6.
- The master's program is not in compliance with Standard 6 as the following Criterion/ia have not been met:

<input type="checkbox"/> Criterion 6.1
Conforming Language:

<input type="checkbox"/> Criterion 6.2
Conforming Language:

<input type="checkbox"/> Criterion 6.3
Conforming Language:

<input type="checkbox"/> Criterion 6.4
Conforming Language:

Areas Needing Development:

- The peer evaluators did not identify areas needing development for Standard 6.
- The peer evaluators identified the following areas needing development for Standard 6:

<input type="checkbox"/> Criterion 6.1
Conforming Language:

<input type="checkbox"/> Criterion 6.2
Conforming Language:

<input type="checkbox"/> Criterion 6.3
Conforming Language:

<input type="checkbox"/> Criterion 6.4
Conforming Language:

V. RECOMMENDATION FOR ACCREDITATION STATUS

Select the appropriate checkboxes from the options below, ensuring that the site visit team's recommendation reflects the findings reported in the summary section of each Standard.

Initial Accreditation:

- Initial accreditation as the program is in compliance with all Accreditation Standards.
- Denial of initial accreditation as the program is in non-compliance with the following Accreditation Standard(s):
 - Standard 1 Mission and Administrative Capacity
 - Standard 2 Faculty and Staff
 - Standard 3 Students
 - Standard 4 Curriculum
 - Standard 5 Resources
 - Standard 6 Outcomes

Continuing Accreditation:

- Continuing accreditation as the program is in compliance with all Accreditation Standards.
- Continuing accreditation with conditions as the program is in non-compliance with the following one (1) or two (2) Accreditation Standard(s):
 - Standard 1 Mission and Administrative Capacity
 - Standard 2 Faculty and Staff
 - Standard 3 Students
 - Standard 4 Curriculum
 - Standard 5 Resources
 - Standard 6 Outcomes
- Continuing accreditation with warning as the program is in non-compliance with the following three (3) or more Accreditation Standards:
 - Standard 1 Mission and Administrative Capacity
 - Standard 2 Faculty and Staff
 - Standard 3 Students
 - Standard 4 Curriculum
 - Standard 5 Resources
 - Standard 6 Outcomes
- Continuing accreditation with a removal of warning status as the program is in compliance with all Accreditation Standards reviewed by the peer evaluators.
- Continuing accreditation with a removal of warning for good cause status as the program is in compliance with all Accreditation Standards reviewed by the peer evaluators.

- Denial of continuing accreditation as the program is in non-compliance with the following Accreditation Standard(s):
 - Standard 1 Mission and Administrative Capacity
 - Standard 2 Faculty and Staff
 - Standard 3 Students
 - Standard 4 Curriculum
 - Standard 5 Resources
 - Standard 6 Outcomes

If the peer evaluators are provided with a faculty profile table or laboratory personnel table onsite that is updated or different from that in the SSR, append below.

If the peer evaluators are provided a revised systematic evaluation plan or updated data onsite that is updated or different from that in the SSR, append below.