



**ASSOCIATE**

**Legend for changes:**

Deletions have strikethrough and highlighted in yellow.

Additions are in red text.

STANDARD 1 Mission and Administrative Capacity		
2013	2017	COMMENTS
<p style="text-align: center;"><b>Mission and Administrative Capacity</b></p> <p>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.</p>	<p style="text-align: center;"><b>Mission and Administrative Capacity</b></p> <p>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.</p>	<p>Reviewed; not changed.</p>
<p><b>1.1</b></p> <p>The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.</p>	<p><b>1.1</b></p> <p>The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.</p>	<p><b>1.1</b></p> <p>Clarification only. No change in content or application.</p>
<p><b>1.2</b></p> <p>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.</p>	<p><b>1.2</b></p> <p>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.</p>	<p><b>1.2</b></p> <p>Reviewed; not changed.</p>

<p><b>1.3</b></p> <p>Communities of interest have input into program processes and decision-making.</p>	<p><b>1.3</b></p> <p>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.</p>	<p><b>1.3</b></p> <p>Criterion 1.3 was combined with Criterion 6.3. No change in content or application. See Glossary for definition – “Communities of Interest.”</p>
<p><b>1.4</b></p> <p>Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.</p>	<p><b>1.4</b></p> <p>Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.</p>	<p><b>1.4</b></p> <p>Reviewed; not changed.</p>
<p><b>1.5</b></p> <p>The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.</p>	<p><b>1.5</b></p> <p>The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.</p>	<p><b>1.5</b></p> <p>Reviewed; not changed.</p>
<p><b>1.6</b></p> <p>The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.</p>	<p><b>1.6</b></p> <p>The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.</p>	<p><b>1.6</b></p> <p>Reviewed; not changed.</p>
<p><b>1.7</b></p> <p>When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.</p>	<p><b>1.7</b></p> <p>When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.</p>	<p><b>1.7</b></p> <p>Reviewed; not changed.</p>
<p><b>1.8</b></p> <p>The nurse administrator has authority and responsibility for the development and administration of the program and has adequate</p>	<p><b>1.8</b></p> <p>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</p>	<p><b>1.8</b></p> <p>Clarification only. No change in content or application.</p>

time and resources to fulfill the role responsibilities.	responsibilities.	
<b>1.9</b> The nurse administrator has the authority to prepare and administer the program budget with faculty input.	<b>1.9</b> The nurse administrator has the authority to prepare and administer the program budget with faculty input.	<b>1.9</b> Reviewed; not changed.
<b>1.10</b> 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 <b>goals</b> and outcomes of the <b>nursing education unit</b> .	<b>1.10</b> 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 <b>purpose</b> and outcomes of the <b>nursing program</b> .	<b>1.10</b> Clarification only. No change in content or application.
<b>1.11</b> Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.	<b>1.11</b> Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.	<b>1.11</b> Reviewed; not changed.
<b>STANDARD 2 Faculty and Staff</b>		
<b>2013</b>	<b>2017</b>	<b>COMMENTS</b>
<p style="text-align: center;"><b>FACULTY AND STAFF</b></p> Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing <b>education unit</b> .	<p style="text-align: center;"><b>FACULTY AND STAFF</b></p> Qualified and credentialed faculty are sufficient in number to ensure the achievement of the <b>end-of-program</b> student learning outcomes and program outcomes. Sufficient <b>and</b> qualified staff are available to support the nursing <b>program</b> .  <b>Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.</b>	<p style="text-align: center;"><b>FACULTY AND STAFF</b></p> Clarification only. No change in content or application.

<p><b>2.1</b></p> <p>Full-time faculty hold a minimum of a graduate degree with a major in nursing.</p> <p>Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings.</p>	<p><b>2.1</b></p> <p>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.</p>	<p><b>2.1</b></p> <p>A specific percentage of full-time faculty with a graduate degree in nursing is no longer required.</p> <p>All full-time faculty must meet the requirements of the governing organization, the state, and the governing organization's accrediting agency.</p> <p>All full-time faculty must be qualified to teach all assigned nursing courses.</p> <p>See the <a href="#">faculty profile table</a> for required information and <a href="#">instructions</a> for completing the faculty profile table.</p> <p>See Glossary for definition – “Faculty” and “The State.”</p>
<p><b>2.2</b></p> <p>Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing.</p>	<p><b>2.2</b></p> <p>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.</p>	<p><b>2.2</b></p> <p>A specific percentage of part-time faculty with a graduate degree in nursing and a baccalaureate degree with a major in nursing is no longer required.</p> <p>All part-time faculty must meet the requirements of the governing organization, the state, and the governing organization's accrediting agency.</p> <p>All part-time faculty must be qualified to teach all assigned nursing courses.</p> <p>See the <a href="#">faculty profile table</a> for required information and <a href="#">instructions</a> for completing the faculty profile table.</p> <p>See Glossary for definition – “Faculty” and “The State.”</p>
<p><b>2.3</b></p>	<p><b>2.3</b></p>	<p><b>2.3</b></p>

<p>Faculty (full- and part-time) credentials meet governing organization and state requirements.</p>	<p>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.</p>	<p>The topic of non-nurse faculty was moved from Criterion 2.7 to now be a separate Criterion.</p> <p>All non-nurse faculty must meet the requirements of the governing organization, the state, and the governing organization's accrediting agency.</p> <p>All non-nurse faculty must be qualified to teach all assigned nursing courses.</p> <p>See the <a href="#">faculty profile table</a> for required information and <a href="#">instructions</a> for completing the faculty profile table.</p> <p>See Glossary for definition – “Faculty” and “The State.”</p>
<p>2.4</p> <p>Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.</p>	<p>2.4</p> <p>Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.</p>	<p>2.4</p> <p>Reviewed; not changed.</p> <p>See Glossary for definition – “Preceptor.”</p>
<p>2.5</p> <p>The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.</p>	<p>2.5</p> <p>The number of full-time faculty is sufficient to ensure that the <b>end-of-program</b> student learning outcomes and program outcomes are achieved.</p>	<p>2.5</p> <p>Clarification only. No change in content or application.</p> <p>See Glossary for definition – “Sufficient Full-Time Faculty.”</p>
<p>2.6</p> <p>Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.</p>	<p>2.6</p> <p>Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.</p>	<p>2.6</p> <p>Reviewed; not changed.</p>

<p><b>2.7</b></p> <p>The number, utilization, and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.</p>	<p><b>2.7</b></p> <p>The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.</p>	<p><b>2.7</b></p> <p>The topic of non-nurse faculty was removed from Criterion 2.7 and is now a separate Criterion – See Criterion 2.3.</p> <p>Criterion 2.7 now applies only to staff within the nursing education unit that support the nursing program.</p> <p>Staff are non-faculty personnel who facilitate the attainment of the goals and outcomes of the nursing education unit, including laboratory personnel, clerical personnel, and other support persons.</p> <p>See the <a href="#">laboratory personnel profile table</a> for required information and <a href="#">instructions</a> for completing the laboratory personnel profile table.</p> <p>See Glossary for definition – “Faculty,” “Laboratory Personnel,” “Staff,” and “Sufficient.”</p>
<p><b>2.8</b></p> <p>Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.</p>	<p><b>2.8</b></p> <p>Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.</p>	<p><b>2.8</b></p> <p>Reviewed; not changed.</p>
<p><b>2.9</b></p> <p>Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.</p>	<p><b>2.9</b></p> <p>Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization’s policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.</p>	<p><b>2.9</b></p> <p>Clarification only. No change in content or application.</p>
<p><b>2.10</b></p> <p>Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.</p>	<p><b>2.10</b></p> <p>Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.</p>	<p><b>2.10</b></p> <p>Reviewed; not changed.</p> <p>See Glossary for definition – “Instructional Technology.”</p>

**STANDARD 3  
Students**

2013	2017	COMMENTS
<p align="center"><b>Students</b></p> <p>Student policies and services support the achievement of the student learning outcomes and program outcomes of the <b>nursing education unit</b>.</p>	<p align="center"><b>Students</b></p> <p>Student policies and services support the achievement of the <b>end-of-program</b> student learning outcomes and program outcomes of the <b>nursing program</b>.</p>	<p>Clarification only. No change in content or application.</p>
<p><b>3.1</b></p> <p>Policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by student learning outcomes and program outcomes.</p>	<p><b>3.1</b></p> <p>Policies for nursing students are congruent with those of the governing organization <b>as well as the state, when applicable, and are</b> publicly accessible, non-discriminatory, and consistently applied; differences are justified by the <b>end-of-program</b> student learning outcomes and program outcomes.</p>	<p><b>3.1</b></p> <p>Clarification only. Policies must be congruent with those of the governing organization and the state.</p> <p>Policies must be publicly accessible and non-discriminatory.</p> <p>Policies must be consistently applied.</p> <p>For students enrolled in the nursing program, the differences between the governing organization policies and the nursing program policies must be justified by the end-of-program student learning outcomes and program outcomes for the nursing program. Differences may include but are not limited to criminal background checks, drug testing, immunizations, and attendance.</p>
<p><b>3.2</b></p> <p>Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.</p>	<p><b>3.2</b></p> <p>Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.</p>	<p><b>3.2</b></p> <p>Reviewed; not changed.</p>
<p><b>3.3</b></p> <p>Changes in policies, procedures, and program information are clearly and consistently</p>	<p><b>3.3</b></p> <p>Changes in policies, procedures, and program information are clearly and consistently communicated to</p>	<p><b>3.3</b></p> <p>Reviewed; not changed.</p>

communicated to students in a timely manner.	students in a timely manner.	
<p><b>3.4</b></p> <p>Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.</p>	<p><b>3.4</b></p> <p>Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.</p>	Reviewed; not changed.
<p><b>3.5</b></p> <p>Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.</p>	<p><b>3.5</b></p> <p>Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.</p>	Reviewed; not changed.
<p><b>3.6</b></p> <p>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.</p> <p><b>3.6.1</b></p> <p>A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.</p> <p><b>3.6.2</b></p> <p>Students are informed of their ethical responsibilities regarding financial assistance.</p> <p><b>3.6.3</b></p> <p>Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.</p>	<p><b>3.6</b></p> <p>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.</p> <p><b>3.6.1</b></p> <p>A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.</p> <p><b>3.6.2</b></p> <p>Students are informed of their ethical responsibilities regarding financial assistance.</p> <p><b>3.6.3</b></p> <p>Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.</p>	<p><b>3.6</b></p> <p><b>3.6.1</b></p> <p><b>3.6.2</b></p> <p><b>3.6.3</b></p> <p>Clarification only. No change in content or application.</p>

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.	3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.	3.7 Reviewed; not changed.
3.8 Orientation to technology is provided, and technological support is available to students.	3.8 Orientation to technology is provided, and technological support is available to students.	3.8 Reviewed; not changed.
3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.	3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.	3.9 Reviewed; not changed.

**STANDARD 4  
Curriculum**

2013	2017	COMMENTS
<b>CURRICULUM</b>	<b>CURRICULUM</b>	
The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.	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.	Clarification only. No change in content or application.
4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.	4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.	4.1 The curriculum must be consistent with contemporary practice for associate programs.  The curriculum must incorporate contemporary established professional nursing standards, guidelines, and competencies for associate programs.  The end-of-program student learning outcomes must be consistent with contemporary practice.

		See Glossary for definition – “Contemporary Nursing Practice” and “Professional Standards/Guidelines for Nursing Practice.”
<p><b>4.2</b></p> <p>The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.</p>	<p><b>4.2</b></p> <p>The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.</p>	<p><b>4.2</b></p> <p>Evaluation of students was mentioned in Criterion 4.2 and Criterion 4.7. Evaluation of students is now included in Criterion 4.7 only.</p> <p>Clarification only. No change in content or application.</p>
<p><b>4.3</b></p> <p>The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.</p>	<p><b>4.3</b></p> <p>The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.</p>	<p><b>4.3</b></p> <p>Reviewed; not changed.</p>
<p><b>4.4</b></p> <p>The curriculum includes general education courses that enhance professional nursing knowledge and practice.</p>	<p><b>4.4</b></p> <p>The curriculum includes general education courses that enhance professional nursing knowledge and practice.</p>	<p><b>4.4</b></p> <p>Reviewed; not changed.</p>
<p><b>4.5</b></p> <p>The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.</p>	<p><b>4.5</b></p> <p>The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.</p>	<p><b>4.5</b></p> <p>Reviewed; not changed.</p>
<p><b>4.6</b></p> <p>The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.</p>	<p><b>4.6</b></p> <p>The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.</p>	<p><b>4.6</b></p> <p>Reviewed; not changed.</p> <p>See Glossary for definition – “Interprofessional.”</p>
<p><b>4.7</b></p> <p>Evaluation methodologies are varied, reflect</p>	<p><b>4.7</b></p> <p>Evaluation methodologies are varied, reflect established</p>	<p><b>4.7</b></p>

<p>established professional and practice competencies, and measure the achievement of the student learning outcomes.</p>	<p>professional and practice competencies, and measure the achievement of the <b>end-of-program</b> student learning outcomes.</p>	<p>Evaluation of students was mentioned in Criterion 4.2 and Criterion 4.7. Evaluation of students is now included in Criterion 4.7 only.</p> <p>Clarification only. No change in content or application.</p>
<p><b>4.8</b></p> <p>The length of time and the credit hours required for program completion are congruent with the attainment of the identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.</p>	<p><b>4.8</b></p> <p>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.</p>	<p><b>4.8</b></p> <p>The total number of credit/quarter hours required to complete the defined nursing program of study must be congruent with the attainment of the end-of-program student learning outcomes and program outcomes.</p> <p>The total number of credit/quarter hours required to complete the defined nursing program of study must be consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.</p> <p>See Glossary for definition – “Nursing Program Length.”</p>
<p><b>4.9</b></p> <p>Practice learning environments support the achievement of student learning outcomes and program outcomes.</p> <p><b>4.10</b></p> <p>Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.</p>	<p><b>4.9</b></p> <p>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.</p>	<p><b>4.9</b></p> <p>Criterion 4.9 and Criterion 4.10 were combined.</p> <p>All programs and program options must have direct hands-on, planned learning activities with patients that are sufficient and appropriate to achieve the end-of-program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by qualified faculty who provide feedback to students in support of their learning.</p> <p>The practice learning environments and the clinical experiences students receive in the practice learning environments must provide students with evidence-based contemporary practice experiences.</p> <p>See Glossary for definition – “Clinical/Practicum Learning Experiences,” “Contemporary Nursing</p>

		Practice,” “Evidence-Based,” “Practice Learning Environments,” “Practice Learning Experiences,” “End-of-Program Student Learning Outcomes,” “Program Outcomes” and “Professional Standards/Guidelines for Nursing Practice.”
<b>4.11</b> Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.	<b>4.10</b> Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.	<b>4.10</b> Renumbered due to combining of Criterion 4.9 and Criterion 4.10.
<b>4.12</b> Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.	<b>4.11</b> Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the <b>end-of-program</b> student learning outcomes.	<b>4.11</b> Clarification only. No change in content or application.  Renumbered due to combining of Criterion 4.9 and Criterion 4.10.

**Standard 5  
Resources**

2013	2017	COMMENTS
<b>RESOURCES</b>  Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the <b>nursing education unit</b> .	<b>RESOURCES</b>  Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the <b>end-of-program</b> student learning outcomes and program outcomes of the <b>nursing program</b> .	Clarification only. No change in content or application.
<b>5.1</b> Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.	<b>5.1</b> Fiscal resources are sustainable, sufficient to ensure the achievement of the <b>end-of-program</b> student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.	<b>5.1</b> Clarification only. No change in content or application.
<b>5.2</b>	<b>5.2</b>	<b>5.2</b>

<p>Physical resources are sufficient to ensure the achievement of the <b>nursing education unit</b> outcomes, and meet the needs of the faculty, staff, and students.</p>	<p>Physical resources are sufficient to ensure the achievement of the <b>end-of-program student learning outcomes and program</b> outcomes, and meet the needs of the faculty, staff, and students.</p>	<p>Clarification only. No change in content or application.</p>
<p>5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.</p>	<p>5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.</p>	<p>5.3 Reviewed; not changed.</p>
<p>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.</p>	<p>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.</p>	<p>5.4 Reviewed; not changed.</p>

**STANDARD 6  
Outcomes**

2013	2017	COMMENTS
<p align="center"><b>OUTCOMES</b></p> <p>Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.</p> <p>6.1 The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:</p> <ul style="list-style-type: none"> <li>• student learning outcomes;</li> <li>• Program outcomes;</li> <li>• Role-specific graduate competencies; and</li> <li>• The ACEN Standards.</li> </ul>	<p align="center"><b>OUTCOMES</b></p> <p>Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.</p> <p>The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:</p> <ol style="list-style-type: none"> <li>a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.</li> <li>b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.</li> </ol>	<p>Standard 6 was completely rewritten.</p> <p>All programs must have a systematic plan of evaluation (SPE). The only required components in the SPE are the assessment of:</p> <ol style="list-style-type: none"> <li>a. end-of-program student learning outcomes</li> <li>b. program outcomes that include the licensure examination pass rate, program completion rate, and job placement rate</li> </ol> <p>In the SPE, including the assessment of the ACEN Standards and Criteria, graduate satisfaction, and employer satisfaction in undergraduate and graduate programs is no longer required.</p>

The systematic plan of evaluation contains specific, measurable expected levels of achievement; frequency of assessment; appropriate assessment methods; and a minimum of three years of data for each component within the plan."

6.2 Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

6.3 Evaluation findings are shared with communities of interest.

6.4 The program demonstrates evidence of achievement in meeting the program outcomes.

6.4.1 Performance on licensure examination: The program's three-year mean for the licensure examination pass rate will be at or above the national mean for the same three-year period.

6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflects student demographics and program options.

6.4.3 Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

6.4.4 Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

6.4.5 Job Placement rates: Expected levels of achievement are determined by the faculty and

c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.

d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome\*.

e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

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

In the SPE, including the assessment of role-specific graduate competencies in undergraduate programs is no longer required.

A program is expected to always be in compliance with the ACEN Standards and Criteria. However, documenting the compliance in the SPE is no longer required.

The SPE must contain the following:

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

are addressed through quantified measures six to twelve months post-graduation.

\*\*Newly established programs are required to have data from the time of the program's inception.

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

### 6.1

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

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

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

Each end-of-program student learning outcome must have a specific, measurable expected level of achievement.

Each end-of-program student learning outcome must be assessed using appropriate assessment method(s).

The program faculty are expected to assess the extent to which graduates achieve each end-of-program student learning outcome.

All end-of-program student learning outcomes must be assessed at regular intervals. Every end-of-program student learning outcome does not have to be assessed every year. As an example, two (2) to three (3) end-of-program student learning outcomes may be assessed each year, with all end-of-program student learning outcomes assessed over three (3) to five (5) years.

There must be sufficient end-of-program student learning outcome data to inform the program faculty members' decision-making for the maintenance and improvement of each end-of-program student learning outcome.

The program faculty are expected to analyze the end-of-program student learning outcome data and use the analysis of data to make decisions for the maintenance and improvement of each end-of-program student learning outcome.

		<p>See Glossary for definition – “Outcomes” and “Sufficient.”</p> <p>See ACEN Policy #29 Advertising and Recruitment of Students - <a href="http://www.acenursing.net/manuals/Policies_March2016.pdf">http://www.acenursing.net/manuals/Policies_March2016.pdf</a>.</p> <p>See ACEN website for guidelines for publishing student outcome data - <a href="http://www.acenursing.org/publishing-student-achievement-outcome-data/">http://www.acenursing.org/publishing-student-achievement-outcome-data/</a>.</p>
	<p><b>6.2</b></p> <p>The program demonstrates evidence of graduates' achievement on the licensure examination.</p> <p>The program's most recent annual licensure examination pass rate will be at least 80% for <b>all</b> first-time test-takers during the same 12-month period.</p> <p>There is ongoing assessment of the extent to which graduates succeed on the licensure examination.</p> <p>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.</p> <p>There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.</p>	<p>The three-year mean for the licensure examination pass rate was eliminated.</p> <p>The program's most recent annual licensure examination pass rate for the program overall (aggregated for the program as a whole as reported by the NCSBN) must be at least 80% for <b>all</b> first-time test-takers during the same 12-month period.</p> <p>Programs must include <b>all</b> first-time test takers in their licensure examination pass rate data. Programs may not eliminate any first-time test takers in their licensure examination pass rate data.</p> <p>The 80% ELA benchmark is not a bright line rule. The licensure examination pass rate must be considered holistically. The holistic view should consider, but is not limited to factors such:</p> <ul style="list-style-type: none"> <li>• Are the aggregated cohort annual licensure examination pass rates trending up, trending down, or remaining the same?</li> <li>• If there are program options (e.g., pre-licensure program option and LPN-to-RN program option), are the licensure examination pass rates for each option trending up, trending down, or remaining</li> </ul>

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the same? Is a single program option impacting the aggregated data?

- If there are multiple locations the program is offered (e.g., main campus and an off-campus instructional site), are the licensure examination pass rates for each location trending up, trending down, or remaining the same? Is a single location impacting the aggregated data?
- Are faculty implementing appropriate data-driven changes based on the trend of the aggregated licensure examination pass rate data?
- As applicable, are faculty implementing appropriate data-driven changes based on the trend of the disaggregated licensure examination pass rate data (e.g., program option and/or location)?
- What is the status of the program with the state regulatory agency for nursing?

A decline in the annual licensure examination pass rate that places the nursing program below 80% must be reported to the ACEN per Policy #14 Reporting Substantive Changes.

States use different reporting timeframes such as October 1<sup>st</sup> to September 30<sup>th</sup> or January 1<sup>st</sup> to December 31<sup>st</sup>. The program must report the same licensure examination pass rate data for the same 12-month period used by its state.

The program must report a minimum of the three (3) most recent years of available licensure examination pass rate data aggregated for the program as a whole by date of completion.

The program must report a minimum of the three (3) most recent years of available licensure examination pass rate data disaggregated for each program option and by date of completion.

The program must report a minimum of the three (3) most recent years of available licensure examination pass rate data disaggregated for each location at

		<p>which the nursing program is taught and by date of completion.</p> <p>The ACEN may request that a program provide verification by an external source of its licensure examination data.</p> <p>The program faculty are expected to continually assess the extent to which graduates succeed on the licensure examination.</p> <p>The program faculty are expected to analyze the licensure examination pass rate data and use the analysis of data to make decisions for the maintenance and improvement of graduates' success on the licensure examination for the program as a whole as well as for each program option and location.</p> <p>See Glossary for definition – “Pass Rates.”  See ACEN Policy #29 Advertising and Recruitment of Students -  <a href="http://www.acenursing.net/manuals/Policies_March2016.pdf">http://www.acenursing.net/manuals/Policies_March2016.pdf</a>.</p> <p>See ACEN website for guidelines for publishing student outcome data -  <a href="http://www.acenursing.org/publishing-student-achievement-outcome-data/">http://www.acenursing.org/publishing-student-achievement-outcome-data/</a></p>
	<p><b>6.3</b></p> <p>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.</p> <p>There is ongoing assessment of the extent to which students complete the nursing program.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program</p>	<p>The program completion outcome must have a specific, measurable expected level of achievement (ELA).</p> <p>The definition used by the ACEN for the program completion rate is the number of students who complete each program option in no more than 150% of the stated program length for each program option beginning with enrollment in the first nursing course in each program option. For example, for an associate program, the program completion ELA</p>

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.

may be "70% of the students who begin the first nursing course will graduate from the associate nursing program within 150% of the timeframe allotted for the program."

The program must provide a rationale for the specified ELA (e.g., 70% within three (3) years). The rationale must be appropriate for the program. In setting the ELA for the program completion rate, the program may consider reasons such as the historical completion rate for the program, the governing organization's completion rate for all students, state completion rate for similar programs, group of peer programs, ACEN data, etc. The ELA should be high enough as to be genuine and encourage continuous improvement but not so high as to be idealistic and, thus, unachievable. Peer evaluators will make a professional judgment regarding the appropriateness of the program's ELA.

The program's ELA is not a bright line rule. The achievement of the ELA must be considered holistically. The holistic view should consider, but is not limited to factors such:

- Are the aggregated cohort completion rates trending up, trending down, or remaining the same?
- If there are program options (e.g., pre-licensure program option and LPN-to-RN program option), are the aggregated cohort completion rates for each option trending up, trending down, or remaining the same? Is a single program option impacting the aggregated data?
- If there are multiple locations the program is offered (e.g., main campus and an off-campus instructional site), are the aggregated cohort completion rates for each location trending up, trending down, or remaining the same? Is a single location impacting the aggregated data?
- Are faculty implementing appropriate data-driven changes based on the trend of the aggregated cohort completion rate data?

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- As applicable, are faculty implementing appropriate data-driven changes based on the trend of the aggregated cohort completion rates data (e.g., program option and/or location)?

A decline in the program completion rate that places the nursing program below its ELA must be reported to the ACEN per Policy #14 Reporting Substantive Changes.

The program completion outcome must be assessed using appropriate assessment method(s).

The program must report a minimum of the three (3) most recent years of annual program completion data aggregated for the program as a whole by date of completion.

The program must report a minimum of the three (3) most recent years of annual program completion data disaggregated by each program option and by date of completion.

The program must report a minimum of the three (3) most recent years of annual program completion data disaggregated for each location at which the nursing program is taught and by date of completion.

The ACEN may request that a program provide verification by an external source of its program completion data.

The program faculty are expected to continually assess the extent to which graduates complete the program.

The program faculty are expected to analyze the program completion data and use the analysis of data to make decisions for the maintenance and improvement of students' completion of the program as a whole as well as for each program option and location.

		<p>See Glossary for definition – “Program Completion Rate.”</p> <p>See ACEN Policy #29 Advertising and Recruitment of Students - <a href="http://www.acenursing.net/manuals/Policies_March2016.pdf">http://www.acenursing.net/manuals/Policies_March2016.pdf</a>.</p> <p>See ACEN website for guidelines for publishing student outcome data - <a href="http://www.acenursing.org/publishing-student-achievement-outcome-data/">http://www.acenursing.org/publishing-student-achievement-outcome-data/</a></p>
	<p><b>6.4</b></p> <p>The program demonstrates evidence of graduates' achievement in job placement.</p> <p>The expected level of achievement for job placement is determined by the faculty and reflects program demographics.</p> <p>There is ongoing assessment of the extent to which graduates are employed.</p> <p>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.</p> <p>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.</p>	<p><b>Note:</b> The job placement outcome applies to all programs and all program options.</p> <p>The job placement outcome must have a specific, measurable expected level of achievement (ELA).</p> <p>The ACEN definition of the job placement rate is the percentage of graduates employed in a position for which the program prepared them. For example, the ELA could be “90% of students will be employed within one (1) year of graduation.”</p> <p>The program must provide a rationale for the ELA (e.g., 90% within one year). The rationale must be appropriate for the program. In setting the ELA, the program may consider reasons such as the historical job placement rate for the program, the governing organization’s job placement rate for students in other health science programs, state job placement rate for similar programs, group of peer programs, ACEN data, etc. The ELA should be high enough as to be genuine and encourage continuous improvement but not so high as to be idealistic and, thus, unachievable. Peer evaluators will make a professional judgment regarding the appropriateness of the program’s ELA.</p>

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The program's ELA is not a bright line rule. The achievement of the ELA must be considered holistically. The holistic view should consider, but is not limited to factors such:

- Are the aggregated job placement rates trending up, trending down, or remaining the same?
- Are faculty implementing appropriate data-driven changes based on the trend of the aggregated cohort job placement data?

A decline in the program job placement rate that places the nursing program below its ELA must be reported to the ACEN per Policy #14 Reporting Substantive Changes.

The job placement outcome must be assessed using appropriate assessment method(s). For whatever methodology is used, the program must disclose the response rate. For example, if survey methodology is used to assess job placement, the response rate is the number of surveys returned divided by the number of surveys distributed (number of graduates for that year). For example, 25% response rate = surveys sent to 100 graduates from 2014 and 25 surveys returned.

Some programs have low a job placement rate due to graduates continuing their education rather than seeking employment. In this case, the program is encouraged to have a separate outcome addressing transfer/academic progression.

The program's ELA is not a bright line rule. The achievement of the ELA must be considered holistically. The holistic view should consider, but is not limited to factors such:

- Are the aggregated transfer/academic progression rates trending up, trending down, or remaining the same?

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- Are faculty implementing appropriate data-driven changes based on the trend of the aggregated cohort transfer/academic progression data?

A decline in the program transfer/academic progression rate that places the nursing program below its ELA must be reported to the ACEN per Policy #14 Reporting Substantive Changes.

If the program has a transfer/academic progression outcome, the program must provide a rationale for the transfer/academic progression rate ELA (e.g., 60% within one year). The rationale must be appropriate for the program. In setting the transfer/academic progression rate ELA, the program may consider reasons such as the historical transfer/academic progression rate for the program, the governing organization's transfer/academic progression rate for students in other health science programs, state transfer/academic progression rate for similar programs, group of peer programs, ACEN data, etc. The transfer/academic progression rate ELA should be high enough as to be genuine and encourage continuous improvement but not so high as to be idealistic and, thus, unachievable. Peer evaluators will make a professional judgment regarding the appropriateness of the program's transfer/academic progression ELA.

The assessment of transfer/academic progression must be in addition to job placement. The program transfer/academic progression outcome must be assessed using appropriate assessment method(s). For whatever methodology is used, the program must disclose the response rate. For example, if survey methodology is used to assess transfer/academic progression, the response rate is the number of graduates for that year divided by the number of surveys returned. For example, 25% response rate = surveys sent to 100 graduates from 2014 and 25 surveys returned.

The program must report a minimum of the three (3) most recent years of annual job placement and transfer/academic progression data aggregated for the program as a whole and by date of completion.

The ACEN may request that a program provide verification by an external source of its job placement and transfer/academic progression data.

The program faculty are expected to continually assess the extent to which graduates are employed and/or transfer.

The program faculty are expected to analyze the job placement/transfer/academic progression data and use the analysis of data to make decisions for the maintenance and improvement of graduates' employment and/or academic progression.

See Glossary for definition – “Job Placement Rate.”  
See ACEN Policy #29 Advertising and Recruitment of Students -

[http://www.acenursing.net/manuals/Policies\\_March2016.pdf](http://www.acenursing.net/manuals/Policies_March2016.pdf).

See ACEN website for guidelines for publishing student outcome data -

<http://www.acenursing.org/publishing-student-achievement-outcome-data/>