



**COMING UP**

**SO, YOUR PROGRAM IS ACEN-ACCREDITED...NOW WHAT?**  
 Maintaining ACEN Accreditation  
 with Sharon F. Beasley, Director, ACEN


BROUGHT TO YOU BY:



Accreditation Commission for Education in Nursing  
<https://www.acenursing.org/>



National Education Progression in Nursing  
<https://nepincolaborative.org/>



Organization for Associate Degree Nursing  
<https://oadn.org/>

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**WELCOME & INTRODUCTIONS**



**LAURA A. SCHMIDT**  
 DNP, FNP-BC  
 President-Elect  
 Organization for Associate Degree Nursing






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**SPEAKER**



**SHARON F. BEASLEY**  
 PhD, MSN, RN, CNE  
 Director  
 Accreditation Commission for Education in Nursing






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**Learning Objective**

- Describe strategies to engage faculty, administrators, and students in continuous quality improvement.
- Identify resources available to ACEN-accredited programs and programs seeking ACEN accreditation.
- List the benefits of becoming an ACEN Peer Evaluator.

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**Normalizing Accreditation**

- Use ACEN terminology during meetings.
- Continue to refine and evaluate the effectiveness of the program's processes and systems.
- Make the accreditation processes and systems part of the "normal routine."

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**Standard I**  
Mission and Administrative Capacity

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**Standard I**  
**Mission and Administrative Capacity**

**Criterion 1.3:** Communities of Interest

- Develop and cultivate relationships with communities of interest.
- Seek faculty and student input to identify key stakeholders.
- Encourage stakeholders to serve in various capacity (e.g., college governance, pinning and graduation ceremonies, workshops).
- Identify creative meeting opportunities (e.g., host meetings at external venues including restaurants, host the meeting before or after a college-wide community event, host meetings in historic buildings, and parks).
- Invite the communities of interest to various program/college/university activities (e.g., pinning ceremonies, graduation ceremonies, plays, concerts, athletic events, and debates).

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**Standard I**  
**Mission and Administrative Capacity (cont.)**

**Criterion 1.3:** Communities of Interest

- Request feedback and input in various forms (e.g., Instagram, Facebook, texting, emailing, learning management system).

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**Standard I**  
**Mission and Administrative Capacity**

**Criterion 1.3:** Sharing Outcomes Data

- Ask faculty and the leadership team to share assessment data from *end-of-program student learning outcomes* and *program outcomes* with communities of interest, formally and informally

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**Standard 1**  
**Mission and Administrative Capacity**

**Criterion 1.4:** Partnerships  
 Goal: Increase educational capacity

1. Align and leverage stakeholder resources
2. Increase faculty capacity and diversity
3. Re-design nursing education
4. Strengthen policy and regulation

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**Standard 2**  
**Faculty and Staff**

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**Standard 2**  
**Faculty and Staff**

**Criteria 2.1, 2.2, and 2.3:** Qualifications to Teach Assigned Courses

**Criterion 2.6:** Maintenance of Expertise

**Criterion 2.10:** Faculty Engagement in Ongoing Development

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**Standard 2  
Faculty and Staff**

*Examples:*

- Encourage faculty to offer in-services that relate to their expertise or content they recently learned (e.g., practice, instructional technology, and distance technology).
- Partner with clinical agencies to develop competency check-offs for faculty.
- Use simulation for faculty competency check-offs.
- Invite local clinicians to provide in-services and workshops.

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**Standard 2  
Faculty and Staff**

*Examples:*

- Assign faculty to monitor national nursing organization websites for updates and report the updates to the faculty.
- Support faculty's attendance and presentations at local, state, national, and international workshops, conferences, symposiums, both face-to-face and via webinars.
- Encourage faculty to publish articles in various journals.
- Support faculty achievement of higher level degrees and certifications.

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**Standard 3  
Students**

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**Standard 3  
Students**

**Criterion 3.2:** Accurate, Accessible, Clear, and Consistent Public Information

- Pair a new student with faculty to review public information to ensure accuracy, clarity, consistency, and accessibility.
- Consider alternative platforms for public information

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**Standard 3  
Students**

**Criterion 3.8:** Orientation to Technology

- Facilitate student forums for feedback regarding orientation to technology (e.g., LMS, classroom, laboratory, and clinical).
- Implement alternative platforms for orientation.

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**Standard 4  
Curriculum**

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**Standard 4 Curriculum**

Incorporate ACEN Criteria into meetings

- End-of-program student learning outcomes (Criterion 4.1)
- Contemporary practice (Criterion 4.1 and 4.9)
- Rigor (Criterion 4.3)
- Integrity (Criterion 4.3)
- Interprofessional collaboration (Criterion 4.6)
- Clinical experiences (Criterion 4.9)
- Practice learning environments (Criterion 4.9)

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**Standard 4 Curriculum**

**Criterion 4.1:** The Curriculum Incorporates Established Professional Nursing Standards, Guidelines, and Competencies

- Encourage faculty to participate in professional state, national, and international organizations and Boards of Nursing that create nursing standards, guidelines, and competencies.

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**Criterion 4.1 (cont.)**

*Examples:*

- Boards of Nursing
- Academy of Medical-Surgical Nurses
- American Association of Critical Care Nurses
- Association of PeriOperative Registered Nurses
- National Organization of Nurse Practitioner Faculties
- State Nursing Associations
- American Organization of Nurse Executives
- Association of Women's Health, Obstetric and Neonatal Nursing

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**Standard 4 Curriculum**

**Criterion 4.3:** Regular Curriculum Review

- Faculty-driven
- Mechanisms for regular reviews
- Faculty meetings
- Course reports/course reviews
- Curriculum retreats
- Teaching team meetings

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**Criterion 4.3 (cont.)**

**Criterion 4.3:** Integrity, Rigor, and Currency

- Integrity
  - Curriculum organization across a sequence of courses
- Rigor
  - Progression of knowledge, skills, and behaviors throughout a curriculum
  - Challenging
- Currency

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**Standard 4 Curriculum**

**Criterion 4.6:** Inter-professional Collaboration

ACEN Definition: "Sharing of information among two or more healthcare professionals from different disciplines who are working together as a team with a common purpose and mutual respect to improve patient outcomes."

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**Criterion 4.6 (cont.)**

- Create inter-professional collaboration opportunities.
  - Plan simulation experiences with other health science programs
  - “Huddle”
  - Offer joint learning opportunities (e.g., lectures, laboratories, and simulation experiences across healthcare disciplines)
  - Collaborative clinical rotations

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**Standard 4 Curriculum**

**Criterion 4.8:** Program Length

- Periodic Course Reviews including credit-to-contact hours for theory, laboratory, clinical, and simulation (if applicable)
  - *Recalculate and compare the contact hours for theory, laboratory, clinical, and simulation (if applicable) to the allocated credit hours*

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**Standard 5 Resources**

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**Standard 5  
Resources**

**Criterion 5.3:** Learning Resources and Technology are Selected with Faculty Input

- Start a committee (FACULTY AND STUDENTS) to search cutting-edge resources and technologies for faculty and student use
  - Share information with the faculty and students
  - Pilot new resources and technologies
  - Survey faculty and student satisfaction
  - Select new resources and technology per faculty and student input

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**Criterion 5.3 (cont.)**

*Examples:*

- Med Mnemonics
- Taber's Dictionary
- Nursing Central
- NCSBN Learning Extension
- NCLEX RN Mastery
- PEPID
- Medscape and WebMD

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**Standard 6  
Outcomes**

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**Standard 6 Outcomes**

**•Program Assessment: Focus**

1. Improve Student Learning
2. Prepare practice-ready graduates

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**Standard 6 Outcomes**

**Criterion 6.1:** End-of-Program Student Learning Outcomes (SLOs)

- Refine assessment tools that measure the end-of-program SLOs.
  - Schedule a charrette(s) with faculty to review program assessment tools and ask:
    - Does the rubric address the end-of-program SLOs?
    - Do the evaluative criteria align with the end-of-program SLOs?
    - Is the assessment tool appropriate for the type of end-of-program SLO that it is intended to assess (e.g., alignment with the appropriate domains of learning, contexts, and populations)?

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**Criterion 6.1 (cont.)**

- Do the assessment tools build on assessment tools throughout the program of study?
- Does the assessment tool contain sufficient measurements to determine achievement of the end-of-program SLOs?

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**Standard 6 Outcomes**

**Criterion 6.2: Licensure Pass Rates/Certification Pass Rates**

- For licensure pass rates, the minimum ACEN expectation is 80% for all first-time test-takers within the same 12-month period
- An ELA higher than 80% is acceptable and a great goal.
- For certification examination pass rates, the annual pass rate for all first-time test-takers should 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.

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**Standard 6 Outcomes**

**Criterion 6.2: Licensure Pass Rates/Certification Pass Rates**

- **Foci:**
  - Ongoing assessment
  - Analysis of assessment data
  - Documentation that the analysis of assessment data
  - **Use of data for program decision-making**

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**Standard 6 Outcomes**

**Criterion 6.3: Program Completion Rates**

- ACEN Definition: The number of students who complete the program in no more than 150% of the stated nursing program length, **beginning with enrollment on the first day of the first nursing course**, which can vary based upon a nursing program option.
- The expected level of achievement (ELA) for the program completion rate is determined by the faculty based on student demographics, such as the population served by the governing organization and nursing education unit.

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**Standard 6 Outcomes**

**Criterion 6.3:**

- Assessment of on-time completion rates is ACCEPTABLE!
- Rationale: How did the faculty determine the rationale for the ELA?

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**Standard 6 Outcomes**

**Criterion 6.3:**

- Aggregation and disaggregation by location, option, and date of completion or entering cohort
- Programs with multiple options: consider a broad ELA for the aggregated rate (e.g., 80% of students will complete the program within 150% of the program length) and use specific language for each option that is consistent with the target (e.g., 80% of students enrolled in the LPN-ASN program will complete the program within four semesters)

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**Standard 6 Outcomes**

**Criterion 6.4: Job Placement**

- Refine data collection methods.

Consider:

- Mixed approaches (e.g., a combination of electronic surveys; inquiries distributed in Facebook, WhatsApp, Instagram and Face Book; telephone calls, and observations).

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**Resources**

ACEN Website

- **ACEN Accreditation Manual**
  - General Information
  - Policies
  - Standards and Criteria
  - Glossary
- **ACEN Supplemental Manual for International Programs**
- **ACEN Guidelines for Written Reports**




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**Resources (cont.)**

- Advisory Reviews
- Observers on Site Visits
- Webinars
- Self-Study Forums
- ACEN Annual Conference
- ACEN Professional Staff




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**Keep the Momentum Going**

Become an ACEN Peer Evaluator

Benefits of Being a Peer Evaluator include:

- Developing a broader and deeper understanding of the ACEN Standards and Criteria;
- Exposure to various practices in nursing education; and
- Lending your expert voice to the accreditation review process.




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**Continue the momentum**

1. *Culture of Assessment*
2. *Ongoing Commitment*
3. *Faculty Involvement*
4. *Student Involvement*




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**ANSWER TIME**

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**THANK YOU**



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**February 26, 2020**

Sign up at [acenursing.org/webinars/](http://acenursing.org/webinars/)




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