Standard III: Culture of Excellence and Caring – Students

The parent institution and nursing program are committed to providing student-centered support services sufficient to enable students to achieve learning outcomes and demonstrate program outcomes. The nursing program has established student policies that are congruent with those of the parent institution and mission, core goals, values, and expected program outcomes. Policies include but are not limited to those related to recruitment and admission, retention and progression, and graduation processes. The program’s commitment to promoting student success and acting in their best interest of its students is exhibited through the achievement of the associated quality indicators.

Quality Indicators

III-A. The institution and program provide student support services that are student-centered; culturally sensitive; readily accessible to all students, including those enrolled in distance education; and guide students throughout the processes associated with admission, recruitment, retention and progression, graduation and career preparation. Student support services undergo regular review and revision to ensure ongoing adequacy of services.

Interpretive Guidelines: Students enrolled in on-campus and distance education programs have adequate access to student support services to enable them to achieve learning outcomes and meet expected program outcomes. Student support services include, but are not limited to, academic advising; tutoring, library resources and other instructional student services; financial aid guidance; personal counseling; technology support; and career guidance. There is evidence of ongoing review and revision of student support services with attention to meeting the needs of diverse learners.

III-B. Student policies of the nursing program are congruent with parent institution policies and mission, goals, core values, and expected program outcomes. Policies are consistently and equitably implemented, and undergo periodic review and revision as needed.

Interpretive Guidelines: There is evidence that student policies are congruent with the parent institution policies and support the mission, goals, core values, and expected program outcomes. There is an explanation with accompanying rationale related to any existing differences between institutional and programmatic student policies and expected program outcomes. There is evidence of a plan for regularly scheduled review and revision of policies and documentation of outcomes resulting from decision-making in response to the periodic reviews. Evidence exists that the policies are implemented in a consistent and equitable manner.

III-C. Student policies are clearly documented and accessible with changes communicated to students in a timely manner.
Interpretive Guidelines: All information regarding student policies is clear, documented, and available in various formats, as indicated, for on-campus and distance education students. There is evidence that policy changes are communicated to students in a timely manner.

III-D. Student records are maintained in a secure, confidential manner in accordance with the policies of the parent institution, nursing program, and regulatory guidelines.

Interpretive Guidelines: Established processes are in place to ensure security and confidentiality of student records. Evidence exists that the processes are followed by all faculty and staff.

III-E. Formal complaints by students are addressed in accordance with the institution's and nursing program's established policies and procedures. A record of student formal complaints received by the program is maintained and includes evidence of due process and complaint resolution.

Interpretive Guidelines: The program provides a definition of and process for addressing formal complaints from students according to parent institution and program policies. The definition, policies, and procedures associated with filing a formal complaint are accessible to students. Evidence exists that information regarding formal complaints is maintained and addresses due process and actions taken to resolve the complaint.
Standard III – Supporting Evidence Exemplars

- Copies of student handbooks, bulletins, catalogs, and policies related to recruitment and admission; retention and progression; graduation and career preparation
- Examples of nursing program policies’ congruence with the parent institution’s policies, mission, goals, core values, and expected program outcomes
- Evidence of regularly scheduled review of student policies and resulting actions
- Examples of the accessibility and timely communication of student policies to on-campus and distance education students
- Records of formal complaints against the program from previous three years and resolution outcomes