Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources

A culture of organizational integrity and accountability exists within the institution and program with regard to mission, governance, and resources as reflected in their core values. The missions of the institution and nursing program are aligned, creating an environment in which the program can effectively establish program goals and achieve expected program outcomes. Institutional and program governance support the attainment of the program's expected outcomes, and reflect faculty and student participation. Communities of interest are engaged in providing input into program planning. There is demonstrated institutional and program commitment and accountability to providing resources critical to maintaining the operational integrity of the nursing academic unit and supporting continuous quality improvement efforts designed to meet the program's expected outcomes. This shared institutional and program perspective related to mission, governance, and resource allocation is evidenced through the achievement of the following associated quality indicators.

Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
II-A. Faculty and staff define the core values, mission, and goals for the nursing program, ensuring they are aligned with institutional mission and goals; expected program outcomes are derived from the established mission and goals.	➤ Faculty and staff express a clear and unified vision regarding the mission and goals of the nursing program, which are publicly shared with all communities of interest ➤ Faculty and staff, as appropriate, can articulate the program's core values and expected program outcomes ➤ There is evidence that the missions of the institution and nursing academic unit are aligned with each other. ➤ Expected program outcomes are evident and appropriate for the program mission and type (e.g., practical/vocational, diploma, associate, bachelor's, master's, post-master's certificate, and clinical doctorate). Evidence exists that faculty and staff conduct regularly scheduled reviews of mission and goal statements and expected program outcomes to ensure continued relevance to contemporary nursing practice.	➤ Documents demonstrating alignment between institution and program mission ➤ Documents describing program goals, expected program outcomes, and core values ➤ Committee minutes document the review process and decision-making related to maintaining relevant mission and goal statements, core values and expected program outcomes ➤ Documents describe regularly scheduled reviews of the mission, goals, core values, and expected program outcomes for continued relevance and resulting actions ➤ Evidence of public dissemination of mission statements and

Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
		program goals, to communities of interest.
II-B. The organizational structure of the parent institution and the nursing program provide opportunities for faculty and students to demonstrate involvement in institutional and program governance, enabling achievement of expected program outcomes.	➤ There is evidence of organizational support for faculty and students to participate in the governance of the institution and the nursing academic unit. ➤ Documented evidence exists demonstrating that faculty and students are engaged in governance activities. Faculty and students articulate examples of how their engagement in governance activities has facilitated achievement of program outcomes. ➤ Governance structures facilitate the inclusion of students enrolled in distance education programs	➤ Evidence of faculty and student participation in program governance activities in meeting minutes, committee membership rosters, student governance activities
II-C. Communities of interest provide feedback which is used to inform program decision-making about the educational preparation of students.	➤ The nursing program seeks and utilizes feedback from communities of interest to inform program development and decision-making about the educational preparation of students. ➤ Partnerships among communities of interest and the nursing program promote a sense of cohesiveness and intra- and interprofessional collaboration, leading to contemporary experiential learning experiences for students with a goal of preparing a diverse, competent workforce.	➤ Evidence of means by which communities of interest provide feedback and how such feedback is used to inform program development and decision-making ➤ Evidence of outcomes related to partnership collaboration between program and communities of interest
II-D. Program publications, documents, and policies are clear, current, accurately reflect program practices, and are accessible to communities of interest.	➤ There is evidence of periodic review and revision of program publications, documents, and policies. The means of access to these materials are clearly delineated for communities of interest. ➤ All program publications are clear, current and accurately reflect program practices. ➤ Accreditation status is communicated accurately to the public, including contact information for NLN CNEA. ➤ A process is developed and implemented to notify	➤ Evidence of notification of policy changes to communities of interest ➤ Copies of publications and websites providing accurate information regarding accreditation status and NLN CNEA contact information ➤ Copies of program publications, documents, and policies, with

Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
	communities of interest of changes in publications and documents in a timely fashion.	documentation of regular reviews and resulting actions
II-E. The nursing unit is led by a chief academic nurse administrator who is educationally and experientially qualified for the role and administratively entrusted with the responsibility and authorization to provide the leadership needed to achieve the program's expected outcomes.	➤ The curriculum vita of the chief academic nurse administrator of the nursing academic unit provides evidence of the appropriate academic credentials and relevant experience which qualifies him/her to lead the nursing academic unit. ➤ The chief academic nurse administrator holds an active and unencumbered nursing license and has a graduate degree in nursing, appropriate for the type of program(s) he/she leads (e.g., practical/vocational, diploma, associate, bachelor's, master's, post-master's certificate, and clinical doctorate). ➤ Programs that employ a chief academic nurse administrator, who does not hold the requisite graduate nursing degree for the program(s) he/she leads, design and implement an organizational development plan with a goal of requiring the chief academic nurse administrator to actively pursue a graduate nursing degree with a timeline in place for degree attainment. Documentation is provided that shows active and steady progression toward graduate nursing degree attainment by the chief academic nurse administrator. ➤ The program has written policies that describe the administrative role and responsibilities of the chief academic nurse administrator, including the responsibility to manage the procurement and allocation of the program's resources and budget for the purpose of facilitating achievement of the nursing academic unit's mission, goals, core values, and expected outcomes.	➤ Copy of chief academic nurse administrator's current curriculum vitae ➤ Position description of chief academic nurse administrator ➤ Examples of chief academic nurse administrator's outcomes/accomplishments in the role
II-F. The nursing program has	➤ Budgetary resources are available for supporting the	➤ Copies of academic nursing unit

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Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
the necessary budgetary, human, instructional, physical, and technological resources to demonstrate achievement of the mission, goals, and expected program outcomes.	implementation of academic and student services designed to assist students in achieving learning outcomes; recruit, develop and retain the human resources needed to achieve the program's mission and goals; and acquire the instructional and professional development resources needed to facilitate faculty and students in meeting expected program outcomes. ➤ Physical facility infrastructure includes access to safe, current and adequate space in classroom, simulation, and laboratory settings. ➤ Library, instructional equipment and supplies are adequate for supporting achievement of expected student learning outcomes. ➤ Technological infrastructure is adequate to support student learning needs in on-campus and distance education learning environments.	(program) budget, for past three years ➤ Examples of adequate and/or expanded budgetary, human, instructional, physical and technological resources designed to meet learning needs of students ➤ Examples of adequate and/or expanded budgetary, human, instructional, physical and technological resources designed to meet faculty teaching, scholarship, and service responsibilities
II-G. Nursing program resources are periodically reviewed and allocated as needed to sustain an environment of continuous quality improvement that enables the program to meet expected program outcomes and expected student learning outcomes.	➤ There is documentation of the systematic review of nursing program budgetary, human, instructional, physical and technological resources by the chief academic nurse administrator, faculty, staff, and students with data used to seek and allocate resources as appropriate to sustain an environment of continuous quality improvement and to meet expected program outcomes.	➤ Documentation reflecting the periodic review of the adequacy of budgetary, human, instructional, physical and technological resources and resulting actions ➤ Evidence of actions taken to seek and allocate resources as a result of the review.