# Continuous Improvement Progress Report Template

*This template addresses* the 2024 Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, *and was amended on December 19, 2024*.

**Date:**

**Official Name of Institution:**

**Program(s) Under Review:**

|  |  |
| --- | --- |
| Baccalaureate | [ ]  |
| Master’s | [ ]  |
| Doctor of Nursing Practice | [ ]  |
| Post-Graduate APRN Certificate | [ ]  |

# Instructions

**Programs Under Review**

The Continuous Improvement Progress Report (CIPR) should address only the program(s) under review. However, the Program Information Form should address all operational programs and tracks, including those that are not under review at this time. Tables in the template may be edited to remove program(s) that are not subject to review at this time; however, **the standard, key element, and elaboration statements must not be altered or deleted** by the institution.

**Page Limit**

The completed CIPR should not exceed ninety-five (95) pages. The page limit does not include appendices.

**Appendices**

Programs should be judicious about the inclusion of appendices, and only include those that support compliance with the key elements. Programs are also strongly encouraged to excerpt documents to highlight content that is specific to the key element. Provide page number references to draw the committee’s attention to appropriate content.

**Hyperlinks**

Any hyperlinks embedded in the CIPR should be publicly accessible (e.g., without an institutional login or personally identifiable information) and should remain active for the duration of the review process.

**Submission**

All reports must be submitted on or before the due date (but no sooner than 30 days before the due date) to ensure that the information provided is current. Email the completed report and appendices, if any, as one document in PDF format, to ccnereports@ccneaccreditation.org.

Please do not send hard copies to CCNE.

# Program Information Form

Regardless of whether the program is under review, please identify all baccalaureate, master’s, Doctor of Nursing Practice, and post-graduate APRN certificate tracks offered by the nursing unit. For each track, list current enrollment data. For the baccalaureate program, include only nursing students (not pre-nursing students).

The institution may add or delete rows in the following tables as necessary.

**Baccalaureate Program**

|  |  |
| --- | --- |
| [ ]  | The institution does not offer a CCNE-accredited baccalaureate degree program in nursing. |

|  |  |  |  |
| --- | --- | --- | --- |
| Track(s) | Year Track Became Operational | # Students Enrolled | Locations/Campuses Offered |
| Generic/Traditional/Pre-licensure |      |      |      |
| RN-BSN/Post-licensure |      |      |      |
| Second Career/Fast Track/Accelerated |      |      |      |
| Other *(specify)*:       |      |      |      |

**Master’s Program**

|  |  |
| --- | --- |
| [ ]  | The institution does not offer a CCNE-accredited master’s degree program in nursing. |

|  |  |  |  |
| --- | --- | --- | --- |
| Track(s) | Year Track Became Operational | # Students Enrolled | Locations/Campuses Offered |
| Track Name:       |      |      |      |
| Track Name:       |      |      |      |
| Track Name:       |      |      |      |

**Doctor of Nursing Practice Program**

|  |  |
| --- | --- |
| [ ]  | The institution does not offer a CCNE-accredited Doctor of Nursing Practice program. |

|  |  |  |  |
| --- | --- | --- | --- |
| Track(s) | Year Track Became Operational | # Students Enrolled | Locations/Campuses Offered |
| Track Name:       |      |      |      |
| Track Name:       |      |      |      |
| Track Name:       |      |      |      |

**Post-Graduate APRN Certificate**

|  |  |
| --- | --- |
| [ ]  | The institution does not offer a CCNE-accredited post-graduate APRN certificate program. |

|  |  |  |  |
| --- | --- | --- | --- |
| Track(s) | Year Track Became Operational | # Students Enrolled | Locations/Campuses Offered |
| Track Name:       |      |      |      |
| Track Name:       |      |      |      |
| Track Name:       |      |      |      |

Please provide a brief description of any nursing degree/certificate program that is offered at a campus/site located outside of the United States:

***Standard I***

**Program Quality: Mission and Governance**

## Key Element I-A

**The mission, goals, and expected program outcomes are:**

* **congruent with those of the parent institution; and**
* **reviewed periodically and revised as appropriate.**

Elaboration: The program’s mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate

to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program outcomes are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.

1. **Affirm that the following documents are written and accessible to all constituents:**

|  |  |
| --- | --- |
| [ ]  | Mission |
|  | Describe how the mission is accessible to constituents:      |
| [ ]  | Goals |
|  | Describe how the goals are accessible to constituents:      |
| [ ]  | Expected program outcomes |
|  | Describe how the expected program outcomes are accessible to constituents:      |

1. **Affirm that the mission statement, goals, and expected program outcomes are congruent with those of the parent institution:**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

1. **Have there been any changes in the mission, goals, and/or expected program outcomes since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
|  | * Date changes were implemented:
 |
| [ ]  | No |

If yes, include an appendix or link with the new statements of mission, goals, and expected program outcomes, and in the space below, explain how the program remains in compliance with this key element.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-A**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element I-B

**The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2021):

* the 10 “Domains for Nursing” (Essentials, pp. 10-11);
* the 8 “Concepts for Nursing Practice” (Essentials, pp. 11-14); and
* the 45 “Competencies” (numbered 1.1 through 10.3 and organized by Domain, Essentials, pp. 27-54).

A program selects additional standards and guidelines (or components thereof) that are current and relevant to program offerings.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

A program with APRN tracks prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: Remember to identify which additional professional nursing standards and guidelines (beyond the 10 Domains, 8 Concepts, and 45 Competencies from AACN’s 2021 *Essentials*) the program has selected that are current and relevant to program offerings. The program must specify whether it has selected an entire set of standards/guidelines or components thereof. If the program has selected components of standards/guidelines, the program must specify which specific components it has selected from which document(s). You will demonstrate incorporation of the program-selected standards/guidelines under the appropriate key element(s) in Standard III, not here. |

1. **Identify the professional nursing standards/guidelines that are in use by CCNE-accredited programs (note different dates of documents):**

*The program may delete sections that correspond to programs that are not under review at this time.*

Baccalaureate Program:

|  |  |
| --- | --- |
| [ ]  | Not Applicable (no CCNE-accredited baccalaureate offerings) |
| [ ]  | The Domains for Nursing, Concepts for Nursing Practice, and Competencies of *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) |
| [ ]  | Other (please specify below): |
|  |       |

Master’s Program:

|  |  |
| --- | --- |
| [ ]  | Not Applicable (no CCNE-accredited master’s offerings) |
| [ ]  | The Domains for Nursing, Concepts for Nursing Practice, and Competencies of *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) |
| [ ]  | Other (please specify below): |
|  |       |

Doctor of Nursing Practice Program:

|  |  |
| --- | --- |
| [ ]  | Not Applicable (no CCNE-accredited DNP offerings) |
| [ ]  | The Domains for Nursing, Concepts for Nursing Practice, and Competencies of *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) |
| [ ]  | Other (please specify below): |
|  |       |

Post-Graduate APRN Certificate Program:

|  |  |
| --- | --- |
| [ ]  | Not Applicable (no CCNE-accredited advanced practice offerings) |
| [ ]  | The Domains for Nursing, Concepts for Nursing Practice, and Competencies of *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) |
| [ ]  | Other (please specify below): |
|  |       |

1. **Have there been any changes in the professional nursing standards and guidelines, or components thereof (other than the Domains for Nursing, Concepts for Nursing Practice, and Competencies of *The Essentials: Core Competencies for Professional Nursing Education*), used by the program(s) under review in this CIPR since the last on-site evaluation?**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If yes, please describe the changes in the space below and validate that the standards include/continue to include those identified above.

|  |
| --- |
| Insert text here. |

If yes, and the changes affect the preparation of students for certification, describe in the space below the relevance of the selected professional standards and guidelines (or components thereof) for the role/area of education.

|  |  |
| --- | --- |
| [ ]  | The changes do not affect the preparation of students for certification. |

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-B**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element I-C

**The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.**

Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.

1. **Indicate the date the mission, goals, and expected program outcomes were last reviewed, and the frequency with which they are reviewed for the program(s) under review in this CIPR.**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Date of Last Review | Frequency of Review |
| Baccalaureate |       |       |
| Master’s |       |       |
| Doctor of Nursing Practice |       |       |
| Post-Graduate APRN Certificate |       |       |

Describe the outcome of those reviews:

|  |
| --- |
| Insert text here. |

1. **Define the nursing unit’s community of interest.**

|  |
| --- |
| Insert text here. |

Have there been any changes to the program’s community of interest since the last on-site evaluation?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, describe the changes:

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-C**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element I-D

**The nursing unit’s expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.**

Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit’s expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).

1. **Identify the expectations for faculty in the space below:**

|  |
| --- |
| Insert text here. |

1. **Have there been any changes in the expectations for faculty, institutional expectations, and/or the way they are communicated since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, attach appendices as necessary, and describe how the expectations for faculty remain congruent with those of the parent institution.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-D**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element I-E

**Faculty and students participate in program governance.**

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

1. **Has there been a change in faculty and/or student participation in program governance since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, attach appendices as necessary (highlighting or citing the relevant changes), and in the space below describe how the program remains in compliance with this key element.

|  |
| --- |
| Insert text here. |

1. **Describe how faculty and students participate in program governance.**

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-E**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element I-F

**Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:**

* **fair and equitable;**
* **published and accessible; and**
* **reviewed and revised as necessary to foster program improvement.**

Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, clinical requirements, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program’s mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.

1. **Have there been any changes in the academic policies of the parent institution and/or the nursing program since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, attach appendices as necessary, and describe how the program remains in compliance with this key element.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-F**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element I-G

**The program defines and reviews formal complaints according to established policies.**

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program’s definition of formal complaints includes, at a minimum, student complaints. The program’s definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

1. **Provide the definition, or identify the URL (citing a page number or section if appropriate), where the program defines what constitutes a formal complaint below:**

|  |
| --- |
| Insert text here. |

1. **Have there been any changes to the complaint definition and/or process since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, provide details below.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-G**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element I-H

**Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.**

Elaboration: References to the program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, clinical requirements and placements, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which the program prepares students is accurate. For programs with APRN tracks, transcripts or other official documentation specify the APRN role and population focus of the graduate/completer.

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

“The (baccalaureate degree program in nursing/master’s degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).”

“The (baccalaureate degree program in nursing/master’s degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.”

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: Remember to check the institution’s website and program webpages, documents, publications, etc., to ensure that the CCNE-approved disclosure language is used. |

1. **Please affirm that program’s documents and publications have remained accurate since the last on-site evaluation, and that a process is in place to notify constituents about changes.**

|  |  |
| --- | --- |
| [ ]  | Documents are accurate |
|  | * Date of last review to confirm accuracy:
 |
| [ ]  | Constituents have been notified of any changes |

1. **Does the program publish disclosure of its CCNE accreditation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, provide the URL (citing a page number or section if appropriate) where the disclosure statement is presented:

|  |
| --- |
| Insert text here. |

***Optional*: Key Element I-H**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

***Standard II***

# Program Quality: Institutional Commitment and Resources

## Key Element II-A

**Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected**

**outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.**

Elaboration: The budget enables achievement of the program’s mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of sufficient staff/support personnel and faculty.

A defined process is used for regular review of the adequacy of the program’s fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.

1. **Affirm that fiscal resources are sufficient to enable the program(s) under review in this CIPR to achieve their mission, goals, and expected outcomes:**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no to any program, identify any deficiencies, the reason(s) these resources have not been provided, and the plan to provide needed resources if one exists.

|  |
| --- |
| Insert text here. |

1. **Have any of the program(s) under review in this CIPR experienced an increase in enrollment that has resulted in the need for additional resources?**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If yes for any program, has a substantive change notification been submitted to CCNE related to either an increase in enrollment or the development of a new track or program?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If a substantive change has not been submitted, provide documentation of the resources to support the expansion, and submit a substantive change notification to CCNE.

|  |
| --- |
| Insert text here. |

1. **Have there been any changes in the review process to evaluate the adequacy of the program’s fiscal resources since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, describe the change in the process and the outcomes.

|  |
| --- |
| Insert text here. |

Indicate the date that each program was last evaluated for adequacy of fiscal resources, and the frequency with each program is evaluated.

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Date of Last Review | Frequency of Review |
| Baccalaureate |       |       |
| Master’s |       |       |
| Doctor of Nursing Practice |       |       |
| Post-Graduate APRN Certificate |       |       |

***Optional*: Key Element II-A**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element II-B

**Physical resources enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources is reviewed periodically, and resources are modified as needed.**

Elaboration: Physical space and facilities (e.g., faculty and staff workspace, classrooms, laboratories, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program’s mission, goals, and expected outcomes. The institution is responsible for providing adequate physical resources.

A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies), and modifications are made as appropriate.

1. **Describe how physical resources are sufficient to enable the program(s) under review in this CIPR to achieve the mission, goals, and expected outcomes:**

|  |
| --- |
| Insert text here. |

If deficiencies have been identified for any program, explain the reason(s) these resources have not been provided, and the plan to provide needed resources if one exists.

|  |
| --- |
| Insert text here. |

1. **Have there been any changes in the review process to evaluate the adequacy of the program’s physical resources since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, describe the change in the process and the outcomes.

|  |
| --- |
| Insert text here. |

Indicate the date that each program was last evaluated for adequacy of physical resources and clinical sites, and the frequency with each program is evaluated.

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Date of Last Review | Frequency of Review |
| Baccalaureate |       |       |
| Master’s |       |       |
| Doctor of Nursing Practice |       |       |
| Post-Graduate APRN Certificate |       |       |

***Optional*: Key Element II-B**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element II-C

**Clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of clinical sites is reviewed periodically, and resources are modified as needed.**

Elaboration: The program is responsible for providing adequate clinical sites. Clinical sites are

sufficient, appropriate, and available to achieve the program’s mission, goals, and expected outcomes. The program provides students with information regarding the responsibilities of the program and, if any, the expectations of the student in identifying clinical sites.

A defined process is used to determine currency, availability, accessibility, and adequacy of clinical sites, and modifications are made as appropriate.

1. **Describe how clinical sites for the program(s) under review in this CIPR are sufficient to achieve the mission, goals, and expected outcomes:**

|  |
| --- |
| Insert text here. |

If deficiencies have been identified for any program, explain the reason(s) these resources have not been provided, and the plan to provide needed resources if one exists.

|  |
| --- |
| Insert text here. |

1. **Describe the process of identifying clinical sites, detailing the responsibilities of the program and, if any, the expectations of the student:**

|  |
| --- |
| Insert text here. |

1. **Have there been any changes in the review process to evaluate the adequacy of the program’s clinical sites since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, describe the change in the process and the outcomes.

|  |
| --- |
| Insert text here. |

Indicate the date that each program was last evaluated for adequacy of clinical sites, and the frequency with each program is evaluated.

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Date of Last Review | Frequency of Review |
| Baccalaureate |       |       |
| Master’s |       |       |
| Doctor of Nursing Practice |       |       |
| Post-Graduate APRN Certificate |       |       |

***Optional*: Key Element II-C**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element II-D

**Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.**

Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate, whether services are provided directly by the program, institution, or an online program manager (or other third-party vendor).

1. **Affirm that academic support services are sufficient to meet program and student needs for program(s) under review in this CIPR:**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no to any program, identify any deficiencies, the reason(s) these resources have not been provided, and the plan to obtain the necessary services.

|  |
| --- |
| Insert text here. |

Indicate the date that each program was last evaluated for adequacy of academic support services, and the frequency with each program is evaluated.

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Date of Last Review | Frequency of Review |
| Baccalaureate |       |       |
| Master’s |       |       |
| Doctor of Nursing Practice |       |       |
| Post-Graduate APRN Certificate |       |       |

1. **Have any of the program(s) under review in this CIPR been converted to a distance education and/or hybrid format since the last on-site evaluation?**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If yes for any program, has a substantive change notification been submitted to CCNE related to this change in modality?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If a substantive change notification has not been submitted, describe any additional academic support services in place to meet program and student needs, and submit a substantive change notification to CCNE.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element II-D**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element II-E

**The chief nurse administrator of the nursing unit:**

* **is a registered nurse (RN);**
* **holds a graduate degree in nursing;**
* **holds a doctoral degree if the nursing unit offers a graduate program in nursing;**
* **is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and**
* **provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.**

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. The chief nurse administrator consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.

1. **Has the individual appointed as chief nurse administrator changed since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, has a substantive change notification been submitted to CCNE related to this change in chief nurse administrator?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If the program has a new chief nurse administrator, and a substantive change notification was not submitted to CCNE, provide a CV in the appendices, and explain how the program remains in compliance with this key element. Additionally, please submit a substantive change notification to CCNE.

|  |
| --- |
| Insert text here. |

1. **Affirm that the chief nurse administrator of the nursing unit:**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| is a registered nurse (RN) | [ ]  | [ ]  |
| holds a graduate degree in nursing | [ ]  | [ ]  |
| is vested with the administrative authority | [ ]  | [ ]  |
| provides effective leadership | [ ]  | [ ]  |

If the nursing unit offers a graduate program in nursing, affirm that the chief nurse administrator holds a doctoral degree:

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |
| [ ]  | N/A (the nursing unit does not offer a graduate program in nursing) |

***Optional*: Key Element II-E**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element II-F

**Faculty are:**

* **sufficient in number to accomplish the mission, goals, and expected program outcomes;**
* **academically prepared for the areas in which they teach; and**
* **experientially prepared for the areas in which they teach.**

Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies. For nurse practitioner tracks, the recommended faculty-to-student ratio for indirect faculty supervision, which may include clinical coordination, engagement with preceptors and clinical partners, and monitoring and evaluating student progress, is 1:8.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching didactic in the baccalaureate, master’s, DNP, and/or post-graduate APRN certificate program(s) have a graduate degree.

Faculty teaching clinical in the master’s, DNP, and/or post-graduate APRN certificate program(s) have a graduate degree. Faculty teaching clinical in the baccalaureate program hold a graduate degree; however, any faculty teaching clinical in the baccalaureate program who do not hold a graduate degree:

* hold a baccalaureate degree in nursing;
* have significant clinical experience;
* are enrolled in a graduate program or are otherwise qualified (e.g., have completed relevant graduate-level courses or continuing education units, hold relevant national certification) for the clinical area(s) in which they teach; and
* have purposeful engagement with and formal oversight by a graduate-prepared faculty member.

Faculty teaching clinical are experienced in and maintain clinical expertise in the relevant clinical area. Clinical expertise may be maintained through clinical practice or other means. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies.

Faculty who are nurses hold a current RN or APRN license. Faculty who oversee an APRN track are nationally certified in the same population-focused area of practice in roles for which national certification is available. Exceptions may include a family nurse practitioner with significant experience caring for the adult population who oversees an adult-gerontology primary care nurse practitioner track, an adult acute care nurse practitioner who oversees an adult-gerontology acute care nurse practitioner track, an adult nurse practitioner who oversees an adult-gerontology primary care nurse practitioner track, and a nationally certified psychiatric/mental health clinical nurse specialist who oversees a psychiatric/mental health nurse practitioner track.

1. **Identify how the nursing unit defines faculty workloads:**

|  |
| --- |
| Insert text here. |

1. **Affirm that all faculty** **teaching didactic courses in the baccalaureate, master’s, DNP, and/or post-graduate APRN certificate program(s) have a graduate degree:**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If no was selected, please explain:

|  |
| --- |
| Insert text here. |

1. **Affirm that all faculty** **teaching clinical in the master’s, DNP, and/or post-graduate APRN certificate program(s) have a graduate degree:**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If no was selected, please explain:

|  |
| --- |
| Insert text here. |

1. **Affirm that all faculty teaching clinical in the baccalaureate program have a graduate degree:**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |
| [ ]  | The baccalaureate program is not under review in this CIPR. |
| [ ]  | The institution does not offer a CCNE-accredited baccalaureate program. |

If no was selected, document the academic and experiential preparation for any individual(s) that do not have a graduate degree, including preparation as a baccalaureate prepared nurse, significant clinical experience, enrollment in a graduate program, and other pertinent qualifications (e.g., completion of relevant graduate-level courses or continuing education units, relevant national certifications). This information may also be provided in the appendices; please provide a page reference if using this option.

|  |
| --- |
| Insert text here. |

If no was selected, describe how the baccalaureate prepared individual(s) are purposefully engaged, and how the individual(s) receive formal oversight by a graduate-prepared faculty member.

|  |
| --- |
| Insert text here. |

1. **Do any of the program(s) under review in this CIPR include APRN tracks/concentrations?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element II-G. |

1. **Affirm that faculty who oversee an APRN track are nationally certified in the same population-focused area of practice in roles for which national certification is available:**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If no was selected, describe the academic and experiential preparation relevant to providing oversight for the APRN track:

|  |
| --- |
| Insert text here. |

***Optional*: Key Element II-F**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element II-G

**Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are**

**academically and experientially qualified for their role.**

This key element is not applicable to a degree or certificate program that does not use preceptors.

Elaboration: The roles and performance expectations for preceptors with respect to teaching,

supervision, and student evaluation are:

* clearly defined and communicated to preceptors;
* congruent with the mission, goals, and expected student outcomes;
* congruent with relevant professional nursing standards and guidelines; and
* reviewed periodically and revised as appropriate.

Preceptors have the expertise to support student achievement of expected outcomes. The program is responsible for evaluating the performance of preceptors.

1. **Are preceptors used in the nursing program(s) under review in this CIPR?**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element II-H. |

1. **Has the process for selection, orientation, and evaluation of preceptors changed since the last on-site evaluation?**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If yes, describe the change(s).

|  |
| --- |
| Insert text here. |

***Optional*: Key Element II-G**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element II-H

**The parent institution and program provide and support an environment that encourages faculty**

**teaching, scholarship, service, and practice in keeping with the mission, goals, and expected**

**faculty outcomes.**

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.

* Faculty have opportunities for ongoing development in teaching.
* If scholarship is an expected faculty outcome, the institution provides resources to support
* faculty scholarship.
* If service is an expected faculty outcome, the institution provides support for service activities.
* If practice is an expected faculty outcome, the institution provides opportunities for faculty to maintain practice competence.
* Institutional support is sufficient so that currency in clinical practice is maintained for faculty in roles that require it.
1. **Affirm that the parent institution and/or program continues to provide support for faculty teaching, scholarship, service, and practice:**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no for any program, identify any deficiencies, the reason(s) support has not been provided, and the plan to provide needed support if one exists.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element II-H**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

***Standard III***

# Program Quality: Curriculum and Teaching-Learning Practices

## Key Element III-A

**The curriculum is developed, implemented, and revised to reflect clear statements of expected**

**student outcomes that:**

* **are congruent with the program’s mission and goals;**
* **are congruent with the roles for which the program is preparing its graduates; and**
* **consider the needs of the program–identified community of interest.**

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

1. **Affirm that expected student outcomes, course unit or level objectives, and/or competencies for any programs offered are congruent with the program’s mission and goals, and with the roles for which the program is preparing its graduates.**

*The program may delete sections that for programs that are not under review at this time.*

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Yes | No |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no to any program, identify any deficiencies, the reason(s) for the variance, and the plan to address the concern if one exists.

|  |
| --- |
| Insert text here. |

Indicate the date that each program was last evaluated for congruency between curriculum and mission, and the frequency with each program is evaluated.

|  |  |  |
| --- | --- | --- |
| Degree Program | Date of Last Review | Frequency of Review |
| Baccalaureate |       |       |
| Master’s |       |       |
| Doctor of Nursing Practice |       |       |
| Post-Graduate APRN Certificate |       |       |

***Optional*: Key Element III-A**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-B

**Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional**

**nursing standards and guidelines, which are clearly evident within the curriculum and within the**

**expected student outcomes (individual and aggregate).**

This key element is not applicable if the baccalaureate degree program is not under review for accreditation.

Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines (or components thereof) relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills derived from professional nursing standards and guidelines are incorporated into the curriculum.

The baccalaureate degree program incorporates the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2021):

* the 10 “Domains for Nursing” (Essentials, pp. 10-11);
* the 8 “Concepts for Nursing Practice” (Essentials, pp. 11-14); and
* the 45 “Competencies” (numbered 1.1 through 10.3 and organized by Domain, Essentials, pp. 27-54).

|  |  |
| --- | --- |
| Image result for warning symbol word | For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B. |

1. **Is the baccalaureate program under review for this CIPR?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element III-C. |

1. **Affirm that baccalaureate curricula are developed, implemented, and revised to reflect the incorporation of:**

|  |  |
| --- | --- |
| [ ]  | the 10 “Domains for Nursing” (*Essentials*, pp. 10-11) |
| [ ]  | the 8 “Concepts for Nursing Practice” (*Essentials*, pp. 11-14) |
| [ ]  | the 45 “Competencies” (numbered 1.1 through 10.3, *Essentials*, pp. 27-54) |

If the program has not yet incorporated any of the 10 “Domains for Nursing,” 8 “Concepts for Nursing Practice,” and 45 “Competencies” above, please explain:

|  |
| --- |
| Insert text here. |

1. **Describe two different examples of how baccalaureate-level courses incorporate “Domains for Nursing,” the “Concepts for Nursing Practice,” and the “Competencies” from the AACN 2021 *Essentials*. In each text box below, describe how at least one specific Domain, Concept, and Competency has been operationalized within a course (e.g., as evidenced in the course syllabus, student assignments, faculty assessment of student competencies. Please address a different Domain, Concept, and Competency in each example provided.**

**Example 1:**

|  |
| --- |
| Insert text here. |

**Example 2:**

|  |
| --- |
| Insert text here. |

1. **Which additional standards and guidelines (whether incorporated in whole or in part) have been selected by the master’s program?**

|  |
| --- |
| Insert text here. |

For any additional standards and guidelines identified by the program (whether incorporated in whole or in part), please provide two examples of how the standards and guidelines have been integrated into the baccalaureate curricula:

|  |
| --- |
| Insert text here. |

If additional standards and guidelines have not been integrated by the program, please explain:

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-B**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-C

**Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**

This key element is not applicable if the master’s degree program is not under review for accreditation.

Elaboration: The master’s degree program incorporates professional nursing standards and guidelines (or components thereof) relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills derived from professional nursing standards and guidelines are incorporated into the curricula.

The master’s degree program incorporates the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2021):

* the 10 “Domains for Nursing” (Essentials, pp. 10-11);
* the 8 “Concepts for Nursing Practice” (Essentials, pp. 11-14); and
* the 45 “Competencies” (numbered 1.1 through 10.3 and organized by Domain, Essentials, pp. 27-54).

A master’s degree program with a direct-entry track that prepares students for RN licensure includes advanced disciplinary knowledge and clinical practice experiences beyond baccalaureate-level nursing content.

The master’s degree program, regardless of focus, includes content and practice experiences to attain disciplinary expertise in an advanced nursing practice specialty (e.g., leadership/administration, informatics, population health, nursing education) or APRN role. For example, a master’s degree program with a nurse educator track provides advanced disciplinary knowledge and experiences in addition to teaching-learning content.

APRN tracks (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) in master’s degree programs incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

* Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
* Advanced health assessment, including assessment of all human systems, advanced assessment techniques, concepts, and approaches; and
* Advanced pharmacology, including pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Master’s degree programs that have a track with a direct care focus that does not prepare APRNs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. Such tracks are not required to offer this content as three separate courses.

|  |  |
| --- | --- |
| Image result for warning symbol word | For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B. |

1. **Is the master’s program under review for this CIPR?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element III-D. |

1. **Affirm that master’s curricula are developed, implemented, and revised to reflect the incorporation of:**

|  |  |
| --- | --- |
| [ ]  | the 10 “Domains for Nursing” (*Essentials*, pp. 10-11) |
| [ ]  | the 8 “Concepts for Nursing Practice” (*Essentials*, pp. 11-14) |
| [ ]  | the 45 “Competencies” (numbered 1.1 through 10.3, *Essentials*, pp. 27-54) |

If the program has not yet incorporated any of the 10 “Domains for Nursing,” 8 “Concepts for Nursing Practice,” and 45 “Competencies” above, please explain:

|  |
| --- |
| Insert text here. |

1. **Describe two different examples of how master’s-level courses incorporate “Domains for Nursing,” the “Concepts for Nursing Practice,” and the “Competencies” from the AACN 2021 *Essentials*. In each text box below, describe how at least one specific Domain, Concept, and Competency has been operationalized within a course (e.g., as evidenced in the course syllabus, student assignments, faculty assessment of student competencies. Please address a different Domain, Concept, and Competency in each example provided.**

**Example 1:**

|  |
| --- |
| Insert text here. |

**Example 2:**

|  |
| --- |
| Insert text here. |

1. **Which additional standards and guidelines (whether incorporated in whole or in part) have been selected by the master’s program?**

|  |
| --- |
| Insert text here. |

For any additional standards and guidelines identified by the program (whether incorporated in whole or in part), please provide two examples of how the standards and guidelines have been integrated into the master’s curricula:

|  |
| --- |
| Insert text here. |

If additional standards and guidelines have not been integrated by the program, please explain:

|  |
| --- |
| Insert text here. |

Does the master’s program offer APRN tracks?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, affirm that APRN curricula have three separate comprehensive, graduate level courses in the following areas:

|  |  |
| --- | --- |
| [ ]  | Advanced physiology/pathophysiology, including general principles that apply across the lifespan; |
| [ ]  | Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and |
| [ ]  | Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents. |

If the response above indicated that any coursework is lacking, describe the plan to modify the curriculum for its inclusion.

|  |
| --- |
| Insert text here. |

Does the master’s program offer a nurse educator track?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, affirm that nurse educator curricula include graduate level content/coursework in the following areas:

|  |  |
| --- | --- |
| [ ]  | Advanced physiology/pathophysiology, including general principles that apply across the lifespan; |
| [ ]  | Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and |
| [ ]  | Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents. |

If the response above indicated that any content/coursework is lacking, describe the plan to modify the curriculum for its inclusion.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-C**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-D

**DNP curricula are developed, implemented, and revised to reflect relevant professional nursing**

**standards and guidelines, which are clearly evident within the curriculum and within the expected**

**student outcomes (individual and aggregate).**

This key element is not applicable if the DNP program is not under review for accreditation.

Elaboration: The DNP program incorporates professional nursing standards and guidelines (or

components thereof) relevant to that program and each track offered. The program clearly

demonstrates where and how content, knowledge, and skills derived from professional nursing standards and guidelines are incorporated into the curricula.

The DNP program incorporates the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2021):

* the 10 “Domains for Nursing” (Essentials, pp. 10-11);
* the 8 “Concepts for Nursing Practice” (Essentials, pp. 11-14); and
* the 45 “Competencies” (numbered 1.1 through 10.3 and organized by Domain, Essentials, pp. 27-54).

DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

* Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
* Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and
* Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master’s DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.

|  |  |
| --- | --- |
| Image result for warning symbol word | For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B. |

1. **Is the DNP program under review for this CIPR?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element III-E. |

1. **Affirm that DNP curricula are developed, implemented, and revised to reflect the incorporation of:**

|  |  |
| --- | --- |
| [ ]  | the 10 “Domains for Nursing” (*Essentials*, pp. 10-11) |
| [ ]  | the 8 “Concepts for Nursing Practice” (*Essentials*, pp. 11-14) |
| [ ]  | the 45 “Competencies” (numbered 1.1 through 10.3, *Essentials*, pp. 27-54) |

If the program has not yet incorporated any of the 10 “Domains for Nursing,” 8 “Concepts for Nursing Practice,” and 45 “Competencies” above, please explain:

|  |
| --- |
| Insert text here. |

1. **Describe two different examples of how DNP-level courses incorporate “Domains for Nursing,” the “Concepts for Nursing Practice,” and the “Competencies” from the AACN 2021 *Essentials*. In each text box below, describe how at least one specific Domain, Concept, and Competency has been operationalized within a course (e.g., as evidenced in the course syllabus, student assignments, faculty assessment of student competencies. Please address a different Domain, Concept, and Competency in each example provided.**

**Example 1:**

|  |
| --- |
| Insert text here. |

**Example 2:**

|  |
| --- |
| Insert text here. |

1. **Which additional standards and guidelines (whether incorporated in whole or in part) have been selected by the DNP program?**

|  |
| --- |
| Insert text here. |

For any additional standards and guidelines identified by the program (whether incorporated in whole or in part), please provide two examples of how the standards and guidelines have been integrated into the DNP curricula:

|  |
| --- |
| Insert text here. |

If additional standards and guidelines have not been integrated by the program, please explain:

|  |
| --- |
| Insert text here. |

Does the DNP program offer APRN tracks?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, affirm that APRN curricula have three separate comprehensive, graduate level courses in the following areas:

|  |  |
| --- | --- |
| [ ]  | Advanced physiology/pathophysiology, including general principles that apply across the lifespan; |
| [ ]  | Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and |
| [ ]  | Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents. |

If the response above indicated that any coursework is lacking, describe the plan to modify the curriculum for its inclusion.

|  |
| --- |
| Insert text here. |

Does the DNP program offer a nurse educator track?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, affirm that nurse educator curricula include graduate level content/coursework in the following areas:

|  |  |
| --- | --- |
| [ ]  | Advanced physiology/pathophysiology, including general principles that apply across the lifespan; |
| [ ]  | Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and |
| [ ]  | Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents. |

If the response above indicated that any content/coursework is lacking, describe the plan to modify the curriculum for its inclusion.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-D**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-E

**Post-graduate APRN certificate program curricula are developed, implemented, and revised to**

**reflect relevant professional nursing standards and guidelines, which are clearly evident within the**

**curriculum and within the expected student outcomes (individual and aggregate).**

This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.

Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards

and guidelines (or components thereof) relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills derived from professional nursing standards and guidelines are incorporated into the curricula.

The post-graduate APRN certificate program incorporates the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2021), as applicable to the role and/or population focus for which students are being prepared:

* the 10 “Domains for Nursing” (Essentials, pp. 10-11);
* the 8 “Concepts for Nursing Practice” (Essentials, pp. 11-14); and
* the 45 “Competencies” (numbered 1.1 through 10.3 and organized by Domain, Essentials, pp. 27-54).

APRN tracks (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) in a post-graduate APRN certificate program incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

* Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
* Advanced health assessment, including assessment of all human systems, advanced assessment techniques, concepts, and approaches; and
* Advanced pharmacology, including pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.

|  |  |
| --- | --- |
| Image result for warning symbol word | For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B. |

1. **Is the post-graduate APRN certificate program under review for this CIPR?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element III-F. |

1. **Affirm that post-graduate APRN certificate curricula are developed, implemented, and revised to reflect the incorporation of:**

|  |  |
| --- | --- |
| [ ]  | the 10 “Domains for Nursing” (*Essentials*, pp. 10-11) |
| [ ]  | the 8 “Concepts for Nursing Practice” (*Essentials*, pp. 11-14) |
| [ ]  | the 45 “Competencies” (numbered 1.1 through 10.3, *Essentials*, pp. 27-54) |

If the program has not yet incorporated any of the 10 “Domains for Nursing,” 8 “Concepts for Nursing Practice,” and 45 “Competencies” above, please explain:

|  |
| --- |
| Insert text here. |

1. **Describe two different examples of how courses within the post-graduate APRN certificate program incorporate “Domains for Nursing,” the “Concepts for Nursing Practice,” and the “Competencies” from the AACN 2021 *Essentials*. In each text box below, describe how at least one specific Domain, Concept, and Competency has been operationalized within a course (e.g., as evidenced in the course syllabus, student assignments, faculty assessment of student competencies. Please address a different Domain, Concept, and Competency in each example provided.**

**Example 1:**

|  |
| --- |
| Insert text here. |

**Example 2:**

|  |
| --- |
| Insert text here. |

1. **Which additional standards and guidelines (whether incorporated in whole or in part) have been selected by the post-graduate APRN certificate program?**

|  |
| --- |
| Insert text here. |

For any additional standards and guidelines identified by the program (whether incorporated in whole or in part), please provide two examples of how the standards and guidelines have been integrated into the post-graduate APRN certificate curricula:

|  |
| --- |
| Insert text here. |

If additional standards and guidelines have not been integrated by the program, please explain:

|  |
| --- |
| Insert text here. |

Affirm that post-graduate APRN certificate program:

|  |  |
| --- | --- |
| [ ]  | Requires students who have not previously completed three separate comprehensive graduate level courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology to do so. |

If the response above indicated that the post-graduate APRN certificate program does not have such a requirement, describe the reason(s) for the variance, and the plan to address the concern if one exists.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-E**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-F

**The curriculum is logically structured and sequenced to achieve expected student outcomes.**

* **Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.**
* **Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge.**
* **DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.**
* **Post-graduate APRN certificate programs build on graduate-level nursing foundation.**

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as well as advanced nursing knowledge.

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate-level knowledge and competencies, even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

DNP programs, whether post-baccalaureate or post-master’s, demonstrate how students acquire doctoral level knowledge and competencies. If the program awards the master’s degree as part of the DNP program, the program demonstrates how students acquire master’s-level knowledge and competencies.

The program provides a rationale for the sequence of the curriculum for each program.

1. **Affirm that curriculum remains logically structured to achieve expected student outcomes for program(s) under review in this CIPR:**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no for any program, describe the plan to modify the curriculum to support logical sequencing.

|  |
| --- |
| Insert text here. |

Does the institution offer a graduate-entry pathway (for programs under review in this CIPR) that prepares students who do not have a baccalaureate degree in nursing for RN licensure?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to question III-F 2. |

If yes, affirm that students enrolled in a graduate-entry pathway:

|  |  |
| --- | --- |
| [ ]  | incorporate the generalist knowledge common to baccalaureate nursing education |
| [ ]  | incorporate advanced nursing knowledge |

If the response above indicated that any coursework is lacking, describe the plan to modify the curriculum for its inclusion.

|  |
| --- |
| Insert text here. |

1. **Have there been any changes in the curricular foundation since the last on-site evaluation?**

|  |  |  |  |
| --- | --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* | *Date of Implementation* |
| Baccalaureate | [ ]  | [ ]  |       |
| Master’s | [ ]  | [ ]  |       |
| Doctor of Nursing Practice | [ ]  | [ ]  |       |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |       |

If yes for any program, describe the changes in the space below along with rationale for how the change continues to build upon the required foundation for the program. Include any changes in student outcomes if applicable.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-F**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-G

**Teaching-learning practices:**

* **support the achievement of expected student outcomes; and**
* **consider the needs and expectations of the identified community of interest.**

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies, service learning) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.

Teaching-learning practices are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program) and consider the needs of the program-identified community of interest.

1. **Have there been any change in teaching-learning practices and environments or learning outcome attainment since last review for program(s) under review in this CIPR?**

|  |  |  |  |
| --- | --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* | *Date of Implementation* |
| Baccalaureate | [ ]  | [ ]  |       |
| Master’s | [ ]  | [ ]  |       |
| Doctor of Nursing Practice | [ ]  | [ ]  |       |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |       |

If yes for any program, describe the process and result of the curriculum revision. Include a description of how the change(s) continue to support the achievement of expected student outcomes.

|  |
| --- |
| Insert text here. |

1. **Describe how teaching-learning practices are appropriate for the student population:**

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-G**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-H

**The curriculum includes planned clinical practice experiences that:**

* **enable students to integrate new knowledge and demonstrate attainment of program outcomes; and**
* **are evaluated by faculty.**

Elaboration: To prepare students for a practice profession, the program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. For programs that prepare students for certification, clinical practice experiences align with certification requirements, as appropriate. Programs that prepare students for certification incorporate sufficient clinical practice experiences appropriate to the role. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences (i.e., care provided to individuals, families, groups, and/or communities) designed to advance the knowledge and expertise of students in a clinical area of practice.

DNP programs require a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program. Programs preparing students for nurse practitioner certification provide a minimum of 500 direct patient care clinical hours. For nurse practitioner tracks in DNP programs, these 500 hours are included in the minimum 1,000 practice hours.

Programs preparing students for certification meet or exceed the clinical practice requirements specified by the appropriate certification agencies.

1. **Have there been any changes in the planned clinical practice experiences since the last on-site evaluation for program(s) under review in this CIPR?**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If yes for any program, describe the changes and how the key element remains in compliance.

|  |
| --- |
| Insert text here. |

If the baccalaureate degree program is under review, and the program offers a post-licensure baccalaureate (RN-BSN) track, please describe how students enrolled in the track complete direct care experiences (i.e., care provided to individuals, families, groups, and/or communities) designed to advance the knowledge and expertise of students in a clinical area of practice:

|  |
| --- |
| Insert text here. |

If the master’s degree program is under review, and the institution offers APRN preparation track(s), affirm that students enrolled in such tracks complete at least 500 hours of clinical practice experiences:

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |
| [ ]  | The master’s program is not under review. |
| [ ]  | The master’s program does not offer an APRN preparation track. |

If no was selected, describe the plan to modify the curriculum for its inclusion.

|  |
| --- |
| Insert text here. |

If the institution offers a nurse educator track (at either the master’s or DNP level), please describe how students enrolled in the track complete direct care experiences (i.e., care provided to individuals, families, groups, and/or communities) designed to advance the knowledge and expertise of students in a clinical area of practice beyond baccalaureate-level knowledge and competencies:

|  |
| --- |
| Insert text here. |

If the DNP program is under review, and the institution offers APRN preparation track(s), affirm that students enrolled in such tracks complete at least 1,000 hours of post-baccalaureate clinical practice experiences:

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |
| [ ]  | The DNP program is not under review. |
| [ ]  | The DNP program does not offer an APRN preparation track. |

If no was selected, describe the plan to modify the curriculum for its inclusion.

|  |
| --- |
| Insert text here. |

1. **Are planned clinical practice experiences evaluated by faculty?**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no for any program, please explain.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-H**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-I

**The curriculum includes planned experiences that prepare students to provide care to diverse**

**individuals and populations.**

Elaboration: The program provides planned didactic, simulation, and/or clinical practice experiences that prepare students to provide care to diverse individuals and populations. Such experiences are in a variety of settings appropriate to the role for which students are being prepared. These experiences enable students to provide care to individuals and populations with diverse life experiences, perspectives, and backgrounds.

1. **Describe how planned didactic, simulation, and/or clinical practice experiences prepare students to provide care to diverse individuals and populations:**

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-I**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-J

**The curriculum includes planned experiences that foster interprofessional collaborative practice.**

Elaboration: The program provides planned didactic, simulation, and/or clinical practice experiences that prepare students to engage in interprofessional collaborative practice. The program affords opportunities for students to collaborate with a variety of individuals and/or organizations that enable students to develop the necessary communication and negotiation skills to enhance patient outcomes.

1. **Give examples of the** **planned didactic, simulation, and/or clinical practice experiences that prepare students to engage in interprofessional collaborative practice:**

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-J**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-K

**Individual student performance is evaluated by the faculty and reflects achievement of expected**

**student outcomes. Evaluation policies and procedures for individual student performance are**

**defined and consistently applied.**

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students’ clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

1. **Please affirm that individual student performance is evaluated by the faculty for the program(s) under review.**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no for any program, please explain.

|  |
| --- |
| Insert text here. |

1. **Please affirm that individual student performance reflects achievement of expected student outcomes for the program(s) under review.**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no for any program, please explain.

|  |
| --- |
| Insert text here. |

1. **Please affirm that evaluation policies and procedures for individual student performance are defined and consistently applied for the program(s) under review.**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | *Yes* | *No* |
| Baccalaureate | [ ]  | [ ]  |
| Master’s | [ ]  | [ ]  |
| Doctor of Nursing Practice | [ ]  | [ ]  |
| Post-Graduate APRN Certificate | [ ]  | [ ]  |

If no was selected for any program, please explain.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-K**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element III-L

**The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and**

**evaluation data are used to foster ongoing improvement.**

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

1. **Indicate the date that the curriculum and teaching-learning practices were last reviewed, and the frequency with which they are reviewed:**

|  |  |  |
| --- | --- | --- |
| Program(s) Under Review: | Date of Last Review | Frequency of Review |
| Baccalaureate |       |       |
| Master’s |       |       |
| Doctor of Nursing Practice |       |       |
| Post-Graduate APRN Certificate |       |       |

Describe the outcome of those reviews:

|  |
| --- |
| Insert text here. |

***Optional*: Key Element III-L**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

***Standard IV***

# Program Effectiveness: Assessment and Achievement of Program Outcomes

## Key Element IV-A

**A systematic process is used to determine program effectiveness.**

Elaboration: The program (baccalaureate, master’s, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:

* is written, is ongoing, and exists to determine achievement of program outcomes;
* is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);
* identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;
* includes timelines for data collection, review of expected and actual outcomes, and analysis; and
* is periodically reviewed and revised as appropriate.
1. **Include an appendix or URL of the program’s current written systematic process (plan) used to determine the effectiveness of the educational program.**

*Note*: The process must address completion rates, licensure and/or certification pass rates, employment rates, and other program outcomes. Additionally, the written process must identify timelines for:

* data collection,
* review of expected and actual outcomes, and
* analysis of the items identified in the written process.

Identify the appendix or URL where the systematic process is found, testing any link(s) to ensure they are accessible to external reviewers without an institutional login or providing personally identifiable information:

|  |
| --- |
| Insert text here. |

Identify the date the process was last reviewed, and how the review was conducted:

|  |
| --- |
| Insert text here. |

***Optional*: Key Element IV-A**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-B

**Program completion rates demonstrate program effectiveness.**

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program (baccalaureate, master’s, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways:

* the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;
* the completion rate is 70% or higher over the three most recent calendar years;
* the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or
* the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.

1. **Describe the formula(e) used to determine completion rates (e.g., graduation rates). Specify the entry point and time period for completion for each program.**

|  |
| --- |
| Insert text here. |

1. **Do program(s) under review in the CIPR have individuals who have completed?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element IV-C. |

1. **In the following table(s), provide completion rates for each program under review for the most recent three calendar years.**

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: While completion rate formula(e) may vary by track, the key element requires completion rates to be provided by degree and/or certificate program. Students who have left the program due to identified factors such as family obligations, relocation, financial barriers, decision to change majors, or transfer to another institution of higher learning may be excluded. |

*The program may delete sections for programs that are not under review at this time.*

Baccalaureate Program:

|  |  |
| --- | --- |
| [ ]  | Click here if the CIPR was submitted before the expected time period for completion concluded.  |

Indicate which method the baccalaureate program is selecting to demonstrate compliance with completion rates:

|  |  |
| --- | --- |
| [ ]  | The completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years. |
| [ ]  | The completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The baccalaureate program does not demonstrate compliance with the CCNE expectation using any of the above methods, as provided for in the key element. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Calendar Year of Completion | Calendar Year of Admission | # Students Admitted | # StudentsExcluded | # Students Completing | % Students Completing |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Master’s Program:

|  |  |
| --- | --- |
| [ ]  | Click here if the CIPR was submitted before the expected time period for completion concluded.  |

Indicate which method the master’s program is selecting to demonstrate compliance with completion rates:

|  |  |
| --- | --- |
| [ ]  | The completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years. |
| [ ]  | The completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The master’s program does not demonstrate compliance with the CCNE expectation using any of the above methods, as provided for in the key element. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Calendar Year of Completion | Calendar Year of Admission | # Students Admitted | # StudentsExcluded | # Students Completing | % Students Completing |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Doctor of Nursing Practice Program:

|  |  |
| --- | --- |
| [ ]  | Click here if the CIPR was submitted before the expected time period for completion concluded.  |

Indicate which method the DNP program is selecting to demonstrate compliance with completion rates:

|  |  |
| --- | --- |
| [ ]  | The completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years. |
| [ ]  | The completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The DNP program does not demonstrate compliance with the CCNE expectation using any of the above methods, as provided for in the key element. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Calendar Year of Completion | Calendar Year of Admission | # Students Admitted | # StudentsExcluded | # Students Completing | % Students Completing |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

If any program has a completion rate of less than 70% for the most recent calendar year, please provide an explanation/analysis with documentation for the variance in the space below:

|  |
| --- |
| Insert text here. |

Post-Graduate APRN Certificate Program:

|  |  |
| --- | --- |
| [ ]  | Click here if the CIPR was submitted before the expected time period for completion concluded.  |

Indicate which method the post-graduate APRN certificate program is selecting to demonstrate compliance with completion rates:

|  |  |
| --- | --- |
| [ ]  | The completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years. |
| [ ]  | The completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. |
| [ ]  | The post-graduate APRN certificate program does not demonstrate compliance with the CCNE expectation using any of the above methods, as provided for in the key element. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Calendar Year of Completion | Calendar Year of Admission | # Students Admitted | # StudentsExcluded | # Students Completing | % Students Completing |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. **For the program(s) under review in the CIPR, were there any students whose progression was impacted by the inability to secure a clinical site and/or preceptor?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, please describe what methods or strategies the program utilized to secure a clinical site and/or preceptor for those students:

|  |
| --- |
| Insert text here. |

***Optional*: Key Element IV-B**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-C

**Nursing licensure pass rates demonstrate program effectiveness.**

This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.

This key element is applicable to a program that prepares students for the NCLEX-RN® or other professional nursing licensure examination.

Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:

* the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);
* the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;
* the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or
* the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.

A program is required to provide these data regardless of the number of test takers. For each campus/site and track, identify which of the above options was used to calculate the pass rate. The program may exclude test takers who take the licensure examination more than two years after program completion.

1. **Does the institution offer pre-licensure tracks within program(s) under review in the CIPR?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element IV-D. |

Complete the following table for each track and/or site that offers a pre-licensure nursing track. Record the campus/site and track’s NCLEX-RN pass rate for the three past calendar years. (The table may be adapted to include as many tracks/sites as necessary.)

|  |  |  |
| --- | --- | --- |
| Track and/or Site: | Calendar Year | Provide the pass rate by year. Identify the method of calculation used (from the options above) and the number of test-takers. |
|  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the licensure examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |

For any campus/site and track where the rate reported in the table above was less than 80%, has a substantive change notification been submitted to CCNE related to this change in student achievement?

|  |  |
| --- | --- |
| [ ]  | Not applicable, each campus/site and track had a pass rate of 80% or higher. |
| [ ]  | Yes |
| [ ]  | No |

***Optional*: Key Element IV-C**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-D

**Certification pass rates demonstrate program effectiveness.**

This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.

Elaboration: The master’s, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained for those completers taking each examination, even when national certification is not required to practice in a particular state.

For programs that prepare students for certification, data are provided regarding the number of graduates/completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers. The pass rate is provided separately for each degree program (master’s and DNP) and the post-graduate APRN certificate program.

A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:

* the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);
* the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;
* the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or
* the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.

The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population. The program may exclude test takers who take the certification examination more than two years after program completion.

1. **Do program(s) under review in the CIPR offer tracks that prepare students for one or more certification examination(s)?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element IV-E. |

Complete the following table for each graduate program that prepares students to sit for a certification examination. Record the certification examination pass rate for the three past calendar years. (The table may be adapted to include as many certification examinations as necessary.)

Master’s Program:

*If none of the following criteria apply, please provide certification pass rate data in the table below*.

|  |  |
| --- | --- |
| [ ]  | The master’s program is not under review for this CIPR. |
| [ ]  | The master’s program does not prepare individuals for certification examinations. |
| [ ]  | The master’s program does not yet have individuals who have taken certification examinations.  |

|  |
| --- |
| Master’s Program Certification Pass Rate Data |
| Certification Exam Specialty Area | Certification Organization | Calendar Year | Provide the pass rate by year. Identify the method of calculation used (from the options above) and the number of test-takers. |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |

Doctor of Nursing Practice Program:

*If none of the following criteria apply, please provide certification pass rate data in the table below*.

|  |  |
| --- | --- |
| [ ]  | The DNP program is not under review for this CIPR. |
| [ ]  | The DNP program does not prepare individuals for certification examinations. |
| [ ]  | The DNP program does not yet have individuals who have taken certification examinations.  |

|  |
| --- |
| DNP Program Certification Pass Rate Data |
| Certification Exam Specialty Area | Certification Organization | Calendar Year | Provide the pass rate by year. Identify the method of calculation used (from the options above) and the number of test-takers. |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |

Post-Graduate APRN Certificate:

*If none of the following criteria apply, please provide certification pass rate data in the table below*.

|  |  |
| --- | --- |
| [ ]  | The post-graduate APRN certificate program is not under review for this CIPR. |
| [ ]  | The post-graduate APRN certificate program does not prepare individuals for certification examinations. |
| [ ]  | The post-graduate APRN certificate program does not yet have individuals who have taken certification examinations.  |

|  |
| --- |
| Post-Graduate APRN Certificate Certification Pass Rate Data |
| Certification Exam Specialty Area | Certification Organization | Calendar Year | Provide the pass rate by year. Identify the method of calculation used (from the options above) and the number of test-takers. |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
|  |  | 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:      Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |
| 20      | Pass rate:      Number of test takers:      Number of test takers excluded who took the certification examination more than two years after program completion (if applicable):      Method of calculation:       Other Information (*optional*):       |

For any certification exam where the rate reported in the table(s) above was less than 80%, has a substantive change notification been submitted to CCNE related to this change in student achievement?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

***Optional*: Key Element IV-D**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-E

**Employment rates demonstrate program effectiveness.**

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

* The employment rate is provided separately for each degree program (baccalaureate, master’s, and DNP) and the post-graduate APRN certificate program.
* Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.
* The employment rate is 80% or higher. However, if the employment rate is less than 80%, the employment rate is 80% or higher when excluding graduates/completers who have elected not to be employed.
1. **Do program(s) under review in the CIPR have individuals that have completed?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: If “no” was selected above, please proceed to Key Element IV-F. |

1. **Complete the following employment rate table for each program offered under review in the CIPR.**

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: * Data may reflect employment immediately following completion of the program or any time frame within 12 months of completion.
* Employment data collected prior to program completion does not demonstrate compliance. Graduates who elect not to seek employment should not be included in the calculation.
* Employment rates may be calculated based on survey respondents, rather than raw number of students that have completed the program.
* The institution may report employment in any field, not just nursing.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Program(s) Under Review: | Year of Completion | # Completers | % Employed within 12 months of completion |
| Baccalaureate | 20      |  | Number of survey respondents:      % Employed:      Other Information (*optional*):       |
| Master’s | 20      |  | Number of survey respondents:      % Employed:      Other Information (*optional*):       |
| Doctor of Nursing Practice | 20      |  | Number of survey respondents:      % Employed:      Other Information (*optional*):       |
| Post-Graduate APRN Certificate | 20      |  | Number of survey respondents:      % Employed:      Other Information (*optional*):       |

For any program where the rate reported in the table above was less than 80%, has a substantive change notification been submitted to CCNE related to this change in student achievement?

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

***Optional*: Key Element IV-E**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-F

**Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.**

This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).

Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.

* Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 80%) inform areas for improvement.
* Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.
* Faculty are engaged in the program improvement process.
1. **Describe how** **data regarding completion, licensure, certification, and employment) have been used to foster ongoing improvement.**

The description should reflect that any discrepancies (if applicable) resulted in changes to the program to foster improvements.

|  |
| --- |
| Insert text here. |

1. **Describe how** **faculty are engaged in the program improvement process.**

|  |
| --- |
| Insert text here. |

***Optional*: Key Element IV-F**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-G

**Aggregate faculty outcomes demonstrate program effectiveness.**

Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program’s mission and goals and are congruent with institution and program expectations. Expected faculty outcomes:

* are identified for the faculty as a group;
* specify expected levels of achievement for the faculty as a group; and
* reflect expectations of faculty in their roles.

Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (fulltime, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty. These outcomes correspond to the faculty expectations identified by the nursing unit (refer to Key Element I-D).

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: Faculty outcomes identified in Key Element IV-G should be congruent with those previously identified in Key Element I-D. |

1. **Complete the following table** **to demonstrate that actual faculty outcomes in the aggregate are analyzed and compared to expected outcomes.** **(The table may be adapted to include as many outcomes and faculty groups, if applicable, as necessary.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Faculty Outcome | Timeframe | Expected Level of Achievement | Actual Outcome |
|  | 20     —20      |  |  |
|  | 20     —20      |  |  |
|  | 20     —20      |  |  |

1. **Have the expected faculty outcomes changed since the last on-site evaluation?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

If yes, provide examples and a description of how the current expected faculty outcomes continue to reflect expectations of the faculty in their roles.

|  |
| --- |
| Insert text here. |

If yes, describe how the current expected faculty outcomes continue to be consistent with and contribute to the achievement of the program’s mission and goals.

|  |
| --- |
| Insert text here. |

If yes, describe how the current expected faculty outcomes continue to be congruent with institution and program expectations.

|  |
| --- |
| Insert text here. |

***Optional*: Key Element IV-G**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-H

**Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.**

Elaboration: The program uses faculty outcome data for improvement.

* Faculty outcome data are used to promote ongoing program improvement.
* Discrepancies between actual and expected outcomes inform areas for improvement.
* Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.
* Faculty are engaged in the program improvement process.

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: Faculty outcomes identified in Key Element IV-H should be congruent with those previously identified in Key Element IV-G. |

1. **Provide examples of how faculty outcome data are used to promote ongoing program improvement:**

|  |
| --- |
| Insert text here. |

1. **Describe the process in place to analyze faculty outcomes for effectiveness:**

|  |
| --- |
| Insert text here. |

1. **Using the data previously provided in Key Element IV-G, were there any actual faculty outcomes that did not meet the stated expected level of achievement?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

For any outcome where the expected level of achievement was not met, provide a written explanation/analysis with documentation for the variance in the space below.

|  |
| --- |
| *Faculty Outcome*:*Explanation/Analysis*: |

***Optional*: Key Element IV-H**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-I

**Other program outcomes demonstrate program effectiveness.**

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).

Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.

Programs that do not yet have completers identify other program outcomes and specify the expected levels of achievement for those outcomes.

1. **Complete the following table for “other” program outcomes, as defined by the program.** **(The table may be adapted to include as many outcomes as necessary.)**

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: Do not include outcomes related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), and employment rates (Key Element IV-E); and those related to faculty (Key Element IV-G). |

|  |  |  |  |
| --- | --- | --- | --- |
| Other Identified Program Outcomes | Timeframe | Expected Level of Achievement | Actual Outcome |
|  | 20     —20      |  |  |
|  | 20     —20      |  |  |
|  | 20     —20      |  |  |

***Optional*: Key Element IV-I**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

## Key Element IV-J

**Other program outcome data are used, as appropriate, to foster ongoing program improvement.**

Elaboration: For program outcomes defined by the program:

* Actual program outcomes are used to promote program improvement.
* Discrepancies between actual and expected outcomes inform areas for improvement.
* Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.
* Faculty are engaged in the program improvement process.
1. **Provide examples of how other identified program outcome data are used to promote ongoing program improvement:**

|  |
| --- |
| Insert text here. |

1. **Describe the process in place to analyze program changes for effectiveness:**

|  |
| --- |
| Insert text here. |

1. **Using the data previously provided in Key Element IV-I, were there any actual other identified program outcomes that did not meet the stated expected level of achievement?**

|  |  |
| --- | --- |
| Image result for warning symbol word | *Note*: Do not include data related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), and employment rates (Key Element IV-E); and those related to faculty (Key Element IV-G). |

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

For any outcome where the expected level of achievement was not met, provide a written explanation/analysis with documentation for the variance in the space below.

|  |
| --- |
| *Faculty Outcome*:*Explanation/Analysis*: |

***Optional*: Key Element IV-J**

Is there any other information that the program would like to provide related to this key element?

|  |
| --- |
| Insert text here. |

# Verification

|  |  |
| --- | --- |
| [ ]  | The Chief Nurse Administrator, Name, has approved the program information form and completed report, and confirms its contents as of Type Date Here. |