Workshop on Writing Self-Studies

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Expected Workshop Outcomes

- To become familiar with CCNE requirements and expectations for self-study document preparation

- To identify relevant information for inclusion in a self-study document

- To be prepared to write a self-study document

CCNE Resources and Materials

IMPORTANT UPDATE ABOUT CCNE'S STANDARDS REVISION PROCESS

- CCNE has completed its regular 5-year standards review process during which it considered revisions to CCNE's 2018 *Standards*.

- During the 18-month process, the CCNE Standards Committee reviewed more than 1,500 constituent comments and survey responses from three Calls for Comment.

- Revised CCNE *Standards* were approved by the CCNE Board in March 2024, and a prepublication version is posted on the CCNE website.

- The 2024 CCNE *Standards* go into effect January 1, 2025.

WHICH CCNE *STANDARDS* APPLY TO FALL 2024 ON-SITE EVALUATIONS?

❑ CCNE's *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2018)

❑ If hosting a CCNE on-site evaluation in Fall 2024, the program will address CCNE's 2018 *Standards*.

❑ Each program hosting a CCNE on-site evaluation in Fall 2024 will be given a choice whether to demonstrate incorporation of the 10 Domains, 8 Concepts, and 45 Competencies from the 2021 AACN *Essentials or* to demonstration incorporation of the "old" AACN *Essentials* identified in CCNE's 2018 *Standards*. However, the *Essentials* document selected by the program must be used for all tracks within that degree or certificate program.

❑ Each program due to submit a Continuous Improvement Progress Report (CIPR) to CCNE on December 1, 2024, will address CCNE's 2018 *Standards* and will also choose which edition of the AACN *Essentials* to address in that report.

CCNE RESOURCES

- CCNE's *Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs*
- Self-Study Template
- Executive Summary of Changes to the 2018 *Standards*
- Crosswalk table for CCNE's 2013 and 2018 *Standards*
- Crosswalk table for 2018 CCNE *Standards* and the 2016 *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education) (N/A if no NP offerings)
- Worksheet for *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016)

https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines

PREPARING FOR THE ON-SITE EVALUATION

- CCNE is planning for all upcoming evaluations to be conducted on site and in person (not virtually).

- There is no longer an "on-site resource room" so be sure to prepare documents/materials that will be stored in a "virtual resource room."

- Plan well in advance to provide electronic access of these resource materials to the CCNE evaluation team at least 7 days prior to the first day of the evaluation.

- Details about the virtual resource room requirement can be found in the "Evaluation Resource Materials" section of the CCNE *Procedures*.

Decision-Making Process

DECISION-MAKING PROCESS

- Team Report uploaded to the CCNE Online Community approximately 8 weeks after the evaluation

- Program afforded 15 calendar days to provide written response to team report

- Accreditation Review Committee (ARC) meets and formulates recommendation to the Board

- CCNE Board meets, takes action

- Report Review Committee (RRC) reviews reports to monitor compliance in between comprehensive evaluations

BOARD DECISIONS

- If fall evaluation, then spring Board decision

- If spring evaluation, then fall Board decision

- Programs notified of accreditation action in writing within 30 days of final day of Board's decision-making meeting

- What is the effective date of an accreditation action?

- The "Upcoming Meetings" page on the CCNE website at https://www.aacnnursing.org/CCNE-Accreditation/What-We-Do/Upcoming-Meetings lists the dates of the Accreditation Review Committee meetings and the Board meetings

BOARD ACTIONS

- Initial Accreditation (up to 5 years)

- Continuing Accreditation (up to 10 years)

- Deny

- Withdraw

- Show Cause

- Focused On-Site Evaluation

The Self-Study Document

- What makes for a strong self-study document?
- What are some pitfalls?
- What are some overall tips for writing a self-study document?

Refer to the "Supporting Documentation" sections for each standard and the Glossary in the *Standards* as you prepare the self-study document.

Hosting the Evaluation

IMPORTANT RESOURCES

1. General Advice for Hosting a CCNE On-Site Evaluation: https://www.aacnnursing.org/Portals/42/CCNE/PDF/advice.pdf
2. Checklist for Organizing the On-Site Evaluation: https://www.aacnnursing.org/Portals/42/CCNE/PDF/Checklist-of-Key-Steps-in-Planning-the-On-Site-Evaluation.pdf
3. Virtual Resource Room: https://www.aacnnursing.org/Portals/42/CCNE/News/Virtual-Evaluation-FAQs-for-Education-CCNE.pdf (#9 - #11)

Hosting the Evaluation

KEY CONSIDERATIONS

- Agenda

- Virtual Resource Room

- Collaboration with Team Leader

STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

QUESTIONS FOR STANDARD I

1. How might an online program demonstrate that students and faculty participate in program governance? (Key Element I-E)

2. When a program discloses its new applicant or accreditation status in writing (on its website, in published materials, etc.), is there specific language that must be used? (Key Element I-H)

STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

QUESTIONS FOR STANDARD II

1. As the program is ultimately responsible for ensuring that clinical sites and experiences for the program are adequate, appropriate, and available, what are some ways that a program can demonstrate this? (Key Element II-B)

2. Does the chief nurse administrator need to have a doctoral degree in nursing? (Key Element II-D)

3. Per Key Element II-E, "faculty teaching in the nursing program have a graduate degree." What kinds of information might a program provide as "justification for the use of any faculty who do not have a graduate degree?"

STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

QUESTIONS FOR STANDARD III

1. Which AACN *Essentials* documents are required to be incorporated in direct-entry master's programs? What about in post-baccalaureate DNP programs? (Key Elements III-B through III-E)

2. What types of evidence might a program provide to demonstrate that students are exposed to individuals with diverse life experiences, perspectives, and backgrounds? (Key Element III-G)

3. How can a program demonstrate that clinical practice experiences incorporate interprofessional collaborative practice? (Key Element III-H)

KEY ELEMENT III-H QUESTIONS

1. What are some examples of clinical practice experiences for students enrolled in an RN-BSN track?

2. What are some examples of clinical practice experiences for students enrolled in a master's degree nurse educator track?

3. Do students who are already licensed or certified need to participate in clinical practice experiences?

4. Can prior and/or current work experience be used toward the clinical practice requirement?

5. Do online programs need to provide clinical practice experiences for students?

STANDARD IV. PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

QUESTIONS FOR STANDARD IV

1. Can a program meet CCNE's completion rate or licensure/certification pass rate expectation using *any* of the options provided in the CCNE elaboration to the key element, or does the program need to meet the expected level of achievement using *all* of the options? (Key Element IV-B and Key Element IV-C)

2. Do graduates need to be employed in nursing and/or the specific role for which they have been prepared in order to meet CCNE's expectations relative to employment rates? (Key Element IV-E)

3. What can the program present for other program outcomes if the first cohort has not completed the program? (Key Element IV-F)

4. What are aggregate faculty outcomes? (Key Element IV-G)

5. Must aggregate faculty outcomes be presented when there is a small number of faculty? (Key Element IV-G)

Questions & Answers

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