

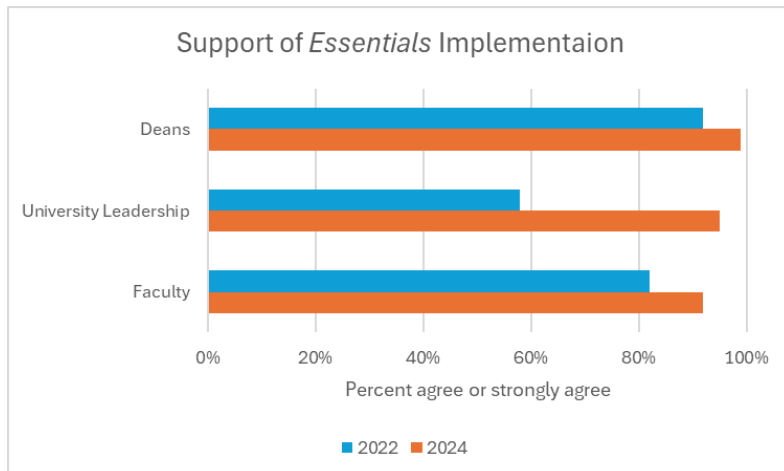
## 2024 *Essentials* Member Survey Highlights

The 2024 *Essentials* Member Survey was sent to 887 deans from AACN member schools on November 13, 2024, and closed on December 20, 2024. Two email reminders were sent during this period. Representatives from 391 schools completed the survey for an overall response rate of 44%. A similar survey was disseminated in Fall 2022 with 328 deans responding (38.1% response rate).

### Implementation of the *Essentials* and Transition to CBE

- 99% of responding schools support the implementation of the 2021 *Essentials* and 95% of university/college leadership support the transition to competency-based education (CBE).
- 92% of schools responded that faculty were supportive of the transition to CBE.
- 92% of schools are adapting or planning to adapt their curriculum to align with the *Essentials*.
- 91% of schools will use all or some of the sub-competencies when designing curriculum.
- 58% of schools are developing or planning to develop progression indicators.
- 79% of schools are designing or planning to design competency-based assessments.
- 79% of schools are designing or planning competency-based experiential learning opportunities.
- 3% of schools are not planning to implement CBE.

### Institutional and Faculty Support



### Faculty Development

- 75% of schools have faculty with the knowledge to implement CBE at the program level, an increase from 55% in 2022.
- 74% of schools reported their faculty attended an AACN Regional Workshop.
- Webinars (82%) were the most frequently reported method of support provided to faculty to assist with the transition to CBE.

### Where Schools Are in the Implementation Process

#### **Level 1 Programs**

- 28% of schools are in the planning stages, and 32% have developed an organizational structure to support development and implementation. In the 2022 survey, 47% of schools were in the planning stages, and 23% had developed an organizational structure.
- 84% of schools have started or completed curricular mapping, up from 73% in 2022.

- 34% of schools have submitted curricular revisions for approval.
- 24% of schools have implemented curricular revisions.

(note: respondents could select more than one response)

### Level 2 Programs

- 21% of schools are in the planning stages, and 26% have developed an organizational structure to support the development and implementation. In the 2022 survey, 36% of schools were in the planning stages, and 18% had developed an organizational structure.
- 63% of schools have started or completed curricular mapping, up from 62% in 2022.
- 23% of schools have submitted curricular revisions for approval.
- 18% of schools have implemented curricular revisions.

(note: respondents could select more than one response)

### Top Barriers to Implementing the *Essentials*

	2024	2022
Lack of faculty time/commitment to work on the implementation process	83%	56%
Lack of faculty knowledge	61%	40%
Lack of budgetary support	40%	29%

### Consultant Use

- Most schools (72%) have **not** utilized consultant services. Of those with consultants, they were mostly used for education sessions on the *Essentials* implementation and/or CBE and to support faculty engaged in curricular mapping.

### Practice Partners

- 50% of schools have practice partners working with them on the transition to CBE. In 2022, 47% of schools had identified partners to work with on the transition to CBE.
- 55% of practice partners are part of the discussions on curriculum revisions and alignment of the curriculum to the *Essentials*.
- 23% of schools report that staff nurses, mentors, and preceptors at practice site(s) have received information/training on CBE.

### Technology

- 15% of schools have purchased software to support the transition to CBE.
- Software was most commonly used for curriculum mapping and generating reports.

### Most Useful AACN Resources

<i>Essentials</i> Tool Kit	93%
Webinars	92%
Guides	82%
FAQs	81%