

The Team Report: Putting Your Findings in Writing

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Collegiate Nursing Education

Possible Approaches to Report Writing

- Each team member writes an assigned section during and following the visit
- Team members write a draft prior to the visit,
 - which is reviewed and revised by the entire team in the evenings
 - which is reviewed by the entire team but revised individually by the authors in the evenings



Formula for a Good Report-The Team Leader's Role

7C + O + 2N

Clear
Concise
Complete
Contains evidence
Current
Cogent
Coherent

Objective

Non-prescriptive
Not Contradictory



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Clear

The team leader

- Functions as the “Editor in Chief”
- Edits the report for clarity to make sure it is easily understood by readers
- Reminds the team of the report’s various audiences
- Ensures that the team’s rationale for a judgment is apparent



Concise

The team leader

- Assists team members in avoiding excessive narrative
- Avoids lengthy descriptions of the institution and program



Complete

The team leader

- Ensures that a judgment has been made for each standard and key element
- Ensures that the report specifically addresses each program under review

For Example: IV-C

Are enough outcomes measures provided to make a judgment?

- NCLEX pass rates have been above 95% for the last three years. Graduate and employer surveys for the BSN program provide highly favorable ratings, and there is a 98% or better graduation rate and 100% employment rate for this program.
- National certification exam pass rates for the MSN program have consistently been above the 95% level except for the ANP track which has been 50% to 66% over the last 3 years. Faculty attribute lack of success for graduates of this program to the lack of testing experiences as part of the curriculum.



Contains Evidence

The team leader

- Verifies that the report narrative adequately summarizes the evidence that led to the judgment about the standard or key element



Current

The team leader

- Ensures that the report presents a picture of the program as it is at the time of the evaluation
- Ensures that the report focuses on all existing programs



For Example: II-A

Remember when providing evidence in the team report, it is important to share information that reflects the current state of the program. Does this example do that?

- If the program implements the planned DNP program classroom space will be inadequate to meet the needs of this new program

Cogent

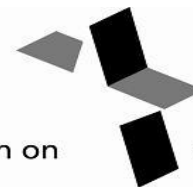
The team leader

- Ensures that the report **only** addresses the CCNE standards and key elements
- Assists team members to refrain from imposing requirements not included in the standards
- Avoids inclusion of extraneous information

For Example: III-B

Programs are only required to meet the standards. Does this example reflect that requirement?

- The Master's *Essentials* are used as the professional guidelines for the CNS program at the master's level. Based on the review of syllabi, all elements of the master's core included in the *Essentials* are clearly incorporated into the curriculum; however, there is no evidence of incorporation of the NACNS competencies in the curriculum.



Coherent

The team leader

- Edits the report to reflect a single “voice”
- Ensures that the report flows logically



Objective

The team leader

- Ensures that the report does not include any personal bias

Non-prescriptive

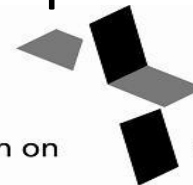
The team leader

- Ensures that the report supports quality improvement efforts but does not provide recommendations or direction for improvement.

For Example: II-E

Is this prescriptive?

- Both the baccalaureate and master's programs use preceptors for selected clinical experiences. A review of preceptor CVs indicated they are qualified to precept students at the levels for which they are used. NP preceptors are nationally certified in the appropriate population foci. Currently preceptors receive only a verbal orientation to their role. The programs should consider developing a handbook to adequately orient preceptors to the expectations of the preceptor role.



Not Contradictory

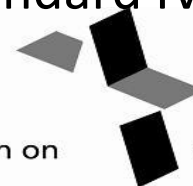
The team leader

- Edits the report so that information is congruent from one section to another

Common Pitfalls

Misplaced Information

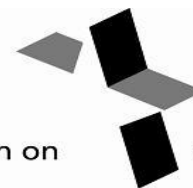
- Professional Standards and Guidelines:
 - Identification (Standard I) **vs.** Incorporation (Standard III)
- Formal complaints
 - Policy (Standard I) **vs.** Use of information (Standard IV)
- Leadership
 - Chief Nurse Administrator (Key Element II-C) **vs.** NP program director (Key Element II-D)
- Faculty role
 - Expectations (Standard I) **vs.** Support (Standard II) **vs.** Accomplishments (Standard IV)
- Student outcomes assessment
 - Individual (Standard III) **vs.** Aggregate (Standard IV)



For Example: I-C

Does all of this information belong here?

- Information regarding faculty role expectations is found in the university faculty handbook and in the SON promotion and tenure policy. Faculty are expected to be excellent teachers as well as to be involved in practice, community service, and scholarship as defined in Boyer's model adopted by the SON. A review of faculty CVs indicated that 3 of the 5 master-prepared faculty are enrolled in doctoral programs. Faculty have authored more than 20 publications in the last 3 years and three faculty-developed research proposals have been funded. Faculty also receive very favorable teaching evaluations as indicated in a review of course evaluations by the team.



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Frequently Misplaced Information

- IV-A: Data collection strategies
- IV-B: Data analysis processes
- IV-C: Report of actual findings in relation to expected outcomes
- IV-D: Use of data for program improvement



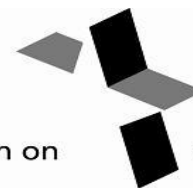
Lack of Evidence

- Failure to address all the components of a key element

For Example: II-D

Is there enough information here to make a judgment?

- All faculty are prepared at the master's or doctoral level. The program maintains a student faculty ratio of 8:1 in the baccalaureate program and 6:1 for indirect supervision of master's NP students placed with preceptors. All NP faculty are nationally certified in the population foci in which they teach.



Inaccurate/Unsupported Judgment

- Stated judgment seems to be in conflict with narrative rationale

Program's Response to Team Report

- All programs are required to respond in writing to the team report and are provided at least two weeks to do so
- The response is emailed to the evaluation team when it is received by CCNE
- Please review the response when it is received

Post Evaluation Responsibility

- The team leader may be contacted by the ARC and/or CCNE Board members
 - to clarify the team report
 - to respond to questions
 - to comment on the program's written response
- Don't be surprised or offended if you are contacted
- Please be responsive

Post Evaluation Responsibility

- If the program elects to participate in the Accreditation Review Committee (ARC) meeting, the team leader will also be asked to participate (usually by phone)

Questions & Answers

**THANK YOU FOR YOUR
SERVICE AS A CCNE
VOLUNTEER EVALUATOR!**

PLEASE LET US KNOW HOW
WE DID. COMPLETE THE
FOLLOWING SURVEY AT:

<http://fs9.formsite.com/ccne/form18/index.html>