

## AACN Member Survey on Essentials Implementation

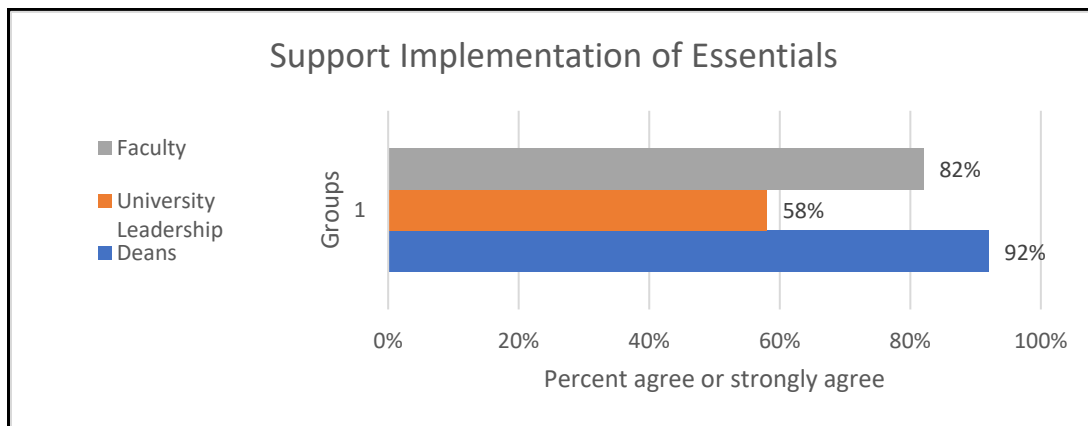
The Essentials Member Survey was sent to 853 nursing school deans on October 19, 2022 and closed on December 2, 2022. Two email reminders were sent during this period, and an announcement reminder was provided by Dr. Deborah Trautman at the Academic Nurse Leadership Conference in October 2022. A total of 328 member schools responded for an overall response rate of 38.1%. Below is a summary of key findings, which will help to inform the national dialogue on Essentials implementation.

### The Transition to Competency-Based Education

- 85% of schools are committed to transitioning to competency-based education
- 82% of faculty support the move to competency-based education

### Support for Implementing the 2021 AACN Essentials

- Deans and faculty have the highest support for the implementation of the Essentials.



### Resource Allocation

- 55% of schools have allocated resources for implementation of the Essentials (e.g., faculty, financial, administrative, etc.).
- 13% of schools indicated that a budget was approved specifically for the implementation of the Essentials.
- 31% of schools are giving faculty workload credit to support the implementation of the Essentials.

### Where Schools are in the Implementation Process

#### Level 1 Programs

- 47% of schools are in the planning stages, and 23% have developed an organizational structure to support implementation\*
- 57% of schools have started curricular mapping.
- 16% of schools have completed curricular mapping.

(\*note: respondents could select more than one response)

**Level 2 Programs:**

- 36% of schools are in the planning stages, and 18% have developed an organizational structure to support implementation\*
  - 48% of schools have started curricular mapping.
  - 14% of schools have completed curricular mapping.
- (\*note: respondents could select more than one response)

**Knowledge of Competency-Based Education (CBE)**

- 55% of schools reported that faculty do not have the knowledge required to implement CBE.
- The majority of faculty (68%) have not received formal training in CBE.
- The majority of faculty do not have experience in designing CBE assessments in the classroom (68%) or the clinical setting (58%).

**Top 3 Methods of Support to Help Faculty with the Transition to CBE (respondents could select more than one choice)**

	Total (%)
Webinars	237 (73)
On-the-job training/learning as you go	154 (47)
Mentoring by an experience faculty	128 (39)

**Top 4 Barriers or Potential Barriers to Implementing the Essentials**

	Barriers Have Encountered Total (%)	Barriers Might Encounter Total (%)
Budgetary support	95 (29)	141 (43)
Faculty development	131 (40)	141 (43)
Support from practice partners	150 (46)	232 (71)
Faculty time/commitment to work on the implementation process	181 (56)	164 (50)

**Consultant Use**

- Most schools (84%) have not utilized consultant services. Those who have utilized consultants are most likely to have them provide educational sessions on the Essentials Implementation and/or competency-based education.

**Practice Partners**

- Approximately half of schools (47%) have identified practice partners to work with on the transition to CBE.
- 48% of the schools reported that they have identified practice partners that address the four spheres of care.
- 31% of schools reported that practice partners have received information about CBE.
- 16% of schools reported practice partners received information on designing competency-based assessments in a clinical setting.
- 34% of schools reported that practice partners are a part of discussions on curriculum revisions and alignment of curriculum to the new Essentials.