Special CCNE Information Edition

What is CCNE?

CCNE is the Commission on Collegiate Nursing Education.

The Baccalaureate Degree program in nursing at Winona State University has been accredited by CCNE since 2002, and is now due for reaccreditation.

A CCNE Accreditation Team will be visiting the Nursing Department on November 14—16. The CCNE team is made up of faculty and administrators from nursing programs at other colleges. Team members will visit both campuses, and will be talking with administrators, faculty, staff and students. CCNE visitors will be reviewing our programs for quality, educational effectiveness, and how well we are achieving our mission and goals.

Why is accreditation important?

Accreditation helps to ensure the quality and integrity of the nursing program.

Accreditation is very important for students’ future:

- Employers seek graduates of accredited programs.
- A degree from an accredited program is typically required for admission to graduate study.

CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education.

You can help Winona State University achieve reaccreditation for the next 10 years!
What kinds of questions might the CCNE visitors ask of students?

- What attracted you to the nursing program at WSU?
- Were the marketing materials and brochures clear and accurate?
- What are the strengths of the program?
- What role do you have in changes or input into the curriculum process and changes that are needed?
  - Input into policies through discussion with faculty
  - Evaluations during and after each course
  - Assessment Day
- What role do you play in department decision-making (governance)?
  - Evaluations
  - Discussion with faculty in small groups
  - Nursing Student Advisory Council
- If you could make one change to your program of study, what would that be?
- How well prepared do you feel for your future courses:
  - Did the organization or flow of the curriculum make sense to you?
  - Were the purpose of the objectives for each course and for the program clear to you?
  - Teaching-Learning Experiences, i.e., faculty preparation, clinical experiences
  - Assessment of learning outcomes—exams, projects
- Tell me about your experiences with academic advising and career counseling.
- Tell me about your access to faculty, i.e., office hours, assistance with questions, etc.

Accreditation by CCNE is intended to accomplish at least five general purposes:

1. To hold nursing programs accountable to the community of interest – the nursing profession, consumers, employers, higher education, students and their families, nurse residents – and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles.

2. To evaluate the success of a nursing program in achieving its mission, goals, and expected outcomes.

3. To assess the extent to which a nursing program meets accreditation standards.

4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards.

5. To foster continuing improvement in nursing programs – and, thereby, in professional practice.
What are the standards for accreditation?

Accreditation focuses on 4 standards:

**STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE**

The mission, goals, and expected aggregate student and faculty 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.

**STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES**

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

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

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

**STANDARD IV: PROGRAM EFFECTIVENESS: AGGREGATE STUDENT AND FACULTY OUTCOMES**

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.