UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

Academic Programs and Partnerships Annual Report
2015-2016

Prepared by

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Distributed to Faculty Organization 11/14/16
Executive Summary

The purpose of this report is to celebrate the academic accomplishments of the faculty and students in the University of Kentucky College of Nursing during the academic year 2015-2016.

Mission: The mission of the University of Kentucky College of Nursing is to promote health and well-being through excellence in nursing education, research, practice and service while fostering diversity and inclusion.

Vision: The College of Nursing will be one of the nation’s top nursing programs in education, research, practice and service.

Values: U Unique and innovative contributions to healthcare
        K Knowledge and evidence-based practice
        C Collaborative and diverse learning environments
        O Open and respectful relationships
        N Nursing leadership and recognition

College of Nursing Strategic Plan Goals 2015-2020:
1. Promote academic excellence and growth in the undergraduate program
2. Strengthen graduate growth and success
3. Enhance faculty and student research and scholarly work
4. Improve diversity and inclusivity across learning and working environments
5. Advance community and faculty practice engagement

Faculty & Staff:
• 141 faculty (64 full-time, 77 part-time)
• 6 endowed professors
• 34 fellow recognitions (20 in the American Academy of Nursing)
• 137 staff (52 full-time, 85 part-time)

College Points of Pride:
• First DNP program in the country
• First PhD program in Kentucky
• First Nurse researcher to be awarded PCORI grant in the country
• NCLEX first-time pass rate is 97% over the past ten years
• The vast majority of 2015 BSN graduates had jobs prior to graduation
• 35,000 sq ft of working and learning space in the CON Building; 5,000 sq ft for two off-site research teams
Rankings:

- Ranked 9th: The National Research Council doctoral rankings
- Ranked among the top 10 programs for PhD in nursing by the U.S. by the National Research Council
- Ranked 10th: Nursing service administration by the U.S. News & World Report’s America’s Best Graduate Schools
- Ranked 15th: National Institutes of Health (NIH) for nursing research among all public and private nursing schools in 2015
- Ranked 16th: Family nurse practitioner specialty by the U.S. News & World Report’s America’s Best Graduate Schools.
- Ranked 30th: Best Nursing Schools: Doctor of Nursing Practice by U.S. News & World Report
1. High-level Achievements

During the 2015-2016 academic year, 273 students earned degrees. 5 students were awarded PhDs, 31 students were awarded earned DNPs, 31 students were awarded Post-Graduate Certificates, and 206 students were awarded BSNs.

a. Student Honors and Awards

Graduate Awards
Carolyn A. Williams PhD Award – Abdullah Alhurani, spring (S)
PhD Alumni Award – Shannon Shumaker (S)
Stanhope/Sebastian DNP Award – Michael Bryan Boling (S)
DNP Alumni Award – Sarah Gabbard (S)
Saha Cardiovascular Research Award – Jennifer Miller

Undergraduate Awards
Faculty Award – Hanna Greer, fall (F), Grace Clark (S)
Florence Nightingale Award – Peyton Blanton (F), Drew Walls (S)
Central Baptist Leadership – Alan Ruiz (F), Keelie Dyson (S)
UKHC Nursing Excellence – Katie Voigts (F), Jill Jones (S)
Delta Psi – Nicole Church (F), Janie Young (S)
Taylor Ann Davis Award – Peyton Blanton (F), Drew Walls (S)
Omicron Delta Kappa – Elizabeth Combs (only given in S)

Sigma Theta Tau International, Delta Psi Chapter Inductees

An induction ceremony was held for the Delta Psi Chapter of Sigma Theta Tau International Honor Society for Nursing on April 10, 2016 at the UKHC Pavilion A Auditorium. Inductees included 56 undergraduate students, 31 graduate students, 8 Berea College students, and 4 community leaders, for a total of 99 new Delta Psi members.

b. Student Publications and Presentations

The policy for reporting and tracking student scholarship has been approved by the Dean’s Council (see attachment page 35). The 2016-2017 annual report will include undergraduate, PhD, and DNP publications and professional presentations.

c. Student Funding

Total awarded for Graduate and Undergraduate - $220,350
**PhD**

Scholarships – 11 scholarships available for PhD – total $18,600
Research Assistant positions* - 12 FTE $120,000
Teaching Assistant positions* - 2 FTE $20,000
Graduate School Academic Year Fellowship* - $15,000
Graduate School Kentucky Opportunities Fellowship* - $15,000
Baptist Healthcare Fellowship in Nursing Research * -$37,000
Robert Wood Johnson Nursing Scholars* - 2 awards totaling $83,334
AACN Jonas Nurse Leadership Program - $10,000
OHEN training grant*
ONS Foundation Research Doctoral Scholarship $5000

**DNP**

Scholarships – 13 available for DNP – total $19,900
Teaching Assistant* positions - 4 FTE $40,000
Emergency Nurses Association Foundation - $10,000

*Positions also include tuition and health insurance benefit.

**Undergraduate**

41 Undergraduate Scholarships awarded – total $173,450

d. **Completed Research/Scholarly Endeavors/Clinical Projects**

  PhD Dissertations defended during 2015-2016 included:

  Abdullah S. Alhurani
  “Co-Morbid Symptoms of Depression and Anxiety and Bio-Behavioral Response to Stress in Patients with Heart Failure”
  Advisor: Debra Moser, PhD, RN, FAHA, FAAN

  Karen R. Damron
  “An Examination of Maternal Stress and Secondhand Smoke Exposure on Perinatal Smoking Status”
  Advisor: Kristin Ashford, PhD, WHNP-BC, FAAN

  Paula Gisler
  “Competitive Food Policy Implementation in Kentucky Schools”
  Advisor: Ellen Hahn, PhD, RN, FAAN

  Celestine Gochett
  “Psychological Well-being Among Breast Cancer Survivors: Factors That Influence Transition From Primary Treatment To Early Survivorship”
  Advisor: Dorothy Brockopp, PhD, RN
Julia Hall
“The Impact of Prenatal Depressive Symptoms, Intimate Partner Relationship, and Immune Status on Postpartum Depression”
Advisor: Kristin Ashford, PhD, WHNP-BC, FAAN

Victoria Hensley
“Childhood Bullying: Assessment Practices and Predictive Factors Associated with Assessing for Bullying by Health Care Providers”
Advisor: Dorothy Brockopp, PhD, RN

Sharon C. Hunsucker
“Effects of Obesity on United States Farmers: A Pilot Study”
Advisor: Deborah Reed, PhD, MSPH, RN, FAAOHN, FAAN

Lisa Maggio
“Explore the Relationship Among Lung Cancer Stigma, Social Support, and Psychosocial Distress”
Advisor: Ellen Hahn, PhD, RN, FAAN

Melanie P. Schrader
“Hearts in the Balance: The Impact of Desired Versus Received Social Support Needs on Persons with Heart Failure”
Advisor: Debra Moser, PhD, RN, FAHA, FAAN

Lee Anne Walmsley
“The Psychological Well-Being of Men Diagnosed with Prostate Cancer”
Advisor: Patricia B. Howard, PhD, RN, NEA-BC, FAAN

DNP Clinical Projects defended during 2015-2016 included:

Leslee A. Bertram
Project: “Pediatric Oncology Nurses’ Knowledge of Safe Administration of Chemotherapy/Biotherapy”
Committee Chair: Karen Stefaniak, PhD, RN, NE-BC

Duska S. Bethel
“Dual Component Educational Program to Improve Medical-Surgical Nurses’ Knowledge and Self-Efficacy of Severe Sepsis and Septic Shock”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Cecilia A. Boateng
“Development, Implementation, and Evaluation of Refugee Health Literacy Program (R-HeLP)”
Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C
Bryan Boling
“Use of High-Fidelity Simulation Training for New Cardiothoracic Intensive Care Unit Nurses”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Cynthia Brubaker-Vincent
“Evaluation of Nurses’ Knowledge of “Period of PURPLE Crying” Program: Shaken Baby Syndrome Prevention”
Committee Chair: Leslie Scott, PhD, PPCNP-BC, CDE, MLDE

Megan B. Carter
“Stress in Parents of Children with Type 1 Diabetes”
Committee Chair: Leslie Scott, PhD, PPCNP-BC, CDE, MLDE

Morgan E. Chojnacki
“Examining the Relationship Between Type and Extent of After-School Care Use and High BMI in Children Ages 5-17”
Committee Chair: Leslie Scott, PhD, PPCNP-BC, CDE, MLDE

Alesandra S. Conley
“Assessment of Nurses’ Views and Current Practice of Trauma-Informed Pediatric Nursing Care: Oncology”
Committee Chair: Leslie Scott, PhD, PPCNP-BC, CDE, MLDE

Brittany L. Dahl
“Delirium Screening Instrument Knowledge and Perception among Cardiovascular Intensive Care Nurses”
Committee Chair: Carol Thompson, PhD, DNP, RN, CCRN, ACNP-BC, FNP-BC, FCCM, FAANP, FAAN

Katie Diffenderfer
“Assessment of Obesity Management in a Primary Care Setting”
Committee Chair: Nancy Kloha, DNP, APRN, FNP-BC

Brandi M. Duran
“An Assessment of Knowledge and Attitude Towards Stock Epinephrine Among Kentucky School Nurses”
Committee Chair: Leslie Scott, PhD, PPCNP-BC, CDE, MLDE

Sarah E. Gabbard
“Post Foley Removal Guideline Process and Outcome Evaluation”
Committee Chair: Debra Anderson, PhD, RN, PHCNS-BC

Nathan Garrett
“2013 Jin Shin Jyutsu® Patient Response”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC
Holly Gray
“Examining Provider Perspectives on Implementation of an Integrated Primary and Behavioral Health Care Model in the Outpatient Setting: A Qualitative Study”
Committee Chair: Peggy El-Mallakh, PhD, PMHNP-BC, RN

Ashley R. Healy
“A Study of Provider Practices in the Screening, Diagnosis, and Treatment of Childhood Overweight and Obesity in a Rural Eastern Kentucky Clinic”
Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Krista L. Johnson
“Compliance with the 2015 American Diabetes Association Screening Guidelines for Diabetes Mellitus Type 2 in Primary Care”
Committee Chair: Nancy Kloha, DNP, APRN, FNP-BC

Erica Mahone
“Are Type 2 Diabetes Patients Receiving Diabetes Self-Management Education in the Primary Care Setting?”
Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Mary A. Malone
“Improving Nutritional Status in the Hematologic Oncology Population”
Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Cheryl Marrs
“Adolescent Risk Behaviors, Screening, and Referral at an Adolescent Health Clinic: A Retrospective Review”
Committee Chair: Peggy El-Mallakh, PhD, PMHNP-BC, RN

Mckenzie J. Mattingly
“Childhood Nutrition and Lifestyle in Owensboro, Kentucky”
Committee Chair: Leslie Scott, PhD, PPCNP-BC, CDE, MLDE

Deeanna R. McCallie
“Evaluating the Effectiveness of Crucial Conversations® training on Nurses’ Self-Efficacy”
Committee Chair: Nora Warshawsky, PhD, RN, CNE

Sue J. McFarlan
“Evaluation of an Educational Intervention to Improve Nurse Managers' Understanding of and Self-Assessed Competence with Personnel Budgeting”
Committee Chair: Nora Warshawsky, PhD, RN, CNE
Margaret A. Moore
“Evaluation of Central Line Insertion Bundle Practices in a Trauma/Surgical Intensive Care Unit”
Committee Chair: Carol Thompson, PhD, DNP, RN, CCRN, ACNP-BC, FNP-BC, FCCM, FAANP, FAAN

Gwen Moreland
“The Effect of Nurse Dose on Breastfeeding Exclusivity - A Patient Level Analysis”
Committee Chair: Nora Warshawsky, PhD, RN, CNE

Suzanne L. Pilon
“Evaluation of Serum Vitamin D Levels in Older Adults who Fall and Sustain a Fracture: A Retrospective Chart Review”
Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Margaret A. Plymale
“Outcomes Experienced by Patients Presenting With Ventral Hernias and Morbid Obesity in a Surgical Clinic”
Committee Chair: Carolyn Williams, PhD, RN, FAAN

Lauren Prince
“Assessment of Blood Pressure Control in Patients Diagnosed with Hypertension in a Primary Care Setting”
Committee Chair: Lynne Jensen, PhD, RN, APRN

Somer K. Robinson
“An Evaluation to the Adherence of a Sepsis Protocol at a Central Kentucky Community Hospital”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Autumn P. Roque
“Patient Characteristics Associated with Inpatient Psychiatric Re-admissions and the Utility of the READMIT Clinical Risk Index”
Committee Chair: Peggy El-Mallakh, PhD, PMHNP-BC, RN

Kara L. Scott
“Assessment of Migraine Management in Adolescents”
Committee Chair: Leslie Scott, PhD, PPCNP-BC, CDE, MLDE

Mary T. Skinner
“Polypharmacy Practice Inquiry Project”
Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA
Kathleen E. Solter
“Management of Hypertension in Student Patients in a University Student Clinic”
Committee Chair: Nora Warshawsky, PhD, RN, CNE

Cameron M. Stephenson
“Text Messaging Appointment Reminders to Reduce No-Shows: A Pilot Study”
Committee Chair: Nora Warshawsky, PhD, RN, CNE

Kelly L. Taylor
“Prediction Screening to Identify Heart Failure Patients at High Risk for Readmission”
Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Rebecca S. Thomas
“Medication Adherence after Post Percutaneous Coronary Intervention: An Educational Intervention”
Committee Chair: Debra Anderson, PhD, RN, PHCNS-BC

Nicholas J. Welker
“Improving the Identification, Delivery of Care, and Outcomes of Hospital-Acquired Sepsis”
Committee: Chair: Nora Warshawsky, PhD, RN, CNE

Undergraduate Scholarly Projects during 2015 included:

Nursing Practice Interns

Keelie B. Dyson
Project: “Suicide-Risk Assessment Screening Pilot Study at UKHC”
Mentor: Joanne Matthews, DNP, MSN, RN, APRN-CS

Heather M. Fischer-Bryant
Project: “Neonatal Pain: A Lack of Assessment”
Mentor: Lisa McGee, MSN, RN, CCNS

Kristen N. Harlan
Project: “Chronic Disease Prevention in Ecuador”
Mentor: Hartley Feld, MSN, RN

Camille A. Laval & Shana R. Smallwood
Project: “Evidence Based Selection of Patient Education Materials for Primary Care Clinic”
Mentors: Sharon Lock, PhD, APRN, FNAP, FAANP & Judi Dunn, BSN, RN
Lauren A. Norris  
Project: “The Emotional Intelligence of Bedside Nurses Related to Infection Prevention and Control”  
Mentors: Kimberly Blanton, MSN, MHA, RN, NE-BC & Cibina Harris, RN

Madelyn R. Schacht  
Project: “Emergency Department Internships: A Qualitative Review”  
Mentor: Patricia K. Howard, PhD, RN, CEN, CPEN, NE-BC, FAEN

Peyton M. Blanton  
Project: “Centering Pregnancy Group Prenatal Care Versus Individual Prenatal Care”  
Mentor: Kristin B. Ashford, PhD, RN, FAAN, Associate Professor

Bailey C. Caldwell  
Project: “Baby Friendly Hospital Initiative”  
Mentor: Courtney H. Weekley, APRN, RN, Clinical Nurse Specialist

Robin L. Carpenter  
Project: “Implementation of Early Mobilization in the Cardiovascular ICU”  
Mentor: Angela N. Henning, PT, MSPT, Physical Therapist

Nicole K. Church  
Project: “Essential Oils in the Hospital”  
Mentor: Catherine Weaver, MSN, RN, Integrative C.A.R.E. Services Coordinator

Melissa D. Reis and Madison C. Shiner  
Project: “Electronic Cigarettes in Healthcare”  
Mentor: Audrey K. Darville, PhD, APRN, Associate Professor

Katelyn D. Riggs  
Project: “The Life Cycle of a Program”  
Mentor: Denise M. Verdecchia, BSN, Safe Sitter Site Coordinator

Nursing Research Interns

Hillary A. Nolan  
Project: “Influences of Fatalism on Cardiovascular Disease Risk”  
Mentor: Gia Mudd-Martin, PhD, MPH, RN

Mary Cho  
Project: “Bed Rest for the Treatment or Prevention of Preeclampsia”  
Mentor: Rebecca L. Dekker, PhD, APRN, Assistant Professor
Caroline C. Coleman
Projects: “Appalachian Breastfeeding Disparities: A Literature Review” and “Attitudes Toward Breastfeeding Among Nursing Students”
Mentor: Ana Maria Linares, DNS, RN, IBCLC, Assistant Professor

Alexandra P. Milam
Project: “Tooth Loss is Associated with Increased Risk for Cardiovascular Disease”
Mentor: Gia T. Mudd-Martin, PhD, MPH, RN, Associate Professor

Kaitlin K. Voigts
Project: “Parental History of Hypertension Increases Personal Risk of Hypertension”
Mentor: Gia T. Mudd-Martin, PhD, MPH, RN, Associate Professor

Cynthia T. Morris
Project: “Provider Perceptions of Meaningful Use Mandates”
Mentor: Fran D. Hardin-Fanning, PhD, RN, Assistant Professor

Allie B. Patrick
Project: “Residing in Economically Distressed Appalachia is Associated with Abdominal Obesity among College Students”
Mentor: Demetrius A. Abshire, PhD, RN

Juanita C. Routt
Project: “Regional Differences in Trauma Features, Clinical Management, and Outcomes”
Mentors: Susan K. Frazier, PhD, RN, FAHA, Associate Professor & Melanie G. Hardin-Pierce, DNP, APRN, Associate Professor

Nursing Skills Lab Interns

Rachel A. Borgemenke
Project: “Video Demos: Tips for Competency Success”
Mentor: Carole Haurylko, BSN, RN

Anna P. Brown
Project: “Video Demonstration of Volumetric Infusion Pump”
Mentor: Paula Kral, MSN, RN

Keaton R. Allmaras
Project: “Give it a Shot: Evidence Based Video Tutorial Demonstration of Intramuscular and Subcutaneous Injections”
Mentor: Paula R. Kral, MSN, RN, Lecturer
Kaitlin M. Beverly and Emily D. Coyle
Project: “Pediatric Pumps: How to Administer IV Infusions”
Mentor: Paula R. Kral, MSN, RN, Lecturer

Megan E. Curtis and Jeffrey T. Key
Project: “Tutorial Video for Vital Sign Competency Success”
Mentor: Carole J. Haurylko, BSN, RN, Instructor

2. College of Nursing Strategic Planning

The College of Nursing Strategic Plan was in development during this academic year. The following goals will be reported on in 2016-2017: 1) Promote academic excellence and growth in the undergraduate program; 2) Strengthen graduate student growth and success; 3) Enhance faculty and student research and scholarly work; 4) Improve diversity and inclusivity across learning and working environments; and 5) Advance community and faculty practice and engagement.

3. Unit-specific Outcomes and Benchmarks

a. Licensure Exam Results for Students who Graduated 2015-2016

BSN: 174 graduates were eligible to take the NCLEX exam. 151 of them have taken the NCLEX and passed. 23 of them still need to take the exam. The December 2015 class had a 100% pass rate and the May 2016 class had a 100% pass rate.

b. Certification Exam Results for Students who Graduated 2015-2016

<table>
<thead>
<tr>
<th>Exam Year</th>
<th># Taking Exam</th>
<th># Passed Exam</th>
<th>% Passed Exam</th>
<th>Exam</th>
<th>Certification Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>12</td>
<td>10</td>
<td>83%</td>
<td>FNP</td>
<td>American Academy of Nurse Practitioners</td>
</tr>
<tr>
<td>2015</td>
<td>16</td>
<td>16</td>
<td>100%</td>
<td>AG ACNP</td>
<td>Americal Nurses Credentialing Center</td>
</tr>
<tr>
<td>2016</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>AG ACNP</td>
<td>American Association of Critical Care Nurses</td>
</tr>
<tr>
<td>2015</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>CNS (Adult)</td>
<td>American Association of Critical Care Nurses</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>AG CNS</td>
<td>American Association of Critical Care Nurses</td>
</tr>
<tr>
<td>2016</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>AG CNS</td>
<td>American Association of Critical Care Nurses</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>PMH NP</td>
<td>Americal Nurses Credentialing Center</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>PNP - PC</td>
<td>Pediatric Nursing Certification Board</td>
</tr>
<tr>
<td>2016</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>PNP - PC</td>
<td>Pediatric Nursing Certification Board</td>
</tr>
<tr>
<td>Total 2015-2016</td>
<td>45</td>
<td>43</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Enrollment Data for 2015-2016

Total Admission Applications, Acceptances, Retention and Graduation

**BSN (Table 1)**
There were 610 applications received for the BSN Programs to enroll in Fall 2015, Spring 2016 and Summer 2016. This includes applications for the traditional BSN, Second Degree Option, and RN-BSN Option. 333 students enrolled in the BSN Programs during this academic year. Total enrollment was 830.

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Matriculants</th>
<th>Total Enrolled (Sum 15 - Spr 16)</th>
<th>Graduates (Sum 15-Spr 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional BSN</td>
<td>198</td>
<td>151</td>
<td>335</td>
<td>587</td>
</tr>
<tr>
<td>RN-BSN</td>
<td>119</td>
<td>154</td>
<td>(13 Select Medical enrolles)</td>
<td></td>
</tr>
<tr>
<td>2nd Career BSN</td>
<td>34</td>
<td>89</td>
<td>(6 Med Vet enrollees)</td>
<td></td>
</tr>
</tbody>
</table>

**Post-Graduate Certificates (Table 2)**
There were 34 applications received for the Post-Graduate Certificates in the academic Year 2015-2016. 31 students enrolled in these Programs during this academic year. Total enrollment was 35.

**DNP (Table 2)**
There were 87 applications received for the DNP Program in the academic Year 2015-2016. 82 students enrolled in these Programs during this academic year. Total enrollment was 233.

**PhD (Table 2)**
There were 8 applications received for the PhD Program in the academic Year 2015-2016. 8 students enrolled in these Programs during this academic year. Total enrollment was 46.
Table 2. Graduate Students, Applicants, Entrants and Graduates

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Applicants</th>
<th>Matriculants</th>
<th>Total Enrolled (Sum 15 - Spr 16)</th>
<th>Graduates (Sum 15-Spr 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP</td>
<td>87</td>
<td>31</td>
<td>233 (70 Norton Healthcare Enrollees)</td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>8</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-MSN Certificate</td>
<td>34</td>
<td>31</td>
<td>(14 Norton Healthcare Enrollees and Graduates)</td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate Student Progression and Success

Table 3. BSN Retention Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entering Students</td>
<td>Percent retained in the BSN Program</td>
</tr>
<tr>
<td>Second Career BSN Students</td>
<td>33</td>
<td>85%</td>
</tr>
<tr>
<td>Traditional BSN Students</td>
<td>168</td>
<td>92%</td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
<td>91%</td>
</tr>
</tbody>
</table>

Note: Retention is defined here as continued enrollment in one or two calendars year from term of entry, and does not account for students who stop out.

BSN Graduation Rates

It is important to note that the graduation rate used by the University is different from the rates shown above. Instead of including only the students who matriculated into the BSN program, the university rate includes all pre-nursing majors and tracks whether or not they graduate with any Bachelor’s degree. This measure aligns with the federal graduation rate definition, which looks only at full-time, first-time undergraduate students who enroll in the fall term. Using the University measures, CON’s graduation rates were 31% in four years and 63% in six years (2014-15 graduating cohorts, most recent currently available).
Table 4. BSN Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015 Graduating Cohort</th>
<th>Spring 2016 Graduating Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entering students</td>
<td>On-time graduates</td>
</tr>
<tr>
<td>Traditional BSN</td>
<td>86</td>
<td>66%</td>
</tr>
<tr>
<td>Second Career BSN</td>
<td>17</td>
<td>82%</td>
</tr>
</tbody>
</table>

Fall 2014 Entering Cohort*

<table>
<thead>
<tr>
<th>Entering students</th>
<th>On-time graduates</th>
<th>Late graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN-BSN</td>
<td>36</td>
<td>44%</td>
</tr>
</tbody>
</table>

*Latest available data; Fall 2015 Entering Cohort will graduate in August 2016.

BSN Graduates’ Employment

- 70% of Fall 2015 graduates reported nursing employment at graduation
- 80% of Spring 2016 graduates reported nursing employment at graduation

Graduate Student Progression and Success

Table 5. Graduate Student Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entering Students</td>
<td>Percent Retained in Program</td>
</tr>
<tr>
<td>PhD Students</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>DNP Students</td>
<td>54</td>
<td>89%</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>90%</td>
</tr>
</tbody>
</table>

Note: Retention is defined here as continued enrollment in one or two calendars year from term of entry, and does not account for students who stop out.

Graduate Program Graduation Rates

The method which best measures graduation rates for graduate programs is an ongoing debate at the University and nationwide. In March 2016, the UK Institutional Research and Advanced Analytics (IRAA) office circulated a seven-year graduation rate for doctoral programs for Colleges’ review and comment. The results of this latest effort are included below, although it does not appear that this method has yet become official.
Ongoing communication with the IRAA office indicates that the University is likely to adopt a single PhD graduation rate calculation, but that professional doctorate programs may be able to define a different rate that better fits their professional circumstances.

Table 6. Graduate Student 7-year Graduation Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>2008-09 Entering Students</th>
<th>7-year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>11</td>
<td>36%</td>
</tr>
<tr>
<td>DNP</td>
<td>19</td>
<td>79%</td>
</tr>
</tbody>
</table>

Another important completion metric is the average time to degree of graduates attending full-time. In 2015-16 these averages were:
- PhD – 5.6 years
- DNP – 4.2 years

**Employment** (Source: Survey of Students and Faculty, August 2015)

DNP graduates were employed as follows (2014-15 data- most recent year available):
- Faculty Position: school/college of nursing: 4
- Hospital nursing service research and/or clinical position: 7
- Hospital nursing service administrative or executive position: 3
- Ambulatory (non-hospital) research position and/or clinical position: 5
- Ambulatory (non-hospital) administrative or executive position: 1
- Federal or state governmental agency: 1
- No employment commitment: 2
- Do not know: 1

PhD graduates were employed as follows (2014-15 data- most recent year available):
- Faculty Position: school/college of nursing: 5
- Hospital nursing service research and/or clinical position: 1
- Ambulatory (non-hospital) research position and/or clinical position: 1

5. Programs

**Undergraduate Program**
*(Traditional, RN-BSN, Second Degree Option, MedVet)*

Darlene Welsh, PhD, MSN, RN
Assistant Dean of Undergraduate Faculty Affairs & BSN Program Director

The Bachelor of Science in Nursing (BSN) program prepares generalist nurses who can function in a variety of roles upon program completion. Graduates passing the NCLEX exam are employed as registered nurses in health care settings in both urban and rural locations. Two degree paths for pre-licensure students include the traditional and second-degree options. Military medics can enroll in the second-degree option when they are accepted into the Med Vet track. Registered nurses with 2-year degrees who finish the degree requirements for the on-line RN-BSN option also earn the BSN degree. The
program values continuous intellectual growth, scholarly activity, and nursing knowledge/skill acquisition among all graduates.

BSN Program Highlights (2015-2016)

- Traditional, Second Degree, MedVet
  - In Fall 2015, undergraduate admissions increased from 80 to 100 students each semester
  - Growth in simulation included the development and approval of a simulation curriculum with instruction in each clinical course, pilot in Fall 2016
  - All students engage in Interprofessional Education (iCATS) and complete university communication requirements (Graduation Composition and Communication Requirements – GCCR)
  - Scholar’s in Nursing (university honors program) was approved and admitted students for Fall 2016 inaugural cohort
  - PRN advising with student success tracking is in the early development phase (Provost grant)
  - Specific task force work currently focused on enhancing MedVet student success (HRSA grant)
  - New models for admission processes are under consideration - MMI
  - Approximately 53 undergraduates were inducted into Sigma Theta Tau International

- RN-BSN
  - All RN-BSN courses approved at university level for fully on-line curriculum
  - Curriculum developments supported by university e-learning grants
  - Partnership formed with Select Medical to admit RNs from across the U.S.

Specific Goals (2016-2017)

1. Enhance academic success and BSN workforce development
   - Pilot simulation curriculum and analyze initial evaluation data
   - Heighten student recruitment efforts for RN-BSN Option
   - Engage in strategies to increase BSN hires for UK HealthCare

2. Provide effective academic support for student success
   - Formalize and enhance PRN advising and student success tracking methods
   - Pilot holistic admission processes including MMI
   - Explore methods for supporting student wellness to promote optimal academic performance

3. Promote globalization of curriculum
   - Identify opportunities for growth and financial support of global opportunities
- Strategize to increase number of students participating in Education Abroad programs
- Recruit and retain high quality undergraduate faculty
- Promote high quality teaching through faculty development strategies

Accomplishments

Anna Eastman, (Junior) presented at Posters at the Capitol in Frankfort, Kentucky, “Health Status of Kentucky’s Senior Farmers.” Her faculty mentor is Dr. Deborah Reed.

Sirah Kolstedt, (Junior) received the 2015 Summer Undergraduate Research Internship grant ($2,000) to pursue a project, “Barriers and Facilitators to Smoking Cessation among Patients with Serious Mental Illness.” She presented this work at the Southern Nursing Research Society (SNRS) conference and the National Conference of Undergraduate Research in Spring 2016. Her faculty mentor is Dr. Amanda Fallin – Bennett.

Sarah Pratt, (Sophomore) Au Scholarship recipient, provided a health promotion intervention to high school students in Hazard, Kentucky. Sarah and the two owners of the local fitness center delivered fitness instructions and work-out sessions. Data analysis for achievement of learning objectives is pending. Sarah’s faculty mentor is Dr. Fran Hardin-Fanning.

Paige Williams, (Senior) Student representative, American Association of Colleges of Nursing, Student Policy Summit, Washington DC.

Dean’s Interprofessional Health Care Honors Colloquium

Selected junior year students participate in an honors colloquium that includes interactive seminars to explore healthcare implications of interprofessional practice and work in teams to develop an interprofessional project.

Madelyn R. Schacht
Anna M. Slack
Brooke G. Sparacio
Hannah L. Steinforth
Drew N. Walls
Elizabeth J. Young
Amanda K. Akers
Peyton M. Blanton
Brooklyn R. Rains
Melissa D. Reis
Alan M. Ruiz
Madison C. Shiner
Kaitlin K. Voigts
Post-Graduate Certificates
Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP
Assistant Dean of Graduate Faculty Affairs & MSN-DNP Program Director

Overview of the Post-Graduate Certificate Programs (2015-2016)

The primary objective of this option is to prepare advanced practice registered nurses for national certification eligibility and licensure in a new or additional specialty area of practice through a formal, organized curriculum that focuses on specialty courses in the student's area of interest. Post-Master of Science in Nursing, Post-Doctor of Philosophy in Nursing and Post-Doctor of Nursing Practice individuals are eligible to apply.

Specialties available:
- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Clinical Nurse Specialist
- Family Psych/Mental Health Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Populations and Organizational Systems Leadership

DNP Program
Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP
Assistant Dean of Graduate Faculty Affairs & MSN-DNP Program Director

Overview of the DNP Program (2015-2016)

The UK College of Nursing DNP Program, which was the first program of its kind in the U.S., focuses on development of advanced competencies for complex practice, and research utilization for the improvement of clinical care delivery, patient outcomes and system management. Graduates will be experts in designing, implementing, managing and evaluating health care delivery systems and will be prepared to lead at the highest clinical and executive ranks.

There are two entry points to the DNP Program. 1) Post-Master of Science in Nursing (MSN) entry option for those with an awarded master’s degree in nursing who are already prepared in the role of the advanced practice registered nurse (APRN). 2) A Post-Baccalaureate of Science in Nursing (BSN) entry option is offered, which builds on the BSN degree and prepares individuals for the advanced practice (APN) role. Both options culminate with the DNP degree.

- DNP faculty known nationally and internationally for work in their specialties
- Being the first DNP Program in the U.S.
- Close work with clinical mentors
- Classes that mix online work with on-campus work
The Post-MSN Option can be completed in two years, and the Post-BSN Option can be completed in three years of full-time study. Part-time plans are also available.

Accomplishments

- 2016 DNP Faculty Conference: Moving Nursing Practice Forward - June 16-17, Participants used educational strategies to improve professional behaviors and leadership skills in evidence based practice to enhance the competency of the DNP graduate.
- Telehealth – Faculty are working with UKHC Telehealth Coordinator to expand areas of collaboration within our graduate program to provide broader exposure for our DNP students
- Digication – Working on putting into place a web-based learning management system and e-Portfolio and assessment management system platform used in the graduate program. The web-based course management software allows faculty members to create, manage, and converse with students as they develop their DNP portfolio course content, as well as share and view student contributions.
- 36 curriculum revisions sent to HCCC, Fall 2015; curriculum revision approved and curriculum transition in effect Fall 2016
- Post-Masters Certification revisions and MSN-DNP, POSL-Nurse Exec Curriculum approved at the HCCC July 2016 meeting
- Graduate Admission deadline changed to January 15 to help program remain competitive with other programs
- Continue the delivery and innovative teaching modalities needed to engage graduate students with our hybrid courses for BSN-DNP courses at both Louisville campus and the Lexington campus
- Teach Hybrid courses for BSN-DNP courses at both the Louisville campus and Lexington campus

Specific Goals (2016-2017)

1. Implement curriculum revisions developed by DNP graduate faculty during 2015-2016 and approved through HCCC. Assist faculty and students with transition to new curriculum (strategic plan goal - Enhance infrastructure and instructional design for online learning).

2. Evaluate student progression and support efficient degree completion (strategic plan goal - Increase and strengthen recruitment/retention/graduation efforts).

3. Develop recruitment plan to support gender and minority enrollment in DNP Program (strategic plan goal - Increase and strengthen recruitment/retention/graduation efforts).

4. In conjunction with GNAAC, develop mentorship program for new doctoral students and research interns (strategic plan goal - Increase collaboration in research and
scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky).

5. Develop a structured process to connect DNP students with practice partners to produce evidence-based science which can lead to enhanced patient outcomes (strategic plan goal - Enhance the infrastructure for research and scholarship).

**PhD Program**
Susan Frazier, PhD, RN, FAHA
PhD Program Director

Overview of the PhD Program (2015-2016)

The overriding goal of the PhD program is to prepare scientists who will conduct clinical research to generate new knowledge, which will improve outcomes at the individual, family, community, and national/international level. Our PhD program student learning outcomes support the development of the roles identified in the *Future of Research-Focused Doctorate*, by the American Association of Colleges of Nursing. Thus, our graduates are prepared to be stewards of the discipline, to develop the science, and to prepare the next generation of PhD scholars. The PhD program at UK was approved and began admission in 1987; the program will have produced 130 graduates as of December 2016. The National Research Council recently ranked the College of Nursing PhD program among the top 15 programs in the nation (NRC: A Data-Based Assessment of Research Doctorate Programs in the United States, 2011). At the time of this writing, our current PhD student enrollment is 33 students; there were 10 students who completed their degree requirements this past academic year; two students were unsuccessful with their candidacy examination and one of those officially withdrew from the program. We offered admission to 11 individuals for the autumn semester; there are 3 applicants who have deferred their admission until next year due to illness or change in life circumstances, and 7 have confirmed acceptance to date. Of the current 32 students, 85% are enrolled in full time course work or research residency.

Accomplishments

During the past academic year, we accomplished the following:

- Initiated and completed a trial of a grading/evaluation rubric for the candidacy examination;
- Initiated and completed a trial of a grading/evaluation rubric for the dissertation examination;
- Collected data about the strengths and weaknesses of the PhD Program curriculum from faculty, recent alumni and current students in 6 focus groups and initiated curriculum revision;
- Developed, approved, and forwarded to Graduate Council a DNP-entry option for the PhD Program;
• Submitted and received funding ($150,000) for 2 Robert Wood Johnson Foundation Future of Nursing Scholars program;
• Submitted and received funding ($20,000) for 2 Jonas Scholars for years 2016-18;
• Initiated the first PhD student writing evaluation for first semester PhD students (1 student at risk, 4 possibly at risk, 3 not at risk);
• Requested 19.5, received 11.5 Dean’s tuition scholarships for next academic year;
• Funded all travel requests made by PhD students for presentation of research.
• All students except one making satisfactory progress on annual review (student withdrew); two reviews outstanding at this time;
• Initiated announcements of PhD Dissertation defense, handouts for defense, email congratulations announcement with description of papers and importance of area;
• Ten students completed degree requirements for graduation.

Specific Goals (2016-2017)

1. Redesign PhD curriculum with plan for synchronous distance format (strategic plan goal - Enhance infrastructure and instructional design for online learning).

2. Evaluate student progression and support efficient degree completion (strategic plan goal - Increase and strengthen recruitment/retention/graduation efforts).

3. Develop recruitment plan to support gender and minority enrollment in PhD Program (strategic plan goal - Increase and strengthen recruitment/retention/graduation efforts).

4. In conjunction with GNAAC, develop mentorship program for new doctoral students and research interns (strategic plan goal - Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky).

5. Develop a structured research support plan for PhD students (strategic plan goal - Enhance the infrastructure for research and scholarship).

6. **Recruitment**: Joanne Davis, Assistant Dean for Student and Academic Services

   Attendance at local and national events is for the purpose of promoting specific programs of the college to populations who the college wants to target for possible relationship (as student or faculty), or to have a presence/visibility within a specific group. The following list reflects the recruitment events where there has been a recruiter present to staff a display table (separate from faculty in attendance at the event).

   **Information Sessions** – conduct 14 open sessions per year, includes ambassador led tour. Open to anyone pursuing BSN, but targeted to high school students
CON Tours – 15-20 special programs targeted to groups such as Brownies (earning a first aid badge), parents weekend guests, AHEC, Robinson Scholars, Minority Assoc. of Pre-Health Students (from surrounding colleges/univs) Multicultural Health Careers Open House, YMCA Black Achievers and various other school groups

UK Events – UK Graduate and Professional Showcase, Admitted Student Days, KY Collegians, GSP/GSA events, Come See for Yourself (minority student recruitment 12-15 per year), UK AHEAD, CARES

Recruitment Travel – attended preview nights (w/UK Admissions Staff) in Lexington, Louisville, Covington. Traveled with exhibit to KANS, NOPF, NSNA, Ft. Bragg (MedVet), Wright Patterson AFB, Ft. Knox, NTI, visits to BCTC (for RN-BSN and trads), UKHC, St. Joseph and Baptist Health (RN-BSN); UKHC Lunch & Learns, Hospital Recruitment events in addition to education fair, VA Medical Center, and regional hospitals on request; visit 2-3 elementary schools per year

Specific Goals (2016-2017)

The plans for 2016-17 will be driven by the needs/requests of the faculty/administration. Activities targeted for traditional BSN students will remain the same.

Information Sessions – conduct 14 open sessions per year, includes ambassador led tour. Open to anyone pursuing BSN, but targeted to high school students

CON Tours – 15-20 special programs targeted to groups such as Brownies (earning a first aid badge), parents weekend guests, AHEC, Robinson Scholars, Minority Assoc. of Pre-Health Students (from surrounding colleges/univs) Multicultural Health Careers Open House, YMCA Black Achievers and various other school groups

UK Events – UK Graduate and Professional Showcase, Admitted Student Days, KY Collegians, GSP/GSA events, Come See for Yourself (minority student recruitment 12-15 per year), UK AHEAD, CARES

7. Academic Support Services

1. Instructional Design: Brenda Ghaelian, Director of Instructional Technology

Overview: This year, based on a consultant report, an Instructional Design (ID) Team was formed for the College of Nursing, including 2 Instructional Designers, 1 Computer Scientist and an Instructional Design Intern. Items in the report addressed: migration of courses to Canvas (all but 2 courses converted by Spring 2016), professional development for ID staff (ongoing), reorganization of ID staff (in process), continued coaching, mentoring of ID staff provided by Drs. Howard and Butler (ongoing). We worked on creating our identity. We identified our mission, values, goals and outcomes
and tied them to the CON Strategic Plan metrics and CCNE Essentials. Tracking of outcomes is done through CONSYSAID system.

Accomplishments

  - Needs Assessment of all faculty
  - Canvas Champions workgroup – student survey
  - Faculty Group training and consultation, Faculty Showcase
  - CON Instructional Technology course  (102 faculty enrolled and 3618 page views)

- Academic Support Services including new initiatives (new technology tools, support of testing, LMS, troubleshooting and working with relevant CON Standing Committees
  - New tools: Canvas, Digication, Zoom, ProctorU, VoiceThreads
  - ExamSoft/DRC testing support (F15/16 exams=158, DRC exams: F15=34, Sp16=62)
  - Course renewals and archiving
  - Support tickets (~170/month)

- Academic Partnerships (Norton, Select)
  - Norton – advising platforms
  - Select - RN/BSN retreat

Team members participated in the following Professional Development activities: OLC conference, Quality Matters workshop, Examsoft conference and presentation, eLLi workshop.

Specific Goals (2016-2017)

Drawing on this years’ experience and our vision to transform the process of instruction we have established the following goals for ourselves. One goal is to aid faculty in building online community in hybrid and online courses. Each semester several courses will undergo a Quality Matters course review. We see the need for a common Canvas course structure based on best practice and student needs (Strategic Goal 2, Objective 1). We plan to facilitate more opportunities for faculty collaboration, increase our consultation and training, and develop more job aids and FAQs to proactively address issues identified in our first year as a team. Finally to aid our Academic Partners (Norton, Select), we will work on implementing new tools and initiatives identified this year (Strategic Objective 4 Tactic 4a).

2. Writing Support: Whitney Kurtz-Ogilvie, Academic Writing Specialist

Overview: My role is to provide writing and presentation support to CON graduate students and UKHC nurses. My goal is to demystify the process of writing and teach
students better writing and reasoning skills. I approach this task from many angles, including one on one consultations, diagnostic assessments, workshops, web resources, and faculty development.

Accomplishments

- **NUR 924**: Co-instructor with Dr. Debra Anderson
  - Provided web content and two in-class writing workshops
  - Provided individual feedback to each student
  - Shared grading responsibilities with co-faculty
- **NUR 915**: Designed learning module on literature reviews
  - Chose readings and assignments
  - Hosted in-class workshop, “Writing a Literature Review”
- **Additional workshops for students**
  - For PhD Doctoral Seminar:
    - “Keys to a Successful Paper”
    - “Improving Critical Thinking”
  - For Norton students in Louisville:
    - “Keys to a Successful Paper”
    - “Using Source Material”
  - For NUR 917:
    - “Making Effective Presentations” (narrated webinar)
- **Workshops for Faculty**
  - “Giving Effective Feedback on Student Writing”
- **Service**
  - Elected to Information/Communication and Instructional Technology Council
  - Formed Academic Writing Task Force
- **Diagnostic Assessments**
  - 27 Norton DNP students
  - 42 UK campus DNP students
  - 7 PhD students

Specific Goals (2016-2017)

This year I plan to work with Dr. Howard to create more opportunities for providing writing support to our Norton students. I also plan to add a webinar feature to my Canvas “Writing Resources” page, where I will begin a series of audio-narrated presentations for students and faculty. Lastly, inspired by the success of my “Giving Effective Feedback” faculty lunch and learn, I would like to develop and host at least one more faculty development workshop this year.
3. Clinical Lab and Simulation: Jennifer Dent, Director of Clinical Simulation and Learning Center

Overview: The academic year of 2015/2016 has been a successful year of transformation in both academics and the operations of the Clinical Simulation and Learning Center (CSLC). BSN students now participate in 40 hours of simulation during the program. This is up from 30 hours in the prior academic year. Further growth is expected. To explore better ways for students to access simulation and efficiency, a pilot of student self–signups was expanded from 1 course to 4 courses. This was met with positive student and faculty feedback. All simulation scenarios were evaluated and revised to meet current evidence-based practice. In addition Quality Safety Education for Nurses Competencies and the BSN Essentials were added to the scenarios where these were being met. The International Nursing Association of Clinical Simulation and Learning (INACSL) simulation standards that were implemented the previous academic year were evaluated on how these standards were being met with identification of gaps. All simulation faculty are involved in iCATS and the Director is a member of the iCATS simulation workgroup. Simulation scenarios and a skills workshop were developed for 2 graduate courses. Supplies were consolidated and reorganized with plans to streamline the inventory process. A simulation schedule was developed that meets the undergraduate student enrollment expansion that will be incorporated in Fall 2016. The CSLC also partnered with UK Healthcare to build the mock up NICU room in our facility.

Accomplishments

- Grant from UK Children’s Hospital ($2400.00)
  - Two shaken baby simulators
  - Infant lumbar puncture task trainer
  - Partnering with Department of Pediatrics to share shaken baby simulators for more outreach.
- Hosted two simulation conferences
  - Keynoted by the President and Vice President of Operation of INACSL
  - Both conferences reached capacity for registration.
- Founded the Kentucky Simulation Alliance
  - Hosted two meetings
  - Membership of 50
  - Director is the coordinator of the group
  - The Simulation Technology and Instructional Specialist developed and designed the website
- Expanded the partnership with UK Healthcare departments using CSLC space
  - ATLS
  - Nursing staff development
  - NICU
  - Respiratory
  - Nursing Administration
• General surgery
• AHEC
• Project BOOST Team

Specific Goals (2016-2017)

Roll out pilot of new simulation curriculum and schedule. Implement Kentucky Board of Nursing simulation regulations. Continue Society for Simulation in Healthcare accreditation process. Work towards faculty and staff simulation certification. Work with the communications department to develop CSLC website. Increase graduate participation in simulation occurring in the CSLC.

4. Partnerships: Tricia MacCallum, Project Manager for the UKCON/NHC Academic Partnership

Overview: In addition to our inherent and primary partnership with UK Healthcare, the College of Nursing has contractual agreements with academic partners and collaborators external to the University. During 2015-2016, the College of Nursing experienced growth within academic partnerships and collaborations. A new FTE position of Project Manager of the UKCON/Norton Healthcare Academic Partnership was developed and staffed.

Norton Healthcare

Accomplishments

• With 83 students enrolled, Spring 2016 marked the largest number of students participating to date in the academic partnership

<table>
<thead>
<tr>
<th></th>
<th>Expected Completion Date</th>
<th>Primary Care / Family</th>
<th>Acute Care</th>
<th>Leadership / POSL</th>
<th>Pediatric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Graduate Certificate</td>
<td>05/2016</td>
<td></td>
<td>13</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cohort One (C1) BSN-DNP</td>
<td>12/2016</td>
<td>16</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Two (C2) BSN-DNP</td>
<td>12/2017</td>
<td>12</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Three (C3) BSN-DNP</td>
<td>12/2018</td>
<td>16</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

• Dr. Patricia B. Howard and co-investigators received UK IRB approval to begin Protocol 16-0063-P1H, Doctor of Nursing Practice: Evaluation of an Innovative Academic-Practice Partnership
• 15 NHC DNP colleagues served as voluntary UKCON faculty
Additional administrative support for the partnership was provided by NHC areas such as the following:
  • Institute for Nursing
  • Workforce Development
  • Information Systems & Data Collection
  • NHORA - Norton Healthcare Office of Research Assistance

• Multiple meetings / events occurred to further develop and support the partnership. Examples include:
  • 8/12/15 – DNP joint faculty workshop
  • 10/9/15 – DNP joint faculty workshop
  • 12/14/15 – NHC DNP faculty orientation
  • Executive Planning committee meetings
  • Operational meetings
  • UKCON/NHC Option coordinator meetings

Specific Goals (2016-2017)

• Begin evaluation of the academic partnership as outlined in protocol 16-0063-P1H
• Begin MSN-DNP Executive Nurse Leadership offerings in Fall 2016
• 20 BSN-DNP C1 students complete the program in December 2016
• 20 – 30 BSN-DNP C4 students begin the program in January 2017
• Provide description of roles among co-teaching faculty, provide faculty support
• Increase accessibility to resources for students and faculty

Select Medical

Accomplishments

• During Fall 2015, UKCON responded to a Request for Proposal (RFP) from Select Medical Corp (SM) to develop a collaboration to provide online preparation for RN-BSN students employed by SM
• SM selected UKCON to provide the partnership and the Memorandum of Agreement (MOA) was entered into effect in January 2016
• Students were enrolled for the first time under the partnership in Spring 2016
<table>
<thead>
<tr>
<th></th>
<th># RN – BSN SM students (enrolled in UK Core and/or NUR coursework)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>13</td>
</tr>
<tr>
<td>Summer 1 2016</td>
<td>12</td>
</tr>
<tr>
<td>Summer 2 2016</td>
<td>5</td>
</tr>
</tbody>
</table>

Specific Goals (2016-2017)

- 20 – 25 SM RN-BSN students enrolled by Fall 2016
- 25 – 35 SM RN-BSN students enrolled by Spring 2016
- UKCON continued collaboration with the University for increased UK Core offerings online
- Begin developing an evaluation plan for the partnership
- Plan an annual or semi-annual operation meeting

Potential Opportunities

Although not included in a formal partnership agreement at this time, the following opportunities have been discussed during 2015-2016 and may be further developed in the future.

- Baptist College of Health Sciences (Memphis, TN)
  Partner with nursing faculty during the implementation of the post-baccalaureate AG-ACNP DNP program (provide development, support and collaborating opportunities)
- Baptist Health (Lexington, KY)
  CNS Post MSN opportunity
- VA Hospital (Lexington, KY)
  RN-BSN opportunity

5. Continuing Education: Hazel Chappell, Director of Nursing Continuing Education

Overview: In July 2015 the CE unit received accreditation with distinction. A new coordinator began working full time in July. The unit provided 40 Live and 17 Online equaling 57 total partnership programs including outside agencies and UKHC. Independently provided courses equaled 9 Live and 32 Online equaling 41 courses sponsored and developed by the college of nursing only. All together partnered and independent courses equal 98. The unit provided 16 SRNA classes and online 3 patho and 13 Pharm courses for college credit as well. The unit identified the mission, values, goals and outcomes and tied them to the CON Strategic Plan metrics and CCNE Essentials. Tracking of outcomes is done through online evaluations of each course as well as review by the external CE advisory board.
Accomplishments

  - Needs Assessment of Kentucky nurses on an ongoing basis with systematic, group and individual input
  - Each Workshop and conference has a Planning Committee to oversee the development, implementation and evaluation.
- Academic Support Services working with deans and faculty planning Committees
  - Newly developed this year the DNP Faculty Development workshop
  - 12th Annual Faculty Development Workshop
  - 2 CON simulation workshops met CE requirements for simulation instructors
  - NCLEX review
- UK and Community Partnerships
  - CE Central – UK College of Medicine
  - UKHC Nursing department
  - KY School Nurses
  - KY Nurse Practitioners and Midwifes Coalition
  - University of Oklahoma
  - KY Board of Nursing
  - Veterans Affairs Lexington
  - Ephraim McDowell
  - Vanderbilt University
  - Wesley Village
  - Cardinal Hill
  - Public Health Accreditation Board

Our vision is to meet the professional development needs of nurses across Kentucky.

Specific Goals (2016-2017)

1. Stay in touch with Partners, stakeholders and the nurses of Kentucky related to changing professional practice behaviors and nurse competency
2. Continue to provide faculty development courses to meet the needs identified by faculty including technology, psychological support, methodology and other content related to student needs and retention.
3. Provide quality courses as measured by outcomes surveys.

6. Corbitt Clinic in Wilmore, KY: Sharon Lock, Director of Wilmore Faculty Practice; Amy DelRe, Faculty Practice Manager

Overview: The UK College of Nursing Phyllis D. Corbitt Community Health Center in Wilmore began seeing patients on September 14, 2015. The clinic was named for Dr. Corbitt, a family physician, who had practiced in Wilmore for over 40 years. Sharon
Lock, PhD, APRN, FNAP, FAANP serves as the clinic director and Amy DelRe serves as the practice manager. The clinic is licensed as a limited services clinic and treats patients with common illnesses such as upper respiratory infections, allergy symptoms, sore throats and skin infections. In addition, immunizations, patient education and counseling, school and sports physicals, Department of Transportation physicals as well as pre-employment health screenings are provided. Over 500 patients have received care at the clinic since it opened. The clinic offers an opportunity for primary care faculty to practice and also provides a clinical site for primary care nurse practitioner students. Six faculty are currently credentialed as clinic providers. In 2015-2016, the clinic served as a clinical site for five family nurse practitioner students. Two additional students came to the clinic for their clinical evaluation.

- Why were we interested in in opening this clinic?
  - Service to the City of Wilmore and Jessamine County and surrounding towns and Counties
  - Already had experience with previous clinic funded by contracts or grants
  - Never had a clinic that billed for services
  - Wanted to demonstrate independent practice to our primary care nurse practitioner students
  - Needed clinical placement site for students
  - Wanted site for faculty practice
  - Rent very reasonable

- Why Wilmore?
  - Population=6123
  - 19 miles from Lexington
  - Homes to Asbury University, Asbury Seminary and Wesley Village Retirement Community
  - Only physician in town is not taking new patients

Accomplishments

- Opened September 14, 2014
- October 7, 2015—Passed inspection from the Office of Inspector General with no violations
- CLIA Waived Lab approved
- To date have seen over 550 patients
- To date have billed approximately $101,364 in total charges
- Successfully switched over to UKHC HER March 29, 2016
- Contracted with KMSF for billing and coding services March 29, 2016
- Hired Patient Relations Assistant and a Certified Medical Assistant
- Served as clinical site for 4 primary care nurse practitioner students since opening and also an evaluation site for our out of state students
- Served as clinical site for 4 faculty to keep credentials current
Currently have 6 APRN’s credentialed through the UK Medical Staff Affairs Office

Specific Goals (2016-2017)

- To increase patient volume and increasing revenues
- To contract with other agencies for services to provide services such as DOT physicals, employment physicals
- Increasing awareness of our clinic by increased marketing efforts and community involvement

7. Accreditation, Assessment and Analytics: Heidi Hiemstra, Assessment Coordinator; Sherry Holmes, Accreditation/Assessment Consultant

Overview: 2015-16 was a significant year for the College’s program assessment activities, with implementation of new plans and our annual student learning outcomes being rated exemplary by the university. In addition, we significantly improved our teaching and course evaluation content and process. Our compliance process was updated to assure that we met UKHC requirements and students and faculty were held accountable. Employer focus groups were well received and valuable information was gained for program improvement. Utilization of Tableau was implemented in the College to facilitate access to needed data by faculty and staff.

Accomplishments

- Accreditation
  - DNP program to include an Acute Care Pediatric Nurse Practitioner BSN-DNP option. (CCNE notified as well as KBN)
  - Annual reports submitted to KBN and AACN (CCNE)
- Academic Operations (completed by Asst. Dean Academic Operations and Assessment)
  - Explored university process to reopen the MSN program
  - Performed an in-depth job function analysis for numerous positions in CON including writing job descriptions
  - Strategic planning: met with all strategic plan groups to help ensure that their goal statements were measureable and aligned with the university’s plan; submitted report on College’s strategic planning process in lieu of final report on 2009-2014 Strategic Plan which was submitted in October 2014.
  - Resolved compliance issues around student clinical placement with UKHC and developed compliance criteria for the College. Assisted with online faculty compliance development to be implemented in Fall 2016.
• Assessment
• Evaluation of the University Assessment Council on the annual reports of all programs improved from Needs Improvement and Meets Expectations to Exemplary.
• Developed online data collection for BSN program assessment.
• Conducted BSN and DNP employer focus groups and reported feedback.
• Coordinated faculty development of an assessment rubric for the DNP portfolio, to be piloted in 2016-17.
• Revamped the CoursEval online course evaluation system and related processes, conducted six administrations during the year, and developed new reports. Implemented new university-required question set.
• Implemented and administered new, benchmark based DNP graduate program evaluation survey through Skyfactor/EBI Benchworks.

• Analytics
• Developed over 50 Tableau reports from university and external data.
• Developed online Tableau access for College users; provided website and training.
• Responded to external surveys as needed, such as US News and World Report and SREB

Specific goals (2016-2017)

With Sherry Holmes’ retirement, the foci of accreditation work will be on mentoring the faculty member hired for the recently posted Special Title Series position; guiding faculty in the areas of accreditation and regulation; annual reporting; beginning work on the CIPR five-year report for CCNE (due Dec. 2017); and facilitating the reopening of the MSN program. In addition to regular annual reporting, assessment activities will include implementing the new DNP portfolio rubric, completing the PhD assessment plan, and revising the BSN assessment plan to include a plan to assess the Graduation Composition and Communication Requirement (GCCR), and to incorporate changes in the RN-BSN curriculum. The major upcoming projects are to expand analytics, develop policy and processes for faculty and student scholarship tracking as well as student scholarly productivity. The College’s teaching and course evaluation system will continue to be developed and revised based on changes in university requirements.
June 8, 2016

MEMORANDUM

TO: Dean Janie Heath
    Dean’s Council Members

FROM: Dr. Patricia Howard
    Dr. Karen Butler
    Dr. Heidi Hiemstra
    Dr. Kristin Ashford

RE: Proposal for Tracking and Reporting Scholarship Productivity by Faculty and Students*

BACKGROUND INFORMATION

Currently in the College, there is no clear procedure that outlines the structure and process for tracking faculty or student scholarship, even though some guidelines have been in place for some time. Therefore, the purpose of this summary on tracking scholarship productivity is to provide background information for recommendations that will address past deficits and produce outcomes about faculty and student scholarship that are essential for multiple College reports. For purposes of this report, scholarship includes 1) written publications such as abstracts (submitted and accepted), books, book chapters, journal articles (submitted and accepted), conference proceedings, and 2) presentations at professional conferences, invited speakers, accepted (refereed) presentations, podium sessions, and poster sessions.

The description that follows in outline format provides information about the current state of tracking and reporting on scholarship followed by recommendations to be implemented on a timeline as detailed below.

CURRENT STATE

• COLLECTION OF FACULTY SCHOLARSHIP DATA
  o Reports regarding publications, presentations, and service can be generated from Digital Measures (DM) quickly, but accuracy is dependent on faculty members’ submission of information in order for their data to be loaded into DM.
  o There are no written policies requiring faculty to submit their scholarly activities for DM data tracking.
  o Faculty are required to submit their CVs with their performance evaluations. Non-tenured faculty receive annual performance evaluations. Although tenured faculty are not evaluated annually, they now participate in a ‘mini-review’ in alternate years for which they are required to submit their CVs.
In addition to the CV submitted with the performance evaluation, faculty members may submit information at any time and updates are requested by the current data entry staff at least quarterly.

Once submitted by the faculty member, assigned staff enters data into DM.

**COLLECTION OF STUDENT SCHOLARSHIP DATA**

- Graduate or undergraduate students who coauthor with faculty can be listed as a student coauthor in DM if the faculty identifies the coauthor as a CON student when submitting their publication information to DM.
- There currently is no data store for information about student scholarly work that is not coauthored with a faculty member.
- The research office keeps track of the SNRS presentations.
- Students’ research grants and scholarships are tracked by research office staff as they become aware of these activities.
- Graduate Students
  - The statement in the graduate handbook about the submission of CVs is vague with no timeline for submission of scholarly productivity.
  - Graduate faculty advisors are expected to collect a CV from graduate students during required advising sessions; these forms are then submitted to the Graduate Student Affairs Officer in Student Services.
  - Faculty are not consistently holding graduate students accountable for submitting CVs as required on their respective program’s advising form.
  - DNP students are also required to submit CVs in their portfolio; however few portfolios have been submitted to the Graduate Student Affairs Officer in Student Services at this time.
- Undergraduate Students
  - Currently, there is no policy that requires undergraduate students to develop or submit resumes or CVs which would have this information until the last semester of their senior year.
  - All undergraduate students are required to develop a CV in their leadership course (NUR 400) which occurs the first half of their last semester in school. It is unlikely that most would have a CV prior to this point in the curriculum.
  - Students’ final scholarly products in enrichment courses (research, practice and laboratory internships and Scholars in Nursing Pathway) are currently collected and tracked by the Administrative Assistant to the Associate Dean of Undergraduate Faculty Affairs.
  - The attempt in Fall 2015 to utilize social media to collect information about undergraduate students’ academic accomplishments was not successful. Despite considerable marketing of the hashtag campaign, few students chose to report their friends’ accomplishments on social media.
  - Students are asked about scholarly activities on the senior exit survey, but the negligible responses suggest that this is not an effective method.

**REPORTING**

- Frequent requests related to scholarship data are submitted to the data analyst. The current system does not allow for timely and accurate reporting.
Data can be reported quickly and easily from DM, but the system’s reliance on timely faculty self-reporting of publications creates concern for accuracy in DM reports.

No reporting system is available for student scholarship information which is not entered in DM.

RECOMMENDATIONS

• Recommendation: COLLECTION OF FACULTY SCHOLARSHIP DATA
  o By 8/15/16 for implementation in Fall 2016, develop a written policy for timing of faculty submission of scholarly activities.
    ▪ Associate Deans hold faculty accountable to submit their scholarly activities to designated data entry staff for input into DM on a stated schedule, requiring tenured and non-tenured faculty to submit their scholarly activities at least annually at the time of performance evaluation and/or mini-evaluation.
    ▪ Faculty are to submit CVs preferably by June 30 but no later than August 15 of each year.
  o By 8/15/16 for implementation in Fall 2016, develop process for tracking and reporting of receipt of faculty scholarly activities.

• Recommendation: COLLECTION OF STUDENT SCHOLARSHIP DATA
  o By 8/15/16 for implementation in Fall 2016, rewrite the advising and other policies dealing with student scholarship data to make them specific for undergraduate and graduate programs as below.
  o By 6/15/16 for implementation in Fall 2016, develop an initial project plan to determine the requirements of any new business processes, software, or databases needed to collect accurate and timely student scholarship data, and develop ways to meet these needs in the most efficient and effective manner.
  o Graduate students:
    ▪ By 8/15/16 for implementation in Fall 2016, rewrite the statement in the graduate handbook about the submission of CVs so that it matches each program’s revised advising forms.
    ▪ Expand the use of DM to track all graduate student scholarship activity. Timeline TBD with DM technical support, but targeting the beginning of the fall semester for completion.
      • Define and implement new business processes to collect updated graduate student CVs at least annually and enter the information into DM -- for example, having DM data entry staff pull DNP students’ CVs directly from Digication.
      • Create (free) DM accounts for graduate students to store the data. These accounts will likely be accessed and managed solely by college staff, not students, in order to safeguard data integrity and keep students from having to double-enter information.
    ▪ By 10/1/16 for implementation in Fall 2016, develop process for tracking and reporting of receipt of graduate student scholarly activities, to include graduate support staff and Assistant Deans/Directors in planning and implementing tracking and compliance.
Undergraduate students:

- By 8/15/16 for implementation in Fall 2016, revise student handbook and other materials as needed to clarify expectations around sharing information about scholarly activities.
- Work with key stakeholders to define data collection and reporting needs for undergraduate students, and develop necessary business processes and technological support.
  - Includes the construction of a new data store since DM accounts are not available to undergraduate students.
- Potential foci for collecting information about undergraduate scholarly productivity are faculty in the research, practice and skills lab enrichment courses/opportunities, including the UK Honor’s program Scholars in Nursing.
- Collection of relevant information from the CVs students develop during their senior year will be included.
- By 12/1/16 for immediate implementation, develop process for tracking and reporting of receipt of undergraduate student scholarly activities, to include undergraduate support staff and Assistant Deans/Directors in planning and implementing tracking and compliance.

Recommendation: REPORTING

- By the end of Fall 2016, develop standard reports that meet most needs and publish it in a location accessible to all faculty and staff – such as Tableau.
- By 8/15/16 for implementation in Fall 2016, determine a schedule for updating the standard report, such as every year or every semester. When the numbers are updated, they will remain the “official” numbers until the next set of numbers are released, much like student enrollment data published each semester.
- By 8/15/16 for implementation in Fall 2016, determine and communicate a process to request a report different from the standard report, such as information needed for a grant proposal that includes a different time period or has a different definition of co-authorship.

Addendum to this proposal (pp. 39-44) shows (1) project plan timeline; and (2) tracking and teams for developing specific scholarship areas.

*Approved by Dean’s Council 6/8/16*
Addendum to Proposal for Tracking and Reporting Scholarship Productivity

### Scholarship Tracking Development Project Plan & Timeline

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<td>Develop Requirements and Timeline for Standardized Reports</td>
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## Graduate Student Scholarship Tracking

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<th>Start date</th>
<th>Duration</th>
<th>End Date</th>
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<td>Gather and review policies and forms relating to advising and scholarship tracking expectations in the graduate programs.</td>
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<td>Determine approval parties/process</td>
<td>6/20/2016</td>
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<td>Rewrite the statement in the graduate handbook about the submission of CVs so that it matches each program's revised advising forms.</td>
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<td>Clarify and articulate faculty advisors' responsibilities in data collection</td>
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<td>Disseminate changes in student handbook and other relevant documents</td>
<td>7/1/2016</td>
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<td>8/1/2016</td>
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<td></td>
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<td>Align timeline with registrar's handbook update schedule</td>
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<td>Determine and implement compliance/accountability methods for students and advisors</td>
<td>7/1/2016</td>
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<td>8/1/2016</td>
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<td>Develop Digital Measure Tracking</td>
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<td>Define new business processes to collected updated scholarship data at least annually.</td>
<td>6/13/2016</td>
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<td>10/1/2016</td>
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<td>Determine work team &amp; requirements stakeholders</td>
<td>6/13/2016</td>
<td>8/15/2016</td>
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<td>Document and review current data collection practices in each program, including advising forms and CV collection.</td>
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<td>Document requirements and develop new processes</td>
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<td>Assign staff responsibilities</td>
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<td>Implement new business processes for 2016-17 AY</td>
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<td>DM/Jim Lindsay • bulk import possibilities?</td>
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<td>Create DM accounts for currently-enrolled graduate students</td>
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**Work team:** Heidi Hiemstra, Kathy Collins, Mary Gregory, Tricia MacCallum, Jennifer Chien, Jackie Carbuccia, (Jim Lindsey)

**Requirements stakeholders:** Terry Lennie, Susan Frazier, Sheila Melander, Kristin Ashford, Pat Howard, Ginny Van Horne
### Undergraduate Student Scholarship Tracking

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<tr>
<td>Policy Development</td>
<td>Gather and review policies and forms relating to scholarship tracking expectations in the undergraduate program.</td>
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<tr>
<td>Policy Development</td>
<td>Draft and finalize changes</td>
<td>Determine approval parties/process Rewrite the student handbook to clarify that students are expected to report scholarly activities to (x) and that CVs may be used for this purpose</td>
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<td>Policy Development</td>
<td>Disseminate changes in student handbook and other relevant documents</td>
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<td>Develop and Implement Course-Based Data Collection</td>
<td>Planning session with faculty in relevant courses: Sr. year professionalism course, and research, practice and skills lab enrichment courses/opportunities, including the UK Honor’s program Scholars in Nursing.</td>
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<td>Develop and Implement Course-Based Data Collection</td>
<td>Create new data store</td>
<td>Develop requirements Determine process, software, and parties involved Build, test, deploy</td>
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**Work team:** Heidi Hiemstra, Rene Palumbo, James Hayhurst, Brenda Ghaelian/Sandy Challman

**Requirements stakeholders:** Darlene Welsh, Kristin Ashford, Pat Burkhart
## Faculty Scholarship Tracking

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<td>Communicate changes to faculty</td>
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<td>Develop tracking at the faculty level by appropriate staff to ensure submission</td>
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<td>Define and assign staff responsibilities</td>
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<td>Report for Associate Deans to use to follow up.</td>
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Goal: Associate Deans hold faculty accountable to submit their scholarly activities to designated data entry staff for input into DM on a stated schedule, requiring tenured and non-tenured faculty to submit their scholarly activities at least annually at the time of performance evaluation and/or mini-evaluation.

**Work team:** Heidi Hiemstra, Tricia MacCallum, Jackie Carbuccia, Rene Palumbo, (Jim Lindsey, Campus DM)

**Requirements stakeholders:** Terry Lennie, Pat Burkhart, Tom Kelly
## Reporting

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<td>Hold requirements session(s) with stakeholders Define reporting expectations and processes</td>
<td>Ongoing reporting schedule (annual updates? Six months?) Process to request report outside standard content/schedule</td>
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**Work team:** Heidi Hiemstra, Mary Gregory, James Hayhurst, Rene Palumbo, Jackie Carbuccia, (Jim Lindsey)

**Requirements stakeholders:** Terry Lennie, Susan Frazier, Tom Kelly, Darlene Welsh, Pat Burkhart, Kristin Ashford, Sheila Melander
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<td>Tracking Process Development</td>
<td>7/1/2016</td>
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<td>Develop Requirements and Timeline for Standardized Reports</td>
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<td>Build and Deploy Reports</td>
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