2017-2018
Academic Programs & Partnerships
ANNUAL REPORT
Academics, Academic Support Services, Partnerships
UNIVERSITY OF KENTUCKY

COLLEGE OF NURSING

Academic Programs and Partnerships Annual Report
Academic Year 2017-2018
(July 1, 2017 – June 30, 2018)

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TABLE OF CONTENTS

Executive Summary ......................................................................................................................5

High-level Achievements ............................................................................................................6
  Student Honors and Awards, Spring and Fall .......................................................... 6
  Student Publications and Presentations ................................................................. 6
  Student Funding ................................................................................................................. 7
  Completed Research/Scholarly Endeavors/Clinical Projects .................................. 7

Unit-specific Outcomes and Benchmarks ..............................................................................20
  Bachelor of Science in Nursing Licensure Exam Results ........................................ 20
  Doctor of Nursing Practice Certification Exam Results ........................................ 20

Enrollment Data .....................................................................................................................20
  Total Admission Applications, Enrolled Students and Graduates ....................... 20
  Undergraduate Student Progression and Success .................................................. 22
  Graduate Student Progression and Success ............................................................. 23

Undergraduate Program, Traditional, RN-BSN, Second Degree Option, MedVet ....... 24
  Overview of the Undergraduate Program .............................................................. 24
  BSN Program Accomplishments ............................................................................ 24
  Current Strategic Plan Goals (2018-2019) ............................................................... 25

Doctor of Nursing Practice (DNP) Program & Post-Graduate Certificate Program .... 27
  Overview of the Post-Graduate Certificate Program ................................................ 27
  Overview of the DNP Program ................................................................................. 28
  Accomplishments ........................................................................................................ 28
  Current Strategic Plan Goals (2018-2019) ................................................................. 29

Doctor of Philosophy in Nursing (PhD) Program ............................................................... 29
  Overview of the PhD Program .................................................................................. 29
  Accomplishments ....................................................................................................... 30
  Current Strategic Plan Goals (2018-2019) ................................................................. 30

Student Recruitment ............................................................................................................31
  Overview of Student Recruitment ............................................................................. 31
  Current Strategic Plan Goals (2018-2019) ................................................................. 32

Academic-Practice Partnerships .........................................................................................32
  Overview of the Academic-Practice Partnerships .................................................. 32
  Norton Healthcare ......................................................................................................... 32
  Select Medical ............................................................................................................... 35

Academic Support Services ...............................................................................................36
  Instructional Design ....................................................................................................... 36
Writing Support ....................................................................................................................40
Clinical Lab and Simulation .................................................................................................42
Continuing Education ..........................................................................................................44
Phyllis D. Corbitt Community Health Center Clinic, Wilmore, KY ....................................48
Accreditation, Assessment and Analytics.............................................................................49
Executive Summary

The purpose of this report is to celebrate the academic accomplishments of the faculty, staff, and students in the University of Kentucky College of Nursing during the academic year 2017-2018.

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 program 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

Throughout this Annual Report, faculty and staff who contributed illustrate how units incorporated the College’s strategic goals when addressing academic excellence and growth in all programs; enhanced research and scholarly work; promoted diversity and inclusivity; and advanced community and faculty practice and engagement.

Faculty & Staff:
- 170 faculty (64 full-time, 106 part-time)
- 94 staff (51 full-time, 43 part-time)

College Points of Pride:
- First Doctor of Nursing Practice program in the country
- First Doctor of Philosophy in Nursing program in Kentucky
- First nurse researcher in the country to be award a Patient Centered Outcomes Research Institute (PCORI) grant
- First College Clinic: Phyllis D. Corbitt Community Health Center in Wilmore, KY
- Bachelor of Science in Nursing graduates National Council Licensure Examination (NCLEX) first-time pass rate is 97% over the past 10 years
- Expanded the College-Norton Institute for Nursing to include BSN-DNP PMHNP (Psychiatric Mental Health Nurse Practitioner) cohort and MSN-DNP Executive Nurse Leader option
High-level Achievements

During the 2017-2018 academic year, 318 students earned degrees. Six students were awarded a Doctor of Philosophy in Nursing (PhD) degree, 58 students were awarded a Doctor of Nursing Practice (DNP) degree, 254 students were awarded a Bachelor of Science in Nursing (BSN) degree and 20 students were awarded Post-Graduate Certificates.

I. Student Honors and Awards, Spring (S) and Fall (F)

Graduate Awards
Carolyn A. Williams PhD Award – Hartley Feld (S)
PhD Alumni Award – Andrew Bugajski (S)
Stanhope/Sebastian DNP Award – Caissy Goe (S)
Saha Cardiovascular Research Award – Joy Coles

Undergraduate Awards
Faculty Award – Taylor Lewis (F), Saoirse Lucy (S)
Florence Nightingale Award – Anna Eastman (F), Maya Husayni (S)
Central Baptist Leadership – Savannah Baker (F), Caroline Cunningham (S)
UKHC Nursing Excellence – Liz Carr (F), MacKenzie Pierce (S)
Delta Psi – Lauren Elliott (F), Ashley Fox (S)
Taylor Ann Davis Award – Chandler Carley (F), Saoirse Lucy (S)
Omicron Delta Kappa – Kelsey LaCrois (only given in S)

Sigma Theta Tau International, Delta Psi Chapter Inductees
The 41st Delta Psi chapter of Sigma Theta Tau International Annual induction ceremony was held April 29, 2018, for 61 inductees, at the UK HealthCare Pavilion A Auditorium including 40 undergraduate students. The majority were from the UK College of Nursing, other inductees included 4 from Berea College and 2 from Campbellsville College. In addition, there were 10 DNP and 1 PhD inductees.

II. Student Publications and Presentations

*Undergraduate Student Scholarship: Undergraduate students reported nine presentations.

*DNP Student Scholarship: Information is not available.

PhD Student Scholarship: PhD students reported 15 publications, 31 presentations, and four published abstracts.

* Complete information for undergraduate and DNP student scholarship is not currently available. The process for tracking scholarship for these students is under development.
III. Student Funding

**PhD**
Scholarships - 11 scholarships available for PhD – total $17,000  
Research Assistant positions* - Nursing students - 7 FTE $70,000  
Research Assistant positions* – Non-nursing students - 4 FTE $40,000  
Teaching Assistant positions* - 0.5 FTE $5,000  
College of Nursing PhD Fellowship* - $38,000 (Graduate School block funding)  
Baptist Healthcare Fellowship in Nursing Research * - $37,000  
Robert Wood Johnson Nursing Scholars* - 6 awards totaling $166,668  
Robert Wood Johnson Leadership Scholar* - 1 award $120,000  
AACN Jonas Nurse Leadership Program - $20,000  
OHEN training grant* - 2 new students $34,000

**DNP**
Scholarships – 13 available for DNP – total $15,000  
Teaching Assistant* positions – 4.5 FTE - $45,000

*Positions also include tuition and health insurance benefit.

**Undergraduate**
Forty-three undergraduate scholarships were awarded totaling $122,791. Additionally, $78,500 was awarded from UK Enhancement funds for a total of $202,291 in scholarships for undergraduate students.

IV. Completed Research/Scholarly Endeavors/Clinical Projects

**PhD Dissertations Defended:**

Adebola Adegboyega  
“Determinants of Pap Screening Among Sub-Saharan African Immigrant Women”  
Committee Chair: Jennifer Hatcher, PhD, MPH, RN

Michael Callihan, Jr.  
“Understanding the Biomechanics of Back Injury in Nursing”  
Committee Chairs: Terry Lennie, PhD, RN, FAHA, FAAN; Nora Warshawsky, PhD, RN, NEA-BC, CNE, FAAN

Andrew Bugajski  
“Biological, Behavioral, and Psychosocial Attributes of Individuals with COPD”  
Committee Chair: Susan Frazier, PhD, RN, FAHA

Hartley Feld  
“Reproductive Autonomy; The Context of Pregnancy Planning, a Global to Local Approach”  
Committee Chair: Kristin Ashford, PhD, APRN, WHNP-BC, FAAN
Quentin Moore
“Developing a Predictive Model for Prostate Cancer Screening Intent”
Committee Chair: Jennifer Hatcher, PhD, MPH, RN

Susan Yackzan
“Factors Influencing Preference for Surgical Choice among Women with Early Stage Breast Cancer”
Committee Chair: Dorothy Brockopp, PhD, RN

**PhD Presentations:**


Witt, C. (December 2017), “Applying the Health Belief Model: Adherence to hearing protection use in young farmers ages 14-24.” Central Appalachian Regional Education Research Center meeting.


**Higgins, J.** (March 2018). “Getting the most out of your PhD Program.” Panel discussion at Southern Nursing Research Society Annual Meeting, Atlanta, Georgia.


**Ogden, L.** (March 2018). “Nutritional deficiencies in women of childbearing age in Kentucky.” (Poster), Southern Nursing Research Society Annual Conference, Atlanta, Georgia.


PhD Publications (books, book chapters, invited papers, journal articles, manuscripts):


**PhD Abstracts:**


**DNP Projects Defended:**

Miranda Adkins  
“Scheduling Practices of Acute-Care RN’s and Nurse Fatigue: Assessment and Development of an Educational Program for Nurse Managers”  
Committee Chair: Debra G. Anderson, PhD, RN, PHCNS-BC

Deanna Anderson  
“Assessing the Impact Timing of Chemotherapy Education Has on a Patient’s Ability to Self-Manage Common Side Effects”  
Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Laura Broughton  
“The Effect of Trauma-Informed Care Training on the Knowledge and Awareness of Medical Professionals at Kentucky Children’s Hospital”  
Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

Kate Burnett  
“Evaluating Adherence to the Sepsis Bundle and the Effectiveness of Best Practice Alerts”  
Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Michelle Campbell  
“A Process Improvement Project to Increase Diabetic Retinopathy Screening Rates as Evidenced by Formal Documentation”  
Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Tiffany Centers  
“Evaluation of Screening Practices for Alcohol Use in Primary Care”  
Committee Chair: Lynne Jensen, PhD, RN, APRN

Kristyn Clark  
“Evaluation of Depression Screening Practices in Comorbid Patients in the Primary Care Setting”  
Committee Chair: Judith Daniels, PhD, FNP, PNP

Rebekah Dailey  
“Assessment of Horizontal Violence and Healthy Work Environments Between Two Nursing Units”  
Committee Chair: Nora Warshawsky, PhD, RN, NEA-BC, CNE, FAAN
Emily Dunn
“A Retrospective Comparative Analysis on the Effectiveness of Pharmacologic Weight Loss”
Committee Chair: Judith Daniels, PhD, FNP, PNP

Kathleen Exline
“Impact of Advance Practice Providers (APP) Care Models and Outcomes in Primary Care”
Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

Stacy Flanders
“Evaluation of a Staff Resilience Program in a Pediatric Intensive Care Unit”
Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

Stephanie Fred
“Evaluating the Effectiveness of the Norton Cancer Institute’s Prompt Care Clinics”
Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

Julia Frith
“Impact of Kamishibai Card Process on Central Venous Line Maintenance Bundle”
Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

Natalie Fulk
“Impact of Education on Provider Knowledge and Screening Practices Related to Childhood Obesity”
Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Haley Fuller
“The Effect of an American Heart Association Telephone Follow-Up Intervention on Knowledge and Self-Efficacy in Rural Heart Failure Patients”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Frances Gilliland
“Pediatric Delirium: Development of a Standard of Practice in a CVICU and PICU Setting”
Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

Caissy Goe
“Evaluation of a Critical-Care Pain Observation Tool Quality Initiative”
Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Katelyn Hellman
“Adult Acute Sinusitis Antimicrobial Stewardship Program in a Primary Care Setting”
Committee Chair: Elizabeth Tovar, BSN, RN

Jennifer Janes
“Evaluation of an Enhanced Recovery after Surgery (ERAS) Pathway at Two Hospitals”
Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN
Natalie Jennette  
“Screening Patients with Hypertension for Sleep Apnea using the STOP-BANG Tool in a Primary Care Setting”  
Committee Chair: Elizabeth Tovar

Lauren Johnson  
“Post Implementation Evaluation of MOVE Early Mobility Screening Protocol in Non-Surgical Mechanically Ventilated Patients in the Intensive Care Unit”  
Committee Chair: Sheila Melander, BSN, RN

Tara Jones  
“The Impact of Nursing Staff Adherence with Chlorhexidine Gluconate Bathing on Intensive Care Unit Patient Outcomes”  
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Jene Kendall  
“Nurse Manager Span of Control and the Impact on Employee Engagement”  
Committee Chair: Debra Hampton, PhD, MSN, RN, ACHE, NEA-BC

Travis Klein  
“Family Rounds in the Medical Intensive Care Unit: An Intervention to Enhance Communication”  
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Ashley Kohari  
“Improving Fall Risk Assessment and Documentation: A QI Project”  
Committee Chair: Lynne Jensen, PhD, RN, APRN

Rachel Lazar  
“An Evaluation of Provider Adherence to Acute Bronchitis Quality Measures in Adults”  
Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Doreen Legere  
“Identifying Nurse's Perspectives and Practices about Clinical Monitor Alarm Burden and Alarm Fatigue”  
Committee Chair: Carol Thompson, PhD, DNP, RN, CCRN, ACNP-BC, FNP-BC, FCCM, FAANP, FAAN

Adam Loose  
“Perceptions about Cognitive Enhancement Therapy among regional mental health providers: a mixed methods analysis”  
Committee Chair: Peggy El-Mallakh, PhD, PMHNP-BC, RN
Michael Lush
“Implementation of the STOP BANG Screening Instrument for Obstructive Sleep Apnea within the ICU and 5 East Cardiac Units”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Kelly McCormick
“Using Rapid Cycle Quality Improvement to Improve Weight Management in Family Medicine”
Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP

Lisa McGee
“Evaluation of Kentucky Nurses' Knowledge and Self-Efficacy Related to Safe Sleep and Sudden Unexpected Infant Death (SUID)”
Committee Chair: Debra Anderson, PhD, RN, PHCNS-BC

Beth Meade
“Introduction of a Comprehensive Modified Early Warning Scoring System in a Large Rural Hospital”
Committee Chair: Debra Anderson, PhD, RN, PHCNS-BC

Lydia Mendez
“Implementing a Patient Hand Hygiene Protocol to Decrease Rate of Clostridium Difficile in the Acute Care Setting”
Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Ashton Miller
“Intensive Care Admissions: Predicting Palliative Care Needs in the First Twenty-Four Hours of Admission”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Cherry Nelson
“A Retrospective Chart Review on the Effects of CAM on Pain and/or Anxiety in the Oncology and Bone Marrow Transplant Population”
Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Ashley Newman
“Health Literacy in a Primary Care Setting”
Committee Chair: Lynne Jensen, PhD, RN, APRN

Holly Nieves
“The Effect of a Parent Empowerment Program on Length of Stay and Parental Stress in the Neonatal Intensive Care Unit”
Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE
Carly Oliver
“Getting the Most Out of Pediatric Screenings”
Committee Chair: Dianna Inman, DNP, RN, APRN, CPNP, PMHNP

Susan Peak
“An Evaluation of an Innovative Weight Management Program in the Primary Care Setting”
Committee Chair: Judith Daniels, PhD, APRN, FNP, PNP

Claire Pfister
“Evaluation of a Primary Care Based Diabetes Education Program”
Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Desiree Price
“Exploring Barriers to Primary Care in the LGBT Community”
Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP

Matthew Proud
“Impact of a Leadership Development Program on Perceptions of Structural Empowerment, Leadership Self-Efficacy, and Staff Nurse Clinical Leadership”
Committee Chair: Karen Stefaniak, PhD, RN, NE-BC

Mary Roach
“Implementation of a Screening Tool Protocol to Identify Patients with Unmet Palliative Care Needs and Improve Access to Palliative Care in the ICU”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Kristina Robinson
“Evaluating the Relationship Between Tobacco use and Pain Perception using the Global Pain Scale (GPS) in Opioid Dependent Adults: A Retrospective Analysis”
Committee Chair: Lynne Jensen, PhD, RN, APRN

Katherine Rogers
“The Evaluation of Advanced Practice Providers Practice Patterns & Delivery of Care Models in the Specialty Practice Environment”
Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Cassandra Roshel
“Increasing Influenza Vaccination Rates in a Primary Care Clinic: A Quality Improvement Study”
Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Katherine Schoo
“An Evaluation of the Effects of a Diabetes Self-Management Education Program on the HbA1c in Patients with Type 2 Diabetes Mellitus”
Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP
Whitney Spear
“Screening for Alcohol use/abuse in the Primary Care Setting using the AUDIT-C and SBIRT (Screening, Brief Intervention, Referral to Treatment)”
Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP

Jennifer Sustek
“Evaluation of Depression Screening Implementation in the Adult Inpatient Heart Failure Population: A Process Outcomes Evaluation”
Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Allison Theobald
“Parent Perception of Child's Developmental and Coordination Skills Related to Participation in the Gymnastics through Early Movement Program”
Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

Gavin Turpin
“Evaluation Outcomes of a Modified Early Warning System for Early Identification of Sepsis in the Adult Population Requiring Acute Care”
Committee Chair: Carol Thompson, PhD, DNP, RN, CCRN, ACNP-BC, FNP-BC, FCCM, FAANP, FAAN

Kandace Vanhoozer
“The Effect of an Educational Intervention on the Blood Culture Contamination Rate in Acutely Ill Adults”
Committee Chair: Sheila Meander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Kim Walker
“The Effect of Transition Readiness Interventions on Adolescents with Diabetes when Transitioning from Pediatric to Adult Clinic”
Committee Chair: Dianna Inman, DNP, RN, APRN, CPNP, PMHS, PMHNP

Deborah Whitehurst
“Antibiotic Prescribing for Treatment of Acute Pediatric Illnesses by Advanced Practice Nurses”
Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDC

Katelin Winiger
“Evaluation of a Nurse Navigator Program on the 30-day Readmission Rate in Heart Failure Patients”
Committee Chair: Lynne Jensen, PhD, RN, APRN

Julie Wolford
“The Evaluation of a Multi-Hospital System Nurse Residency Program on New Graduate Nurse Retention and Engagement”
Committee Chair: Debra Hampton, PhD, MSN, FN, RACHE, NEA-BC
Hannah Young
“Assessment of Alcohol Withdrawal Syndrome Incidence and Identification of Other Correlating Risk Factors in Patients Admitted Through the Emergency Department” Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Sarah Zerhusen
“Assessment of the Need for Provider Education on Screening for Depression in Patients with Select Dermatologic Problems” Committee Chair: Nancy Kloha, DNP, FNP, APRN-BC

DNP Presentations:


**Undergraduate Scholarship:**


**Seng, S.**, (2018). *Secondhand smoke exposure and its impact on nicotine dependence and smoking cessation among patient with psychiatric and substance use disorders*. UK College of Nursing Scholarship Showcase. (Presentation)
Webb, K. (2018). Tobacco is a social justice issue. UK College of Nursing Scholarship Showcase. (Presentation)

Unit-specific Outcomes and Benchmarks

I. Bachelor of Science in Nursing Licensure Exam Results

There were 211 graduates eligible to take the National Council Licensure Examination (NCLEX) this year. In Fall 2017, 98 graduates took the examination and 97 passed on the first attempt. In Spring 2018, 115 graduates were eligible to take the examination. Results to date indicate 98 have passed on the first attempt.

II. Table 1: Doctor of Nursing Practice Certification Exam Results

<table>
<thead>
<tr>
<th>DNP Program Track</th>
<th>Number Eligible for Certification</th>
<th>Number Passed 2016 Certification</th>
<th>Percent Passed Who Have Taken</th>
<th>In Process</th>
<th>Information Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGCNS</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>AGACNP</td>
<td>11</td>
<td>8</td>
<td>100%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AGPCNP</td>
<td>3</td>
<td>2</td>
<td>100%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FNP</td>
<td>8</td>
<td>3</td>
<td>100%</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>PMHNP</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PNPAC</td>
<td>3</td>
<td>1</td>
<td>100%</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PNPPC</td>
<td>4</td>
<td>2</td>
<td>100%</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

AGCNS – Adult Gerontology Clinical Nurse Specialist
AGACNP – Adult Gerontology-Acute Care Nurse Practitioner
AGPCNP – Adult Gerontology–Primary Care Nurse Practitioner
FNP – Family Nurse Practitioner
PMHNP – Psychiatric Mental Health Nurse Practitioner
PNPAC – Pediatric Nurse Practitioner-Acute Care
PNPPC – Pediatric Nurse Practitioner-Primary Care

Enrollment Data

I. Total Admission Applications, Enrolled Students and Graduates

A. BSN

There were 576 applications received for the BSN program in the academic year 2017-2018. Of those, 417 met the admissions criteria, 369 were offered admission, and 314 enrolled. The total enrollment of the BSN program for Fall 2017 and Spring 2018 was 1,680. There were 229 degrees awarded. (Figure 1)
B. DNP/Post APRN Graduate Certificates/PhD

1. DNP
There were 62 applications received for the DNP program in the academic year 2017-2018. Of those, 56 met the admission criteria and were accepted, and 47 enrolled. The total enrollment of the DNP program for Fall 2017 and Spring 2018 was 438. There were 54 degrees awarded. (Figure 2)

2. Post Advanced Practice Registered Nurse (APRN) Graduate Certificates
There were 22 applications received for the Post APRN Graduate Certificate program in the academic year 2017-2018. Of those, 20 met the admission criteria and were accepted, and 18 enrolled. The total enrollment of the Post APRN Graduate Certificate program for Fall 2017 and Spring 2018 was 60. There were 20 certificates awarded. (Figure 2)

3. PhD
There were nine applications received for the PhD program in the academic year 2017-2018. Of those, seven met the program’s admission criteria and were accepted, and four enrolled. The total enrollment of the PhD program for Fall 2017 and Spring 2018 was 40. There were five degrees awarded. (Figure 2)
II. Undergraduate Student Progression and Success

A. Table 2: BSN Retention Rates

<table>
<thead>
<tr>
<th>Academic Year, Retention</th>
<th>Entry Cohort Term</th>
<th>First to Second Year Retention (%)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Fall 2013</td>
<td>78.9%</td>
<td>284</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Fall 2014</td>
<td>80.8%</td>
<td>312</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Fall 2015</td>
<td>76.1%</td>
<td>314</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Fall 2016</td>
<td>83.3%</td>
<td>300</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Fall 2017</td>
<td>86.8%</td>
<td>273</td>
</tr>
</tbody>
</table>

B. Table 3: BSN On-Time Graduation Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Graduation Rate (3 Years/6 semesters)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 15-16</td>
<td>86%</td>
<td>208</td>
</tr>
<tr>
<td>Academic Year 16-17</td>
<td>80%</td>
<td>221</td>
</tr>
<tr>
<td>Academic Year 17-18</td>
<td>89%</td>
<td>254</td>
</tr>
</tbody>
</table>
C. BSN Graduates’ Employment
   • Of the 89 Fall 2017 graduates 71 (80%) reported nursing employment at graduation.
   • Eighty percent of Spring 2017 graduates reported nursing employment at graduation.

III. Graduate Student Progression and Success

A. Table 4: Graduate Student Retention

<table>
<thead>
<tr>
<th></th>
<th>2017-18 2nd-Year Retention (2016-17 Entrants Retained One Year From Program Entry)</th>
<th>2017-18 3rd-Year Retention (2015-16 Entrants Retained Two Years From Program Entry)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entering Students</td>
<td>Percent Retained in Program</td>
</tr>
<tr>
<td>PhD Students</td>
<td>9</td>
<td>89%</td>
</tr>
<tr>
<td>DNP Students</td>
<td>83</td>
<td>93.98%</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>93.47%</td>
</tr>
</tbody>
</table>

Note: Retention defined as continued enrollment in one or two calendar years from term of entry and does not account for students who opt out.

B. Graduate Program Graduation Rates

The University does not currently provide retention and graduation rates for graduate programs. Although there are plans for including the information, it was not available at the time of this report. Based on College data, the average time to degree for full-time students in the BSN-DNP program was 3.2 years and for full-time students in the MSN-DNP program, it was 2 years. The average time to degree for students in the PhD program was 5.5 years. As indicated in Table 6, 7-year graduation rates for students who entered the program in 2009-10 was 36% for PhD and 79% for DNP.

Table 5: Graduate Student 7-Year Graduation Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>2009-10 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 2017-2018, averages were:
   • PhD - 5.5 years
   • DNP - 3.2 years (BSN-DNP)
   • DNP - 2 years (MSN-DNP)
C. Employment (Source: Data Reported in Survey of Students and Faculty, December 2017).

DNP graduates were employed as follows (Fall 2017 data - most recent available):
- Faculty Position: school/college of nursing: 1
- Hospital nursing service research and/or clinical position: 7
- Ambulatory (non-hospital) research position and/or clinical position: 7
- Federal or state government agency: 1
- Other, Long term care facility: 1

PhD graduates were employed as follows (Fall 2017 data; most recent available):
- Faculty Position: school/college of nursing: 1

Graduates of certificate programs reporting were employed as follows (2017 most recent available):
- Hospital nursing service research and/or clinical position: 10
- Ambulatory (non-hospital) research position and/or clinical position: 2
- Faculty Position: school/college of nursing: 1

Undergraduate Program: Traditional, RN-BSN, Second Degree Option, MedVet Option

I. Overview of the Undergraduate Program

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 National Council Licensure Examination (NCLEX) 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 tracks. Military medics can enroll in the second-degree track without the pre-requisite baccalaureate degree. Registered nurses with two-year degrees who finish the degree requirements for the on-line RN-BSN track also earn the BSN degree. The program values continuous intellectual growth, scholarly activity, and nursing knowledge/skill acquisition among all graduates.

II. BSN Program Accomplishments

1. Traditional, Second Degree Tracks
   - 99% NCLEX pass rate for 2017.
   - Simulation curriculum fully implemented with instruction in each clinical course.
   - Approval of a 20-month Accelerated BSN Track, which will replace the Second Degree Track in Fall 2019.
   - All students engage in Interprofessional Education (iCATS) activities with collaborative case studies that include standardized patient interaction.
• Undergraduate students complete UK’s Graduation Composition and Communication Requirements (GCCR).
• Scholars in Nursing (University Honors program) admitted 12 nursing students.
• Professional Relationships in Nursing (PRN) advising is in progress with success tracking underway in sophomore, junior and senior level courses (Provost grant).
• Student success strategies focused on enhancing student learning by the provision of clinical reasoning instruction during summer boot camp and specific course activities.
• Undergraduate inductees into the Sigma Theta Tau International Honor Society of Nursing included 64 traditional/second degree and four RN-BSN students.
• A curriculum revision process began this academic year with the goal to offer a student-centered curriculum in 2019.

B. RN-BSN Track
• Seven faculty who teach in RN-BSN have obtained online teaching certifications and one obtained an administration of online programs certificate.
• Two faculty participated in the eLearning Innovation Initiative (ELII) Faculty Development Program (Round 3) which involved a Faculty Learning Community focused on innovative teaching and learning in Online or Blended (Hybrid) courses for the purposes of sharing best practices.
• Plans are under development to pilot the admission of Bluegrass Community and Technical College (BCTC) associate degree nursing students as UK visiting students who can concurrently complete selected RN to BSN courses.

III. Current Strategic Plan Goals (2018-2019)

A. Promote academic excellence and growth in the undergraduate program
1. Enhance academic success and BSN workforce development
• Pilot simulation curriculum and analyze initial evaluation data. The simulation curriculum was offered in Fall 2017 and Spring 2018. Evaluation data were presented during the May 8, 2018, Undergraduate Program Committee meeting. Please see Clinical Simulation and Learning Center (CSLC) section of annual report for more details.
• Implement student recruitment efforts for RN-BSN Track. The ongoing Eastern State Hospital and College of Nursing partnership aims to increase enrollment and support of Eastern State Hospital associate degree nurses in the RN-BSN Track. Lunch and Learn events at UK HealthCare and the exploration of a potential partnership with St. Claire Regional Medical Center in Morehead, Kentucky are in progress. A pilot for admitting BCTC nursing students as visiting students is planned for Fall 2018.

Table 6: Targeted Enrollment Growth

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Growth</td>
<td>RN-BSN enrollment</td>
<td>Fall 2015</td>
<td>25% increase in RN-BSN enrollment</td>
</tr>
</tbody>
</table>
• Engage in strategies to increase the number of BSN graduates hired at UK HealthCare. Nurse recruiters, managers, nurses and physicians from UK HealthCare discuss career opportunities with last semester senior Career Management each semester. Recruiters from UK HealthCare speak to each level of nursing students during selected course participation. Student Nurse Academic Practicum participants receive priority UK HealthCare clinical placements in the senior capstone course, Synthesis, to promote student development and recruitment. UK HealthCare nurse recruitment reports the following hiring patterns for UK BSN graduates: December 2017, 42 of 84 (50%) and May 2018, 64 of 115 (56%).

2. Provide effective academic support for student success
• Formalize and enhance PRN advising and student success tracking methods. PRN advising was provided by faculty to pre-nursing and nursing students in 2017-2018. A student success tracking system was created in the Canvas learning platform, and data from sophomore, junior and senior level students were entered for faculty review. Faculty engaged in PRN activities in the fall Freshman Nursing Seminar (NUR 101) courses. Beginning Fall 2018, undergraduate faculty, along with professional advisors, will be assigned to teach in all NUR 101.
• Holistic admission process. The Undergraduate Student Admission and Progression (USAP) Committee piloted new admission procedures for Spring 2018. Student applicants engaged in interviews, a writing exercise to report leadership activities and demonstrate writing style, and were given admission consideration based on Kentucky residency.
• Explore methods for supporting student wellness to promote optimal academic performance. Wellness activities are advertised in the student electronic newsletter, The Dose, approximately every other week during the academic year. Students and faculty created the Student Mentors Advocating for Student Health (SMASH) peer-to-peer support group to encourage help seeking for mental health issues by undergraduate students. The SMASH initiative promotes healthy school-life balance and encourages a culture where students can address the stress associated with nursing education and pursuing a professional career. A new interprofessional initiative, Hcats to CPR Camp at Shaker Village, was funded by the UK Women & Philanthropy Network. Planning for resilience building workshops for interprofessional students began in Spring 2018. The workshops will be offered in 2018 and the next academic year.

3. Promote globalization of curriculum
• Identify opportunities for growth and financial support of global opportunities. College of Nursing faculty are collaborating with faculty on campus to expand opportunities with Child Family Health International. Strategies to promote early notification of student scholarship possibilities are under development. Faculty
are exploring the possibility of sending students to Ghana for public health experiences; a site evaluation will take place in 2018-2019.

- Strategize to increase the number of students participating in Education Abroad programs. A proposal for the development of an undergraduate global enhancement program (similar to honors) in the College of Nursing is in the early phases of planning. This academic year, 21 undergraduate students participated in the Shoulder to Shoulder education abroad experience in Ecuador. Approximately nine students are scheduled to go to Costa Rica and five to the Netherlands for May and July 2018 nursing experiences.

4. Recruit and retain high quality undergraduate faculty

- Promote high quality teaching through faculty development strategies. Two new, full-time faculty members were hired for the next academic year in the critical care pediatric nursing specialties.

The 14th Annual Nursing Faculty Development Workshop, Establishing an Evidence-Based Teaching Conference, was offered in May 2018. The conference was offered free of charge by the College of Nursing Continuing Education department to UK nursing faculty who agreed to assist with the program in some capacity. Faculty in the RN-BSN Track received funding to attend educational programs designed to enhance their on-line teaching skills. Traditional faculty were sponsored to attend educational conferences that reviewed clinical reasoning strategies and concept-based instruction. An outside expert consultant began working with the faculty in the spring of 2018 to change the current curriculum to a student-centered curriculum that incorporates instruction on central concepts.

Doctor of Nursing Practice (DNP) and Post-Graduate Certificate Programs

I. Overview of the Post-Graduate Certificate Program

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.

The six available specialties are:

- 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
- Executive Nursing Leadership
II. Overview of the DNP Program

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); and (2) A Post-Baccalaureate of Science in Nursing (BSN) entry option 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
- The first DNP program in the U.S.
- Close work with clinical mentors
- Classes that mix on-line 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.

III. Accomplishments

A. Telehealth – Faculty are working with the UK HealthCare Telehealth Coordinator to expand areas of collaboration within our graduate program to provide broader exposure for our DNP students.

B. Digication – Began requiring that all DNP students use Digication as the platform to store their DNP Portfolio Fall 2017. Digication is 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.

C. DNP faculty used the 2017 school year to create a course delivery method that remains a hybrid model but includes an immersion period on campus each semester. This delivery model will begin Fall 2018. Three instructional design boot camps were conducted throughout the 2017-2018 school year, along with one-on-one sessions utilizing campus resources.
IV. Current Strategic Plan Goals (2018-2019)

A. Strengthen graduate student growth and success
   1. Enhance infrastructure and instructional design for online learning
      • Implement and evaluate immersion modality which will accentuate on-line course delivery. This will begin Fall 2018 for the DNP program tracks.
      • Implement and evaluate curriculum revisions developed by DNP graduate faculty during 2017-2018 and approved through the HealthCare Colleges Council. Assist faculty and students with transition to new curriculum.
   2. Increase and strengthen recruitment/retention/graduation efforts
      • Evaluate student progression and support efficient degree completion.
      • Develop recruitment plan to support gender and minority enrollment in the DNP program.
      • Continue outreach efforts for all DNP tracks, Masters and Post-Maters Certificate students to reach rural and underserved areas.

B. Enhance faculty and student research and scholarly work
   1. Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky: In conjunction with the Graduate Nursing Activities and Advisory Council (GNAAC), support mentorship program for new doctoral students and research interns.
   2. Enhance the infrastructure for research and scholarship: Continue the development of a structured process to connect DNP students with practice partners to produce evidence-based science which can lead to enhanced patient outcomes.

Doctor of Philosophy in Nursing (PhD) Program

I. Overview of the PhD Program

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 has produced 138 graduates as of May 2018. At the time of this writing, our current PhD student enrollment is 36 students. Six students completed their degree requirements this past academic year. We offered admission to 11 individuals for the Fall 2018 semester. Of the current 39 students, 87% are enrolled in full time course work or research residency.
II. Accomplishments

A. Submitted the new PhD curriculum for approval to Graduate Council after approval at the College of Nursing. The curriculum was approved by the University Senate on May 7, 2018, for implementation in Fall 2018.

B. Continued the standard use of grading/evaluation rubric for the candidacy and dissertation examinations, ensuring 100% compliance.

C. Reviewed all candidacy and dissertation examination rubrics and are developing plans for standardization of examinations and evaluation by the committee.

D. Developed and instituted a research seminar series (the SCORE series), offered twice a month, that highlights the research of faculty in order to provide PhD and other students with ideas for collaboration and dissertation committees.

E. Requested and received 10 Dean’s tuition scholarships for next academic year.

F. Funded all travel requests made by PhD students for presentation of research.

G. Reviewed student annual review reports; for those unsatisfactory in progress required submission of specific plan for success.

H. Continued announcements of PhD Dissertation defense, handouts for defense, email congratulations announcement with description of papers and importance of area.

I. Five PhD students completed degree requirements and graduated this academic year.

J. Graduates of our program received six awards, published six scientific papers and two book chapters, provided 114 scientific presentations, obtained two second degrees (i.e., MPH and master’s in clinical research), engaged in 10 major leadership activities, and the research studies performed by these students were all funded by extra-mural research grants.

III. Current Strategic Goals (2018-2019)

A. Strengthen graduate student growth and success
   1. **Enhance infrastructure and instructional design for online learning:** Implement and evaluate the new PhD curriculum, and discuss plans for developing online program.
   2. **Increase and strengthen recruitment/retention/graduation efforts**
      • Evaluate student progression and support efficient degree completion.
      • Develop recruitment plan to support gender and minority enrollment in PhD program.
B. Enhance faculty and student research and scholarly work

1. Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky: In conjunction with the Graduate Nursing Activities and Advisory Council (GNAAC), develop and sustain mentorship program for new doctoral students and research interns.

2. Enhance the infrastructure for research and scholarship: Develop a structured research support plan for PhD students.

Student Recruitment

I. Overview of Student Recruitment

Student recruitment for all academic programs is overseen by the Office of Student Affairs. Recruitment occurs by attendance at local and national events for the purpose of promoting specific programs of the College. In addition, these events may be targeted to enhance visibility with specific student or faculty groups. The following list reflects the recruitment events staffed by a UK College of Nursing recruitment representative.

A. Information Sessions – we conduct 14 open sessions per year, which include an ambassador-led tour. They are open to anyone pursuing a Bachelor of Science in Nursing but are targeted to high school students. We targeted 2nd degree students in four separate open house events.

B. College of Nursing Tours – we conduct 15-20 special programs targeted to groups such as Brownies (earning a first aid badge), Parents Weekend guests, Area Health Education Center, Robinson Scholars, Multicultural Health Careers Open House, YMCA Black Achievers and various other school groups.

C. UK Events – these include UK Graduate and Professional Showcase, Admitted Student Days, KY Collegians, Governor’s Scholars/School for the Arts (GSP/GSA) events, Come See for Yourself (did not attend in 2017-2018 due to departure of recruiter), UK Annual Home Education Appreciation Day (AHEAD), UK Center for Appalachian Research in Environmental Sciences (CARES).

D. Recruitment Travel – we attended preview nights (with UK Admissions staff) in Lexington, Louisville and Covington. We traveled with our exhibit to the National Organization of Nurse Practitioner Faculties (NONPF), Kentucky Coalition of Nurse Practitioners (KCNPN) (Lexington), Southern Nursing Research Society (SNRS), Midwest Nursing Research Society (MNRS), visits to Bluegrass Community and Technical College (for RN-BSN and traditional), UK HealthCare, St. Joseph and Baptist Health (RN-BSN); UK HealthCare Lunch & Learns, Hospital Recruitment events across the state in addition to UK HealthCare education fair, VA Medical Center, and regional hospitals on request. We attended RN-BSN trips out of state as well.
II. Current Strategic Plan Goals (2018-2019)

A. Promote academic excellence and growth in the undergraduate program
   1. Enhance academic success and BSN workforce development
      • Activities targeted for traditional BSN students will remain the same.
      • We hired a new recruiter and anticipate some adjustments in how traditional BSN students are recruited in order to shape the pre-nursing pool, using electronic means to reach students.

B. Strengthen graduate student growth and success
   1. Increase and strengthen recruitment/retention/graduation efforts. Recruitment activities for graduate programs will be in conjunction with representation at national meetings representing specialties (e.g., Southern Nursing Research Society, National Organization of Nurse Practitioner Faculties). Decisions on conferences/meetings will be made with consultation from associate deans/program directors to determine participation needs.

Academic-Practice Partnerships

I. Overview of the Academic-Practice Partnerships

In addition to our inherent and primary partnership with UK HealthCare, the College of Nursing has contractual agreements with partners external to the University. During 2017-2018, the College of Nursing continued within its established academic-practice partnerships.

A. Norton Healthcare

1. Accomplishments

   • Students and enrollment
     • In November 2017, 18 students from the second BSN-DNP cohort successfully presented their final DNP project defenses.
     • In December 2017, 18 students from the second BSN-DNP cohort graduated with a DNP degree. Eleven graduates were in the Primary Care option and seven were in the Adult-Gerontology Acute Care option.
     • In April 2018, seven students from the MSN-DNP cohort and two students from the second BSN-DNP cohort successfully presented their final DNP project defenses.
     • In May 2018, nine students graduated with a DNP degree. Seven of the graduates were in the MSN-DNP Executive Nurse Leadership option and two were in the Adult-Gerontology Acute Care option.
Table 7: Norton Healthcare Student Enrollment

<table>
<thead>
<tr>
<th>UK College of Nursing – Norton Healthcare Partnership DNP Students</th>
<th>Start Date</th>
<th>Expected Completion Date</th>
<th>Primary Care / Family</th>
<th>Acute Care</th>
<th>Leadership / POSL*</th>
<th>Leadership / ENL**</th>
<th>Psychiatric Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort One (C1) BSN-DNP</td>
<td>01/14</td>
<td>12/16</td>
<td>16</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Two (C2) BSN-DNP</td>
<td>01/15</td>
<td>12/17</td>
<td>11</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Two (C2) BSN-DNP</td>
<td>01/15</td>
<td>05/18</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Three (C3) BSN-DNP</td>
<td>01/16</td>
<td>12/18</td>
<td>15</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN-DNP ENL (ENL1) Cohort</td>
<td>08/16</td>
<td>05/18</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Four (C4) BSN-DNP</td>
<td>01/17</td>
<td>12/19</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

*Population Organization Student Leadership
**Executive Nursing Leadership

- **Research and Publications**
  - Dr. Patricia B. Howard and co-investigators received UK IRB continuation approval for Protocol 16-0063-P1H, *Doctor of Nursing Practice: Evaluation of an Innovative Academic-Practice Partnership*
  - Dr. Patricia B. Howard and co-investigators received UK IRB continuation approval for Protocol 16-0505-P3K, *Norton: Perceptions of Evidence-Based Practice Among Doctor of Nursing Practice Students and Employees: A Longitudinal Study*
  - Twenty-seven DNP projects submitted to UKnowledge in 2017-2018 include the acknowledgement statement of the academic-practice partnership as follows: “This Doctor of Nursing Practice project and program of study was fully funded through the University of Kentucky College of Nursing and Norton Healthcare academic-practice partnership.”
  - Dr. Patricia B. Howard and Dr. Peggy El-Mallakh submitted, not funded, a grant application to the National Councils of State Boards of Nursing (NCSBN) entitled, “Evidence based practice among students and graduates of a Doctor of Nursing Practice program in an innovative academic-practice partnership,” October 2017.
  - Dr. Tracy E. Williams and co-author, Dr. Patricia B. Howard, were accepted for publication by the Journal of Nursing Administration (JONA) for the following article: *An academic-practice partnership model to grow and sustain advanced practice nursing*. December 2017: Vol. 47, No. 12, pp. 629-635.
• **Bi-directional Teaching Model (Co-Faculty)**
  - Twelve Norton Healthcare (NHC) DNP colleagues served as voluntary UK College of Nursing faculty. Additional administrative support for the partnership was provided by NHC areas such as:
    - Institute for Nursing
    - Workforce Development
    - Information Systems & Data Collection
    - Norton Healthcare Office of Research Administration (NHORA)
  - Twenty-six UK College of Nursing DNP faculty, affiliates and clinical instructors served in a variety of roles within the partnership, including: didactic and clinical faculty, advisors, advisory committee members, and option coordinators.

• **Partnership Coordination**
  - Classes continued for the second year in a new facility -- Norton Learning Center, 9500 Ormsby Station Road, Louisville. This facility includes seven classrooms (including ITV and computer lab), two faculty/administrative offices (including dedicated research area), a conference room and a student lounge.
  - Multiple meetings/events occurred to further develop and support the partnership. Examples include:
    - Executive Planning Committee meetings
    - Operational meetings
    - UK College of Nursing/Norton Healthcare Option Coordinator meetings

2. **Current Strategic Plan Goals (2018-2019)**

• **Strengthen graduate student growth and success**
  - Strengthen academic clinical partnerships for innovative program growth
    - Provide DNP didactic and clinical coursework and faculty advising at the Norton Learning Center (Louisville) to promote student success.
    - Coordinate resources with Norton Healthcare for successful DNP project defense and end of program activities.

• **Enhance faculty and student research and scholarly work**
  - Increase resources to expand all student and faculty research and/or scholarship productivity: Continue evaluation of the academic-practice partnership as outlined in IRB approved protocols 16-0063-p1H and 16-0505-P3K.
  - Enhance the infrastructure for research and scholarship: Establish a plan to support faculty and student publications and presentations.

• **Improve diversity and inclusivity across learning and working environments**
  - Recruit and retain a more racially and ethnically diverse underrepresented minority faculty and staff
o Provide continued faculty and student support through innovative didactic and clinical course work delivery.

o Maintain high accessibility to resources for students and faculty.

B. Select Medical

1. Accomplishments

- Select Medical student enrollment increased to 45 students in Spring 2018.
- The College of Nursing continues its collaboration with the University to offer the Select Medical partner summer tuition for its students at the resident rate. The agreement was initiated summer 2017 and continues through summer 2018.
- The College of Nursing hosted Select Medical nursing leadership for a partnership update on September 15, 2017.
- Select Medical students participate in a graduation capstone course during which they design and implement clinical projects in Select’s long-term acute care hospitals that improve patient safety and quality of care, and improve patient outcomes.

<table>
<thead>
<tr>
<th>Table 8: Select Medical Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK College of Nursing – Select Medical Partnership for RN-BSN Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Spring ’16</th>
<th>Summer ’16 (Session 1)</th>
<th>Summer ’16 (Session 2)</th>
<th>Fall ’16</th>
<th>Spring ’17 (Session 1)</th>
<th>Spring ’17 (Session 2)</th>
<th>Summer ’17 (Session 1)</th>
<th>Summer ’17 (Session 2)</th>
<th>Fall ’17</th>
<th>Spring ’18</th>
<th>Summer ’18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Medical RN-BSN Students</td>
<td>13</td>
<td>12</td>
<td>5</td>
<td>22</td>
<td>38</td>
<td>26</td>
<td>26</td>
<td>39</td>
<td>45</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>States Represented</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Residents (%)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Non-residents (%)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td># Total Credit Hours</td>
<td>108</td>
<td>36</td>
<td>18</td>
<td>129</td>
<td>235</td>
<td>87</td>
<td>111</td>
<td>212</td>
<td>262</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td># Hours College of Nursing</td>
<td>84</td>
<td>24</td>
<td>0</td>
<td>105</td>
<td>217</td>
<td>45</td>
<td>18</td>
<td>200</td>
<td>253</td>
<td>51</td>
<td></td>
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<tr>
<td># Hours UK Core</td>
<td>24</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>18</td>
<td>42</td>
<td>93</td>
<td>12</td>
<td>9</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>


- Promote academic excellence and growth in the undergraduate program
  - Provide effective academic support systems to enhance student success:
    - Maintain 40 – 50 Select Medical RN-BSN student enrollment during fall and summer terms.
  - Enhance academic success and BSN workforce development: UK College of Nursing continued collaboration with the University for increased UK Core offerings online and support of resident rate for SM students during intersession.
Academic Support Services

I. Instructional Design

A. Overview of Instructional Design

This year, the Instructional Design Team for the College of Nursing had several important changes and challenges. Changes included restructuring of reporting relationships. Challenges included an increased need for faculty support related to online teaching, and substantial growth in the number of students requiring Disability Resource Center (DRC) student accommodations for testing. We refined our mission, values, goals and outcomes and tied them to the College of Nursing Strategic Plan metrics and Commission on Collegiate Nursing Education (CCNE) Essentials. We are tracking our outcomes using the CON SysAid tracking system. Goals for 2017-2018 were met, and specific accomplishments are listed below.

B. Accomplishments


2. Course Development Grants and Open Educational Resources grant were received.

3. Moved faculty, courses and captures from the old Echo system to the new Echo360 system.

4. Developed and implemented new policies and procedures to support DRC student testing to enhance and streamline that process for students, faculty and staff.

5. Developed and delivered the following workshops and presentations:
   - DNP Faculty Development Workshop (in conjunction with Information Technology Services)
   - Universal Design for Learning
   - Lunch and Learn Program: Engaging Students Through Use of Electronic Video Tools
   - Digication Update

6. Provided support for the following during the academic year:
   - College of Nursing Canvas courses. This included course renewals (74 in Fall 2017, 129 in Spring 2018). Support provided to faculty in design and administration of Canvas courses.
   - College of Nursing Echo courses. Echo is used to record in-class meetings and requires editing and posting to Canvas course sites for student use.
   - Digication is used by the DNP Program for student portfolio development; therefore, DNP faculty and students were trained and supported in its use.
• ProctorU is the on-line testing software used by the DNP Program, and requires education of faculty and students along with faculty support for administration.
• Creation and distribution of College of Nursing surveys as requested.
• Instructional Design/Universal Design: Assisted faculty in designing Canvas courses using Universal Design principles.
• Examsoft/HESI and DRC testing support. Students with documented accommodations are assisted by the Instructional Design team in downloading the appropriate software on their individual laptops and troubleshooting during administration of the exams.
  ▪ Number of students using services of the Disability Resource Center: 44 in Fall 2017; 54 in Spring 2018
  ▪ Number of exams assisted: 70

C. Academic Support Services including new initiatives (new technology tools, support of testing, Learning Management Systems, troubleshooting and working with relevant College of Nursing Standing Committees); includes support for academic partnerships with Norton Healthcare and Select Medical.

1. Consultation requests submitted through College of Nursing SysAid system by faculty and staff requesting assistance: (average 147 requests/month)

2. Digication consultation: Worked with faculty members to establish project scope and vendors to build a custom interface for accreditation purposes

3. DNP course development projects to transition hybrid courses to online courses

4. New Canvas template for the graduate programs developed in the DNP Workshop

5. Revision and oversite of the following Canvas Resource sites. These are online sites that are available via Canvas for faculty and student information and support.
   ▪ College of Nursing Instructional Design
   ▪ Administration
   ▪ College of Nursing Instructional Technology User Guide
   ▪ RN-BSN Advising and Resource Site
   ▪ DNP Student Resources
   ▪ Pre-Nursing
   ▪ Health Insurance Portability and Accountability Act of 1996
   ▪ Simulation
   ▪ Professional Relationships in Nursing (PRN) Advising (enter names for tracking)

D. Professional Development
   1. Attended vendor webinars (number of attendees in parentheses)
      • Turning Point (2)
      • Institute for Telecommunication Sciences: Adobe Products Overview (1)
• Institutional Research and Advanced Analytics: Advanced Analytics Open labs: Introduction to Tableau at the University of Kentucky (2)
• Center for the Enhancement of Learning and Teaching (CELT) and Instructional Technology Services: What’s New in UDL and Accessibility (1)
• Creating Universally Designed & Accessible Multimedia (1)
• Creating Universally Designed & Accessible Course Content in Canvas (1)

2. Attended University workshops and lectures
   • Echo 360:
     ▪ Admin Basics (1)
     ▪ Preparing for the Start of Term (1)
     ▪ Web Conference: Administrator and Dashboard Overview (1)
     ▪ Lecture Capture 2.0: A New Approach to Video Strategy (1)
   • Examsoft: Stop the Cheating! Best Practices to Minimize Security Risks on Exams (1)

E. Participation on Committees
1. UK Instructional Design
2. UK Canvas Admin User Group
3. UK Dean’s IT Committee
4. UK Universal Design Learning Committee
5. Online Exam Software Request for Proposal Committee
6. CON Information/Communication and Instructional Technology Council
7. Collaborate with eLearning and the CELT group on campus
8. Work Life Council

F. Strategic Plan Goals Progress
1. Promote academic excellence and growth in the undergraduate program.
   • Enhance academic success and BSN workforce development: Increased support for faculty members to obtain course development and revision grants.
   • Provide effective academic support systems to enhance student success
     ▪ Collaborated with the DRC to move student testing to their facility, with support from Instructional Design.
     ▪ Prepared for transition to new Echo360ALP cloud platform, and provided faculty training when implementation occurred.

2. Strengthen graduate student growth and success.
   • Provide training for graduate faculty to utilize advanced capabilities of Canvas and other software: Provided training for graduate faculty to utilize advanced capabilities of Digication.
   • Increase and strengthen recruitment/retention/graduation efforts
     ▪ Collaborated with the DRC to move student testing to their facility, with support from Instructional Design.
- Transitioned to new Echo360ALP cloud platform and provided faculty training when implementation occurred.

G. Current Strategic Plan Goals (2018-2019)

1. Strengthen graduate student growth and success
   - **Enhance infrastructure and instructional design for online learning**
     - Assist faculty in building an interactive online community in hybrid and online courses.
     - Develop (with faculty input) a consistent Canvas course structure based on best practice and student needs.
     - Identify and facilitate opportunities for faculty collaboration, consultation and training.
     - Develop support documents to proactively address identified Instructional Design needs.

2. Promote academic excellence and growth in the undergraduate program
   - **Provide effective academic support systems to enhance student success:** Conduct a Quality Matters course review for selected courses in each semester (fall, spring, summer).
   - **Promote the development of high quality, innovating teaching.**
     - Implement new tools and initiatives as identified this year with academic partners (Norton Healthcare and Select Medical)
     - Identify and facilitate opportunities for faculty collaboration, consultation and training.
     - Develop support documents to proactively address identified Instructional Design needs.
     - Support undergraduate curriculum revision – planning and potential implementation.
     - Orient faculty and students to new testing platform (Examplify-formerly Examsoft). Develop educational and troubleshooting guides.
     - Prepare for new faculty interface in Examplify/Examsoft and move current data to new system.
     - Review DRC testing policies and procedures and revise as indicated based on 2017-2018 experiences.
     - Prepare for new HESI testing platform, and develop educational materials for faculty and students.
     - Assist faculty with Canvas course development as we continue to transition to increased on-line and hybrid teaching models.
II. Writing Support

A. Overview of Writing Support

This role provides writing and presentation support to College of Nursing graduate students and UK HealthCare nurses. The goal is to demystify the process of writing and teach students better writing and reasoning skills. This is done through one on one consultations, diagnostic assessments, workshops, web resources, and faculty development.

B. Accomplishments

1. NUR 924 (Theory): 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

2. NUR 915 (Evaluating Evidence for Research and Evidence-Based Practice): The learning Module I designed for this course is still in use
   - As part of the module, I hosted an in-class workshop, “Writing a Literature Review” and reviewed drafts for students

3. NUR 909 (Proposal Development Seminar): Assisted Dr. Okoli with grading and writing support when Dr. El-Mallakh went on medical leave

4. Additional workshops for CON students and faculty
   - 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”

5. Online workshops (via YouTube channel):
   - “How to Use Semicolons”
   - “Using Sources”
   - “Personal Statements”
   - “Critical Thinking in the Classroom: Teaching Students to Think Like Scholars”

6. Online tutorial (via YouTube): “Using Track Changes and Comments in Word”

7. Started “Writing Workdays” for graduating students
   - Two offered in Spring 2018, more planned for Fall 2018
8. Lunch and Learn workshop for faculty
   • “Facilitating Critical Thinking: Teaching Students to Think and Write Like Scholars”

9. Fall 2018: Set aside several blocks of time, both in-person and via Zoom, for one on one work with graduating Norton students

10. Service
    • Joined Advancement of Student Scholarly Affairs Council
      ▪ Gave workshops on posters and abstracts at writing day sponsored by the council, offered one on one feedback for students at a second writing day
    • Presented to faculty and students at the RICH Heart Institute writing conferences in May and July 2018
    • Made video for UK nurses at Eastern State Hospital about online writing resources and other writing resources available at UK

11. Diagnostic Assessments
    • Assessed all new DNP and PhD students, UK and Norton cohorts
    • Revived “Whitney’s Writing Tips” emails
    • Fall 2017: Hosted a writing day for nurses at UK Chandler Hospital
      ▪ Workshops on abstracts, avoiding plagiarism, and writing a strong academic paper
    • May 2018: Hosted workshops on abstracts and posters for the UK HealthCare MagNET group
    • Monthly life online workshops for UK HealthCare nurses

C. Current Strategic Plan Goals (2018-2019)

1. Strengthen graduate student growth and success.
   • Increase and strengthen recruitment/retention/graduation efforts.
     ▪ Expand YouTube Channel
     ▪ Offer additional “Writing Workdays” each semester to support graduating students.

2. Enhance faculty and student research and scholarly work.
   • Increase resources to expand all student and faculty research and/or scholarship productivity: Work with Office of Academic Operations to develop a two- or three-workshop series of faculty “Lunch and Learns”
   • Enhance the infrastructure for research and scholarship. Brainstorm with Assistant Dean of the PhD Program about ways to encourage students to publish and present. Build on posters and abstracts workshops we offered in the spring.
III. Clinical Simulation and Learning Center

A. Overview of the Clinical Simulation and Learning Center

The Clinical Simulation and Learning Center provides undergraduate and graduate students, as well as other health professionals in the community, exceptional hands-on bedside practice experience. Students and nursing staff alike are equipped with skills that make for a seamless transition to a clinical care setting.

The Center provides replicas of adult acute care, intensive care and neonatal intensive care hospital rooms including: functional flowmeters, suction units, IV equipment, state of the art hospital beds, patient lifts and vital monitors. Simulations are created for: medical-surgical, pediatrics, psychiatric, obstetric, leadership, high acuity, health assessment and fundamental nursing courses.

B. Accomplishments

1. Hosted simulation conference

2. Grant funding approved for Student Center Challenge
   • Implementation 2018/2019 academic year

3. Created quiet study space in room 413A

4. Facilitated high fidelity simulation for 672 undergraduate students
   • Each student participated in 2-5 simulated clinical experiences

5. Clinical Learning Simulation Center space used for the Undergraduate Student Admission and Progression Committee interviews

6. Continued work with the Kentucky Simulation Alliance
   • Director is the coordinator of the group
   • Simulation faculty and staff actively involved through attendance and creation of bylaws

7. Hosted pre-med students from Phi Delta Epsilon
   • 50 students attended
   • Ran three simulation rooms: Obstetrics, cardio-pulmonary resuscitation (CPR) and Room of Errors
   • Presented on the nursing profession

8. Hosted multiple student events from multiple counties and UK Area Health Education Center (AHEC) summer camp
   • Mock Code simulation
9. Hosted 3 students from Science, Technology, Engineering, and Mathematics (STEAM) Academy for semester internship

10. Hosted Kentucky Children’s Hospital ad campaign commercial shoot

11. Expanded partnership with Veterans’ Affairs
   • Director is a member of the Veterans’ Affairs simulation advisory board

12. Collaborated with Department of Dietetics and Human Nutrition to implement simulation into one of their courses.
   • Course is Dietetics and Human Nutrition (DHN 512) with 52 students, using Clinical Simulation Lab Center space and faculty/staff

C. Strategic Plan Goal Progress (2017-2018):

1. **Promote academic excellence and growth in the undergraduate program**
   **Strengthen graduate student growth and success**
   • **Provide effective academic support systems to enhance student success**
     ▪ Work with the communications department to improve the Clinical Simulation and Learning Center website.
     ▪ Identify scholarship opportunities with other members of Kentucky Simulation Alliance.
     ▪ Began work with Air Evac Life Team to evaluate simulation education transfer to practice.

   • **Enhance infrastructure and instructional design for online learning**
     ▪ Submit Society for Simulation in Healthcare accreditation application. Hired a consultant to assist in the application process. Submission date for provisional accreditation is December 2018.
     ▪ Work toward faculty and staff simulation certification
     ▪ One simulation faculty attending a certification workshop August 2018 – September 2018. Will test upon completion of workshop.
     ▪ Apply for grant to replace Pyxis unit and begin trialing electronic simulation documentation. Work is ongoing.

D. Current Strategic Plan Goals (2018-2019)

1. **Promote academic excellence and growth in the undergraduate program.**
   • **Enhance academic success and BSN workforce development**
     ▪ Submit Society for Simulation in Healthcare provisional accreditation application.
     ▪ Work towards faculty and staff simulation certification.
   • **Provide effective academic support systems to enhance student success**
- Implement formal simulation facilitator training for both graduate and undergraduate faculty.
- Identify simulation scholarship opportunities.

2. **Strengthen graduate student growth and success**
   - Enhance infrastructure and instructional design for online learning
   - Implement formal simulation facilitator training for both graduate and undergraduate faculty.

3. **Improve diversity and inclusivity across learning and working environments.**
   - Retain a more racially and ethnically diverse underrepresented minority student body. Review simulation curriculum to better incorporate diversity and inclusivity.

IV. **Continuing Education**

A. **Overview of Continuing Education**

In 2017-2018, the Office of Continuing Education (CE) provided traditional programs and added new educational programs and courses to meet the needs of Kentucky nurses. The office mission, values, goals and outcomes are tied to the College Of Nursing Strategic Plan metrics, Commission on Collegiate Nursing Education (CCNE) Essentials, and the policies of accrediting bodies, the American Nurses Credentialing Center (ANCC) and the Kentucky Board of Nursing (KBN). Outcomes are tracked through online evaluations for each course. Goals and outcomes are assessed by an external advisory committee.

B. **Accomplishments**

1. **Grant in Support of a Continuing Education Program:** The Office of Continuing Education and the Kentucky Department of Health and Human Services submitted an application for an Antimicrobial Stewardship Conference Grant to the Agency for Healthcare Research and Quality (AHRQ) on November 1, 2017. The application has received high scores with no council decision at this time.

2. **New offerings as a result of 2017 Professional Needs assessment:**
   - First half-day (one morning and one afternoon session) conference on legal aspects, held March 23, 2018.
   - The 14th Annual Faculty Development Workshop, held May 10-11, 2018, designed to meet the needs identified by faculty including technology, psychological support, methodology and other content related to student needs and retention.
   - The first Tuberculosis conference provided with Public Health Partnership, held October 31, 2017.
• Office of Continuing Education was challenged by a presenter in an interdisciplinary conference to provide gerontology education for nurses. The geriatric nursing conference was held April 24-25, 2018.
• The Nursing Heart Failure Conference and the first Critical Care Review Conference were held May 31, 2018.
• The Office of Continuing Education had the opportunity to provide free nursing accreditation for six programs hosted by the UK College of Nursing, including:
  ▪ Three Lunch and Learn workshops
  ▪ Spring and fall UK College of Nursing Faculty Retreats
  ▪ Nurse Leadership Lecture series

3. Specialized Education Programming: This year saw an increase in the demand for continuing education in specialized areas, such as efforts to review information for nursing certificate exams. To meet this demand, the Office of Continuing Education offered new, intensive one- or two-day course preparation conferences:
• Progressive Care
• Critical Care RN Review
• Geriatric Nursing Care Review
• Heart Failure Review

4. UK HealthCare and CE Central Partnership: We continue to partner with UK HealthCare and Continuing Medical and Pharmacy Education (CE Central) to provide nursing accreditation for programs including:
• National Association of Vascular Clinics Conference, May 10-12, 2018
• Precision Medicine Initiatives, March 13-14, 2018
• The Very Latest in Cardiovascular Medicine and Surgery, April 14, 2018

5. University of Kentucky Centers and Other External Partnerships: We continue to partner with UK HealthCare, Staff Development, and outside partners to bring continuing nursing education to a greater number of nurses and nurse educators. Most of our partners have worked with the Office of Continuing Education for several years and many have expanded their programming, which has allowed our office to grow in the number of programs as well. These partners include:
• Kentucky School Nurse Association Annual Conference
  ▪ Stroke Care Network Annual Summit, monthly series, has added on-board orientations and continued care
  ▪ Kentucky Coalition of Nurse Practitioners and Midwives Annual Conference added one-day programs throughout the year
• Center for Clinical and Translational Sciences Series
• Markey Cancer Affiliate Network
• Department for Public Health State Infection Control
• UK Internal Medicine
• Barnstable Brown Diabetes Center

6. Online Continuing Education Courses and Courses for College Credit: The Office of Continuing Education holds responsibility for two online, independent study graduate courses offered through other universities. Graduate students from universities and colleges around the country have used our Advanced Pharmacology and Advanced
Pathophysiology graduate level online courses to complete their institution’s program requirements.

### Table 9: Enrollment in graduate level online courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Number of Students 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Pharmacology</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Pathophysiology</td>
<td>4</td>
</tr>
</tbody>
</table>

7. **State Registered Nurse Aide Program**: A third division of the Office of Continuing Education is the responsibility for the State Registered Nurse Aide program. This program satisfies the requirements for undergraduate students to enter the nursing program at UK and is also open to the public. Enrollment for the program has greatly increased over the last two years (Figure 3).

### Figure 3: State Registered Nurse Aide program enrollment

![Figure 3: State Registered Nurse Aide program enrollment](image)

*Estimated number through June 30, 2018 based on registration

C. **Strategic Plan Goals Progress (2017-2018)**

**Advance community and faculty practice engagement**

- Enhance the status of clinical practice of faculty by promoting and recognizing the development of future nurse clinicians and leaders in healthcare.
  - The Office of Continuing Education was charged with tracking and increasing our number of Offerings (are defined as separate courses with unique KBN provider approval numbers).
Table 10: Office of Continuing Education Offering Growth

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41 in-house offerings</td>
<td>42 in-house offerings</td>
<td>55 in-house offerings</td>
<td>68 in-house offerings</td>
<td>Maintain and/or increase in-house offerings</td>
</tr>
<tr>
<td>64 online offerings</td>
<td>52 online offerings*</td>
<td>67 online offerings</td>
<td>87 online offerings</td>
<td>Increase the number of distance learning courses by at least 3 offerings</td>
</tr>
<tr>
<td>36 College of Nursing faculty-led offerings</td>
<td>39 faculty-led offerings</td>
<td>50 faculty-led offerings</td>
<td>53 faculty-led offerings</td>
<td>Increase faculty participation in College of Nursing CE by 5% annually</td>
</tr>
</tbody>
</table>

* Decrease in 2015-16 was due to some courses expiring and in the process of being renewed. Renewed online courses plus new online courses were available in the 2016-17 year

- The number of Continuing Education Programs Offered (both live and online) increased by 23.

Table 11: Office of Continuing Education Program Expansion

<table>
<thead>
<tr>
<th>Provider</th>
<th>Live Programs</th>
<th>Online Programs</th>
<th>Total Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing Continuing Education</td>
<td>22</td>
<td>27</td>
<td>33</td>
</tr>
<tr>
<td>Jointly Provided</td>
<td>43</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>68</td>
<td>67</td>
</tr>
</tbody>
</table>

- Provided at least one faculty development workshop to meet the needs identified by faculty across Kentucky and the region. The 14th Annual Faculty Development Workshop held May 10-11, 2018, was designed to meet the needs identified by faculty including technology, psychological support, methodology, and other content related to student needs and retention.

- Partner with healthcare systems to meet the clinical requirements of the future
  - Stayed in touch with partners, stakeholders and nurses across Kentucky through professional meetings, emails, reviewing professional journals, and publications as well as social media to meet goal three for this academic year. This goal was “Sustain established partnerships for meeting the continuing education needs of nurses across the state and nation.” Some stakeholders from across the state serve on the CE advisory board that meets biennially.
  - Assessed the quality of continuing education courses through outcome surveys and the advisory board. Attendee outcome surveys reveal that some have successfully taken state and accreditation exams. All attendees experienced change in knowledge and some report intent to change practice.
D. Current Strategic Plan Goals (2018-2019)

Advance community and faculty practice engagement
- Partner with healthcare systems to meet the clinical requirements of the future.
  - Continue the provision of quality programs to meet the nursing need of nurses in Kentucky and the region
  - Maintain quality partnerships
- Enhance the status of clinical practice of faculty by promoting and recognizing the development of future nurse clinicians and leaders in healthcare: Prepare for American Nurses Credentialing Center (ANCC) accreditation renewal application

V. Phyllis D. Corbitt Community Health Center Clinic, Wilmore, KY

A. Overview of the Clinic

The UK College of Nursing Phyllis D. Corbitt Community Health Center in Wilmore was established to provide service to the City of Wilmore (pop. 6,312) and Jessamine County. Wilmore is less than 20 miles from Lexington, and is home to Asbury University, Asbury Seminary and Wesley Village Retirement Community. The first patients were seen on September 14, 2015. On October 7, 2015, the clinic passed inspection from the Office of Inspector General with no violations as a limited-services clinic. 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 2,877 patient encounters have occurred since the clinic opened in September of 2015 and 6,489 relative value units (RVUs) have been processed through March 2018. 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 through the UK HealthCare Medical Staff Affairs Office. In 2017-2018, the clinic served as a clinical site for two family nurse practitioner students. We have had two UK College of Nursing undergraduate students come to the clinic to shadow a nurse practitioner faculty member.

B. Marketing Efforts
1. Continued to run newspaper ads (Jessamine County Journal, Asbury University)
2. Participated in the Wilmore Treats on Main handing out brochures, printed stress balls, pill containers, pens and hand sanitizers
3. Participated in the Wilmore Old Fashioned Christmas event yearly
4. Sponsorship of Wesley Waddle 5k yearly
5. Sponsorship of Wilmore Parks and Recreation Summer Camp program
6. Secured inclusion into the UK Employee Benefits program and advertising
7. Radio Advertising WNJK-FM JESS FM:
   • Sponsorship of Annual Soap Box Derby
   • High School Senior Graduation
8. Jessamine County Health Department Health Fair
9. Wilmore Family Resource Center Pediatric Fair
10. Member of Jessamine County Chamber of Commerce
11. Purchased and installed Walk-Ins Welcome signage for front of building
12. Developed three-panel, color marketing brochure
13. Personalized and handwritten thank you cards sent to every new patient
14. Welcome bags with clinic services to every new Wilmore utility customer

C. Current Strategic Plan Goals (2018-2019)

Advance community and faculty practice engagement

- Enhance the status of clinical practice of faculty by promoting and recognizing the development of future nurse clinicians and leaders in healthcare
  ▪ Expand from a limited-services to a primary care-based clinic by June 1, 2018
  ▪ Participate in the Vaccines for Children Program
- Partner with healthcare systems to meet the clinical requirements of the future
  ▪ Increase the number of clinical hours available for graduate students to meet degree requirements
  ▪ Increase interprofessional opportunities across the Health Sciences Colleges
  ▪ Continue to increase patient volume and revenues
  ▪ Increase awareness of clinic by additional marketing efforts and community involvement

VI. Accreditation, Assessment and Analytics

A. Overview of Accreditation, Assessment and Analytics

The operations of the College of Nursing accreditation, assessment, and analytic activities continue. Accomplishments for each are outlined below.

B. Accomplishments

1. Accreditation
   - Commission on Collegiate Nursing Education (CCNE) Continuous Improvement Progress Report completed and submitted to both CCNE and the University Office of Institutional Effectiveness.
   - Completed the revision of the College of Nursing Systematic Process for Program Effectiveness.
   - Completed the crosswalks aligning the BSN curriculum with the BSN Program Outcomes, BSN Essentials, assignment and level of competency.
• Completed the crosswalks aligning the DNP curriculum with the DNP Program Outcomes, DNP Essentials, track specific competencies, assignment and level of competency.
• Annual Reports submitted to Kentucky Board of Nursing (KBN), American Association of Critical Care Nurses (AACN), and CCNE.
• Completed the annual College of Nursing strategic plan report.
• Reviewed and provided feedback on the upcoming changes to the CCNE Standards for Accreditation.
• Completed and submitted Substantive Change Reports for the UK College of Nursing-Norton Healthcare Partnership (UKCON-NHC) to the University Assessment office and Southern Association of Colleges and Schools Commission on Colleges (SACCOC).
• Completed and submitted Teach out plan for the closure of the UKCON-NHC Partnership.
• Completed and submitted Substantive Change Reports for the addition of the Acute Care Pediatric Nurse Practitioner track and the MSN-DNP Executive Nurse Leadership track.
• Developed a process to assure compliance with both the higher education boards and boards of nursing in the states our distance learning students reside.

2. Assessment
• Adopted the University Teacher Course Evaluation (TCE) system Blue, as the College of Nursing evaluation system.
• Develop aggregate College of Nursing TCE reports for the BSN, DNP, and PhD programs for use by Senior Administration.
• Ongoing monitoring of the BSN, DNP and PhD program assessment plan and submission of the annual Student Learning Outcome reports for each program.
• Ongoing use of the benchmark based on DNP graduate program evaluation survey through Skyfactor/EBI Benchmarks.
• Ongoing use of RedCap for the end of program evaluations of the BSN, PhD and Post Graduate APRN Certificate programs.
• Developed reports for faculty related to grants, presentations, committees, etc.

3. Analytics
• Oversight of the transfer of the College of Nursing data from Xitracs to TaskStream
• Ongoing updating of existing Tableau reports for the university and external data.
• Responded to external surveys as needed, such as US News and World Report and the Kentucky Nurses Deans and Directors Committee, etc.

C. Current Strategic Plan Goals (2018-2019)
1. Promote academic excellence and growth in the undergraduate program
   • Enhance academic success and BSN workforce development.
2. **Strengthen graduate student growth and success.**
   - **Increase and strengthen recruitment/retention/graduation efforts.**
     - Complete the periodic review of the PhD program report (in process).
     - Ongoing assessment and reporting of program and student learning outcomes as well as other requirements of the University, SACS, KBN and CCNE.
     - Develop a program assessment plan for the Post Graduate APRN Certificate Program; include a time frame for ongoing monitoring of student achievement which will be submitted to the University Office of Institutional Effectiveness.
     - DNP and PhD program assessment plans will be reviewed and revised based on the requirements of the University Office of Institutional Effectiveness.
     - Evaluate Skyfactor use in the PhD and Certificate programs for program evaluation.
   - **Enhance infrastructure and instructional design for online learning**
     - Ongoing monitoring for compliance with both state higher education boards and boards of nursing approvals for offering our online and hybrid programs.