

University of Kentucky
College of Nursing
Systematic Process for Program Evaluation

Program Effectiveness Indicators	Responsible Party	CCNE Key Element	Review Target Date	Verification of Evidence	Utilization of Data for Reporting
CCNE STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE					
College of Nursing (CON) mission, vision, values statements and bylaws are congruent with the University of Kentucky (UK)	<ul style="list-style-type: none"> Dean and Designees CON Faculty 	I-A	Annually	<ul style="list-style-type: none"> Web-site materials Informational brochures Excerpts and/or description of mission, goals and objectives in student and faculty handbooks 	<ul style="list-style-type: none"> Preparation of internal and external reports (e.g. UK and CON annual reports; donor reports)
Congruence of CON strategic plan with UK's strategic plan	<ul style="list-style-type: none"> Dean and Designees 	I-A	Annually	<ul style="list-style-type: none"> Web-site materials Informational brochures Excerpts and/or description of strategic plan are on the website 	<ul style="list-style-type: none"> Preparation of internal and external reports (e.g. UK and CON annual reports; donor reports) Annual reviews
Assessment/comparison with academic peer institutions	<ul style="list-style-type: none"> Dean and Designees Assessment Director 	I-A	Annually	<ul style="list-style-type: none"> Listings, rankings, results of surveys 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, etc.) Communication with external stakeholders and communities of Interest Strategic Plan 1.4, 2.3a and 2.3b

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Statements of expected student learning outcomes and mission, vision and goals are consistent with the Essentials and other guidelines for preparation of nursing professionals	<ul style="list-style-type: none"> • Dean and Designees • Faculty (through designated committees) • Consultants (UK Assessment Office) 	I-B	Annually and periodic as indicated	<ul style="list-style-type: none"> • Statements of intended outcomes of undergraduate and graduate programs of study • Compilation of regulatory and professional nursing standards and guidelines with which the CON intends to be compliant • Minutes of meetings that discuss revision of student learning outcomes • Reports from advisory bodies • Table document developed by program faculty as appendix 	<ul style="list-style-type: none"> • Annual reports (CON, CCNE, etc.) • Communication with external stakeholders and communities of interest • Strategic Plan 1.1a, 3.3a and 3.3b
Expected faculty outcomes/indicators are reviewed and revised as needed annually (UK title series and rank drive the expected outcomes for faculty	<ul style="list-style-type: none"> • Associate Deans 	I-C	Annually	<ul style="list-style-type: none"> • CON and UK faculty handbooks, websites, UK administrative regulations • CON faculty and administrative bylaws • Minutes faculty council 	<ul style="list-style-type: none"> • Faculty evaluation • CON annual reports

Program Effectiveness Indicators	Responsible Party	CCNE Key Element	Review Target Date	Verification of Evidence	Utilization of Data for Reporting
Faculty and students participate in program governance	<ul style="list-style-type: none"> • Program Directors • Faculty • Student representatives to designated communities 	I-D	Annually	<ul style="list-style-type: none"> • Minutes of the various committees showing attendance and participation • Bylaws for membership 	<ul style="list-style-type: none"> • CON annual reports • Periodic external reviews
Committee structure and decision making processes used in the CON accurately reflect current structure and processes	<ul style="list-style-type: none"> • Dean and Designees 	I-D	Annually	<ul style="list-style-type: none"> • Minutes of the various committees • CON faculty and administrative bylaws 	<ul style="list-style-type: none"> • CON annual report
Documents and publications are accurate	<ul style="list-style-type: none"> • Program Directors And Designees • Assistant Dean for Student Affairs • External Affairs & Communications Director 	I-E	Annually and as needed	<ul style="list-style-type: none"> • Student handbooks • CON website • CON publications 	<ul style="list-style-type: none"> • Annual Reports (KBN, CCNE, CON)
Process to notify constituents of changes in published information is in place	<ul style="list-style-type: none"> • Associate Deans • Program Directors 	I-E	Annually and as needed	<ul style="list-style-type: none"> • Student handbooks • CON website 	<ul style="list-style-type: none"> • Annual Reports (KBN, CCNE, etc.)
Policies and administrative regulations are communicated to students, applicants, staff and faculty	<ul style="list-style-type: none"> • Dean and Designees • Faculty through committee structure • Student representatives to committees 	I-F	Annually	<ul style="list-style-type: none"> • Student and faculty handbooks • CON and UK websites • Course syllabi 	<ul style="list-style-type: none"> • Annual Reports (KBN, CCNE, etc.)

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Academic policies of the CON and UK are congruent and if not there is an explanation for the difference	<ul style="list-style-type: none"> • Dean and Designees • Faculty through committee structure 	I-F	Annually and as needed	<ul style="list-style-type: none"> • Student and faculty handbooks • CON and UK websites • Minutes of program committees • Course syllabi 	<ul style="list-style-type: none"> • Annual reports (KBN, CCNE, etc.) • To assure congruence of university and CON policies in all aspects of faculty and student governance • To provide opportunity for periodic review of the rationale that underpins existence of CON-specific policies that may differ from university standard • To highlight the need for additional (new) policies or procedures that may be required, or revisions that may be necessary for existing policies and procedures

Program Effectiveness Indicators	Responsible Party	CCNE Key Element	Review Target Date	Verification of Evidence	Utilization of Data for Reporting
CCNE STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES					
Budget development and approval	<ul style="list-style-type: none"> Dean Associate Dean for Executive Administrative Operations and Finance (Associate Dean for AEOF) 	II-A	Annually	<ul style="list-style-type: none"> University budget forms and spreadsheets 	<ul style="list-style-type: none"> CON Annual Reports Internal review of sufficiency of resources to meet annual program needs
Budget monitoring	<ul style="list-style-type: none"> Dean Associate Dean for AEOF 	II-A	Monthly	<ul style="list-style-type: none"> University reports and CON spreadsheets 	<ul style="list-style-type: none"> CON Annual Reports Assures that the CON programs stay within budget
Faculty compensation review	<ul style="list-style-type: none"> Dean Associate Dean for AEOF 	II-A	Annually	<ul style="list-style-type: none"> Review of extramurally published salary surveys Comparison with salaries offered to other faculty within the University at similar rank and experience level 	<ul style="list-style-type: none"> CCNE Promotes ability to recruit and retain high-quality faculty Strategic Plan 1.4, 3.2, and 3.4
Classrooms within the CON support teaching	<ul style="list-style-type: none"> Associate Dean for AEOF 	II-A	Annually and as needed	<ul style="list-style-type: none"> CON classroom support documentation Reports made by faculty to Associate Dean for AEOF 	<ul style="list-style-type: none"> CCNE Promotes ability to educate students and meet CON goals for student learning
Skills/simulation laboratory supports learning/equipment is available to support learning	<ul style="list-style-type: none"> Clinical Simulation & Learning Center Director Associate Dean for Academic 	II-A	Annually and as needed	<ul style="list-style-type: none"> Committee Minutes 	<ul style="list-style-type: none"> Annual Reports (KBN, CCNE, CON annual reports, etc.) Strategic Plan 1.1a Promotes ability to

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	Operations				recruit and retain high-quality students <ul style="list-style-type: none"> • Strategic Plan 1.1a2, 2.1b, and 2.2a • Laboratory supports current teaching methodology and learning
Office space, equipment and supplies support the work	<ul style="list-style-type: none"> • Associate Dean for AEOF 	II-A	Annually and as needed	<ul style="list-style-type: none"> • Reports of Associate Dean for AEOF and Designees 	<ul style="list-style-type: none"> • Annual Reports (CCNE, etc.) • Strategic Plan 1.2 and 2.2b • UK Space Inventory
Academic support services meets the needs of students	<ul style="list-style-type: none"> • Program Directors • Assistant Dean for Student Affairs 	II-B	Annually and as needed	<ul style="list-style-type: none"> • Academic annual report • Graduate surveys • Undergraduate and graduate advisors notes from student meetings 	<ul style="list-style-type: none"> • Annual Reports (CON, CCNE, SACs, etc.) • Assures students receive the support needed to progress and graduate on time • Strategic Plan 1.2 and 2.2b
Library services are evaluated	<ul style="list-style-type: none"> • UK Dean of Library and Designee • Faculty • CON Library Liaison 	II-B	Periodic and as needed	<ul style="list-style-type: none"> • UK library evaluation and reports 	<ul style="list-style-type: none"> • Annual Reports (CCNE, SACs, etc.) • Assures support to students • Promotes ability to recruit and retain

Program Effectiveness Indicators	Responsible Party	CCNE Key Element	Review Target Date	Verification of Evidence	Utilization of Data for Reporting
					high-quality students <ul style="list-style-type: none"> Strategic Plan 1.2, 1.4, 2.2a, and 2.2b
IT support of <ul style="list-style-type: none"> Students Faculty Staff 	<ul style="list-style-type: none"> Assistant Dean of Administrative Operations and IT Director Faculty 	II-B	Annually and as needed	<ul style="list-style-type: none"> Evaluation by UK and students Committee minutes 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Promotes ability to recruit and retain high-quality students and faculty Supports work of the CON, mission and goals Strategic Plan 1.2, 1.4, 2.4a, and 2.2b
Administrative personnel, faculty and staff are qualified for their role	<ul style="list-style-type: none"> Dean Associate Deans Search Committee (as appropriate for the faculty or staff position) Appointment Promotion and Tenure Committee Administrative Staff 	II-C II-D	Annually and as needed	<ul style="list-style-type: none"> Applicant resume or CV Credentials review/documentation Faculty CV/Digital Measures 	<ul style="list-style-type: none"> Annual reports (CON, CCNE, KBN, etc.) To assess applicant's qualifications for vacant positions, fairly and objectively To document compliance with accreditation guidelines for administrative, academic and

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					volunteer clinical faculty
Table of faculty; Number and % of faculty, credentials, tenure status and expertise for area they teach <ul style="list-style-type: none"> • Full time • Part time • Adjunct • Simulation Laboratory 	<ul style="list-style-type: none"> • Associate Deans • HR Coordinator 	II-D	Annually and as needed	<ul style="list-style-type: none"> • Digital Measures • Faculty CV's • Faculty evaluations • Formulas for calculating faculty FTE 	<ul style="list-style-type: none"> • Annual reports (CCNE, KBN, SACS, etc.) • Annual surveys
Recruit and retain more racially and ethnically diverse URM faculty (% of Total)	<ul style="list-style-type: none"> • HR Coordinator 	N/A	Annually and as needed	<ul style="list-style-type: none"> • Digital Measures • Employment Demographics 	<ul style="list-style-type: none"> • Strategic Plan, 4.3
Recruit and retain more racially and ethnically diverse URM staff (% of Total)	<ul style="list-style-type: none"> • HR Coordinator 	N/A	Annually and as needed	<ul style="list-style-type: none"> • Employment Demographics 	<ul style="list-style-type: none"> • Strategic Plan, 4.3
Preceptor guidelines are in place for each program	<ul style="list-style-type: none"> • Course Faculty • Program Directors 	II-E	Each semester	<ul style="list-style-type: none"> • Evaluations of preceptor experience by students, preceptors and faculty 	<ul style="list-style-type: none"> • Annual Reports (CCNE, KBN, etc.) • Strategic Plan 2.3d and 5.3c
Faculty development (process and status review)	<ul style="list-style-type: none"> • Associate Deans • Faculty self-reports 	II-F II-C	Annually	<ul style="list-style-type: none"> • Individual and aggregate faculty productivity according to expected faculty outcomes and faculty 	<ul style="list-style-type: none"> • CCNE • Use in formal reports for internal and external stakeholders

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				aspirational goals	<ul style="list-style-type: none"> • Information for communities of interest • Strategic Plan 5.1 and 5.3
Establish and maintain an inclusive and safe environment	<ul style="list-style-type: none"> • Dean • Associate Deans • Assistant Deans • Faculty • Staff 	N/A	Annually	<ul style="list-style-type: none"> • Report of climate assessments 	<ul style="list-style-type: none"> • Strategic Plan 4.4

Program Effectiveness Indicators	Responsible Party	CCNE Key Element	Review Target Date	Verification of Evidence	Utilization of Data for Reporting
CCNE STANDARD III: PROGRAM QUALITY: CURRICULUM AND TEACHING LEARNING PRACTICES					
Review of CON, undergraduate and graduate program goals/objectives and expected student outcomes	<ul style="list-style-type: none"> • Program/Curriculum Committees and designated sub-committees • Program Directors 	III-A	Periodic (no less than every three years)	<ul style="list-style-type: none"> • Professional nursing standards • Evaluative data • Formal reports, student outcomes (HESI, EBI, NCLEX, national certification exams) 	<ul style="list-style-type: none"> • Annual reports (CCNE, CON, KBN, SACS, etc.) • Provides foundation and direction for program planning • Provides information concerning relationship of CON programming and the needs and expectations of the communities of interest • Strategic Plan 2.4a1 and 2.4a2
Program and curriculum review (includes assessment of need for change within programs; expansion or deletion of current programs)	<ul style="list-style-type: none"> • Program Committees • Ad Hoc Committees assigned to new program development • Associate Dean of Academic Affairs and Strategic Partnerships • Program Directors 	III-B	Periodic (no less than every three years)	<ul style="list-style-type: none"> • Program committee minutes • Evaluation data from student outcomes • Data from student evaluations of courses, faculty, and programs 	<ul style="list-style-type: none"> • Annual Reports (CON, CCNE, KBN, SACS, etc.) • Assures that the curriculum as a whole meets professional nursing standards and fosters development of expected student outcomes

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					<ul style="list-style-type: none"> Strategic Plan 2.1a, 2.1d, and 3a
Student participation in interprofessional education	<ul style="list-style-type: none"> Associate Dean for Undergraduate Assistant Dean for Undergraduate Programs Associate Dean for Graduate Assistant Dean for MSN and DNP Program Director of PhD Program 	N/A	Annually	<ul style="list-style-type: none"> Student Course evaluations Curriculum map- undergraduate and graduate programs 	<ul style="list-style-type: none"> Strategic Plan 1.1b Strategic Plan 2.1c
Review of compliance with regulatory and accreditation guidelines	<ul style="list-style-type: none"> Program Committees Program Directors Associate Deans 	III-B	Periodic (no less than every three years)	<ul style="list-style-type: none"> Curriculum map Formal report from committee and directors, including recommendations 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Assures that the curriculum as a whole meets professional nursing standards and fosters development of expected student outcomes

Program Effectiveness Indicators	Responsible Party	CCNE Key Element	Review Target Date	Verification of Evidence	Utilization of Data for Reporting
Review of specific content threads and logical structure of curriculum	<ul style="list-style-type: none"> • Program Committees • Associate Dean of Academic Affairs and Strategic Outcomes • Program Directors 	III-C	Formal periodic (no less than every three years); informal review by course faculty/program committees at completion of each course	<ul style="list-style-type: none"> • Formal report from committees, including recommendations 	<ul style="list-style-type: none"> • CCNE • To monitor congruence with program trajectories • To identify the need to implement required changes • Strategic Plan 2.2b
Review of individual courses (by faculty)	<ul style="list-style-type: none"> • Program Committees • Ad Hoc Committees assigned to new program development • Individual course faculty • Program Directors • Associate Deans 	III-D	Formal periodic (no less than every three years); informal review by course faculty at completion of each course offering to identify successes and challenges	<ul style="list-style-type: none"> • Formal report from committees, including recommendations • Verbal or informal written report filed with course materials; available to next faculty of record • Results obtained from student course evaluations • Formative and summative evaluation methodologies within courses 	<ul style="list-style-type: none"> • CCNE • To refine course offerings and update with new materials • To implement needed changes • Strategic Plan 2.2b
Review of teaching-learning practices and clinical environments	<ul style="list-style-type: none"> • Technology Support Team • Associate Deans • Program Committees • Program Directors 	III-D III-E III-F III-H	Annually	<ul style="list-style-type: none"> • Formal report from committees including recommendations • Data from student evaluation of course, faculty and program • Formative evaluation 	<ul style="list-style-type: none"> • Annual Reports (CON, CCNE, etc.) • To identify the need to implement required changes in order to better support student

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				methodologies within courses including site visit data, preceptor evaluation data	learning and the achievement of expected <ul style="list-style-type: none"> Strategic Plan 2.1a, 2.1d, 2.2b, and 2.3a
Graded learning activities <ul style="list-style-type: none"> course-based activities web-based activities team-based learning 	<ul style="list-style-type: none"> Faculty 	III-G	Throughout courses	<ul style="list-style-type: none"> Formal grades assigned to individual components of course work Formal (final) course grade entered in student record 	<ul style="list-style-type: none"> CCNE Formative evaluation of students Strategic Plan 2.1a, 2.1d, and 2.2b
Faculty comments concerning student performance	<ul style="list-style-type: none"> Program Directors Faculty Undergraduate Student Admission and Progression (USAP) Committee DNP Program Committee PhD Program Committee 	III-G	As needed during each course and at course completion	<ul style="list-style-type: none"> Faculty comments on written work submitted by students, reflected in course grade Other comments received from faculty about student performance Minutes from USAP committee Minutes from DNP Program Committee Minutes from PhD Program Committee 	<ul style="list-style-type: none"> CCNE To assess student academic progress To provide for early identification of student learning problems Strategic Plan 2.2b
Individual Academic Program Pathway	<ul style="list-style-type: none"> Course Faculty Student Advisors Program Directors 	III-G	As needed	<ul style="list-style-type: none"> Faculty memoranda inserted in advisement module Minutes from USAP 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) To develop a

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	<ul style="list-style-type: none"> • USAP Committee • DNP Program Committee • PhD Program Committee 			Committee <ul style="list-style-type: none"> • Minutes from DNP Program Committee • Minutes from PhD Program Committee 	customized plan for student attainment of course and/or clinical objectives <ul style="list-style-type: none"> • To assess a serious student learning problem (e.g., failure to attain objective of a personal plan) • Strategic Plan 2.2b
Individual Academic Progression Plan	<ul style="list-style-type: none"> • Program Directors • Course and Clinical Faculty • Academic Advisors • USAP Committee • DNP Program Committee • PhD Program Committee 	III-G	As needed	<ul style="list-style-type: none"> • Individual learning plan formally noted in student academic file/agreed by student 	<ul style="list-style-type: none"> • Annual Reports (CON, CCNE, KBN, etc.) • To assess a serious student learning problem (e.g., failure to achieve objectives of a program plan) • To develop a customized progression plan • Strategic Plan 2.2b
Comprehensive exams, individual projects, clinical practice portfolio, practice inquiry project, dissertation or other scholarly projects (as	<ul style="list-style-type: none"> • Course Faculty • Program Directors • Associate Deans 	III-G	Completion of all program requirements	<ul style="list-style-type: none"> • Formative and summative evaluation methodologies 	<ul style="list-style-type: none"> • Annual Reports (CON, CCNE, KBN, etc.) • Assess eligibility for graduation • Assess program progression and

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relevant)					<ul style="list-style-type: none"> outcomes Strategic Plan 2.2b
Students' demonstration of basic clinical skills in clinical focus areas	<ul style="list-style-type: none"> Course and/or Clinical Faculty Preceptors as appropriate Clinical Simulation & Learning Center Director 	III-G	As scheduled	<ul style="list-style-type: none"> Direct observation and assessment by faculty Skills checklists 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) To authorize entry to specific areas of clinical experience Strategic Plan 1.1a2 and 2.1b
Clinical performance evaluation	<ul style="list-style-type: none"> Course and/or Clinical Faculty Preceptors as appropriate 	III-G	Completed as designated in course materials	<ul style="list-style-type: none"> Electronic or print evaluation Typhon evaluation 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, etc.) Documentation and assessment of clinical performance Strategic Plan 2.2b
Clinical grade(s)	<ul style="list-style-type: none"> Course and/or Clinical Faculty 	III-G	Formative and summative as needed	<ul style="list-style-type: none"> Clinical evaluation form Course syllabi 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, etc.) To assess student progress To identify problems To offer support for clinical faculty Strategic Plan 2.2b
Report of Undergraduate and Graduate clinical site visit (for students in relevant programs)	<ul style="list-style-type: none"> Course and/or Clinical Faculty Program Directors 	III-G	As scheduled: during clinical experiences at off-campus sites (as scheduled/needed)	<ul style="list-style-type: none"> Report of student performance in clinical setting Assessment of student charting (Typhon 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, etc.) To provide mid-course correction if problems have been

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				entries for NP tracks)	<ul style="list-style-type: none"> identified To assess student/clinical faculty interaction Strategic Plan 2.2b and 5.3c
Student self-evaluation	<ul style="list-style-type: none"> Student 	III-H	Mid and/or end of course (as designated)	<ul style="list-style-type: none"> Personal assessment (written or oral) 	<ul style="list-style-type: none"> CCNE Formative evaluation To assess strengths and challenges
Student globalization experiences	<ul style="list-style-type: none"> Associate Deans 	N/A	Annually	<ul style="list-style-type: none"> Report from UK Study Abroad Program 	<ul style="list-style-type: none"> Strategic Plan 1.3 2.4b, 2.4c, and 2.4d
Update student graduate student recruitment plan to include URM students, student interest with faculty expertise, etc	<ul style="list-style-type: none"> Associate Dean for Graduate Programs Assistant Dean MSN and DNP Programs Director of PhD program 	N/A	Annually	<ul style="list-style-type: none"> Student Applications 	<ul style="list-style-type: none"> Strategic Plan 2.2a
Recruit and retain more racially and ethnically diverse URM undergraduate students	<ul style="list-style-type: none"> Associate Dean for Undergraduate Program Assistant Dean for Undergraduate Program 	N/A	Annually	<ul style="list-style-type: none"> Student Applications 	<ul style="list-style-type: none"> Strategic Plan 4.1 and 4.2

Program Effectiveness Indicators	Responsible Party	CCNE Key Element	Review Target Date	Verification of Evidence	Utilization of Data for Reporting
CCNE STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES					
A systematic process is used to obtain relevant data to determine program effectiveness	<ul style="list-style-type: none"> Dean and Assessment Director Associate Deans Program Directors 	IV-A	Refer to evaluation plan	<ul style="list-style-type: none"> Refer to evaluation plan 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Surveys Program evaluation
Time to degree completion	<ul style="list-style-type: none"> Program Directors 	IV-B	Every semester	<ul style="list-style-type: none"> Retention rates Graduation rates (three and five year) 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, SACS, etc.) Surveys Program evaluation Strategic Plan 2.2b
NCLEX pass rates	<ul style="list-style-type: none"> Program Directors Assessment Director 	IV-C	Every semester	<ul style="list-style-type: none"> Pass rates for first time test takers 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, KNDD, etc.) Surveys Program evaluation Strategic Plan 2.2b
Certification pass rates	<ul style="list-style-type: none"> Program Directors Assessment Director 	IV-C	Every semester	<ul style="list-style-type: none"> Pass rates for first time test takers 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, KNDD, etc.) Surveys Program evaluation Strategic Plan 2.2b
Employment rates	<ul style="list-style-type: none"> Program Directors Assessment Director 	IV-D	Every semester and/or up to three months post-graduation	<ul style="list-style-type: none"> Graduating senior survey for undergraduates CON DNP/PhD program 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Surveys

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				graduate survey	<ul style="list-style-type: none"> Program evaluation Strategic Plan 2.1c
Academic-clinical partnerships	<ul style="list-style-type: none"> Associate and Assistant Deans for Undergraduate and Graduate Programs 	N/A	Annually	<ul style="list-style-type: none"> Employment rates Internal and external communities of interest feedback 	<ul style="list-style-type: none"> Strategic Plan 1.1c, 5.2b, and 5.3
Program effectiveness: <ul style="list-style-type: none"> Percent of students who pass their DNP practice inquiry project/PhD dissertation Employer satisfaction is collected on a regular basis Student awards for learning and scholarship 	<ul style="list-style-type: none"> Program Directors Faculty Assessment Director 	IV-E IV-F	Every semester; periodic for employer focus groups/advisory council	<ul style="list-style-type: none"> Portfolio rubric Dissertation rubric Summary of aggregate employer focus groups feedback &/or advisory council List of award from individual faculty/advisor 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Surveys Program evaluation Strategic Plan 3.1
Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness	<ul style="list-style-type: none"> Program Directors Assessment Director 	IV-F	Annually	<ul style="list-style-type: none"> Faculty mean scores for teaching: undergraduate, graduate, and total faculty Faculty awards for teaching Expected research outcomes for faculty and students Expected practice 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Surveys Program evaluation Strategic Plan 3.1, 3.2, 3.3, 3.5, 5.2a, 5.2c, 5.2e

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				outcomes for faculty and students <ul style="list-style-type: none"> Faculty scholarship: number of publications and presentations 	
Health care workforce development	<ul style="list-style-type: none"> Director of CE 	N/A	Annually	<ul style="list-style-type: none"> Report of the number of CE offerings 	<ul style="list-style-type: none"> Strategic Plan 5.2d
CON defines and reviews formal complaints according to established policies	<ul style="list-style-type: none"> Dean Associate Deans Program Directors 	IV-G	As needed	<ul style="list-style-type: none"> Number of formal student complaints (those that cannot be resolved within the CON) with Office of UK Ombudsman 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Surveys Program evaluation
Data analysis is used to foster ongoing program improvement	<ul style="list-style-type: none"> Dean Associate Deans Assessment Director Program Directors 	IV-H	Annually	<ul style="list-style-type: none"> Trigger indicators as listed in this document 	<ul style="list-style-type: none"> Annual Reports (CON, CCNE, KBN, etc.) Surveys Program evaluation
Work-life balance	<ul style="list-style-type: none"> Dean Associate Deans Assistant Deans Faculty Staff 	N/A	Annually	<ul style="list-style-type: none"> Report on the use of stress reduction, communication and empowerment strategies 	<ul style="list-style-type: none"> Strategic Plan 6