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|  |  | * Migrated to new interlibrary loan software (ILLiad) in May 2017 * Number of UTHSC personnel registered in ILLiad in 2017   + 776   + Another 301-total clicked on ILL and logged in with netid/password, but did not complete registration (name, department, email, phone), indicating some level of need. * Migrated to new ILS in July 2017.   Trained and supervised archives practicum student in archival processes and management. |
|  | **SASSI:** To facilitate all students in becoming mastery learners through quality interactions, theory-driven strategies, and ongoing experiences. Impact learning and performance of students in the health sciences through SASS methods, resources, and techniques applied to curricula.  Services target accessibility, engagement, learning, prevention, and connection to promote a diverse and inclusive environment for all students. | **SASSI:**  **Impact/Effectiveness**   * Increased number of total visits. Individual student meetings with educational specialists increased by 6% even though there was a reduction in trained educational specialists’ staff. * 19.3% overall increase in the number of tutoring sessions from Spring 2016 to Spring 2017. * 5.2% overall increase in the amount of tutoring sessions during the semester from Fall 2016 to Fall 2017, excluding medicine anatomy lab and nursing sessions. * Increased the number of on-line tutoring sessions for the COP students by 71% * Increased number of Ed. Spec. meetings with DNP students. * Strengthened relationships with the Physician Assistant administration and students. * Increased the number of board prep workshops and meetings with M-2’s, PA’s, D-2’s, and D-4’s. * Practice board exam administration for M-2, D-2, D-4, PA, and BSN students. * Continued to strengthen relationships with the Dean and students in the College of Graduate Health Sciences through the SASSI Library materials and online information and resources on SASSI website. * Continued to strengthened relationships with Pharmacology M.S. program faculty and students in the CGHS.   **Engagement**   * Continued to provide more contact and communications with first year BSN students through one-on-one sessions and workshops. * Increased educational specialist sessions with Master of Laboratory Sciences Students by engaging students through board preparation workshops and individual meetings. * Increased communication with Dental Hygiene students through educational specialist sessions, test review in their classroom, and one-on-one meetings. * Continued increasing outreach for OT students through board prep and test-taking sessions applied to curriculum. * Increased communication with Physician Assistant program, faculty and staff through orientation presence, presentations, and educational specialist sessions.   **Outreach**   * Continued SASSI tours for incoming Pharmacology M. S, MLS/CYTO, CRNA, and RN-BSN students. * Presented for the advanced Occupational Therapy students on critical thinking and problem-solving techniques. * Assisted student in editing and performing initial analysis of study habits survey for medical students. * Participated in New Faculty Reception. * Assisted with the development of the CARE website.   **Accessibility**   * Evaluated live and pre-recorded board preparation workshops and mini-recordings for SASSI website. * Updated SASSI resources, handouts, and workshops for SASSI website and Blackboard. * Continued recording COP tutoring and accessibility on Blackboard so future classes will have access.   **Learning Resources**   * Expanded SASSI library resources for PT, PA, Nursing, and MedTech/Cyto programs. * Continued to evaluate SASSI services and resources for BSN and DNP board prep. * Coordinated Resume Roadshow with Alumni Affairs. * Coordinated move to new institutional library system. * Updated library resources for Pharmacy, Nursing, Medicine, PA, MLS, and CGHS. * Administered assessments to all colleges and added two additional assessments this year for Nursing (GRIT and Metacognitive Awareness Inventory). * Attended Progress and Promotions Meetings for the colleges of Medicine and Pharmacy as requested. * Developed strategic board prep program review for dental students retaking Part 1. |
|  | **CHIPS:**   * Expand and strengthen IP training * Support innovation and adapt to evolving educational models * Incorporate effective technology use in learning and practice | **CHIPS:**   * Two new Interprofessional Simulations launched this year that involve Medicine, Pharmacy, and PA. * Continuing to expand and formalize simulation as an educational modality at UTHSC * The simulation team has spent a great deal of time scouring the currently available technology to ensure we have the best available   in the new building |
| Strategic Priority B:  Grow the Research Portfolio Focusing on Targeted Areas | **Library:**   * Recruit professional librarians with the expertise to provide support to grow the embedded librarian concept focusing on the needs of the colleges * Support the campus Digital Measures Project Implementation * Pursue grant funding for innovative projects to increase access to and use of campus archival and historical materials. * Secure grant funding for innovative projects to increase access to, and use of campus archival and historical materials | **Library:**   * Two professional librarians were hired. One is assigned as the embedded librarian for the College of Nursing. The second librarian serves as the embedded librarian for the College of Health Professions. |
|  | **CHIPS:** Foster collaboration across colleges and campuses | **CHIPS:** Worked with faculty from CON on two grants that included simulation as a formative or summative component. |
| Strategic Priority C:  Create Areas of Clinical Prominence While Expanding Outreach | **Library:**   * Expand the existing liaison program to meet the needs and educate clinicians in available library resources supporting grant efforts * Develop an embedded librarian service for all colleges and advocate for these librarians to be included in rounding | **Library:**   * Attended weekly Psychiatry Grand Rounds * Assisted adjunct faculty and preceptors to access library resources |
|  | **CHIPS:**   * Develop targeted areas of centers of excellence * Establish a culture of best practices | **CHIPS:**   * Though not clinical, the simulation program does have a clinical impact and is continuing to develop into a “center of excellence” * Best practices are being implemented in all modalities of simulation including SPs, manikin based, and task trainers |

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| Strategic Priority D:  Increase Visibility & Recognition of UTHSC Contribution | **Library:**   * Create Institutional Repository to capture, preserve and disseminate campus scholarship * Collect and preserve campus historical materials | **Library:**   * QEP Portal Published (researched, assembled, and organized by librarians) * All R&LS librarians are serving on QEP committees | |
|  |  | * Continued to populate IR with new campus materials. There were 10,830 full-text downloads of our IR content from July through December 2017. * Hosted Memphis Area Library Council Meeting. * Worked with donors to accession several new collections, both internal and external. |
|  |  | **SASSI:**  **Presentations**   * Group on Student Affairs, Careers in Medicine and Organization of Student Representatives GSA, CiM, OSR Conference- Physician (Future Physician), Heal Thyself. What happens when healers need healing? * 2017 Tennessee Nurse Educator Institute - Current and Emerging Trends Impacting Nursing Students. * American Association of Critical Care Nurses conference “Teaching Accelerated BSN Students How To Read, Study, and Think Like a Nurse.” * UHS Staff - students with disabilities and the accommodation process and documentation. |
|  | **CHIPS:**   * Increase awareness of UTHSC Community Contributions * Align messaging of and enlist advocacy by partners/alumni | **CHIPS:**   * Worked with multiple community-based groups to offer simulation experiences for high school and college students. * Multiple presentations to alumni, golden graduates, and President’s cabinet of stakeholders to increase awareness of CHIPSand its impact |
| Strategic Priority E:  Align UTHSC Resources with Areas of Excellence | **Academic Affairs:** Curricular Mapping | **Academic Affairs:** Initiate project to review/assess effectiveness of One45 or its alternatives (beginning in February 2017) |
|  | **Library:** Collaborate with campus areas to partner with and support research efforts | **Library:** Librarians were assigned to colleges, departments, and offices along with partnering with campus area, such as Teaching and Learning Center and the Office of Research, to support teaching, research and learning. Some librarians were available to become embedded within courses to provide instruction concerning use of databases. Librarians taught skills to improve use of information retrieval and storage software such as EndNote. Librarians provided instruction for PubMed, Scopus, CINAHL, and other databases. |
|  | **CHIPS:** Increase program collaboration across the UT system | **CHIPS:** Worked with simulation center in Knoxville to improve professional development. This included UTHSC program staff developing and present a workshop to Knoxville faculty and staff on debriefing. |
| Strategic Priority F:  Expand & Strengthen Key Community & Other Partnerships | **OED:** Promotion diversity and inclusion to faculty, staff and students at UTHSC through educational programs and TIP. | **OED:** OED continued to promote diversity and inclusion through  recognition of the various commemorative months throughout 2016 that also connected UTHSC with campus resources and the Memphis/Shelby County community resources as outlined in the 2016 accomplishments document. |
|  | **Library:** Find opportunities for collaboration with external entities and organizations | **Library:**   * Continued collaborative project with historian and archivist at Arkansas State University with materials from Crittenden Hospital in West Memphis, Arkansas. * Hosting traveling exhibit from the National Library of Medicine and sponsoring a campus lecture to accompany the exhibit. |

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|  | **SASSI:** Develop relationships and integrate SASS services and support directly or indirectly into the activities and services across Campus with the purpose of impacting the learning, connection, success and retention of a diverse student body. | **SASSI:**  **Retention Partnerships**   * BIT/CARE Team Co Chair: Assisted with meetings and provided duties/support associated with case manager role. * Participated in preparation for NCHERM/NaBITA campus Counseling and Personal Services Audit. * JED Foundation: Assisted with planning first UTHSC JED Campus Team Meeting. Coordinated planning for first JED Campus Visit. * Provided remote educational specialist sessions/walk-ins in One-Stop Shop and UTHSC Library. * Joined Library Committee. * Identified UTHS Library space for potential tutoring space. * SASSI Staff assisted with planning and coordination for the UTHSC Women’s Resource Group (Tammy McCray and Nikki Dyer were appointed core members). * Attended the UTHSC NABITA Training. * Worked with SGAEC Student Wellness and Assistance Committee meetings to establish relationships and plan for additional student outreach based on student input. * Coordinated and participated in Glasser Lead Management Training with Student Affairs and Enrollment Services Staff.   **Connection**   * Participated in SNMA Student Visit weekend. * Continued to provide professional development activities for NEXUS teachers   **Support**   * Collaborated with Office of Student Life and Student Affairs in Boo- FLU * Coordinated the finals week pancake breakfast. * Staff participated in the UTHSC Online Web Presence Group. * Provided input for UHS regarding communication policies focused on change in staffing along with out-of-office messaging and emergency contact information for the Campus. * Participated as part of search committee for the Registrar and Student Specialist in Student Life. |
|  | **CHIPS:** Prioritize existing and potential partnerships | **CHIPS:** Met with leadership of Assisi Foundation to consider ways we can continue to partner going forward. Investigating various avenues through which we can gain community/philanthropic support  for new simulation center. |
|  | **GEB:** Provide classroom space for Baptist College of Health Sciences for their NCLEX review courses and classroom space for Codes Unlimited training course and national exam. | **GEB:** Hosted sessions for Baptist three times a year and provided classrooms for Codes, two 15-week sessions a year, including a national exam. |











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|  | **SASSI:** To continue to increase the quality of services and relationships with students, faculty and staff in order to have an impact on students’ adjustment, mental hygiene and resilience, retention and success. | **SASSI:**  **Staff Professional Development**   * One staff member completed 12 hours of online veterans training through the Center for Deployment Psychology. * Professional development: AHEAD conference, AHEAD webinars, Salome Heyward webinars, Glasser, etc. including: * Salome Heyward webinar:  Policies and Procedures for Providing Accommodations * AHEAD webinar: EDUCAUSE and Accessibility: What Disability Services Provers Need to Know. * Glasser Training for SASSI Staff. * Lead Management Training with Student Affairs and Enrollment Services Staff * Two staff completed Choice Theory Practicum. * Participated in and assisted in coordination and preparation for NCHERM Counseling and Personal Services visit and audit. * Assisted in preparation of presentation to campus administration regarding NCHERM recommendations. * Presented regarding CARE Team and NCHERM recommendations at a Town Hall Meeting. * Attended AAMC Holistic Admissions Workshop. * Staff completed Choice Theory/Reality Therapy certification training.   **Effectiveness**   * Administered end of semester surveys for students in each college. * Administered end of semester surveys for students with disabilities. * Increased number of surveys to gather more feedback from both tutors and tutees including the following: 1. Administered after the first test surveys, mid semester surveys, and end of the semester surveys to tutees. 2. Administered surveys to tutors at the end of spring and fall semesters. * Assisted in the orientation and transition of COP tutors to new P-1 curriculum by working with both faculty and staff from SASSI and COP * Continued coordinated electronic scanning of old SASSI files into NOLIJ with Vital Records Control and IT. * Continued to coordinated transfer of student files to electronic filing system (VRC) * Updated and disseminated document to streamline travel process w/other departments where SASSI tutors are also associated. * Continued to enhance SASSI website with more online resources, information and materials including the Writing access through UTK. * Step 1 Data Analysis   o   Revised survey  o   Statistical analysis  o   Improved data collection in TutorTrac and recorded video views   * Updated and revamped tutor training module.   Developed system to record anatomy lab attendance.   * In response to tutee feedback and discussions with class leaders, during the Fall Semester, responded in a timely manner to challenges experienced with course work. This included coordinating tutors to develop even more practice questions. |

