

# University of Pikeville



## Institutional Effectiveness Annual Report 2010 – 2011

*"... demonstrating that the institution is effectively accomplishing its mission."*



During the 2010-2011 Academic Year, the University of Pikeville executed institutional planning and evaluation to improve the institution's ability to fulfill its mission through the achievement of its goals, educational outcomes, and administrative and support-services objectives. This planning and evaluation process was systematic, broad-based, interrelated, and appropriate to the institution and encompassed all educational programs and administrative and educational-support functions of the University. The process, based upon reasoned judgment, stimulated evaluation and improvement while providing a means of continuing accountability to constituents and the public. Planning included both institutional effectiveness and long-range planning as means for accomplishing the ten general institutional goals for carrying out the University's mission:

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- I. *To maintain a sense of community which stresses ethical and moral values, fosters an appreciation for diversity, and provides an atmosphere that accepts and respects a variety of backgrounds and modes of religious expression within a Christian context.*
1. Students visited the Morlan Gallery at Transylvania University for an exhibition of Contemporary Chinese Brush Painting. Students participated in the interactive “Pinwheels for Peace” project, focusing campus attention on the need for global, local, and personal peace. Students put on a poster exhibit to honor Women’s History month. Students were able to view the Mexican Print show in the Weber Art Gallery which had been secured through the KIIS consortium.
  2. Students took field trips to a Catholic mass and a Zen Retreat Center. Students appreciated the opportunity to engage in real life a variety of religious expressions.
  3. Knowledge of Human Cultures/Personal & Social Responsibility: The General Education Committee discussed the Global Perspectives Inventory (GPI) results during the fall meetings and determined that (a) the results may serve as benchmark for ongoing future assessment; (b) the results send a mixed message; (c) the results are based on a curriculum that does not emphasize global education; (d) faculty development in global education is needed; and (e) the re-design of the Gen Ed core curriculum needs to incorporate opportunities for global learning and experiences. The Committee recommended that (a) the GPI be administered in the Spring semester 2011; (b) data be collected over a period of time for longitudinal interpretation; and (c) a team of PC faculty participate in the Mellon Fellow Community Institute (Salzburg, November 2010). As a consequence, Communication professor Chandra Massner and English professors Hannah Freeman and Brigitte LaPresto applied for participation, were selected, and developed an implementation plan for global education at the University of Pikeville during the one-week institute.
  4. The theme for the Quality Enhancement Plan will be experiential learning. This includes intentional internships, study abroad, research, service learning, etc. opportunities for students. One important focus of the program will be Global Education. The UPike faculty developed a game plan for developing a global education program at the University of Pikeville. Key to the development of a global education program was the establishment of a Center of Global Education with a Director. In support of the project, an ad hoc committee was established in spring 2011 to lay the foundations for such a center. The committee will be doing most of its work in the 2011-2012 academic year.
  5. The University maintained its membership in KIIS, PCCIS, and KEI. These organizations provide study abroad opportunities for students and teaching opportunities for faculty. In summer 2011, one faculty member will be teaching in Costa Rica as part of the KIIS program. In spring 2011, one student studied in London as part of the PCCIS program (run by CAPA). In summer 2011, two students will study in Greece and five students will study in Costa Rica.
  6. The University continued to send students and faculty to Washington, DC to participate in the The Washington Center (TWC) seminars. In January 2011, three students and one faculty member participated in the TWC Inside Washington Seminar. In May 2011, five students and one faculty member attended the TWC Top Secret Seminar.

*II. To offer each undergraduate student the opportunity to receive a liberal arts education, emphasizing the value of intellectual development through the promotion of independent and creative thinking as well as the development of basic communication and problem-solving skills.*

1. Information Literacy: The UPike graduate will be able to demonstrate the ability to access, use, and critically evaluate information. The pertinent Curriculum Map requires for a baseline assessment of in the form of SAILS (Standardized Assessment of Information Literacy Skills), administered to incoming freshmen in FS 100: First-Year Studies. In August 2010, 345 qualifying students took the SAILS, adding to those who were tested in 2009. The first SAILS post-test will be administered in 2013, allowing for value-added results and interpretation that will inform Information Literacy (IL) instruction and policy. In the meantime, under the leadership of division chairs, IL instruction is being incorporated into both General Education courses and upper-level courses in the majors. Faculty development was pushed to the next level when a University of Pikeville team was selected to participate in an intense 3-day “Information Fluency” workshop (New Orleans, March 2010) with focus on English and American literature. VPAA Tom Hess, Library Director Karen Evans, and English professors Hannah Freeman and Brigitte LaPresto attended the workshop whose aim was to produce an Information Fluency Plan for the institution. The group’s work resulted in an Information Literacy Plan; a two-pronged approach designed to improve students’ Information Literacy skills even as the committee is awaiting longitudinal assessment results.
2. Allara librarians continued to implement the Information Literacy curriculum. The SAILS test was administered during the eight SOAR sessions to over 350 incoming freshmen. This number gave the librarians good results with a smaller margin of error. However, the results showed that, on average, freshmen scored 30 points below the national average. Librarians sent a survey to all faculty members who brought classes in for instruction in order to assess whether the classes were meeting the needs of the faculty. Eighty-five percent were satisfied with the lesson plans, the student engagement, and the teaching activities. In addition, each student was asked during the class exercise what they learned that was new or interesting.
3. On July 1, the Reference and Instruction Librarian and the Library Director met with the English faculty to discuss the freshmen composition classes. In the original proposal, the ENG 111 class was optional, but the decision was made to have ENG 111 become the first of the scheduled IL classes and have two classes in ENG 112. Too much material was pushed into ENG 112 and time was a problem. There was also discussion as to what to cover in the COM 225 class and how to best assess the class. As a result, the Reference and Instruction Librarian restructured the sequence of classes so that students now have a basic introduction to the catalog and databases in ENG 111 and two classes on research skills, evaluation, and plagiarism in ENG 112.
4. On February 2, 2011, the Library Director met with the General Education Committee to discuss the administration of the SAILS test to students who had completed their IL classes. It was decided that the best assessment would be to test students who had completed the English sequence. The easiest way to do the assessment would be to administer the test at the beginning of the Fall 2011 semester to students enrolled in classes that have an ENG 111 prerequisite.
5. Oral Communication: The General Education Committee received results for 85 speeches students had presented during the year. The rubric criteria yielded a mean score of 8.13 out of 10.00, a satisfactory result. The Committee decided to continue use of the in-house rubric with future assessment cohorts in order to establish trends and issue recommendations for improvement. The Communication faculty recommend that enrollment in the public speaking courses be capped at 15. The national standard for public speaking courses at the undergraduate level is the completion of five major types of speeches. In addition, students must receive content knowledge on the subject. Students suffer when enrollment exceeds 15 because they cannot be given ample time to be “on their feet” and speaking on multiple occasions about a variety of topics. The inclusion of public speaking as an information literacy component adds the additional element of instruction in research methods.

6. Based on feedback from divisions and detailed analysis of 15 comparable ACA as well as public institutions, the General Education Committee members identified three issues for discussion: (a) the majority of core courses can be fulfilled with 100- and 200-level courses; (b) the core curriculum lacks flexibility; and (c) the placement system for basic skills needs to be reviewed. The Committee spent the remainder of its spring meetings discussing selected core curricula at comparable ACA institutions, UK, Centre College, and Northern Kentucky University. It also reviewed the Kentucky Transfer Module that allows seamless transfer of credits from one state institution to another. The Committee recognized the need for close alignment with state policies in order to remain competitive and attractive to students wishing to transfer in or out.
7. In 2010-2011, the undergraduate faculty revised a number of the academic practices to better match what is being done in higher education. Some of these changes were (a) reduced the minimum number of required credit hours for a BA/BS/BBA degree from 128 to 120 credit hours; (b) reduced the minimum number of required credit hours for an AS degree from 64 to 60 credit hours; (c) reduced the number of 300-400 level credit hours from 42 to 39 credit hours; (d) revised the residence requirement for a bachelor's degree to 30 of the last 36 hours must be at the University, which will allow for students to study off-campus in their last 30 hours; and (e) revised the study off-campus requirements to allow more than 6 credit hours.
8. The faculty also reworked the basic skills placement for math, English, and reading courses and redesigned the developmental studies curriculum such that courses will meet four days per week instead of three. The faculty and Board of Trustees also established minimum requirements for all masters level programs.
9. The General Education Committee worked to operationalize the institution's three overarching Goals of Learn how to Learn, Learn how to Think, Learn how to Express, and the concomitant integrative learning model featuring four integrated areas: Intellectual and Practical Skills; Personal and Social Responsibility; Knowledge of the Physical and Natural World; and Knowledge of Human Cultures. During the faculty development sessions at the beginning of the Spring semester 2011, the full faculty provided valuable ideas and recommendations for the establishment of assessable learning outcomes, and in the middle of April a draft was presented to the faculty at a faculty forum. Discussion was contentious, aimed at preserving the status quo and circumventing the establishment of learning outcomes and an accompanying assessment system. The General Education review process aimed at improving student learning reached an impasse, and the Committee's chair resigned. A new chair was appointed to resume this work during the 2011-2012 academic year.

*III. To assist each student in acquiring competence in a chosen professional or career-oriented field based on a broad liberal arts foundation which encourages lifelong learning.*

1. The primary assessment tools of graduating Art majors are the evaluations done in the senior seminars. While technically there was one graduating senior in the Spring 2010 Commencement, she had completed the art major program in 2009 and was the basis for the discussion on Improvements in Student Learning in last year's report. While there is no specific data related to graduating seniors, there is a continuation of several observations. Students benefit from opportunities to blur disciplines. The art area is making a concerted effort to blur the lines between disciplines with the intent of showing students there is great strength in such an approach. This past year, there have been several instances where students have combined disciplines within the art area, combining painting and sculpture, and sculpture and drawing. There are also instances where double majors are combining their interests for their art projects. English and Art, and Biology and Art are 2 such examples. Students' artwork is benefitted by their ability to speak and write intelligently about their goals, to critically assess their efforts and those of their classmates, and to develop self-awareness about themselves as artists. The art faculty is challenging students to create and express individual artistic goals within the scope of both studio and art history assignments. Young artists are asked to understand the purpose of these goals, as well as evaluate their success in meeting their goals. Both verbal and written clarity with regards to the goals, purpose and evaluation is demanded. Students can benefit from exposure to art history. The art faculty firmly believes historical understanding will help in the critical thinking and the vocabulary needed to create artwork with more depth and character. Embedding art history within studio classes helps with this goal. Students are asked to present research—and are held to a high standard as to research and organizational skills. It can be noted that the University of Pikeville leads the institution Consortium with regards to students researching databases. And within this institution, the art students are the leading researchers on the library databases. Art students benefit from field trips to both local galleries as well as regional galleries in order to experience art first hand. In the Fall of 2010, the Art of the Non Western World, Art History class had the opportunity to visit the Morlan Gallery at Transylvania University in Lexington and see an exhibition of Contemporary Chinese Brush Painting. One of the artists in this exhibition—Xu Bing-- was included in their text. Art Students (as well as the University community as a whole) benefitted from the extraordinary Mexican Print Exhibition in the Weber Galley Fall 2010. Exhibitions such as this expose students to technique, history, and help contextualize the understanding of art, as it exists within both our and other cultures. Students benefit from exhibiting their artwork. The University opened the Janice Beeler Ford Art Gallery in the Fall of 2010. The space is dedicated to a professional presentation of University of Pikeville student artwork. Exhibiting in the gallery is seen as an honor. There is an additional honor in that there will be one student recognized with the Janice Beeler Ford Visual Excellence Award. Students will also be recognized in the University's Honors Day Program held yearly in April.
2. The Biology students' total scores on the ETS Major Field Test for 2010 were 60% of the national median for individual scores. This is the highest median for total scores in the last five years. This is also the first year that the MFT scores have been used as part of a required course assessment (BIO 490, Seminar in Biology). Overall mean and median scores were similar to those of 2008 and a slight improvement over those of 2009. Scores from 2010 are higher than 9 of the last 13 years. Scores in subsections and indicators are more consistent over the last three years than during previous years and may represent a bias for courses more recently taken by upper-level students. Embedded questions were modified [many were originally adapted from old copies of the Graduate Record Exam (GRE) biology subject test] to better cover material presented in Biology core classes. These questions were administered as a pre-test in several lower level courses and were then also administered as part of the final exam in those specific courses. These questions were also used as the final exam for the Seminar in Biology course. This course incorporated two separate oral presentations and a poster presentation (covering topics relevant to all the biology core classes) as well as instruction on preparing a curriculum vitae, which involved a guest presentation by a KYCOM faculty member. Three students presented original research at the joint Tri-Beta (the national biological honor society)/Association of Southeastern Biologists meeting held in Asheville, NC. Three University of Pikeville biology majors presented original research at the national meeting of Sigma Zeta meeting at Campbellsville University. Four students presented posters of their original research at the Appalachian College Association's annual summit. Four students presented posters of

their original research at the Kentucky Academy of Science Meeting at the Western Kentucky University in Bowling Green during the fall of 2010. Funding was received from the Appalachian College Association for two students to conduct research through Lee B. Ledford Awards for independent research during 2010. A gift designated for the funding of undergraduate research was given to the Biology Program in 2010 by the Keen family (alumni of the Biology Program). The fund provides \$1000.00 per year for 10 years. Two student research projects were selected for funding and were conducted over the summer of 2010. The Biology department faculty continued to reevaluate the learning outcomes and are currently in the process of designing new/modified outcomes that are more holistic and less content specific. The faculty are planning to emphasize critical thinking, self-directed investigation and written and oral expression of ideas as components of student learning. As the content base of biology is increasing at such a rapid rate, the faculty seek to equip students with the skills necessary to be able to follow the crest of advancing knowledge in the field, rather than simply know the facts listed in a textbook. The faculty participated in a consortium of colleges and universities (Tuning Committee) that is currently proposing outcomes to be adopted by each of the participating schools.

3. It is the intent of each faculty member in the Business program to attain a high quality of instruction, but additional opportunities also need to be made available to those enrolled in the program. Faculty accompanied the members of Phi Beta Lambda (PBL) to Eastern Kentucky University to attend the Kentucky Phi Beta Lambda Leadership Conference in April, 2010. During this conference, which is attended by students representing colleges and universities throughout the state, the attendees compete in academic areas involving business concepts and business knowledge. The University of Pikeville chapter received awards in Business Decision Making, Statistical Analysis, and Microeconomics. These individuals advanced to the national conference in July, 2010, in Nashville, TN. The members of the faculty and twenty five students were invited to attend a Business Symposium on October 21, 2010, at the East Kentucky Expo Center that was hosted by the Citizens National Bank. The speaker was Marci Rossell, former CNBC Chief Economist and co-host of Squawk Box. Faculty and several students attended ENERGY Summit '10, a dinner event where Mr. John Hofmeister, former President of Shell Oil Company, delivered an energy address linking the importance of Appalachia's coal and gas industries to the world's energy needs. The Division and the University chapter of Phi Beta Lambda hosted a leadership conference for PBL chapters throughout Kentucky. The successful event was attended by approximately fifty students representing five colleges. At the end of each semester, each Business faculty member assesses the instruction for the semester. This includes a review of the student evaluations for the course, the effectiveness of the text and other instructional materials, methods of student evaluation, and classroom policies. This allows the faculty member to evaluate instruction and effectiveness in course delivery. The Chair also discusses these matters with each faculty member to ascertain effectiveness. This method of program assessment resulted in the modification of the requirements for the accounting emphasis. Student comments on faculty evaluations, primarily in BUS 231 and BUS 232, indicated to the faculty that some areas of student learning in accounting were lacking because none of the present courses taught the concepts using software programs. This led to the addition of BUS 310 Accounting Information Systems as a required course in the study of accounting will allow students to gain an increased knowledge in the application of current software in the profession. Faculty continued to administer the MFAT as a measure of teaching and learning. The scores were reviewed and discussed so that improvements can be made. The analysis and discussion of the low Legal and Social Environment scores (which includes ethics and social responsibility) was an impetus for the creation of a new course, BUS 370--Ethics in Business and Information Systems. By adding this course, faculty expect students will gain an increased awareness of business ethics and subsequently earn higher scores in this sub-section of the MFAT.
4. Business faculty evaluated the feasibility of establishing additional emphases in the Business Administration program. The study of establishing additional emphases in Business Administration revealed an opportunity to create an emphasis in Energy Management. Faculty representatives met with Dean Hess and with Trustee Roy Palk to assess the option. This potential emphasis in Business Administration will receive additional time and effort in the upcoming year. Enrollment data reflected program growth and this trend is expected to continue. A plan for additional programs in the major and the need for additional faculty is underway. One new full-time faculty member was added to the program in the fall semester. Dr. David Smith has a doctorate in business and is teaching in the area of management and

will also teach in the MBA program. Howard Roberts and Pam Gilliam have been accepted into a doctoral program at the University of the Cumberland and began coursework in the summer of 2011.

5. Revisions in the Communication Major to include Broadcast Journalism were made in 2010-2011. The revised Communication Major was approved by full faculty November 2010. Communication faculty in conjunction with the Division Chair, the Dean of CAS, and President Patton agreed to develop a separate Broadcast Journalism program. To that end, an ad hoc Media Arts Committee was formed in Spring 2011. A new computer lab equipped with Apple Mac computers was opened in the Community Technology building and made available for instruction in journalism, editing and design, and broadcasting which enabled Communication students to demonstrate proficiency with basic desktop publishing skills. The Mac lab also allowed students the opportunity to learn in the same environment that is the industry standard for publications. Faculty Clark arranged two trips for students to attend a Barter Theatre production in Abingdon, Virginia. Both classes were given a backstage tour of production facilities. The two classes involved were the Godspell technical production class in the spring, and the fundamentals of theatre class in the fall. During the fall semester, faculty took students in their Introduction to Broadcasting classes to the WYMT-TV station in Hazard where they were given a tour of the facilities.
6. Computer Science student work in the freshman and sophomore classes showed progress similar to those of previous sections. This was the first semester of the final Senior Project course, so faculty now have a measure of comparison for future seniors. The average score for the project was 92.2%, incorporating six component units in the project. This included four programming requirements, one programming style element, and one presentation section. With the junior level classes, the students seemed inadequately prepared for CS 350 Data Structures and Algorithms. The faculty who teach the introductory programming courses have incorporated colleagues' suggestions into the CS 221 and CS 222 courses to directly improve the deficiency issues. Faculty will track student learning to see if those changes helped in the next year.
7. All senior Criminal Justice majors take the Major Field Achievement Test showing competence in several areas. While the pre-test (45% correct on average) and post-test (85% correct on average) results for CJ 283 Corrections showed definite student learning taking place, student performance on the MFAT in the area of law, law enforcement, corrections, and courts (39% correct) is not where faculty want them to be. The goal is to get students to achieve at least 50% correct in the areas of The Law, Law Enforcement, Corrections, and The Court System. Currently, the score for The Court System (56% correct) is the only area meeting the benchmark. The current degree requirements have students taking CJ 452 Interdisciplinary Commons; which is a cross-listed capstone course with Sociology and Psychology students. To improve student retention of key criminal justice concepts in the senior year, faculty are going to try to have students take a Criminal Justice Senior Seminar as their capstone course. In the area of methodology, the average percent correct for the class of 2010 was 45%. The goal is to get students to achieve at least 50% correct in the area of Research Methodology & Statistics. The cross-listed CJ 285 Statistics for Social Sciences was only recently required of criminal justice majors. Faculty will track to see if this program change positively influences the scores in this area. Faculty have also designed a new Internship packet for Sociology and Criminal Justice which they would like to start using as soon as possible.
8. The Teacher Education Programs (TEP) ensure that candidates who are admitted to the programs demonstrate potential for success in the program and for becoming effective teachers who enable all students to learn. All applicants who are admitted to any TEP have developed entrance level competency in general knowledge as well as in specialization knowledge professional knowledge of foundations. All applicants who are admitted to any TEP have developed comprehension level understanding of KTS I-X and PCTS I. All applicants have satisfactorily completed Phase I of Clinical Experience and have been rated adequate or better on all standards on Written Assessment of Kentucky Teacher Standards. All candidates who have been admitted have developed an awareness of the dispositions outlined in the Conceptual Framework. All candidates demonstrate an awareness of the professional dispositions by selecting the desirable response for each professional disposition with 50% accuracy on the Dispositions Assessment Survey. All applicants have signed declaration to uphold the Professional Code of Ethics. In addition to all of these competencies, all applicants to the Student Teaching Program (STP) have knowledge of pedagogy and knowledge of research. Data from Education Professional Standards Board

(EPSB) on Praxis content scores for elementary education candidates revealed that candidates' average scores were higher in each content area (language arts, mathematics, science, and social studies) than the state or national average. This occurred because of all the time spent aligning curriculum with concepts covered on the Praxis exam. Analysis of data on each indicator of the Kentucky Teacher standards, completed by EPSB, revealed that student teachers, cooperating teachers, interns, and resource teachers rated UPike higher than all other institutions including other private institutions on a survey that rated how each group listed above felt about level of preparation on the KTS and indicators. Education faculty are encouraging candidates who need to repeat the ACT to do so sooner. More faculty included reflection activities in their courses; all faculty have at least one reflection activity. PLT scores improved in elementary program, however PLT scores did not improve in secondary school. One faculty member discussed how he added PLT type short answer questions in course assessments. Faculty are investigating why content Praxis scores in elementary continue to drop while ACT composites and GPAs have increased. Also, faculty are including more short answer questions from case studies or video clips. Evaluate if improvement has occurred in. Elementary candidates' PLT short answer questions improved 5 points and middle improved 1 point. The faculty were busy completing the required steps to maintain state accreditation, as the next on-site visit will be November 2011; as well as taking steps to seek NCATE accreditation. Education faculty attended all of the Education Professional Standards Board meetings on the Masters Redesign in 2010-2100 project which helped to identify appropriate additional certification and rank change programs.

9. The English Program has worked diligently to establish and fulfill new learning outcomes for students in the major. In the interest of accomplishing these goals, the department has updated the rotation of English courses to ensure timely offerings for English majors. To meet the expectations of these new learning outcomes, ENG 400 (Senior Seminar) has been revised to address the goals set forth by the program. The English Program continues to sponsor the University of Pikeville Writing Competition. Program faculty judged submissions from students and awarded first, second, and third place honors in the categories of critical writing, short fiction, and poetry. The writing contests were institution-sponsored and peer-judged on a blind basis. The English Program sponsored a student reading for English majors, as well as student participation in Sigma Tau Delta, the English Honors Society. The English Program sponsored student participation in the Kentucky Philological Association Convention in Richmond, KY and student participation in the Sigma Tau Delta Convention in St. Louis, MO. Ten students were accepted this year to the STD meeting and thirteen students were accepted to KPA. Students in the English Program are also required to prepare manuscripts for publication and proposals for conference presentations, as well as acceptance into graduate programs and other professional positions:
10. History majors expand upon the knowledge they derived at the survey level by engaging in research and reading both primary and secondary sources. Every attempt is made to get majors to apply these sources and interpret them through research and opinion papers. The best measure of development for a student majoring in History is their participation in HIS 499; Historiography and Methodology. In this course students were required to study how the examination of history developed over the centuries. Students also studied the sub-disciplines of history such as social, quantitative, and cultural history, thus learning how varied study contributes to historical understanding. A key component to the course was for the student to write a research paper drawing information from diverse sources.
11. History/Political Science students were given pre- and post-tests in selected courses which yielded very positive results. Other forms of evaluation of students included the journals submitted for The Washington Center Seminars, and the writing exhibited an excellent understanding of the inter-related nature of history and political science, additionally their journals show a sophistication of understanding of cultural diversity, and lastly, the journals show a great deal of understanding of institutions and ideas of US Government.
12. Mathematics majors' scores on the ETS Major Field Test for Mathematics (MFAT) improved in spring 2010. Student performance in writing proofs as part of homework assignments and exams in MTH 303 (Introduction to Abstract Mathematics) and MTH 400 (Advanced Geometry) has shown modest improvements as well.

13. Religion majors demonstrated an improved ability to integrate material in the courses students took in their major. Faculty attribute this to the provision of additional instruction in advanced research methods, including a library session on advanced research in Religion and a requirement that the students write a prospectus for their paper. Students expressed enthusiastic approval of the current REL curriculum. Students appreciated the variety of classes offered, the regular rotation of classes, the balance between Biblical and Comparative classes, and the overall design of the program. Many individual classes were mentioned as meaningful to particular students: World's Great Living Religions, Women in the Bible, Religion in America, Apocalyptic Literature, Abrahamic Religions in Spain, Spirituality in the World Religions, Religions of Asia, Christian Ethics, and History of the Christian Church. Students consistently did an excellent job in articulating the material learned from courses and interpreting it to others in their presentations to 200-level religion classes.
14. The Social Work faculty continued to move forward in the secondary accreditation process administered by the Council on Social Work Education (CSWE). Graduates demonstrated the ability to think critically in such a way that they will be able to apply the skills to the practical and complex situations found in generalist social work practice. To improve student learning, special attention was given to the practice courses by the faculty to make sure that those courses provided ample opportunity for students to apply critical thinking skills to practical and complex practice situations. Graduates also demonstrated the ability to understand the ethical and values base of the social work profession and conduct themselves in such a manner as to adhere to the moral rules and ideals that are embedded in the profession.
15. Sociology students did not perform as well as desired on the ETS Major Field Test in Sociology Faculty attributed this several factors, including the fact that all but one of the graduates finished their undergraduate careers with an overall grade-point average of C. While not evidenced by the results of the ETS Major Field Test, the graduates demonstrated marked improvements in terms of all the stated Sociology Program learning outcomes and the sociology faculty take great pride in the fact that they were able to take a group of students who came to the institution underprepared for the rigors of college-level work and guide them through the process of intellectual development and awakening to the point where they became capable and competent students who earned their degrees. In many ways this is a much more rewarding task (and certainly more challenging) than assisting those students who are both intellectually gifted and academically prepared for the rigors of college.
16. This year the academic affairs unit has focused on the start of an MBA program and the RN to BSN completion program for registered nurses. Both programs were approved by the faculty and Board of Trustees and a substantive change prospectus for each program was submitted to SACSCOC this spring with the goal of a Fall 2011 start. Both programs are currently recruiting and are awaiting final approval. It is expected that both programs will add 25-30 students to the student population. Other programs such as a Film and Media Arts major and additional emphasis areas in business (natural resources management) are being considered for implementation for Fall 2012.
17. The work of the Business & Economics Division also included the establishment of goals and strategic plans. It was decided that the creation of a Master of Business Administration (MBA) degree program would be a feasible academic offering and was a program that could be created and sustained. Although this would involve an extensive and lengthy process to develop a prospectus to be submitted to the Southern Association of Colleges and Schools (SACS) and would also require approval and scrutiny at several levels in the institution, it was a unanimous decision to proceed with this goal.
18. The Humanities Division continued to strengthen academic programs within the division. With the full-time faculty member enrolled in a PhD program in the Teaching of Foreign Language and a second Spanish faculty member on board, the division continued to explore the potential of a Spanish Major. The Chair reported to the Dean of the College of Arts and Science a complete program prospectus in Spring 2011. In addition, Music faculty continued their work to formalize a Music 2+2 arrangement with Morehead State University. A formal partnership is on hold until MSU General Education reform is completed.

19. The faculty in the Division of Mathematics and Natural Science continued to increase the number of students graduating with STEM degrees as compared to the previous 5 years. Over the previous five years the average number of students graduating with STEM degrees was 16.8; with a range from 12-21 over a five-year time span. During the 2010-2011 academic year, a total of 22 students graduated with degrees in STEM majors; for an increase of slightly greater than 31%. The Division also worked to increase the number of students declaring a pre-engineering emphasis. In addition, the faculty worked with the Kentucky College of Osteopathic Medicine on implementing the Osteopathic Medical Scholars Program (OMSP). At least one faculty member has had regular meetings with KYCOM faculty and staff regarding the OMSP program. It is hoped that more undergraduate faculty will become part of these meetings in order to better understand the requirements placed on these students. Ten graduating high school students were accepted into the inaugural OMSP class for the 2010-2011 academic year. One student withdrew from the program in December, leaving 9 current OMSP-1 students. Ten additional graduating high school students have already been chosen to be part of OMSP-2 for the 2011-2012 academic year.
20. All junior and senior ACE participants received additional services that helped them transition to life beyond college when desired. Upperclassmen may request trips to graduate schools in the vicinity or they may request help with career building skills such as resume-writing or interview skills. ACE also arranged campus tours and helped with financial aid concerns for graduate school. Through tutoring, mentoring, counseling, and easily-accessible support, ACE provided students with the skills they need to graduate from college.
21. Steps were taken to develop a comprehensive Career Center. A new staff person was added to the Student Services office, and the current assistant dean for student services acquired the career services duties in January 2011. Currently, students, faculty and staff can view a list of open jobs by visiting the Student Services office or by viewing campus email. The assistant dean for student services provides a list of current jobs bi-weekly in the Campus Update. The assistant dean also maintains a Career Binder for students to view open positions.

*IV. To enhance each student's sense of self-worth, self-discipline, and personal integrity while developing social responsibility and leadership potential through a comprehensive co-curricular program.*

1. The University enhanced each student's sense of self-worth, self-discipline, and personal integrity while developing social responsibility and leadership potential by maintaining an active Student Government Association (SGA). Student senators were elected in the fall and the President and Vice President ran in an unopposed election in the spring. The Executive, Senate and Club Council held meetings during the fall and spring semesters as needed. Advisors helped the Director of Student Activities supervise the two sororities and two fraternities to ensure that each organization was affiliated with a philanthropy and holding regular meetings. The Greek organizations created philanthropy work during Greek Week.
2. The University provided diverse opportunities outside of the classroom to promote student enrichment and development. The SGA coordinated several large performances by APCA performers during the 2010-2011 school year: a concert (Space Capone), a comedian, a mentalist, and a diversity speaker (Marc Elliot). Activities were planned and offered for each night to celebrate Homecoming Week (Fall 2010) and Spring Fling Week (April 2011). The campus, in collaboration with the ACE Program and Diversity Week committee, hosted Marc Elliot in September 2010. Student participation at campus activities increased by 10 percent. SGA hosted record numbers of students at such events as Free Movie Night and Free Bowling Night. The Student Services office relied heavily on Facebook and bulletin boards to advertise student events.
3. First-year students were prepared for the University of Pikeville experience by exposing them to the traditions, expectations and experiences of the University. Students in all FS 100 classes had a required common reading, "Kinfolks." The common reader was distributed during the SOAR sessions and each FS 100 class was required to read it.
4. Twelve students were hired in April 2011 to serve as Student Orientation and Registration (SOAR) leaders by March 2011. The Director of Student Activities collaborated with Admissions to communicate new student orientation information with all incoming students at counselor visits to high schools during 2010-2011. Prospective students were informed about SOAR and have signed up earlier this year than last. The University approved a \$20,000 new student orientation budget to pay for staff salaries, meals and supplies.
5. The Humanities Division Faculty continued offering an interdisciplinary musical production with performances in Spring 2011. The Music and Communication program/faculty collaborated on the production of *All Shook Up* (performed for campus and community four times at the end of April). Three faculty members involving four courses were involved.
6. Ten Sigma Tau Delta (English Honor Society) presented at the Society's annual convention in Pittsburgh. March 2011. Thirteen students had their work accepted for presentation at the annual Kentucky Philological Society Meeting in Frankfort, March 2011. Six students presented at both venues. One student presented at the National Undergraduate Literature Conference at Weber State University in Ogden, Utah, March 2011.
7. Five University of Pikeville art majors had their work accepted into the "University Open" art show "Celebrating Kentucky's Finest Art Students" at ArtsPlace in Lexington, April 2011. The "University Open" is a juried competition open to all fine arts majors attending Kentucky universities. One student was selected to show off her work at Eastern Kentucky University.
8. Eight students were selected for the 2011 All-Collegiate Choir at the annual meeting of the Kentucky Music Educators Association in Louisville, Feb. 2011. One student, the first ever from the University of Pikeville, was chosen for a featured trio performance.
9. Six students participated in KIIS and one in the PCCIS Semester in London program.

10. Art students collaborated with students in the local school system; Religion students experienced various places of worship (monastery at David, Kentucky; mosque in Prestonsburg); and English students continued to hold Poetry workshops for AP students at East Ridge High School. More extensive experiential learning opportunities remain to be developed, ideally aligned with guidelines produced by the University's QEP Committee on experiential learning.
11. Faculty in the Mathematics and Natural Science Division continued to increase the number of students participating in research opportunities. Over the previous five years the average number of student conference presentations was 10; with a range from 2-21 over a five year time span. A total of 18 student conference presentations were made during 2010-2011. Faculty continued to work to increase the number of students participating in STEM internship opportunities. Information continued to be gathered to develop an informational website for disseminating internship information to students, with the site going up in late spring 2011. To date, the Division had not had anyone take advantage of an internship opportunity. However, with the new web-based informational materials in place it is hoped that more students will inquire and take advantage of internship opportunities.
12. The University promoted the education and leadership development of students through intercollegiate athletic participation. Over 51 percent of the undergraduate students participated in at least one sport during the 2010-2011 academic year. UPike retained the Champions of Character distinction with a total score of 70 out of 100. This year, UPike several student-athletes and a coach were ranked high among the national honorees. Kelly Wells was named Rawlings-NAIA Coach of the Year after guiding the Bears to an improbable title of the Buffalo Funds-NAIA Division I Men's Basketball National Championship. Senior guard Vance Cooksey was named a Second-Team All-American by the NAIA by leading the Mid-South Conference in points per game and second in assists and steals, and finished fourth in field-goal percentage. Senior Natiera Hinton was named Honorable-Mention All-American being in the nation's Top 20 in scoring and finishing fourth in the Mid-South in steals and blocks per game, and fifth in rebounding. Two members of the women's basketball team were named to the 2011 Daktronics NAIA Division I Women's Basketball Scholar-Athletes team. In order to be nominated by an institution's head coach, a student-athlete must maintain a minimum grade-point average of 3.5 on a 4.0 scale and must have achieved a junior academic status to qualify for this honor. Among the picks was senior Whitney Compton, who, in addition to making the team while playing both basketball and softball, graduated in May with a triple major of communication, English and religion. Junior Megan Mosley was also on the academic team, majoring in education. The University had at least four Academic All-Americans in 2010-2011: Gary Smith (men's soccer), Whitney Compton (basketball & softball), Megan Mosley (basketball), and Shannon Cornette (softball). In addition, with the exception of football, each of the men's and women's athletic teams had at least two student-athletes make the MSC Academic All Conference Team in 2010-2011.
13. Utilizing the Academic Progress Rate (APR), a term-by-term measure of academic eligibility and retention for student-athletes, fifteen of the sixteen athletic programs demonstrated academic success and retention by having APRs of 800 or higher out of the 1,000 points possible. This is an improvement of only seven of the programs reaching this APR level the year before.
14. The University enhanced the opportunities for both the medical students and undergraduate students to become involved in non-intercollegiate athletic activities by providing two intramural sports in which students could participate in Fall 2010 (flag football and basketball). Ten teams were registered for flag football and 14 teams for basketball. Softball was also held in the fall. Basketball was carried over and finished in March, 2011. The student lounge was torn down so the new medical school building could be built which prevented a billiards tournament to be held in November 2010.

V. *To provide each medical student the personal and professional skills necessary to improve health care services in the Appalachian region.*

1. Again this year, changes were made with the Journal Club course. Research Methods was added to the name of the course. In 2011-12, the name will be changed to Research Methods to reflect the true nature of the course, and to avoid confusion with the new 3rd and 4th year course. The third and fourth year students are now participating in a separate Journal Club and utilizing Prescriber's Letter. Journal Club meets monthly and is designed to improve student research skills. This new course was added based on feedback from the Senior Surveys conducted the past two years.
2. Another curricular change that resulted from the Senior Surveys was to incorporate a new approach to the video curriculum. After consider debate, it was decided to have the third and fourth year students use the video library provided by the University of Kentucky.
3. OPP Fellowships were structured differently this year. Students had the option of taking their fellowships either between the 4th and 5th years or during the spring of the 3rd year (six months) and fall of the 5th year (six months). This change because it gives fellows more clinical experience and makes them better teachers. It also allows for both junior and senior fellows to be on campus at any time.
4. Recently, 19 KYCOM students participated in the timed Comprehensive Osteopathic Medical Self-Assessment Test (COMAT) Family Medicine exam, and NBOME compiled individual scores. Twenty-two other osteopathic schools also participated in the timed exam. COMAT testing for all core rotation subjects should be available within the next year. It was viewed that the pilot testing for COMAT was a success. It is hoped that the COMAT will prove an appropriate and valuable assessment tool for end-of-rotation exams.
5. Faculty restructured the Kaplan COMLEX Level 1 Board review course to include access to the Kaplan video curriculum. Students are able to access over 200 hours of video lectures in addition to having access to Kaplan's Question Bank and 9 days of live lecture.
6. The 2011 class went to WVSOM for Level 2-PE training last summer and the 2012 class is scheduled to go this year. Future classes will be able to use the facilities in the new medical building to take their training..
7. Faculty developed and implemented ongoing review and evaluation of the curricula, and demonstrated application of the findings towards improvement of the educational program. KYCOM faculty submitted lecture schedules listing topics, lecturer, and location and these were placed on the Course Management System (CMS). In 2010-2011, other than reminders to certain faculty, there were generally no problems with getting the information requested for the daily schedule. Schedule changes were few in the fall semester but have been quite frequent in the spring. Minor problems were encountered when schedule changes resulted in improper hours being scheduled (more or less than expected). These issues have been addressed.
8. All full-time KYCOM faculty wrote objectives for their lectures and key words where appropriate. The Associate Dean for Academic Affairs worked with the other associate deans to encourage faculty participation, which has improved from last year. The associate deans must continue to stress the importance of writing lecture objectives, and then tying those lecture objectives to their exam questions. It is encouraged that faculty participation in this exercise be assessed as part of the annual review for all faculty.
9. As part of the annual faculty retreat, the Office of Academic Affairs led a discussion on the curriculum. The specific focus of this discussion was to analyze overlaps in the curriculum as well as identify any educational objectives that are not a part of the current curriculum. This discussion continued both formally and informally throughout the fall of 2010, and culminated in the formation of a new committee to specifically review and revise the curriculum. The Curriculum Review and Evaluation Committee (CREC) was formed in January, 2011 and was charged with making recommendations to the Curriculum Committee

on any curriculum changes. The CREC is expected to meet throughout 2011, and by January 2012 make final recommendations to the Curriculum Committee. This does not allow a lot of time to review, evaluate, and propose changes to the curriculum. The CREC meets every other week in an effort to meet this goal.

10. There is still a lot of work to do to better map the curriculum to the AOA Core Competencies. As part of the Curriculum Retreat, one of the clinical faculty, Griffin presented a review of the AOA Core Competencies in the spring of 2011. She encouraged faculty to remain cognizant of the competencies as they consider the design of their respective courses. Dr. Harris reminded faculty that since they were already writing course and lecture objectives it would not be that difficult to tie those objectives to the competencies.
11. All full-time faculty wrote new exam questions this year. These questions were identified on the individual exams which facilitated cataloging those questions. Generally, each faculty member wrote 50% new questions for each of their exams. Continuing the process of building an exam bank requires the cooperation of the faculty and the support of the Associate Deans for Basic Sciences and Osteopathic Medical Education. Without consequences however, certain faculty will continue to resist writing or cataloging new questions.
12. The KYCOM Associate Dean for Clinical Sciences visited approximately 12 sites for curriculum development with students and coordinators to develop a better means to achieve objectives of 3rd Year clinical curriculum. No site gave him access to a medical staff meeting. He continued KYCOM visibility and familiarity at core rotation sites by visiting each facility at least once during 2010-2011, with frequent visibility at multiple sites, e.g. Henderson, Purchase, Norton, Pikeville, and Hazard. The associate dean supported the regional coordinators with the management of KYCOM students by meeting with all of the coordinators during annual visits to each rotation site. He prompted responses to any communicated inquiries and maintenance of regular telephone and e-mail communication. The associate dean encouraged better understanding by students of concepts introduced during the pre-clinical years by meeting with the students during annual visits to each rotation site. He communicated all student concerns with the KYCOM staff within three days of receiving communication from a student.
13. The Class of 2012 held a class meeting at the WVSOM clinical skills center to participate in a simulated fourteen-station standardized patient examination program. To date, more students have passed the COMLEX Level 2PE than anticipated. The KYCOM Associate Dean for Clinical Sciences continued to develop better approaches to student literacy by reviewing samples of students' progress notes during annual visits in 2010-2011 to PMC, Norton, Henderson and Hazard for submittal review and remediation. He worked with NBOME to pilot their new tool, the COMAT to explore the efficacy of the currently used core subject examinations in Family Medicine, Internal Medicine, Women's Health, Pediatrics, Surgery, and Psychiatry in terms of access, cost and relevancy.
14. The KYCOM Associate Dean for Clinical Sciences promoted scholarly activity with on-line journal club meetings with the Classes of 2011 and 2012 which were facilitated by "Prescriber's Letter" and PCSOM faculty. The programs were informal, met monthly, and composed of small groups of students.
15. The Lincoln Trail Hub added a new site, Taylor Regional, and Henderson increased availability. NE AHEC has responded to the need and continues to explore efforts to take more students. Purchase AHEC is in the early stages to explore alternatives. The KY Primary Care Association approached KYCOM to establish a program in Maysville, KY where the school currently rotates five students each year. Twin Lakes Regional Hospital received a full complement of current texts during fall 2010. However, denied requests to increase student capacity. No hospital allowed appearances before staff meetings, however, have they have repeatedly promised to make such arrangements. Henderson has responded with an increase in capacity, however, required financial inducements. Southern AHEC required persistence on the associate dean's part, however, retained two seats for KYCOM students during academic year 2011-12.
16. KYCOM provided each medical student the personal and professional skills in Family Medicine necessary to improve health care services in the Appalachian region. Three-year rolling average change from

2007/2008/2009 to 2008/2009/2010 in COMLEX Level 2 CE First Time pass rates for KYCOM students decreased by 9%, while they decreased by 2% at the national level. The rolling average for COMLEX Level 2-PE first time pass rates was 91.37%., a three year rolling average increase of 0.7%. KYCOM provided students with the ability to utilize osteopathic philosophy, principles, and practices, including the application of osteopathic manipulative treatment into an appropriate medical care plan for the patient. The three-year rolling average change from 2007/2008/2009 and 2008/2009/2010 was a decrease of 0.6% on the COMLEX Level 2 CE for Osteopathic Manipulative Medicine (OPP). Planning of the Clinical Skills Training and Evaluation Center (CSTEC) was encompassed into the corporate building plans to develop the Coal Building, which will house the College of Osteopathic Medicine. In those plans, all costs involving the development of the CSTEC, including equipment, computer hardware and software, and essential needs were incorporated in those plans.

17. Ninety-four percent of the class of 2013 was assigned to primary care physicians for their 2nd year clinical experience. The rest of the class was assigned to specialists, predominantly osteopathic physicians in otorhinolaryngology, ophthalmology, radiology, and critical care. KYCOM hired one ACOFP board-certified Family physician to participate in the clinical medical curriculum in Clinical Skills, Clinical Skills Practicum I & II, and other courses as required by the dean. KYCOM anticipates a class expansion for the fall of 2012 (Class of 2016). With that class expansion, the Department of Family Medicine recommended identifying additional full-time clinical faculty. KYCOM hired a board-certified physician in Family Medicine with additional training and expertise in neuromuscular medicine. KYCOM did not hire an additional part-time faculty to be utilized in OPP laboratory activities, including OSCE's. This position will be needed for the class expansion and the increase numbers of OSCE's.
18. A-OPTIC initiated graduate medical education programs in the following areas: Pacific Northwest University of Health Sciences - COM Regional Programs (Central Washington Family Medicine, Family Medicine, 8 Positions; Kennewick General Hospital, Family Medicine, 3 Positions; Yakima Valley Farm Workers' Clinic, Family Medicine, 6 Positions); William Carey University – COM Regional Program (University of Mississippi Medical Center, Family Medicine, 6 Positions); Lincoln Memorial University – COM Regional Programs (East Tennessee State University Department of Family Medicine, Family Medicine, 18 Positions; University of Tennessee-Knoxville Department of Family Medicine, Family Medicine, 6 Positions; Wellmont Holston Valley Medical Center, Orthopedics, 9 Positions; Wellmont Lonesome Pine Hospital Family Practice Residency, Family Medicine, 24 Positions)
19. KYCOM developed regional core sites in the following sites. Listed with the core sites are currently associated postgraduate programs which are affiliated with KYCOM: Pikeville Core Site (Pikeville Medical Center Family Medicine Residency, Family Medicine, 18 Positions; Family Medicine/Neuromuscular Medicine, 4 Positions; Neuromuscular Medicine + 1, 1 Position); Ashland Core Site (Our Lady of Bellefonte Hospital, Family Medicine – Affiliated with Mountain States OPTI - West Virginia College of Osteopathic Medicine); Hazard Core Site (University of Kentucky Center for Rural Health Family Medicine Residency, Family Medicine, 6 Positions); Henderson Core Site (Methodist Hospital Family Medicine Residency, Family Medicine, 12 Positions); Lincoln Trail Core Site; Maysville Core Site; Morehead Core Site; Northern Kentucky Core Site; Purchase Core Site; Somerset Core Site; South Williamson Core Site; Virginia Core Site (Norton Community Hospital Internal Medicine Residency, Internal Medicine, 18 Positions). Other predoctoral KYCOM Core Sites are directly or indirectly related to other postgraduate training programs that are not affiliated with KYCOM: Alabama Core Site, Arkansas Core Site, Mississippi Core Site, Ohio Core Site, Pennsylvania Core Site. KYCOM is currently discussing AOA accreditation with the ACGME-accredited program with the University of Kentucky Rural Tract Family Medicine Residency at St. Claire Medical Center in Morehead, KY.
20. The Dean of KYCOM will submit the request for class size increase from 75 to 125 to COCA on July 1, 2011. The University is making additional housing available at UPike South to accommodate the increased class size. A new OPP faculty member began employment on May 1, 2011 to fill the open position. Also, a new Family Medicine faculty member was hired for the Department of Family Medicine to deliver enhanced clinical skills curriculum in the new facility. A new director of admissions began employment in

March 2011 to assure that there was appropriate staffing for support of KYCOM curriculum and student and alumni services.

21. The work of the faculty in the Elizabeth Akers Elliott Nursing Program included a proposal to initiate an RN-to-BSN program starting fall semester 2011. The RN-BSN program is a completion program that allows the registered nurse (RN) to earn a baccalaureate of science degree in nursing (BSN). The RN-BSN program also is referred to as an upper-division major and RN-BSN courses are referred to as upper-division courses. The RN-BSN applicant must have already earned an associate degree in nursing (A.D.N.) or a diploma in nursing and have an active and unrestricted RN license. It is expected that the RN-BSN student will be employed full-time. Nontraditional scheduling such as hybrid or fully online offerings of upper division nursing courses is standard in all RN-BSN programs. Thus, the RN-BSN program may impact general education requirements in terms of nontraditional scheduling. Options for alternate scheduling of general education courses will depend on the needs of an RN-BSN cohort in conjunction with faculty resources within the CAS divisions.
22. The University began work to secure a commitment from Pikeville Medical Center (PMC) and other interested parties to facilitate the enrollment of at least 15 RN's in the first cohort of RN-BSN students. The Division Chair met with PMC Chief Nursing Officer and Directors of Nursing. They stated that they would work with the RN's work schedule to guarantee every third Saturday off for those enrolled in the RN-BSN program. The Division Chair also has informally spoken with PMC and ARH Administration on the RN-BSN program. However, more work needs to be done on a formal basis to inform agency CEO's of the RN-BSN. In April 2011, recruitment and publicity materials were developed by the Nursing Division Chair and the Office of Public Relations. In May and June 2011, public information on the RN-BSN program was disseminated as follows: (a) University website was updated; (b) Division Chair visited two hospital Chief Nursing Officers and two nursing schools; (c) an informational flyer was distributed to all RN's at two hospitals; (d) the new RN-BSN coordinator staffed a one-day information table at Pikeville Medical Center; (e) an article on the RN-BSN program was sent to all newspapers within the service region; and (f) the Division Chair oriented the undergraduate Admissions Office Manager to RN-BSN application requirements.

*VI. To maintain a community of high-quality faculty, staff, administrators, and trustees who are dedicated to meeting the individual needs of students and who promote a caring and supportive environment conducive to learning.*

1. Employees completed surveys to determine areas of improvement; and as a result of the survey process, the University was awarded the title of one of the Best Places to Work in Kentucky for 2011.
2. The University worked to establish comprehensive and responsive human resources programs/services that promoted the health and welfare of the University community. The Lunch and Learn Seminars drew on the expertise of the medical school faculty. Several seminars were offered to employees during the lunch hour. The employees were encouraged to enjoy their lunches while listening to the seminars. These seminars were discontinued due to a severe lack in participation. There was a moderate level of success with the weekly health tips emails – these will be reinstated July 1, 2011. The “Biggest Loser” employee weight loss competition was a success with the participating employees losing on average 2.6% of their body weight. The “September” Walking competition had seventy six-employees participating, logging over 20,326,715 steps. An outside company came in to provide wellness screenings of employees at no cost to the employees during a health fair at the University. Each participating employee received a personalized report complete with their test results and recommendations for improving their health. Massage therapists were on hand to give chair massages to waiting employees and representatives from health and dental providers were available to provide literature and answer questions. In Fall 2010, the University became a Tobacco-Free Campus. Signs were posted around campus alerting employees, students and visitors to the campus that the campus is tobacco free. The City of Pikeville also passed an ordinance making it unlawful to smoke within 25 feet of the campus boundaries.
3. The Office of Human Resources worked to ensure consistent and effective application of faculty and staff performance evaluation processes. Position questionnaires were distributed to all employees and reviewed by their supervisors. Once questionnaires were approved, standardized job descriptions were created by Human Resources and reviewed with employees. Annual Employee performance evaluations have been postponed to July, so that customized departmental evaluations can be created. Supervisor training on the administration of performance evaluations will be conducted at the end of June 2011 for all supervisors on the new format of the evaluations and the process that is expected.
4. The undergraduate academic affairs unit actively pursued faculty development opportunities through the Appalachian College Association (ACA) and the Council of Independent Colleges (CIC). These workshops were subsidized and the cost of sending faculty and staff are usually significantly less than the true cost. By aggressively pursuing options through the ACA, CIC and other organizations the University has sought to extend its limited faculty professional development budget. This year the University had three faculty apply for CIC workshops with two of the applications being successful. The University tapped into many of the ACA faculty and student development opportunities. Seven faculty participated in the ACA Cultural Competency: Study Away workshops. Three faculty applied for and received a grant from the Andrew Mellon foundation (ACA was a conduit) to participate in the Mellon Fellows Community Initiative in Salzburg Austria. The University hosted an ACA Visual Literacy Workshop and nine faculty participated. This summer the University sent 6 faculty to the ACA Teaching and Learning Institute. Two students applied for and received awards to conduct research in biology.
5. Biology faculty participated in professional development activities. One attended the Advanced Placement Reading, the Strategies in Successful Teaching workshop, and joint meeting of Tri-Beta and The Association of Southeastern Biologists. Another served as the Assistant Director for the 2010 Regional Science Olympiad. A third faculty member attended the joint meeting of Tri-Beta and The Association of Southeastern Biologists, the national Sigma Zeta, Math and Natural Science academic honor society meeting (and was elected to the office of President), and the Kentucky Academy of Science meeting (and served as co-author of four poster presentations and assisted in judging graduate and undergraduate oral presentations for the Zoology Section); and taught at the University of Minnesota’s Itasca Biological Station.

6. The education faculty all attended the KATE conference in Georgetown last fall. All education faculty plans to present at KATE conference in fall 2011. All faculty were also involved in two workshops presented on campus on KCAS – one in fall and one in spring. Education faculty need to learn more about Kentucky Core Academic Standards (KCAS). Since candidates completing any education program in the state of Kentucky must be prepared to use these standards beginning the fall 2012.
7. Faculty discussions with the University's Registrar revealed that the Humanities Division faculty members' skills in paperless registration were adequate. The Registrar volunteered to hold special training sessions with faculty members who seemed to have problems with the new system. A member of the Information Technology Department, was asked to conduct a workshop/training session to instruct faculty on the use of ANGEL. Every member of the Division of Business and Economics attended the program and was afforded the option of enhancing learning and instruction with this program.
8. Faculty members within the English Program have continued and broadened their professional participation in a number of professional organizations and positions, including sponsoring the Sigma Tau Delta Club, the Environmental Club, Campus Sponsor for the Kentucky Philological Association, Head Coach of the Men and Women's Golf Team, honorary Faculty coach for the University of Pikeville Lady Bears basketball team, the Humanities Division Chair, the English Program Coordinator, faculty sponsors for the University of Pikeville Writing Competition, as well as serving on the Executive Committee, Special Events Committee, Spiritual Life Committee, and QEP Committee. One English faculty member presented a paper at the Midwest Conference on British Studies. One published a short story in *Still: Literature of the Mountain South*. A number of conventions were attended by the English Faculty, including the Salzburg Global Seminar, Mellon Fellow Community Initiative, the Council for Independent Colleges Information Fluency Conference in New Orleans, the Kentucky Philological Association Convention in Richmond, the Sigma Tau Delta Convention in St. Louis, the Appalachian Studies Conference, the Mountain Heritage Literary Festival, and the ACA Technology Summit.
9. Communication faculty members were actively involved in the humanities division interdisciplinary production of *Godspell*, coordinated through the communication, music, and art departments. One took on a leadership role as co-director, while another offered his expertise through a special topics course in technical production, and a third coordinated publicity and box office management, working with students in her public relations class. The success of this endeavor led to the development and approval of four interdisciplinary humanities courses in musical theatre and technical production. One faculty member continued to offer students opportunities for study abroad through her active involvement with the KIIS board. During the fall, she was awarded the opportunity to take students to Costa Rica in June 2011. In addition, she accompanied humanities division colleagues to Salzburg, Austria, as part of the Mellon Fellow Community Initiative program on globalization. She served on both the General Education and Quality Enhancement Program committees of the institution. Another faculty member attended the week-long National Communication Association faculty development conference during the summer. She was enrolled in three courses, two pertaining to communication theory advancements, and one pertaining to instructional innovations for teaching the basic communication course.
10. The Division of Business & Economics faculty participated in professional development activities. One faculty member attended the ACA Summit, the Big Sandy Women's Business Symposium, the East Kentucky Small Business Development Center workshop on Using Facebook to Start or Expand a Small Business, the Citizens Bank Business Symposium on the economy, and the ACS online workshop on Avoiding Financing Pitfalls for Startups; established relationships with business professionals through Sigma Beta Delta and church activities; and continued a relationship with SESCO HR Management Consulting Firm by receiving legislative updates on the latest areas to impact human resources. Another continued to serve as the Faculty Athletic Representative for the University. A third faculty member participated in the KyCPA Leadership Academy; attended the Annual Kentucky Accounting Educators Conference; was invited to speak at a high school in this area which had contacted them to request a CPA to visit the classroom; and was accepted to Capella University to begin work on a doctoral degree. Another remained active in the Pikeville Rotary Club, Pike County Chamber of Commerce, and the Small Business Council; attended the Leadership Conference for Kentucky Phi Beta Lambda, the spring Kentucky Phi Beta

Lambda conference, a summit on developing an MBA program, a workshop on goal setting and strategic planning, the Kentucky Council on Post Secondary Education seminar on teaching effectiveness, and the Economic Symposium sponsored by Citizens National Bank.

11. Computer Science faculty continued to see attendance at SIGCSE vital to their growth. Both CS faculty returned from these meetings with new ideas and innovations they cannot get as easily as from any other source. For example, the use of Alice in CS 109 and CS 221, XNA in CS 222, the introduction of parallel programming and robotics were all ideas inspired by sessions of recent SIGCSE sessions.
12. Social Sciences faculty were actively involved in professional development, student research, and service to their programs and division. Faculty facilitated their professional development by pursuing research, presenting at and attending conferences, and maintaining professional memberships. One faculty member continued leadership and advising roles in The Washington Center; another presented at the 2010 Southeastern Psychological Association Conference; a third faculty member served on the Editorial Board of a new journal, *Kentucky Journal of Anthropology and Sociology*; and another chaired a panel at the American Society of Criminology in 2010, and served as the director of the research project Race, Inequality, and Sport. Every faculty member in the Social Sciences takes faculty development quite seriously and, while he/she may pursue it in traditional and less traditional manners, they all look to constantly improve themselves.
13. The Physics faculty member continued to serve as Director for both the Regional Science Olympiad competition and the Science & Math Day Camp. In addition, he attended the Mid-Atlantic Association of Science Teacher Educators meeting where he presented a paper on the use of challenge laboratories in the general physics courses. He also attended the CIC's Division Chair's workshop and the ACA's Teaching & Learning Institute during the summer of 2010; and the National Girls Collaborative Project conference in Washington, D.C., and as a result has since been awarded a mini-grant to run a girls-only science program this summer. Currently, he is involved with the Science Leadership Support Network running in Central and Eastern Kentucky to enhance teacher's understanding of assessment and science literacy. As a result of this involvement, he has also participated in a state sponsored assessment training workshop.
14. KYCOM developed and implemented an ongoing faculty development program that was in keeping with its mission and objectives. The Office of Academic Affairs increased the number of faculty development opportunities offered through its office to five during 2010-2011. The Office offered the following development opportunities to all KYCOM faculty: 1) "Incorporating Osteopathic Principles throughout the curriculum," as part of an osteopathic principles and practices update/orientation for new and current faculty fall 2010; 2) "Writing effective lecture objectives," as part of the annual Faculty Retreat fall 2010; 3) "Using Turning Point as a classroom response system," presented in three parts as a webinar, live presentation, and training session by representatives from Turning Technologies fall 2010; 4) "An overview of the American Association of Medical Colleges Howard Hughes Medical Institute report on physician competencies," as part of the Curriculum Retreat spring 2011; 5) "A review of the AOA Core Competencies," as part of the Curriculum Retreat spring 2011; and 6) "The use of e-book solutions in the medical curriculum," presented by Vital Source in spring 2011. One additional faculty development offering was presented by representatives from the Murray-Calloway Hospital system that was specifically targeted to improving student clinical rotation experiences.
15. Ten KYCOM Basic Science Faculty members attended national meetings during 2010-2011, including the Global Obesity Summit; Kentucky Rural Health Association meeting; Kentucky Osteopathic Medical Association Annual Conference; Annual Update in Clinical Microbiology, Immunology and Infectious Disease; American Physiological Society Annual conference; 28th Annual Meeting of the American Association of Clinical Anatomists; American Osteopathic Association annual conference; American Association of Colleges of Osteopathic Medicine annual meeting; and American Academic of Allergy, Asthma & Immunology annual meeting. One faculty member presented an abstract and poster at the 28th Annual Meeting of the American Association of Clinical Anatomists titled "A case report of bilateral palmaris profundus muscle."

16. KYCOM maintain a community of high-quality Family Medicine faculty who were dedicated to meeting the individual needs of students and who promoted a caring and supportive environment conducive to learning. All courses under the domain of Clinical Sciences have standardized processes for testing, syllabi, course rules, lecture goals and objectives consistent with each course expectation. Class attendance was consistent with KYCOM policy. Faculty attendance improved with the hire of a new secretary to the clinical sciences. Under her direction, KYCOM has had a more consistent participation with adjunct clinical faculty with minimal cancellations of curriculum. She has made numerous changes in scheduling to meet the needs of the KYCOM schedule and the personal schedules of the clinical faculty. Overall, student evaluations of didactic clinical courses have improved.
17. In fall 2010, the Vice President for Academic Affairs engaged in a salary study (2009-2010 data) of 108 private, primarily baccalaureate degree granting institutions (IIB) in KY, OH, IN, WV, VA, TN, GA, FL, AL, MS. The data showed that CAS faculty salaries were well below the national average at every rank: One of the problems with the CAS faculty salary structure is the lack of increase with promotion. This was changed in Spring 2010 for the 2010-2011 contracts. With each promotion, there was a corresponding increase in salary. In fall of 2010, salary adjustments were made for all faculty and an effort was made to close some of the gaps that had opened up. Even with these changes, the faculty salaries continued to be much lower than average. In the future, a plan to increase salaries will be developed to bring all salaries, faculty and staff, into line with those at similar institutions. The initial goal is to have a salary average at the 40th percentile in each category.
18. The University maintained an effective, efficient Registrar's Office staff. Over the past year, the Registrar's Manual was revised. In order to keep manual up-to-date, the Registrar's Office staff plans to continue with the revisions, changes, and modifications, as policies and procedures change. The assistant and associate registrars attended the Kentucky Association of Collegiate Registrars and Admissions Officers (KACRAO) conference in October of 2010. The assistant registrar attended the regional Datatel Users Group meeting held on the campus of Morehead State University in June of 2011.
19. The Department of Public Safety had no employee losses in the fiscal year 2010-2011. All officers completed the required 40 hours of training required by the department and had exceptional yearly evaluations. All officers completed the annual firearms qualification and maintained the status of Special Local Peace officers as recognized by the Commonwealth of Kentucky Justice Cabinet.
20. The Student Services Counselor stayed abreast of changes to the ADA/504 law and its application by attending the Kentucky AHEAD conference in Louisville in May 2011 and stayed abreast of current trends through participation in the Kentucky ADA Task-Force for Post-Secondary Education. The Student Services Counselor currently serves as co-chair of the Kentucky ADA Task-Force for Post-Secondary Education, representing the Private Institutions of Higher Learning.
21. The VA Certifying Official stayed abreast of changes to VA law by attending a one-day workshop provided by the KY Education Liaison Representative and the KY State Approving Agency on June 1, 2010 in Versailles, KY. Funds were not available for the 2010 AVECO conference. Periodic updates concerning certification procedures and new developments in the processing of VA claims were received electronically and reviewed by the VCO.
22. A second assistant athletic trainer was hired by mid-fall term as well as a women's golf coach. A person was hired to coach the men and women's tennis teams in the 2011-2012 academic year.

*VII. To provide necessary resources for a quality education through instructional materials, information technology, library and physical facilities.*

1. The Datatel's Retention Alert module was purchased fall 2010 and the campus visit to begin implementation was in October. At that time the "go live" date was moved to January 2011. The product was live January 2011. Faculty trainings were held in March 2011. Fine tuning continues. Several remote Osteo-Admit training sessions were completed from July – September for the KYCOM admissions staff. Steps to implement a functional, centrally managed wireless system are on target. The Zone Director management device was installed and configured. Several residence halls and administration buildings have the Ruckus Zoneflex access point hardware installed. There are four areas awaiting the access point installation. The residential network (RESnet) has been created for Kinzer and is working as expected. RESNet will be deployed to the residence halls as the backbone infrastructure VLAN is built. ITS upgraded the Backup Exec software to the current release, version 2010 R. Next the tape library was upgraded to a more robust Dell ML6010. Subsequently, an additional direct attached storage array was added. This allowed the backup jobs to be divided between the two storage arrays which increased performance by almost two hours per job.
2. The Criminal Justice Program needs the computer programs of Arcview GIS or Crimestat to analyze spatial aspects of crime such as behavioral geography and geographic profiling through crime-mapping techniques. In addition, there is an increasing need for an academic server for SQL databases for upper-level computer science classes.
3. This year the first year medical students were given iPod Touches. The KYCOM Instructional Resources Committee (IRC) discussed the merits of iPads or Macbooks, due to a series of conversations with Dell about the declining service we have been receiving from Dell. Apple is being seriously considered to be the primary computer company because of its record of being dependable machines. Students have requested more dictionary software. The IRC is looking at companies to for help with video recording lectures for later play back. The IRC is also looking into the technology issues with the new med building to make sure that it is truly a modern, tech-savvy building.
4. Faculty did not complete the question bank for KYCOM integrated exams for a couple of reasons. First, there are a few full-time faculty and several adjunct clinical faculty who did not catalog their questions as requested, and as a result those questions could not be entered into the question bank. Those clinical adjunct questions that were cataloged were the result of one of the associate deans completing the requested fields. Also, the institutional contract with the course management system expired at the end of May 2011. As a result, there was uncertainty over the capabilities of the new management system in regards to cataloging exam questions. It was decided earlier in the year to stop entering data into the current CMS due to this uncertainty. It is very possible that special software will need to be purchased to facilitate the cataloging and composition of an exam question bank. Academic Affairs is looking into options in this regard. This was not originally thought to be necessary but based on the experience with the course management system and with lack of faculty cooperation, a more user-friendly and reliable system may need to be purchased.
5. The academic affairs unit has been increasing the number of online courses and, for summer 2011, the institution notified SACSCOC that a student may earn more than 25% but less than 50% of their undergraduate major at the University of Pikeville through distance education courses. Summer 2011 enrollments were significantly higher than in previous years. One reason was the increase in online offerings which allowed students to return home and continue to take classes.
6. Because of a growing Music and Art population, large 100-level survey classes, and the development of better technology within the classroom (which is not available in all classrooms), all survey courses (upper and lower level) are taught across campus. Ideally, the art area would have continuous access to a classroom in Record Memorial that was specifically suited to teaching about art. This classroom could also be used for power point presentations currently taught from a laptop and projector on a cart for studio students.

7. The RN-BSN program required updated skills laboratory including internet access, two modernized patient care units, electronic medical record simulation, and human simulation equipment. These resources can be utilized for both upper- and lower- division nursing courses. (NOTE: PMC has agreed to install their HED software for electronic medical records onto PC computer stations for nursing student training.) Additional technology is needed for instruction and faculty development for online course delivery, as well as physical office space and furnishings for 3 new faculty. No formal meeting was arranged with PCSOM on shared utilization of PCSOM's projected simulation lab and staff. However, Nursing Division Chair, Dean Hess, and Dr. Buser met in June 2011 to discuss long-term organizational plans for health-related majors. The Nursing Chair and Music faculty have agreed on the following: Nursing will notify Music faculty of nursing exam dates so that no music is occurring directly over REC 303 classroom during examination periods. This agreement has worked during the 2010-2011 academic year. There is still no internet connectivity in Nursing Skills Laboratory; a reminder will be sent to the Dean of CAS. There is a small, shared office for the RN-BSN coordinator.
8. The broadcasting courses require state-of-the-art video editing software, camcorders, and miscellaneous equipment necessary for teaching students in the broadcasting courses, ranging from the basic to the advanced levels of production.
9. Smart rooms for all 400-level education courses, especially Clinical I and Technology in Education, are needed. Additional classrooms enhanced with technology and additional computer labs/classrooms would be welcomed by Business faculty.
10. The RN-BSN program requires updated nursing holdings in Allara Library on topics related to new NUR courses, including nursing theory, research and leadership, health care finance and ethics, and instructional DVD's on physical health assessment. Allara Library, in cooperation with KYCOM Medical Library, also added access to *The Cochrane Library* which is the most reliable source of evidence-based health-related information available. This addition fills the need for more evidence based information for the RN-BSN program.
11. The creation of the graduate Business program necessitates additional library resources.
12. New faculty attended a library orientation on August 16, 2010. They were introduced to library resources, the LibGuides, the librarians and staff. Subscriptions were added to support the RN to BSN program and upgrading to Business Source Complete in EBSCO is under advisement. The medical librarian and the systems admin/cataloger attended a technical seminar to improve both the implementation of the catalog and to customize the current interface. The medical librarian was trained in the reporting module and will be working with the cataloger in the future to improve the reports. Circulation Policies were updated to be more in line with other graduate programs.
13. The age of library collection reports clearly demonstrated the need to weed the current collection and update in several areas. The weeding process has begun and will continue for the next three years. This year, nearly 2000 titles, mostly duplicates, were withdrawn. Moving to a graduate program will require collecting more in-depth and scholarly research material. This will take time to accomplish and the library will need to dedicate additional funds to support the program. Additions to both the print book collection and the eBook collection will provide both flexibility and depth to the research collection and will allow off campus students better access. As budget has allowed, additional materials have been purchased to support education, social work, the MBA and RN to BSN programs. One electronic resource – the Cochrane Library has been jointly purchased by Allara Library and the Medical Library.
14. Librarians worked to improve both access to and use of library resources. They no longer have access to update the web page. Some updates in policies and procedures have been processed and the overall updating of the institution's page has improved the appearance significantly. The Reference and Instruction Librarian updated all the LibGuides during the summer and added several new ones at the request of faculty. A Link Resolver (LinkSource) was added to the management side of the library's resources during

the summer. Most students and faculty are unaware of the new interface but it now links all the databases together so that users can search once and pull up items in different databases. As a result, the number of sessions decreased because students and faculty weren't repeating searches in different databases. The number of retrievals increased.

15. Librarians evaluated the possibility of adding a mobile device interface to the catalog and the databases. Many of the databases and Voyager are in the process of creating mobile interfaces but they aren't user friendly enough to promote at this time. The Systems Administrator went to a training session to learn how to create one for the catalog and the Director hopes to have that implemented in fall 2011. Fall statistics indicated increased use in all areas for the library. Part of this is due to the 45% increase in the student body but that alone can't completely account for the increased use. During the Fall 2010 semester, in one database group, EBSCO, the number of sessions increased 75%, the number of searches increased 134%, and the number of full text downloads increased 125%.
16. The Library Director continued to improve the facility in order to provide users with an attractive, efficient area to work and socialize. The hourly count was continued during FY2011. Based on the Fall 2010 statistics, 61 % of use is computer use on the main floor which is down from the 75% average; 28% of use was study space on all three floors. Students were surveyed prior to making some changes on the second floor and the feedback was used to add more whiteboards and more group study areas. The number of computers was increased, too. Improvements to the signage have begun. Due to the large number of classes, it wasn't possible to find time to hold focus groups this year. Librarians plan to resume holding the focus groups in 2011-2012. New chairs were added to seat the classes being held in the Art Gallery/Classroom area. This allowed the chairs being used to be redistributed around the library which improved the seating. Due to budget restraints, the planned carpet replacement on the first floor area did not begin. Signs for the reference desk, print station, and an open/closed sign were purchased and mounted.
17. The University participated in the Digital Library of Appalachia and received the equipment and software through the ACA grant. However, some technical problems delayed implementation. In addition, no staffing for archives combined with the increased number of students, made it impossible to find time to digitize any documents. Librarians plan to attempt to digitize and upload some photographs during the summer.
18. The Medical Library webpage was replaced by the Medical Resources Guide, which is now accessible from the main Library Services webpage. The Medical Resources Guide (the Medical Library's main Libguides page) was edited on multiple occasions to include new resources such as Up to Date, Medline with Full-Text, and the Cochrane Library. Additional tabs were added for Basic Sciences and Clinical Sciences to improve access to resources in those areas. Under the Basic Sciences tab, a Medical Physiology Guide was created in collaboration with one of the Physiology instructors to provide links to online materials that enhance classroom instruction. Subscriptions to Up to Date, Medline with Full-Text, and the Cochrane Library were all purchased in FY 2010-2011. Links to a variety of free resources were also added, including several e-book and e-journal sites. A variety of links to online materials were added to the Medical Resources Guide in lieu of the library catalog. Voyager reports have been run to identify older items in the collection and items that have been heavily circulated. The process of identifying newer editions of items and flagging materials for weeding is currently in progress.
19. The Medical Librarian marketed the library resources and services to the KYCOM community to improve both usage and visibility on campus. Three sections of shelving at the end of the Reference Collection were repurposed as book displays for materials relevant to the current blocks for first and second year students, popular clinical reference texts for third and fourth year students, and board review books for all levels of the COMLEX and USMLE exams. The materials were changed as needed to accommodate student needs and interests. Notifications of trial periods and/or the purchase of new electronic materials were emailed to all faculty and students and posted on the home page of the Medical Resources Guide. The Medical Librarian met with each class of students during the year. Popular resources were discussed in orientation sessions with each class, with particular attention to any new resources. Notifications of trial periods and/or the purchase of new electronic materials were posted on the Medical Resources Guide. New resources of

interest were added to both the Medical Resources Guide and the toolbar. Library news or announcements were posted to the Libguides page as needed. Many of the Medical Library's resources were accessed via proxy-server. As a result, the only links that provided access to many of the Library's resources were located on the Medical Resources Guide or the Medical Library toolbar. When new electronic resources were added to the Medical Library collection, emails were sent out to all faculty and students with the link to the Medical Resources Guide and instructions for accessing new resources. Reminder emails were occasionally sent to students, particularly if they were working on big assignments or if several students called/emailed the library within a short amount of time. The Medical Librarian met with each class of students during the year and gives demos of the Libguides page and provides download information for the toolbar. The Medical Librarian handed out business cards at orientation sessions and at the library with the URL for the Medical Resources Guide on the back.

20. The Medical Librarian worked to continue to provide users with an attractive and efficient space to work and socialize. Seating and lighting options from several vendors were researched, and a capital expenditures request for those items was submitted in January 2011. Several signs within the library, particularly those at the end of shelving units, were updated and/or edited. Signs were also created to denote new spaces, such as the rotating book displays. An old "online catalog" sign that had been hanging from the ceiling was removed since the catalog computer was moved to another location. Statistics are being kept on the number of students using different library spaces at different times of day. Further evaluation will take place in Fall 2011.
21. The Medical Librarian has been preparing the medical library for changes in technological trends and future growth of the medical school. Several training sessions were completed throughout the year, including an Introduction to the Medical Resources Guide, Using Outlook Calendars, Introduction to Quertle, a basic reference webinar, and other training related to specific job duties. A list of staff needs and interests is being compiled to provide a framework for additional sessions in 2011-2012. The Medical Library participated in the Council of Osteopathic Librarians' (COOL) survey of third year students to determine the most useful study resources for board exams. The Medical Library also sent an email survey to third and fourth year students asking for their requests and thoughts on electronic resources that would be useful in a clinical setting. Another email survey was sent to the faculty to determine which materials they require or recommend for supplemental reading. Usage statistics on both print and electronic resources will be compiled at the end of the fiscal year, and additional surveys will be conducted in 2011-2012. The Medical Library revised its circulation policies to allow a longer check-out period for most library materials in an effort to provide better access for off-campus students who often have to request and/or return library materials via postal mail. The longer check-out period also allowed on-campus students to use materials through multiple block periods.
22. The reduction in deferred maintenance backlog was only reduced by five percent due the increase in demands by the expansion of the campus. The Physical Plant staff is conscious of the backlog and is continuing to push to reach goal of reducing it by fifteen percent. The University now has a Quality Assurance Review in place. All projects, before being released, were inspected by the Facilities Manager or his assistant for compliance of all established guidelines for that project. Once signed off by the above, the project was placed in the completed status. An online listing of all deferred and pending capital projects was established with the use of an electronic form. However, it is not available to all staff and faculty; the Facilities Manager is working with the PR dept to bring it on line in the near future.
23. The University maintained safety and a safe environment conducive to learning. UPike was inspected by the Kentucky State Fire Marshall on January 19th, 2011 and again on March 10th, 2011. He found only minor violations in two buildings that were immediately remedied. All monthly inspections were completed and all safety hazards noted by the Department of Public safety have been addressed. The Physical Plant staff installed energy saving devices across campus such as motion sensing light switches and low energy light bulbs as needed. As reported by the Director of Operations, the institution's energy costs have been lowered by approximately 9% after taking into account the increase in cost of utilities.

24. Progress was made during the 2010-2011 academic year on classroom renovation. All of the student desks in the Allara classrooms were replaced with tables and new chairs. Administration 306 was converted into a computer lab for 25 for use by Education and English faculty. As part of the project, the HVAC and electrical for ADM 306, 307, and 308 was upgraded. Furthermore, the desks in Allara were moved to ADM 305 to replace the dilapidated tables. This also allowed for more student seating in ADM 305. Classroom space will continue to be an issue as the institution grows.
25. A large multi-purpose classroom needs to be made available for theatre courses, especially those that require a fixed space for performance sets and rehearsals. This space will also need to be equipped with fixed computer and online capabilities, as well as DVD/VHS playback equipment.
26. The Social Work program would like to have a “lab skills” classroom designated for those courses which are heavy in experiential learning, such as the practice courses. Such a “lab skills” classroom could be shared with other programs, such as psychology, which also requires a lab like environment in order to conduct research. Ideally, the lab would be equipped with technology, such as TVs, video cameras, and other recording devices to allow students to document the process and/or progress they are making regarding skill acquisition. The “lab skills” classroom should be furnished with items, which would simulate a work environment (regardless of program), and be designed in such a way as to provide the student and “participants” with a specific standard of privacy. It would also be beneficial if the classroom could be outfitted with a two-way mirror to allow instructor observation and evaluation of student work while providing the student with few intrusions and distractions during lab work.
27. With the expansion of sculpture within the present Art program, it would be appropriate for the present program to look into the housing of an acquired used kiln and/or the acquisition of a new kiln. A kiln does require some specific housing needs. These needs have been tentatively assessed and could work within our present situation with some room adjustments. Specifically, the kiln must be housed in a separate room with direct venting to the outdoors. There must be a fire clearance around the perimeter of the room, and there should be additional space for storage.
28. Sculpture students would also greatly benefit from increased classroom and workspace. An outdoor working space (for techniques such as sanding a finish on a sculpture)--preferable covered with access to electric outlets--would help students with finishing techniques. Increase classroom space would also allow sculpture, painting and drawing students to expand their work into larger scales than current classroom space allows. (Large-scale paintings, drawings and sculptures frequently tie up studio space while in process, and these same spaces are needed for 100 level drawing and design classes.
29. Gallery Space: An art gallery is a necessary teaching and recruitment tool on a college campus. There is no comparable substitute for seeing actual art. No photograph or projected image can give the same experience. A gallery allows all students access to art/ideas/views they may not have exposure to within the context of their life. A great example of this is the Mexican Print show, which crossed cultures and crossed disciplines. Good, bad, or indifferent, art can instigate conversations and an exchange of ideas; it can challenge values—all goals within a liberal arts curriculum. There should be a specific and separate budget for the gallery and directing the gallery should be recognized as (at least) a half-time position. Procurement of exhibitions such as the Mexican Print Exhibition (Fall2010) or the Perpetual Perplexita II exhibition of Peggy Rivers paintings require time commitments including research, shipping, installation, receptions and gallery talks/discussions, as well as the day to day managing of a work study staff to keep the doors of the gallery open to student and the public.
30. The President monitored construction of the Medical School Building during 2010-2011 by attending meetings of the construction team and maintained contact with the various elements of the construction team. The construction is progressing more or less on schedule in spite of several obstacles. In spring 2011, the President announced that creating a plan to utilize the classroom space in Armington that will come available in spring 2012 when the new KYCOM building is completed would be a priority project for the executive staff in the Fall 2011. At that time, the Academic Affairs Executive Staff will begin to review space priorities and requests.

31. Leading research in the field of Developmental Education explains that the more centralized a program is, the greater its likelihood of success. Pikeville's program took the first steps toward becoming a truly centralized program in the 2010-2011 academic year. The program is housed in the bottom of the library. The main office along with faculty offices and the classrooms are all housed there. Because of the changes of placement of some faculty, an additional developmental English person is needed along with an office in the complex.
32. It is desired to have dedicated space allocated for the Business program, both undergraduate and graduate, but it is currently unknown how the existing space on campus will be allocated and used when the Kentucky College of Osteopathic Medicine relocates to the new building currently under construction. There is space at the CTC building that could also be used for program expansion.
33. With the generous donation of microscopes from the Kentucky College of Osteopathic Medicine, Biology has an immediate need for additional microscope cabinets. Currently, these microscopes are sitting out on lab benches or carts with dust covers. Additionally, Biology faculty request funding for digital balances. Currently, we have two working digital balances (at least one of which was a used donation from the Chemistry Program). Balances are necessary for class laboratory exercises, preparation of solutions for laboratories, and numerous applications for student independent research. Faculty also request materials for BIO 320: Genetics, BIO 171 and 172: Human Anatomy and Physiology I and II, and for microbiology and genetics research. Additionally, the stereo-microscope for the BIO 320 laboratory is prioritized. Additional stereoscopes would be useful for a number of upper-level biology electives and biology core classes. The current stereoscopes are old and beginning to fail. There is also a need to replace unknown preservative used for a large portion of the fluid specimen collection.
34. With the increased enrollment and laboratory usage, it is becoming increasingly clear that the classroom labs are in need of renovation. Ultimately, each lab would ideally be equipped with an LCD projector and laptop. Ideally, there would be an increase in storage space and more flexibility for student seating and group work. Also, with the impending departure of the medical school from the fourth floor, the Biology faculty would like the opportunity to expand the biology laboratory use to the appropriate rooms on the fourth floor and potentially the gross anatomy laboratory in the basement. In particular, the microbiology laboratory on the fourth floor would offer an updated autoclave and facilities. Ideally, faculty also recommend creation of research laboratory space for individual faculty members in order to increase the independent research space available for undergraduates and to enhance the range of potential projects that could be conducted.
35. The President worked to increase the residential capacity to approximately 700 beds from the present capacity of approximately 572. Spillman Hall was converted to a men's residential facility (72 beds), and 30 rooms at the PC South campus (the Days Inn property) were renovated to accommodate an additional 60 beds.
36. An indoor practice facility was approved to be built and completed by the beginning of the fall 2011 term. However, due to unforeseen problems with the building site, construction has been put on hold.

*VIII. To promote the growth and development of the community at large by encouraging faculty, staff, students, and alumni to serve the community and by encouraging members of the community to serve the University.*

1. KYCOM faculty were deeply involved in the community. Several clinical faculty were involved in the regional area medical events, providing free medical services in the region. Faculty also chaired a panel featuring White House Director of Drug Control Policy, Gil Kerlikowske, and including public health administrators, physicians and pharmacists, judicial members of the community, representatives from Operation Unite and WestCare Kentucky, Dean Buser, and one of the medical students. Other faculty are working with the group that are having a half-day-long exercise simulating the recovery from a 7.9 earthquake along the New Madrid fault line..
2. There were 13 classes offered in the fall and 12 classes in the spring School of Dance Community Education Program. In conjunction with the Public Affairs Office, newspapers ads were placed in the Appalachian News Express. There was a minimum of 8 community education classes with a minimum enrollment of 4 participants with instructors committed during the year.
3. The Office of Testing developed a testing schedule for the academic year (national, state and senior exit exams) and reserved adequate facilities prior to June 1. The UPike 2010-2011 testing schedule was published on May 25, 2010, containing 24 national/state administrations of ACT, PRAXIS, SAT, GRE Subject Tests and KY Principals Test; 19 administrations of ETS Proficiency Profile and MFT for senior exit requirements; and 20 Residual ACT administrations. The calendar was updated throughout the year to allow for additional test administrations of senior exit exams and Residual ACT as requested by the university community. On-campus facility reservations were completed on May 31, 2010, to provide convenient access to testing opportunities for UPike students and applicants as well as community and area residents.
4. The Business and Economics Division established additional and stronger ties to the Big Sandy area business community by creating an Advisory Board of area business leaders. Faculty are currently in the process of selecting members for the Board and inviting them to participate in this endeavor. More than 50% of the faculty members in the division serve in area civic clubs and the Pike County Chamber of Commerce. Although the faculty sought speaking engagements for business faculty in two-year institutions, they were not successful in scheduling any speaking engagements during 2010-2011. In addition, Business faculty worked to establish stronger ties to the local school districts and thus attract new students through obtaining speaking engagements in local high schools and parent teacher organizations. One speaking engagement was conducted in a high school and one with guidance counselors from each school in Pike County.
5. Humanities faculty contributed to the development of additional dual-credit programs at local and regional schools. The Division Chair collaborated with Associate Registrar regarding additional dual-credit courses offered at East Ridge High School (MUS 116 Appreciation of Music: Rock 'n Roll, Fall 2011).
6. A number of faculty participated in outreach activities with church and school groups. With continuing funds from the Gear-Up program, the Division of Mathematics and Natural Science expects to become even more heavily involved in outreach programs over the following academic year. The Division continued relationships between the University, the public, and the local schools by planning and hosting the Regional Science Olympiad for middle and high school students. The event took place on Saturday, March 5, 2011 with nearly 300 students and 65 volunteer staff in attendance. The 2012 Olympiad has already been scheduled and planning is currently underway. In addition, the faculty planned and hosted the Science & Math Day Camp. The event took place during the weeks of July 5-9 & July 12-16, 2010. Nearly 200 students in total were registered for the 5th & 6th grade camp & the 7th & 8th grade camp. 45 volunteers and 5 staff members were in place for the event. Online registration is currently underway for that 2011 camp program.

7. The President worked with Dean Hess and area high schools to expand dual credit programs. Dual credit agreements have been reached with 11 area high schools.
8. The Upward Bound Program provided fundamental support to participants in their preparation for college entrance. Of the 23 graduates, 15 (65.21%) met achievement standards for both Reading/Language Arts & Math. An important element of the program is excellent academic supplemental instruction students received from area and regional certified instructors. Of the 48 underclassmen, 42 (87.5%) continued to participate in 2010-2011. Another extremely important element to the program is the support and guidance participants receive from the successful college students employed as peer mentors each summer. In addition to the guidance participants receive from UB staff, students really identify with these successful college students as role models. This key element, along with all the workshops, classes, guest speakers, and coaching; have proven successful at supporting student success. Of the 23 graduates, 23 (100%) enrolled in a program of postsecondary education. The UPike UB selected students by virtue of being low income or first generation or both and provided academic, personal and career counseling, instruction, and peer and staff support to encourage them to succeed in secondary and enroll in postsecondary education.
9. The University worked with PikeTV Board of Directors to establish a public education and government television channel with programming for the University and the Kentucky College of Osteopathic Medicine while providing learning opportunities through internships and classroom instruction for undergraduate students. Still in its infancy, PikeTV hired a channel manager and an assistant in the spring and are still waiting on the arrival of new equipment. The channel began broadcasting UPIKE videos in April and launched its website in July. Along with other PikeTV board members, the University will promote programming by linking to the new site. Two UPIKE students worked as summer interns at PikeTV.
10. The University increased alumni involvement at the institution. Typically, there was only one alumni reception each academic year. In 2010-2011, the Honors Banquet was held in the spring and the Alumni Affairs staff is looking to move it back to the fall around Homecoming and Founder's Week. They would like to get the alumni more involved and work towards having at least one other event the alumni can take the lead on. Offering multiple volunteer opportunities and projects for alumni is still a key indicator and a work in progress as there are so many active alumni that want to see more happen. As the Development staff increases, staff members plan to make sure these opportunities are available. Several social events for alumni were held: a reception for alumni in Florida, the Honors Banquet, and a dedication of the Walter P. Walters room (funded by alumni). Staff members developed an alumni Facebook page and are utilizing Constant Contact to keep alumni informed of things taking place on campus. They also utilized the "View from the Hill," the President's bi-monthly letter to inform alumni of news and happenings on campus. This typically goes out to approximately four thousand alumni.

*IX. To maintain efficient and effective administrative services for institutional and educational support programs.*

1. The University President continued to lay the groundwork to increase enrollment in the undergraduate program to 1,000 full time students by fall 2011. He improved relations with the area school district administrators and guidance councilors by visiting most area guidance councilors. He or his staff visited all area high schools and talked to students this past year. The University hosted a large number of high school student this year. Snows continued to reduce days the students could make campus visits and the visits University staff could make to the schools.
2. In an attempt to increase enrollment in the Upper Division of the College of Arts & Sciences by increasing transfers from other colleges. In the 2009-2010 school year transfers into UPike from other colleges was 50% more than transfers out to other colleges. In 2010-2011, transfers out was 50% more than transfers in. A college counselor to work the community colleges was hired. Community college transfers contributed to the increase in transfers in. Work still needs to be done to conclude the negotiations for a comprehensive articulation agreement with the Kentucky Community and Technical College System.
3. The Office of Admissions attained a total undergraduate enrollment for optimal use of institutional capacity (faculty, facility, instructional resources, and institutional aid). In the fall of 2010, 393 full time freshmen enrolled at the University of Pikeville. In the fall of 2010 a total of 119 transfer students enrolled at the institution. The Transfer Coordinator will continue to increase the transfer number. The total undergraduate headcount was 1022, an increase of 45%. The admissions team will continue to evaluate market areas for admissions counselors on a yearly basis with the goal to achieve optimal enrollment for institutional capacity. Staff utilized Blackberry cellular telephones to increase admissions counselor availability. Blackberry cellular telephones have proven to be a great resource for the admissions team. Counselors were able to stay in contact with all prospective students via text messages and phone calls. In addition, the admissions team utilized Facebook and Twitter to convey information to prospective students. This was a valuable tool to get information to a large group of students quickly.
4. Public Affairs developed four new commercials targeting the primary and secondary admissions recruiting areas which debuted in August 2010 and featured the President, a professor and two students. Coverage was increased on WYMT, including several football and basketball games and coverage of our appearance and championship win in the NAIA national basketball tournament. The President also provided color commentary and made TV guest appearances during high school basketball tournaments, which have a high viewership amongst prospective students and parents. There was still no budget to advertise on WSAZ-TV in 2010-2011. Advertising was significantly increased on the radio stations of East Kentucky Broadcasting and Q-95, which cover the region and the tri-state area. In addition to the ads, college programs and events were featured prominently throughout 2010-2011. EKB also began broadcasting a weekly 30-minute show about the University and its programs.
5. KYCOM targeted admission of Kentucky residents to attend the medical school. Staff held recruitment programs and/or exhibits at the AOA annual meeting and the KOMA annual meeting. Recruitment visits were conducted at eight Kentucky colleges and universities (University of Kentucky PEPP Program, University of Louisville summer enrichment programs for pre-med students, Morehead State University, Kentucky Wesleyan College, Western Kentucky University, Alice Lloyd College, a meeting of pre-health advisors from several colleges within the Kentucky Community and Technical College System, and a group of pre-med students from Berea College). Presently, 58 percent of the Class of 2015 that will enter August 2011 is comprised of Kentucky residents. KYCOM hired a Director of Admissions and Alumni Services to lay the groundwork for expanding the size of KYCOM's entering class size from 75 to 125 beginning with the Class of 2016 that enters August 2012. He continues to develop strategies for recruitment activities, application screening, and a schedule of interviews to address the medical school's goal of enrolling an expanded class. A new attractive display for PCSOM was created in fall 2010. It was used initially at last October's Groundbreaking Ceremony for construction of the new medical school building and subsequently at the 2010 AOA OMED meeting in San Francisco and other public relations

events. An update of the KYCOM website, particularly with regard to Student Affairs' functions is much needed and has yet to occur.

6. Staff in the Office of Student Financial Services provided quality and efficient financial aid packaging for current and prospective students. As of May 15, 2011, there were 76% (542 of 716) currently enrolled non-graduating students that we received ISIRS for were repackaged for 2011-2012. As of May 15, 2011, 59% (925 of 1557) admitted incoming students that we had received ISIRS in for fall 2011 were packaged. There were a total of 1372 students packaged before May 15, 2011. There were three current student workshops offered to current students during the 2011 term. This number was reduced due to large turnouts in the first two and very little students in the third workshop offered. The scheduling and communication of the workshops were very successful in getting the students involved. No further workshops were deemed necessary. A total of twenty four workshops were offered to prospective students and their parents as well as a videotaping that was communicated via the cable TV system in Letcher County, KY. Staff also restructured the FWS Program to ensure that all eligible students would have equal opportunity to work in the FWS program.
7. The Student Services Counselor provided coordination for the certifying of educational benefits for qualified Veterans and Dependents attending the University of Pikeville. All Veterans files were maintained until three years after the students' last semester of attendance. These files were subject to review by both the VA and the KY State Approving Agency. To update files, hard copy files were purged and electronic files were inactivated each semester. All VA certifications of eligible veterans or their dependents were submitted through VA-Once (secure online certifying software) the day after Drop-Add deadline each semester. Students applying for benefits mid-semester were certified within one week of submitting needed documentation. In 2010-2011, the VA Certifying Official assisted in the application process of seventeen veterans or their designated dependents, which now attend the University and receive VA educational benefits. All applications were conducted online.
8. The Registrar improved advising and online registration programs by training new faculty in the use of WebAdvisor registration. All or 100 percent of the full-time faculty which advise students were trained in the use of WebAdvisor registration--Express and Search & Register. As new faculty were hired, they received training in the use of WebAdvisor registration. Workshops, one in the fall semester and one in the spring semester, were offered to faculty in order to give instruction, as well as a review in the procedures. Also, the Registrar's Office provided individual hands-on training session with a staff member any time a faculty member wanted on. Due to the increase in enrollment, time constraints, major changes in curriculum, and understaffing, no progress was made on the implementation of the Datatel E-Advisor's module or on revising the Advising Handbook and posting it online.
9. The Registrar improved the efficiency operation by reducing paper (a 'green' initiative) and training any new staff on the use of Image-Now electronic filing system. Currently the assistant and associate registrars are fully trained in the use of Image-Now and all aspects of its use. There are no longer printed copies of the class schedule produced. The schedule is available to all students, faculty and staff through the Webadvisor system. While the goal of getting 25 percent of the student paper folders scanned and verified checked by June 2011, there was some progress made, particularly with the scanning of all incoming students' records and doing away a paper file entirely. A small portion of older files were scanned--approximately five percent. The implementation of Image-Now in the Admissions Office began at the beginning of this academic year. This progress has been going well; however, there have been a few minor procedures which need improvement. No written documentation on policies and procedures has been developed. Though much progress has been made, there is still much to accomplish.
10. The Academic Affairs office area which includes the Registrar's Office made modifications in its layout and the rearranging of offices to assist with the flow of foot traffic and offer more efficient services. These changes also assisted in creating a sense of privacy when meeting with students. These changes were made in part due to a recommendation by Mr. LeRoy Rooker from the Association of American Collegiate Registrars and Admissions Officers (AACRAO) who is considered to be a FERPA expert. On January 13, 2011, the faculty voted to move from mid-term deficiencies to mid-term grades to be issued by every

faculty who teaches a class during the fall and spring semesters. All or 100 percent of the full-time faculty have been trained in the use of WebAdvisor on-line grade entry system. As new faculty were hired, they were trained in the use of WebAdvisor on-line grade entry system.

11. The ACE program provided support and services designed to increase the retention and graduation rates of 160 low-income, first generation, and/or disabled undergraduates. The staff's ability to achieve this objective was due to a number of services and planned activities that were designed to address the persistence of ACE participants. Specifically, the Summer Bridge program, the peer mentoring program, and the focus upon financial literacy all addressed the needs and concerns that are associated with the transition to college. The ACE staff worked closely with the Financial Aid office to assist the students with funding their education. The ACE staff, including peer mentors and peer tutors, worked closely with the participants to guide and monitor the participants as they navigate and adjust to college life. A successful transition to college leads to persistence. ACE staff intensively monitored and counseled students in the area of academics to ensure that participants stay on track with their grades. Additionally, ACE provided monthly workshops for participants to enhance their academic skills. The tutoring was closely supervised by the Development Coordinator, and the one-on-one tutoring sessions were closely monitored by the ACE staff to ensure success. Peer Mentors worked closely with freshmen to help them succeed during their first year of college. The ACE Academic Coordinator met each semester with each participant to set academic goals, determine academic needs, and to develop each student's Student Prescriptive Plan. The ACE staff also conducted mid-term evaluations of each student's progress and implemented mid-term intervention strategies when necessary. This level of academic support led to academic success. The ACE Program also has a system in place that allows staff to assess the participants' needs quickly. ACE participants took the College Student Inventory (CSI) during the summer SOAR program, and these scores were readily available to ACE staff. All applicants signed a release of information so that ACE staff could collect ACT scores and other relevant information. Students also completed a Needs Assessment with the ACE application. Student Prescriptive Plans were developed after the first one-on-one meeting with each student.
12. The Student Success Coordinator provided a support structure to ensure student retention and success. She had the opportunity to speak with the faculty collectively on two occasions when Dean Hess invited her to participate in faculty meetings at the beginning of both the fall and spring semesters. She held a total of four informational workshops for faculty and staff in 2010-2011. She offered two question and answer sessions regarding the mentoring program in the fall and conducted two trainings on how to use the new Retention Alert program on WebAdvisor in the spring. She met with staff members from essentially every office on campus regularly to facilitate communication, assess needs, and dealing with student issues. She worked with the ACE program to make sure the first generation students were obtaining the resources they need to be successful. She was given the opportunity to talk with SOAR leaders during their training, which helped them be better prepared to help incoming students, answer their questions, and point out meaningful ways the Student Success Coordinator could assist them. The Coordinator utilized the information boards that are strategically placed on campus to advertize events, post important reminders, and display contact information. A goal is to have a centralized information center which is staffed during business hours. Rather than holding monthly workshops on various topics pertinent to students' current needs (which were poorly attended last year), the Coordinator had individual and group advising in her office. The campus community has become aware of the services she offers students, and more and more faculty and staff send students to her to discuss problems and generate solutions. Because the student body is growing at an astounding rate, she anticipates offering monthly workshops again during the 2011-2012 year.
13. The President worked to improve retention with a goal of reducing the drop-off of enrollment in the spring of 2011. Adequate tutoring efforts were in place; the drop-off rate in spring semester improved. Students knew that tutoring was available and were encouraged by faculty and staff to utilize the tutoring services. The voluntary mentoring program needs to be reevaluated.
14. The Tutoring Center provided academic support in the form of individual and/or group peer tutoring sessions to increase student success. Current tutors often expressed interest in returning the following year to be tutors again, so many of them were already in place. As students submitted applications to tutored,

the Center had access to a number of potential tutors. One concern was having tutors in place for specific subject areas, such as the sciences. With a limited budget and no full-time tutor coordinator in place, the Tutoring Center sometimes could not provide services to students. Those students were advised to see their instructors for help. Tutor training was also affected by this situation, as few or no funds were available. It is suggested that tutors should be hired in the spring semester each year, with training conducted at that time. They will then be prepared to start tutoring immediately when fall semester opens. When the need arose, faculty were contacted to ask for recommendations for qualified tutors as well as for students who needed tutoring. Many faculty members were glad to supply lists of students. The Tutoring Center then contacted them to see if they were interested in tutoring. Faculty sometimes also referred students for tutoring. The Tutoring Center did work with coaches to provide tutoring to athletes somewhat, but because the Tutoring Center coordinator worked only part-time, time constraints prevented planning with the coaches. In fall 2011, the Tutoring Center will be under the supervision of the Administrative Assistant for Developmental Studies. She already coordinates tutoring sessions with the coaches for 098 and 099 level classes, so this merging of the Tutoring Center will facilitate even more coordination with coaches. The Tutoring Center schedule was posted in the lab. The campus community was informed through postings in the fall semester on Campus Update and fliers on the lab door. Tutoring Center information was easily obtained through e-mail and telephone or at the sign-up location. The campus community will need to be informed of the changes regarding the Tutoring Center. After two years in its current location, it is being moved again and a new supervisor is assigned to oversee the operation. Faculty and staff need to be ready to share this information with students. The Tutoring Center is an important part of student success and retention rates. A full time Tutor Coordinator is needed to increase the impact of tutoring on this campus. Part-time personnel who have other jobs to complete simply do not have the time that is necessary to manage the Tutoring Center. Until that time, success for many students is at risk and the services the Tutoring Center provides are less effective and productive.

15. The Writing Center provided academic support in the form of individual and/or group peer tutoring sessions to increase student success. An informal assessment of students and faculty which was conducted by interviewing several target groups did not support setting up group tutoring sessions. Nine student personnel for the Writing Center were hired by September 15th, 2010. Training was presented in four meetings in the fall semester and to each new tutor as needed during spring. The Writing Center maintained current resources for teaching writing across the curriculum. New resources in the forms of web resources and books on writing and style were added for use. The English faculty renewed its commitment to be available for help and advice to tutors, as well. The Writing Center page on the UPike website was updated in September 2010 with current information for students and for faculty referrals. Tutors were trained and oriented at the first of each semester to work with students to provide a variety of curricular needs. Professional development was made available for instructors who wanted help in writing assessment and designing writing intensive classes. This is advertised on the webpage. Each faculty member received an email message containing the most current schedule of working hours for Writing Center tutors at the beginning of each semester along with advice about how to use the Center for best results.
16. The Student Services Counselor provided leadership and coordination of accommodations for students with disabilities. She provided guidance to faculty, staff and students concerning disability disclosure and access to accommodations on the campus through informational presentations during Faculty Orientation, Opening Convocation for staff and Welcome Week/Orientation for new students. Information concerning policies and procedures for disability accommodations was presented to faculty, staff, students and prospective students and their parents during orientation meetings through-out the year. All disability documentation files were maintained and kept for three years after the students' last semesters of attendance. Files are purged each semester. The Student Services Counselor served as liaison between the student with disabilities and the faculty, staff, administration, campus organizations and outside agencies/service providers (KY Vocational Rehabilitation, Mountain Comprehensive Care, local psychologists and physicians, etc.) throughout the 2010-2011 academic year. A total of 94 individual testing administrations with accommodations were handled by DRC staff during the course of the 2010-2011 academic year.

17. The University provided students with an on-campus health professional for common ailments. A nurse's station was open 30 hours per week during the Fall 2010 and the Spring 2011 semesters. The nurse's station was relocated during the Spring 2011 semester. Office hours were posted. Additional effort will be made for 2011-2012 to provide a male clinic 2 hours per week with assistance from the Pike County Health Department.
18. The Public Affairs staff integrated and maximized social media within the traditional marketing plans, including the University of Pikeville Web site, Facebook, Twitter, journals/blogs, video- and photo-sharing sites such as YouTube and Flickr and iHigh. Social media continued to play a tremendous role in the marketing efforts. The Bears' national basketball championship significantly increased the web presence. PC.EDU received an average of 1,000-2,000 visitors per day. During the tournament, the site averaged 5,000-7,000 hits per day. The athletic website, gopcbears.com, received 400-500 visitors daily. During the national tournament the number increased to 2,000 per day. Visitors to the website could follow construction of the new medical school in real time by clicking on the "Coal Cam" located at [www.pc.edu/pcsom](http://www.pc.edu/pcsom). The website was central to gathering public input following the move to university status. An online forum resulted in more than 400 comments from 356 users and the online poll generated votes from 2,600 unique visitors. Since launching the YouTube channel in September, the 25 videos which have been posted were viewed collectively more than 11,000 times. The videos each tell the University's story, including the dual credit program, press conferences, and campus activities such as SOAR and ROTC. Among the most-viewed were athletic competitions, which help to promote school spirit. The NAIA basketball tournament, for instance, received nearly 3,000 views on YouTube in a two-week period. Facebook presence also increased during significant events, like the national basketball and bowling tournaments and the announcement of the university name. More than 3,200 "friends" have connected through Facebook. Photos from campus and sporting events continue to be downloaded and shared. The current website does not support blogs. A content management upgrade in fall 2011 should create new blog opportunities.
19. The main web page launched in October 2010 with visually appealing graphics, greater functionality and features, rotating photos and news, an updated news module, the addition of video and social media functions, such as our own YouTube channel, Facebook, Twitter and Flickr. A virtual tour of campus and online registration forms were also added. New graphics, updated content and photos were added to admissions, financial aid and student services pages, including a new informational page for parents, residence hall photos and data, and expanded information on student activities. The medical school's opening page was updated with new photos and information and the addition of the "Coal Cam," which provides construction video of the new building in real time. The new athletics site was launched in the fall in conjunction with SideArm Sports and sponsored, in part, by Appalachian Wireless. The site featured enhanced graphics and content, including the latest scores, news, streaming video, photo galleries, Athletes of the Week and more. A quick-loading and streamlined mobile version of the site was also introduced. The new site was designed to provide prospective and current students, parents and alumni and friends with an enhanced online experience as we share our UPIKE story.
20. Collaboration was ongoing and changes or additions reflect student trends and needs as reported by Admissions and Institutional Research and Effectiveness personnel, including posting a Net Price Calculator and information required by the Higher Education Reauthorization Act. Staff created new Web pages with information for parents.

- X. *To secure support from private, state, and federal sources to strengthen the University's viability through sound fiscal policy.*
1. The President monitored expenses to be sure that they were in line with budget and income. He continued to require presidential approval of the filling of all vacancies. He continued to pursue government funds for capital expenditures. A \$26.5 million low interest loan was secured from the Rural Development Administration to finance the new building for the medical school, as were commitments for New Market tax credits which will net the college about \$7 to \$8 million for the medical school building. The President made several visits to potential donors to insure the success of the \$8 million capital campaign effort. About \$4.3 million of the \$8 million goal has been raised to date. Applications have been submitted for a \$1.5 million grant to purchase equipment for medical school and for funds to assist in the development of apartments for the medical school students at South Residence campus.
  2. All medical school student refunds and reimbursements were done by Echecks. A number of undergraduate students also signed up for direct deposit of refunds and work study checks. All University employees received reimbursements or cash advances via direct deposit now as well. All University employees were required to participate in the direct deposit of paychecks as well as any other payments. Manual checks were only written for new employees until the establishment of bank accounts. Manual checks could also be written for employees who resign or leave for other reasons. The University was able to remain current on most payables. The amount of accounts payable decreased from June 2009 to June 2010 by approximately 20% and is expected to further decrease by the end of June 2011.
  3. The institution's bookstore expanded the newly implemented Webstore online. New items were placed online when received in store. Textbooks were updated each semester showing the required items needed for classes. During the spring semester, over 30 new clothing items were added to the Webstore along with information regarding supplies for over 250 classes. Gift baskets were made upon request. The bookstore is the only retail business offering University of Pikeville gift-ware. It offered over a thousand unique UPike items. The bookstore has incorporated new brands such as Nike and Champion into the clothing line. Sales have increased dramatically; it was over the \$1 million sales mark for the fiscal year, which is a first in bookstore history. To combat online textbook sales, the institution has decided to lease the current campus bookstore to Barnes & Noble College Stores. B&N has the capability to offer students cheaper solutions such as renting text books as opposed to paying the full purchase price. This change-over went into effect June 1, 2011.
  4. The Dean for the Kentucky College of Osteopathic Medicine advocated for the College at state and federal levels by giving testimony to legislative committee in Feb. 2011. He also attempted to obtain federal funding support for KYCOM through KY U.S. Congressional delegation, but it is being delayed due to new Congressional rules on earmarks.
  5. The goal the Development Office for the 2010-2011 academic year continued to be to raise money for student scholarships and work towards increasing the \$3 million that is typically awarded to students. To assist in the overall fundraising efforts, the University of Pikeville held the annual Phonathon which raised more than \$52k. There was also an end of the 2010 calendar year letter and there was an end of fiscal year letter sent to all constituents that typically make a gift but have not yet done so. The Development Team members were a part of the East Kentucky Leadership Conference that was held in Pikeville, Kentucky this past April. This allowed much visibility for the University and its work, along with being able to re-energize current and future donor relationships.
  6. In order for the University to increase funds that are raised for the institution, staff continued to solicit corporations, foundations and other agencies to meet the institution's needs. As development staff, much time had to be spent doing research in order to understand the scope of a company and its philanthropic interest as well as that of an individual. When cultivating a relationship, one had to plan out "the ask" in advance, even though it may not happen in the initial conversation. While there were many individuals, organizations and foundations that gave to the University, there are many untapped funds in the region that need solicited.

7. Due to a reduction of staff in the Office of Development, not much time and effort was placed on working to increase the University endowment. While this is and will continue to be an important piece of the Development Office, efforts will not be able to be focused on this goal until all staffing needs of the department are in place.
8. The Alumni Scholarship continued to grow as new and current donors continued to support the mission of the University. Development Staff continued to research and meet with current donors and prospects to build long-lasting relationships and partnerships. Keeping donors informed of how their money was being utilized is key to making sure their support is maintained. To achieve sending thank you letters from students to donors that contribute to the Alumni Scholarship Fund was no small task. A letter template was devised and distributed to all students with the assistance of coaches, professors and dorm directors. Staff encouraged the students to personalize the letters at the time they signed them. The Office of Development was then responsible for making sure the letters reached the donors. Hundreds were mailed out but there was such an overwhelming amount of letters that staff will need to address how this is handled before fall 2011. Donors truly enjoyed hearing from students and gained pleasure in knowing they are making a difference in someone's life. To do away with this would be harm to the institution.
9. Under the leadership of a former trustee, the Leadership Council, comprised of University Board of Trustee members and members from the regional community, was developed to assist the University and Kentucky College of Osteopathic Medicine to reach their \$8 million goal to build the new medical school facility. These members, along with the University President, sent proposals to major foundations and corporations and continue to meet with those, along with private individuals, to gain support of this project. With a year left in the fundraising efforts, over \$4.4 million has been raised at this time.
10. The staff in the Office of Student Financial Services maintained compliance with all federal, state and institutional programs. The A-133 Audit had one audit finding that concerned the payment of FWS to students. Student Financial Services addressed the small sample of students that were paid for more than one month of time worked. The following changes have been made and a description of the process can be found below to assure that students are paid each month: (a) as long as time is entered by the student, a check will be printed for the number of hours entered; and (b) supervisors will require that all work study students enter their time at the end of their work shift. This will ensure proper time entry by the student.
11. All state aid programs were successfully reconciled by July 15, 2011. Three students received the Pikeville Promise grant in 2009-2010 while 125 students received the Pikeville Promise grant in 2010-2011. In 2009, 65% of first time full time freshman received the Kentucky state grant. In 2010, 75% of first time full time freshman received the Kentucky state grant. The 2010-11 academic year expenditures in institutional funds were estimated to be at 49%. This increase was due to the Executive Administration's development of a new institutional scholarships program and the change that the measure of success is now the net revenue brought in to the University rather than the discount rate.
12. The KYCOM faculty developed and maintained an ongoing process for pursuing federal grant opportunities. In meetings with the Dean, the Office of Academic Affairs defined and prioritized funding opportunities for the year. These priorities were communicated with the Academic Affairs staff who then searched for funding opportunities throughout the year. The primary funding priority continues to be Faculty Development, and it is expected that a person will be hired in the upcoming academic year to oversee faculty development.
13. KYCOM faculty were not able to apply for one federal grant in a priority area during 2010-2011. In the spring of 2011, Academic Affairs reviewed a funding opportunity from the Health Careers Opportunity Program (HCOP) as part of the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA). This grant is renewable for up to three years with maximum funding of \$750,000 per year. The considered grant proposal was for funding to develop and implement a Pre-matriculation Program for incoming freshman KYCOM students. The requirement is to develop a curriculum or set of activities for a minimum of 10 students that provides 6 hours of structured learning

activities per day for a minimum of four weeks. After working on the specifics of this grant for approximately one month, it was decided to stop the writing and pursuit of this grant. Due to the large scope of the grant and the challenge of developing collaborations with neighboring institutions Academic Affairs was unable to be complete all tasks prior to the due date for the proposal. Further, this funding opportunity was not a priority for Academic Affairs, and arguably was not even a grant that should be housed in Academic Affairs but rather Student Affairs.