The Leading University of Central Appalachia

UNIVERSITY OF PIKEVILLE

STRATEGIC PLAN

2013-2014

Annual Report
INTRODUCTION

The Statement of Mission addresses teaching and learning through its focus on the intellectual, spiritual, social, and physical development of students. To carry out its mission, the University of Pikeville has adopted institutional goals that encompass quality of education; excellence in teaching and learning; ethics and social responsibility; nurturing learning environments; adequate faculty, facilities, and technology; and community service and leadership.

The purpose of ongoing institutional planning and evaluation at the University of Pikeville is to improve the University's ability to fulfill its institutional goals (and thus its mission) through the achievement of unit objectives via key performance indicators (KPIs) which are in response to the institution’s lead objectives. These objectives assist in the development of budgeting priorities and human resources recommendations for the current fiscal year. The University’s ability to demonstrate continuous improvement in institutional quality is shown in the Strategic Plan Annual Report. This is a compilation of all units’ subsequent evaluations of the completion of that year’s objectives and KPIs.

STRATEGIC PLANS BY DIVISION

Each unit within the divisions of the institution developed measurable outcomes with Key Performance Indicators (KPI) that incorporated fiscal and facilities planning. These outcomes were extended to three years: 2013-2014, 2014-2015, and 2015-2016. This report describes the results for the 2013-2014 year.

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PRESIDENT’S OFFICE

Public Relations/Marketing

1. Enhance the image and mission of the University of Pikeville and the Kentucky College of Osteopathic Medicine through a focused and strategic public relations effort, “sharing our story” with prospective and current students, donors, alumni and friends, the campus community and constituents across the region, state and nation.

Lead Objective: University advancement

KPI: Continue to build the brand as the “Leading University of Central Appalachia” through strategic marketing and communications, presenting a clear and consistent message that is in keeping with the institution’s vision and mission.

The Office of Public Affairs has worked diligently to increase the visibility of the institution through a focused and strategic effort that capitalizes on major accomplishments, high profile visitors, campus events and individual student, faculty and staff achievement. Our earned media coverage has increased beyond the primary service region and includes the Lane Report, Kentucky Monthly Magazine, UPIKE Magazine, Lexington Herald-Leader, Louisville Courier-Journal and news outlets in Northern and Western Kentucky. UPIKE was also prominently featured on Kentucky Educational Television, WKYT, WSAZ, WYMT, WLEX and Fox 56.

Significant news opportunities included: Inauguration of Dr. Hurley; Coleman College of Business established, $1 million gift donated in support of the school and founding dean named; Kentucky College of Optometry established and founding dean named, groundbreaking for Health Professions Building; KYCOM rankings in rural medicine and affordability, KYCOM dean’s recognition for distinguished service and his leadership on national Blue Ribbon Commission for the Advancement of Osteopathic Medical Education; Passage of House Bill 2, the Kentucky Coal County Scholarship bill; U.S. Senator Mitch McConnell’s Coal Listening Session on campus; Agriculture Commissioner James Comer’s “Farm to Campus” announcement; Kentucky Economic Development Cabinet/Kentucky Innovation Network on campus; UPIKE’s designation as one of the “Best Places to Work in Kentucky”; SOAR (Shaping our Appalachian Region) major initiative that includes UPIKE; and Gov. Beshear participated in KYCO announcement and commencement keynote.

KPI: Plan inaugural ceremony for President-Elect James Hurley.

The inauguration celebration for Dr. Hurley was held in conjunction with the university’s Homecoming celebration. More than 1,500 guests attended the formal installation ceremony on Oct. 18, with 900 guests attending the president’s Inaugural Gala. Events throughout the week included a prayer breakfast, alumni art exhibit, Distinguished Educators Hall of Fame awards and inauguration luncheon. Three former UPIKE presidents, Paul E. Patton, Hal Smith and William H. Owens, participated in the inauguration ceremony. Former President Jackson Hall was not able to travel but sent greetings. Guests at the inauguration also included faculty, students, staff, government, business and community leaders, and seniors from three area high schools. Presidents
and delegates from 30 colleges and universities across the state and nation were in attendance and more than 200 schools sent customary inauguration greetings. U.S. Congressman Hal Rogers was the keynote speaker and presented with the inaugural Presidential Medal, which will be awarded annually. An honorary Doctor of Humane Letters degree was presented to David Barnett, Ed.D., for his contributions to higher education. Three separate mailings included save-the-date cards, formal invitations and a homecoming postcard and were sent to more than 13,500 alumni, donors and friends. Social media and the website were used to promote events. An inauguration web page was established for historical purposes. The president’s medallion, worn at all formal academic functions, was redesigned to reflect our university status and displays the university seal. Various departments and groups held events to mark the occasion, including a public performance by Kentucky Chautauqua.

KPI: Establish a licensing program in conjunction with the university’s branding and trademark.

Lead Objective: Strategic analysis of athletics

This has been postponed until consensus can be reached on the value to the university.

KPI: Continue to develop and integrate social media within the traditional marketing plans, including the university’s website, Facebook, Twitter, journals/blogs, video- and photo-sharing sites such as YouTube and Flickr and iHigh.

Efforts to meet this objective include: Online edition of UPIKE Magazine; student blog/Germany, Miss UPIKE photo story; Flickr – posted 44 events which encompassed 1,361 individual photos; 25,444 views on the UPIKE YouTube channel, the UPIKE Athletics channel, and UPIKE events on “Livestream.” This number does not include live streaming of football, basketball or volleyball games, which collectively account for more than 50,000 views; New Facebook pages created for Humanities, CCOB, Student Success and Admissions; New Twitter accounts established for the MBA program, UPIKE Admissions and UPIKE Student Success; and Facebook traffic following major events, specifically the number of times photos from UPIKE events were viewed on Facebook timelines, included: Commencements – 27,000; Nursing Pinning – 9,500; ROTC Commissioning – 12,800 and Academic Awards Night – 7,500.

KPI: Work with PikeTV to develop programming that features the College of Arts and Sciences, the Coleman College of Business, and the College of Osteopathic Medicine and invest in material upgrades to enhance university’s physical stage presence at PikeTV.

New programming for PikeTV included a student-produced show “Bear TV.” Special programming included inauguration events (2), CCOB events (4), KYCO announcement and groundbreaking (2), Admissions (3), and UPIKE football and basketball road games.

KPI: Promote new undergraduate and graduate programs and extension campuses.

New marketing, public relations and Advancement materials (print and web) are in process or have been developed for CCOB and KYCO. A new publication featuring undergraduate academics has been developed for an Admissions recruiting packet. There has been no activity on extension campuses.

KPI: Develop marketing plan to optimize two-year WYMT-TV commitment.

The “UPIKE Top 5 Plays of the Week” highlights high school athletes in the region. “Sports Overtime” is a weekly show covering high school and college sports. Both
features include web banner ads promoting UPIKE. The “UPIKE Student Achiever of the Week” is selected by high school guidance counselors and highlights academic excellence.

KPI: Work with the Office of Institutional Research and Effectiveness and Admissions to conduct research to support integrated marketing efforts.

Public Affairs polled 30 high school students, ages 16-18, asking for input on current recruiting materials, social media use and general feedback about campus. The information was used to update the “Brandelope,” which is a significant recruitment print piece for Admissions. Still need to work with Institutional Research and Effectiveness on data collection.

KPI: Continue to produce cost-effective and quality publications in print and develop online publications in keeping with the university’s marketing strategies and visual identity guidelines.

More than 300 publications, new and existing, including online, were produced. Publications cover all colleges, academics, athletics, fundraising, business, human resources, student services and alumni. Projects are evaluated for in-house or commercial print based on quantity, specs, deadlines and cost. Two new printers have replaced older machines that were out of contract lease. Both are color and have increased print capabilities.

Website

1. Advance the image and mission of the University of Pikeville and the Kentucky College of Osteopathic Medicine through the UPIKE Web site, with a primary focus on prospective students, fundraising and public relations, addressing the needs of internal and external audiences, and enhancing the site’s content and creative and navigational capabilities.

Lead Objective: University advancement
KPI: Advance mobile web capabilities.
KPI: Develop iOS and Android applications.
KPI: Develop mobile platform for PikeTV.
KPI: Continue content management training.
KPI: Maintain or update key areas, including Admissions, KYCOM, Student Life and faculty and academic program pages.
KPI: Update athletics site, adding new components if applicable.
KPI: Collect analytical data on Web site usage to determine effectiveness.
KPI: Update virtual tour site.
KPI: Update content of secondary pages.
KPI: Maintain and update recruitment pages/features that will focus exclusively on the needs of prospective and transfer students and extension campuses. Measure effectiveness by tracking monthly usage and obtaining feedback.

The University of Pikeville’s website is our calling card to the world and provides information that is engaging, informative and relevant to our site visitors. It also serves as a gateway to our social platforms, including Facebook, Twitter and Youtube. Launched last year, UPIKE.edu is now a mobile-ready site, providing our growing number of web users with a mobile-friendly platform. The transition was done in-house at
a substantial cost savings, putting UPIKE ahead of many of our peer institutions. PikeTV, our government and education television channel has also been converted to a mobile-ready site.

Content management training across all departments is ongoing. In 2013, our coordinator of new media left to pursue a new opportunity. The position requires a level of technical expertise and was difficult to fill for several months. A new coordinator is in place and making progress on updating key areas, including Admissions, KYCOM, Student Life and faculty and academic program pages. New academic pages are in the development stages, along with establishing a web presence for CCOB and KYCO. The athletics site has also been redesigned with greater functionality and graphically appealing design and will debut late summer. The virtual tour was updated in fall 2013 and includes the new Coal Building, cafeteria and athletic facilities.

Public Affairs continues to collect data on Web site usage to determine effectiveness. The following statistics represent a comparison of the 2012 and 2013 fall semesters (Aug. 1 through Dec. 1) as seen on the more popular pages of the site and will serve as a baseline for subsequent measurement. Website Activity – In fall 2013 the upike.edu homepage had 376,257 page views, a 4.2% increase over fall 2012, which was 360,470. Prospective Student Activity – The “Prospective Students” page, located under the CAS Admissions tab, showed a 13.15% increase in page views. The KYCOM “Prospective Students” page, located under the KYCOM tab, had a 9.59% increase in page views. Current Student Activity – The “Current Students” page, found by clicking the STUDENTS link, saw a 30.31% increase in page views. The “Library Services” page, found under LIBRARY, saw a 20.51% increase in page views.

Working in conjunction with the Office of Admissions, Public Affairs has focused on serving the needs of prospective and transfer students and have begun to measure the effectiveness of our efforts by tracking monthly usage and obtaining feedback. The following statistics will serve a baseline to measure subsequent years. For the period Aug. 1-Dec. 1, the “Prospective Students” page saw a 13.15% increase in page views. The KYCOM “Prospective Students” page saw a 9.59% increase in page views. Updates to pages will coincide with release of new Admissions materials (currently at the printer) and will include similar design, photo, information updates and brand elements. A new KYCOM recruitment/informational video will be released in fall 2014. There are no extension campus pages.

**Intercollegiate Athletics**

1. Promote the education and leadership development of students through intercollegiate athletic participation.
   KPI: Retain NAIA Champions of Character status in 2013-2014.
   KPI: Retain 75% of student athletes for the 2013-2014 academic year.
   KPI: Win at least three conference championships
   KPI: Win at least one national championship
   KPI: Finish in the top three of the Commissioner’s Cup
The University of Pikeville did not retain its NAIA Champion of Character status for the 2013-14 academic year. We had four ejections in two different sports (Men's Soccer 3, Men's Basketball 1), which led to 40 points being deducted from our score, thus keeping us from the award. Four of our athletic teams, men’s basketball, men’s and women bowling, and cheerleading, all won MSC championships this past year. Our women’s bowling team was national runner-up in the ITB Championships and our men’s basketball team made it to the sweet 16 of the NAIA National Tournament.

2. Promote the academic success of University of Pikeville student athletes.
KPI: The athletic APR will be at 800 or higher for 90% of the athletic teams.
KPI: Have at least six Academic All-Americans in 2013-2014.
KPI: Have at least four Academic All Conference players per team in 2013-2014.
KPI: Finish in the top three of Conference overall GPAs’

To achieve an athletic APR of 800, our coaching staff worked diligently with our student-athletes making sure they were going to class, attending study halls, and getting tutoring if needed. These efforts have been very successful as 93% of the teams (all except Men’s Golf [795]) had ratings at or above 800. In addition, we had a school record of 33 Academic All-Americans and 74 of our student-athletes earned Academic All Mid-South Conference honors.

3. Complete a successful transition from NAIA to NCAA-DII
Lead Objective: Strategic analysis of athletics
KPI: Complete Feasibility Study (NAIA/DII)
KPI: Begin Construction on Baseball Press box and Facility Restrooms
KPI: New soccer/lacrosse Fieldhouse completed in August 2014
KPI: Begin planning stage for new Recreation/Athletic Building
KPI: Phase II of Athletic Hall of Fame Completed (track lighting and enclosure)

While the University of Pikeville is fully committed to the NAIA, we are still weighing our options of when, or if, we’re going to apply to NCAA DII. We have conducted a feasibility study and are waiting on the results. Plans have been drawn up for the construction of a new press box and restrooms at the baseball field. We are waiting on state and local approval before we can begin. We are working in conjunction with Pikeville High School on the soccer/lacrosse Fieldhouse and we hope to begin construction very soon.

Institutional Research and Effectiveness

1. Provide leadership for institutional planning.
KPI: Assist all unit coordinators to develop measurable objectives with key performance indicators for three year cycle beginning 2013-2014, and in the analysis and use of assessment results from 2012-2013 to improve programs. Give more care to ensure that all of the individual educational program annual reports and the unit-level strategic plan annual reports incorporate “improvement” benchmark results.
KPI: Assist the Vice President of Enrollment Management and his staff to develop a Strategic Enrollment Management Plan by May 1, 2014
KPI: Assist the Director of Facilities to develop a Strategic Facilities Master Plan by May 1, 2014
KPI: Work closely with the President, Vice President for Academic Affairs, and the Vice President for Health Affairs, as well as other vice presidents and program directors, to determine on-going research and planning priorities.

The Office of Institutional Research and Effectiveness continued to provide coordination for program evaluation and outcomes assessment at the University of Pikeville with more than 90 percent of the reports being submitted and 90 percent of those included data on learning outcomes and discussions of how the data was used to improve student learning. On December 4, 2013, a couple of Round Table Discussions were held with educational program coordinators discussing that it has now been 4 years that they have been using the revised format for the educational annual reports and that it was now time to sit down and discuss what works, what does not, and what needs to improve. In addition to providing feedback on improving the process, it was an opportunity for them to learn what other programs were doing to measure, document, and improve student learning. One of the things that came out of the meetings was that the IRE Director created an IE folder on University’s sharedrive so that coordinators could have read-only access to other programs’ reports. The IRE Director also met with more than two dozen area coordinators to strengthen their writing of KPIs and annual reports.

The IRE Director met with the University’s SACS-COC Liaison to discuss persistent issues with the current planning process of non-educational programs and to see if it may be time to revise the planning process. He said that he will bring it up to the President for discussion at the Fall 2014 Planning Retreat.

At the University of Pikeville, the Office of Institutional Research and Effectiveness provided leadership to several offices for institutional planning which improved those offices’ ability to do their jobs. Specific examples include (1) attrition cost data and predicting enrollment with tuition revenue was provided to the Budget Director and the Vice President for Enrollment Management [VPEM]; (2) leadership and training was provided to the VPEM and the Director of Facilities as they attempted to develop master plans for their areas; (3) profile sheets for new freshmen (those still enrolled spring 2014) and probation students (those enrolled spring 2014) with multiple data were provided to the Student Success Coordinator with the promise of creating profile sheets for new freshmen for first day of classes fall 2014 who are in the middle two quartiles of academic preparation; (4) early registration information by student was provided weekly in November/December and April/May to the Student Success Coordinator as her office attempted to increase student retention of the fall 2013 cohort; (5) gave the Associate Dean for Academic Affairs at KYCOM the list of names with predicted COMSAE scores before the June 10 testing date so that faculty could advise students who may not pass; (6) enrollment, revenue, and cost accounting information was provided to the President as he monitored Intercollegiate Athletics at UPIKE; and (7) provided data for Board of Trustees reports throughout the year to the Vice Presidents and their staffs.
2. Provide coordination for program evaluation and outcomes assessment.
KPI: Collect throughout the year and disseminate data by June 2014 to all educational and administrative/support services units of the institution for use in strategic planning and institutional effectiveness planning.

Assessment data was collected and disseminated by the Office of Institutional Research and Effectiveness to 27 programs in a timely manner for it to be included in planning reports by the respective programs.

3. Provide technical expertise for completion of internal and external reports and surveys; and collection, compilation, and dissemination of data to support institutional decision-making.
KPI: Maintain a campus-wide, undisputed database of pertinent internal and external data to support institutional decision-making.
KPI: Complete IPEDS and other external reports required for federal, state, and private funding agencies and accrediting groups prior to required submission deadlines.
KPI: Complete internal reports for review by the PPC, the administration, and the faculty as requested and needed.
KPI: Distribute monthly research reports on internal issues and factors that have an impact on the effectiveness of the institution in fulfilling its mission and post on IR website.
KPI: Maintain compliance with HEA regulations by providing current consumer information on the IR website.
KPI: Assist the Student Financial Services Office with regulatory compliance of Title IV funds and monitoring student loan default levels.
KPI: Assist the Student Activities Office to begin keeping record of numbers and growth of the Greek community.

The Office of Institutional Research and Effectiveness provided technical expertise for completion of internal and external reports and surveys; and collection, compilation, and dissemination of data to support institutional decision-making at the University of Pikeville in 2013-2014. Institutional data was obtained from the administrative database that provided answers to than 800 requests for data from PPC, the administration, and the faculty during year. This is a 10% increase of requests from 2012-2013. Databases were maintained from data pulled from Ellucian in the areas of admissions, enrollment, financial aid, residence life, grades, and accounts receivable. The staff was not able to assist the Student Activities Office to begin keeping record of numbers and growth of the Greek community as the Student Activities Director did not have lists of names of students participating in the clubs.

The IR Director submitted the following IPEDS files on time during 2013-2014: institutional characteristics; completions; 12-month enrollment; student financial aid; fall enrollment; graduation rates; and 200% graduation rates. She provided NCES userids to the Payroll Manager and Comptroller so that the human resources and finance reports could be completed on time. She also completed the EADA file on time, the NAIA Institutional Financial Aid Report for Independent Institutions, and the Campus-Based Program Funding FISAP. The IR Director also completed all of the CPE files on time during 2013-2014, including degrees conferred; estimated fall enrollment; fall
enrollment; student financial aid; spring enrollment type 1; estimated degrees conferred; entrance exam file, and transfer file.

Monthly research reports on internal issues and factors that have an impact on the effectiveness of the institution in fulfilling its mission were distributed and posted on the IR website. Faculty and staff continue to respond positively to seeing these reports each month. Research article topics included: (a) the connection between when in the admissions cycle applicants submitted their application and other factors, such as their incoming quality measures and their performance and persistence at the university; (b) comparisons between how high-school instructors described the students who had completed their courses as "well" or "very well" prepared for first-year, college-level work in their discipline and UPIKE faculty members saying the same thing about their incoming students; (c) how gateway courses are a problem at UPIKE and the measures that the University is taking to improve student learning and success; (d) information on student-loan default rates at the University of Pikeville; and (e) replicating the methodology of The Council of Independent Colleges' research "Student Debt: Myths and Facts Second Edition" using UPIKE data from 2011-2012 and 2012-2013.

4. Provide expertise and support for the process of re-affirmation of accreditation efforts.
   KPI: Assist KYCOM self-study committee as it begins planning for full site COCA accreditation survey scheduled for 2015.
   KPI: Assist Nursing Division Chair as it hosts Kentucky Board of Nursing (KBN) program evaluation visit (planned for either Spring 2014 or Fall 2014) and explores ACEN accreditation for the two-year A.D.N. program

   The Director of Institutional Research and Effectiveness served as the co-chair of the Self-Study Committee for 2015 COCA with Bill Betz. She created and populated folders on a share drive for each of the eight standards, as well as prepared a crosswalk between the SACS-COC requirements and those standards.

   No involvement has been requested yet for assisting with the Kentucky Board of Nursing (KBN) program evaluation visit in Fall 2014.

VICE PRESIDENT for ACADEMIC AFFAIRS

Dean’s Office, College of Arts and Sciences

Division of Education

1. The University of Pikeville’s teacher preparation programs prepare effective teacher leaders who enable all students to learn.
   KPI: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

   The education faculty and the arts and sciences faculty began to align the new Elementary Education Multiple Subjects content exam with content covered in courses
required of elementary education majors. Effective September 1, 2014 education majors will no longer be required to take the PPST (Pre-Professional Skills Test) as the admission entry test to the Teacher Education Programs. EPSB adopted amendments to 16 KAR 5:020, Standards for admission to the educator preparation regarding updates that relate to this new PRAXIS CORE test. The new CORE test (Core Academic Skills for Educators) which consist of Reading, Writing and Mathematics will replace the PPST. Thus, a large percentage of students taking the new CORE test will probably not pass the first time. CORE must be taken and passed before admission to EDU 328 Education in Kentucky. Elementary Education: Multiple Subjects (new content test 5031) for 2012-2013 as of September 1, 2012 shows problem with Elementary Education in Reading and Language Arts subtest; 4 point problem; Reading category is acceptable but low scores in Language, Writing and Communication (69.7 UPIKE score); students have a problem in Grammar; Language Arts is composed of Writing/Grammar and Communication. Math for Elementary majors 0014 old test was viewed and discussed; New test in Math 5033 for 2012-2013 shows low 3 pt. difference; UPIKE scores shows 66.67 but in Geometry, Measurement, Data & Interpretation UPIKE score is 65.48 which is better than national and state average. Social Studies: UPIKE education students scored low in US History, Government and Citizenship with scores of 59.33 on new Social Studies test. Dean Hess encouraged education faculty to take new Elementary PRAXIS test; faculty that are teaching particular subject area for example, Teaching Reading should take the Reading test on PRAXIS. PLT review: each content education faculty will cover PLT reviews in individual 400 level classes. The education faculty met with arts and sciences faculty to discuss how to include content knowledge in the teacher leader program. The group decided to design a course where arts and sciences faculty would mentor teacher leader candidates in their content area needs. The education faculty, along with all stakeholders, decided to include in the design of the teacher leader program at least one course that will address pedagogical content knowledge. The undergraduate education faculty reviewed effectiveness of the alignment of coursework with the newly designed Principles of Learning and Teaching test, and discovered that the alignment is working because the candidates all passed on the first attempt with scores above the state and national average. The education faculty and all stakeholders met and discussed the need to design core coursework addressing leadership, assessment, and research in the teacher leader program. Coursework in the program emphasis area will include literacy instruction, differentiation, and instructional design. In the undergraduate program, candidates already had to demonstrate competency in the four program dispositions. Beginning in this reporting period, candidates also had to demonstrate competency in the 4Cs (collaboration, critical thinking, communication, and creativity). It was decided by the education faculty and all stakeholders that graduate candidates should be assessed on the same dispositions. The education faculty and all stakeholders met to discuss the importance of developing a teacher leader program that will produce teachers who have the leadership skills to improve student learning.

KPI: The UPIKE teacher preparation programs have an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the programs.
The assessment system was updated to include four more tollbooths from the Teacher Leader Master’s Program. The Continuous Assessment Plan now includes a detailed explanation of how data from Teacher Leader Master’s Program will be collected, analyzed, and evaluated.

KPI: The UPIKE teacher preparation programs and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

The unit designed and implemented co-teaching training for its school partners in the undergraduate program. Superintendents, principals, co-ops and P-12 teachers were included in the discussion of the development of the teacher leader program. In the designing of the teacher leader program, it was discussed that all courses must include job embedded clinical experiences. In the designing of the teacher leader program, it was discussed that a TPA similar to the undergraduate TPA would be designed and assessed in an appropriate manner to be sure each candidate has the skills to help all students learn.

KPI: The UPIKE teacher preparation programs design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

The education faculty and all stakeholders met and discussed the need for diversity to be a pervasive characteristic of the teacher leader program. The group discussed five proficiencies that should be included in the teacher leader program. The teacher leader planning committee discussed the importance of candidates being able to work with diverse faculty. The group discussed the need for an additional faculty member for the teacher leader program. When a search for new faculty member for the teacher leader is conducted, minorities will be encouraged to apply, and advertisements will be included in professional journals, websites, and other publications which target diverse populations. The teacher leader planning committee met and discussed the need for teacher leader candidates to work with candidates from diverse populations and the challenges facing accomplishing this goal in eastern Kentucky. The teacher leader planning committee met and discussed the need for teacher leader candidates to have experience working with diverse students. The committee discussed the possibility of requiring candidates to complete a 5-hour clinical experience in a diverse, P-12 setting outside their own classroom. The undergraduate candidates completed a day-long diverse field experience activity in a more diverse setting than in previous years.

KPI: The faculty are qualified and model best professional practices in scholarship, service, and teaching including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in their disciplines and in area schools. The UPIKE teacher preparation programs systematically evaluate faculty performance and facilitate professional development.

The teacher leader planning committee met and discussed the need to hire additional, qualified faculty for the teacher leader program. The education faculty met with the College of Arts and Sciences faculty and all P-12 partners to discuss the need for the
development of a teacher leader program in eastern Kentucky. The Director of Teacher Education met with the Vice-President of Academic Affairs to discuss the need for reduced loads for graduate faculty to enable them to produce more scholarly work.

KPI: The UPIKE teacher preparation programs have the leadership, authority, budget, personnel, facilities, and resources including information technology resources for the preparation of candidates to meet professional, state, and institutional standards.

Another program coordinator was added to the organizational chart so that when the Master of Arts in Education: Teacher Leader Program is approved by all accreditation bodies the program will have a coordinator. Planning is underway to increase the budget to support the Teacher Leader Master’s Program and to be sure the undergraduate program is not affected in a negative way. Planning is underway to increase the faculty to support the Teacher Leader Program, so the undergraduate program will not be affected in a negative way. The teacher leader planning committee discussed the possibility of offering some teacher leader coursework at off-campus facilities. The teacher leader planning committee met with the registrar, admission, library and technology representatives to discuss the possible resources that may be needed with the addition of the teacher leader program. Proposal for offering a Master of Arts in Education: Teacher Leader Program has been submitted to our accrediting bodies.

Division of Humanities

1. To enhance the culture of learning at UPIKE.

KPI: In collaboration with the VPAA and Dean of the College, the General Education Committee, and the Public Affairs Office, develop a UPIKE Convocation Series.

Humanities faculty members contributed solidly to the campus culture of learning and to the community. Formally and informally, the Humanities Division has gone on record with its request for a Convocation Series which would offer a wide range of learning experiences supplementing the classroom experience. Formal support has come from the General Education Committee whose 2013-14 Assessment report requests the following:

The General Education Committee recommends that the undergraduate Faculty consider a Convocation Series as a part of the General Education curriculum. A Convocation Series would include required participation in selected lectures, fine arts presentations, and other programs. For such a requirement to be viable, the following components must be included: (a) Convocation Series must be more than just requiring students to attend events. It should include some other component such as discussion groups or written reflections. (b) Convocation Series needs faculty direction. Some individual faculty members or an Academic Division must provide ownership and direction. (c) A Convocation Series needs funding to insure appropriate high-quality events. (d) A Convocation Series should have defined learning outcomes consistent with the Four Learning Outcomes for General Education. And (e) The General Education Committee anticipates an on-going dialogue with the faculty in order to refine a concrete proposal during the 2014 – 2015 academic year.
The VPAA and Dean of the College continues to support the idea of a Convocation Series informally, but no formal step has been taken. The Director of Public Affairs has expressed support and guidance during the implementation period of such Series and thereafter. The Humanities Division Chair will continue to work with the Chair of the General Education Committee to support, design, and implement such Convocation Series and the curriculum requirement to attend it.

KPI: Increase and/or maintain student membership in vibrant clubs and honor societies.

Humanities faculty members are sponsoring five active honor societies in Communication, Religion, English, Art, and Foreign Language. Activities have increased since the Religion honor society has been revived.

Communication: Chi Omicron Mu added 15 new members during the 2013-2014 year. With Chandra Massner as faculty sponsor, the society hosted several socials and two induction ceremonies. For community service, students participated in breast cancer awareness projects.

Religion: On Homecoming Day, the honor society TAK was revived with the induction of four students following a presentation by Sumer Bingham on "My Experiences Studying in England." Activities will be planned during the coming academic year.

English: Sigma Tau Delta inducted five new members and was once again extremely active. Members volunteered at a local high school to judge students for the national Poetry Out Loud competition. They attended Linda Scott DeRosier’s alumni reading and provided food for the reception. A number of Sigma Tau Delta members presented at a campus/community symposium, then attended the Kentucky Philological Association in Lexington and the Sigma Tau Delta National Convention in Savannah to present their papers there. STD members also helped organize the World Book Night for the Pikeville community.

Art: The Art Club has 5-10 members, with five members consistently attending weekly meetings. Art Club members were visibly active on campus. They held a workshop for members to make cell phone stickers, made Christmas ornaments, painted potato beads, held Bake and Art Sale fund raisers, and worked with the Choir on fundraisers for their joint Spring trip to Indiana. In the Spring 2014, Art Club members also worked with the Choir to build and paint a plane prop for the performance of Cabaret; they also worked the ticket booth for the show.

Foreign Languages: Since Ella Smith (Spanish) was off campus to pursue her doctoral degree, Alpha Mu Gamma has been inactive for a while, but the honor society is regrouping over the summer. Smith will notify students of their eligibility for AMG and hold an induction ceremony at the beginning of the Fall semester 2014.

KPI: Showcase Humanities faculty through recitals, readings, shows, and other events.

Sandy Kroh (ESL) presented a brief workshop of how to motivate students to learn English for Polytechnic College in Beijing China in April, 2014.

Charles Johnson’s (English) band, "We Ain't Them," performed at the Hatfield and McCoy event in August 2013. He also performed at UPIKE’s Music Showcase in April.

Donna DeSarro-Raynal (Religion) preached in her local church (First Presbyterian, Prestonsburg, KY) and taught Bible study classes. She published a book review for the
journal Interpretation, and co-presented with Jane Hammons at the ACA annual meeting on utilizing embedded librarians in upper-level humanities courses.

Basil Clark (Communication) was hosted by the Special Events committee to read selections from his new book to the campus and local communities. He also read and participated at the ACA Summit with Doug Lange and presented at the Appalachian Studies Conference.

Chandra Massner (Communication) presented at the ACA Summit with colleague LeAnne Epling (Psychology) and two students, Hanna Lucas and Katie Bates.

Todd Westgate (Music) performed as Guest Artist at the Kent Memorial Lutheran Church in Sunrise Beach, MO, An Evening with the Classics. On campus, he presented a Faculty Piano Recital to open the Fall 2013 semester.

Bruce Parsons (Film and Media Arts) served as editor for three video commercials, broadcast on national television, for A&W root beer. He developed a social learning network and online course delivery system called Holler which has partnered with the Kentucky Valley Educational Cooperative as part of their $30-million Race to the Top federal grant. Holler has secured over $200,000 in funding for a four-year period.

James Browning (Religion), along with Donna DeSarro-Raynal (Religion) and Rob Musick (Religion), sponsored the Spiritual Emphasis Week speakers and the Carol Grizzard Browning lecture series.

Hannah Freeman (English) presented a workshop on Experiential Learning in the Classroom to the UPIKE faculty. She presented in E.L. committee meetings material from a national EL conference she attended in Denver.

James Riley (English) read from his fiction at the annual meeting of the Kentucky Philological Association. He organized a student reading for the campus and local communities, and served as master of ceremony. He served in the same capacity at the English Alumni Reading featuring Linda Scott DeRosier. He was chosen as honored artist for the Kentucky Arts Council's Poetry in the Schools program.

Darrell Riffe (Film and Media Arts Studies) presented a paper at the Appalachian Studies Conference.

Janean Freeman (Music) performed in two concerts as a member of the Winds of Appalachia. She resurrected the UPIKE Community Choir. In the Spring semester 2014, she produced the student show Cabaret for the campus and local communities. Off campus, she performed as guest artist for the 2014 Morehead Theatre Guild Gala. And she performed as a member of the University Concert Band in their spring concert.

Brigitte Anderson organized and hosted the Chautauqua performance “Henry Clay” in honor of President Hurley’s inauguration. She also served as Rotary Program Chair for UPIKE international student Enrico Mariano who presented to the Club on his country, Venezuela.

KPI: Support Special Events Committee.

The Special Events Committee has been active, and can generally count on support from the Humanities Division. This year, the Division is specifically responsible for one event, the Chautauqua performance of the “Rosemary Clooney” character whose suggestion
came from the Humanities Division Chair. Humanities faculty helped promoting the event in honor of Women’s History Month.

2. To maintain academic excellence in a student-centered curriculum.
   KPI: Offer additional online courses.
   Lead Objective: Online learning opportunities

   Humanities faculty members focus on learning excellence inside and outside the classroom. Heeding the University’s mission, the Humanities Division strives to address all learner types in an individualized learning/teaching environment. Within UPIKE’s institutional framework, it is desirable that the majority of courses be taught in the traditional face-to-face modality; however, some students are better served with hybrid courses (part face-to-face, part online); others, likely upper-level undergraduates, benefit from 100% online instruction. To meet the demand for hybrid and online courses, the Humanities Division has significantly increased its hybrid/online course offerings. There was a 73% increase in the number of students who were enrolled in hybrid/online Humanities courses [328 during 2013-2014 compared to 190 during 2012-2013]. Note: this doesn’t include summer classes for 2013-2014. For just the fall and spring terms, the number of class sections that were taught as hybrid/online in Humanities increased 75% [14 in 2013-2014 compared with 8 in 2012-2013]. The goal is to offer courses in a variety of teaching/learning modalities, addressing student needs and University mission simultaneously. The Division is currently meeting this goal.

   KPI: Increase Experiential Learning opportunities.

   Surely as a result of increased knowledge of Experiential Learning, Humanities faculty designed a number of formal EL projects. These are documented because they were supported by EL funding. As a consequence, their success is measurable through the required student and faculty feedback. Other EL projects are not documented because they did not require funding. Anecdotally, however, it can be asserted that EL projects have increased. To improve assessment and evaluation of the Experiential Learning Program, both the EL Director and the Humanities Division Chair continue to encourage faculty to document ALL experiential teaching/learning projects, whether they require funding or not.

   For the academic year 2013-14, the EL Director reports the following projects for which Humanities faculty received funding: Robert Musick (Religion) sponsored a mission trip to Haiti; He also invited renowned scholar Dr. Ted Grimsrud to speak during Spiritual Emphasis Week; Donna DeSarro-Raynal (Religion) sponsored Rebecca West to attend the Westar Institute, a weeklong religious studies seminar with top scholars; DeSarro-Raynal also took a group of students to see the film Noah; Charles Johnson (English) invited a published screen writer to speak to his Composition classes; Hannah Freeman (English) took a group of students to present papers at the National Sigma Tau Delta Convention in Savannah, GA; Freeman also took students to a Shakespeare performance in Cincinnati; in the Spring 2014, she took a second group to the new Jenny Wiley Theatre in downtown Pikeville to view a second Shakespeare play; Basil Clark (Communication) took a large group of students to the Barter Theatre in Abingdon, VA. The performance was followed by a behind-the-stage tour; Chandra Massner
(Communication), in collaboration with her colleague LeAnne Epling (Psychology), accompanied several students to the Undergraduate Research Conference at Lincoln Memorial University and also to the Appalachian College Association Summit; ESL Faculty took a group of International students to Washington, DC; Brigitte Anderson (English) and Chandra Massner (Communication) took 12 students on a 13-day intercultural trip to Germany; and Janean Freeman (Music), Todd Westgate (Music), and Petra Carroll (Art) took a group of students to Indiana.

KPI: Increase Global Studies opportunities for students and faculty.

Since the ESL Program and its Director, Dr. Sandy Kroh, are part of the Humanities Division and conveniently located on the same floor, collaboration between the two is strong, much to UPIKE students’ benefit. During advising sessions, for example, Humanities faculty frequently walk students over to Dr. Kroh’s office for information about studying in Japan or China. Interesting students in semester-long commitments to foreign studies is a long-term challenge that will bear fruit only over time. So far, it has been easier to recruit students for short-term study, especially if such travel is incorporated into an academic course and if it is financially supported by UPIKE’s Experiential Learning funds. For example, Chandra Massner (COM) and Brigitte Anderson (ENG and GER) offered three courses between them, all of them geared toward students’ intercultural experience in Germany. In May 2014, they took 12 students to Germany where students applied what they had learned in the classroom and observed cultural differences first-hand. This is the first time such trip was planned entirely in-house without the aid of a travel agency, uniquely tailored to UPIKE students’ interests, and therefore cost-cutting. Anderson’s command of the German language undoubtedly helped with the price negotiations. The planning process may serve as template for future trips, especially regarding liability protection and other legal matters.

We are taking the first steps in the “global” direction and are proud to have recruited 12 students for the Germany trip, especially since trips offered by KIIS and KEI have had difficulties enrolling the required number of students. Taking a group of students overseas is not the kind of challenge every faculty member will relish; this is obvious. But one or two successful trips, well publicized, might well set the standard in the Division – and entice additional faculty members to teach overseas.

KPI: Assess effectiveness of all programs and initiate needed improvements.

Beyond the usual annual Program Reports and the planning meetings with discipline faculty at the beginning of each semester, this year the Division Chair identified two Programs for special attention: Communication and Arts Administration. The review was facilitated by the abrupt resignation of Michael McGill, who had been hired with hopes he would provide leadership to the Program. The foundation is now laid for a complete review of the Communication Program (beginning with the “un”-crosslisting of COM and FMA courses) once Dr. Emily Richardson has assumed her new role as assistant professor of Communication in August 2014. One scenario to be considered involves theater courses: As Basil Clark announced his retirement, effective May 2014, and the newly hired faculty member in English has extensive theater background, we have the opportunity to build a theater program, separate from Communication. As a first step,
an adjunct with credentials (MFA) in theater has been hired for Fall 2014 to teach the theater course Basil Clark used to teach.

During the Spring 2014, the Division Chair met with Stephanie Richards, the Pike County Extension Agent Fine Arts in charge of promoting the Arts in Pike County. She analyzed UPIKE’s Arts Administration Major in contrast to other such programs, especially UK’s, and delivered a revised Program curriculum that includes a few additional courses. The Division chair will work on this curriculum draft during the summer in preparation of discussions in the fall.

Additionally, Phillip Todd Westgate has begun a review of the Music minor. He will revise the curriculum during the summer and submit a draft for discussion in the Division in the Fall semester.

KPI: Increase on- and off-campus faculty development.

Most faculty members in the Humanities Division are involved in significant faculty development, on or off campus. Though it is difficult to assess a statistical increase from previous periods, the 2013-2014 year indicates a solid number of meaningful professional activities.

Charles Johnson (English) attended CCCC events in Indianapolis in February. He networked in the Rhetoric/Composition community in order to assume his leadership position as UPIKE composition coordinator in the Fall 2014.

Pat Kowalok (Art) attended a Conference presented by The Kentucky Arts Council: Leveraging Community -- Putting Arts and Cultural Development to Work.

Donna DeSarro-Raynal (Religion) attended on-campus events sponsored by Experiential Learning Director, Hannah Freeman, about incorporating experiential learning techniques in the classroom. She refined her advising skills with additional training offered by Registrar Gia Potter; and she prepared for her service on the English Search Committee by participating in UPIKE HR training. Off campus, she attended the annual AAR-SBL (American Academy of Religion and Society of Biblical Literature) meeting in Baltimore, MD.

Basil Clark (Communication) and Chandra Massner (Communication) attended the ACA Summit. Clark also attended the Appalachian Studies Conference.

Massner also attended the Blue Ridge Undergraduate Research Conference, to which she took a group of student presenters. One student received an outstanding research award, Hannah McIntosh.

Bruce Parsons (Film and Media Arts Studies) began course work for his doctorate in Education Technology and Instructional Design in June of 2013. By August 2014 he will have completed 30 hours of course work.

Ella Smith (Spanish) continued her dissertation work, focusing on foreign language education in central Appalachia. She collaborated with David Roby (Spanish) and Jane Hammons (Librarian) in the design and implementation of an Information Literacy Plan for Spanish. Together with Roby and Hammons she presented about this initiative at the ACA Summit.

Hannah Freeman (English) attended the International Association for Experiential Education Conference in Denver, CO, in the Fall semester 2013. The same semester, she
attended the ACA Summit, and in the Spring 2014 she participated in a workshop for faculty sponsors at the Sigma Tau Delta National Convention in Savannah, GA.

Janean Freeman (Music) took online courses from the University of Rochester in music history.

Brigitte Anderson (English) attended sessions at the ACA Summit, Fall 2013. Anderson also attended workshops and sessions at the national Convention of the American Association of Teachers of German in Orlando, FL. In the Spring semester 2014, she attended a Kentucky Humanities Council workshop preparing her to serve as scholar in the community literacy program Prime Time Reading, scheduled for Pike County in Sept./Oct. 2014, through a KHC grant.

KPI: Maintain a highly qualified and motivated faculty.

As Division Chair, Brigitte Anderson makes every effort to support faculty in their professional plans and goals, despite her lack of authority over faculty travel funds. She has continued to encourage faculty to attend regional and national conferences in their disciplines and share their expertise with colleagues at Division meetings.

In lieu of a formal mentoring program for adjunct and new faculty, the Division Chair also assumes the role of unofficial mentor for new faculty and supervisor for adjuncts. She tends to observe the teaching performance of adjunct faculty and provide detailed written feedback in order to achieve teaching and learning excellence.

When faculty positions are vacated, as they were in the Spring 2014, the Division Chair in conjunction with the VPAA and Dean acts in a proactive manner and publishes the vacancy as early as possible, then forms a search committee that selects a few top candidates for phone interviews and subsequent campus visits. Eventually the candidate who best meets the institution’s needs is selected. This procedure was successfully followed for the vacancies in Communication, Film and Media Arts, and English. As a result of early and efficient searches, three strong candidates were hired, all committed to research and to teaching excellence: Emily Richardson in Communication, Andrew Reed in Film and Media Arts, and Jenna Steigerwalt in English.

3. To promote the University, community, and region.

Lead Objective: University advancement

KPI: Collaborate with Admissions staff in promoting Humanities programs.

The Humanities Division contributed substantively to the promotion of the University, community, and region. Faculty members are conscious of their role as representatives of the institution and their discipline, and they are proud of what they do. The majority of Humanities faculty participated in the Admissions Office’s recruiting fair, Nov. 16, 2013. Faculty made creative efforts to bring their discipline to life and attract potential students’ attention. The Humanities were certainly visible during this Recruiting Fair.

KPI: Collaborate with Public Affairs Office to promote Humanities events.

Collaboration with the Public Affairs Office is strong. The Public Affairs Office, continues to promote Humanities events effectively and successfully, both on campus and off. In addition, the Division Chair and individual Program Coordinators are collaborating with VP of Advancement, Dr. Becher, to flesh out the Division’s needs
presented in the Capital Campaign. Dr. Becher and Division representatives met several times to share information. The Division Chair will prepare a detailed Campaign document that will allow the office of Advancement to solicit needed funds.

KPI: Host meetings and annual conferences of professional organizations (for example, Kentucky Philological Association, Appalachian College Association).

English Program Coordinator James Riley approached the Board of the Kentucky Philological Association regarding a future conference hosted here at UPIKE. A decision was made against UPIKE because of its geographic location in the far corner of east Kentucky. VPAA and CAS Dean Hess continues to offer UPIKE as host for an ACA Summit.

KPI: Assess feasibility of Continuing Education program, or not-for-credit enrichment courses for the community.

Not done. Too many other obligations, especially the hiring of three faculty members in the spring, turned out to be unexpectedly time-consuming.

KPI: Apply for the Leadership Kentucky Program

Division Chair Brigitte Anderson pursued membership (future members need to be sponsored and recommended), but was told that another UPIKE employee had already been recommended for the Program. In her capacity as Division Chair, she takes every opportunity to promote UPIKE Humanities at local Rotary meetings and at the Kentucky Humanities Council, for which she serves as volunteer.

In addition to the above KPI’s, the Humanities Division also promoted the University, community, and region by participating in the Dual Credit Program (ENG 111, MUS 115, SPN 111); taking 12 students on a study-abroad tour of Germany (May 2014); holding World Book Day in the City Park (April 2014); serving as Judges for Poetry Out Loud; hosting shows in the Art gallery for the campus and local communities; producing the Bear Facts; the Division Chair’s service on the Steering Committee for the ACA Summit; sponsoring a Chautauqua performance in honor of President Hurley’s inauguration (Nov. 4, 2013); offering music performances to the campus and local communities; holding Religious Emphasis Week, featuring events open to the public (Fall 2013); providing public literature readings; and collaborating with Pike-TV, especially providing student interns.

4. To develop community partnerships

Lead Objective: Strengthen community partnerships

KPI: Collaborate with CCoB in addressing community needs.

Not yet accomplished, for two reasons. First, more immediate ways to address community needs emerged, such as participation in the Jenny Wiley Mellon Grant to bring modern drama to high school students; further development of the Arts Administration major; a Humanities Festival (“Humanities on the Hill”) September 2014. Second, the CCoB was busy with many start-up projects during its first year. We will renew our efforts at collaboration.

KPI: Explore potential partnership between Arts Administration Major and Jenny Wiley Theater in downtown Pikeville.
The Humanities Division has taken solid steps to serve the community in a variety of ways. The development of long-term partnerships is progressing effectively. The Humanities Division is partnering with JWT in applying for a Mellon grant for a Classic American Drama Series, bringing theater productions to high school and college audiences. The first will be The Glass Menagerie in September 2015.

In the Spring 2014, intensive collaboration began with Stephanie Richards, Pike County Extension Agent Fine Arts. She offers the resources, expertise, and networking connections that will allow us to perfect our Arts Administration Program. Comparison with the UK Arts Administration curriculum indicates that UPIKE’s major will benefit from a few curricular adjustments. During the Summer 2014, the Humanities Division Chair and Richards will continue their work, and in the fall key stakeholders will be briefed.

KPI: Explore potential partnerships between Film and Media Arts Major and public entities.

The Film and Media Arts major continues to provide interns for Pike-TV, while Pike-TV provides studio facilities for teaching/learning purposes. The Program is in its infancy. In the Spring 2014 a full-time faculty member with terminal degree was hired for the Program. Dr. Andrew Reed will serve as Program Coordinator beginning in the Fall semester 2014. One of his charges is to build and nurture connections with the community.

Division of Mathematics and Natural Sciences

1. To increase the number of experiential learning opportunities for students (research, internships {internal & external}, field trips, etc.) within the Math/Science Division.

KPI: The number of faculty directing experiential learning opportunities as compared to data gathered from the previous 5 years.

Satisfied: While only one prior year exists (due to redefining the experiential learning term) more than 50% of the Math/Science Division faculty led some sort of experiential learning opportunity for their students. These included course field trips, out-of-country travel, laboratory activities, and research projects.

KPI: The number of students participating in experiential learning opportunities as compared to data gathered from the previous 5 years.

Satisfied: Over the previous five years the average number of students participating in experiential learning opportunities has increased; with 2013-2014 having over 100 students participating in these types of activities. The dramatic change is due to the redefinition of the experiential learning opportunity from simply conference presentations to research, internships {internal & external}, field trips, etc. These included: 10 students to the Kentucky Academy of Science meeting; 45 students conducted a monitoring study as part of the BIO 325 Ecology 1 Course; 10 students conducted original research as part of the BIO 411 Ecology 2 course; 204 students in labs across the two semesters doing experiential learning; 9 students – field work practicum for BIO 490A-Restoration Ecology; 22 students worked on the water catchment system design project botany; and 8 students traveled to Belize.
2. Maintain the number of STEM majors in Division programs.
KPI: The number of students declaring a STEM major.

*Satisfied:* Over the previous five years the average number of students declaring a STEM major was 229.6. This past year showed a total of 327 STEM majors.

KPI: The number of students graduating with STEM degrees as compared to the previous 5 years.

*Satisfied:* Over the previous five years the average number of students graduating with STEM degrees was 21; with a range from 12-30 over a five-year time span. This past year showed a total of 42 STEM graduates; showing a value above the average.

3. To encourage ongoing professional development among the Math/Science faculty.
KPI: Number of faculty attending professional development experiences.

*Satisfied:* 10/13 of the division faculty attended at least one professional development meeting/conference during the academic year.

KPI: Number of faculty presenting at conferences/meetings/workshops.

*Dissatisfied:* 3/13 of the division faculty presented at at least one professional development meeting/conference during the academic year.

4. To enhance student recruiting, the Division of Math & Science will continue relationships between the University, the public, and the local schools.

**Lead Objective:** Grow and sustain enrollment

KPI: Plan and host the Regional Science Olympiad for middle & high school students

*Satisfied:* The event took place on Saturday, March 1, 2014 with nearly 400 students and 65 volunteer staff in attendance. The 2015 Olympiad has already been scheduled and planning is currently underway.

KPI: Plan and host the Science & Math Day Camp

*Satisfied:* The event took place during the weeks of July 8-12 & July 15-19, 2013. Nearly 200 students in total were registered for the 5th & 6th grade camp & the 7th & 8th grade camp. 50 volunteers and 5 staff members were in place for the event. Online registration is currently underway for that 2014 camp program.

KPI: Number of division faculty participating in outreach programs

*Satisfied:* A number of faculty participated in outreach activities with church and school groups. With continuing funds from the Gear-Up program, the Division expects to become even more heavily involved in outreach programs over the following academic year.

5. To enhance student recruiting, the Division of Math & Science will continue to collaborate with the Kentucky College of Osteopathic Medicine on the Osteopathic Medical Scholars Program (OMSP).

**Lead Objective:** Grow and sustain enrollment

KPI: Number of scholars accepted into the OMSP.
Dissatisfied: While six additional graduating high school students were accepted into the 4th OMSP class for the 2013-2014 academic year, this is fewer than the ten available slots for this program; and a decline from the 7 that accepted in the previous year. Presumably, additional advertising of the program or offer extensions are necessary.

Division of Social Sciences

1. To grow the Social Work program
   Lead Objective: Grow and sustain enrollment
   KPI: The Social Work program will increase the number of students in the program by 20%
   
   The Social Work program has grown from less than a dozen students (both pre and admitted) to 48 accepted students and 20 pre-social work students according to the director of the program.

   KPI: The Social Work program will develop a larger base of field work placement sites--increasing by at least 5 sites. This will bring more attention to our program in the area and expand the opportunities available to our students.
   
   The Social Work program underwent some real challenges with the person in charge of field work. He did not expand our placement sites as we hoped. We are in the process of replacing that person.

2. Encourage faculty development.
   KPI: Continue participation in KIIS, TWC, and conferences.

   Social Sciences faculty actively participated faculty development experiences in 2013-2014, including attended ACA Summit (Baker); served as a peer reviewer for manuscripts for the Criminal Justice Review, the Journal of African American Studies, the Social Science Journal, the Sociological Spectrum (Primm); director of the research project Race, Inequality, and Sport (Primm); had a paper accepted for publication in an edited book (Primm and Stackman); had published articles in peer reviewed journals and had several more under consideration (Primm); submitted several articles for peer reviewed journals (awaiting feedback) (Stackman); presented a paper to the ACA (Epling); attended Mellon Fellow Community Initiative Workshop (Howie); attended Kentucky Association of Social Work Educators Conference (Kilgore-Bowling); invited book review (Kilgore-Bowling); and presented at The Washington Center Liaison Institute (Cade).

   KPI: Encourage faculty to explore development of online courses.
   Lead Objective: Online learning opportunities

   While faculty have been exploring the idea, no new classes have been developed due to SACS limitations. Interdisciplinary Commons (PSY, CJ, SOC 452) was taught as a hybrid (Stackman, Spring). Statistics for the Social Sciences (PSY, SOC, CJ 285) has been taught online in the summer (Epling).

3. The Social Science program will be active in the experiential education [QEP].
KPI: Each major will develop, document, and assess one Experiential Education experience this year.

The faculty were very involved in experiential learning. Each of the following included UPIKE students: Top Secret, a seminar of National Security (Cade and Stackman); Inside Washington 2014 (Cade); China trip (Budney); Peru trip (Howie); Blue Ridge Undergraduate Research Conference 2014, (Epling); and Kentucky Association of Social Workers Conference (Kilgore-Bowling). Unfortunately the assessment was not done. The Chair takes responsibility for not reminding the faculty to do this. I am working on a method to get an assessment.

4. Continue building a network of Social Science graduates and students to link our current students with alumni.

KPI: Host one gathering of program alumni and current students.

The division hosted an evening event on March 6, 2014 in the Walters Room with alumni and current students. All faculty participated except Cunningham. There were approximately 15 alumni and 10 students. All participants agreed it was a success. Both students and alumni said they enjoyed the opportunity to meet in a casual setting. We received positive comments from the students and alumni—many asked to be invited again next year. This is an event which we hope to do annually.

KPI: Review other ideas.

We have informally discussed other ideas but haven’t settled on anything.

5. The Division will conduct outreach within the University student population.

KPI: Host a What’s Up Wednesday or other similar gathering of students.

The Division again hosted a What’s Up Wednesday and it was a great success. All members of the faculty participated in the meal preparation and serving. We then mingled with the students during the evening. We feel this allows the students and the faculty to get to know each other on a more personal level. We may continue this event.

6. The Division will identify and recommend ways to collaborate with other Divisions.

KPI: Consider developing new courses that are appropriate for interdisciplinary programs. At least one major will do this this year.

The faculty have not had much luck in getting an interdisciplinary course but we have developed courses in Film history and Latin American history that work with the FMA and Spanish programs. This coming Fall (FA2014) a section of Sociology 119 and a section of developmental reading RED 099 will be taught as a joint effort. The students in the developmental reading courses will be in the SOC 119 section. This will lead to some research and presentation/publication.

KPI: The faculty will reach out to faculty in other division to develop ideas for guest speakers, etc. Every program will do this this year.

The Social Work program worked with the Division of Nursing, KYCOM and other to develop some ideas related to Interprofessional Education. This led to some guest speakers and case study work groups. The Social work program has had discussion with
the Spanish and business faculty on subjects such as Spanish for Social Workers and Entrepreneurial Social Work.

7. Develop more community outreach.
   **Lead Objective:** Strengthen community partnerships
   **KPI:** Encourage faculty to develop contacts in the community for funding opportunities and/or program development.

   Some of the study away courses have received assistance such as China, Peru, and Washington DC. The DC programs have continued to receive assistance through the Fred W. Meyer, Jr. Washington Centers Scholars monies.

8. Identify and recommend additions to the faculty in Social Sciences.
   **KPI:** Each major will review their requirements and faculty needs.

   The history and political science faculty have added a capstone class to the history and history/political science major. This course in historiography and research methods will be team taught in the beginning.

   **KPI:** Each major will report their findings and recommendations to the division chair.

   The Psychology program would like to add a member but at this time their proposal is informal. None of the other programs have requested additional faculty. Every program submits a program report each year summarizing their program reviews and recommendations. The Division considers each major a work in progress under constant review.

**Developmental Studies**

1. Continue to provide appropriate and accurate placement of students into Developmental level courses.
   **KPI:** Identify students as underprepared based on appropriate ACT scores, SAT scores, ASSET scores, KYOTE scores or Compass scores in English, reading, and mathematics.

   All students enrolling at UPIKE were placed in courses based on their highest English, reading and math scores from any of the following exams: ACT, SAT, Compass, Asset, or KYOTE. The University uses the cut off scores identified by ACT as indicators for success in college level courses. Students received schedules as they attended Summer Orientation and Registration (SOAR) sessions. If and when additional test scores became available, the students’ placement was reevaluated and their schedules changed if higher placement was indicated. The Developmental staff, SOAR leader, faculty and registrar worked diligently to ensure that all students were placed as accurately as possible.

   **KPI:** Align curriculum in Developmental courses to meet national readiness standards.

   Faculty teaching in the Developmental Studies program have begun the process of evaluating their curriculum in terms of the national readiness standards, and have added or will add a section to their syllabi indicating which standards are being met in the course. The restructuring of the math sequence at the University resulted in the addition
of MTH 095: Intermediate Algebra and MTH 105: Contemporary College Mathematics, and the renumbering of MTH 098 and 099 as MTH 103 and MTH 105. Developmental math faculty will work with the Division Chair and the math department faculty during the summer to finalize the curriculum and ensure smooth and effective transitions among these courses. As Fall 2014 is the first semester for this new sequence, this realignment will more than likely be amended as student data is acquired.

2. Provide appropriate instruction in math, reading and English for underprepared students.
KPI: Use pre-test results from English, reading, and/or mathematics to modify individual course content as needed.

Students in all developmental courses take a pretest to determine initial skill levels and a post test that is used to determine teaching effectiveness. Based on Fall 2013 information, additional note taking practice and reading material from college level texts was added to the reading curriculum for Spring 2014; students in MTH 098 were required to complete a “What I did – What I should have done” error log for problems missed during labs and on exams to provide practice and study material; and longer writing assignments were completed in Eng. 099 to address student interest in writing essay length papers.

KPI: Involve students in both in-class and out-of class learning experiences.

Students enrolled in developmental courses were encouraged by all faculty to participate in a variety of learning experiences. English and reading students participated in making a video to celebrate Banned Books Week that was filmed in the library and posted to the American Library Association National Banned Books Week website.

Students in the English 099 class worked with their instructor, Amanda Runyon, and UPIKE Archivist, Edna Fugate, to combine pictures and stories from the archives with writing assignments in English 099. Runyon and Fugate will present the results of this collaboration at the 2014 Appalachian College Association Summit.

English 099, Reading 099 and FS 105 students helped with the 3rd annual World Book Night celebration of reading that took place in the city park. The students organized and ran a community book swap and 12 students read from their favorite passages at the celebration. Nine of the twelve read original work.

Seventeen English 099 and FS 105 students submitted entries for the 2014 KADE Cultural Diversity essay contest. Four Math 099 students also submitted entries for the KADE Math contest. Winners will be announced in the Fall and will attend the KADE conference with the Developmental Faculty.

Students were involved via in-class presentations in English, reading and mathematics that involved the use of technology and allowed them to choose from multiple venues such as a PowerPoint, posters, art work, video, song and dance etc.

KPI: Investigate the feasibility of linking content material from introductory level textbooks with 099 reading and English.

The RED 099 faculty researched the co-teaching of developmental reading with an entry level college survey course. Data indicated that courses of this type are successful at other institutions, especially two-year community colleges and that students continue
throughout their college years to benefit from learning to apply the reading and study skills in a college level course. Based on this research, Theresa Dawahare, RED 099, and Eric Primm, SOC 119, worked together to plan and design a co-taught pilot class that will involve students enrolled in RED 099 and SOC 119 in Fall 2014. For the Fall 2014 semester, only one section of RED 099 is involved and all students enrolled in this section must also be taking Sociology 119. Results and feedback will be collected and included in the 2014-2015 annual report.

3. Use available technology resources to enhance teaching and learning in 098 and 099 level courses.
   KPI: Increase technology availability in developmental classrooms.
   For the 2013-2014 academic year, two classrooms were equipped with wall-mounted television screens and computers with Air Serve technology. All Developmental Studies faculty were provided with iPads which made it possible for faculty to present PowerPoints or notes without spending class time writing on chalkboards and also allowed the notes and presentations to be uploaded to Joule for student access. This technology was a boost in the reading and English courses for student presentations. The remaining two classrooms are scheduled for the same type of technology updates prior to the Fall 2014 semester.
   KPI: Design student survey to determine student satisfaction and success with course technology.
   This survey has not been designed, but is a priority for the 2014-2015 academic year.
   KPI: Maintain current knowledge of technologies and programs geared to developmental studies.
   The Developmental Studies faculty attended and/or presented at the CADE conference and at the Appalachian College Association Summit. Faculty learned about new ideas and technology that other institutions are using and implemented several of these ideas throughout the Spring semester such as increased student use of iPads and specific math or literacy programs available at no cost through Apple Store.

4. Provide appropriate support services for developmental students.
   KPI: Work with testing counselor to provide appropriate accommodations for students with special needs.
   During Fall 2013, 6 students enrolled in developmental studies courses had IEPs and made accommodations with K. Petot to take exams with extended time. One of the six was also provided with a reader and a scribe upon request. During Spring 2014, 3 students made arrangement to take math exams either with K. Petot in the testing center or in a private setting in the developmental studies classrooms. All 3 students qualified for extended time for testing.
   KPI: Motivate developmental students to take advantage of campus-wide tutoring.
   Developmental Studies faculty encourage students to take advantage of the free academic assistance offered by UPIKE. Eighteen students enrolled in developmental courses visited the Assistance Center on a regular basis and 31 others visited sporadically. This
is a significant increase from the 2012-2013 academic year, but usage of the service needs to be increased.  
The Coordinator of the Academic Assistance Center spoke to students and parents during the summer registration sessions and encouraged them to take advantage of the services offered by the institution; prepared schedules and posted them on bulletin boards around campus; emailed faculty with tutoring schedules and availability, and posted the schedule on Facebook.

KPI: Provide appropriate academic advising for developmental students.

5. Evaluate the effectiveness of the developmental studies program.
KPI: Increase the percent of students who complete 098 MTH, ENG, and/or RED with a grade of C or better.
KPI: Increase the percent of students who complete 099 MTH, ENG and/or RED with a letter grade of C or higher.

Overall, in the Fall 342 grades were assigned in Dev. courses (excluding RED 098) and 252 of these were C or better for a departmental success rate of 73.7%. In the Spring 2014, 198 grades were assigned in Dev. courses and 163 of those were C or better for a departmental success rate of 82.3%

Fall 2013: Eng. 098 – There were 59 students enrolled in Eng. 098 after the rosters were verified. Seven students withdrew during the semester. Of the 52 who completed the course, 45 earned grades of C or better for a success rate of 86.5%. The seven students who failed to earn a grade of C or better failed to take the final exam. Eng. 099 – There were 57 students enrolled in Eng. 099 after rosters were verified. Four students withdrew during the semester and 53 completed the course. Of the completers, 48 earned grades of C or better for a success rate of 90.57%.

Red. 099 – There were 64 students enrolled in Red. 099 after rosters were verified and all 64 completed the course. Of those, 58 earned a grade of C or better for a success rate of 90.6%.

Mth 098 – There were 37 students enrolled in MTH 098 and all 37 completed the course. Of those, 31 earned a grade of C or better for a success rate of 87.3%. MTH 099 – There were 142 students enrolled in MTH 099 after roster verification and 136 completed the course. Of those, 70 earned a grade of C or better for a success rate of 51.5%

Spring 2014: Eng. 098 – Initial enrollment was 16 but only 15 completed the course. Of these, 14 earned grades of C or better for a success rate of 93.3%. Eng. 099 – Initial enrollment was 48 and 47 completed the course. All 47 earned a grade of C or better for a success rate of 100%.

Red. 098 – Fourteen students enrolled in and completed Red. 098. All 14 earned a grade of C or better for a success rate of 100%. Red. 099 – Initial enrollment was 42 students. Six students withdrew and 36 completed the course. Of these, 33 earned a grade of C or better for a success rate of 91.6%.

MTH 098 – Initial enrollment was 15. One student withdrew during the semester and 14 completed the course. Of these, 11 earned grades of C or better for a success rate of 78.6%. MTH 099 – Initial enrollment was 81 students. Nine withdrew during the
semester and 72 completed the course. Of those, 44 earned grades of C or better for a success rate of 61.1%.

Dean’s Office, Coleman College of Business and Economics

1. Strengthen the Business Administration degree program at the University of Pikeville.
   
   Lead Objective: Grow and sustain enrollment
   
   KPI : Evaluate enrollment trends in the business administration program and the need for growth and expansion of the program in November, 2013.

   The enrollment in the undergraduate programs were assessed and evaluated. The trends noted include a stable and growing program with sufficient enrollments. In the last six years, the number of students enrolled in the college has increased 65%, from 138 in Fall 2008 to 229 in Fall 2013.

   KPI : Advertise nationally for anticipated or identified vacancies in faculty positions by January, 2014.

   One faculty member, Dr. K. M. Mitchell, notified the Dean of the Coleman College of Business and the Vice President for Academic Affairs that he planned to retire at the end of the 2013-14 academic year. A national search was conducted by a Search Committee made up of faculty members from the CCOB. The faculty evaluated all applications, ranked those whose experience and credentials matched the needs of the program and conducted interviews. Subsequently, Dr. Rik Berry was hired to fill the vacant faculty position. Dr. Berry’s credentials are such that he is uniquely qualified to teach in three areas of business: accounting, finance and management. Dr. Berry will begin teaching in the CCOB in August 2014.

   KPI : New, or inexperienced, faculty members will participate in academic advising workshops in the fall 2013 semester.

   Participation in academic advising workshops was completed by new and inexperienced faculty members in the CCOB. The workshops were conducted by Gia Potter, University Registrar.

   KPI : Faculty and students will engage in their academic disciplines through applied, innovative and supportive learning experiences, research and scholarly experiences throughout the fall 2013 and the spring 2014 semesters.

   Experiential learning has been emphasized and applied throughout the program. Examples of these learning experiences include field trips, traveling to attend conferences and workshops, business simulation software programs used in coursework, business startup events, research projects, the Southeast Kentucky Leadership program and guest speakers.

   KPI : Seek collaborative opportunities with the business program and other academic disciplines to create viable business plans and potential businesses by December 2013.

   The Dean of the CCOB and Dr. David Snow met with the Division Chairs of all academic programs to extend an invitation to work collaboratively on potential business plans. Although interest was expressed from the Chairs, the collaboration has not occurred.
2. Continue to establish additional and stronger ties to the Big Sandy area business community.

Lead Objective: Strengthen community partnerships

KPI: Assess opportunities to better serve the business community in the region in the fall, 2013 and spring, 2014 semesters.

The faculty continued to be engaged in leadership roles in the community. Furthermore, additional efforts were successfully made to increase this involvement with additional community and civic groups.

KPI: Meet with Advisory Board members at least one time in the fall semester of 2013 and at least one time in the spring semester of 2014.

Because the CCOB was relocating to the Academy Building in January 2014, the work of the Advisory Board was deferred. Now that the move has occurred, a better location exists for the group to meet and for the mission of the Board to be accomplished.

KPI: At least 50% of the faculty members in the College participate in community and civic engagement with area civic clubs and the Southeast Kentucky Chamber of Commerce.

More than 50% of the faculty in the CCOB were engaged in the work of the community and local civic organizations.

3. Strengthen the graduate program in business at the University of Pikeville.

Lead Objective: Grow and sustain enrollment

KPI: Assess the curriculum in the two graduate degree programs. If curriculum changes are deemed appropriate, the proposed changes will be completed by March, 2014, for approval.

The curriculum of the MBA program was assessed, evaluated and revised. The revisions are now in effect and the number of hours required in the program is unchanged.

KPI: Admit additional graduate students by June, 2014.

Additional students were admitted to the MBA program to begin in the fall 2014 semester. The graduate program in sport management has not admitted any new students to begin in the fall. Drs. Hurley and Hess asked that no new students be admitted because the program director has left UPIKE and the position has not been filled. The status of the program will be evaluated and a plan developed as to its future.

KPI: Implement and/or refine assessment tools in the program by November, 2013.

The assessment tools used in the MBA program have been discussed but the implementation of any such tools was deferred until the next academic year.

Elizabeth Akers Elliott School of Nursing

1. Enhance the quality of the Elizabeth Akers Elliott two-year A.D.N. program

KPI: By May 2014, revise the A.D.N. program philosophy and student learning outcomes to reflect current standards of practice such as NCLEX-RN Test Plan (2013), NLN Competencies (2010) and QSEN (2008).

NOT MET: Program philosophy was not revised nor were the NLN Competencies (2010) fully integrated into curriculum. However, NCLEX-RN Test Plan was strengthened across curriculum via NUR meetings on test item construction, peer review of course
exams, and data analysis of NCLEX Reports and HESI exams. May 2014: A.D.N. student learning outcomes were revised to reflect NCLEX-RN Test Plan (2013) and QSEN (2008).

Action: Continue with revisions based on curricular trends such as patient and EHR simulation, IPE, and NCLEX-RN preparation. Hold full revision of ADN curriculum until after KBN site visit and input of future School of Nursing (SON) administrator.

KPI: By May 2014, enhance integration of emerging technologies in learning activities for all nursing courses.

Lead Objective: Online learning opportunities

MET: These technologies included:

Tegrity Lecture Capture – lectures were posted online via Tegrity either prior to or after NUR course lecture. ‘Flipped-classroom’ technique initiated fall 2013 which required students to prepare prior to class, followed by quiz and small group work on class day. Faculty skill and student feedback on ‘flipped classroom’ strengthened as the academic year progressed. Exam scores were improved in 2013-2014, compared to exam scores from traditional lecture in 2012-2013.

Action: Continue faculty development in ‘flipped classroom’ technique; and analyze student evaluation of Tegrity integration for program improvement.

SimChart for electronic health record (EHR) documentation – Initiated by NUR faculty in three of the four clinical courses. Adjunct clinical instructors were oriented to SimChart by full-time faculty. Faculty and student feedback was positive on increased familiarity with EHR. However, SimChart was not always user-friendly; this required extra faculty time to fix problems and communicate changes to students and adjunct.

Action: NUR faculty and students participated in a SimChart videoconference with representative to give feedback on product improvement. Continue use of SimChart in 2014-2015.

Simulation Lab Observation – Simpson used fall 2014 sabbatical to visit Simulation Labs at other universities (University of Alaska; Morehead State University) to learn methods to organize and integrate simulation into nursing courses.

Action for 2014-2015: Promote faculty development in simulation usage; develop pediatric simulation due to scarcity of acute-care pediatrics; continue collaboration with KYCOM to utilize simulation lab; and promote future IPE simulated exercise for health professions.

KPI: Host a successful Kentucky Board of Nursing (KBN) program evaluation visit, planned for either Spring 2014 or Fall 2014.

KBN program evaluation site visit on hold due to: (a) Simpson’s sabbatical in fall 2013; and (b) pending replacement for KBN Educational Consultant who would be responsible for site visits.

Action: Simpson will clarify with KBN on schedule for site visit in Fall 2014.

KPI: By May 2014, explore ACEN accreditation for the two-year A.D.N. program

There was no exploration of ACEN accreditation for the two-year A.D.N. program due to: (a) Simpson’s sabbatical leave in fall 2013; and (b) University administration’s
planned transition from Division of Nursing to a School of Nursing (SON) with search for Dean of SON.

Action: Utilize preparation for fall 2014 KBN site visit to revisit process for ACEN accreditation of ADN program.

2. In collaboration with higher administration, analyze the Division of Nursing organizational structure, workload, and budget for its program offerings.

Lead Objective: Maturation of University

KPI: By May 2014, the Division Chair will draft and submit to higher administration a workload document and staffing mix based on national standards and feedback from nursing faculty.

Not Met: Division Chair did not initiate a new draft of workload formula due to time constraints. Nursing will continue to work under its current workload formula.

Action: In preparation for KBN site visit, justify current and proposed staffing mix of FT/PT faculty, based on national standards and feedback from nursing faculty.

KPI: By May 2014, collaborate with the VP of Health Affairs, VP of Academic Affairs, and others on expectations for health professions programs as they relate to Nursing.

MET: April-June 2014: Collaboration occurred between Nursing faculty, President Hurley, Dr. Buser (VP of Health Affairs), and Dr. Hess (VP of Academic Affairs; Dean of CAS), and Doug Lange (VP for Finance and Business Affairs) on expectations for health professions programs as they relate to Nursing. Collaboration included: Dr. Hurley notified Nursing that space will be allotted in new Health Professions Building for nursing classrooms, nursing skills lab, and Inter-professional Simulation lab. Simpson and NUR faculty met several times with Design Team for Health Education Building to propose, advocate for, and carve out Nursing space in the new building with target ‘move-in’ date of fall 2016. Communication on NUR organizational structure was vague on timeline of transition from Division of Nursing to School of Nursing (SON), given that the search for Dean of SON is continuing. Simpson met with higher administration to clarify structure and NUR program administrator.

KPI: By May 2014, earmark approximately $30,000 in funds to purchase major equipment for Skills Laboratory (i.e., cubicle curtains, automated medication cart, emergency crash cart & defibrillator, Laerdal bedside monitor and SimPad).

FY 2015: There is approximately $35,000 earmarked for capital equipment for Nursing. Based on NUR faculty input, Simpson will prioritize purchases to be used now yet will still have useful life in new building (i.e., emergency cart & defibrillator; Pyxus; SimPad & monitor).

3. Strengthen experiential learning opportunities in both the A.D.N. and RN-BSN curriculum.

KPI: By May 2014, seek opportunities for RN-BSN presentation of projects or research in local, state, or national venues.

NOT MET: RN-BSN students and professional presentations: RN-BSN students need requirement or exposure to present projects in local, state, or national venues.

Action: Place discussion on opportunities for RN-BSN professional presentations on agenda for RN-BSN Workday, Summer 2014, during Systematic Program Evaluation.
KPI : By May 2014, a cohort of A.D.N. students will participate in at least one experiential learning opportunity.

MET: October 2013: Experiential Learning in ADN Program: For the first time, Semester III NUR students attended the annual KY Association of Nursing Students (KANS) Conference in western KY at the Camp for Courageous Kids. Students were so moved by the work of this Camp for special needs children that they donated $900 fundraising dollars to the Camp’s representative at the 2014 Nurse’s Pinning Ceremony.

KPI : By June 2014, conduct an Inter-professional Education (IPE) learning activity for RN-BSN and A.D.N. students in collaboration with KYCOM, Social Work and the Appalachian School of Pharmacy.

Lead Objective: Maturation of University

November 2013 & Spring 2014: Inter-professional Education (IPE) learning activity was held in November 2013 on UPIKE campus for students in RN-BSN, KYCOM, Social Work and Appalachian College of Pharmacy (ACP) programs. Spring 2014: The IPE work group met on both the UPIKE and ACP campus to shape learning activities for 2014-2015.

Action: 2014-2015: IPE group will expand learning activities to include ADN Semester III students. Representative from Frontier Nursing University in Hyden, KY will join group and bring expertise in virtual learning.

4. Continue to strengthen the RN-BSN program to serve the University’s regional market.

Lead Objective: Grow and sustain enrollment

KPI : By Spring 2014, propose a change in the RN-BSN’s designation from a hybrid program with seat time at 51% to a distance program with seat time at 20% in selected courses.

KPI : By May 2014, submit a substantive change to ACEN on proposed distance education designation of the RN-BSN program, contingent on University and SACS approval.

Fall 2013: RN-BSN distance education: A curriculum proposal had passed University Committees in Spring 2013 to change RN-BSN’s designation from a hybrid program to a distance program with seat time at 20% in selected courses. However, status of proposal’s implementation needs to be clarified with academic Dean.

Action: Clarify with Dean of Academic Affairs the status of distance education with SACS and specifically for the RN-BSN program.

KPI : By August 2014, increase the admission of RN-BSN students by 50% (from 12 to 18 students) via face-to-face recruitment and public media.

PARTIALLY MET: June 2014: Admission of RN-BSN students for 2014-2015 increased by 50% (from 12 to 18 students) primarily from ADN graduates moving into the RN-BSN program. There needs to be increased visibility of RN-BSN program to general market. One recruitment visit did occur at Hazard KCTCS. Also, RN-BSN alumni have spread the word in non-Pike County work settings on satisfaction with the program.

Action: Strengthen sequence and intensity of RN-BSN marketing in variety of venues; clarify budget for RN-BSN program such as travel and UPIKE NUR program logos such as pens or post-it notes.
Allara Library

1. Institutional Effectiveness: The Library collects use statistics, anecdotes, and survey responses that demonstrate the effectiveness and use of both the physical library and the virtual library. The Library defines and measures effectiveness so that it is in alignment with the institutional goals and the accreditation guidelines.

KPI: Statistics on use, and the results of user surveys and other assessment tools are communicated to the campus administration.

Results of the use statistics were distributed to the VP of Academic Affairs and the Board of Trustees. The Director of Library Services gave a brief overview of library use during the Academic Affairs Committee meeting in the fall.

KPI: The collected information is used to determine trends in use.

Faculty members and department chairs were given the statistics on usage in their majors. Numbers were compared and costs per download were compared across resources and departments.

KPI: The collected information determines what changes in resources, collections, services, and procedures.

Due to light use, two resources (Mango and RCL) were canceled. Due to increases in student use, the library is testing extended open hours.

2. Professional Values: The Library supports academic honesty and provides students with information and education on plagiarism.

KPI: Edit and revise the Research Guide for plagiarism and explore the idea of developing a class or workshop.

Classes were held in understanding and avoiding plagiarism at the request of faculty. Emphasis on plagiarism was increased during the other classes. The librarians edited and expanded the LibGuide on plagiarism. The plagiarism LibGuide was one of the top ten guides with 639 hits.

3. Educational Role: Library personnel cooperate and collaborate with faculty to embed information literacy outcomes into the curriculum. Library personnel will work closely with faculty to develop research projects that promote information literacy.

KPI: Explore new directions in instruction including embedded librarians and for credit class while continuing our current program.

During the fall semester, one religion class had an embedded librarian. In the spring, three classes had embedded librarians. Curriculum areas were religion and social sciences. This partnership resulted in several classes and 41 one-on-one research sessions with students.

KPI: A workshop for faculty will be developed to promote more effective research assignments.

During August of 2013, a faculty workshop was held to promote and support the creation of assignments that incorporate information literacy in the classroom. The very successful workshop was partially funded by an Innovation & Enrichment Development Opportunities Grant from the Appalachian College Association. We hope to offer the
workshop again if funding is available. At the end, the Dean was sent an Information Literacy Manifesto written by the faculty members.

4. Discovery: The Library provides assistance and instruction via multiple access points and multiple technologies. The Library provides the most current and most reliable technology to organize and provide access to all resources.

KPI: Evaluate the implementation of LibAnswers and LibGuides and make changes as needed.

LibGuides has been very successful in providing students and faculty with curriculum-oriented points of access to the resources. LibAnswers has been plagued with spam emails and is currently underutilized. We plan to use it more actively and to the fullest potential during the academic year 2015. If not, we will evaluate whether it is a cost effective tool.

KPI: Evaluate the new catalog and proxy services to determine whether they are effective.

The shared catalog has created some early confusion but overall was well received. The proxy has been much more reliable with only one outage in the entire year. As students became trained on the new login system it has proven reliable. The login using the Library ID number has been easier because it’s not dependent on a lost or forgotten password. One problem we encountered is that the library ID number changed if a student was issued a new card so the number on the card did not always match the number in the system. We contacted IT and they have made some programming changes during the summer so that the library number will remain the same in the future.

KPI: Research the value of a discovery product.

Overall the KYVL implementation of the EBSCO EDS system has seemed to go smoothly and they are improving the system. The real question is do we want our students to have more of a Google experience or a research experience. This question needs to be brought before the faculty so that everyone agrees before any changes are made.

5. Collection: The Library has an on-going process of collection evaluation to maintain the alignment with the curriculum.

KPI: Evaluate, update and weed the science collection.

Weeding has begun on the science collection and 36 new titles were purchased. This will continue through the fall semester with additional science titles added. The nursing collection will be re-evaluated in light of proposed changes to the curriculum. Titles will be updated to meet accreditation requirements. We are also looking at the Education collection in both print and electronic format. Collection evaluation is an ongoing process as use patterns change and online classes are created.

6. Administration: The Library cooperates with consortia and other organizations to provide the best possible resources at the lowest cost. The Library budget is allocated to align with the curriculum and to provide users with needed resources.

KPI: Communicate the savings created by consortium purchasing to the administration.

The Annual Report communicates the savings created by our membership in consortia.

KPI: Provide administration with the use/cost ratio and trends to better project budget needs.
The report of use by curriculum breaks down to the cost of a download in each area.

7. Personnel: Library personnel participate in training and professional development designed to enhance their ability to assist all users with technology, and library specific resources and programs. Library personnel are sufficient in number, training, and experience to meet the diverse needs of the institution.
KPI: Evaluate the current level of staffing and staff needed to remain open later.

The night circulation assistant has moved from a 10 month full-time position to a 12 month full-time position. Library hours were extended until midnight, Monday – Thursday, during the spring semester as a trial. Use was light in the beginning due to a variety of factors. The weather was unusually bad and there were many schedule changes due to weather. Use improved after spring break. During the fall semester, hours will also be until midnight, Monday through Thursday. After the two semester trial, usage will be evaluated and a determination whether to continue the longer hours will be made.
Summer hours were also extended until 7:00 pm during the first summer semester. Use was very light but we will try again next summer.

8. External Communication: Library personnel consistently engage with students, faculty, staff, and community users, both formally and informally, to expand awareness of resources and services.
KPI: Work with staff to develop a brief, consistent description of the library and the services offered.

The library has been in a state of constant change but has still managed to communicate to the students and faculty that our purpose is to support the curriculum and student learning. We have not developed our “elevator speech” so this will be an ongoing KPI. These two areas of the library have more specific goals and, as part of the overall library structure, have goals and KPIs that are more specialized and comprehensive than those listed above. Therefore, each area developed specific KPIs to address during FY 2014.

Medical Library
(Dual Reporting)

Registrar’s Office

1. Registration: Provide effective registration services to the University.
KPI: Train new Faculty in the use of WebAdvisor registration.

All or 100 percent of the full-time faculty responsible for advising students are proficient in the use of WebAdvisor registration--Express and Search & Register. As new faculty is hired, they have received training in the use of WebAdvisor registration. Therefore, the KPI has been satisfied.

KPI: Provide refresher training to Faculty in the use of WebAdvisor registration.

Three workshops were conducted in the fall semester and made available to all full-time faculty in order to give instruction, as well as a review in the procedures for those faculty
who needed training. Twenty-five percent of the faculty attended a workshop. Also, at any time a faculty would like an individual hands-on training session with a staff member, the Registrar’s Office will provide one either in-person or via telephone. Therefore, the KPI has been satisfied.

KPI: Personnel will oversee the registration process by analyzing and evaluating the process and policies and when necessary, adjusting the needs for the various participants including distance education.

*Personnel in the Registrar’s Office are constantly analyzing and evaluating the process of policies in regards to registration services. During the 2013-2014 year, minor adjustments were made to the process of registration particularly relating to SOAR and the open registration periods. With the use of email and telephone, assistance was given to those students in distance education courses. There is a need to move forward with online registration for students. Therefore, this KPI is ongoing.*

2. Records Retention and Disposal: The Registrar’s Office has the responsibility of maintaining the retention and integrity of records, as well as proper disposal.

KPI: Reduce the paper records in the Registrar’s Office with ‘green’ efforts by training any new staff on the use of Image-Now electronic imaging and filing system in the retention of records.

*The assistant registrar is fully trained in the use of Image-Now and all aspects of its use (scanning, linking, deletion, etc.). The Registrar and Associate Registrar both are knowledgeable in accessing records for everyday usage. Therefore, the KPI has been satisfied.*

KPI: The Registrar’s Office personnel will properly dispose of imaged records, documents received, and those processed that are not on the retention schedule.

*One hundred percent (100%) of the student paper folders are scanned and verified. All incoming documents were scanned and up-to-date. All scanned documents are properly disposed by either shedding in-house or disposed by the contracted firm, Shred-All, with the appropriate timing of system backups. Therefore, the KPI has been satisfied and is ongoing.*

3. Advising: Support effective advising efforts at the University.

KPI: Revise the Advising Manual and train new faculty on advising processes.

*The Advising Manual has not been revised and some progress was made in its revision. Three advising workshop opportunities were presented in the past year for new and returning faculty. Twenty-five percent of full-time faculty attended at least one workshop. First year faculty were encouraged to work the SOAR registrations during the summer, as there are a number of veteran faculty and staff available to answer questions and train. As new faculty is hired, they will be trained in advising by mentoring and training with tenured faculty with each department. Advising workshops will continue to be offered, as well as individual training with the Registrar upon request. Advising is a continual and evolving process that constantly changes with the technologies available. This KPI is ongoing.*
KPI: Train and provide documentation to new faculty on the use of the online mid-term and final grade entry system.

All (100%) of the full-time undergraduate faculty have been trained in the use of WebAdvisor on-line grade entry system for both mid-term and final grade entry. In addition, all part-time and dual credit faculty utilize WebAdvisor online grading to enter both mid-term and final grades. Therefore, the KPI has been satisfied.

KPI: The Registrar’s Office personnel will work with Information Technology (IT) Department on the implementation (i.e. set-up; catalog cleanup; program evaluations; course offering rotations, etc.) of Ellucian E-Advisor’s module.

This KPI was not met and no implementation took place. Some progress was made in regards to catalog cleanup and course offering rotations. Program evaluations are up-to-date. This KPI is ongoing.

4. Communication: Encompasses a broad range of services and systems central to the core functions of the institution and will provide leadership efforts and campus-wide involvement in this endeavor with the growth and addition of new colleges.

Lead Objective: Maturation of University


The Registrar’s Office is responsible for updating addresses and names changes for all currently enrolled undergraduate and graduate students. The business, admissions, and financial aid offices assist with this process by referring students to the Registrar’s Office, as well as forward written request. The Alumni Relations and Development Office and the Registrar’s Office both make updates and changes in the mailing addresses of alumni. The Alumni Relations and Development Office make name changes in the student database sending the Registrar’s Office notification of the name change so that the Image Now record and the paper record can be updated as well. KYCOM updates addresses and name changes for their students. The Registrar’s Office also works collaboratively with all entities of the University in regards to the sharing information and data collection.

KPI: Develop procedures and processes with the master’s and doctoral programs in regards to registration, withdraw, schedule changes, and graduation.

This KPI has not been fully met; however, sixty percent (60%) complete. Personnel from the Registrar’s Office has developed some forms, as well as processes and procedures for KYCOM and graduate program registration, withdraw, drop/add, and graduation. Improvement and refinement are necessary in collaboration with Kentucky College of Osteopathic Medicine and Coleman College of Business.

KPI: Consistently communicates with students, faculty, staff, and alumni on a daily basis in regards to all aspects of academic records, functions, polices, and procedures.

With the hiring of the registrar’s assistant in August of 2013, the registrar’s office has operated more efficiently in all aspects of daily operations. This year, we received only
two complaints concerning customer service issues. Improvement is needed and the KPI is ongoing.

5. Transfer and Articulation: Provide prospective transfer students accurate interpretations of institutional transfer credit policies and educational offerings in order to meet degree requirements.
KPI: Provide timely course equivalency evaluations to transfer students upon receipt of an official transcript.

The policy for evaluation of incoming transcripts is one week from the receipt from the Admissions Office to the end point of notification of the evaluation of credits to the student. Every effort was made to meet this KPI; however, during peak periods such as registration and commencement week we were unable to meet the one week turn around. Therefore, this KPI was partially met with a tremendous improvement over last year with the hiring of a full-time registrar’s assistant.

KPI: Implement the transfer equivalency system College Source.

Implementation began during the summer of 2013 with the review and cleanup of transfer data. We are in the final stage of completion. Therefore, this KPI was not met, but is 90 percent complete and will become an ongoing project.

KPI: Update existing 2 + 2 guides with the Kentucky Community & Technical College System and review existing articulation agreements.

No progress was made. Therefore, this KPI was not met.

6. Professional Values: Protect and maintain the integrity, confidentiality, and security of institutional records; and exercises sound management principles, using institutional resources effectively and efficiently.
KPI: Professional development opportunities, education, workshops, and/or training for entire staff of the Registrar’s Office.

The assistant registrar (Patricia Keathley) attended the annual conference of the Kentucky Association of Collegiate Registrars & Admissions Officers (KACRAO) October 8 - 10, 2013 in Bowling Green, Kentucky. The registrar (Gia Potter) and associate registrar (Suzan Francis) attended the Southern Association of Collegiate Registrars & Admissions Officers (SACRAO) February 16 - 19, 2014 in Raleigh, North Carolina.


Approximately 30 percent progress was met on revision of the Registrar’s Procedure Manual. Over the past year, the Registrar’s Manual was revised, as time permitted. 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. This KPI is ongoing.

KPI: Continual focus of efforts on maintaining confidentiality with regards to the student and records in accordance with the Family Educational Rights & Privacy Act (FERPA).
The Registrar’s Office personnel made every effort to maintain strict confidentiality with relation to student records. During the professional development opportunities, all registrar’s attended FERPA training and/or workshops. There were no complaints filed. Therefore, this KPI was met.

KPI: Meet deadlines and provides timely and accurate reporting of data, certifications, and information to the University community, as well as to the Council on Post-Secondary Education, National Association of Intercollegiate Athletics (NAIA), United States Bowling Conference (USBC), and all other organizations/agencies for which the University is affiliated. All deadlines and accurate reporting was made to Council on Post-Secondary Education, National Association of Intercollegiate Athletics (NAIA), and United States Bowling Conference (USBC), as well as other organizations/agencies affiliated with the University. Therefore, this KPI was met.

Academic Support Services

Global Education

1. Begin MA TESOL Program in Fall 2014
KPI: Finish writing and submit program to SACs.
KPI: Once the MA TESOL program has been approved by SACs, recruit students from English majors at UPIKE and abroad.
KPI: Set up adjunct positions for MA students to teach in the Intensive English Institute.

The MA TESOL Program was finished and submitted to SACs in March. We are still waiting approval of the program from them. Since we have not heard yet, we have moved the beginning date of the program to January 2015. An adjunct position was not set up as we are still waiting approval from SACs.

2. Continue to monitor international students’ records making sure UPIKE is in compliance with SEVIS.
KPI: Review all international student records.
KPI: Meet with all international students to update their documents.

All international student records have been updated. There were 41 students enrolled during 2013-14 who were here on F-1 VISAs. This is the most ever at the institution and a 71 percent increase from 2012-2013. All international students meet with us at a mandatory meeting at the beginning of each semester to update their documents, living arrangements and receive any pertinent information from the Global Education Office as needed for the semester.

3. Continue to build a support system for international students.
KPI: Plan trips around Kentucky and neighboring States to broaden international students’ understanding of America.
KPI: Plan meals during school breaks when the cafeteria is closed for international students.
KPI: Plan on-campus activities for all UPIKE students that showcase cultures of our international students.
Trips were made this past year to Washington D.C., Cincinnati, OH and Frankfort, KY. Students visited community homes for Thanksgiving meal and were taken to Wal-Mart for food for several days when several students were in the dorms during breaks. International What’s up Wednesday was again implemented this past February. It was well attended by both international and domestic students.

4. Promote study abroad for all UPIKE students.
KPI: Set up account for a study abroad scholarship.
KPI: Highlight a study abroad program once a month.
KPI: Initiate UPIKE’s own study abroad programs.
KPI: Continue to develop a UPIKE center in China.

The study abroad scholarship has not been set up yet for all students. We are still looking for funding. Several programs were highlighted such as the exchange program to Nagoya, the program to Germany, Belize and China. We still need to highlight different programs each month on our website. The UPIKE Germany trip was initiated this May 2014. The trip to Belize was implemented again this May. The trip to China did not have enough interest, so it was not implemented this summer. We will try again for Summer of 2015. An English Center in Liaoning Province is being developed and will open September 2014.

5. Develop a dual credit program with Chinese high school students
KPI: Arrange for J-1 Visas.
KPI: Arrange for housing on UPIKE campus
KPI: Work with the high school on curriculum.
KPI: Arrange for travel opportunities for the students.

We are currently applying for J-1 status. In the meantime, we are working with the Educational Foundation Representative in Pikeville to supply our J-1 visa needs for the 2014/2015 school year. It has been determined that the dual credit international students will do home-stay instead of living on campus. We have met with both Mountain Mission School and Pikeville High School to help make ready both schools for incoming Chinese students. We will currently be working with PHS with dual credit for these students. We are still looking at opportunities for Mountain Mission School. The students will be able to travel with the Global Education Office’s scheduled events for the 2014/2015 school year.

6. Continue to develop a UPIKE-YUST Center with Yangbian University of Science and Technology.
KPI: Distribute English needs survey to YUST and Yanji City Citizens.
KPI: Analyze data from survey.
KPI: Develop opening center with President Kim.
KPI: Invite President Kim to UPIKE.

The survey was sent to YUST. However, we did not get a response back. Dr. Sandy Kroh visited YUST to determine if they are still interested in a UPIKE-YUST collaboration. They say they are. Dr. Hurley will visit YUST in November 2014.
Experiential Learning

1. Enhance and increase the number of enriching educational experiences at the University of Pikeville in an intentional, organized, funded, tracked, and assessed manner.

KPI: The share of students who participate in the various experiential learning activities will be at least 48% of the degree-seeking undergraduate unduplicated enrollment.

In the program’s second year, the E.L. program funded and assessed 29 projects, ranging from visiting guests, to student presentations at national conferences, to service learning projects locally and internationally, to study abroad. The committee used the entire budget allotted for experiential learning activities and over 650 students participated in activities on UPIKE’s campus. Our total number of students affected is very close to the goal of 670.

We estimate 650 students participated in various E.L. activities which means 46% of our student body participated in the MOVING UP program this year. The number is most likely higher since the estimated students do not include students who participated in informal, non-budgeted E.L. activities in the everyday classroom. We are pleased that we were able to meet our goals for participating students in the program’s second year.

KPI: Each of the six academic undergraduate divisions and at least one student club or organization will have a faculty/staff member successfully apply to sponsor an enriching educational experience.

Faculty from six of the six divisions applied for experiential learning funding and successfully completed activities. Last year, we funded activities from five of the six divisions so I am pleased to announce that all six divisions took advantage of experiential learning this year.

From the Humanities Division, 18 learning events were planned and carried out: Religion program: Rob Musick took a group to Haiti; he organized a renowned guest speaker to come to campus; Donna DeSarro-Raynal facilitated a student to travel to the Westar Institute; she took a group of her students to see Noah. Communications program: Chandra Massner took students to the Lincoln Memorial Undergraduate Research Conference; she also took a group of students to present at the ACA; she also took students on a ten day trip to Germany. Basil Clark took students to see a play at the Jenny Wiley. Art program: Pat Kowalok organized a workshop for art students at the Huntington Museum of Art but the trip did not make; Petra Carroll took students to Indianapolis Indiana. English program: Hannah Freeman took students to a viewing of Romeo and Juliet at the Jenny Wiley; she took students to see Twelfth Night at the Cincinnati Shakespeare Company; she took students to present their essays at the Sigma Tau Delta in Savannah Georgia; Brigitte Anderson took students to Germany; James Riley took students to present their essays at the Kentucky Philological Association Conference; Chuck Johnson organized a professional writer to visit and workshop with his composition classes. Music program: Janean Freeman took students to Indianapolis Indiana to perform; she also accompanied students to a music competition. Global Studies program: Diann Whittier took students to Washington DC for four days.
From the Science Division, 2 learning events were planned and carried out: Biology program: Tim Whittier and Darla French took students to Belize; Mathys Meyers took students to the KY Academy of Science.

From the Education Division, 1 learning event was planned and carried out: The Champion Scholars

From the Business Division, 3 learning event was planned and carried out: David Snow took students to present at Eastern Kentucky University Business Challenge; Lois Rogers accompanied students to two business conferences.

From the Nursing Division, 1 learning event was planned and carried out: The nursing faculty accompanied nursing students to a conference.

From the Social Science Division, 4 events were planned and carried out: The Psychology program: John Howie took a student to present at ACA; Leanne Epling took students to the Lincoln Memorial Undergraduate Research conference; she also took students to ACA. Criminal Justice: Paula Baker took students to present at ACIS conference in Philadelphia PA. The History program: Steve Budney planned a trip to China but the trip did not make.

From student clubs or independent student activities, six learning events were planned and carried out: There were 11 students who participated in Washington Center events throughout the year: 5 students at the January seminar and 4 at the May seminar, plus 2 interns Demitri Curry (received funding) and Thomas Browning. Students attended a workshop and conference on designing orientation programs with Emily Romito in student services; she also planned a speaker to present on campus to the entire student body. 1 student received funding to travel with KEI of KISS (Cyprus)

KPI : At least 55% of participants will agree to share their experiences during the spring faculty orientation or some other public setting.

While it has not been feasible for students to present their experiences at the faculty orientations sessions, they have been able to present at informal events like What’s Up Wednesday and the global studies potluck. Sandra Kroh and Hannah Freeman provided information regarding study abroad and experiential learning at the faculty orientation session (2013), What’s Up Wednesday, and the annual Global Studies Potluck. Over 200 hundred students attended each of these events to interact with our student travelers, our international students (about 30), and receive information for studying abroad.

KPI : The share of seniors who respond that they participated in high impact practices will be at least as that of the national average on the NSSE.

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. UPIKE seniors responded that 95% of them had participated in at least one HIP, which is a higher rate than AICCU schools (93%), schools with similar admissions policies (85%), and all NSSE schools nationwide (85%). Our freshmen responded that
63% of them had participated in these activities, which is higher than the national average (58%).

KPI: The proportions of funding for travel for high impact activities (field work/field trips, attendance at professional conferences, study away and internships, and other out of classroom activities) will be equal to or greater than the funding for study abroad activities.

The total budget for student enrichment activities for 2013-2014 was $57,000 and a total of $57,758 was spent. This indicator was not met because only 48% of the funds ($27,310) were spent on domestic experiences while over half ($26,390) was spent on study broad activities. The Committee will be more deliberate in making sure that a higher percentage of funds are spent in enriching experiences within the US.

2. Raise awareness and knowledge of Experiential Learning Program among the Faculty.
KPI: Participate in fall and spring faculty orientations.

The Director attended the Association for Experiential Education Conference (see details in “discussion” section of the report). Upon my return, I prepared a presentation for the Experiential Learning committee, the dean, and a number of specific faculty. Participants were asked to carry relevant information back to their respective programs. In the Spring, I organized a presentation detailing the benefits and challenges of traditional and experiential pedagogy (see details in “discussion” section). I continue to read the Journal of Experiential Education to stay abreast of current research.

The director presented to the full faculty in both orientation sessions, reviewing with them the application process, the assessment process, and the overall goals of the E.L. program. In each monthly faculty meeting, the director provides a report on committee activities, an update on the E.L. budget, and allows time for faculty to ask questions.

KPI: Host special workshop for all faculty in both the fall 2013 and spring 2014.

In the fall of 2013, the director attended the Association for Experiential Education Conference in Denver Colorado. Upon her return, she presented her findings from the conference to the E.L. committee, the Dean, and a number of interested faculty. All were invited. In the spring of 2014, the Director facilitated a workshop entitled “Striking the Right Balance: Sharing and Constructing Knowledge in the Engaged Classroom” where faculty discussed the strengths and weaknesses of traditional and experiential learning styles and looked at example assignments.

KPI: Initiate and maintain Experiential Learning website.

The Director continues to make adjustments to the application and assessment processes available to faculty and students on the website. For instance, faculty wanted to be able to receive a copy of their applications automatically when they submitted them to the E.L. committee through the website. This change was made under the director’s supervision. In the upcoming year, the director hopes to make it possible for the assessment forms to be submitted electronically as this has been a request of the faculty. The Director updates the MOVING UP webpage with a current picture of a recent student project while filing the older ones under archives so that those visiting the page can see the variety of activities we have organized in the past.
3. Raise awareness and knowledge of Experiential Learning Program among students.
KPI: Initiate and maintain Experiential Learning website.
   The director in conjunction with the P.R. office keeps the webpage updated.
KPI: Director and Committee members will be available to speak to classes about the program.
   Having a member from each division and a member from student services serve on the E.L. committee has facilitated the dissemination of knowledge to programs and to students across campus in an informal way. The director has organized a number of formal opportunities to make the E.L. program visible to students, including print material distributed around campus, announcements during student events, and close coordination with the director of student services, Emily Romito.
   Incoming students and parents are made aware of our program during the SOAR sessions. All first year studies programs were asked to inform students of the E.L. program as well. The global studies committee and its director have made a concerted effort to inform students of the E.L. program at all global studies events (pot luck dinner for students, What’s Up Wednesday for students). Committee members from each division have informed students in their courses of the opportunities available to them through E.L.
KPI: Committee will host information booth at club day in fall.

4. Improve program by revising assessment methods and techniques.
KPI: Review assessment methods used at other institutions.
   Reviewing and adjusting our assessment methods will continue to be at the front of the committee’s agenda in the coming year. We have gotten feedback from a number of faculty with suggestions for improvement and changes, so we will be addressing these issues in committee and implement changes where necessary. This year, after much discussion among faculty and with the experiential learning committee, the committee decided to alter the assessment form so that faculty are required to fill out ONE assessment form for the entire class/event/experience as opposed to filling out a form for each student participant. This has allowed faculty to write more of a meaningful narrative about the entire experience as opposed to completing what was beginning to feel like busy-work for each student participant.
   At the Association for Experiential Education Conference in the fall of 2013, I found that a number of interesting assessment methods that the E.L. committee will continue to discuss. In general, the most utilized mode of assessment seems to be narrative or journal writing. We will continue to make that our main form of assessment.
KPI: Devote Experiential Learning Committee meeting time to discussion of assessment methods.
   The minutes will reflect that assessment was discussed in the August, September, and October 2013 meetings. We will continue to find ways to assess non-budgeted, experiential pedagogy integrated into the classroom.
KPI: Work with General Education Committee to align assessment strategies.
   The chair of the general education committee made a number of recommendations in his annual report for the development of experiential learning in the general education
curriculum. I am awaiting the results from the NSSE survey to see how we can make adjustments across the general education curriculum to assess students’ problem solving and cultural awareness.

KPI: Revise assessment guidelines and communicate to campus community.

As the committee makes adjustments to the assessment process, the director will present such changes to the full faculty.

5. Improve program by revising and better defining funding expectations for projects.
KPI: Devote Experiential Learning Committee meeting time to reviewing project funding and making changes to funding guidelines and expectations.
KPI: Communicate funding guidelines to campus community.

Funding guideline adjustments will be made clear to the faculty in the fall 2014 orientation session. In addition, budget updates are given to the full faculty during monthly faculty meetings by the director.

The Experiential Learning program has just completed its second year of activity at the University of Pikeville. Overall, the application, committee review, funding, and assessment process has become more streamlined and user-friendly for faculty, students, and administrators. In this section of the report, I will highlight the issues that continue to challenge the E.L. program, changes we have made that have alleviated some of these problems, as well as new concerns that have arisen over the past year.

As Director of the program, I attended the annual conference for the Association for Experiential Education held in Denver, Colorado October 31-November 3, 2013. A gathering of over a thousand experiential education practitioners from higher education, secondary and primary education, and recreational programs attended this five day conference. I found the variety of professionals and theoretical applications of experiential learning practices to be an invaluable resource for my position as director of the program. While I do not have the room here to detail every panel and workshop I attended, I do think it worthwhile to summarize my findings, particularly as they pertain to higher education.

Because of UPIKE’s desire to strengthen our global studies program, both in terms of sending students abroad and recruiting international students to our campus, much of the focus, financially and our manpower, experiential learning program has disproportionately supported efforts to get UPIKE students abroad or at least away from campus. I cannot emphasize enough the value of these efforts. In my first year at UPIKE (2009-2010), fewer than five students traveled abroad; in the last two years, with the financial support of the E.L. budget and the co-development of the global studies program, we have dozens of students traveling abroad either alone or in faculty led trips. To have come this far in such a short period of time is a success that must be recognized and celebrated.

However, as we move forward with our program, we need to be developing and tracking experiences across the curriculum that incorporates experiential pedagogy outside of travel. Indeed, the loudest take-away from my experience at the AAE conference was that of the one hundred or so panels and workshops offered, not one dealt with global travel!
In other words, global studies do not stand in for experiential learning. This is not to say that at a small school with limited resources that these two entities cannot overlap. They certainly can, and I advocate that global studies continue to fall under the umbrella of Experiential Learning at UPIKE. However, based on the theoretical and practical application of experiential learning in educational institutions, it would be in the program’s best interest to encourage a variety of experiential learning activities that do not involve travel, necessarily.

While UPIKE does not have the means or the desire to develop an Equine Assisted Therapy program, for instance, our faculty and student services programs can and do incorporate cooperative education; internship and experience based training; project, problem, inquiry, and service based learning. Many of these activities do not require funding so their implementation, thus far, often goes unknown to the E.L. committee and thus cannot be tracked and assessed. This, in my opinion, is the E.L. program’s greatest weakness at this point. For example, two of our faculty, one from the art program and one from the Spanish program, created an interdisciplinary course that studied Hispanic literature and culture and culminated in the production of a beautiful painted mural on our campus. This style of interdisciplinary, artistic and experience-based learning engages students in a way that we want to be able to track, assess, and publicize. In another example, a composition instructor created a research assignment that asked her students to discover a local issue that has not yet been identified or written about on Wikipedia. And in yet another example, a religion faculty member uses meditative walks in a state park to open discussions regarding world religions. These are excellent examples of inquiry-based learning with real world applications that showcases experiential pedagogy in the classroom in the former example and environmental/adventure based education in the latter.

I presented my findings to the committee, the dean, and a number of interested faculty upon my return and received mixed feedback. While everyone agreed that a variety of teaching strategies can be meaningful and are surely demonstrated in classrooms across the curriculum, a majority of faculty did not see it practical or really the role of the E.L. committee to try to track down and assess all of those activities. As the discussion progressed, it became clear that the committee was clearly breaking into two distinct positions on this issue: one who believed the committee should merely review and fund applications and the other who believed the E.L. program should do what it can to help develop and track all kinds of experiential practices across the campus. As the semester wore on, I must admit that very little was done to track these informal practices in any systematic way. The informal data entry log available to faculty through the website is NOT utilized and will most likely be removed this year. As I stated earlier in this section, I believe the E.L. program’s greatest challenge is finding practical, useful, and systematic way to chart experiential practices on campus.

Budgetary Issues: In this section, I would like to outline any issues related to the funding or our program. According to our QEP document, for year one, we had requested a total operating budget of $63,525. We also allocated money towards a number of specific line items such as postage, printing, work study, etc. At the end of year one, having discussed the issue with the committee previously, the Dean and I looked at these separate line items and determined that the money set aside for them was not necessary and should be
transferred to the student enrichment funds. (We moved roughly $3000.00 from other line items to the student enrichment budget bringing that total from $57,000.00 to $60,000.00.) Our budget for year two for student enrichment totaled $60,000.00, and our total operating budget for the program was $68,910.00. The student enrichment fund was exhausted fairly early on in Spring semester 2014. To be clear, it is not that the committee approved applications for the fall only; the money was in fact about equally divided between fall 2013 and spring 2014 projects. The money ran out in early spring because faculty were so prompt about getting their applications in early, even if they were requesting money for a project in late spring semester. I think we can attribute this to good communication among the E.L. committee and the larger faculty as well as excellent advertising for student activities.

One issue that I believe will need to be addressed in the future is the power of the director and the Dean to make budgetary decisions without the approval of the committee. According to the QEP, the committee and director must vote on how the E.L. budget is spent. However, in reality, the dean has the final approval of all spending. Furthermore, small adjustments and awards are granted having been determined by the dean and the director in private consultation as a matter of necessity and expediency. For example, an application requesting $5000.00 for a faculty led trip to China over the summer of 2014 was approved in the fall of 2013 by the committee. By late April, the trip was clearly not going to make. The faculty leader met with me to explain the trip’s postponement the last week of classes. Meanwhile, our business students had the opportunity to attend a national conference in July. The academic year had ended, and the E.L. budget had $5000.00 that needed to be spent so that the money would not be lost to us at the end of the budget year (July). The dean and I met to discuss directing these funds towards the business students’ project, and the problem was handled smoothly and efficiently. I believe that some kind of amendment needs to be made that will allow this necessary decision making on the part of the dean and the director to be official, particularly since, in practice, the dean is already making these final decisions.

Spring Workshop: In an effort to continue the professional development opportunities to our faculty and staff, I organized a spring faculty workshop for a second year in a row. This workshop was entitled “Striking the Right Balance: Sharing and Constructing Knowledge in the Engaged Classroom.” Here, I presented research on the styles and effectiveness of traditional versus experiential or engaged pedagogies. We discussed the advantages and disadvantages of both styles, we brainstormed examples of each that we practice in our classrooms, and we discussed how these examples fit in with our overall goals to enhance experiential learning on UPIKE’s campus. Finally, I provided participants a worksheet that incorporates Experiential Learning theoretical emphasis on “doing” and “reflecting”, and I showed how I incorporate this specific worksheet in my own classroom. Based on their evaluations (see attached), those in attendance believed the information presented and the discussion to be very helpful. As is often the case, though, very few faculty members were in attendance.

Institutional Support: I am pleased to point out the level of institutional and administrative support for the E.L. program. As I mentioned previously, the birth and growth of UPIKE’s global studies initiative, as well as the launch of the Coleman College of Business in the fall of 2013, have coincided with the advancement of the E.L.
program. This energetic and fruitful collaboration among programs has continued to put Experiential Learning at the forefront of UPIKE’s mission to prepare our region’s young people for a diverse and technological future. Our administration has greatly supported, financially and logistically, study abroad, service to developing or impoverished areas, as well as student participation in national conferences and

6. Educate committee regarding new Global Education program.
KPI: Invite Global Education Director Committee meetings to make program presentation.

Dr. Krob and Diann Whittier work closely with the director of experiential learning in the monthly meetings and more informally through routine meetings and discussions.

VICE PRESIDENT for HEALTH AFFAIRS

Dean’s Office, Kentucky College of Osteopathic Medicine

1. Assure appropriate facilities for delivery of KYCOM curriculum
KPI: Resolve remaining issues with HVAC and IT in Coal Building.

Status: complete. As part of our preparation for the COCA inspection, we have developed plans for additional study space for students and adding needed office space for A-OPTIC in the currently unfinished space within the Coal Building. The plans include both study carrels and individual study rooms. A-OPTIC has been temporarily housed on the sixth floor but is in need of a permanent location. I recommend the Board’s approval of the plans and a resolution to accomplish this has been prepared by Mr. Lange.

2. Assure appropriate faculty for delivery of KYCOM curriculum
KPI: Complete hiring of additional faculty (OMM and FM) per class size increase plan

Status: in progress; 2 new FTE faculty hired in OMM and FM. One open position remains in OMM. We have had one basic science faculty member who resigned at the end of last academic year and a search is underway for a replacement. Two new full-time D.O. faculty have been hired in the Depts. of Family Medicine and Osteopathic Principles and Practices and both began their duties here this summer. We have also hired a Director of Simulation in order to enhance our use of the high fidelity robotic simulators in our H. Clinton Bevins Family Clinical Skills Training and Evaluation Center. This is also important for the further development of our Interprofessional Education collaborations.

Dr. Randy Litman accepted a position with the Philadelphia College of Osteopathic Medicine and is no longer with KYCOM. Josh Crum, D.O., an alumnus of KYCOM, has been appointed as Interim Associate Dean for Clinical Affairs and began his work in this position in July. The Class of 2016 has now started their clinical rotations. This is significant as they are the first class of 135 to begin their core rotations at our off-campus hub sites. We have significantly expanded our clinical training sites in
central/western Kentucky, including a contingent of 20 students at The Medical Center of Bowling Green.

3. Assure appropriate staffing for support of KYCOM curriculum and student and alumni services  
   KPI: Add 1 FTE staff in Student Affairs to start July 1, 2014  
   Status: complete; position approved and included in FY15 budget.

4. Develop interprofessional education opportunities within KYCOM curriculum  
   Lead Objective: Maturation of University  
   KPI: Plan and implement IPE activities with UPIKE nursing program, utilizing CSTEC  
   Status: complete; two IPE exercises completed in FY14. Associate Dean for Academic Affairs, Dr. Steve Harris, along with Meg Sidle and Corinne Bolt presented “A Bigger Sandbox: Preparing Future Health Care Professionals for Interdisciplinary Health Services” at the UBTech Conference in Las Vegas – the session was moderated by Brad Marcum, so UPIKE and KYCOM were well-represented. We completed a successful year of testing using iPads and ExamSoft; the student feedback has been very positive and the use of this methodology continues the technological advances for KYCOM and its students.

   KPI: Expand IPE programming opportunities with outside groups  
   Status: complete; Appalachian College of Pharmacy included in exercises described above.

5. Support maturation of University of Pikeville  
   KPI: Establish University Academic Resource Center  
   Lead Objective: Maturation of University  
   In process: federal grant submitted by UPIKE.

   KPI: Identify and implement further collaborative opportunities among CAS, KYCOM and CCOB faculty and staff, especially unified faculty governance structure  
   Lead Objective: Maturation of University  
   Status: in process; joint faculty committee met throughout FY14 and has issued first draft of joint faculty handbook, including university faculty governance structure.

   KPI: Begin planning for expansion of UPIKE health professions programs  
   Lead Objective: Additional Professional Program Development  
   Status: complete; planning has resulted in establishment of Kentucky College of Optometry and School of Nursing.

5. Advocate for KYCOM at state and federal levels  
   Lead Objective: University advancement  
   KPI: Plan for legislative support for loan payback options for KYCOM grads practicing in KY  
   Status: in process; participated in KY legislature/cabinet sponsored workforce meetings  
   KPI: Obtain HRSA Title VII grant in support of clinical curriculum and/or faculty development
Status: incomplete; no applications submitted in FY14

KPI: Join Appalachian Osteopathic Medical School Research Consortium

Status: complete; consortium of Central Appalachian Colleges of Osteopathic Medicine (CCACOM) established. Dr. Buser is member of governing board and KYCOM faculty are members of faculty planning group.

6. Expand osteopathic graduate medical education (OGME) capacity in Kentucky and region

KPI: Establish two new OGME programs with a minimum of twelve new PGY1 positions

Status: complete. Associate Dean for Graduate Medical Education, Dr. Dana Shaffer and A-OPTIC staff continue to be in various stages of developing new residency programs in several locations. Meridian, Miss., began their first class of family medicine residents on July 1, and is scheduled to take internal medicine residents beginning July 2015. Lake Cumberland Regional Hospital in Somerset, Ky., took their first class of internal medicine residents July 1, and is scheduled to take their first class of family medicine residents July 2015. The Medical Center in Bowling Green has been accredited to start their first class of internal medicine residents July 2015, and they are continuing to explore opportunities for additional residencies. We continue to have conversations and are working with sites in Laurel Miss., Maysville Ky., Ashland Ky., and Hazard, Ky., about the potential for development of new GME opportunities. St. Clair hospital (Morehead) accepted first family medicine OGME residents

7. Maintain COCA accreditation status for KYCOM

KPI: Appoint self-study committee and begin planning for full site survey scheduled for 2015

Status: complete. As part of the maturation of our class size increase, we submitted a progress report to our accredditor, the Commission on Osteopathic College Accreditation (COCA) on July 1. The report covered standards related to finance, facilities and faculty. The progress report will be considered at the next COCA meeting on September 6. I will give a verbal update at the UPIKE Board meeting. Our next full accreditation inspection is set for May 6-8, 2015, and we are in diligent preparation for this important event.

The self-study committee and sub-committees constituted. KYCOM’s next full site survey by the Commission on Osteopathic College Accreditation (COCA) will occur in April of 2015. I have appointed the following individuals to the Self-Study Committee in preparation for the site visit: Co-Chairs, Dr. William Betz and Dr. Meg Sidle. Committee members: Douglas Lange and Drs. Dan Atchley, Mike DeAtley, Linda Dunatov, Steven Harris and Dana Shaffer. Sub-committees were assigned to each of the eight COCA standard domains, each chaired by a member of the Self-Study Committee. All of the KYCOM full-time faculty have been assigned to one or more of these sub-committees, and the list of those assignments is attached. Staff support for each sub-committee has also been assigned.

Academic Affairs
1. Develop and implement a method of instruction and learning strategies designed to achieve KYCOM’s mission and objectives.

KPI: Produce a detailed schedule of lecturer, topic, and location by August 2013.

Progress: This KPI was met. Under the direction of Brad Marcum, KYCOM faculty submitted lecture schedules listing topics, lecturer, and location and these were placed on the Course Management System (CMS).

Challenges: Currently, we are exploring other options for scheduling of classes and tracking of faculty and facilities. It is possible that we can use our new E*Value system to meet our needs.

KPI: Have 100% of KYCOM full-time faculty write objectives for all lectures by May 2014.

Progress: This KPI was met. 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.

Challenges: The associate deans must continue to stress the importance of writing lecture objectives, and then tying those lecture objectives to their exam questions. There continues to be a wide variety of styles for objectives and very little progress has been made in tying these objectives to exam questions.

KPI: Implement curriculum management software throughout curriculum by March 2014.

Progress: This KPI was not met. The office of Academic Affairs worked with the Associate Dean for Clinical Sciences to implement the E-Value curriculum management system for the third and fourth year KYCOM curriculum. This system will allow better management of the four-year curriculum at KYCOM. Implementation of this system took longer than expected and wasn’t completed until January 2014 for the class of 2015. It was decided to not implement the system for the last 4 months of clinical rotations for the class of 2014. Because of the length of time to implement for clinical rotations, there was not enough time to incorporate components of E-Value into the year one and two curriculum.

Challenges: There are still a few components of the clinical rotation curriculum that have not been incorporated into E-Value so those will be priorities for this fall. The initial steps for incorporation into the first two years are to use the system for the OPC I-IV and possibly for POM and CAOM courses. These courses involve more practical application-based principles and have a patient-based assessment component.

2. Have sufficient and appropriate classroom facilities, equipment, and resources for the program of instruction that enable students and faculty to successfully pursue KYCOM’s educational goals and curriculum.

KPI: Conduct a survey of student and faculty satisfaction with classroom facilities by June 2014.

Progress: This KPI was not specifically met because a survey was not distributed, but there was general overall satisfaction among students and faculty that the classrooms meet the educational needs of KYCOM. The redesigned classrooms proved adequate in size and capability. Students were comfortable in the rooms and faculty were able to use various pedagogical methods during lecture. One difficulty encountered during the year
was issues controlling the classroom temperature. This was mainly a problem in the first year lecture hall, but occasionally in the second year room.

Challenges: There are only 141 seats in the first year lecture hall which is one of the main limitations on class size. At full capacity, students are appropriately accommodated in this classroom but the size does not allow for visitors (students or faculty) to be seated in the room. This is not a problem for the second year classroom where there are 167 seats.

KPI: Conduct a survey of student satisfaction with the lecture capture system as a learning tool by June 2014.

Progress: This KPI was not specifically met because a survey was not distributed, but there was general overall satisfaction among students and faculty that the lecture capture system was an effective tool. The graph below shows the number of views per month and cumulatively for the 2013-2014 academic year, and includes both first and second year students. All courses utilized the lecture capture system to some extent and most used it for every lecture in their respective courses. Only one full-time faculty member (also Course Director for four courses) refused to use the lecture capture system, and discouraged its use by other faculty in those courses.

Challenges: There was a definite impact of the lecture capture system on class attendance which was reduced, dramatically in some cases. Informal surveys of students who attended class regularly revealed that those students still routinely used lecture capture in their studies. For those who did not attend they counted on lecture capture for content review in most cases. Based on its impact on attendance faculty views on the value of lecture capture are mixed. Issues to be discussed at the upcoming annual Faculty Retreat include whether or not the use of the lecture capture system should be mandatory for faculty, and whether the use of lecture capture should be spelled out in each course syllabus.

3. Develop and implement an ongoing faculty development program that is in keeping with the KYCOM mission and objectives.

KPI: Develop, along with the Director of Faculty Development, a plan for implementing faculty development for full-time and adjunct teaching faculty and for preceptors at affiliated clinical sites by August 2013.

Progress: This KPI was met. Dr. Scales has held numerous meetings with the ADAA to discuss faculty development programs for the entire KYCOM faculty. Meetings were also held with Dr. Betz and Dr. Litman to discuss the involvement of our adjunct clinical faculty and preceptors in the offerings.

Challenges: The biggest challenge moving forward with the faculty development offerings will be faculty participation. This is true even for the KYCOM full-time faculty because numerous individuals have made either none or one of the four development offerings this past spring. Selecting appropriate times and venues where adjunct clinical faculty will participate are crucial to success. Similar, selecting locations and offering incentives for clinical core site coordinators will likely determine their level of participation.
KPI: Offer six faculty development opportunities for full-time faculty that address faculty responsibilities by May 2014.

Progress: This KPI was met. Dr. Scales coordinated the following programs for full-time faculty from August 2013 – April 2014: 1) “Feedback from graduating students” presented by Dr. Steven Harris, 2) “Academic freedom” moderated by Dr. Renay Scales, 3) How other schools use item analysis” presented by Dr. Dan Atchley, 4) What did you want to know about GME but were afraid to ask” presented by Dr. Dana Shaffer, 5) “Turning point demonstration” presented by Dr. Wayne Gearheart, 6) “OMT for non-D.O.s” presented by Dr. Laura Griffin, and 7) “Comprehensive use of the lecture capture system” presented by Ms. Cathy Derry and Mrs. Mechella Varney.

Challenges: The biggest challenge moving forward with the faculty development offerings will be faculty participation and accountability. If the associate deans who serve as supervisors hold their faculty accountable for participation then we will have a successful program. There are currently no incentives for faculty to attend, other than it is a faculty expectation which hasn’t been a strong motivator. Since there are no consequences for those who don’t attend we still have faculty who have not been to a single offering all year.

KPI: Conduct a new faculty orientation program that occurs over the first year of employment for KYCOM faculty and involves three sessions.

Progress: This KPI was not met. Dr. Scales coordinated one new faculty session: 1) History and overview” presented by Dr. Steven Harris. A second session involving the Dean’s vision and national agenda was cancelled because not enough of the new faculty could attend the session.

Challenges: Faculty attendance and availability was an issue this year. Two of our new faculty were not on campus as often as expected, and a third had clinical responsibilities which seemed to limit his availability for sessions.

KPI: Conduct a formal needs assessment with adjuncts and preceptors by July 2014.

Progress: This KPI was not met. Informal data was collected from faculty but no formal survey was done on specific needs. The offerings presented this year reflected the diverse roles that faculty have and these roles will continue to be the focus for future faculty development programs. A specific needs assessment will be done to ensure that all targeted areas of interest are being addressed.

Challenges: The major challenge is finding a way to effectively engage the faculty to give feedback on their needs. Another challenge was getting an accurate list of preceptors from the Clinical Sciences office.

KPI: Hold one meeting with regional medical directors or core site coordinators designed to improve preceptor performance by June 2014.

Progress: This KPI was not met. Several meetings were held with the Associate Dean for Clinical Sciences about a preceptor-related event, but we were unable to coordinate a program.

Challenges: The challenge for this year was getting support from the Clinical Sciences office for holding an event. Support from this office is needed in order for this type of program to be successful.
KPI: Hold one meeting with adjunct teaching faculty designed to improve teaching performance by June 2014.

*Progress:* This KPI was met. Dr. Scales coordinated “Examination procedures, questions, and objectives,” which included a presentation involving Drs. Betz and Harris and Mrs. Mechella Varney.

*Challenges:* The biggest challenge moving forward with the faculty development offerings will be faculty participation.

4. Develop and maintain an ongoing process for pursuing federal or private grant opportunities

KPI: Prioritize funding opportunities for the academic year by September 2013.

*Progress:* This KPI was met. In meetings with the Dean, the Office of Academic Affairs defined and prioritized funding opportunities for the year. The primary funding priority continues to be supporting Faculty Development opportunities at KYCOM.

*Challenges:* It is expected that the funding priorities will remain the same for the upcoming year.

KPI: Apply for two federal or private grants in priority areas by June 2014.

*Progress:* This KPI was not met. Despite continual review for possible funding opportunities the Office of Academic Affairs did not apply for any grants this year.

*Challenges:* The challenge is finding funding opportunities that align with our institutional needs, as opposed to simply applying for grants because there is money available.

KPI: Receive one federal or private grant in a priority area by June 2014.

*Progress:* This KPI was not met. Despite continual review for possible funding opportunities the Office of Academic Affairs did not apply for any grants this year.

*Challenges:* The challenge is finding funding opportunities that align with our institutional needs, as opposed to simply applying for grants because there is money available.

5. Develop and maintain a question bank for KYCOM integrated exams.

KPI: Catalog all current exam questions by writer, discipline, subtopic, and performance by June 2014.

*Progress:* This KPI was met. Utilizing Exam Soft, the KYCOM Academic Affairs staff entered all exam question information into the testing system. This allows faculty to search for topic, subtopic, and key words for any questions they have written. The system also allows for better review of exam performance (comparison of one question writer to another) as well as identification of specific areas (topics, subtopics) where students are struggling.

*Challenges:* Having faculty catalog questions in a timely manner and with some level of consistency are the keys to making the system work effectively. We made excellent progress this year.

KPI: Utilize results from exam question performance by item writer as part of the faculty development program by June 2014.
Progress: This KPI was not met. This was due to the newness of using Exam Soft as a repository for question bank information and working with a number of new faculty. It is expected that exam question performance can and will be utilized in the coming year for faculty development.

Challenges: This KPI remains an important goal and will be incorporated into the plans for the upcoming academic year.

KPI: Implement computer-based or iPad-based testing for both first and second-year students by September of 2013.

Progress: This KPI was met. Exam Soft was used for administration of all first year exams and even for a few quizzes. Very few problems were encountered using this system and all students tested using their iPads. This format proved to be very successful and had numerous advantages over using laptops for testing. Of note, UP-KYCOM was one of a limited number of institutions in the country to utilize iPads for Exam Soft testing this year.

Challenges: IT and KYCOM support are critical to the success of our testing process. We needed numerous staff on hand for each exam administration.

6. Develop a strategy for creating an Academic Resource Center (ARC) at the University of Pikeville.

Lead Objective: Maturation of University

KPI: Decide on resources, space, and staffing needed for ARC by December 2013.

Progress: This KPI was not met. Despite forming an ad hoc committee consisting of Drs. Linda Dunatov, Steven Harris, and Tom Hess whose goal was to determine institutional needs in the areas of student counseling, advising, and career planning, the University administration proceeded independently to make decisions regarding these areas.

Challenges: The challenge is that input was not solicited from the ad hoc committee concerning student counseling, advising, and career planning. It should be discussed whether or not this KPI should remain as a priority for the ADAA.

KPI: Improve pass rates of KYCOM students on COMLEX Level-1 and Level-2CE by a minimum of three rankings compared to national pass rates by June 2014.

Progress: This KPI was not met. From May 2011 – April 2012 the COMLEX Level 1 pass rate for KYCOM was 87.84% which ranked us 23rd out of 28 osteopathic schools. From May 2012 – April 2013 the COMLEX Level 1 pass rate for KYCOM was 83.56% which ranked us 25th out of 29 osteopathic schools. From May 2011 – April 2012 the COMLEX Level 2CE pass rate for KYCOM was 69.70% which ranked us 28th out of 28 osteopathic schools. From May 2012 – April 2013 the COMLEX Level 2CE pass rate for KYCOM was 76.62% which ranked us 27th out of 28 osteopathic schools.

Challenges: Dr. Harris devised a plan for COMLEX Level 1. This plan included a six-month preparation calendar and suggestion on how to best utilize available resources. The plan also includes the administration of COMSAE Phase I Form D and post-test counseling on best strategies for success. No formal plan was developed for COMLEX Level 2 CE, though strategies were discussed through e-mail communication with 3rd
students. These students were required to take COMSAE Phase 2 Form D prior to their exam. The implementation of COMAT end-of-service exams as part of the grading for clinical rotations also improves accountability in preparation for Level 2 CE.

**Basic Science**

1. Ensure that there are sufficient and appropriately trained faculty, supplemented by part time and adjunct faculty, to meet KYCOM’s mission and objectives.

   **KPI:** Maintain the required number of faculty / replace vacancies in the basic science faculty within by the next academic year.

   *Added two neuroscientists, lost one after the academic year. An international search is proceeding to replace Dr. Miller.*

   **KPI:** Promote continuing education for basic science faculty in their respective specialties.

   *9 out of 14 (64%) basic science faculty attended educational meetings*

   **KPI:** Promote communications by holding monthly meetings with the basic science faculty.

   *Six meetings were held with an average of 90% attendance*

   **KPI:** Maintain Gross anatomy lab facilities.

   *One upgrade was performed to enhance natural lighting. Anatomy faculty rate lab facilities at 100%*

2. Retain distinguished faculty who are dedicated to meeting the individual needs of students, promoting a caring and supportive environment conducive to learning, and meeting the needs of an evolving University.

   **KPI:** Increase basic science scores on COMLEX 1 to be at least at 7% of the national average.

   *Basic Science average was 6.29% below the national average. This KPI has been met.*

   **KPI:** At least two basic science courses will be above national average on COMLEX 1.

   *Microbiology was above national average. This KPI has not been met.*

   **KPI:** Basic Science professors will rate at least 3.00 on a 4.00 scale on teaching effectiveness on student evaluations.

   *We had 3 out of 14 that did not meet the 3.00 criteria. This KPI has not been met.*

   **KPI:** Achieve 80% attendance at Faculty Development Programs

   *We had 71% attendance at FDPS. This KPI has not been met.*

   **KPI:** Achieve 75% attendance per basic science faculty member at perspective student interview sessions.

   *We had 93% attendance for interview sessions. This KPI has been met.*

3. Make contributions to the advancement of knowledge and the development of osteopathic medicine through scientific research.

   **KPI:** Continue to ask for financial support for internal grants and lab supplies.

   *UPIKE-KYCOM supports research with a budget of $50,000 dollars. This KPI has been met.*
KPI: At least 80% of faculty doing research will present KYCOM research at professional conferences.

We had four basic science faculty doing research, two of which presented at national meetings a 50% success rate. This KPI has not been met.

KPI: Maintain the equipment used in the research lab at quality condition.

Item line budget entity in KYCOM research budget appointed yearly. This KPI has been met

KPI: At least two basic science faculty members will apply for external funding.

We had one basic science faculty member to apply for an external grant-NIH R15 by Dr. Park. It was not funded. This KPI was not met.

Clinical Science

1. Provide instruction at rotation sites to develop better means to achieve objectives of 3rd yr. clinical curriculum.

KPI: Continue KYCOM visibility and familiarity at core rotation sites, i.e. get our name out there, by personal visits to a minimum of half of our established facilities at least once every two years, and participation in faculty development conferences.

Lead Objective: University advancement

Visited 19 hospital sites, and successfully created one of two attempted new rotation sites for 2014-15. Seven COMAT discipline examinations were launched at 18 sites for a total of approximately 450 delivered tests. At three sites, lectures were delivered by me within the areas of Pulmonary Medicine, and Osteopathic Principles & Practices.

KPI: Provide support to adjunct faculty members during rotation site visits, aimed to review course descriptions and stated objectives, field concerns, and provide prompt follow-up to any communications.


KPI: Support the regional hubsites with the management of KYCOM students by routine contact with all rotation site coordinators, i.e. regular visits, maintenance of regular telephone and e-mail communication, and prompt response to any communicated inquiries.

100% same day replies to all coordinators, hospital administrators, regional medical directors and students.

KPI: Encourage better understanding of concepts introduced during the pre-clinical years by site visits with students, prompt communications with students (including COMAT score reports), prompt return of all submitted case presentations, and on-line journal club discussions.

Returned score reports to students routinely. Prepared comparative reports for internal use. 90% first-time pass rate of Level 2CE for Class of 2014 (nat’l avg. 92%). 84% first-time pass rate for Level 2PE for Class of 2014 (nat. avg. 94%).

KPI: Communicate all student concerns with the KYCOM staff within 3 days of receiving communication from a student, as measured by graduating class student surveys.
4th yr. student feedback forum acknowledged rapid response from Clinical Science Dept. Director of Clinical Rotations received several notes from graduating seniors that expressed gratitude for her diligent work.

KPI : Implement the clinical clerkship training curricula to achieve the KYCOM mission and objectives.

The majority of graduates entered primary care disciplines in 2014. First time success on COMLEX Level 2PE. First time COMLEX Level 2CE pass rates. (13% improvement (Class of 2014) from the Class of 2013). First time success for match into OGME Residency Positions is still unknown. Class of 2015 to meet during summer 2014 to take “The Clinical Capstone Course” which includes a simulated standardized patient examination program, and a practice COMSAE exam which correlates to the COMLEX Level 2CE exam. (Yet to be determined for Class of 2015 outcomes).

KPI : Develop better approaches to student literacy by reviewing a sample of each student’s progress notes during visits to selected rotation sites in 2013-2014.

Class of 2015 to submit one written case presentations and one oral case presentation per year for review and personal feedback. Success as measured by COMLEX Level 2PE first attempt pass rate is yet to be determined. Average grades on written presentations: Several were returned for re-submittal (Less than Class of 2014); Lowest passing score = 70; Most grades in 85 range: Only one 100% given in over 70 submittals. OSCE progress notes not available for inspection. Results on Journal Club Quizzes – Only one failure during 2013-14. Reading Log entries, i.e. quantity and reputation of publication choices - Big Failure; our students read minimally – used UPtoDate as a sole source often.

KPI : Explore the efficacy of the currently used COMAT examinations in Family Medicine, Internal Medicine, Women's Health, Pediatrics, Surgery, Osteopathic Principles & Practices and Psychiatry, released by NBOME, to demonstrate mastery of core competencies.

Student scores developed with national reference points. Majority of Class of 2015 near National Mean – 1/3 of Class remain 2 SD’s below national mean.

KPI : Assess clinical knowledge, and evaluate efficacy of 3rd year core curriculum and regional training patterns with use of the “End of Service” exam, The Comprehensive Osteopathic Medical Achievement Test (COMAT), purchased from NBOME.

Patterns of individual results in comparison to pre-clinical performance data: Good test takers as adjudged by yrs. 1 & 2 block exams and COMLEX Level 1, continued to score best on COMAT – across all disciplines. COMLEX Level 1 results 12 students - (Class of 2014) took Level 1, two or more times; similar result for Class of 2015. Class Rank No correlation

KPI : Promote scholarly activity with on-line journal club meetings facilitated by “Prescriber’s Letter” and KYCOM faculty. The programs will be informal, meet monthly, and composed of small groups of both third and fourth year KYCOM osteopathic medical students. The program will convene twelve sessions per year. Each student will be required to attend one session per year, and may attend all electively.

Attendance Records for convened sessions –85 % attendance – assigned date only. Reading Log entries Class of 2014 & 2015 not readers! UptoDate most often used
reading source. Participation in national student programs, e.g. attendance at OMED, ACOFP, AAO Convocation. Most national meetings attended by yr. 1 & 2 students. There was no participation in research activities.

KPI: Encourage KYCOM participation in health fairs to acclimatize students to the medical needs of Appalachia, and familiarize the community with its osteopathic neighbor.


KPI: Development of Regional Hubsites – Explore potential clinical core site opportunities during 2013-14, and continue to develop existent new sites.

Lake Cumberland Regional Hospital, Somerset, KY – New hubsite for Class of 2015; Increased capacity for 2014-15. Lakeway Regional Hospital, Morristown, TN – Reduced capacity for 2 students. Purchase Area Hospital Partners (within 13 county region) – Class of 2015 chose not to be assigned there. Concerns about residency a factor (no programs in regional hospitals). During 2013-14, multiple visits to region, and public announcement about Somerset site has stimulated interest. Four members of the Class of 2016 have chosen Purchase for 2014-15. Owensboro Medical Health System, Owensboro, KY – Increased capacity to six students. Still have influences from Indiana Univ. and Univ. of Louisville. St. Joseph’s Hospital, Mt. Sterling, KY – No change. Kings Daughters Hospital, Ashland, KY – Have been resistant to KYCOM efforts and communications, however, with visits by NE AHEC and A-OPTIC, recently, have issued an affiliation agreement for the 2014-15 academic year. Taylor Regional Medical Center, Campbellsville, KY Staffing problems. No participation for 2014-15. Hardin Memorial Hospital, Elizabethtown, KY – During November 2012 they agreed to take six students; in February 2013 they reneged and reduced availability to two! Hardin repeated the same behavior for 2014-15. Adena Medical Center, Chillicothe, OH – Took eight for 2014-15, with hopes for increases in the future. Site limited by psychiatry opportunities, and places for student residence.

KPI: Collaborate with the regional Osteopathic Postgraduate Training Institute and the Associate Dean for Osteopathic Graduate Medical Education, to increase regional student capacity by the development of new primary care residency training programs, as measured by increased OGME positions for KYCOM graduates.

Meadowview Hospital, Maysville, KY – No progress. Twelve County Purchase Area KY Consortium with the three KY Medical Schools – Discussions continue, but No Progress. They have viewed other sites, however, no commitment. Taylor Regional Medical Center, Campbellsville, KY – No Progress. Medical Center of Bowling Green – new residency program in 2015. Lake Cumberland Regional Hospital – new program Summer 2014.

KPI: Faculty and Staff Development at Current Clinical Rotation Sites, as measured by increased student capacity and adjunct faculty recruitment, responses on the KYCOM Student Assessment Form and the KYCOM Rotation Site Evaluation Form. Targets include: Hardin
Memorial Hospital, Elizabethtown, KY, Magnolia Regional Hospital, Corinth, MS, and Twin Lakes Regional Hospital, Leitchfield, KY.

*Educate hospitals on efficient methods to manage students – address staff meetings –*  
*Had four such meetings this year. Educate new preceptors on teaching approaches – The Preceptor Manual – Had three site visits with direct discussions about teaching and scheduling approaches for undergraduate clinical education. Continue to recruit physicians in disciplines of surgery, women’s health, family medicine and pediatrics. – Only growth in new sites, e.g. Lake Cumberland, Medical Center, Morehead, etc.*

**KPI:** Target rotation sites with growth potential: provide support, and organization in preparation for the greater student capacity needs for academic year 2014-15, as measured by increased hubsite student capacity. Meet with program directors in the field to assess organizational needs and budgetary support from KYCOM.

*Taylor Regional Hospital, Campbellsville, KY – CEO willing; staff limitations. Twelve County Purchase Area KY Consortium of Hospitals – Talks continue.*

**KPI:** Explore potential for rotation sites in regions of healthcare partners (Pharmacy and Optometry), as measured by establishment of sites in Grundy, VA, Whitesburg, KY, Wheelwright, KY, Jenkins, KY, and Elkhorn City, KY. Limitations include regional hospital capacity.

**Osteopathic Clinical Education**

1. Provide each medical student with the professional skills in medical education necessary to improve health care in the Appalachian region.  
**KPI:** Monitor student passing scores and its comparison to national norm data for all students taking COMLEX Level 1-CE for 2011, 2012, 2013 rolling 3-year average and 5-year average.

*Reviewed charts that denote the KYCOM Level 1 performance and the comparison of national performance on a 3-year basis. A moving average trend line was been added to even out the fluctuations in data to show a more effective pattern or trend more clearly. Another chart displayed the 5-year performance on COMLEX Level 1 and comparisons with national data, while a third chart presented the 3-year COMLEX Level 1 Behavioral Science scores with national comparison. A moving average trend line was added to even out the fluctuations in data to show a more effective pattern or trend more clearly.*

**KPI:** Monitor student pass scores, including graphic representation, and its comparison to national norm data for all students taking COMLEX Level 2-CE for 2011, 2012, 2013 rolling 3-year and 5-year average.

*Reviewed charts that represent KYCOM performance on COMLEX Level 2CE 3-year rolling average using a moving average trend line. A moving average trend line was added to even out the fluctuations in data to show a more effective pattern or trend more clearly. As the graph demonstrates KYCOM performance continues to show a negative slope. However there appears to show a stabilization of the scores over the past three years. When compared to the national averages/trending, KYCOM is lower than national data.*
Another chart displayed the 5-year rolling average using a moving average trend line, noting a continuing negative slope; however the slope is less than the 3-year rolling average, indicating that there is a small stabilization over the past 5 years in the scores. When compared to national data, KYCOM continues to have board scores lower than the national average. A moving average trend line was added to even out the fluctuations in data to show a more effective pattern or trend more clearly.

It is important to note that KYCOM’s mission is considerably different than the national colleges of osteopathic medicine. KYCOM continues to recruit from areas of extreme need, including rural America and the Appalachian region. The Key Performance Indicator is a continual monitor of overall performance of COMLEX Level 2-CE when compared with national performance data. We will continue this metric and monitor the overall performance of KYCOM on COMLEX Level 2-CE.

KPI: Improve first time pass rate for all students taking COMLEX Level 2-CE to 90% for a 3-year period ending for 2011, 2012, 2013.

Reviewed charts that represent the first time pass rate of COMLEX Level 2-CE on a 3-year rolling average using a moving average trend line. A moving average trend line was added to even out the fluctuations in data to show a more effective pattern or trend more clearly. The graph demonstrated a slight improvement in the performance; however, KYCOM data continues to demonstrate a lower first time pass rate when compared to national data and trends.

Another chart displayed the KYCOM COMLEX Level 2-CE first time pass rates over a 5-year rolling average. A moving average trend line was added to even out the fluctuations in data to show a more effective pattern or trend more clearly. The rolling average trend line represents a flattening effect consistent with some stabilization of previous trends; however, KYCOM data continues to demonstrate lower first time pass rates when compared to national performance data.

KYCOM has instituted processes where students will not be allowed to sit for COMLEX Level 2-CE until they have effectively taken and passed a NBOME Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE). Students with scores below 400 will not have demonstrated an adequate preparation to sit for COMLEX Level 2-CE and will be required to be withdrawn from their clinical rotations. Those students will be placed on an independent study program, re-evaluated, and will not be allowed to sit for COMLEX Level 2-CE or be allowed to return to their clinical rotations until they have demonstrated an adequate preparation.

It is important to note that KYCOM’s mission is considerably different than the national colleges of osteopathic medicine. KYCOM continues to recruit from areas of extreme need, including rural America and the Appalachian region. The Key Performance Indicator is not met as we have not met the 90% first time pass rate. We will continue this metric and monitor the progress.

KPI: As an initial metric, review Physician Skills scores (e.g. Health Promotion and Disease Prevention, History & Physicals, Diagnosis Tech, Management, Science, and Health Care) and its comparison to national norm data for all students taking COMLEX Level 2-CE for 2011, 2012, and 2013 rolling 3-year average.
KPI: Obtain passing scores, including graph representation, with comparison national rates of COMLEX Level 2-CE for all reported clinical disciplines for a 3-year period ending for 2011, 2012, 2013.

KPI: Improve first time pass rate of COMLEX Level 2-PE to 95% for a 3-year period ending for 2011, 2012, 2013.

2. Maintain a community of high-quality clinical faculty who are dedicated to meeting the individual needs of students and who promote a caring and supportive environment conducive to learning.

KPI: Working in collaboration with the associate dean for academic affairs and the director for faculty development, continue to yearly faculty development programs for first and second year didactic clinical faculty programs by December of each academic year with a target of 50% attendance/participation.

The director for faculty development under the direction of the associate dean for academic affairs continues to collaborate with the clinical science division in the development of yearly faculty development programs. This last year’s program was in Whitesburg, KY. The attendance was very sparse; however, there is a continued need for this interaction with the clinical faculty. While the target was not met, there is a need to continue the development of this faculty interaction. The KPI was not met; however, it will be continued to be monitored on a regular basis.

KPI: By January 2014, identify all second year core clinical rotations within the Osteopathic Primary Care (OPC) III & IV courses.

The clinical experience within the Osteopathic Primary Care (OPC) III & IV has been adjusted to meet the increasing class size as well as the increasing demand by students to have a greater ability to select areas and/or specialties of future interest. The clinical experience has two mandated clinical rotations within the regional area of eastern Kentucky. The student is allowed to have three elective clinical rotations which would be open to student selection of specialty and location. The location may or may not include the regional area. All elective rotations are to be credentialed by the KYCOM Director of Clinical Rotations. The KPI has been met; however, it will be continued to be monitored on a regular basis.

KPI: Identify at least one additional clinical faculty member (adjunct) to be utilized in OPC laboratory activities, including OSCE’s and Human Models.

KYCOM has contracted with two recent graduates of Family Medicine/Neuromuscular Medicine residency programs at Pikeville Medical Center. Both are dually board certified within their respective specialties. Both clinical faculty members will be integrated into the OPC clinical curriculum as well as the OPP clinical curriculum. This KPI has been met.

KPI: Identify one additional full-time clinical faculty to be recruited for the class expansion and to meet accreditation requirements.

KYCOM has contracted with two recent graduates of Family Medicine/Neuromuscular Medicine residency programs at Pikeville Medical Center. Both are dually board certified within their respective specialties. Both clinical faculty members will be
integrated into the OPC clinical curriculum as well as the OPP clinical curriculum. This KPI has been met.

KPI: By January 2014, review the needs assessment and a budget of the Clinical Skills Training and Evaluation Center (CSTEC) regarding standardized patient, human model and patient simulation programs.

*Budgetary needs assessments are on an ongoing basis. Clinical faculty meet on an ongoing basis within the Clinical Science Committee to discuss departmental needs to meet the curriculum requirements. This KPI has been met and will be eliminated as this is an ongoing process within the departments of Family Medicine and Osteopathic Principles and Practice (OPP).*

KPI: Develop an inter-professional educational (IPE) program which will include KYCOM, UPIKE division of nursing, UPIKE division of social work, and the Appalachian College of Pharmacy.

*KYCOM continues to work in a collaborative basis in the development of curricular changes to enhance the inter-professional educational experience. The IPE collaboration is with the UPIKE division of nursing, UPIKE division of social work, the Appalachian College of Pharmacy (ACP), and KYCOM. The program has developed two encounters in a cohort basis for the academic year 2014-2015 with students of the collaboration. At one experience, students will meet on the ACP campus (Fall 4014) and the other experience will be on the UPIKE campus (Spring 2015). Each activity will entail interactions and discussions on role responsibilities utilizing clinical scenarios. This KPI has been met; however, it will be continued to be monitored as the development of additional opportunities with the newly established UPIKE College of Optometry will be available.*

3. Provide 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.

KPI: Monitor student passing scores, including graphic representation, in osteopathic principles and practice (OPP) and its comparison to national norm data for all students taking COMLEX Level 1-CE for 2011, 2012, 2013 rolling 3-year average and 5-year average.

KPI: Monitor student passing scores, including graphic representation, in osteopathic principles and practice (OPP) and its comparison to national norm data for all students taking COMLEX Level 2-CE for 2011, 2012, 2013 rolling 3-year average and 5-year average.

KPI: By January 2014 review the needs assessment and budget for the Department of Osteopathic Principles and Practice within the Coal Building. This will include budgets for equipment needs, personnel needs (Fellows, Teaching Assistants, external faculty), as well as standardized patient, human model, and patient simulation programs.

*Budgetary needs assessments are on an ongoing basis. The Clinical faculty meets on an ongoing basis within the Clinical Science Committee to discuss departmental needs to meet the curriculum requirements. This KPI has been met and will be eliminated as this is an ongoing process within the departments of Family Medicine and Osteopathic Principles and Practice (OPP).*
KPI: Recruit one Neuromuscular Medicine (NMM) board-certified physician or ACOFP board-certified Family Physician with additional training/expertise in neuromuscular medicine to participate in the clinical medical curriculum within the Department of Osteopathic Principles and Practice, and other courses as required by the dean, to begin by July 1, 2014.

KYCOM has contracted with two recent graduates of Family Medicine/Neuromuscular Medicine residency programs at Pikeville Medical Center. Both are dually board certified within their respective specialties. Both clinical faculty members will be integrated into the OPC clinical curriculum as well as the OPP clinical curriculum. This KPI has been met; however, there is still a need for one additional clinical faculty to meet the need of the loss of one active OPP active faculty.

KPI: Identify one additional part-time (adjunct) clinical faculty to be utilized in laboratory education in Osteopathic Principles and Practice, including OSCE’s.

KYCOM continues to recruit for competent osteopathic clinical faculty with an expertise in osteopathic manipulative medicine. This KPI is not met and is to be continued.

KPI: Identify additional full-time clinical faculty to be recruited for future class expansion accreditation requirements.

KYCOM continues to recruit for competent osteopathic clinical faculty with an expertise in osteopathic manipulative medicine. This KPI is not met and is to be continued.

4. The KYCOM OMT Clinic has served as a free community resource since 2005. The clinic functions to assist local physicians with the treatment of their patients, to survey patients for previously undiagnosed health issues, to serve as an alternate site for family medicine resident training, and to acquaint osteopathic medical students to the medical problems within Appalachia. The OMT clinic additionally serves as a clinical training center for undergraduate medical students at all levels.

Lead Objective: Strengthen community partnerships

KPI: Monitor the monthly patient census with an annual report to be submitted to the Dean, KYCOM.

An annual report of patient appointments frequencies consisting of charts by appointment type, appointment completion, patient status, and patient type were reviewed. This KPI is met; however, it will continue to be evaluated.

KPI: Develop and a patient satisfaction survey as it relates to the timeliness, access, diversity of diagnosis, and quality of care of the community patient. A summary of the survey will be submitted to the Dean, KYCOM annually.

The OPP Clinic continues to develop a metric to evaluate the diversity of diagnosis and quality of care of the community patient. This KPI is not completely met and will be continued.

KPI: Develop a monitoring mechanism within the OMT clinic to enhance awareness of key Appalachian pathologic conditions such as tobacco abuse, diabetes, obesity, and/or hypertension.

This KPI has not been evaluated and is not met.
5. KYCOM must have available sufficient and appropriate facilities, equipment, and resources for program instruction that enable students and faculty to successfully pursue the educational outcomes and curriculum.

KPI: With the collaboration of the associate dean for academic affairs and the associate dean for basic sciences, a survey will be provided to faculty, appropriate staff, and students regarding the adequacy of the facilities specific to the clinical curriculum. This would include the Bevins Family Clinical Skills Training and Evaluation Center (CSTEC – 4th Floor Coal Building) and the Osteopathic Principles and Practice Lab (9th Floor Coal Building). The survey will include satisfaction of facilities as well as input for needs to enhance the educational outcomes.

The associate dean for academic affairs, the associate dean for basis sciences and the associate dean for clinical sciences has met with respective faculty regarding the adequacy of the existing facility. KYCOM has within its process the Facilities Committee which is a subset of the Faculty Congress which meets to discuss the adequacy of the facility. This KPI has been and is an ongoing function of the Facilities Committee as a subset of the Faculty Congress. It will not be continued as a part of the KPI’s associated with Osteopathic Clinical Education.

KPI: Under the input from the Clinical Science Committee, a yearly needs assessment will be obtained regarding the facilities and equipment.

The Clinical Science Committee meets on a regular basis to discuss the activities and needs of the clinical science aspect of the curriculum. Discussions are on a continual basis regarding a needs assessment regarding facilities and equipment. This KPI is met and will continue on an ongoing basis.

KPI: On a yearly basis, a review of the resources will be obtained.

On a regular basis, meetings of the Dean’s Administrative Council (DAC), which includes the dean and all the associate dean’s, occur to discuss the needs and resources available to meet the curriculum. On an annual basis, the dean holds a retreat to further discuss the needs of facilities, faculty, and students. This KPI is met and will continue on an ongoing basis.

Graduate Medical Education

1. Increase Osteopathic GME slots for KYCOM graduates.
KPI: Maintain 90% of the current A-OPTIC programs
KPI: Maintain 90% of the current A-OPTIC GME slots
KPI: Identify and grow the number of A-OPTIC programs by two each academic year
KPI: Increase the number of A-OPTIC GME slots by twenty each academic year (existing, new, or dual programs)
KPI: Develop an OGME adequacy model for KYCOM by December 2013

Over all, I am pleased with the achievements over this past year and will outline what has been achieved in the area of GME. This activity has been attained with the assistance of the A-OPTIC staff, Jackie Bowling, the attendings and residents at the Pikeville Family Medicine Residency program, and most of all the KYCOM students.
Although we have been given notice that our other A-OPTIC Academic Partner (William Carey University) will be leaving the OPTI this next year, we have had no attrition of any residency slots or programs. As of today, even the Wm Carey sponsored residency programs have not indicated any desire to leave A-OPTIC next year. With the physical locality of several of our programs to other colleges of osteopathic medicine, the threat of losing programs remains very real. Metric of maintaining 90% of programs and slots, both achieved.

We did bring on one brand new program (Bowling Green) which has already been accredited for an internal medicine residency next summer. They are also interested in bringing on other programs the following year. In addition, since accreditation of EC Health Net and Lake Cumberland Regional Medical Center early this past year, we have been working to help them set up their programs and both have taken their first class of residents in the class that just started July 1 of this year.

As of this date, we have identified and are working with potential new programs in Hazard, Ashland, and Laurel MS. These are active conversations, not to mention the several other locations that we have made initial contacts but no substantial activity, so far.

While we have the overall goal of creating enough GME slots for every one of our KYCOM graduates, a formal adequacy model has not been created as of this time.

2. Maintain relationships with professional and governmental organizations.

   Lead Objective: University advancement

   KPI: Serve on AOA and ACOFP Committees, Taskforces, etc. as assigned
   KPI: Attend meetings of COPT, PTRC, COPTI, etc. to represent KYCOM interests
   KPI: Serve on at least two NBOME Board of Directors, committees, or taskforces
   KPI: Serve on at least one additional State / National committee or taskforce to represent UPIKE and KYCOM, as assigned or requested

   Every KPI in this goal has been achieved this past year. I continue to be involved in many professional and governmental organizations. Specifically, I have attended one PTRC and COPTI meeting, and scheduled to attend a second meeting the end of this month in Chicago. I have been elected to the NBOME Sec/Treas position, and have been appointed Chair of the Finance Committee this year. This past spring I was elected to the Board of AODME as a regional representative, and was elected to the KOMA Board at their recent annual meeting.

3. Provide assistance to KYCOM students in the career planning and residency application process.

   KPI: In cooperation with other Associate Deans and staff, provide lectures and seminars for students- at least 2 per year
   KPI: Provide information to students on the Pathways program, NHSC and other scholarship/loan opportunities
   KPI: Encourage and meet with students individually or in small groups to discuss career planning and residency planning at their request
KPI: Work with other Associate Deans to enhance the available advising program, come up with a plan by December 2013

It has been a pleasure to start to get to know some of the students who have taken advantage of my offer to meet with them and provide career counseling advising. I estimate that I have meet with, or had email correspondence with no less than 50 years 1-4 students, and some students on several occasions. I was asked to provide several presentations to the students by the ACOFP club and for the Cim course. These talks have been on the NHSC, COMLEX Board Preparation, an overview of the NBOME, Rural ER Trauma, and OB in the rural setting.

4. Participate in teaching KYCOM students and residents in field of expertise.
KPI: Will give at least three morning report lectures at PMC every six months
KPI: Precept family medicine residents and students at PMC family medicine clinic 1/2 day per week at least 75%
KPI: Provide expertise and attend A-OPTIC grand rounds for students and residents, at least 75%
KPI: Assist with clinical oversight and teaching in the SPAL or small group moderator at least 6 days per year

Last fall I provided three lectures to the family practice residency in Pikeville, but this semester has not allowed any lectures, although I have been able to attend and participate in two morning reports at PMC. I do continue to precept family medicine residents ½ day per week, whenever in town, and have been able to provide the clinic with additional coverage when other attendings were having difficulty getting in due to weather, and when other KYCOM faculty were unable to keep their expected schedule to vacation or other issues. In addition, I have assisted the SPAL staff with some teaching of procedures, as well as grading of SPAL examinations for final grades, GYN exams, and systems physical examination skills. I have attended, provided, or arranged for grand rounds on dermatology, OMM, and loan repayment strategies.

5. Ensure compliance with OGME standards.
KPI: Serve as A-OPTIC Chief Academic Officer
KPI: Make site visits to at least 50% of the A-OPTIC residency programs per year
KPI: Assist A-OPTIC residency programs with education and faculty development based on the A-OPTIC needs assessment
KPI: Meet with and provide guidance to the A-OPTIC staff monthly and as needed
KPI: Develop OGME reports required for COCA Standard 8

As the A-OPTIC CAO, I have been able to complete site visits at all but 3 programs. One program (Central Washington), I was at the airport and my plane with cancelled to the point where it was not feasible to make the trip. These visits have all been very positive, and I have enjoyed getting to know the faculty and residents at each of the programs. I have also attended (as much as possible), the A-OPTIC Retreat in Santa Fe, NM. Faculty development has been done in person in Meridan MS, and scheduled to be done in Somerset KY in two weeks. We have purchased access to the STFM Teaching Physician on-line programs, and are tracking activity on this site. So far we have had 18 hits from
our faculty into this resource. I am scheduled to meet with A-OPTIC staff every two weeks for 1 ½ hours, and also meet with this staff as needed between these meetings.

The Standard 8 COCA data was submitted on time, and also data has been collected and reported to AACOM in cooperation with Dr. Dunatov. A committee on COCA standard 8 has been meeting and data on COMLEX Level 3 results has been collected and reported. We have moved into compliance with our COMLEX Level 3 first time pass rates, and the level 3 data has been published since spring 2014 with the rest of the UPIKE student achievement results on the University’s website under the Consumer Information Quick Link. However, this does not achieve the accreditation standards for COCA. The Standard 8 subcommittee has approved a table of COMLEX 3 results that we need to start to publish on the KYCOM website. Dr. Buser has a copy of this table which includes the data for the past 5 years. This data could be added to the current student achievement chart as well. Other accreditation criteria include publishing residency match data, and this reporting is still in development.

6. Expand online learning opportunities.
KPI : Work with A-OPTIC staff and KYCOM clinical education office to develop two additional online modules for residents/students
KPI : Participate in online synchronized and asynchronized teaching programs including grand rounds
KPI : Continue personal Master's educational program in online learning and teaching.

STFM Faculty Development has been added to our resources, as well as new videos and resources to our on-line website, including in OMM. Although we continue to add items to these resources, we need to continue to add to this information, as well as remove out of date presentations. I have taken two additional courses for my Master’s in On-Line teaching this past year, although, due to my schedule I have done no courses this summer.

Student Affairs

1. Promote attainment of KYCOM’s mission by developing and promoting a recruitment plan that attracts a qualified applicant pool and enrolls students, especially Kentucky residents, who will help KYCOM meet its mission.

Lead Objective: Grow and sustain enrollment
KPI : Hold recruitment programs and/or exhibits at 2013 AOA OMED annual meeting in Las Vegas and at June 2014 KOMA annual meeting.
KPI : Conduct recruitment visits to at least ten KY colleges and universities.
KPI : Number of admitted KY students comprise the largest state cohort in the Class of 2017.
KPI : At least 25 percent of Class of 2018 includes students from the Appalachian region.
KPI : Identify additional sources of financial support to benefit KYCOM student recruitment.
KPI : Broaden the scope of recruitment to participate in recruitment events at a minimum of five colleges and professional organizations in other states and regions.

Overall, attainment of my personal KPIs further supports and sustains the mission of the Kentucky College of Osteopathic Medicine (KYCOM), which is to educate individuals to
become osteopathic physicians who return to rural Kentucky and Appalachian areas to practice in a primary care field. Efforts to market the identity of KYCOM and promote its programs have been effective given the continued rise in the volume of admissions applications received. This year 3,526 applications were designated for KYCOM, which represents nearly an 11 percent increase over last year. Further, as of 7-18-2014, KYCOM has graduated 901 osteopathic physicians; many of whom will return to Kentucky and the Appalachian region to practice primary care. KYCOM ranks second nationally with regard to percent of each graduating class who enter a primary care specialty for residency training. This year, 75 percent of the Class of 2014 have begun residency training in a primary care field. Further, engagement of KYCOM alumni to support KYCOM’s fulfillment of its mission is steadily advancing, albeit at a modest pace.

KYCOM participated in a Pre-SOMA recruitment event at OMED and sponsored a booth in the OMED Exhibit Hall. As of 7-17-14, 51 percent of the entering students in the Class of 2018 are KY residents. According to Dr. Sidle’s analysis, 29 percent of the KYCOM Class of 2018 students are from the Appalachian region. This was the first year that scholarship funds from the Pike County Rescue Squad were available to award. According to the terms of the scholarship, eligible students who received this scholarship award were Brittany Fairchild, Kodi Hall, Chayse Martin, Kristi Tackett, and Ashley Thompson. Recruitment presentations made at ten colleges and universities in surrounding states (DC, TN, OH, WV).

2. Continue promotion of an outreach program to develop long-term relationships with KYCOM Alumni.

Lead Objective: Strengthen community relationships
KPI: Plan a reunion event for the KYCOM Class of 2003.
KPI: Host a reception for KYCOM alumni at the 2013 AOA OMED annual meeting in conjunction with the KYCOM Alumni Association.
KPI: Enroll at least 20 percent of KYCOM alumni as members in KYCOM Alumni Association.

A reunion dinner for the KYCOM Class of 2003 was held on Saturday, October 26, 2013 at the Blue Raven restaurant in Pikeville. During the 2013 AOA OMED meeting, a reception for KYCOM alumni was held on Wednesday, October 2, 2013 at the Mandalay Bay Resort. Currently, approximately 26 percent of KYCOM graduates are members of the KYCOM Alumni Association. New officers elected for the KYCOM Alumni Association effective July 2014.

3. Improve KYCOM Student Affairs operations.
KPI: Add a staff position in FY15 that focuses on KYCOM student and alumni programs and services.
KPI: Work with IT to enable Student Affairs staff members to more effectively use Datatel functions to access KYCOM student class rosters, track student compliance with enrollment requirements, create reports, etc.
KPI: Implement a records retention protocol to guide management of student records.
KPI: Begin electronic storage of KYCOM graduate files to replace their original paper files.
The position has been approved to add a KYCOM student and alumni programs professional and the hiring process has been initiated. The ability for staff to more effectively use Datatel functions to access KYCOM information has improved, yet more work needed to train staff to use these functions, reports, etc. A draft of a records retention protocol was developed but still needs approval for implementation. The electronic storage of KYCOM graduate files has not yet been initiated.

4. Promote academic success and personal well-being of KYCOM students.
KPI: Offer students and newly accepted students workshops to develop more effective study skills and to improve test-taking abilities.
KPI: Facilitate emotional and psychological well-being of students through referral to local psychologists approved by KYCOM.

Ryan Orwig offered two weekend workshops to first and second year medical students at KYCOM to facilitate the development of effective study skills. Several students have worked on an individual basis with Mr. Orwig or attended one of his 10-day workshops. Seventeen students referred to campus counselor provided through WestCare Services for various forms of emotional and psychological support. Referrals included 12 first year students and 5 second year students.

5. Advance the development of medical professionalism within the KYCOM student body.
KPI: Support KYCOM Student Government Association’s (SGA) implementation of a Student Ethics Council and an Honor Code.

Student Honor Code presented to and signed by all first and second year students at their respective orientation programs. KYCOM Student Ethics Council adopted a corrective action model for dealing with student honor code violations and other instances of unprofessional conduct.

6. Promote identity of Osteopathic Medical Scholar Program (OMSP) students as future KYCOM students and future osteopathic physicians.
KPI: Manage an enrichment program for OMSP students.
KPI: Work with College of Arts and Sciences Dean and faculty to improve the performance of UPIKE premed students on the MCAT test.

A Spring seminar series was offered for the four classes of OMSP students. Dr. Dunatov met with Dr. Hess to discuss improvement of readiness of UPIKE premed students to become successful applicants to KYCOM and other medical schools.

7. Improve the marketing of KYCOM’s mission and identity among its prospective applicants, alumni, and supporters.
KPI: Update and improve KYCOM’s print materials that include KYCOM Admissions brochure.
KPI: Update the video, Why KYCOM?, that showcases the medical school’s identity as the Kentucky College of Osteopathic Medicine (KYCOM), as well as its programs and educational resources for its medical students.
KPI: Increase use of program, Where the 99 Lead, on Pike TV to publicize KYCOM within the local service area.
KPI: Continue efforts to improve KYCOM’s online presence via the UPIKE website and social media.

KYCOM’s print materials were updated and improved during the year. The video is in the process of being updated. Video segments of student interviews were filmed in June. A new video of our Dean still has to be scheduled, then, video will be edited. Dr. Dunatov was interviewed for a segment on the Where the 99 Lead program on April 28, 2014. Information on KYCOM website is updated on an ongoing basis.

KYCOM Student Affairs Professional Education Preparation Program (PEPP)

1. Target enrollment of Southeast KY residents to KYCOM PEPP Program.
   Lead Objective: Strengthen community relationships
   KPI: At least 50 percent of participants are from Bath, Bell, Boyd, Breathitt, Carter, Clay, Elliott, Floyd, Greenup, Harlan, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Magoffin, Martin, Mason, Owsley, Perry, Pike, and Wolfe Counties.

   Of the 38 KYCOM PEPP participants, 34 or 89 percent were from one of these targeted counties.

2. Promote the use of the PEPP Program as a pipeline for nurturing and developing future students for UPIKE, for the OMSP Program, and for KYCOM.
   Lead Objective: Grow and sustain enrollment
   KPI: Selection of a KYCOM PEPP participant into the OMSP Program.
   KPI: Admission of a KYCOM PEPP participant into KYCOM as a medical student.

   Two former KYCOM PEPP participants (Elizabeth Wilson, Teddy Woods) have been admitted into the OMSP cohort that is entering UPIKE this fall. Three former KYCOM PEPP participants (Christian Baker, Cody Williams, Ashley Wright) have been admitted into the KYCOM Class of 2018.

Medical Library

1. Medical Library personnel provide instruction and employ a variety of learning platforms including classroom instruction, online tutorials, and one on one instruction.
   KPI: Explore new directions in instruction including online and mobile options.

   In progress. The library is currently evaluating options for online reference and instruction.

   KPI: Offer group and one-on-one sessions to faculty and students on a variety of topics to increase awareness and use of library resources.

   Offered a variety of instruction/resource awareness sessions for both faculty and students. Presented basic library orientation for faculty and staff library at the annual KYCOM Faculty/Staff Retreat. Conducted 3 individual consultations with faculty on accessing library resources and citing resources. Presented Clinical Key/Access
Medicine overview for KYCOM IRC committee. Student instruction sessions included first year orientation, database searching in the OPC-1 course, third year orientation, and individual instruction on using MD Consult and Up to Date. In total, the library hosted or presented 11 sessions, with 552 people attending (a 53% increase in attendance over FY13).

2. The Medical Library provides assistance and instruction via multiple access points and multiple technologies.

KPI: Research guides will be expanded to include in-depth information on new topics or for specific user groups.

Created a new Board Review guide with information and links to library-owned test prep resources. Launched in May 2014, it was used 85 times by the end of June 2014.

KPI: Evaluate the use of LibAnswers and make changes as necessary.

The medical library staff answered 26 reference questions using LibAnswers. Many of the features of LibAnswers are not being utilized yet, so additional staff training is planned for Fall 2015.

3. The Medical Library has an on-going process of collection evaluation to ensure access to current resources that support both faculty and student interests.

KPI: Evaluate, update, and weed the Clinical Sciences collection.

549 items were withdrawn in FY14, and 546 items were added to the collection. These items were primarily replacements of older editions or additional copies needed to meet student demand. 379 of those items went into the clinical sciences collection. The library also purchased a subscription to the LWW Health Library – Osteopathic Collection to provide remote access to the most recent editions of key osteopathic texts.

KPI: Survey faculty and students to ascertain their resource needs.

Not completed. Surveys are currently being developed and will be administered in Fall 2014.

KPI: Obtain faculty and student input when considering new databases.

Conducted trials for both Clinical Key and Access Medicine. Had vendor representatives from each visit campus and do demonstrations for faculty and students. About 60 people attended Clinical Key, and 12 attended Access Medicine. Attendance numbers and anecdotal feedback suggested more interest in clinical key. A subscription to Clinical Key was purchased for the 2014-2015 academic year. The library also arranged a trial for Visual DX but received very little feedback from faculty or students, so a subscription was not purchased at that time.

4. Medical Library personnel are sufficient in number, training, and experience to meet the diverse needs of the institution.

KPI: Evaluate staffing in terms of providing services to the increased number of students.

Total circulation increased slightly from 1165 in FY13 to 1302 in FY14. Gate counts decreased from 171 per week to 141 per week. However, there was a 126% increase in the number of reference questions asked, primarily via email. Also, the number of
instruction sessions (and attendance) increased. The Acquisitions Technician will be finishing her MLS in December, so some of the reference and instruction duties will be shifted to her in FY15.

KPI: Provide staff training as needed.

Staff received in-house training on Clinical Key and Sierra (library management system). The library purchased online access to the Medical Library Association annual meeting for all medical library staff. Staff members also participated in a variety of online education, tailored to their individual interests and needs.

5. Medical Library personnel consistently engage with students, faculty, staff, and community users, both formally and informally, to expand the users’ awareness of resources and services.

KPI: Develop and implement strategies to increase awareness of resources and services.

The KYCOM Library conducted its first Meet and Treat Ice Cream Social during orientation week. About 100 students attended. The library staff answered informal questions about library resources and services and gave tours of the library. The library also arranged for vendor representatives to conduct demonstrations of potential new resources, with 72 people attending those events. The library also continued regular displays of books that may interested students. The New Arrivals display resulted in 198 checkouts.

KPI: Utilize social media to promote library resources and services.

Continued updating the medical library Facebook page. Facebook followers doubled, from 15 initial followers to 31 current followers. The medical library launched a Pinterest account and created board on topics such as leisure reads (medical themed), stress management, and consumer health. The library’s Pinterest account has 19 followers.

Elizabeth Akers Elliott School of Nursing

(Dual Reporting)

VICE PRESIDENT for BUSINESS AFFAIRS and FINANCE

Budget Office

1. Provide better analysis of the University’s fiscal position for management’s decision making.

KPI: Implement Multi-Year budget process by expanding the multi-year budget model to span 10 years (3 back, 7 forward) and include pro forma ratio analysis

KPI: Refine multi-year budget model assumptions to align the model with the strategic plan of the University by publishing an annual budget book that includes multi-year variance analysis and trend analysis for key budget drivers, as well as monitors budget implications on the University’s strategic plan for minimum of 10 years (3 back, 7 forward)

KPI: Implement and refine monthly reporting to budget officers, providing multi-year trend analysis within cost centers to aid management decisions.
Fulltime undergraduate enrollments for fall 2014 (FY 2015) are budgeted at 1255. Actual enrollments on August 26th are 1316, 61 more than budget with an expected revenue increase of $528,000 over the budgeted amount. With only one month’s data on budget actuals we cannot provide much analysis, but the initial indications are all positive. Because of higher than budgeted enrollments, revenue exceeded budget by 105%. Of note, there is a one-time extraordinary revenue on a legal settlement of $850,000. Expenses rose to 102.2% of the budgeted amount, mostly due to the “variable costs” of teaching and supporting the additional students. However, the university did incur a one-time legal expense of $241,453.82 as part of the settlement. A budget to actual summary will be published once the audit is complete.

Human Resources

1. Attract and retain distinguished faculty, staff, and administrators who are dedicated to meeting the individual needs of students, promoting a caring and supportive environment conducive to learning, and meeting the needs of an evolving University.

Lead Objective: University advancement
KPI: Refine roles and processes within the Human Resources Department to position the department for future growth by maximizing the use of technology along with workflow review and redesign to improve efficiency, and effectiveness while simultaneously providing world class customer service to our university community.

Launched the UPIKE Job App which allows electronic tracking of applications. Added functionality includes the immediate access to application materials by all members of the search committee. Ability to send rejection letters electronically based on selection committee feedback. Ability to run reports which show how many applications were received for each position and what the average requested salary is.

Revised our advertising strategy for our employment advertisements. Implemented the use of social media that resulted in an increase in both the quantity and quality of applicants received for our job openings. For example, with the Athletic Director position we received 67 applications and the advertisement received 109,979 searches and 3,125 views on the HigherEdJobs website. Created employer profiles on many of the employment websites that specialize in higher education job opportunities.

Implemented a MyUPIKE Portal for Human Resources to improve accessibility to information relevant to UPIKE employees (goes live TBD). Creates a one-stop shop for employee news and benefit information. Employees are now able to download certificates of coverage and manual claim forms independently. Employees can link to all the benefit carrier websites from the portal. Employees can see any upcoming employment related events in the HR calendar, for example, when training is going to be offered or when VALIC is returning to campus.

KPI: Develop and implement initiatives and programs that improve employee engagement and satisfaction.

Participated in the Best Places To Work and Pulse12 surveys to generate employee feedback which was used to improve employee benefits and develop an engagement/recognition program. Results from the Pulse12 survey include that employee
satisfaction with the benefits package improved 16% in the six months between surveys; 89% of employees would recommend employment at UPIKE to a friend; 96% of employees like the type of work they are doing; and 94% of employees are willing to give extra effort to help UPIKE succeed. Areas of concern identified are: training needs, improving efficiencies and reviewing staffing levels; work/Life balance for employees; and employees feeling valued/appreciated.

KPI: Maximize the professional development opportunities for HR Staff by encouraging engagement in community thereby increasing promotion of the University, community and region.

Attended the KY state SHRM conference and are active members of the regional SHRM group. Are scheduled to host the regional SHRM meeting in the fall on the UPIKE campus. Are scheduling additional conferences for HR staff to participate in.

KPI: Continuously monitor and ensure compliance with ongoing changes to laws and regulations that impact the University’s policies and procedures.

Hired a consultant to help review/revise plan documents to ensure that the UPIKE 403-b retirement plan was ERISA compliant. Hired a consultant to perform compliance testing on the 403-b retirement plan. Worked with the AIKCU benefit alliance and Powell Walton Milward to revamp the employee benefit program. Added a Telemedicine program for all employees that allows 24/7 access to a physician at no cost to employees. Removed the Employee Assistance Program through Anthem and replaced with a combination of services provided through our agreement with WestCare and an additional rider on our life insurance through Cigna. This cost reduction paid for the additional cost of the Telemedicine program. Restructured our medical plan, which gives employees an option between the PPO and the High Deductible Health Plans, and should result in lower annual costs for the self-funded plan. Added a Health Savings Account with an employer contribution to drive participation in the High Deductible Health Plan. Increased the employer paid life insurance from $20,000 to one times the annual salary for each employee. The cost of this change was offset by switching our Short Term Disability and Long Term Disability policies to Cigna from Reliance.

KPI: Be the voice of the employees (advocate) to the administration for employee concerns and issues.

Effectively advocated to the leadership the need for a revised compensation structure. Working with the AIKCU to develop a salary survey to gather data on comparable institutions. The university has begun the comprehensive salary analysis and has obtained access to a significant store. An independent analyst has been engaged and is scheduled to report results of the targeted study to the Board at this meeting. Effectively advocated for an improved benefits package.

Information and Technology Services

1. Support the faculty, staff and students in pursuit of the institutional priorities by (1) implement software that will provide the online services our students expect while helping the faculty and staff use the system to work most efficiently; and (2) provide the structure for data to flow
around campus and to the outside world to support the online and health related learning opportunities provided by the University.

**Lead Objective: Online learning opportunities**

**KPI: Implement Accounts Receivable archiving by June 30, 2014.**

*The archive process has been implemented. This had to be in place prior to the use of the Student Self Service module. The module will allow the students online access to their billing information in more efficient and effective manner.*

**KPI: Upgrade the Synoptix reporting tool to the latest version by June 30, 2014.**

*This is a two step process with the first step being to move the current version of the software, Synoptix 6, to a new server. The move has been completed and the software is running well. The second step is to upgrade to Synoptix 7. Due to other demands on their time, the Business Office staff will select a date in the near future to complete the necessary training and data conversion.*

**KPI: Install Ellucian’s eCommerce and Web Requisitions software by June 30, 2014.**

*The eCommerce module allows the University to accept online payments providing additional online services that our students expect to conduct their business. The process has been in use since August 2013. The Web Requisitions module has been installed and staff training has been completed. Other priorities have delayed the use of the module.*

**KPI: Begin implementation process for Ellucian Student Self Service software by June 30, 2014.**

*The Student Self Service module is up to date but the testing phase has been postponed until fall semester.*

**KPI: Begin implementation process for Ellucian Portal by June 30, 2014.**

*The Portal is for current students and will provide access to Joule (learning management system), schedules and grades, email, campus announcements and more via a single sign on. It is scheduled to go live on August 1, 2014 with pages for the Registrar’s, Business, Student Services and Human Resources offices. Additional offices will be brought online in 2015.*

**KPI: Design and create an online application for the undergraduate admissions office by June 30, 2014.**

*The new application design and development is complete and prospects will be able to submit an online application this fall. An administrator’s menu and electronic import of application data will be in place by January 1, 2015. This process will be handled completed by University staff and use of a third party (CollegeNet) to process applications will be stopped in the near future.*

**KPI: Design and create the CONNECT project for the Admissions office by June 30, 2014.**

*CONNECT is a custom programming project that will allow the Admissions staff to access application data on their iPads providing improved communication and timeliness with applicants. CONNECT will be available by August 1 for use.*

**KPI: Develop baseline performance reports for the network, print/copy usage and Helpdesk by June 30, 2014.**

*Data has been collected for network performance and report evaluation is in process. Print/copy usage reports have been compiled for several months and shared with the*
Vice President for Academic Affairs on a monthly basis. The information will be used during the print vendor selection process this fall. The Helpdesk Coordinator position was recently created and this person has been tasked with designing reports on helpdesk tickets as well as KYCOM lecture capture use. Reports for all areas will be ready during the 14 – 15 academic year.

KPI : Evaluate and implement technologies in support of the Master Plan by June 30, 2014. The following new technologies were implemented in recent months: SharePoint: this is the base system used by the Portal.

- Lync: There has been a limited roll out of Lync at this point but it serves as an instant communication tool and allows for document and screen sharing. WiFi access: a new access system was released that allows faculty, staff and students to connect to the University wireless system based on their username and password (instead of a 26 character password). LifeSize: this is the lecture capture system used by KYCOM. Tegrity: this is the lecture capture system used by the nursing department. Use will expand to other departments during the 14-15 academic year.

Facilities and Property Management

1. Respond to the facility needs and opportunities that enhance the growth and changes in the University over the next three years for the college-level credit programs and student development programs and services.

KPI : Ensure proper budgeting, design, implementation and maintenance of the University renovations, facility eliminations and replacements, new construction, and infrastructure.

Thru the use of work order tracking (total of 4,345, 2013-2014) we increased our budgets for the 2013-2014 by 10% to cover the increase of dorm space and to continue the upgrades in our older dorms. Total work orders for 2013-2014 were 4,345, 2,005 for student and 2,340 for non-student. We have added a full time plumber to our Facilities staff. We renovated the first floor from a faculty office space into girl’s dorms, adding 50 more beds ($200,000.00 +/-). We have replaced the windows in 13 additional rooms in Derriana and added individually controlled HVAC to those same rooms ($28,255.00). We remodeled and realigned the business office to streamline services ($5,500.00). We renovated Student Services Office (financial aid, student activities) to better serve the needs of the students ($21,700.00).

The University has engaged 5253 Design Group of Louisville to develop a master plan for the UPIKE campus. President Hurley issued a notice to proceed in mid-August and the firm has begun gathering and analyzing campus information. We expect the process to move quickly and hope to present a master plan to the Board in winter.

KPI : Ensure proper budgeting, design, implementation and maintenance of the University landscape [Key elements include plants, pedestrian walks, gathering spaces, seating arrangements, open spaces, special landscape features, contextual design elements, campus edge definition and character, and signage].

We continue to improve on our campus beautification plan. This year we replace the landscaping around our Alumni house ($22,392.00). We removed the old Bob’s building at South Housing to open up the space for a recreation area to include a basketball court.
and a cookout facility ($25,000.00). We renovated the entrance to the Administration building to improve accessibility for our students and visitors ($52,748.00).

KPI: Sustain a positive sense of security and offering a comfortable environment that encourages learning [Key elements include exterior lighting, video surveillance cameras and digital recorders, and emergency notification capabilities].

We continue to add lighting and also upgrading existing lighting to eliminate dark areas across campus. An example is the lighting upgrade in progress at South Housing. We are removing the old small round low light from the walkways and replacing with brighter and energy efficient lighting ($2,768.00). Our campus security office has added 8 additional cameras to improve our student safety ($12,000.00). We have joined with the city and county EMS to receive all local notifications along with our campus system. Our campus notification goes to all registered computers and cell phones.

VICE PRESIDENT for ENROLLMENT MANAGEMENT and STUDENT SUCCESS

Enrollment Management (Admissions, Student Financial Services, and Retention)

1. Facilitate seamless transition from initial inquiry to enrollment. Nurture positive adjustment, academic success, and student persistence to graduation.

KPI: Admissions: Work closely with the University Public Relations department to attract and inform students through targeted and carefully designed mailings, social media, radio and television spots, and campus events.

KPI: Admissions: Act as liaison between high school counselors and the University by visiting schools, conducting presentations, providing one-on-one counseling with students and parents on available financial aid, and collecting documents needed for admission such as transcripts and test scores.

The entire admissions staff worked as a team to ensure that every student was admitted in a timely manner and notified of acceptance. Admission counselors guided students from initial inquiry to acceptance and remained in contact with that student until they registered for classes. Guidance continued after registration; the admissions team created lasting relationships that will help guide students to graduation.

KPI: Admissions: Assist in providing a positive college experience for high school students enrolled in dual credit courses by increasing the number of course offerings as well as the number of high schools participating in the dual credit program.

KPI: Student Financial Services: Provide early awareness of the importance of a timely FAFSA application via all forms of communication.

KPI: Student Financial Services: Individual counseling and instruction concerning financial aid will be available all year.

KPI: Student Financial Services: Identify and contact students once admitted, which have not filed a FAFSA in a specific time frame to optimize eligibility for grants and scholarships.

KPI: Student Success: Counsel prospective students and parents on student advocacy services provided by the office.
Student Financial Services addressed all areas of financial aid in detail to incoming students as well as parents. It is policy that we present a formal award letter with a cost of attendance summary to each student while explaining each aid element in detail. The office also ensured that students and families understood the importance in FAFSA filing and follow-up for future years as a UPIKE Student.

2. Promote programs, practices, and partnerships that make a University of Pikeville education accessible to a diverse student body.

Lead Objective: Grow and sustain enrollment

KPI: Admissions: Provide an opportunity for students to visit campus, participate in college fairs, and experience a day in the life of a college student, by offering transportation, accommodations in a residence hall, meals, campus tours, and a classroom experience.

The admissions team hosted a variety of events to assist in the higher education decision making process- such as: Open House, Pick Pikeville, Best of the Best and the Eastern Kentucky Regional College Fair. These events reached a diverse population providing information about different areas of education. With assistance from faculty/staff and community support these events allowed prospective students to gain more information to help guide them through the college decision making process.

KPI: Admissions: Inform students of documentation needed for acceptance.

KPI: Student Financial Services: Provide early awareness of the importance of a timely FAFSA application via all forms of communication.

Student Financial Services provided communication, presentation, and correction (if needed) in a timely manner. The office provided the support to give all students every possible opportunity to achieve the goal of graduation with ongoing financial aid counseling.

KPI: Student Financial Services: Individual counseling and instruction concerning financial aid will be available all year.

Student Financial Services worked closely with the Admissions Office, Student Success, athletics, and Global Education Office to offer all aid students were eligible to receive while maximizing the eligibility with proactive information on timely submission of application processes for eligibility. Programs offered include: FAFSA workshops for current and entering/ students, assistance with loan counseling/Master Promissory Note completion, production and distribution of “How-To” guides for commonly used procedures, working with admissions counselors in presenting students award letters at their respective schools.

KPI: Student Financial Services: Identify and contact students currently enrolled, which have not filed a FAFSA in a specific time frame to optimize eligibility for grants and scholarships.

Student Financial Services utilized special projects/initiatives (emailing, calling, as well as various promotional programs) to assist and educate students in their financial aid needs that help fund students education that leads to academic success and graduation.

KPI: Student Success: Build and strengthen community partnerships through weekly programming such as What’s Up and Walmart Wednesday events.
Each semester, we averaged hosting eight What's Up Wednesday events where we fed approximately 200 students per event. Twice this year, we fed over 400 per night. In 2013-2014, more local businesses sponsored or contributed to the events: Texas Roadhouse, Penn Station, Peking, and The Landmark. Also, local churches joined the efforts: Main Street Church of Christ, the Church of God, M.P.G. of T., and Caney Creek Freewill Baptist Youth Group. In addition, Pikeville Freewill Baptist Youth attended the event one night and ministered to our students through song interpretation. Campus organizations and offices eagerly cooked and served our students as well: Human Resources, Global Education Committee, Spiritual Life Committee, Coaches, and the Social Sciences Division. What began as a small outreach to a few homesick students has grown into a campus tradition enjoyed by hundreds.

3. Manage initiatives that lead to the graduation of students.
**KPI:** Admissions: Connect struggling students with successful students via the Student Ambassador Program.

*When the admissions team begins the recruitment process with a student, this student is informed of all the resources set in place to help them succeed at the University of Pikeville. After the prospective student has become a student at UPIKE, the admissions team continues to be a liaison for the student.*

**KPI:** Student Success: Provide Academic Recovery Orientation sessions for students on academic probation each semester, explaining the services offered to help students achieve good academic standing at the University.

**KPI:** Student Success: Educate students on tools for success including time management, study skills, calculating gpa, getting involved on campus, using campus resources, and email etiquette.

*Featured in two segments of “Where the 99 Lead” which aired on radio and television. Updated Student Success flyers to educate parents, students, and campus community on services provided by the Office for Student Success. Presented at information fair and parent discussions during every SOAR session. This year, we focused on “owning our business” and being more cognizant of the quantitative value of the qualitative services we’ve reported on in the past. We continue to strive to meet students’ needs on an individual basis while offering specific programs which impact retention, persistence, and graduation. Throughout the academic year, the office serves an average of 150 students per week. The office began the year with a goal of retaining 55% of our FTFT freshman from the Fall 2013 cohort. The goal was achieved with a retention rate of 57.3% - a 5.3% increase from last year.*

**KPI:** Student Success: Monitor total enrollment each semester and enrollment in appropriate classes for particular subgroups such as freshmen and students on academic probation.

**KPI:** Student Success: Provide emotional support by personally addressing individual needs and referring students to the Campus Involvement Center’s professional counseling services.

**KPI:** Student Success: Act as liaison between students, faculty, staff, and community leaders to identify and remove barriers to successful degree completion.

**Residence Life**
1. Provide high quality, well-maintained residence halls.

KPI: Resident Assistants will continuously provide weekend reports throughout the 2013-2014 terms that will update Student Services staff of all maintenance and behavioral issues in the residence halls.

This KPI was met: Resident Assistants submitted weekend reports throughout the 2013-2014 academic year. Weekend reports were submitted by email or in person to each Residence Hall Director and to the Director of Residence Life. This helped facilitate constant communication among Residence Life Staff, Public Safety, Aramark, and UPIKE Facilities.

KPI: Utilize renovations to the Derriana to improve the experience of residence hall students. Renovations to the first floor of the Derriana were completed in the summer of 2012. Renovations to the second floor will be completed by July 30.

This KPI was met: Derriana was closed for summer 2014 to allow for high efficiency window replacement and installation of new HVAC units. Derriana received 44 new windows and 13 air conditioning units were installed on the second floor.

KPI: Utilize furniture modernization in Page Hall to improve the experience of residence hall students. Updates to the second floor of Page Hall will be completed by July 30.

This KPI was met: The second floor of Page Hall was closed to students during the summer I session to allow for suite modernization. The second floor received 48 new sets of furniture: beds, desks, dressers, and chairs.

KPI: Maintain laundry facilities for residence hall students to utilize at no cost.

This KPI was met: The cost of washing and drying was incorporated into room and board charges for the 2013-2014 year, allowing students to use on campus laundry facilities without incurring additional, repetitive costs.

KPI: Maintain lounge areas of the University’s residence halls to ensure that students have an ample study area and space to gather with one another. Lounge areas will also provide areas for Resident Assistants to host activities for residence hall students.

This KPI was met: Condit Hall, Derriana, Gillespie, Kinzer Hall, and Wickham Hall have common lounges that were maintained throughout the 2013-2014 academic year. These lounges were used for video game tournaments, study parties, snack potlucks, and movie marathons, to name a few.

KPI: Maintain the campus student lounge to support residence hall students living in halls that lack designated lounge areas.

This KPI was met: The campus lounge has three distinct environments for students. At the entrance, high top tables provide students with study space. As you head deeper into the lounge, you will see multiple couches and flat screen TVs for causal lounging and entertainment. For students looking to challenge each other, the back section of the lounge houses pool tables, ping pong tables, air hockey, board games, and video game machines. Many students, both residents and commuters, took advantage of the campus student lounge this year. It was also incorporated into the Federal Work Study program, allowing student monitors to engage others while working on campus.
2. Enhance each resident’s quality of life and social development through comprehensive programs in the residence halls.

KPI: Provide announcements throughout the fall and spring semesters for residence hall students about upcoming student activities, thus promoting student involvement on campus. Disseminate publicity for events through use of RAs and bulletin boards in the residence halls.

This KPI was met: Bulletin boards are mounted in each residence hall, one on every floor and one near main entrances, to notify students about upcoming activities. Resident Assistants are responsible for hosting monthly meetings with each residence hall’s floor to educate residents about pertinent campus information.

KPI: Collaborate with UPIKE Office of Public Safety to provide a safety training session for residential students in the fall.

At the beginning of the fall 2013 semester, Chief Abshire addressed all residential students during the first mandatory meeting for residential students. This meeting covered basic safety and wellness procedures, as well as sexual assault prevention and reporting, and incident reporting.

KPI: Resident Assistant performance will be evaluated and incentivized on a monthly points scale, promoting regular floor involvement.

This KPI was met: In the spring 2014 semester, a pilot program was launched in Condit Hall. Resident Assistants were awarded points for updating bulletin boards, hosting floor meetings, and rallying their residents into attending campus events, among other things.

3. Provide the necessary resources for quality education through residence facilities.

KPI: Improve response time to all emergency situations reported to student services staff. Maintenance will be notified within 20 minutes of a complaint being reported to the Student Services office. Public Safety will be notified as necessary.

This KPI was met: Cellular phones were provided for each residence hall for on-duty Resident Assistants to allow for immediate attention of pertinent issues in the residence halls. This allowed for information from each residence hall to be relayed in a timely manner to Campus Police, Residence Hall Directors, ARAMARK, and Facilities.

KPI: Resident Assistants will be trained in all safety and security procedures by September 15, 2013.

This KPI was met: Resident Assistants were trained in the week before students moved in for the fall 2013 semester. RAs were trained in safety and security measures by Campus Police, and received additional training on CPR/first aid, suicide prevention, and violence reduction through counseling.

KPI: Provide Facilities with a summer housing plan, based on residence hall updates and renovations, by April 15, 2014. This will allow both Facilities and Student Services to create a cleaning and repair schedule around summer groups on campus.

A list of summer groups, the dates they would reside in residence halls, and where the group would be housed was given to Facilities by April 2013. Director of Residence Life met with Facilities to discuss summer housing plan, which residence halls were closed for renovation, maintenance issues, and cleaning schedules. UPIKE Upward Bound was housed in Condit Hall and Page Hall for five weeks (June-July 2014), Mingo/REACH
Upward Bound was housed in College Square for five weeks (June-July 2014), ACE students moved into their Fall 2014 assigned rooms a week before the Fall semester started, PEPP was housed in Kinzer Hall for 2 weeks in June 2014, and athletic camps were housed where vacant rooms were on campus throughout the summer.

KPI: Continuously provide each residence hall with a Residence Hall Director to act as supervisor, mentor, and point of contact in emergency situations.

This KPI was met: Kinzer Hall, Spilman Hall, Page Hall, UPIKE South, The Derriana, Condit Hall, Wickham Hall, College Square, and the Gillespie all had Residence Hall Directors throughout the Fall 2013 and Spring 2014 semesters. When the RHD at Kinzer resigned during the Spring 2014 semester, an interim was appointed. Resident Hall Directors maintained constant communication with Resident Assistants and residents to ensure safety issues were handled, student issues were resolved, and maintenance was maintained in each residence hall.

Student Activities

1. Enhance 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.

KPI: Hold elections for class representatives (Fall 2013) and President and Vice President (Spring 2014).

KPI: Hold monthly Executive, Senate and Club Council meetings during the fall and spring semesters.

KPI: Form a student committee to review and update the SGA constitution.

KPI: Maintain an office space for the Student Government Association to meet, work, and store student activity supplies.

KPI: Organize the SGA office to be a working usable space where officers can hold office hours and committee meetings.

KPI: Organize a shared drive to save all electronic documentation.

KPI: Determine feasibility with Public Affairs to create a new branding including logo, apparel, Facebook, and Twitter presence.

Class representatives could fill out a nomination form up until August 29th. Seventy-five students expressed interest in gaining more information but only fifteen students turned in nomination forms. Since only 15 students turned in nomination forms and there are ~30 open representative positions elections were not needed for Fall 2013. All fifteen students were accepted into SGA. In the Spring of 2014 there were three tickets of president/vice president running for positions. These elections took place online which is a new precedent that was started. 213 total students voted with 45% of votes going to Jeffrey Justice/Fallon Tallman, 31% to Katie Halsey/Andrea Akers, and 23% Mikayla Stokely/Kyle Allen.

The meeting schedule of meeting monthly with three different groups of students (executive, senate, and club council) that was set as a goal was not realistic for the students on the executive or senate councils. Executive members met monthly alternating through email and in person meetings. Senate members met every six weeks with 9 to 15
people in attendance. The time and date of meetings changed very often and meetings were not published. The standardization of meetings could allow more people to fit them into their schedules.

A committee was not created to review and update the SGA constitution. The constitution was retyped so the most recent version can be accessed electronically. The first step to continue this goal would be to find a chair person for the committee.

The Student Government Association office is still accessible but is mostly used for storage. To be able to work and meet in there an active phone and computer need to be added as well as signage outside the office door. There is furniture but also lots of old equipment that will need to be organized and removed. A shared drive on the UPIKE server was created and given access to all executive members. It was not utilized in a way that was useful, another method, such as DropBox will be considered for next year.

Through a year-long process with Public Affairs a Student Government Association logo was approved. The new branding efforts will be stressed in the next year as waterbottles, tshirts, polos, tablecloth, post-it note packs, and drink holders have been ordered. A Twitter page has been created but the Facebook page needs to be updated.

2. Promote the learning and development of students who affiliate with fraternities and sororities in efforts to be a relevant, respected, and contributing part of the University of Pikeville.
KPI : Establish an Inter-Greek Council that will be responsible for creating and maintaining a system for all Greek Life organizations to follow including collaboration on events, determining common values, and mandatory chapter meeting topics.
KPI : Create a committee of Greek students to plan and implement Greek Week.
KPI : Determine feasibility of create a “campus due” to add onto chapter dues to create a workable budget to host Greek Life activities.
KPI : Begin keeping record of numbers and growth of the Greek community through recruitment and recruitment strategies.
KPI : Supervise the two sororities and two fraternities and have them complete a report on philanthropic involvement, meeting progress, budgetary concerns, and academic and social success.

Each chapter president nominated two members to serve on the inter-greek council. A newer member and an older member. The committee began to meet during the spring 2014 semester. New members will need to be chosen for the fall 2014 semester. The committee was used to plan, implement, and discuss options for Greek Week. They also assisted in communication between chapters and presenting an end of the year report at the all chapter meeting. Common campus values and purpose still need to be created.

The feasibility of a “campus due” was determined to not be beneficial because of the difference in due amounts and chapter sizes. Another option is to petition SGA for a grant the community can share. This discussion will continue.

In Fall 2013 there were 40 men interested in joining a fraternity and 68 women interested in joining a sorority. Formal rosters will need to be kept by chapters before appropriate numbers can be gathered. Members join and quit at a rapid continuous pace. The inter-council could work to create a standard process of how that will happen.
A community report was gathered at the end of the year. Academic progress and budgetary submission is missing from this report. The report document will need to be changed for next year to include all information needed. Working with the Office of Institutional Research and Effectiveness could help determine academic standing if rosters are up to date. As a Greek community we have served the following organizations with our time, talents, and treasures: Avery’s Light, First Baptist Church, Judi’s Place for Kids, Leukemia and Lymphoma Society, Pike County Animal Shelter, Pink Ladies Breast Cancer Awareness, UPIKE Spiritual Life, and WestCare Emergency Shelter. As a community we have collectively offered 620 hours of community service in 1 semester!

As a community we have donated over $1100 to charitable organizations as well as the following items: Over 300 cans of food, Over 30 bags or suitcases full of clothes, Over 60 pairs of shoes, Over 150 personal care items, $200 worth of cleaning supplies, and A stroller, blankets, and stuffed animals.

3. Provide diverse opportunities outside of the classroom to promote student enrichment, leadership, and development through involvement, student organizations, and campus partners. Lead Objective: Strengthen community partnerships

KPI: Coordinate performances by APCA or contracted performers throughout the 2013-2014 semesters.
KPI: Coordinate student activities, large or small, weekly to keep students active in student life.
KPI: Develop a series of activities to celebrate Homecoming Week (Fall 2013) and Spring Fling Week (Spring 2014).
KPI: Create a “try something new series” to provide additional student engagement on campus that is different than what is normally offered in Spring 2014.
KPI: Begin researching alternatives to offering student dances such as a mystery dinner theater, comedians, improvisation groups, or motivational speakers.
KPI: Partner with the Student Success department to supplement student activities.
KPI: Promote student activities that run parallel to University athletic events.
KPI: Utilize a student lounge for students to host events in, study, relax, watch television and socialize with friends.
KPI: Create a master calendar for all club’s and organization’s events. A master calendar will eliminate possibilities for clubs and organizations scheduling multiple events on same days and same times.
KPI: Research the feasibility of outsourcing a system such as OhhLala or OrgSync to manage student organizations and campus information, promotions, and communication.

The big show performances were a hypnotist (Keith Karhut) during Welcome Week, Jeffrey’s Journey (Joan Spencer) during Diversity Week, Adam Shepard author speaking for first year studies, Odell Bizzell during Black History Month, and a mentalist (Rich Aimes) during Spring Fling Week. Block booking through APCA should be continued for top rated performances at discounted prices.

There was at least one student activity every week of the academic calendar often times even more if athletic events, special events, and other programming opportunities are included. Some examples: Movie Monday’s, T.R.Y. Tuesday’s, What’s Up Wednesday’s, athletic events, and weekend programming.
Homecoming Week included: Lighting of the Campus/Open Mic Night, student homecoming court dinner, Founder’s Day games, Pig Roast and Pep Rally, Spirit Competition, athletic events (soccer, volleyball, football) and the Homecoming Dance. Spring Fling Week included: mentalist show, SGA Talent Show, and group run.

T.R.Y. Tuesday was created and implemented in Spring 2014. It will continue for Fall 2014. Student who attended came multiple times and expressed interest in helping plan activities in the future. It stands for Taken Risks Yet? Tuesday. A variety of activities were offered on campus, sometimes multiple times. These activities included: exercise classes (yoga, zumba, pilates), cooking classes, crafting classes, photography classes, and group speakers (Odell Bizzell, diversity conversation, book reading). Each event had a range of students attend from two to twenty five.

After both dances offered in the Fall 2013 semester ended in inappropriate behavior (Homecoming) and police involvement (Halloween) there has been a stronger desire to deter student activities that support that behavior and increase other group activities. The Student Activity Council will be working to determine what events will be well attended on campus by using the 2014 Student Activity Survey. According to the results, most activities are happening at a time that students say they are available but knowing about events in an adequate amount of time can be improved through various communication methods (higher presence on Facebook, twitter, email).

Student Success and Student Services partnered during pep rallies, What’s Up Wednesday, and movie nights to encourage more attendance at both. University athletic teams and events also partnered with Student Services to create tail gates and incentives for attending games.

The student lounge was updated with new equipment and a couch was donated. This space could be utilized better with improvements to lighting, no trash, and a more welcoming environment. There are close to 20 work study students assigned to watch over the space but moving the director of the lounge’s office to that area will help even more. Hosting What's Up Wednesday in that space helps students know where it is.

A master calendar was kept along the wall in the director of student activities office. Anything students could partake in was recorded there. It was published bi-weekly through the campus update but no master list was made public. Many organizations used this calendar to plan their events directly but that it was not utilized across the board. Using OhhLala or OrgSync was determined to be too expensive for our size of campus and the lack of use of current tools. Through DataTel there is capability to manage student organizations. This will be an opportunity that will be explored further.

Freshmen Transition Programs

1. Prepare first year students for the UPIKE experience by exposing them to the traditions, expectations and experiences of the university by partnering with qualified faculty.
   KPI : Create new curriculum with freedom for faculty to make the FS 100 course experience their own.
   KPI : Organize a shared drive for faculty to have access to all created lesson plans and activities.
   KPI : Work with library staff to update the library review and assessment of it.
KPI: Develop a committee to determine the first year common reading book.
KPI: Visit the idea of partnering with other departments to utilize the common reading book by meeting with appropriate parties.

A new curriculum was created and shared with the faculty during a FS 100 training session in August 2013. The intent of the freedom of the course was to increase faculty involvement and investment. A shared Dropbox account was created in August 2013 and was utilized by some faculty throughout the semester.

By interviewing and meeting with faculty after the semester was over it was found that having too many options was not helpful for them to teach the course. They would prefer a more standardized curriculum with the same activities crossing into every class section. Those that used the shared drive also appreciated the options provided there. A hard copy binder of lesson plans might be more accessible for faculty not familiar with online resources. This will be considered for the next term.

With the addition of a new classroom instructional librarian the library decided not to pre-test the students. The students completed a post-test of their library knowledge which was used to tailor the content of the review session for the next year. This will be continued into the next year under the guidance of the new librarian. Students evaluated the session as very helpful and that it made them more likely to use library resources in the future. When asked to evaluate what was the most useful information students learned during the session, student answers included: “probably the online library, and library help. Most of what I do is on the internet.” “I think the online resources and services will be a big help to me this year and all my time at UPIKE.” When asked what were the three most surprising things students learned about the library, student answers included: “1) The online chat help 2) The group study rooms 3) And how friendly the librarians were.” “1. You can check out books online. 2. Print for free. 3. They will read over your paper and tell you what you need to put or work on.”

The first year common reading book was determined by a committee of three interested faculty members, the director of the first year experience, developmental studies instructor, and an English department professor. The three books suggested were: This I Believe, The Last Lecture, and War Wounded. After reading, reviewing resources, and discussion two of the books the one chosen was This I Believe: Kentucky. The committee kept the entire campus population in mind when choosing the book and hope it will tie our community together.

By starting small, the Special Events Committee is considering partnering with the common reading program to provide a reception for visiting authors and students who will be discussing the text. An email to all faculty members will be sent describing the book and suggestions of how it could be utilized in courses with high numbers of first year students. The art department will be allowing the art gallery to be used for a month long show featuring student work related to This I Believe. Completion date of actions will be August 2014.

KPI: Collaborate with the faculty to host Diversity Week in September 2013.
KPI: Keep track of student participation in Diversity Week.
KPI: Review all Diversity Week programming for educational and learning goals.
Diversity Week was hosted September 16-20. The events were as follows: Walk a Mile in My Shoes (Diversity Panel) – Monday evening; Chapel – Tuesday morning; Gallery Opening: Student created Diversity Art Display – Tuesday morning; Hellbound Documentary – Tuesday evening; Diversity Speaker Joan Spencer (Jeffrey’s Journey) – Wednesday evening; Summer 2014 Belize Trip Overview – Thursday morning, International/Study Abroad Fair – Thursday during lunch period; International/study abroad fair and KIIS Potluck – Thursday evening; and Make a Pinwheel for Peace – Friday during lunch period.

There were sign in sheets available at every diversity week event. These sheets were then sent to the faculty whose classes had required attendance. Seventeen first year studies courses and about five other classes required attendance at at least two of the diversity week events. Goals still need to be created for each event. However, after receiving student and faculty feedback on events there could be more emphasis and discussion on relating the activities to diversity. This will continue to be worked on with the diversity week committee.

2. Continue a required summer orientation program (SOAR) that will help promote student retention and address transitional issues and needs for all students new to the institution and their families.

**Lead Objective:** Grow and sustain enrollment  
**KPI:** Set dates for 2014 SOAR by November 2013 without overlapping with national testing dates.  
**KPI:** Attend a National Orientation Director’s Association conference to learn current trends and best practices for small schools and one day orientation programs.  
**KPI:** By February 2014, hire a staff of ten students to serve as SOAR leaders.  
**KPI:** Explore the feasibility of a one day program with an optional overnight the evening prior to the program beginning with a committee.  
**KPI:** Redevelop and implement the SOAR program by June 2014.  
**KPI:** By June 2014, train SOAR leaders with a shorten schedule because additional meetings will occur throughout the spring semester.  
**KPI:** Take the SOAR leaders off campus for a retreat to learn and bond from and with each other and as a team.  
**KPI:** Hire an intern from the National Orientation Director’s Association process.

The dates chosen for hosting orientations are May 28, 31; June 4, 6, 10, 12, 18, 21; and August 12, 15. None of these dates interfere with national testing dates and we are still able to offer two programs on Saturdays. Next year we will need to be aware of summer course registration so we don’t overlap that either.

After interviewing campus partners about their feelings of a one day program it was suggested to attempt a change. Meeting with Gary Justice, James Hurley, Nancy Cade, Tom Hess, Gia Potter, and Judy Bradley took place as campus morale and practicality concerns were determined. A committee was not created but many opinions were taken into consideration as decisions were made to move forward. The decision was to try a new format for orientation. Three main concerns that discussion revolved around were 1) Perception of orientation: what families were looking for and willing to spend time on as
well as UPIKE staff’s perception, 2) Information overload: squeezing in lots of 
information in a short amount of time, and 3) Transfer/non-traditional students: all 
students need information concerning UPIKE in order for them to adjust well and be 
successful. The program has become a one day program with an optional overnight the 
evening before. The information fair has grown to incorporate more offices on campus. 
Campus presentations have been reduced while other new presenters have been added. 
The intent of some changes were to reduce the “information overload” feeling many 
parents and students left with. Now the information is available buffet style with the focus 
being on feeling connected, financial aid, and registration. The feedback on sessions 
indicates the redirected program is a success.

The October 2013 NODA Conference in San Antonio, TX had a University of Pikeville 
representative. Through the small schools consortium contacts were made to gain advice 
and comparison. Many of the techniques used in the hiring process of SOAR leaders were 
learned at this conference. Returning SOAR leaders helped interview 8 potential interns 
from the NODA process by asking questions and reviewing resumes. These candidates 
were narrowed down to two which then had separate interviews with the director of the 
first year experience and dean of students. The intern who was selected was the best fit 
for the direction our program and team were headed with high energy and extended 
orientation experience. We were the top choice for 3 of the 8 interviewees. The intern 
began her stay at UPIKE on May 7th and will be on staff until June 30th.

SOAR leaders were hired based on their performance in group interviews with multiple 
observers. The activities and prompts used were to create environments and situations 
that will test skills (communication, enthusiasm, approachability, understanding the role, 
teamwork, maturity, knowledge of campus, problem solving, and handling pressure) 
needed during SOAR sessions. The four activities used were: 1) partner share – in groups 
the interviewees talked with each other and then took turns introducing each other, 2) 
staff selection – a list with a descriptions of student backgrounds and experiences is 
provided and the interviewees work in small groups to come to a consensus of who to 
hire, 3) infomercial – the interviewees have an allotted time to create an infomercial 
about the university and why a student should attend SOAR, and 4) mindsweeper – there 
is a large grid on the ground with only one correct pathway to cross. The interviewees 
work together within their guidelines to cross the grid. The returning SOAR leaders were 
asked to give presentations to a panel to test and observe higher level leadership skills. 
There were 3 returners and 7 new SOAR leaders.

The 10 SOAR leader students met 4 times for a total of 10 hours over a period of 6 weeks 
following their hiring. They then spent a day creating the skit and bonding. The SOAR 
team spent 3 days and 2 nights off campus at a retreat in Asheville, North Carolina, 
YMCA Blue Ridge Assembly, building personal skills and teamwork requirements for 
successful implementation of a program. They participated in a half day challenge and 
ropes course, ice breaker activities, teambuilding activities, customer service training, 
diversity training, and much more! Leaving campus and coming together as a family has 
made a huge impact on our summer so far. Full feedback from students will be gathered 
at the end of summer. The last 2.5 days of training were spent learning campus services, 
meeting with campus officials, and reviewing the schedule of events for the SOAR 
programs.
Spiritual Life

1. Provide opportunities to enhance spiritual growth on campus
KPI: Offer and lead fall and spring break mission trip opportunities

March 15-23, 2014 18 UPIKE students along with UPIKE chaplain traveled to Piedras Negras Mexico for a spring break mission trip. The team worked on construction, a daily vacation bible school, and partnered with a local church to help engage the church with the community through works of compassion and mercy in a local neighborhood. This week of service provided students hands on experience with a new culture while also continuing to improve their spiritual leadership. Students who participated in this trip became more involved with spiritual life events after this week of mission.

Next year a spring break trip will be offered yet the site will be changed so that student can learn from another cultural perspective and that UPIKE can continue to foster relationships with many different spiritual communities as it seeks a longer term partnership with a community to exchange and share in mutual spiritual encouragement.

KPI: Initiate a 2 day spring world missions conference for students

The Presbyterian Young Adult Volunteer Program was selected as the agency which provided missions training and information to the campus in January of 2014. Emily Miller of YAV came and shared twice on Monday night January 27 and then in chapel on January 28. Later on the 28, Emily also shared with students during a lunch time presentation. This two day event provided students with practical facts and concrete realities about living as a missionary while also learning how to raise money, support, and navigating interpersonal realities in preparation for the mission field. Students were also given the opportunity to ask questions directly to a missionary and to hear their call story. UPIKE had three students fill out applications for this organization and in light of this event, one student has planned on taking a gap year to provide service to their community through local missions.

Next year this event will continue yet it must be better advertised and an international missionary will be brought to campus. Possibly a missionary on furlough will be used to give a new perspective to students.

KPI: Implement student chaplain

Senior Biology major Katherine Baker of Buckhorn, KY was selected as student chaplain. She provided leadership in chapel, a women’s bible study, and periodic spiritual life events. Katherine helped support female students with spiritual needs while also providing prayer at campus events such as opening convocation and graduation. The role of student chaplain will become an ongoing role in spiritual life. This student role empowered one student to learn critical skills in ministry training as well as empowered a group of students to be engaged with a study group which did not exist in the year of 2012-2013. Students were motivated to strive to be more diligent in their spiritual leadership after having watched the student chaplain.

Next year this role will continue and the chaplain will be asked to be more involved in activities such as the street fair, welcome week, and spiritual emphasis week to continue
to enhance the visible and viability of the role. The student chaplain will continue to lead a study group throughout the week.

**KPI : Explore feasibility of a community service project or campus wide service project for all freshman**

_Spiritual life has met multiple times throughout the spring semester with student services, the coordinator of first year experiences, and the VP for enrollment management to work on a day of community service for all incoming new students (either freshman or transfer students). The day of service has been approved and will be implemented in the fall of 2015 as a two day extended orientation taking place the Friday and Saturday prior to the first day of classes in the fall semester. This day of service will be throughout the county, will include faculty, staff, and student leaders who are interested in facilitate freshman student groups of ten students as they serve the community for one full day. This idea did not have any direct impact on spiritual life this year as it is still in the formational stage. Next year this event will be further finalized and made a required experience for graduation and will be implement during welcome week of 2015._

**KPI : Host Religious Emphasis Week in November 2013 focusing on peacemaking**

_Religious emphasis week was a special time on the campus of UPIKE. This was a set apart time for the campus to celebrate its Christian identity, historical Presbyterian connection, and to further explore life with God in the 21st century. This year’s focus was on “Being People of Peace in a World of Violence” and throughout the week of November 10-18, 2013 the UPIKE community participated in various activities, lectures, and special events focused on peace. The community was invited to all evening events. Spiritual Emphasis Week 2013: November 10-15th, 2013 “Being People of Peace in the World of Violence” : November 10, Sunday night at 7:37 in Booth “Dealing with Anger”; Monday night at 7:00 in Chrisman Auditorium will be the second annual Carol Grizzard Browning Lecture "The Old Testament as a Peace Book" by Dr. Ted Grimsrud, Eastern Mennonite University; Monday class lecture with Dr. Grimsrud in Armington 115; Tuesday morning at 11:00 in Chrisman will be the university chapel service in which Dr. Grimsrud will be sharing "Crown Him With Many Crowns."; Tuesday at 7:00 in Chrisman will be Dr. Grimsrud speaking about "The New Testament as a Peace Book."; Wednesday evening at 7:00 pm in Booth will be “Worship on the Hill” with Stanley DeVoogd regarding Christians for Peace in El Salvador, with UPIKE choir, BUG skit, and student testimony; and Thursday evening at 7:00 pm in Chrisman will be the night in which we highlight “Peace in Islam” with Professor Hisham Mahmoud, is an Arabic Lecturer at Princeton University, where he teaches all levels of Modern and Classical Arabic.

This week of activities was important to spiritual discussions on campus and was used as a way to incorporate spiritual topics within three professors fall curriculum. Also the events of Wednesday and Thursday allowed students to engage with diverse perspectives and cultural ideals. On Wednesday night international students from El Salvador participated while on Thursday UPIKE partnered with the East Kentucky Islamic Center to bring an Ivy League scholar to campus which provided students with a model of academic excellence in the area of diverse religious studies. This week is an attempt to_
engage the entire campus in a spiritual conversation which aims at further involving all disciplines in spiritual life topics/events.

Next year this week will continue with a focus on “Living with alternatives: Seeing old things in new ways” as the week will have an Old Testament scholar discussing the first three chapters of Genesis, a documentary discussing human sexuality and the Christian experience, and partnership with the local mosque on community service.

ACE Program

1. Provide support and services designed to increase the retention and graduation rates of 152 low-income, first generation, and/or disabled undergraduates.

   Lead Objective: Grow and sustain enrollment
   KPI: 65% of entering students will persist the entire first year and re-enroll at the institution their second year.

   The ACE offices are open Monday through Friday from 8:30 am until 5:00 pm, and when necessary, extended hours. Students may schedule appointments, but they may also drop in to meet with staff. This has proved effective, particularly when students arrive in crises mode. They may also use the ACE computer lab and free printing service at any time, as well as relax in our lounge area. The drop-in concept is very beneficial to students.

   Because the ACE Program provides services to this number of students, its impact upon the university is evident. 73.4% of the 49 first year students who participated in ACE returned to UPIKE in fall 2014. The ACE program achieved this objective through the provision of services that included mentoring for incoming freshmen; tutoring services; academic counseling; personal counseling; and walk-in availability for our participants. The ACE staff strives on a daily basis to work closely with our participants to improve their academics and uplift their overall college experience. The dynamic staff, with outstanding qualifications and experience, strengthens our ability to aid students in virtually any capacity.

   Recruitment during the SOAR program and the ACE mail-out allowed ACE to receive a record number of applications and to form a waiting list to reach the desired number of 152 participants. 25 incoming freshmen participated in the ACE Summer Orientation program, an on-campus experience that introduces them to college and helps to ease their transition. During this week they were also introduced to the four peer mentors, successful college students who serve as role-models and also as friends. 21 of the 25 students persisted to the Spring 2014 semester, a clear indication that the Summer Orientation program is successful in retaining students.

   KPI: 87% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing, or 2.00 GPA.

   This year ACE has 162 students enrolled. Of those 162, 144, or 88%, achieved the 2.00 GPA or better. This is a great achievement for the ACE program and for the university. Students who do not meet the minimum GPA struggle academically and ultimately financially. ACE attributes this success to intensive ACE staff intervention, as well as students seeking help in higher numbers. Our records indicate that ACE participants
signed in our office log 1008 times as they entered our offices for services. ACE will continue to utilize these successful methods to motivate our participants to seek academic success.

KPI: 40% of new participants served each year will graduate within six years.

The ACE program unfortunately did not meet this objective; however, we are pleased to report that we missed the objective by only 1 percentage point. We achieved 39%, with 23 out of 60 students graduating, cohort year 2008. This is also a great achievement for the ACE program, as last year we only achieved a 32% graduation rate. In addition to our 23 baccalaureate degree graduates, we also had 2 students who achieved associate’s degrees. The ACE program’s efforts in revamping selection techniques and intensifying the daily efforts described above have clearly had an impact upon the success of our students.

We plan to further refine our selection process, adding additional information-gathering surveys and interviews to give us more insight into each applicant’s educational goals and plans. We also plan to recruit all new applicants and to complete all intake processes applicants prior to the beginning of the fall semester. We will also be adding a probation period of one semester to each applicant. If students are not actively involved with ACE during their first semester with the program, we will be able to remove them from our roster without repercussions. All of these methods should enable ACE to improve our graduation rate.

KPI: 100% of newly admitted participants will have their academic and counseling needs assessed within two weeks of enrollment, and student Prescriptive Plans will be developed within two weeks of the needs assessment.

ACE easily achieves this goal by following proper procedure. As soon as eligibility is determined, the student is contacted and asked to schedule a meeting in the ACE office. The intake interview incorporates all the pertinent information that ACE has received to develop the student Prescriptive Plan for each of the new participants. Social media, including Facebook and text messaging, has made it much easier for ACE to contact and get a response from participants. No changes are necessary, as this method is successful and works with no issues.

The peer mentor program provides vitally important support to the ACE program incoming freshmen participants. Transfer students and any other ACE participant may also request a peer mentor. Peer mentors work closely with ACE freshmen throughout their first semester at college, a critical time in the college student’s transition from high school. The mentoring program is designed and implemented by the Project Counselor, who trains the mentors and closely supervises their interaction with the ACE participants.

ACE program tutoring is offered to participants during both first and second semester. The ACE Development Coordinator designs and implements the tutoring component each year. This year ACE budgeted for 20 hours of tutoring per week, and tutors are hired each semester as needed. This year we provided tutoring in the following subjects: Biology, Physics, Chemistry, Organic Chemistry, Earth Science, Anatomy, Psychology, Computer Science, Criminal Justice, Sociology, Macro Economics, Math 098 and 099, Math 111, Discreet Math, Statistics, Trigonometry, Pre-calculus, Calculus, American
History, Health and Spanish. We had eight tutors (five ACE & three Work Study students), who provided 667.50 hours of tutoring (Fall: 345 Spring: 322.50) to 67 (42 Fall & 25 Spring) students.

Intensive and intrusive academic counseling is provided primarily by the ACE program Academic Coordinator, who meets a minimum of twice per semester with all ACE participants to discuss progress and set academic goals. Additional meetings are arranged as necessary at mid-term or any other time that students need help. This year the academic coordinator met with 9 probation students bi-weekly until mid-term; at that time, 4 of these students continued this intensive counseling until their grades improved. The academic coordinator also met with and counseled students with mid-term deficiencies: 37 in the fall and 43 in the spring. In addition to the Academic Coordinator, all ACE staff work with students regarding academics and how to be successful. Monthly academic workshops provide another method to deliver information to students. This year we conducted workshops for resume writing, dressing for success, goal-setting and personal success, and employment seeking resources.

The Project Counselor is available to provide personal counseling as needed. The counselor may also make referrals to outside resources when necessary. This is a valuable tool for ACE participants, and in particular the students with disabilities. The university now provides counseling services through the West Care Foundation, and the project counselor utilizes this resource regularly. Students who are struggling with counseling issues are hindered in their academic goals, and ACE and West Care are vital mental health resources on this campus.

KPI: 10% of ACE participants (16) will participate in local community and cultural events.

Lead Objective: Strengthen community partnerships

ACE encourages all participants to become involved in campus activities, clubs, and organizations. We also require each participant to attend two cultural events each semester, most of which can be found on campus. ACE also provides one cultural event each fall, usually a play, for which we provide tickets and transportation. ACE posts notices of campus and community events in our offices so that students are aware and informed about local community and cultural events. ACE staff is always glad to help students with any arrangements necessary to attend events, and peer mentors are a great resource also, as they help keep ACE freshmen advised of upcoming events. This year ACE has records indicating that 18 of our participants participated in the following events: Mission trips to Mexico, Detroit, North Carolina and Haiti; Food Drive for West Care; Organ Donation Fundraiser; Community Egg Drop; Volunteering at West Care Homeless Shelter, Signature Healthcare, and Cedar Creek Assisted Living. ACE believes that many other ACE participants were involved in community and cultural events; they simply did not update their ACE records with that information. ACE plans to continue with the methods listed above to engage our students outside of academics.

Intramurals

1. Enhance the opportunities for students to become involved in non-intercollegiate athletic activities.
Lead Objective: Grow and sustain enrollment
KPI: Have intramural sign-up sheets posted three weeks in advance of activities. These forms will be posted in the Student Services office and in residence halls for undergraduate students and in the medical school for professional students.
KPI: Provide flag football for the fall participation sport.
KPI: Provide a corn hole tournament and card tournament during fall semester 2013.
KPI: Provide two sports for student participation in Spring 2014. (Basketball and bowling)
KPI: Provide a billiard tournament for Spring 2014.

Intramurals can be a major extra-curricular activity on campus. Students and alumni who want to stay active can participate in organized activities, without being a college athlete. Participants can use these activities as part of a wellness program. Students can stay involved, make new friends, and be healthier by participating. For the University, this intramural program helped with the retention of students. Prior to the intramural activities, phone numbers were gathered and contacts made with each student or team when the schedules were completed. Eight teams (96 individuals) participated in flag football. The games were held at Bob Amos Park. Access to this facility is getting harder to schedule. Searching for additional space to host this activity is an on-going process.

Basketball included 17 teams with 140 individuals. This activity is held in the UPIKE gymnasium. Two cornhole tournaments were scheduled, one each semester. Twenty-nine teams participated in each event with 58 student participants. Thirty students participated in Texas hold’em tournaments.

Space and facilities are difficult to schedule. Intramurals are scheduled around gym usage of UPIKE athletic teams and Bob Amos Park availability. When space becomes available, volleyball and softball could be offered as additional intramural activities.

Student Services (Testing, Disability Services and Veterans Educational Benefits)

Testing

1. Provide testing program coordination to insure that UPIKE students and applicants along with community and area residents have convenient access to their testing needs.

Lead Objective: Strengthen community partnerships
KPI: Develop and publish testing schedule and reserve adequate facilities, for each scheduled exam (ACT, SAT, PRAXIS, GRE Subject-test, Residual ACT and senior exit exams) prior to July 31, 2013. Enlist and train adequate staff for each administration prior to the scheduled date.
KPI: Collaborate with Academic Affairs, IT and The College Board to establish a CLEP test center on campus by late Summer 2014.
KPI: Enlist test supervisor to take-over all aspects of National ACT, SAT, PRAXIS & GRE Subject-test administrations beginning May, 2014. Provide support for National testing administrations and supervisor.
KPI: Enlist the aid of COBB and SKCC to conduct a regional needs assessment for the establishment of a full-service testing center in Pikeville. (Spring 2014)
KPI: Stay abreast of best practices in test administration through networking with others in the testing field and attending KATAC and NCTA conferences. (2014)
The Testing Coordinator provided supervision and coordination of testing materials, facilities, staff, training, and customer service for paper/pencil format exams for college admissions and teacher certification; online exit exams and surveys for graduating seniors; and various make-up and distance learning exams. However, due to the rapid change in testing formats from paper/pencil to computer or internet based, we no longer provide all the academic and professional exams requested by our campus and/or community. In order to meet this need, UPIKE must update testing facilities, add staff and expand test offerings.

16 National Test Administrations (ACT, PRAXIS & SAT) serving 874 candidates; 29 Residual ACT Administrations serving 58 UPIKE applicants and students; 181 BA/BS/BSN/BBA candidates and 8 MBA candidates completed required exit-exams: 344 online academic assessments and 420 online institutional surveys. In addition, authorization is being sought from ETS to administer IBT forms of the PRAXIS and GRE exams. Time line will need to be extended. The Testing Coordinator will seek administrative support to delegate testing supervision duties.

Support from KYCOM, KYCOO and PMC should be obtained to strengthen UPIKE’s need to become authorized to administer academic and professional exams through Prometric and Pearson.

The Testing Coordinator attended KATAC spring conference March 2014 in Morehead, KY...NCTA conference is booked for September 2014 in Denver, CO. Testing List Serves, online webinars and archived conference files are routinely referenced for support and professional development.

Disability Services

1. Provide leadership and coordination of accommodations for Students with Disabilities enrolled at UPIKE.

Lead Objective: Grow and sustain enrollment

KPI: Provide guidance to faculty, staff and students concerning disability disclosure and access to accommodations on our campus.

The Disability Resource Counselor provided leadership and coordination though interviewing students, gathering and reviewing documentation, producing faculty letters which outline needed accommodations for distribution, securing authorized release of information from students, coaching students in self-advocacy, coordinating logistics of accommodated exams, maintaining files, addressing concerns of the community and serving as resource to faculty and staff. The services provided were inadequate - ongoing Professional Development on ADA/504 is needed for faculty and staff, and the Disability Services needs additional staff and a support committee.

KPI: Act as liaison for disabled students with faculty, staff and administration as well as outside agencies to protect and advocate for the rights of the student.

Ongoing - though understaffed. During the 2013-2014 AY, 75 students self-reported as having a disability to the DRC. Of that number, 51 students provided adequate documentation and received requested accommodations. 7 students received textbooks in
Alternate Format through collaboration with AccessText, BookShare and a variety of publishers.

KPI: Collaborate with ACE, Student Financial Services, and Student Success to secure individual assistance in test accommodations as requested and scheduled.

Accomplished with difficulty...Due to lack of dedicated testing space, proctor assistance and testing rooms provided by Student Services, Student Financial Services, Student Success, ACE and Westcare’s Campus Connection were utilized to administer 288 accommodated exams (separate location, extended time, reader and/or scribe, etc.).

NOTE: Administration is looking at the possibility of designating more space for Disability, Testing and Veterans Services for FA2014.

KPI: Stay abreast of changes to the ADA/504 law and its application through professional development opportunities and networking with others in the disability field through association with KY AHEAD, International AHEAD and Kentucky ADA Task-Force. (2014)

Ongoing: Affiliation with KY AHEAD through the List Serve and networking; participation on the KY ADA Taskforce and taking advantage of opportunities to learn from AHEAD workshops and webinars throughout the year.

KPI: Initiate outreach to school counselors and special education personnel throughout Pike County to promote smooth transitioning of Students with Disabilities into post-secondary institutions (Spring 2014).

Tabled until adequate staffing is available

Veterans Affairs

1. Provide coordination for the certifying of educational benefits for qualified Veterans and Dependents attending UPIKE.

KPI: Collaborate with Academic Affairs, Student Financial Services and the Business Office to certify VA students within two weeks of the beginning of each semester, and as needed throughout the academic year.

Certification of Veterans educational benefits requires verification of VA eligibility, admission acceptance, class enrollment, financial-aid status and business office confirmation of billing and receipt of VA funds. The SCO coordinated the collection of information from five campus offices, the Department of Defense and the Veterans Administration to provide certifications of enrollment to all qualified Veterans and their Dependents as requested during AY 2013-2014.

Ongoing - The SCO served as liaison to 43 student veterans or dependents of veterans in securing educational funding through the Veterans Administration during AY 2013-2014. VA provided $70,811 in tuition benefits directly to the institution, and an additional $173,225 was paid directly to eligible veterans and their dependents to help cover cost of attendance at UPIKE. State and Federal Tuition Assistance in the amount of $81,366 was received by the institution for students contracted to the Army National Guard through “Go Army Ed”.
KPI: Assist veterans and their dependents in the application process and forward applicable documents to the Regional Office of Veterans Affairs in St. Louis, MO within one week of receipt.

Accomplished - 14 new veteran’s files were established during the 2013-2014 AY.

KPI: Stay abreast of changes to VA law by attending Statewide VA Updates as scheduled by the Office of Veterans Affairs or the KY State Approving Agency and attending the AVECO annual conference (Summer 2014).

SCO attended KY ELR Update training March 18, 2014 in Morehead, KY, and utilized VA website and networking with fellow SCO’s for educational updates. Administration has approved moving VA certification to Student Financial Services to make the process more cohesive. Gary Collins will be attending the AVECO conference in July at the St. Louis Regional Processing Center to train as a SCO. Current SCO will remain active with VA to ease the transition of files and duties through June 30, 2015.

KPI: Collaborate with the Chaplain to develop programming options for Veterans (SP2014)

Ongoing - Plan to organize student vets/dependents and partner with campus organizations to support Pike County’s new Homeless Veterans Transitional Housing Center.

Career Center

1. Maintain a comprehensive Career Center.
KPI : Provide listings of both full time and part time local job opportunities.
KPI : Maintain a database of current job openings and current job seekers.
KPI : In association with the Big Sandy Area Community Action Program, host employment training seminars including the employment process, resume writing, and interview skills.
KPI : Increase number of students participating in Career Fair by 10%.

All part time job opportunities are listed in the campus e-news weekly. As full time jobs become available, some professors are contacted to generate referrals to provide to the interested companies. Also, a list of students that are seeking employment is kept in the Student Services office. The Big Sandy Area Community Action Program provided one workshop on the employment process. Another was scheduled for the second semester but the agency cancelled the seminar. The Student Services office staff provided assistance with resume writing and the interview process to several students during the year. A spring career fair was not held.

The career center needs to be staffed on at least a half-time basis. It is difficult for agencies that do career planning to meet schedules that our students need. More opportunities for students to access information and the employment process should be made readily available. Also, the opportunities for students to seek information on careers or post-graduate studies is an important service that needs a dedicated position.

Health Services
1. Provide students with an on-campus health professional for common ailments.
KPI: Provide a nurse’s station to be open 37.5 hours per week during the Fall 2013 and Spring 2014 semesters.
KPI: With the assistance of the Pike County Health Department, provide a male/female clinic one day per week during the Fall 2013 and Spring 2014 semesters; services to include family planning, contraceptives, STI testing and treatment, sports and employment physical exams. A physician will be present for these services.
KPI: Provide flu vaccines, immunizations, TB skin test to students, faculty and staff.
KPI: Work in conjunction with Pike County Health Department to educate on community/campus problems such as obesity, alcohol and drug abuse.
KPI: Provide dental assistance/referrals for students, faculty and staff through program located at the Pike County Health Department.
KPI: Provide and schedule appropriate referrals to clinics/physicians for conditions that require further evaluation and treatment.

Health Services were available Monday through Friday 8:00 AM to 4:30 PM. Dr Jesus Rangel was on campus Fridays to provide many services to students, faculty and staff. These services included but not limited to, family planning services, contraception options and supplies, STI testing and treatments, sports and employment physical exams, and treatment of acute medical conditions. Influenza vaccines and other immunizations were made available to students, faculty and staff. In conjunction with the Pike County Health Department education material and counseling on health issues were made available and utilized by the students. Dental and medical referrals were made on an as needed basis.

During the 2013-2014 academic year, there were 1,131 total visits. Dr. Rangel: 275 (24%); Family Planning: 149 (13%); STI Screenings: 136 (12%); Treatment of STI: 50 (4%); Results of Labs: 24 (2%); Vital Sign Checks: 33 (2%); Scabies: 1 (0.08%); Chicken Pox: 3 (0.2%); Blood Pressure Monitoring: 83 (7%); Immunizations: 22 (1%); PPD: 20 (1%); PPDR: 20 (1%); Flu Vaccine Faculty/Staff: 61 (5%); Flu Vaccine Students: 47 (4%); Nausea, Vomiting, Diarrhea: 32 (2%); Sinus, Cold S/S: 88 (7%); Sore Throat, Fever: 87 (7%); Urinary Tract Infections: 18 (1%); PMS: 7 (0.6%); Seizures: 4 (0.3%); Syncope: 4 (0.3%); Breast Nodules: 2 (0.1%); Toothache: 3 (0.2%); Pinkeye: 2 (0.1%); Headache: 10 (0.8%); and Referrals: 45 (3%). When a student comes in for cough drops, band aids, general weight check I do not generate a record. I grouped together some symptoms and illnesses.

Public Safety

1. Implement technical programs that save time and money, and officer response time.
KPI: Purchase an E-ticket module that communicates with our existing reporting software to reduce officer time and costs.
KPI: Take part in DOCJT mobile computer program to equip officers with information while on patrol.
KPI: Develop business contacts that will supply equipment and supplies at a discount.

2. Improve the property and evidence control tracking functions of our department.
KPI: Train our property officer in the property handling and documentation of property that comes into the care and custody of our department.
KPI: Purchase and install new evidence tracking software to allow our evidence officer to more efficiently track items in our possession.
KPI: Enhance evidence locker and property vault security.

Policy changes were put into effect that enhanced the way property was handled. One officer was trained in evidence control and tracking and put in charge of all case related property the department handles. A dedicated location was put in place and security measures were installed to ensure safe storage of evidence. An evidence control-tracking module was utilized in our existing report software. Another officer was placed in charge of all lost and found property and a secure location was provided for those items. Policies and procedures on handling lost and found were also enacted and an officer was charged with tracking that property.

3. Conduct more “in-house” training for officers.
KPI: Make use of available technology and have the officers view online training courses while they are on duty.
KPI: Have the supervisors conduct more roll call training at the start of each shift.
KPI: Sponsor on-site training from vendors to reduce overtime and replacement scheduling of on duty officers.

Training has progressed at a steady rate. All officers met the requirements for departmental training and most exceed them. Two officers were sent to UT Knoxville to become certified instructors in RAD (Rape Aggression and Defense) to bring a total of 5 persons on campus available to teach the course. The RAD course was added to the University curriculum for the fall of 2014 along with a complimentary men’s self-defense course. These classes help meet the SAVE and VAWE requirements that are new for 2014. Instructor level classes are continually sought to lower training costs for the department. All required training for duty gear qualifying and re-qualifying were met by all officers on staff. Training on Suicide Prevention was provided by Westcare and 3 officers were certified. Chief Abshire completed the first 18 hours of MBA courses, he is scheduled to complete requirements in that program in May of 2015.

4. Prepare for future growth.
Lead Objective: Maturation of University
KPI: Determine staffing and resource requests based on need.
KPI: Develop accurate method of delivering service to newly acquired areas.
KPI: Determine accurate statistical data and develop a valid projection of anticipated police activity.
KPI: Meet with campus groups and leaders to discuss their expectations and perceptions of crime on campus.

Staffing needs were studied and a conclusion was made that the department would benefit by adding one full-time and one-part time officer to the roster. The total number of incident reports have increased 237% since 2009 (70 report in 2009 and 236 reports in 2013). Budget constraints did not allow the additional officers to be hired. Budget re-
allocation requests will be made for 2014-2015 to allow for the additional officers. Although staffing was short, all requests for service were met. All special events had adequate officers in attendance and duty hours were covered for the year. Special meetings were held with the Faculty and Staff to address concerns about safety. All feedback was positive and I feel they met a need for good communication from the Public Safety Department.

Community Education

1. Continue the UPIKE School of Dance Community Education Program.
   Lead Objective: Strengthen community partnerships
   KPI: Schedule 10 classes for fall 2013 and spring 2014.
   KPI: Develop newspaper inserts and brochure for fall and spring classes one month prior to classes starting.
   KPI: To have a minimum of 10 dance classes with a minimum enrollment of 6 participants with instructors committed.
   KPI: Host one fall and one spring performance.

   Advertisement for the program were produced in a timely manner. During the Fall 2013 semester the University of Pikeville School of Dance offered 31 classes in ballet, tap, jazz/hip-hop, and belly dance. We had a total of 227 students enrolled. During the Spring 2014 semester the University of Pikeville School of Dance offered 32 classes in ballet, tap, jazz/hip-hop and belly dance. We had a total of 246 students enrolled.

   October 2013 - we were invited, for the third consecutive year, by the City of Pikeville to perform "Thriller" at the community wide "Nightmare on Main" event. There were an estimated 8,000 people at this event. Also during October 2013 - we performed our second annual "Dancing For a Cure". All proceeds from this performance were donated to Blessed Beyond Measure, a local non-profit organization helping women in our area who are battling and recovering from breast cancer.

   May 2014 - we performed two recitals, "Broadway Babies" for our 3-6 year olds and "There's No Business Like Show Business" for our 7 year olds through adults. Both shows were greatly attended and received rave reviews. June 2014 - we performed "East Ky Dance Under the Star" this was a collaborative effort of the University of Pikeville School of Dance the UPIKE Dance Team and Dance Etc. (dance studio located in Prestonsburg). This show was performed at the Jenny Wiley Amphitheatre.

Upward Bound

1. Provide fundamental support to participants in their preparation for college entrance.
   KPI: 90% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

   The high schools will send grade reports shortly after school resumes in August.

   KPI: 85% of Upward Bound seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.
Test scores will be available when school resumes in August.

KPI: 95% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

*All secondary level participants are expected to return to school in the fall and all (100%) seniors graduated.*

KPI: 95% of all current and prior year Upward Bound participants, who at the time of entrance in the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

*All graduates (100%) pursued a Kentucky certified rigorous curriculum and graduated with a regular secondary school diploma.*

KPI: 75% of all current and prior Upward Bound participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

*All graduates (100%) were accepted for the 2014 fall enrollment.*

KPI: 60% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school.

*Follow-up will be completed shortly after the 2014 fall term begins.*

2. In addition to academic support, University of Pikeville Upward Bound will instill in its participants the importance of community involvement through our continued participation in events such as: the Autism Awareness Walk, community clean-up campaigns, and professional mentoring programs.

**Lead Objective: Strengthen community partnerships**

*The entire enrollment participated in the Autism Awareness Walk and the summer graduate class participated in work-study/mentor programs.*

3. Our project will provide participants experience with new technologies and learning venues. These opportunities include utilizing web-based programs such as Kaplan, an online ACT preparation program. Participants will also use Khan Academy, a tutoring website that provides an extensive collection of math and science tutorials and diagnostic testing. The project also enrolls Bridge participants in online courses provided by the university.

*All participants (100%) had access to the Kaplan ACT prep course; Khan Academy was available to all participants; and ten summer graduates (Bridge students) were enrolled in a University online class.*
4. Upward Bound provides exposures conducive to continuing educational pursuits in the health professions through our experiential/lab-based science classes, encouraging participation in the university’s PEPP program, and arranging work-study positions for our participants at Pikeville Medical Center.

   36 participants were enrolled in class exposures conducive to continuing education in health professions, 3 participants were involved in our work-study partnership with the Pikeville Medical Center, and 16 received direct mentoring contact with medical professionals.

**VICE PRESIDENT for ADVANCEMENT**

1. Increase the number of donors and the aggregate amount of giving for the University of Pikeville.

   **Lead Objective:** University advancement

   **Lead Objective:** Strengthen community partnerships

   **KPI:** Continue to refine the timeline that strategically aligns the three areas of Communications (coordination of all materials, publications, and other forms of communication to alumni and friends of the university), Relationships (planning events to engage the continuum of alumni and friends of the university), and Resource development (implementation of annual fund, phonathon, fundraising events, and major gift cultivation initiatives).

   **Telling the story:** Work with the Office of Public Affairs to continue to expand our ability to tell what is the best and brightest about our students, faculty, staff, alumni, and programs of the University of Pikeville. Strategies included UPIKE Magazine/Annual Report; Fall 2013 with the 2012-2013 Donor Honor Roll; Winter 2014 with the 2013-2014 Donor Honor Roll; Fall 2014 (anticipated); upiKEnews – monthly; Social Media; Pike TV/Channel 99 programs; Announcements; Invitations to events; Donor recognition, in memory/honor of; Benefactors Plaza (brick recognition); Website; AlumNites; Alumni Award recipients; Honorary Doctorate recipients; Planned Giving; and Endowed Scholarships

   **KPI:** Continue the student Thank-you-thon to recognize donors from the preceding six months from January 1, 2014 through June 30, 2014.

   **KPI:** All gifts and sponsorships will be processed through the Office of Advancement for inclusion in the Annual Report by July 2014.

   **KPI:** Increase the number of donors and aggregate amount of giving as compared to the previous fiscal year by 10%

   2013-2014/2014-2015 Appeals/Phonathon activities included Fall Appeal, Winter Appeal/Christmas Card, UPIKE Baseball Appeal, UPIKE Baseball follow-up mailing, OMSP Endowment Appeal, KYCOM Pledge Card Form, Faculty/Staff Appeal, Phonathon (six week program), UPIKE Women’s Soccer Appeal, UPIKE Women’s Softball Appeal, Appalachian Business Opportunity Endowment Pledge Card, Portfolio Appeal to Alumni Board, Senior Appeal, Campus Beautification Appeal, “Almost” Appeal for Plaza, Printer’s Proof, Appalachian Business Opportunity Endowment...
Appeal, Pikeville College Academy & Junior College Endowment Appeal, and Named scholarship mailing

KPI: Continue the student Thank-you-thon to recognize donors from the preceding six months from July 1, 2013 through December 31, 2013.
KPI: Raise funds through the phonathon for FY14 and increase number of donors and aggregate giving by 10%.

The focus of the annual fund and phonathon were to get alumni and friends into the habit of giving, increase the number of donors and alumni giving percentage, uncover areas of donor interest and wealth, perform wealth screening analyses, find new major gift prospects, and increase the amount of unrestricted/repeatable funds.

KPI: Continue the recognition program implementation including the Benefactors Plaza recipients with various donor thank you/stewardship gifts by July 1, 2014.
KPI: Identify key fundraising initiatives for next 18 months by including the President and the Executive Staff in determining and prioritizing fundraising initiatives, targets individual donors/businesses with preferred area of support, and departments work with the Vice President for Advancement to prioritize and plan fundraising initiatives.

2013-2014 Fundraising events included Football Golf Outing (July 19), Bowling Fundraiser (September 9), Mission Trip Golf Outing (September 27), President’s Inauguration (October 18), Spring Athletic Weekend Golf Outing (May 2), Athletics Banquet (May 4), and Dominican Republic Fundraising Dinner (Fall)

KPI: Develop a donor research process including identification of new donors and wealth screening processes by summer 2013.

Other annual fund initiatives include Scholarship matching campaign, Endowed scholarship initiative (2014-2015 launch), Former UPIKE Presidents, Retired faculty, and Sports Medicine/Athletic Trainer Equipment appeal

KPI: Identify grant funding initiatives in line with fundraising initiatives for next 18 months identified with prioritization determined by the President and the Executive Staff, a connection to the UPIKE Strategic Plan, and accounting and documentation/follow-up coordinated with the Business Office

Grant funding activities included determining institutional priorities, identifying foundations aligned with UPIKE priorities and geographical region, visiting foundations for advice and relationship building (had significant success with personal visits and with President and Vice President for Advancement visits), writing/preparing of grants, and stewarding grants – Office of Advancement, Business Office, and designated department.

KPI: Apply for significant grant funding for targeted initiatives including a Title III grant submission

Grant activity since July 2012: $10,964,272 in grant applications; $2,341,914 in grant awards. FY14 grant activity through 6.30.14: $5,171,793 in grant applications awaiting funding; $1,843,914 in grant awards. FY15 grant activity $2,200,000 Title III Strengthening Institutions Grant award.

KPI: Organize a sustained planned giving effort for the University

On July 1, 2014 Ron Damron joined the Advancement Team at the University of Pikeville as the director of planned giving.
KPI: Create a strategic plan and timeline for the creation of a community foundation in Pikeville to benefit the community and the University

2. Plan events and activities that foster increased connections between the university and alumni, friends, and the surrounding community to further the efforts of the institution.

Lead Objective: University advancement
Lead Objective: Strengthen community partnerships
KPI: Organize an Alumni Association trip abroad including travel companies, costs, staff, etc.
KPI: Create two 6-month plans for AlumNite activities to increase alumni engagement at regional and national locations including creating the information/purpose strategy for each event, determine target audiences, and utilize event planning matrix.
KPI: Plan a Grandparents University experience for summer 2014
KPI: Market Grandparents University through a variety of publicity media with accompanying timelines
KPI: Produce an annual report magazine for the university in conjunction with the Public Relations Office for distribution in October 2013
KPI: Schedule rooms and facilities for 2014-2015
KPI: Begin implementation of the Presenting Series initiative
KPI: Begin implementation of alumni decade reunions to increase alumni participation and giving.
KPI: Reclassify to more accurately classify alumni as graduates and those who attended classes but did not graduate.

Building Relationships: Planned events and activities that foster increased connections between the University and alumni, friends, and the surrounding community to further the efforts of the institution. Experiences included Monthly upikEnews announcements and profiles; Thank-you-thon, July/August and January/February; Continue implementation of the UPIKE Alumni Association Gateway initiative; Increase communication about alumni, students, faculty, and staff success stories (outcomes); Build the number and type of ways that reconnect UPIKE alumni with their alma mater; Find hosts for FY14 AlumNite events; Highlight speakers at UPAA Board meeting through UPIKE Connect (broadcast over YouTube); and Launch Career Placement initiative. AlumNites Tour 2013-2014: 50+ events in 2013-2014 (compared to 10 events in 2011-2012)