University of Pikeville

Institutional Planning

&

Evaluation Manual
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## Appendices

- A – Effectiveness Planning Model
- B – University of Pikeville Statement of Mission
Purpose
The purpose of ongoing institutional planning and evaluation at the University of Pikeville is to improve the institution’s ability to fulfill its mission. Planning and evaluation are systematic, broad-based, interrelated, research-based, and appropriate to the institution. Planning and evaluation encompass all educational programs and administrative and educational-support functions of the University. Prior to 2009, planning included both institutional effectiveness annual reports and five-year long range plans as means for the accomplishment of institutional goals. Beginning in 2009, the planning process evolved to into one that utilizes three-year strategic plans developed by all University units while maintaining comprehensive assessments of learning outcomes by all educational programs (see Appendix A).

Elements of Planning
The University includes the following components in its planning and evaluation process:

- Review and affirmation of a clearly defined purpose/mission and goals appropriate to higher education as approved by the Board of Trustees of the University of Pikeville in January of 2015 (See Appendix B).

- Establishment of institutional lead objectives that are generated from the President’s Planning Council’s review of the institution’s priorities for continuous improvement.

- Development of measurable outcomes with Key Performance Indicators (KPI) that incorporate fiscal and facilities planning that are in response to the institution’s lead objectives.

- Utilization of learning outcomes and evaluation of results from multiple direct and indirect assessment methods to improve the quality of educational programs.

President’s Planning Council
The President’s Planning Council meets annually to discuss and endorse planning activities and to provide assistance and guidance to the President of the University in establishing the institution’s lead objectives for fulfillment of the institution’s mission and quality improvement. The membership of the Planning Council consists of the President and members of the President’s Executive Staff: the Vice-President of Academic Affairs, the Vice-President of Health Affairs, the Vice-President for Finance and Business Affairs, the Vice-President of Student Services, the Vice President for Enrollment Management, the Vice President for Advancement, the Assistant Vice President for Marketing, the Dean of the Coleman College of Business, the Director of Human Resources, the Athletic Director, the Director of Institutional Research and Effectiveness, and the Executive Assistant to the President.

University-Wide Assessment Activities
The Director of Institutional Research and Effectiveness works with University administrators, faculty, and staff to recommend and assist in the selection, design, and administration of assessment instruments and the use of assessment results and institutional research findings in the development and
Assessment of Educational Programs

Each educational unit of the institution has a curriculum map which ties learning outcomes with courses taught in the major and has multiple assessment methods for evaluating these learning outcomes. In order to facilitate institutional planning on campus, a coordinator is assigned to each unit. Coordinators are responsible for:

1) Collaborating with colleagues in their educational unit in the development and implementation of the curriculum map. This includes developing student learning outcomes and selecting multiple measures (both direct and indirect) which are congruent for assessing each student learning outcome.

2) Discussing the map with the division chairperson.

3) Collaborating with the Director of Institutional Research and Effectiveness to design and administer assessment instruments where appropriate.

4) Collaborating with the Director of Institutional Research and Effectiveness to compile and disseminate assessment results to faculty members in the program.

5) Preparing an annual report on the program which is submitted to the respective Division Chairperson by December 15 to complete the "planning and assessment loop" which is supported by assessment results from the immediately preceding spring and summer terms, and the current fall term to address the following four areas:

   Improvements in Student Learning: This section demonstrates how data, events, and actions which occurred during the report time period either in the classroom or out of the classroom have improved student learning specifically as they relate to the program’s student learning outcomes. If improvements did not occur, suggested revisions should be provided as appropriate.

   Curriculum Changes: This section includes descriptions of what changes in teaching and/or textbooks occurred during the report time period, what addition and/or deletions of courses were approved by Curriculum Committee, what changes in teaching and/or textbooks should occur in the next report cycle, and what additions and/or deletions of courses will be brought to Curriculum Committee in the next report cycle. Attach copies of Curriculum Change Proposals when appropriate.

   Instructional Resources Needs: This section provides descriptions and rationales for resource needs during the upcoming fiscal year including, but not limited to, library, equipment, classrooms, labs, smart rooms, and instructional technology. Budget information is included as appropriate.

   Professional Development Issues: This section describes what teaching expertise is needed to improve the major as well as information from program faculty from their individual performance reports. Budget information is included as appropriate.

   Library Partnerships: This section describes any activities that develop and support information-literate learners who can discover, access, and use information effectively for
academic success, research, and lifelong learning; including collaborating with Library personnel (a) regarding ways to incorporate library collections and services into effective education experiences for students and (b) to embed information literacy learning outcomes into curricula, courses, and assignments.

A list of educational units is as follows:

College of Arts and Sciences Programs
  Division of Humanities
    Art
    Arts Administration
    English
    Film and Media Arts
    Religion
    Spanish
  Division of Math/Science
    Biology
    Chemistry
    Computer Science
    Mathematics
  Division of Social Sciences
    Communication
    Criminal Justice
    History
    History/Political Science
    Psychology
    Social Work
    Sociology

Coleman College of Business Programs
  Business Administration (BBA)
  Business Administration (MBA)
  Healthcare Management (MHM)
  Sport Management (MS)

Patton College of Education Programs
  Educational Studies
  Elementary Education
  Middle Grades Education
  Secondary Education
  Master of Arts in Teacher Education

Elizabeth Akers Elliott School of Nursing Programs
  Nursing (AS)
  Nursing (RN-BSN)

Kentucky College of Osteopathic Medicine Programs
  Academic Affairs
**General Education Assessment**

The General Education Committee is charged with evaluating and improving the institution’s General Education Program. The Committee is the driving force for the continuous improvement of the quality of the program. The Committee has developed learning outcomes consistent with the mission of the University and utilizes multiple assessment methods for evaluating these learning outcomes. The Committee submits an annual report to the Vice President for Academic Affairs by March 15. The report uses data to (a) describe each division’s contributions to the general education outcomes, (b) suggest specific improvements to the program, and (c) propose a budget to accomplish these improvements.

**Division Chairperson Reports**

The educational program annual reports for the College of Arts and Sciences inform each division chairperson’s report. In addition, the General Education Committee’s annual report informs the relevant undergraduate division chairperson reports. The division chairperson reports are submitted to the Dean of the College of Arts & Sciences by March 20. The division chairperson reports are summary reports with clear priorities for the upcoming academic year. These reports also inform the upcoming respective division’s strategic plan. The reports address the following areas:

- Describe faculty development/involvement in division programs/initiatives; including involvement in community initiatives
- Summarize and prioritize academic-related needs in the majors and other pertinent programs and outreach programs
- Include a proposed budget report for upcoming fiscal year
- Have the individual annual program reports attached as appropriate

**Strategic Planning**

The Strategic Plan is a three-year dynamic document which serves as part of the institution’s institutional planning and evaluation process. The President’s Planning Council meets annually around August 1 to generate the institution’s lead objectives which stem from a review of the institution’s priorities for continuous improvement. These objectives assist in the development of budgeting priorities and human resources recommendations for the current fiscal year. These budgeting priorities may, as would actual enrollment increases or decreases, change the operational budget. By September 15, all units develop three to five measureable objectives which address the institution’s lead objectives as described by the President’s Planning Council. These unit objectives are also refined based on assessment of the previous year’s objectives. All units subsequently evaluate the completion of each year’s objectives by June 30. A list of Executive Staff and the respective units for which each is responsible is as follows:

**Strategic Planning Units**

- President’s Office
- Public Relations/Marketing/Publications
- Website
- Intercollegiate Athletics
- Institutional Research and Effectiveness
Vice President for Academic Affairs
  Dean's Office, College of Arts and Sciences
    Division of Humanities
    Division of Math/Science
    Division of Social Sciences
  Dean's Office, Coleman College of Business
  Dean's Office, College of Education
  Allara Library / Medical Library / Vision Sciences Library
  Registrar’s Office
  Academic Support Services
    Transitional Studies
    Global Education
    Experiential Learning

Vice President for Health Affairs
  Dean's Office, KYCOM
    Academic Affairs, KYCOM
    Basic Science, KYCOM
    Clinical Affairs, KYCOM
    Osteopathic Clinical Education, KYCOM
    Graduate Medical Education, KYCOM
    Student Affairs, KYCOM
  Elizabeth Akers Elliott Nursing Program

Vice President for Optometric Education
  Dean's Office, KCOP
    Academic Affairs, KCOP
    Basic Science, KCOP
    Clinics, KCOP
    Student Affairs, KCOP

Vice President for Business Affairs and Finance
  Budget Office
  Facilities and Property Management
  Human Resources
  Information and Technology Services

Dean of Students
  Residence Life
  Student Activities
  SOAR (New Student Orientation)
  Freshman Transition Programs
  Career Center
  Spiritual Life
  Health Services
  Public Safety
  Student Services
    Testing
Disability Services
Veteran Services
ACE Program
Upward Bound

Vice President for Enrollment Management
Admissions
Student Financial Services
Student Success

Vice President for Advancement
Development
Alumni Relations

**Budget Timeline**

**February-March:** The Board of Trustees will review and approve a preliminary budget for the upcoming year as presented by the President. This approved budget will become operational for the fiscal year beginning July 1.

**July-September:** The President's Planning Council will utilize strategic plans, annual reports, SWOT analyses, long-range planning analyses, as well as confer with their respective units; to ascertain the spending priorities for the upcoming fiscal year at its annual retreat. Changes to the operational budget may be made in response to the institution’s lead objectives and the effect of student enrollment (increases or decreases).

**Facilities Planning**

The purpose of facilities planning is to improve and expand the institution's infrastructure and capital. The goals of the facilities planning process are to identify institutional units whose operations require additional space; identify existing buildings requiring renovation and/or upgrading; assess the equipment requirements of institutional units; and determine the need and implement plans for the construction of new facilities. Strategic plans provide input in establishing priorities for construction/renovation projects.

**Institutional Research**

The research function of institutional effectiveness planning and evaluation provides support for continuous planning and studies both external and internal factors and issues affecting the institution. The Director of Institutional Research and Effectiveness keeps the President’s Planning Council abreast of what issues are being researched on both statewide and national levels, how these issues relate to institution-specific data, and which individual or group may need the data to make program improvements.

**External Factors and Issues**

A multitude of external factors influence the degree to which University units are effective in meeting their goals. As deemed necessary, members of the executive staff will determine specific issues warranting research, including but not limited to the following external factors:
• **Competition for Students and Resources**
  - Identification of competitors.
  - Assessment of the goals, outcomes/objectives, programs, strengths, and weaknesses of competitors.
  - Measurement of responses to the institution's programs and objectives.
  - Identification of donors to the University of Pikeville.

• **Governmental, Political, and Legal Factors**
  - Assessment of federal, state, and local governments.
  - Review of the effects of current and proposed changes in tax laws and student financial aid practices.
  - Consideration of the potential impact on the institution of elected officials and the resulting effect on regional economic and educational opportunities.

• **Customers**
  - **Students**
    - Study of the University of Pikeville recruitment area and its overlap with the recruitment areas of other institutions.
    - Identification of student characteristics and goals.
    - Assessment of student financial resources.
    - Assessment of present and future student educational preparation.
  - **Employers**
    - Identification of employers of the University of Pikeville students.
    - Assessment of work force needs for present and future.

• **Community**
  - Definition of the University of Pikeville community.
  - Assessment of the institution's relationship to the surrounding area.

• **Technology**
  - Assessment of how the institution can best utilize technological advances to improve student outcomes, recruitment and fundraising, and administrative efficiency.

• **Economic Factors**
  - Assessment of the projected economic impact on the operation of the institution, on educational costs, and on student needs.
  - Analysis of fiscal and monetary policies.

• **Social, Cultural, Demographic, and Geographic Factors**
  - Assessment of changes in demographic patterns, such as population and age group sizes, out migration from the institution's recruiting area, and birthrates.
  - Evaluation of high school graduation rates, of student academic preparation, and of percentages of college-bound students in the recruitment area.
• Analysis of the potential impact on the institution of such factors as availability of roads, construction patterns, industrial development, and available service organizations and institutions.

Internal Factors and Issues
The Director of Institutional Research and Effectiveness assists the administration, faculty, and staff at the institution to assess internal issues and factors that have an impact on the effectiveness of the institution in fulfilling its mission. The identification of areas for further research helps focus the resources of the institution toward institutional opportunities and/or weaknesses. Some suggestions regarding the implementation of assessment practices in various areas are given below and should be carefully considered:

• Educational Programs
  Acquisition and analysis of data, including that associated with standardized testing, grade point averages, retention percentages, graduation rates, enrollment in professional schools, support services, employment patterns, admissions standards and issues related to the College of Osteopathic Medicine.

• Library and Learning Center
  Analysis of the number of volumes and periodicals, of academic program needs, of the requirements of undergraduate and graduate programs (including the College of Osteopathic Medicine), and of automation, on-line access, and other computer-related matters.

• Student Life
  Analysis of student retention, recruitment strategies, financial aid, social life, parking, student activities, counseling, health services, athletics, intramurals, security, housing, career services, spiritual development, and campus outreach.

• Physical Plant
  Assessment of available space, maintenance needs, current resources, and issues relating to facilities.

• Administrative Processes
  Analysis of computer usage, job descriptions, retention of faculty/staff/administrators, professional development of faculty/staff/administrators, communication channels, and policy development.

• Financial Management
  Evaluation of the allocation of funds, audit results, fiscal policies, and purchasing practices.

• Institutional Advancement, Alumni Relations and the Trustees
  Assessment of the current donor base and of alumni participation. Assessment of trustee involvement and support.

• Technology
  Assessment of computer-assisted instruction, data searches, interactive learning, and networking.
Data Requests

The Office of Institutional Research and Effectiveness maintains a campus-wide, undisputed database of pertinent internal and external data to support institutional decision-making in the planning and evaluation process. Distribution of data of a sensitive or confidential nature should be cleared through the President or the appropriate member of his executive staff.

The Director of Institutional Research and Effectiveness shall also routinely distribute assessment results to academic and administrative-support areas for use in planning and decision-making.
Introduction

In the dynamic, challenging and ever-changing environment of higher education, institutions may choose or be required to change or modify their programs, services, or mission in order to remain viable and effectively meet the needs of students and other constituents. Minor changes do not require extensive planning or significant modifications in the development/allocation of resources, and do not change the nature or direction of the college; however, substantive change (a significant modification or expansion of the nature and scope of an accredited institution) has the potential to directly and fundamentally impact the institution.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) requires institutions to provide notification and in some cases seek SACS approval when making Substantive Changes referenced by its published policy. The purpose of this document is to inform the University of Pikeville community of the internal steps involved in this notification process.

Henceforth, the following procedures are to be followed any time the institution is applying for or contemplating a Substantive Change:

**Step I:** When a substantive change is contemplated or proposed, the SACS liaison must be notified and will provide access to published guidelines and procedures and notification schedules for substantive change requests. A reference from the current SACS publication: Substantive Change for Accredited Institutions of the Commission on Colleges (website: www.sacscoc.org/SubstantiveChange.asp.) is attached.

The SACS liaison is Dr. Tom Hess, Interim Vice President for Academic Affairs/Dean of the College of Arts and Sciences in the Academic Affairs Office, on the first level of Administration Building: phone 218-5219, email thess@pc.edu).

**Step II:** The SACS Liaison will review the proposed change and determine whether the anticipated change requires prior approval, prior notification, or both.

**Step III:** The SACS liaison will discuss the proposed change with the President of the University and other involved parties before proceeding.

**Step IV:** If the proposed change is to proceed, the SACS liaison will work with appropriate personnel to prepare a synopsis for discussion at appropriate levels of the organization and a preliminary schedule for timely notification. (See attached University of Pikeville Internal Procedures for Notification of Substantive Change Form).
**Step V**: If the request is to proceed, it will be presented for further direction to the executive cabinet, chaired by the President of the University.

**Step VI**: If the request is still under consideration, a more fully developed plan with appropriate rationale and time table for SACS notification and/or approval will be shared with the President’s Planning Council.

**Step VII**: The recommendation of the President’s Planning Council will be forwarded to the President for consideration and for action by the Board of Trustees, if required.

**Step VIII**: If the proposed change is approved, the President of the University will submit a letter of notification to the President of the Commission on Colleges.

**Step IX**: The institution will await direction from the President, or the designated staff member, regarding specific procedures for review of the substantive change. Depending on the nature of the change, a prospectus (application), a site-visit or additional information may be required.

**Please note that these steps do not negate the necessity to adhere to current policies and procedures outlined in the Faculty Handbook and other University publications addressing development and implementation of programs and initiatives.**

**Conclusion**

These procedures will be shared with Division Chairs and Executive Staff each year and placed in the Institutional Planning and Evaluation Manual. The procedures will also be reviewed annually and updated by the President’s Planning Council.
A Reference on the Types of Substantive Change
from: Substantive Change for Accredited Institutions of the Commission on Colleges
(website: www.sacscoc.org/SubstantiveChange.asp.)

Reporting the Various Types of Substantive Change
The different types of substantive change, the specific procedure number to be used for each, their respective approval/notification requirements, and their reporting time lines are included in the graph that follows. Please refer to the appropriate Procedure for details regarding reporting.

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Approval Required</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating coursework or programs at a more advanced level than currently approved</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>12 months</td>
</tr>
<tr>
<td>Expanding at current degree level (significant departure from current programs)</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>Initiating programs at a lower degree level</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>Initiating a branch campus</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Change</th>
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<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating Off-campus Sites...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...Student can obtain 50 percent or more credits toward program</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>...Student can obtain 25-49 percent of credit</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td>...Student can obtain 24 percent or less</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Adding significantly different programs at an approved site (only if programs are currently approved)</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td>Initiating distance learning...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...Offering 50 percent or more of program (Subsequent programs do not need reporting unless they are significant departures from initially approved program(s).)</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>...Offering 25-49 percent</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td>...Offering 24 percent or less</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Initiation</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
<td>Prior to Implementation</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Initiating programs/courses offered through contractual agreement or consortium</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>Initiating a merger/consolidation</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td>Altering significantly the educational mission of the institution</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>Relocating a campus</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>Changing governance, ownership, control, or legal status</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
<td>Prior to implementation</td>
</tr>
<tr>
<td>Altering significantly the length of a program</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>Initiating degree completion programs</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
<tr>
<td>Closing an institution/program; initiating teach-out agreements (see Commission policy)</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>6 months</td>
</tr>
</tbody>
</table>

Please note that the procedures referenced in the first column are further described in this same publication. *Procedure One* is for Review of Substantive Changes Requiring Notification and Approval Prior to Implementation; *Procedure Two* for Review of Substantive Changes Requiring Only Notification Prior to Implementation; and *Procedure Three* for Review and Approval of Consolidations/Mergers. In all cases, the executive officer of the institution undergoing a substantive change must provide written notification to the President in advance. Therefore, it is of paramount importance that any proposed change be subjected to the proper internal procedures for notifying SACS.
University of Pikeville
Internal Procedures for Notification of Substantive Change Form
Commission on Colleges Southern Association of Colleges and Schools

<table>
<thead>
<tr>
<th>Person(s) Proposing Change</th>
<th>College Department or Division</th>
<th>Date</th>
</tr>
</thead>
</table>

Please describe the anticipated or proposed substantive change:

Type of change (Refer to COC Policy):

Procedure (Refer to COC Policy):

_____ One

_____ Two

_____ Three

Prior Notification Required (Refer to COC Policy)  _____ Yes  _____ No

Prior Approval Required (Refer to COC Policy)  _____ Yes  _____ No

Reporting Timeline (Refer to COC Policy)  ______________

Please provide appropriate signatures below:

________________________________________  ____________________  
Department or Division Head       Date

________________________________________  ____________________  
SACS Liaison       Date

________________________________________  ____________________  
VP for Undergrad Program or PCSOM       Date

________________________________________  ____________________  
President of the University       Date
UNIVERSITY OF PIKEVILLE STATEMENT OF MISSION

The University of Pikeville is the leading higher education institution of Central Appalachia. Founded in 1889, UPIKE remains steadfast in our commitment to preparing students for the future while creating intellectual, cultural, and economic opportunities for Appalachia. Maintaining our commitment to Christian principles, UPIKE recognizes the infinite worth of each person, respecting a variety of religious expressions.

UPIKE achieves its mission by:

- Creating a pathway to higher education for all students who desire to embark upon that journey and attracting and retaining high caliber students who will be future regional, national, and global leaders.
- Preparing graduates through quality academic programs, grounded in the liberal arts, and through involvement in community service, experiential learning, research, athletics, humanitarian efforts, and global outreach.
- Achieving academic excellence by maintaining academic rigor and relevancy in undergraduate, graduate, and professional degree programs.
- Attracting and retaining distinguished faculty, staff, administrators, trustees, and alumni 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; and
- Providing superior infrastructure with state-of-the-art classrooms, clinics, instructional materials, physical facilities, technological infrastructure and campus amenities through sound fiscal policy and efficient and effective administrative services.