University of Pikeville

Institutional Planning
&
Evaluation Manual

INSTITUTIONAL PLANNING

AND

EVALUATION MANUAL

Revised October 2022

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University of Pikeville
Institutional Planning and Evaluation Manual

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. In 2009, the planning process evolved to into one that utilized three-year strategic plans developed by all University units while maintaining comprehensive assessments of learning outcomes by all educational programs. By 2016, the University planning process developed into a separate process that utilizes fewer, more focused lead objectives to which primary areas of the University directed their efforts. Beginning in 2019, the University planning process matured into an integrative process that brings all units together to focus on accomplishing the University's strategic plan (see Appendix B). Concurrently, administrative and educational units maintain comprehensive assessments of measurable outcomes and report results and strategies for improvement annually.

Elements of Planning

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

- The President's Planning Council's 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 C).

- The President's Planning Council's systematic review of the goals and objectives of the UPIKE Strategic Plan 2022.

- The President's Planning Council's development of measurable strategies (ideas) that are in response to the institution's strategic plan goals and objectives. At least once a calendar year, the Council provides information of the progress on the various strategies aligned with each of the objectives.

- Utilization of measurable outcomes and evaluation of results from multiple direct and indirect assessment methods to improve the quality of the University's administrative and educational support units as well as educational programs at the undergraduate, graduate, and professional degree levels.

President's Planning Council

The membership of the President's Planning Council consists of the President and members of the President's Cabinet and Executive Staff: Provost, Vice-President for Finance and Business Affairs, Vice President for Advancement & Alumni Relations, Dean Kentucky College of Osteopathic Medicine, Dean Kentucky College of Optometry, Dean College of Arts and Sciences, Dean Coleman College of Business, Dean Elliott School of Nursing, Assistant Vice President Information Technology, Assistant Vice President Public Affairs, Assistant Vice President Facilities, Dean of Students, Dean of Student Success, Controller, Human Resources Director, Title IX Coordinator, Student Financial Services Director, Admissions Director, Library Services Director, University Registrar, Institutional Research and Effectiveness

Director, Athletic Director, 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 revision of the University's administrative and educational support units evaluations, as well as the evaluation of educational programs at the undergraduate, graduate, and professional degree levels.

Educational Programs Assessment

Each educational unit of the institution either has (1) a curriculum map which ties learning outcomes with courses taught in the major; or (2) an assessment plan tying goals to objectives. Regardless of framework, each has multiple direct and indirect assessment methods for evaluating learning outcomes and objectives. 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 or assessment plan. This includes developing student learning outcomes and selecting multiple measures (both direct and indirect) which are congruent for assessing each student learning outcome or objective.
2) Discussing the map with the division chairperson or college dean.
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 or College Dean 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 five 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 the 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.

The list of educational units submitting reports is as follows:

College of Arts and Sciences Programs
    Division of Humanities
        English
        Film and Media Arts
        Performing Arts
        Religious Studies
    Division of Math/Science
        Biology
        Biomedical Science
        Chemistry
        Mathematics
    Division of Social Sciences
        Communication
        Criminal Justice
        Health & Human Performance
        History
        History/Political Science
        Psychology
        Sociology
    Patton College of Education
        Teacher Certification Programs (BS)
            Elementary Education
            Middle Grades Education
            Secondary Education
        Teacher Leader in Education (MA)

Coleman College of Business Programs
    Business Administration (BBA)
    Information Technology Management (BS)
    Leadership (BA/BS)
    Business Administration (MBA)

College of Nursing and Human Services
    Nursing (AS)
    Nursing (RN-BSN)
    Social Work (BA/BS)
    Social Work (MSW)

Kentucky College of Osteopathic Medicine Program
    Academic Affairs

Kentucky College of Optometry Program
    Academic Affairs

General Education Assessment

The General Education Committee is charged with evaluating and improving the institution's General Education Program. The Provost shall appoint a faculty General Education Coordinator who will chair the committee. Each year two of the faculty members are elected for three-year terms. They must be members of the full-time faculty who have completed at least one academic year at the University of Pikeville by the time they assume office.

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 direct and indirect assessment methods for evaluating these learning outcomes. Beginning Fall 2019, the Committee incorporated evaluation rubrics to gather additional direct assessment results across the curriculum to measure the learning outcomes. The Committee submits an annual report that determines if the program is meeting its learning outcomes to the Provost's Deans' Council by March 15. The report uses data from the previous academic year 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.

UPIKE General Education Learning Goals & Outcomes
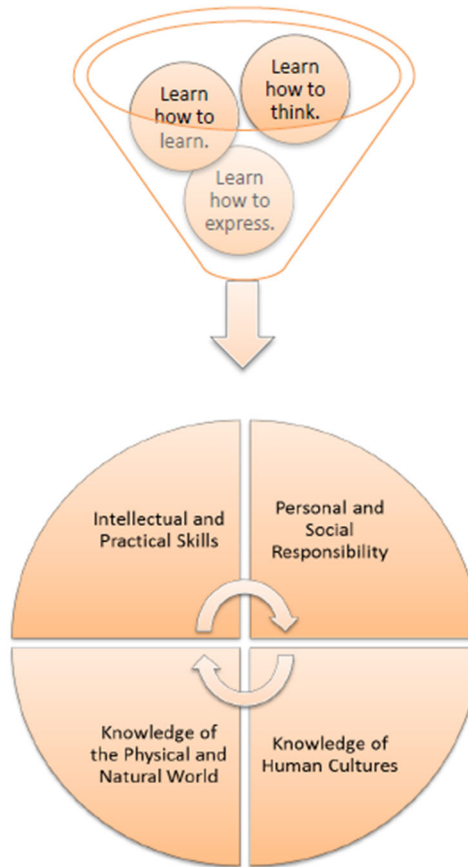
Finding Your Place at University of Pikeville

The University of Pikeville General Education Curriculum prepares students for their roles in a fast-changing 21st Century World. The General Education Curriculum positions student learning in the context of Finding Your Place at UPIKE. A curriculum that centers on place allows students to see themselves in their learning and encourages deeper connection to class material. Involving students in practices that focus on place gives them the critical skills needed to apply knowledge to world issues, whether local or global. Understanding place begins with understanding self and one's role in school and community and expands to include place in the physical and natural world, place in history, and place in the cultural and global world.

Administrative and Educational Support Unit Assessment

Planning in administrative and educational-support areas involves the development of unit objectives--and in some cases educational outcomes--that describe the intended results of an administrative or educational-support activity. Planning units select multiple measures for assessing each outcome or objective. The method of assessment is stated in succinct terms followed by the criteria by which accomplishment is judged or measured. Qualitative and/or quantitative means of assessment are utilized which are selected to maximize the collection of useful data. Every December, each administrative and educational-support unit head submits an annual report that (1) determines if the unit is achieving its identified expected outcomes; (2) is supported by assessment results from the most recently ended academic/fiscal year; and (3) includes an analysis of those results that demonstrate the unit is seeking improvement

The list of administrative and educational support units submitting reports is as follows:

Development/Alumni Affairs	Student Success
Public Relations	*Center for Student Success (CSS)*
Facilities/Health and Safety	*ACE Program*
Business Office	*Disability Services*
Human Resources	*Center for Academic Excellence*
Information and Technology Services	*Family and New Student Connections*
Diversity and International Student Affairs	Admissions
Health and Wellness	*Undergraduate*
Public Health Nurse	*Graduate*
Spiritual Life	*Professional (KYCOM, KYCO)*
THRIVE Counseling Center	Student Financial Services
Student Affairs	University Registrar
Career & Professional Development	Library Services
Residence Life	*Allara Library*
Center for Student Engagement	*Medical Library*
Graduate & Health Professions	*Vision Sciences Library*
Public Safety	Intercollegiate Athletics

Institutional Effectiveness Planning

The University planning process matured into an integrative process that brings all units together to focus on accomplishing the University's strategic plan. The President's Planning Council annually reviews the goals and objectives of the UPIKE Strategic Plan 2022. The Council develops and reviews at least annually multiple measurable strategies (ideas) that are in response to the institution's strategic plan goals and objectives. At least twice a calendar year, the President leads the discussion about the Strategic Plan in a special President's Planning Committee Meeting with notes being recorded in a Google Doc: *Strategic Plan – Tracking Document* from the information provided of the progress on the various strategies aligned with each of the objectives. Every fall, the President convenes the executive staff for a retreat where members the Council meet to rate how well the Strategic Plan goals were met using a 4-point rubric.

Strategic Planning

In the fall of 2016 the Board of Trustees instructed the President to develop a strategic plan for the board to approve at their spring 2017 meeting. Beginning in the early fall 2017, the President and his cabinet level leaders began laying the ground work for the development of a new strategic plan. By the time the Board convened in mid-winter, SWOT analysis and a Vision

2022 exercise were carried out across campus with several groups of stakeholders including, faculty executive committee, executive staff, and the entire body of faculty and staff.

Budget Process
The budgeting process is a year-round activity at UPIKE. The annual budget is produced over a 2 to 3 month process and involves managers at all levels. All responsible parties establish their budget requests based in part on progress of current goals and indicators and each request goes through, at least, a review by the responsible cabinet member who submits the budget request to the Business Office. The Business Office reviews all requests and aggregates all the data to establish the full budget. As necessary to produce a budget with an appropriate surplus, the Business Office meets with budget managers to discuss adjustments. Drafts of the full budget will be analyzed and discussed at various cabinet meetings and adjustments made when necessary. Ultimately, the budget report will be submitted to the Business Affairs and Executive committees of the Board and, then, to the full Board of Trustees for approval.
At least quarterly, budget to actual reports are produced in order to evaluate progress and to inform management and the Board of Trustees whether adjustments are necessary to meet budget expectations.

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. UPIKE's last master plan was completed in the 1980s.
Updating the master plan was one of the items that came out as a strong recommendation from the strategic planning process. At their February 2018 meeting, the board of trustees authorized the executive committee to approve one of the two finalist architectural firms to engage with the campus on a new campus master plan; CREDO's architectural firm was selected. In January 2019, the Board of Trustees approved the scenario presented by CREDO. On Thursday, January 31, UPIKE hosted two town hall meetings on the 7th floor of the HPEB at which President Webb presented the campus master plan to the UPIKE family.

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 related issues.

- **Library and Learning Center**
  Analysis of the number of volumes and periodicals, of academic program needs, of the requirements of undergraduate and graduate programs, 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.

<u>Data Requests</u>

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 Cabinet.

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.

Date: 11/26/2016

Substantive Change Policy and Procedure
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)

Introduction
The University of Pikeville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and complies with the Substantive Change for SACSCOC Accredited Institutions Policy Statement, requiring the University to report all substantive changes accurately and efficiently to the Commission. The purpose of this policy is to provide a description of University process and procedures for any intended substantive change. Examples of substantive changes include, but are not limited to, offering coursework at an off-campus location, terminating an academic degree program, or initiating programs or courses offered through contractual agreement or consortium.

The University of Pikeville is proactive in ensuring all incidences of substantive changes be reported in a timely manner as required by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The complete SACSCOC Substantive Change guidelines can be found online at: http://www.sacscoc.org/SubstantiveChange.asp

Statement of Policy
The purpose of this policy is to establish the requirements and processes necessary to ensure timely coordination and notification of substantive changes involving University of Pikeville to the university's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). To ensure compliance with SACSCOC requirements, the University of Pikeville has a program proposal process in place, consisting of criteria for proposals, approval protocols, and assessment of new and existing programs determining the need for the proposed changes for any program change, whether revised or new.

In order to meet the commitment undertaken by virtue of its membership in SACSCOC and its reaffirmation of accreditation, it is the policy of the university to demonstrate continuing compliance with the Principles of Accreditation: Foundations for Quality Enhancement by adhering to all standards, requirements, policies, and procedures associated with the SACSCOC Policy for Substantive Changes for Accredited Institutions.

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

Preliminary Work:
University personnel will work closely with the University of Pikeville SACSCOC Liaison, Dr. Lori Werth, to ensure changes fall under the appropriate procedure for details regarding reporting. The different types of substantive change, the specific procedure to be used for each, their respective approval/notification requirements, and their reporting timelines are included in the table on pages 4 – 8 of this policy.

Any possible substantive change for the University of Pikeville will be immediately reported to the SACSCOC Liaison in order to determine if the change fits the definition of a substantive change as required by SACSCOC. The SACSCOC Liaison will work with SACSCOC personnel to ensure that the correct procedure is followed. All substantive change activity will be documented with the SACSCOC Accreditation Liaison through a database maintained by the liaison.

Step I:
When a substantive change is contemplated or proposed, the SACSCOC Liaison must be notified using the internal process and procedure form (see Appendix A). After this form is received, the SACSCOC Liaison will provide access to published guidelines and procedures and notification schedules for substantive change requests. See the *Substantive Change for SACSCOC Accredited Institutions Policy Statement* for additional requirements. At the University of Pikeville, the SACSCOC Liaison is:

> Lori Werth, PhD, MS
> Provost
> SACSCOC Liaison
> Administration Building, 1st Floor
> PH: 208-218-5830
> Email: LoriWerth@upike.edu

Step II:
The SACSCOC Liaison will review the proposed change and determine whether the anticipated change is associated with Procedure One, Procedure Two, or Procedure Three. There are three procedures for addressing the different types of substantive changes:

> **Procedure One**
> Approval Prior to Implementation
> Notification may also be required
>
> **Procedure Two**
> Only Notification Prior to Implementation
> Some changes also require submission of additional documents
>
> **Procedure Three**
> Closing a Program, Site, Branch Campus or Institution

Step III:
The SACSCOC Liaison will discuss the proposed change with the President and appropriate Dean and Division/Department leadership of the University and other involved parties before proceeding.

Step IV:
If the proposed change is to proceed, the SACSCOC 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.

Step V:
The request will be presented for further direction to the executive cabinet, chaired by the President of the University.

Step VI:
The final recommendation of the President and Provost/SACSCOC Accreditation Liaison will be shared with School Deans, Division Chairs, and Executive Staff. If necessary, notification will be sent to the Board of Trustees for appropriate action.

Step VII:
The institution will await direction from SACSCOC 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.

A Reference on the Types of Substantive Change

Source:
Substantive Change for Accredited Institutions of the Commission on Colleges
www.sacscoc.org/SubstantiveChange.asp

Reporting the Various Types of Substantive Change
The different types of substantive change, the specific procedure to be used for each, their respective approval/notification requirements, and their reporting timelines are included in the table that follows. Please read the full text under the appropriate procedure for details regarding reporting.

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation and Time Frame for Contacting SACSCOC
Initiating coursework or programs at a different level than currently approved	Procedure 1	No	Yes	Application for Level Change **Due dates**: March 15 (for June review) September 1 (for December review)
Initiating off-campus sites where student can obtain 50% or more credits toward a program (including but not limited to Early College High School, dual enrollment programs offered at a high school, and certificate programs that are not at employer's request and not on short notice)	Procedure 1	No	Yes	Cover Sheet Prospectus (See Appendix B of this document) **Due dates:** January 1 for 7/1-12/31 implementation July 1 for 1/1-6/30 implementation
Expanding at current degree level *(significant departure from current programs).*				
Expanding program offerings at previously approved off campus sites by adding programs that ARE significantly different from current programs at the site AND at the institution				
Initiating degree completion programs				
Initiating a branch campus (See definition of "branch campus" on p. 3 of this document.**)**				
Initiating distance learning by offering 50% or more of the first program for the first time				
Relocating a main or branch campus				
Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides 25% or more of an educational program offered by the SACSCOC accredited institution				

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation and Time Frame for Contacting SACSCOC
Initiating dual or joint degrees involving program expansion (significant departure) or initiating a new site where student can obtain 50% or more credits toward a program	See SACSCOC policy "Agreements Involving Joint and Dual Academic Awards	No	Yes	Cover Sheet Prospectus (See Appendix B of this document) **Due dates:** January 1 for 7/1-12/31 implementation July 1 for 1/1-6/30 implementation Copy of signed agreement, contact information for each institution, and additional details on non-SACSCOC institution(s) involved. See Policy
Initiating dual or joint degree with at least one institution not accredited by SACSCOC	See SACSCOC Policy "Agreements Involving Joint and Dual Academic Awards	At least 6 months prior to implementation	Yes	Acceptance of notification, copy of signed agreement, contact information for each institution, and additional details on non-SACSCOC institution(s). See Policy.
Initiating a direct assessment competency-based program	See SACSCOC Policy "Direct Assessment Competency-Based Educational Programs"	Yes – Screening Form	Yes	Submit "Screening Form" with letter of notification. If Prospectus is required, **Due dates**: March 15 (for June review) September 1 (for December review
Initiating a merger/consolidation with another institution Changing governance, ownership, control, or legal status of an institution Acquiring any program or site from another institution Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing	See SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status"	Yes: December 15 (for June review); June 1 (for December review)	Yes	Cover Sheet Institutional Summary Form Prospectus (See Appendix in SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status") **Due dates**: March 15 (for June review); September 1 (for December review)

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation and Time Frame for Contacting SACSCOC
Initiating a certificate program at a new offcampus site at employer's request and on short notice (previously approved program)	Procedure 1	No	Yes	Cover Sheet Modified prospectus Contact Commission Staff.
Initiating a certificate program that is a significant departure from previously approved programs at employer's request and on short notice				
Adding a site under a U.S. military contract for a previously approved program				
Altering significantly the length of a program				
Altering significantly the educational mission of the institution				
Changing from clock hours to credit hours	Procedure 1	No	Yes	Justify reasons for change, indicate calculation of equivalency, and other pertinent information
Moving an off-campus instructional site (serving the same geographic area)	Procedure 2	Yes	No	Letter of notification with old address, new address, and implementation date
Initiating dual or joint degrees with other SACSCOC accredited institution(s)	See SACSCOC Policy "Agreements Involving Joint and Dual Academic Awards"	At least 6 months prior to implementation	No	Acceptance of notification, copy of signed agreement and contact information for each institution. See Policy.
Initiating programs or courses offered through contractual agreement or consortium	Procedure 2	Yes	No	Letter of notification and copy of signed agreement
Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides less than 25% of an educational program offered by the SACSCOC accredited institution				
Initiating off-campus sites where student can obtain 2549% of credits toward a program (including but not limited to Early College High School, dual enrollment programs offered at a high school, and certificate programs that are not at employer's request and not on short notice)	Procedure 2	Yes	No	Letter of notification Including street address and implementation date

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation and Time Frame for Contacting SACSCOC
Initiating distance learning by offering 25-49 of the first program for the first time				
Closing a program, approved off-campus site, branch campus, or institution where the institution plans to teach out its own students	Procedure 3	Yes	Yes	Description of teach-out plan included with letter of notification
Closing a program, approved off-campus site, branch campus, or institution where the institution plans contracts with another institution(s) to teach-out students (Teachout Agreement)	Procedure 3	Yes	Yes	Description of teach-out plan, copy of signed teach-out agreement(s) detailing terms included with notification
Initiating a certificate program at employer's request and on short notice using existing approved courses and location	NA	No	No	NA
Initiating certificate program (not at employer's request and not on short notice) using existing approved courses and location				
Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school) where student can obtain 24% or less of credits toward a program				
Expanding program offerings at previously approved offcampus sites by adding approved programs that ARE NOT significantly different from current programs at the site				
Expanding program offerings at previously approved offcampus sites by adding approved programs that ARE significantly different from current programs at the site but NOT at the institution				
Initiating distance learning by offering 24% or less of any program for the first time				

Procedures for the following types of changes are included in a separate document, "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status."
- initiating mergers or consolidations
- acquiring any program or site from another institution
- adding as a permanent location any site where the institution is conducting a teach-out for students of another institution that is closing
- changes in governance, ownership, means of control or legal status

Procedures for approval of direct assessment competency-based education programs are in a separate document, "Direct Assessment Competency-Based Educational Programs."

Appendix A
Internal Procedures for Notification of Substantive Change Form
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)

_____   _____   _____
Person(s) Proposing Change   **College Department or Division**   **Date**

Please describe the anticipated or proposed substantive change:

Type of change (Refer to SACSCOC Policy):

Procedure (Refer to SACSCOC Policy):
_____ One
_____ Two
_____ Three

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

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

Reporting Timeline (Refer to SACSCOC Policy)   _____

Please provide appropriate signatures below:

_____   _____
College or School Dean   Date

_____   _____
SACSCOC Liaison and Provost   Date

_____   _____
President of the University   Date

In all cases, the SACSCOC Liaison 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 SACSCOC.

NOTE: An electronic version of this form is available online.

UPIKE Strategic Plan 2022 (succinct version)

Vision: At the University of Pikeville, we will concentrate all of our attention on engaging and empowering students to be successful learners and leaders.

We will:

Goal 1 - Build innovative curricular and co-curricular programs, guided by educational outcomes, that attract, support, and empower students to be successful in the twenty-first century.

Goal 2 - Develop facilities, programming, and technology that leverage our environment to effectively attract, empower, and retain students through the completion of appropriate credentials.

Goal 3 - Create pathways that empower students to explore career, vocation, and leadership.

Goal 4 - Strengthen the financial capacity and long-term sustainability of UPIKE.

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.