

SDI Themes	Topics derived from July 23, 2012 Strategic Direction Initiative Planning Meeting; Questions derived from comments made at that meeting and statewide information. Revisions based on feedback from MAU leadership and governance received by November 30, 2012, and revisions based on input received at February 20, 2013 meeting of leadership and governance.
	* Recommendations made by the Governor’s Advisory Task Force on Higher Education and Career Readiness
<u>1. Theme: Student Achievement and Attainment</u> Questions to aid in identifying the issues related to program quality: Questions to aid in identifying issues or problems related to enrollment:	<ul style="list-style-type: none"> • <u>1.a High Quality Programs</u> <ul style="list-style-type: none"> • What criteria should be used in assessing the quality of programs? • What soft-skill competencies (e.g., punctuality, attendance, time management, getting along with others, politeness, organization, resiliency, advocacy, reflection, dedication to continuous improvement for self and organization, self-criticism, handling emotions), if any, should be included in programs? • How can programs use high impact teaching and learning practices (e.g., common intellectual experiences, writing-intensive courses, and capstone courses and projects) to improve quality? • How can faculty development be improved to support improved learning and teaching? • How can the student experience be revised to improve student outcomes? • How can UA improve its role in developing Alaskans’ skills and knowledge for active, informed, and engaged citizenry? • <u>1.b Access and Value</u> <ul style="list-style-type: none"> • Why does Alaska have the lowest participation rate of low-income students in the nation? • What role does the amount of needs-based aid have on the low-income student participation rate? • To what extent does financial aid (or lack thereof) impact enrollment by part-time students? • What is the value system we should use to assign costs to various programs and what is the basis for doing so? • Why does Alaska export a high proportion of college bound students to other states? • What is the desired mix of out-of-state and international students within UA and why? Consider diversity, quality, and revenue reasons. • How does the lack of desired programs, or lack of desired programs in particular locations, effect enrollment? • What other ways can we grow and sustain enrollment in the upcoming decade? • How can we establish a framework for considering the cost of tuition for 2-year, 4-year, and life-long learning for our students? • How do community campuses address the value of the 2-year certificate programs they offer? • How could a common course numbering system across all three MAUs impact the system as whole? • How can we coordinate programs across all three MAUs such as Nursing, Math, English, and the MBA Program? • What level of debt is appropriate for our students and how do we communicate that?

<p>Questions to aid in identifying issues or problems related to placement and developmental education:</p>	<ul style="list-style-type: none"> • <u>1.c Placement and Developmental Education</u> <ul style="list-style-type: none"> • How should the University be proactive in helping students, once they come to us, avoid the need for remediation? • Why do so few students placed in remedial course work complete a degree? • Why do placement scores and placement practices differ among the MAUs, especially for English and math? • How can placement of students be improved to create greater student success and attainment? • *What emerging pedagogies and incentives for developmental education show promise and what best practices are being used in other states? • How can remediation efforts be revised without sacrificing quality student learning outcomes? • <u>1.d Student Transfer</u> <ul style="list-style-type: none"> • What are the administrative barriers for transfers between MAUs and why do they exist? • Why do students complain that their credits do not transfer among UA institutions when the vast majority of credits do transfer? • How can we structure communication with students regarding transfer that provides definitions, GER information, and electives information? • What services can we provide (such as a Course Transfer Center) that can expedite and inform students involved in the course transfer process? • How can the transfer of general education courses and 100-200 level courses across MAUs be better facilitated? • How do we better facilitate military course transfers?
<p>Questions to aid in identifying the issues related to student transfers.</p>	<ul style="list-style-type: none"> • <u>1.e E-Learning and Distance Education</u> <ul style="list-style-type: none"> • Why does UA have relatively few full programs available online via E-learning? • Why do Alaska students enroll in E-learning courses offered by other institutions? • How do free courses, such as Massively Open Online Courses, impact student enrollment? • How can UA improve faculty development opportunities to expand E-learning program offerings? • How can UA promote the use of blended and hybrid instruction, in addition to E-learning? • How can infrastructure and support be improved to facilitate the expansion of E-learning offerings?
<p>Questions to aid in identifying issues related to e-learning and distance education:</p>	

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<p>partnerships:</p> <p>Questions related to research as an engine of economic development.</p>	<ul style="list-style-type: none"> • Why is there so little corporate support for some areas of research? • How can we better work with existing and emerging entrepreneurs and small businesses? • How can we more effectively communicate the scope and quality of our research? • How can we better engage with communities to understand their needs for research-based knowledge? • How can we better document noncredit continuing education and outreach activities to assess impact? • How do we become more strategic in our efforts so that we are a key partner in arctic planning, climate change, global warming, and other elements of that make us an arctic nation? <p>• <u>4.e Research Investment</u></p> <ul style="list-style-type: none"> • How should we better provide support and incentives for faculty research and creative expression? • How can we improve the development of sufficient numbers of researchers for the future? • What is the appropriate mixture of long- and short-term research projects and why? • What is the return on investment model for UA research? How do we better communicate and acknowledge this? • How should we invest in proposal development to be more competitive? • How should we be staffed to be prepared to do more interdisciplinary research? • Why has the State been reluctant to fund research proposals given the clear return on investment? • What alternatives to federal funding should be explored to fund research and why? • What areas of graduate and undergraduate research should we focus on to better compete for federal funding?
<p><u>5. Theme: Accountability to The People of Alaska</u></p> <p>Questions related to identification and alignment with Alaska’s needs.</p>	<p>• <u>5.a Alaska’s Needs</u></p> <ul style="list-style-type: none"> • How well are we aligning our efforts to the current and future needs of the State and of its communities? • What does UA do as an institution to address jobs in this state that go out to non-Alaskans? • How do we address the social climate needs of this state? What is our role in addressing the social needs to reduce the problems of abuse, neglect, suicide rates, alcoholism, and other social problems? • Within our community of learning, we have a Cultural Legacy to uphold and transfer among learners; how is this done throughout the University, and what are the processes that address this responsibility? • How do we involve the business sector in the process of identifying and developing industry demands and needs? • What is our approach in involving ourselves with natural resource development? Do we or should we validate projects? Should we lead in this effort or be proactive to stimulate growth and development? • How do we use our location and resources to take on a broader role in Northern studies and circumpolar

<p>Questions related to identifying issues surrounding quality, assessment, improvement, and innovation:</p>	<p>research?</p> <ul style="list-style-type: none"> • How do we expand the constructive elements of wellness, lifelong learning, and community development to our responsibilities to serve the people of Alaska? <ul style="list-style-type: none"> • <u>5.b Assessment and Improvement</u> <ul style="list-style-type: none"> • What approaches and tools should be used to support continuous improvement and monitor change? • What are the service ratings for all of the student services we provide, and how do we use those ratings to improve those services and eliminate the lag-time or poor communications with both internal and external customers? • How do we bridge to a climate that welcomes performance management as part of the work package? How do we provide our performance challenges and successes to the public? • How well are staff members able to access information needed for effective performance of their jobs? • What is the training provided to staff, students, and faculty that allows them to maximize use of online resources to provide better service? Is it adequate? Is it comprehensive? Does it meet the needs of users? • What are we doing to compete on quality in the global community? How are staff and faculty trained to stay up-to-date? • What innovations have we implemented that can be used as example to develop similar changes and improvements? • What University-wide competencies can we use to inspire change in areas where there are needs for improvement? • How are we improving system-wide data reporting and analytics to provide administrators with accurate, user-friendly, and up-to-date information about student success and performance metrics? <ul style="list-style-type: none"> • <u>5.c Stewardship, Investment and Reinvestment</u> <ul style="list-style-type: none"> • How should we identify areas for investment and reinvestment? • How should we use system-wide data reporting and analytics to provide administrators with accurate, user-friendly, and up-to-date fiscal information? • How do we integrate practices of stewardship into the delivery of educational services throughout the system? • • How can we improve or maintain performance at a lower cost?
<p>Questions related to identifying issues related to stewardship and investment priorities and</p>	

<p>fiscal oversight:</p> <p>Questions related to identifying issues related to communication with the people of Alaska:</p>	<ul style="list-style-type: none"> • What additional administrative efficiencies and improvements should be considered? • How can we ensure that required program reviews at each MAU are critical and constructive – leading to strategic decision-making? What revenue enhancement ideas should be considered? What reallocations should occur to maximize existing resources? • How can we encourage/incentivize academic program collaboration/consolidation across the system? • What are the opportunities for administrative services and functions collaboration/consolidation across the system? • How should MAU performance funding pools be used to support performance related strategies? • What is the optimal level within the system to make decision about reallocations for academic programs? <ul style="list-style-type: none"> • <u>5.e Communication</u> <ul style="list-style-type: none"> • How do should we communicate measures and results? • How can extension and outreach be used to communicate the breadth and depth of university contributions to the state? • How can extension and outreach better serve the needs of Alaskans? • How do we communicate quality through branding? • How can ongoing dialogue with students, alumni, business and civic leaders, Native leaders, and elected leaders, and the public help ensure that we remain responsive to public needs and expectations? • How will we let Alaskans know where we are with our progress on SDI, and in general, with how we are doing addressing their needs? (or we can put this question in 5.e Communications below) • How do we design our communications to reach outside of the University to build our coalition for change, advancement, and development of the University to meet the future? • How do we frame our communication documents that convey our changes and advancements in teacher education, community involvement, our partnerships, undergraduate and graduate research?
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