

DRAFT Proposed A&SA Topic Reports and Schedule

Intended Outcome	Topic	Frequency	Meeting	Who prepares and delivers?
Inform the UA Board of Regents about enrollment trends, demographics (gender, age, ethnicity, location origin), and explanations for trends. Address course/credit transfers within the UA system.	Admissions & Transfers: Brief overview of admission process, recent revisions to the process, if any, trends in applications and transfers, timing of when students apply (relate to retention?), numbers processed, describe the key student transfer issues among MAUs and from outside of MAUs.	Biennial.	June (even years)	Vice Chancellors of Student and Enrollment Services - coordinated by AVP Student and Enrollment Services in cooperation with AVP Institutional Research and Planning. Data definitions and report template needed.
Remain competitive in national/international research.	Research and Creative Activity: Provide peer comparison of research and creative external funding (describe major sources), resulting works, e.g., publications,	Biennial	April (even years)	Research lead at each MAU - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed.
A summary of UA graduate employment in Alaska and elsewhere (where available).	Employment after graduation: Especially high demand job placement in Alaska - UA IR; DOL data on employment of graduates and non graduates and salary impact.	Biennial.	April (odd years)	Provosts - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed
A summary of military student education.	Identify programs pursued and completed by military students and their dependents. Address retention and completion rates and where and how military students are served.	Biennial	April (even years)	Coordinated by UA AVP Student and Enrollment Services
Senate Bill 241 requires the Board to report on teacher preparation, placement and mentoring. This is also an emphasis area in Shaping Alaska's Future.	Teacher Education (SB241) & K-12 Alignment: Describe trends in teacher education including current program enrollment, graduates, placement, and retention. Discuss program recruiting efforts, program revisions, barriers to placement, and what the institution is doing improve outcomes. Describe K-12 alignment efforts and bridge programs, students needing developmental education, course placement efficacy, and actions being taken to improve placement and developmental education.	Biennial	February (even years - could be arranged in conjunction with a joint meeting of BOR and AK Board of Education)	Deans of College/School of Education and ISER Education Research Staff - coordinated by VP Academic Affairs
The Association of Governing Boards has encouraged Boards to be informed about program reviews and institutional accreditation as a quality control approach.	Program Review & Accreditation: Describe programs reviewed during the past year, the resulting decisions, and the rationale for programs under further review or intended elimination.	Annual	September	Provosts - coordinated by VP Academic Affairs - each MAU reports - continue to refine the report template in use now.
Tuition setting by Board. This report keeps the Board informed about UA's tuition compared to those of other institutions and assess the affordability of postsecondary education in the State.	Tuition, Affordability, and Student Debt: Provide a peer comparison of tuition, financial aid by type, and student debt. Course and other fees are not included in this report as BOR policy requires the CFO to produce a report on fees.	Annual	December (this has varied)	Vice Chancellors of Student and Enrollment Services - coordinated by AVP Student and Enrollment Services - data definitions and report template needed
The Board of Regents has requested an annual report on eLearning. The legislature has also shown clear interest in eLearning.	e-Learning: Describe course and program offerings, enrollment trends - include out of state numbers (proportions), cost effectiveness, engagement by campus, competition, revisions made, if any, to improve student access, current barriers, national trends, and actions being taken for continuous improvement.	Annual	December	Provosts - coordinated by VP Academic Affairs - Each MAU reports - data definitions and report template needed

The Association of Governing Boards has encouraged Boards to be informed about student satisfaction with academic programs and student services.	Student Surveys & Satisfaction: Summarize student survey information (e.g., NSSE, CCSSE, Noel Levitz, and graduation surveys), recommendations resulting from these surveys, and actions being taken to maintain or improve student satisfaction.	Triennial	September (2015, 2018,...)	Depends on survey adopted. VPAA will identify leads with MAUs. Graduation survey is common among MAUs; however, other surveys are not. Timing varies by MAU currently; these will be aligned.
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Notes:

1. Athletics eligibility and personnel issues were removed from this list because these topics are commonly handled in executive session.
2. Trends in student retention and graduation were removed from this list because these items are given in metrics and are available continuously.
3. Transfer report combined with admissions and enrollment trends report.

Future developments - further development is needed in these areas before reports can be delivered.				
Communicate a reliable summary of non credit course participation, certification, and resulting impact.	Outreach - Noncredit Workshops & Courses (including CES, MAP, MAPTS, and all campus offerings): Describe MAUs offerings, locations of offerings, numbers of participants, funding and expenditures, and assess impact.	Biennial	June	Provosts - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed
Inform the Board about general education and related instruction intended outcomes and their assessment.	General Education and Related Instruction: What are the student learning outcomes from general education and related instruction requirements, describe the evidence that students are achieving these outcomes, which courses are gate way courses (pass rates less than 70%) and the actions being taken to improve outcome rates, describe specific scheduling or sequencing barriers students face, what are areas needing improvement, and what is the institution doing to improve outcomes and efficiency? COULD BE TWO SEPARATE REPORTS, ONE FOR BACCALAUREATE GEN ED AND ONE FOR CERTIFICATE/ASSOCIATE RELATED INSTRUCTION.	Triennial	February	Provosts - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed - could include CTC Deans & Campus Directors on related instruction.

Board meetings (not counting the January retreat or the November budget meeting) are as follows:	2015	2016	2017
February	Teacher Education (SB241) & K-12 Alignment	General Education and Related Instruction	Teacher Education (SB241) & K-12 Alignment
April (rural)	Graduate employment	Research and Creative Activity & Military Student Summary	Graduate employment
June	Outreach	Enrollment Trends, Demographics, Admissions and Transfers	Outreach
September	Program Review and Accreditation	Student Surveys & Satisfaction, Program Review and Accreditation	Program Review and Accreditation
December	Affordability and Tuition Setting, e-Learning	Affordability and Tuition Setting, e-Learning	Affordability and Tuition Setting, e-Learning