Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John RJ Stalvey*

Cc: John Petraitis, Interim Dean, College of Arts and Sciences
          Tim Jester, Professor
          Hsing-Wen Hu, Professor; Associate Director, School of Education
          Susan Kalina, Vice Provost for Academic Affairs
          Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Teaching and Learning MEd**

I have reviewed the dean's findings, the program's response to the dean's findings, and the completed Expedited Program Review Template for the Teaching and Learning MEd.

Recommendations

My recommendation is to change the recommendation to continuation, with the commentary that the faculty should work with the faculty at UAF and UAS to resolve the UA College of Education structural problem. An interim progress report is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. Unless otherwise noted at that time, the next Program Review will be included in the regular ongoing program review schedule.

Decision

Recommend Continuation

Date: February 27, 2020

To: John Stalvey, Interim Provost

From: Tim Jester, Ed.D., Professor of Education, UAA—Anchorage Campus

Cc: John Petraitis, Ph.D., Interim Dean, College of Arts and Sciences, Title, College
                 Hsign-Wen Hu, Ed.D., Professor, UAA—UAA Campus
                 Claudia Dybdahl, Ph.D., Interim Director, UAA School of Education

Re: AY20 Expedited Program Review: Optional Program Response to Dean's
                 Recommendation

Program/s in this review: Teaching and Learning, M.Ed.

Program response to dean's findings:

I appreciate Dean Petraitis' recognition of the important role the M.Ed. Teaching and Learning program plays in providing graduate-level professional development for Alaska's educators.

I am responding to his statement in the "Program Demand, Efficiency and Productivity" section that reads:

> As to the program's efficiency, it is, again hard to quantify because of the interdisciplinary nature of the program. Institutional research data suggest, however, that the core courses under the EDTL prefix do not cover their instructional costs..."

As noted in the program report—page 3, Internal Demand section—given the interdisciplinary nature of the MEd T/L program, there are only two courses that all students take: EDTL A651 and EDTL A698. In addition, there are only a few other courses with an EDTL prefix, which can be taken as electives for the Teaching and Learning Core or Professional Concentration. In the data table provided by the CAS Dean, the three EDTL courses selected are A651, A698, and A690. It should be noted that limiting this item to these three courses with the EDTL prefix does not account for the other 21-24 credits that students complete for the 30-credit degree.

As a 30-credit interdisciplinary graduate program with only six required credits with the EDTL prefix, the formula IR used to determine efficiency and productivity appears to not account for the majority of tuition revenue the program generates for UAA and the other two UA universities, UAS and UAF. It is common for students in this program to take courses from programs across UAA, UAF and UAS to best meet professional interests and needs. Although these tuition dollars do not go directly to cover the cost of the one faculty member assigned to the M.Ed. Teaching and Learning program, they are providing financial support to the University of Alaska.

Furthermore, between 2016 and 2019—four academic years—62 students graduated from the program, which is an average of 15.5 students per year. During that time, tuition for graduate credits was roughly $500 per credit. Therefore, this means that the 30-credit program generated an average of $232,500 of tuition per year during this four year period. With only one faculty assigned to the program for a part of

his workload, it can be assumed that the instructional costs of this program should have been more than covered with $232,500 tuition revenue per year.

In conclusion, it is known that many students want interdisciplinary programs. However, most of UAA's data points related to productivity and efficiency are program/prefix specific. Therefore, productivity for interdisciplinary program—like this one—are underestimated.

UAA College of Arts and Sciences
UNIVERSITY *of* ALASKA ANCHORAGE

Office of the Dean
3211 Providence Drive
Anchorage, Alaska 99508-4614
T 907.786.1707 • F 907.786.4630

Date: February 21, 2020

To: John Stalvey, Interim Provost

From: John Petraitis, Interim Dean, College of Arts and Sciences

Cc: Tim Jester, Professor
                Hsing Wen Hu, Professor; Associate Director, School of Education

Re: AY20 Expedited Program Review Findings

Program/s in this review: Teaching and Learning MEd

Specialized accrediting agency (if applicable): None

Campuses where the program is delivered: Anchorage

Members of the program review committee:

Tim Jester, Professor
Hsing Wen Hu, Professor; Associate Director, School of Education

Centrality of Program Mission and Supporting Role

UAA's mission is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and communities of the state. UAA's core themes are (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square. UAA values international and intercultural education, diversity of experiences and perspectives, and the diversity of our unique location in Southcentral Alaska that comes from the Alaska Native peoples of this area.

The College of Arts and Sciences contributes to UAA's mission with a suite of programs that provide, among other things,

1.   general education courses for undergraduates in CAS and other Colleges,
2.   opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and

3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriates and CAS has 30% less than it had two years ago.

The M.Ed. in Teaching and Learning provides graduate-level training for K12 teachers who seek additional professional development. Although it does not lead to any additional level of professional licensure, it does provide a formal but flexible way for current K12 teachers to have professional development that culminates in a graduate-level degree, making them eligible for a step increase in their salaries and positioning them for career opportunities as leaders and mentors of other teachers.

Program Demand (including service to other programs), Efficiency, and Productivity
Demand for the program grew steadily since 2013, with growing numbers of majors. Because so much of the coursework students take is interdisciplinary across other School of Education programs, it is difficult to triangulate down to how many student credits are drawn from various School of Education course offerings, but it is reasonable to assume that with the growing number of Teaching & Learning majors there is a growing number of student credits in this program. As to the program's efficiency, it is, again, hard to quantify because of the interdisciplinary nature of the program. Institutional research data suggest, however, that the core courses under the EDTL prefix do not cover their instructional costs, something that is the rule for graduate programs in CAS. As to productivity, the program showed a strong and steady growth in the number of awards such that in the last three years the program averaged 17 awards per year, far above average among CAS's graduate programs.

Program Quality, Improvement and Student Success
As is customary with programs in Education, program assessment is taken seriously by faculty in the Teaching & Learning program, and there is evidence that students regularly meet the program's student learning outcomes.

Program Duplication / Distinctiveness
The program fills an important role in Alaska. It is not enough just to produce new teachers, we must retain them. This program contributes to that effort, doing so for students who are located across Alaska.

Commendations and Recommendations
Program faculty are commended for the design, implementation and growth of this program. The faculty also should be commended for the hard work they put into their expedited program review submission.

Decision
Continued review.
There are many positive things about this program, but there are two significant challenges. First, it is housed in CAS which is faced with steeper budget cuts than any other college at UAA. The budget cuts are particularly problematic for programs – like this one – that do not cover their instructional costs through tuition and rely on state appropriations through CAS. Moreover, accredited education programs require considerable faculty and staff time, and therefore, benefit from financial assistance and expertise from a college office that is best found in a College of Education. Second, the uncertainty surrounding the

administration of teacher preparation programs in the University of Alaska system makes it hard to know about the administrative future of this program. Therefore, I recommend that this program be reviewed again in 2021 to see if CAS has enough state appropriations to retain the program and where the program will stand relative to the Alaska College of Education.

Submission date: <u>February 10, 2020</u>

Program/s in this review: <u>Teaching and Learning, M.Ed.</u>

Specialized accrediting agency (if applicable): <u>N/A—this is a non-licensure professional gradate program</u>

Campuses where the program is delivered: <u>Anchorage</u>

Members of the program review committee:

- Timothy E. Jester, Ed.D., Professor of Education, UAA—Anchorage Campus
- Hsign-Wen Hu, Ed.D., Professor, UAA—Anchorage Campus

1. Centrality of Program Mission and Supporting Role (700 words or less)

The Master of Education in Teaching and Learning is a 30-credit program designed for professionals seeking advanced studies in education. The program supports development of scholarly practitioners through coursework and the required comprehensive portfolio, which includes a research project. Culturally responsive education and application of that approach in the Alaskan context is emphasized, particularly with respect to Alaska Native education and cultural and linguistic diversity. Programs are planned with an advisor to allow concentrations in specific areas relevant to P-12 schools or other professional settings.

Relevancy of the program: Educators—in schools, universities, and communities agencies—are critical to the future of Alaska. The program is designed for educators to enhance their professional knowledge and skills as scholarly practitioners. Flexibility in professional concentration areas and research project allows students to focus on areas relevant to their professional practice. Also, the Program Student Learning Outcome's, Core Courses, and Portfolio requirements ensure a focus on areas relevant to Alaska (e.g., culturally responsive education)

Role the program plays in supporting other academic programs: Program is interdisciplinary by design. Thus, students take courses from multiple programs at UAA, UAS, and UAF. Also, there is an ongoing partnership with the UAA School of Nursing to make available to M.Ed. T/L students Nursing's Adult and Professional Education courses (12 credits).

Partnerships with outside agencies, businesses, or organizations: See item #5 below for plans in moving forward.

Specific workforce development and employment opportunities relevant to the program: The program allows graduates to teach university/community college courses. Also, the Professional Concentrations allow specializations in key workforce areas, such as teaching professional development and continuing education courses, curriculum and program design and evaluation, and leadership skills applicable to multiple workplace settings.

Sources of extramural support and funding for the program: See item #5 below for plans in moving forward.

High demand job designation for the program: Teacher Education is a high demand job designation in Alaska and at the University of Alaska. The program provides inservice teacher education and the development of teacher leaders.

Evidence of centrality of program mission: Program Mission and Alignments

The T/L program is aligned with the mission statement prepared by faculty in the Department of Graduate Studies in Education and Leadership, with the School of Education's mission and UAA's mission, and UAA's 2020 Strategic Plan goals. Given word limitations in this report, the narrative below only focuses on alignment with UAA's mission and 2020 Strategic Plan goals.

Mission of UAA with alignment to UAA 2020
The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse and inclusive environment.

- *Discover and disseminate knowledge* through teaching, research, engagement, and creative expression. **Aligned to UAA 2020 Goal 1: Advance the culture of institutional excellent that inspire and enables students, faculty**. Program faculty enact this element through their teaching, research and service. In addition, the students, as educators, engage in some form of teaching and community engagement—the majority of students are working in their communities while enrolled in the programs. Also all students are required to engage in a research project relevant to their professional practice.

- *Serve higher education needs of state,* its communities, and its diverse people: **Aligned to UAA 2020 Goal 3**: *Graduate more students to fill Alaska's needs*: The program meets a unique need in the state by providing professional educators from a variety of settings a pathway to deepen knowledge and skills in areas relevant to local communities and diverse peoples. Examples of high needs areas that graduates have focused on include teacher leadership, adult and professional education, English as a Second Language (ESL), Indigenous education, and culturally responsive/place-based education.

- *Leading to…graduate degrees*: The program provides a graduate degree.

2. **Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)**

The narrative below is drawn from IR Data Sheets provided by CAS Dean, John Petratis. Comparative IR data tables, relevant to narrative below, were generated by the members of program review committee and submitted with the separate the Data Sheets.

2a: Seven Year Degree and/or Certificate Awards Trend
Over the seven year period, M.Ed. Teaching and Learning (T/L) degrees awarded has increased by 633%, increasing from 3 awards in 2013 to 19 in 2019. The number of degrees awarded was steady at 3-5 in 2013-2015, then jumped to 11 and increased to 16 then 19, clearly indicating a positive trend. In addition, the 633% increase in degrees awarded is in sharp contrast to the 33% decrease in graduate degrees awarded by CAS programs--excluding School of Education graduate programs--during the same seven year period. Furthermore, in 2019, the T/L program awarded 19 degrees, which is more than any non-education CAS graduate program. The largest increase in T/L awards occurred between 2015 and 2016 after a faculty from the Elementary Education program was assigned to the MEd T/L program coordinator's position; this faculty

initiated strategic curricular changes and began a targeted recruitment effort. The continued upward trend in degree awards between the years of 2016 to 2019 demonstrates program success and potential for future success.

2b: Credits per Degree (Average Credits Earned)
Over the seven year period, the average credits earned per T/L degree was 25.1 for a 30-credit program. The average credits earned per CAS graduate programs for the same seven year period was 35.9. The interdisciplinary nature of the T/L program allows much flexibility for students to pursue relevant professional concentration areas, which means some students select courses from outside UAA (e.g., from UAF, UAS, or other university). In addition, the program offers a non-traditional credit option of nine credits applied to the Professional Concentration area for students with a Montessori teaching license or a National Board Teaching Certificate.

2c: Seven Year Majors or Program Enrollment Trend
Majors in the MEd Teaching and Learning program increased by almost 300% (291%) in seven years, growing from 12 students in 2013 to 35 students in 2019. For comparative purposes, note that the other graduate programs in CAS increased by 128% during the same seven year period. The significant and steady increase in MEd T/L students during this period demonstrates the program's relevancy to professional educators as well as its potential for continued growth in the future.

2d: Course Pass Rates
The course pass rate for students in the MEd T/L program was 90.4%, which is slightly higher than the 89% pass rate for other UAA master degree programs. The high pass rate indicates students' academic success, the program's admission criteria is working well, and instructors are doing an effective job in teaching.

2e: Internal Demand
The SCH for MEd T/L students in the three EDTL courses was 370. For students taking these courses from outside the T/L program, the SCH was 49. This is attributed to the fact that these courses are primarily designed for students enrolled in a professional program. The T/L courses are not currently serving students in other majors in a significant way. However, the program, because of its flexibility in the professional concentration area, serves other UAA programs and professional schools, such as Social Work, Psychology, and Nursing, as T/L students enroll in courses relevant to their professional concentration.

Given the interdisciplinary nature of the MEd T/L program, there are only two courses that all students take: EDTL A651 and EDTL A698. In addition, there are only a few other courses with an EDTL prefix, which can be taken as electives for the Teaching and Learning Core or Professional Concentration. In the data table provided by the CAS Dean, the three EDTL courses selected are A651, A698, and A690. It should be noted that limiting this item to these three courses with the EDTL prefix does not account for the other 21-24 credits that students complete for the 30-credit degree.

2f: Seven Year Student Credit Hour (SCH) Production Trend
Data for only four years—2016-2019—are available because the EDTL prefix did not exist until 2016. Student credit hours increased steadily during this four year period, going from 96 to 117. These gains correspond to increases in program enrollment, noted in tables above, which indicate program demand and success.

2g: SCH/FTEF
SCH/FTEF data indicate significant instructional productivity in the MEd T/L EDTL courses, ranging from 280.8 to 401.1. The Teaching and Learning program's high level of productivity is further highlighted when

comparing EDTL data to CAS data, which ranged from 116.5 to 136.9 during the same four year period. Clearly, the MEd T/L program demonstrates high instructional productivity as measured by SCH/FTEF.

2h: Enrollment/Full-time Equivalent Faculty (FTEF)
The Teaching and Learning program demonstrated high levels of instructional productivity in 2016 to 2019 in courses with the EDTL prefix. (Prior to 2016, the EDTL prefix did not exist so there was no way to track this productivity data.) This is especially noticeable when comparing T/L data to graduate programs in CAS. For instance, in 2019, the Enroll/FTEF for T/L was 243.4 while CAS's programs were 45.9. The average Enroll/FTEF in T/L for the four year period was 199.6 while CAS's programs averaged 45.475, a difference of 154.025.

Productivity success is attributed to program demand and an innovative, efficient interdisciplinary design that requires minimum number of faculty to teach required core courses.

2i: FTES/FTEF
The program demonstrated high levels of instructional productivity as the one faculty assigned to teaching the core EDTL courses served an average of 13.3 graduate students compared to an average of 5.35 students in CAS graduate programs. Productivity success is attributed to an innovative, efficient interdisciplinary design that requires minimum number of faculty to teach required core courses, as well as relatively strong demand for this graduate program.

2j: Class Size (Average Class Size):
During the four year period of 2016-2019, class enrollment in EDTL courses ranged from 10.5 to 23 students, with an average class size of 16.875. Class enrollment in CAS graduate programs during this same period ranged from 4.5 to 5.2 with an average of 4.775. Enrollment in the EDTL classes indicates strong productivity, especially significant when comparing to CAS graduate programs.

2k: Cost/SCH
Data in these tables illustrate the cost of one student credit hour to the unit/UAA. The T/L program's average cost per SCH for this time period was $998.15 while graduate programs in CAS averaged $1171.35 per SCH during the same time. Therefore, costs generated by T/L students were less than CAS, indicating efficiency in program design and delivery.

2l: Tuition Revenue/SCH
The average tuition generated per Student Credit Hour in EDTL courses in 2016-2019 was $453.20 compared to $450.78 in CAS graduate programs. These data are consistent with UAA's graduate tuition rates during this time period.

2m: External demand
There are no "Post UAA Award NSC Data" for this program.

3. **Program Quality, Improvement and Student Success (1500 words or less)**

Currency of the Curriculum
Core courses are current in content and pedagogy, addressing relevant themes such as Alaska Native education, diversity, culturally responsive education, social justice, practitioner research, and leadership. In 2018-2019, program faculty created a new course to support early career teachers that focuses on culturally responsive education in Alaska; the course was successfully launched in Fall 2019. Also, to ensure curricular currency, annual assessment data is reviewed with curricular implications in mind.

Innovative Program Design
The program is offered via distance to provide access for educators across Alaska. In addition, the program's interdisciplinary nature and flexibility in concentration options offer professional educators opportunities to design a relevant program of study that meets their unique personal and professional goals.

Student engagement in high impact practices featured by the program
- *Research Experience:* Students required to conduct a research project that examines a problem of practice relevant to their professional practice.

- *Common Intellectual Experiences*: The research project and program portfolio completed as part of EDTL A698 is a common intellectual experience. Also, all students must complete EDTL A651: Curriculum Theory and Design is a common experience including key program formative assessments.

- Clinical Experience/Field Course: Although the program does not require a field experience course, it is assumed that all students are engaged in their professional practice (e.g., P-12 or university teaching, university student services, and community agency program development and implementation).

- Capstone Experience*:* The Portfolio is the capstone experience, completed in Phase 3 of EDTL A698.

Student Support
Faculty Advising: Faculty in the program provide academic advising, which includes meeting with students to identify their professional concentrations and course electives, develop class schedules, etc.

EDTL A698, Research Project and Portfolio: To make the research project and portfolio manageable and support a developmental process, EDTL A698 is organized into three phases, covering three semesters, with clearly defined outcomes for each phase.

Student Accomplishments
Examples of Student Accomplishments since 2015:
- Enrolled in doctoral programs
- Teaching professional development courses for adult educators in school districts
- Consultant with Alaska Native tribes and organizations in supporting indigenous language revitalization.
- Program director for program working with refugees
- Coordinator for Cultural Orientation and Education
- Speaker for parent groups on working with students with learning exceptionalities
- Advocate in Kids Legislative Advocacy Day for legislation related to dyslexia
- Instructors in university and community colleges
- Pursuing National Board Certification for teaching

Review of distance offerings through national standards (e.g., Quality Matters, C-RAC standards, etc.).
This will be addressed in 2020-2021 as follows:
- *Class Review and Instructor Professional Development:* Review distance classes through national standards, such as Quality Matters. Engage in faculty training in a program such as Quality Matters to enhance quality of distance offerings.

- *Enhance Distance Education Interface:* Explore options for upgrading distance education features on website for student recruitment, the application process, and advising.

Program Student Learning Outcomes Assessment: The program is designed around five Program Student Learning Outcomes:
- Demonstrate advanced content and pedagogical knowledge
- Use research to inform practice
- Explain the relationship between education and social justice
- Demonstrate leadership skills for the professional context
- Translate educational theories into culturally responsive practice

The PSLOs are assessed through the program assessment system that includes formative and summative evaluations. Formative evaluations occur in the two core courses required for all T/L students: EDTL A651 and EDTL A698. The annual evaluation review process has indicated that MEd T/L students are consistently demonstrating attainment of the five PSLOs.

Additional Student Learning Assessment Required for Specialized Accreditation: N/A: Specialized accreditation not required for program.

What is going well in the assessment of this program? What are the highpoints or noteworthy accomplishments?
The system is comprehensive, systematic and clearly aligned with the PSLOs. Results of the assessments indicate that students successfully demonstrated attainment of the five PSLOs. These results indicate that the program is effectively preparing graduate students to 1) demonstrate advanced content and pedagogical knowledge, 2) use research to inform professional practice, 3) explain the relationship between education and social justice, 4) demonstrate leadership skills, and 5) translate educational theories into culturally responsive practice.

Identified improvements: What next steps should be taken to better assess learning in this program or improve the assessment process?
- Complete review and analysis of the formative assessments administered in the two T/L Core classes (EDTL A651 and EDTL A698—Phase 1 & 2) in 2019-2020.
- Complete review and analysis of summative assessment in 2019-2020.
- Identify a user-friendly online management system for formative and summative assessment data. Implementation planned for Fall 2020.

4. **Program Duplication / Distinctiveness (300 words or less)**

There is no program duplication at UAA or at the other UA universities. The MEd Teaching and Learning program is unique, as illustrated in these examples:
- The only Education graduate, non-licensure program in the UA system explicitly focusing on developing teacher leaders, scholarly practitioners, and culturally responsive educators for the Alaska context.
- Offers extensive flexibility in professional concentration areas that caters to educators from diverse settings including P-12 schools, universities, and community-based organizations.
- Through a partnership with the School of Nursing, the program provides educators working with adult learners the option of specializing in Adult and Professional Learning, the only option in the UA system.

5. **Summary Analysis (500 words or less)**

The MEd Teaching and Learning program is unique at UAA and UA as it provides professionals a pathway for advanced studies in education. Furthermore, it is the only Education graduate program in UA that offers extensive flexibility in specializations through collaborations with programs and units across UAA/UA. The following information highlights key points about the program, including plans for moving forward.

Strengths

- The MEd Teaching and Learning program is unique across the UA system.
- Clear program mission and alignment to missions of the School of Education and UAA.
- Addresses relevant areas and needs in Alaska including, for example, teacher leadership, adult/professional education, and culturally responsive education.
- Structure of the program is efficient, flexible, and supports quality.

Concerns

- Continued fiscal constraints due to UA budget cuts.
- System-related concerns that have negatively impacted enrollment and promoted a general perception that UAA's School of Education is either non-existent or unstable.

Opportunities

- Collaboration with programs across UAA/UA
- Partnerships with school districts and community agencies
- Partnerships with Alaska Native organizations
- Early career teaching support and teacher leadership development

Challenges

- Tuition costs for students in relatively low paying education professions
- Current perception that the School of Education does not exist or is unstable

Recommendations for moving forward

The program's efficient and innovative platform for graduate studies in Education puts the MEd Teaching and Learning program in a strong position to expand, as indicated by growth in enrollment and graduation numbers between 2015 and 2019. Below are recommendations for moving the program forward.

A. Establish niche in meeting education needs in Alaska

- *Alaska Natives and diverse populations*: Include focus on urban context, given location of UAA, while maintaining connection and relevancy to rural Alaska.
- *Early Career Teachers*: Support early career teachers.
- *Teacher Leadership*: Enhance focus on developing teacher leaders.
- *Adult and Professional Education*: Highlight and expand the partnership with Nursing to offer specialization in Adult and Professional Education.
- *Doctoral Pathway:* Provide path to the Ed.D. or Ph.D.

B. Enhance and Expand Collaborations and Partnerships

- *UAA:* Enhance and expand collaboration with UAA programs relevant to Education.
- *School Districts:* Establish partnerships with school districts for recruiting students and responding to specific school district needs.

- *Community agencies/organizations* for recruiting students and responding to specific community needs.
- *Alaska Native organizations*: Establish partnerships to better support Alaska Native educational leaders.
- *International Partnership*: Explore opportunities to develop partnerships with international.

C. Implement Coordinated Recruitment Plan
- Update recruitment plan to identify specific groups/categories of graduate students.
- Explore opportunities and strategies for expanding recruitment to Lower-48 and international universities and P-12 schools.
- Explore funding options for tuition support.

D. Enhance Distance Education
- *Class Review and Instructor Professional Development:* Review distance classes through national standards, such as Quality Matters.
- *F*aculty *Development:* Engage in training with Quality Matters.
- *Enhance Distance Education Interface:* Explore options for upgrading distance education features on UAA's website.