

University of Alaska Anchorage

Title III Proposal

Stabilizing College Funding Through Development of a Centralized, Robust Online Learning Environment

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A. COMPREHENSIVE DEVELOPMENT PLAN (CDP)

1. Analysis of Strengths, Weaknesses and Problems of UAA’s Academic Programs, Institutional Management, and Fiscal Stability

ACADEMIC PROGRAM STRENGTHS

Academic Strength 1: Nationally Recognized Alaska Native Science and Engineering Program (ANSEP)

UAA began the Alaska Native Science and Engineering Program (ANSEP) in 1995. Designed to increase the number of Alaska Natives entering science and engineering career fields, UAA utilizes partnerships with over 100 corporations and 95 Alaskan communities to provide developmental pathways for students in grade 6th through undergraduate and graduate degree programs. The program’s success is outlined in Table 1 below. The UAA Office of Institutional Effectiveness provided the information in Table 1 and all subsequent UAA statistics.

Table 1: ANSEP Success	
LEVEL	SUCCESS RATE
Middle School	Over 80% of ANSEP participants complete Algebra 1 before graduating from 8 th grade.
High School	91% of ANSEP participants advance one level or more in math or science each summer.
Summer Bridge (High School to College)	98% of ANSEP participants enter into science or engineering undergraduate programs.
Undergraduate	Over 75% of ANSEP science or engineering undergraduates are still enrolled or have graduated.

No other similar program has achieved such high rates of success as evidenced by the numerous national recognitions bestowed on UAA:

- In 2013 ANSEP was named one of the *Top 25 Innovations in American Government* by the John F. Kennedy School of Government at Harvard University.
- In 2013 the United States Department of the Interior awarded ANSEP and the US Geological Survey the *Department of the Interior Partners in Conversation Award*.

- In 2005 ANSEP Director, Dr. Herb Schroeder, received a *Presidential Award* from the National Science Foundation for his work in developing the program.

Academic Strength 2: Excellence in Academics, Athletics and Activities

Academics: The Honors College, founded in 1998, serves as a catalyst for academic excellence. Participating students have received international awards including prestigious scholarships such as the Marshall, the Fulbright, the National Consortium for Measurement and Signature Intelligence Research (NCOMR) Scholars, and Rotary International awards. Honors Scholars have won Truman Scholarships, the Goldwater Award and Congress-Bundestag Scholarships. The program has led to a steady increase in the number of undergraduates authoring or co-authoring publications in peer-reviewed journals and presenting their work at professional conferences at the regional, national and international levels as well to members of Congress: 113 in 2009-10; 121 in 2010-2011; and 176 in 2011-12.

Athletics: UAA is ranked among the top 5% of all 315 NCAA Division II institutions and UAA athletes have maintained a cumulative Grade Point Average (GPA) of higher than 3.0 in 17 of the last 20 years. In AY14, UAA athletes earned a combined 3.18 overall GPA which exceeded the campus average of 2.93. In AY13, six athletes had perfect 4.0 GPAs.

Activities: The Seawolf Debate Program combines competitive excellence in academic debate and service to its constituents. Student competitors are consistently ranked among the top debaters internationally. In the 2012 World Universities Debating Council world ranking of university debate programs, UAA ranked 2nd in the U.S. (behind Yale University) and 9th overall. Past program highlights include: 1) Finalist in the 2011 US Universities Debating Championship; 2) Made the elimination rounds in 2011 and 2012 in the World Universities Debating Championships; and 3) Have won awards at 20 of the 26 tournaments attended.

INSTITUTIONAL MANAGEMENT STRENGTHS

Institutional Management Strength 1: Commitment to Faculty Excellence

UAA has exhibited a long-term commitment to faculty excellence, specifically through its Center for Advancing Faculty Excellence (CAFE) - UAA's colleague-to-colleague faculty development center, promoting excellence and innovation in teaching, research and creative activity in an atmosphere of collegiality. CAFE provides and promotes a multiplicity of unique professional development initiatives which introduce faculty to innovative pedagogies:

- **Difficult Dialogues** familiarizes faculty with a wide range of strategies for introducing controversial topics into the classroom. UAA is a national leader in the program; program faculty regularly travel internationally to provide training for other institutions.
- **Alaska Native Ways of Teaching and Learning** introduces non-indigenous faculty to traditional Alaska Native ways of teaching and learning. This initiative is significant and culturally relevant in terms of the diverse population served by UAA.
- **Team-Based Learning** is a transformative strategy utilized by groups of students. The strategy helps students develop key professional competencies in interpersonal skills, teamwork and peer feedback.
- **Making Learning Visible** helps faculty introduce, document and assess teaching innovations in the classroom while conducting empirical research that has broad impact across multiple fields of study.

Institutional Management Strength 2: Commitment to Creative Use of Technology

UAA has exhibited a long-term commitment to the creative use of technology. In the early 1990s, UAA was a technology pioneer and model for distance education, utilizing live television to deliver courses across its disparate service area as well as the entire state of Alaska.

Over the last 15 years, individual efforts have been made to provide courses online, and these efforts have resulted in campus-wide recognition of the importance of this model of delivery. A renewed focus on support for technology-engaged teaching is due, in part, to a dramatic increase in student demand for online courses. In fact, online learning student credit hours increased by 23% from Academic Year 2010 to 2014. While UAA's long-term commitment to the creative use of technology is a definite strength, its ability to support explosive student demand for online learning is a major problem.

FISCAL STABILITY STRENGTHS

Fiscal Stability Strength 1: Effective and Efficient Fiscal Management

The institution utilizes effective and efficient fiscal management practices in order to serve as a good steward and to support its compliance with federal and state requirements. The University of Alaska is subject to A-133 single audit requirements. In the past two years there have been no findings in the audit. Also, because UAA is part of a statewide system, the institution accounts for its revenue and expenditures via annual audited financial reports.

The UAA Grants and Contracts office follows all federal guidelines for administering awards including terms and conditions related to record retention and appropriate expenditure authorization. The Department of Homeland Security (DHS) noted during a site visit that: "they [UAA] demonstrated a strong commitment and expertise in their Office of Grants and Contracts...the Center for Maritime Research Director places importance on the University of Alaska Anchorage contract control mechanisms."

INTRODUCTION TO WEAKNESSES/PROBLEMS

As outlined above, UAA clearly has numerous strengths. However, the collective impact of six (6) chronic problems, if not addressed, poses a major threat to the institution's growth and

self-sufficiency. Fortunately, all six (6) problems can be addressed with a single solution – the development of a centralized, robust online learning environment (branded “e-learning” at UAA and hereinafter referred to as online learning). Evidence regarding the potential for online learning to address these major problems is included in the following section.

ACADEMIC PROGRAM WEAKNESSES/PROBLEMS

Academic Program Problem 1: Low Retention and Graduation Rates

Retention: For the past ten years, overall retention rates at UAA have been stable and positive, hovering at the national average of **67%**. However, within this positive picture is a very negative one: the retention rate for Alaska Native students is only **50%** (2014) and only **55%** at the baccalaureate level - both rates well below the UAA and national averages (2014). In fact, the problem extends to all minorities - the retention rate for all minorities (as a group) is only **53%** and **57%** at the baccalaureate level.

In researching the most recent retention data (2015), it was discovered that retention rates are significantly higher for students who are enrolled in online learning. Overall, students who incorporated online learning into their course loads were retained at a rate of **71%** compared to only **58%** for those who took no online courses. In the baccalaureate programs, students who incorporated online learning were retained at **77%** compared to the overall retention rate of **69%**. The effect was most pronounced in those who took from 1 to 24% of their course loads online (**78%** retained) and those who took 25 to 49% (**63%** retained).

This same effect can be observed with Alaska Native students to a lesser degree. Those enrolled in some percentage of online learning were retained at a rate of **65%** - a marked improvement from the **50%** overall retention rate for Alaska Native students. For those in the baccalaureate program, the retention rate for students who incorporated some percentage of

online learning was a remarkable **71%**! The highest retention rates were found in the Alaska Native students who took from 1-24% of their courses online – with **73%** overall retention rate and **78%** retention rate for bachelor's degree students.

The positive effect of online learning extends to all minorities. The retention rate for all minority students enrolled in some percentage of online learning was **66%** compared to the overall retention rate of **53%** for all minority students. It is clear that online learning is firmly and positively correlated with higher retention rates for all students, particularly for minority and Alaska Native subgroups.

Graduation: The national average of baccalaureate completion for public, open-enrollment institutions within six years is **34%** (NCES, Institutional Retention and Graduation Rates for Undergraduate Students, May 2015). UAA's rate is well below the national average at a dismal **28%**. As with retention, the graduation outlook for minority students is much worse than for the overall student population – the graduation rate for all minorities (as a group) is **14.9%** and only **3.5%** for Alaska Native students. On a positive note, recent data indicate that ALL of the Alaska Native students who graduated in 2006-2008 (the most recent 6-year graduation data) took online courses. Overall, 98.1% of those students who graduated had some online learning in their course loads. As with retention, online learning appears to be correlated with higher graduation rates on the whole and specifically for Alaska Native students. Low retention and graduation rates represent chronic and serious problems that must be addressed in order for the college to move forward; UAA's data and experience indicates that online learning is a viable solution.

INSTITUTIONAL MANAGEMENT WEAKNESSES/PROBLEMS

Institutional Management Problem 1: Difficulty in Addressing Geographic and Demographic Challenges in UAA Service Area

Geographic and Demographic Challenges: The UAA service area covers a geographically and culturally diverse, challenging 60,682 square miles (slightly larger than the state of Georgia). The area includes the state’s largest city (Anchorage), mountain ranges, ice fields, islands, peninsulas, volcanoes, and rivers, as well as large bodies of water such as Prince William Sound, the Cook Inlet, Kachemak Bay and the Gulf of Alaska. A comparison of UAA’s disparate service areas is outlined in Table 2.

Table 2: UAA’s Disparate Geographic Service Delivery Areas	
Anchorage (Largest City in Alaska)	Rural Areas Outside of Anchorage (Majority of UAA Service Area)
<ul style="list-style-type: none"> • Population: 396,142 (53% of state’s population) • Fast-growing city with large immigrant groups from Samoa, Korea, the Philippines, and numerous African countries such as Togo, Ghana and Sudan • Large presence of Hmong • Over 100 languages spoken in Anchorage schools, with top five being English, Spanish, Hmong, Samoan, and Yup’ik • Large shipping hub (large port and airport freight traffic) • Anchorage International Airport ranked 5th busiest in the world for cargo traffic (2010) • Strong military presence • Fishing and Tourism industries • Transient population 	<ul style="list-style-type: none"> • Many villages, primarily Alaska Native, accessible only by boat or plane • Small towns and villages slightly more accessible by road but with additional and diverse Alaskan and Alaska Native groups that include a number of languages and cultures • On the Kenai Peninsula there is a strong Russian heritage, with Russian-speaking, Russian Orthodox religious groups that descend from fur-trading days

UAA’s service delivery area is increasingly diverse as reflected in the increase in UAA’s minority student population from **26% to 34%** (fall 2008 to fall 2012), and over half (**54%**) of UAA’s first-time students received PELL and other federal grants with the average PELL award of \$4,075. The University is challenged with serving two geographically disparate populations: 1) 53% of the state’s population in an urban setting; and 2) small groups of geographically and culturally isolated communities scattered throughout a region that are either barely accessible by car or only by boat or plane. These geographic and financial challenges have resulted in an

increased demand for online courses that allow students to minimize or eliminate the high costs of travel or relocation to the city of Anchorage to attend classes on a physical campus.

Institutional Management Problem 2: Inadequate Infrastructure and Course Development and Delivery Model

As mentioned above, in order to minimize geographic, financial, time and other challenges, UAA has attempted to deliver more courses online. In fact, online student credit hours increased by 23% between Academic Year 2010 and 2014. However, two problems have prevented UAA from moving forward with online learning: 1) UAA lacks the infrastructure (i.e. staff, facilities and equipment) necessary to develop a centralized, robust online learning environment to adequately support both faculty and students; and 2) The current “individual” model for course development and delivery does not include professional development or student support, and it is inefficient and not scalable enough to meet student demand.

The expansion of online courses has been unplanned and made possible only through the efforts of individual faculty members or individual programs since UAA has little infrastructure to support faculty in an online learning environment. This spotty, volunteer approach to online learning is a major problem that has existed for nearly 15 years. Another aspect of the problem is that there have been very little student support services specifically for students enrolled in online courses (i.e. online registration/billing and remote access to library or bookstore services). Attempts to develop a robust online learning environment have been made. However, each effort eventually lost momentum. Fortunately, two recent processes ensure that future efforts to support online learning will succeed: 1) Faculty-Led Petition (2010); and 2) Institution-Wide Self-Assessment (2014).

Faculty-Led Petition: In 2010, faculty members petitioned the institution to provide more support for technology-engaged teaching, and an Academic Innovations & eLearning was re-established within Academic Affairs.

Institution-Wide Self-Assessment: In 2013 and 2014, UAA conducted a self-assessment of all 313 academic programs and 178 administrative support functions. The final “Prioritization Findings Report,” issued in fall 2014, identified six (6) strategic institutional priorities, including online learning.

Current Status: University leadership is committed to the development of a coordinated, centralized approach including: 1) infrastructure (staff, facilities and equipment); and 2) development and delivery of courses (including professional development and student support).

Infrastructure: Evidence of the importance of infrastructure is provided by Kearsley: “Most institutional issues revolve around the infrastructure needed for online programs... This includes adequate and reliable computer network capability, online registration and billing systems, remotely accessed library and bookstore services, and online faculty and student support services. Infrastructure primarily means having the staff, facilities, and equipment needed...” (Distance Education Handbook, 3rd edition, 2013, p. 432). While UAA has prioritized online learning, due to several consecutive years of drastic state budget cuts, declining enrollment and student credit hours (i.e. tuition), UAA is not in a position to develop the critical institutional infrastructure required to move forward.

Development and Delivery of Online Courses: The current “individual” model of online course development and delivery is a significant problem in terms of meeting student demand and must be replaced as outlined in Table 3 below.

Table 3: Online Learning: From Individual to Collective Development and Delivery	
Problem: Current Model (Individual Development without defined standards or processes)	Proposed Solution: Master Courses (Collective Development with defined standards and processes)
Each faculty member develops his/her version of a course with no support from the institution.	Course is developed by a team that includes subject matter, expert stakeholders, instructional designers, media and technology specialists
The average national cost for development of a basic online 3-hour credit courses is approximately \$5,500; UAA incurs this cost each time an individual faculty member develops a course (i.e. 5 English courses = \$27,500)	The one-time cost to the institution for each course would be \$5,500.
No review for quality; no guarantee of quality	The stakeholder group decides what can be altered by individual instructors (i.e. change an activity but not the objectives or final assessments); the course is reviewed for quality design standards.
There is no guarantee of instructor expertise with online learning.	Each instructor receives foundational training on facilitating online courses and the technology used in the Master Course.
There is little consistency between sections or any course and its follow-up course.	There would be consistency across all courses and consideration/coordination with follow-up courses; students' experiences would be consistent.
There is no scalability. The number of sections is defined by the number of faculty who have developed an online course and is willing to teach it in each given semester.	Master Courses could be easily scaled to accommodate student demand/enrollments.
There is no guarantee that a course, once developed, will be available for more than one semester; if a faculty member leaves the institution, the course is no longer available; institutional capacity is reduced and student demand goes unmet.	Once developed, capacity to offer the courses is guaranteed. If a faculty member leaves the institution, capacity is unaffected.

The development and delivery of Online Master Courses (OMCs) is especially critical to meet student demand for high-enrollment General Education Requirement (GER) courses. UAA offers the GERs in two tiers: Tier 1 represents Basic College Level Skills; Tier 2 represents Disciplinary Areas. A complete list of the proposed OMCs is outlined in Table 6.

These courses are of critical importance because this is where the majority of “bottlenecks” occur in terms of student enrollment because there are not enough sections of courses offered online. Development of Online Master Courses (OMCs) for high-enrollment GERs in Tier 1 and 2 will allow UAA to: 1) remove bottlenecks in GER Tier 1 and 2 courses; 2)

improve the cost effectiveness of online learning by lowering the cost of initial development; 3) ensure quality and consistency of teaching and learning experiences; and 4) provide for scalability and sustainability. UAA is poised to solve the problem of inadequate infrastructure as well as development and delivery of online courses, resulting in a measurable impact on teaching and learning campus-wide. However, external funding is needed to address these major problems.

FISCAL STABILITY WEAKNESSES/PROBLEMS

Fiscal Stability Problem 1: Drastic and Sustained Cuts to State Appropriations

In seven of the past ten years (2004-2014), UAA has experienced significant cuts to its state appropriation due to the declining price of oil (per barrel) and the state's dependence on oil revenues. UAA has distributed cuts of between 1% and 2% during seven of the past ten years with a cut of 1.7% in FY14; 5% in FY15 and a projected cut of at least 4.9% for FY16. Larger cuts are projected through FY19 after which time the state predicts oil prices will begin to rebound. Approximately 44% of UAA's unrestricted revenue comes from state general funds with the remainder coming from tuition. Unfortunately, over the past several years, tuition (based on enrollment in general and student credit hours in particular) has also declined. (Refer to Fiscal Stability Problems 2 and 3, below.) UAA has no control over the amount of unrestricted funding by the state; this specific problem cannot be addressed by UAA. However, UAA can take measures to increase unrestricted revenue by addressing the problems of declining enrollment and tuition (described below).

Fiscal Stability Problem 2: Declining Enrollment

UAA has experienced precipitous declines in enrollment over the past four years: 1) -2% from AY 12 to AY13; 2) -3% from AY12 to AY14; and -5.5% from AY14 to AY 15. In addition

to the previously mentioned geographic and demographic challenges, several current factors have contributed to the enrollment decline: 1) declining high school enrollments and graduation rates; 2) financial aid changes to the ASEL loan program which require a higher credit score than in the past or a cosigner; 3) federal financial aid now tied to success and completion; 4) poor job growth in employment forecasts in the region due, in part, to declining oil prices; and 5) difficulty in completing baccalaureate programs due to insufficient number of course sections offered to meet General Education Requirements (GERs) in Tiers 1 and 2. All of these factors negatively impact enrollment, retention and completion rates (as well tuition).

Clearly, precipitous declines in enrollment are a major problem for the institution. A comprehensive, robust online learning environment has the potential to address UAA's third fiscal stability problem (i.e. declining student credit hours).

Fiscal Stability Problem 3: Declining Student Credit Hours

A long-term, steady decline in student credit hours has occurred over the past ten (10) years, starting in AY 2004-2005 and accelerating over the last four years (with the exception of the 2008-2010 recession period). **Student credit hours declined by 2% (AY11-12 to AY12-13); by 3% (AY12-13 to AY13-14) and by 4% (AY13-14 to AY14-15).** Since tuition revenue is generated by student credit hours and represents a significant portion of the institution's fiscal base, this decline has had immediate consequences for the institution. However, when the decline in student credit hours (tuition revenue) is viewed in combination with state budget cuts and declining enrollment as described in Fiscal Stability Problems 1 and 2 above, the three-fold impact on the institution is devastating. While UAA has no control over the state budget situation, through development of a coordinated, centralized approach to online learning, UAA can significantly increase enrollment, retention, student credit hours and tuition.

Process of Analysis

A Title III Committee formed in late 2014 to determine the feasibility of submission of a Title III application to address the major problem(s) facing the institution. Using the UAA Strategic Plan (2010-2017) as a framework, the committee first reviewed the results of a recent self-assessment that was conducted as a complement to the UAA Strategic Plan.

The goal of the self-assessment was to identify the programs and services that most closely aligned with UAA's mission and strategic plan to ensure focused investment in those programs. UAA reviewed, critically analyzed and prioritized 313 academic programs and 178 administrative support functions. The final Prioritization Findings Report, issued in fall 2014, identified six (6) strategic institutional priorities, including online learning.

The Committee studied the assessment and findings and realized that online learning had the potential to address major institutional problems related to declining enrollment, retention, and graduation, student credit hours and tuition (revenue). They narrowed their focus to online learning as a proposed Title III activity.

The committee studied annual online learning reports and success measures for students enrolled in online learning, conducted in-depth analysis of UAA's e-learning capacity, and held formal and informal meetings and focus groups. The committee determined that development of a systemic and robust online learning program would address the university's major problems and that a Title III proposal should be developed.

The Title III proposal development was driven by the combination of findings, reports and activities described above, involving the campus community and external constituents. The committee developed a concrete project from these above-described broad-based planning efforts – a project which reflects the university's strategic priorities and addresses its chronic problems.

2. Key Overall Goals and 3. Measurable Objectives

<p><i>Institutional Management Goal 1: Provide innovative, alternative approaches to learning designed to increase access and success for all students</i></p>	
<p>Objective 1: By Sept 30, 2020, increase number of online Master Courses to 26 (Baseline=0: 2015). Objective 2: By Sept 30, 2020, increase enrollment in online Master Courses to 1500. (Baseline=0: 2015). Objective 3: By Sept. 30, 2020, 80% of students enrolled in online Master Courses will complete with a C or better (Baseline=0%: 2015).</p>	
<p>Tasks & Methods</p> <ul style="list-style-type: none"> • Design Master Course model of online course • Design 26 GER Master Courses • Develop or adopt best practices for culturally responsive online course design. • Virtual Student Learning Communities • Online student support Portal/ Resource • Online student advising • Develop 5-year Online Learning Strategic Plan • Develop Innovation Studio • Accessible Design Software/Tools • Develop core toolset faculty interface • Video capture & streaming 	<p>Tangible Results</p> <ul style="list-style-type: none"> • 26 GER Master courses are developed and added to course schedule • Best practices for culturally responsive design and instruction are adopted and implemented • Online student support services are available in key areas such as learning communities, online student advising, one-stop academic student support services, and test proctoring
<p><i>Institutional Management Goal 2: Improve capacity to support current and projected innovative, alternative approaches to learning</i></p>	
<p>Objective 4: By Sept 30, 2020, increase number of faculty who are certified to teach online Master Courses to 50 (Baseline=0: 2015)</p>	
<p>Tasks & Methods</p> <ul style="list-style-type: none"> • Establish Center for Online Learning • Establish UAA Online Learning Advisory Council (OLAC) • Develop 5-year Online Learning Strategic Plan • UAA joins NC-SARA • Develop Innovation Design Studio • Develop or adopt accessible design model & practices • Develop core toolset faculty interface • Video capture & streaming • Develop best practices for culturally responsive Online Learning instruction • Create Faculty Online Teaching Certification Program • Train & certify 50 faculty 	<p>Tangible Results</p> <ul style="list-style-type: none"> • Center for Online Learning • Online Learning Advisory Council (OLAC) • 5-year Online Learning Strategic Plan • UAA is a member of NC-SARA • Infrastructure is improved with the Innovation Design Studio, On Line Learning Faculty Certification Program, Core Tools interface, and video streaming

Fiscal Stability Goal 1: <i>Stabilize university funding through increased retention and graduation</i>	
<p>Objective 5: By Sept 30, 2020, increase retention of minority students in online learning to 62% (Baseline=53%: 2015). Objective 6: By Sept 30, 2020, increase the percentage of graduates who have taken online Master Courses to 15% (Baseline=0%: 2015) Objective 7: By Sept 30, 2020, increase graduation rate to 33% (Baseline=28%: 2015).</p>	
<p>Tasks & Methods</p> <ul style="list-style-type: none"> • Develop or adopt best practices for culturally responsive online course design. • QM Review of 26 Master Courses • Design 26 GER Master Courses • Develop or adopt Accessible design tools, model & practices • Online Student Orientation • Virtual Student Learning Communities • Online student support Portal/ Resource • Implement Early Alert system • Implement online student advising 	<p>Tangible Results</p> <ul style="list-style-type: none"> • Best practices for culturally responsive course design are integrated into Master Course model and course design process • 26 Master courses receive QM recognition for quality online course design • More Alaska Native students engage in Online Learning • More Alaska Native students are retained • Graduation rates increase for UAA
Fiscal Stability Goal 2: <i>Ensure sustainable funding through innovative, alternative approaches to learning</i>	
<p>Objective 8: By September 30, 2020, increase online student credit hours (SCH) to 84,471 and related revenue to \$14,779,449 (Baseline=79,971SCH/\$13,914,954 revenue: 2015)</p>	
<p>Tasks & Methods</p> <ul style="list-style-type: none"> • Establish Center for Online Learning • Design GER Master Courses • QM Review of Master Courses • UAA joins NC-SARA 	<p>Tangible Results</p> <ul style="list-style-type: none"> • More students engage in Online Learning • Student credit hours have increased • Tuition revenue has increased

4. Institutionalizing Practices and Improvements

Title III Strategy	Steps Taken to Institutionalize	Resources to Institutionalize	Projected Costs (Year 6)
Strategy 1: UAA will adopt and implement a proven model for cost-effective, scalable online learning to include faculty training, certification and support.	Revenue generated from new online learning courses and increased retention: becomes part of annual budget process; gradual assumption of personnel costs during grant period (25% in Year 3, 50% in Year 4 and 75% in Year 5)	Online learning course fee; general fund from increase in enrollment and retention and resulting increase in student credit hours/revenue	\$205,928 (one full-time and three student positions plus captioning costs and Innovation Lab software renewal.
Strategy 2: UAA will create comprehensive support services for students enrolled in online learning.	Gradual assumption of personnel costs during grant period (25% in Year 3, 50% in Year 4, and 75% in Year 5)	General fund , online learning course fee increase and increase in retention, student credit hours/revenue	\$142,552 (one position plus analytics and software)
Strategy 3: UAA will incorporate online learning into administrative and strategic development planning to ensure sustainability.	Strategic planning for online learning incorporated into institutional Strategic Planning (25% in Years 1-3, 50% in Year 4; 75% in Year 5)	General fund	\$126,499 (one position)
			Total \$474,979

At the end of the grant period, UAA will fully fund three full-time, permanent positions through a combination of general funds and student online learning fees: 1) Director of the Center for Online Learning; 2) Instructional Designer; and 3) Director of the Innovation Design Studio. Three student worker positions will be funded and assigned to the Innovation Design Studio under the supervision of the Director. Key technology innovations introduced by the grant will be maintained through student online learning course fees. Projected increases in enrollment and retention in OMCs will result in an increase of **\$864,495** in tuition plus **\$112,500** in online learning fees. These increases, together with the general fund commitments for three positions, will cover increased operating costs produced by the creation of a centralized online learning program and expansion of online learning courses and programs.

B. ACTIVITY OBJECTIVES

1. Activity Objectives in Measurable and Realistic Terms

	Major Objectives in Measurable Terms	Performance Indicators
Year 1: October 2015- September 2016	Objective 1: By Sept 30, 2016, increase number of online Master Courses from 0 to 2. (Baseline=0: 2015) (IM Goal 1: Obj. 1)	At least 2 new Master Courses will be developed and offered online.
	Objective 2: By Sept 30, 2016, increase enrollment in online Master Courses from 0 to 60. (Baseline=0: 2015) (IM Goal 1: Obj. 2)	At least 60 students will be enrolled in online Master Courses.
	Objective 3 will measure student performance beginning in Year 2.	
	Objective 4: By Sept 30, 2016, increase number of faculty who are certified to teach online Master Courses from 0 to 10. (Baseline=0: 2015) (IM Goal 2: Obj. 4)	At least 10 faculty members will be certified to teach Master Courses online.
Year 2: October 2016- September 2017	Objective 1: By Sept 30, 2017, increase number of online Master Courses to 8. (Baseline=2) (IM Goal 1: Obj. 1 and IM Goal 2: Obj. 4)	At least 6 new Master Courses will be developed and offered online.
	Objective 2: By Sept 30, 2017, increase enrollment in online Master Courses to 420. (Baseline=60) (IM Goal 1: Obj. 2)	At least 420 students will be enrolled in online Master Courses.
	Objective 3: By Sept 30, 2017, increase to 72% the percentage of students enrolled in online Master Courses who complete with a C or better. (Baseline=0%: 2015) (IM Goal 1: Obj. 3 and FS Goal 2: Obj. 8)	At least 72% of students enrolled in online Master Courses will complete with a C or better.
	Objective 4: By Sept 30, 2017, increase number of faculty who are certified to teach online Master Courses to 20 (Baseline=10) (IM Goal 2: Obj. 4)	At least 20 faculty members will be certified to teach Master Courses online.
Year 3: October 2017- September 2018	Objective 1: By Sept 30, 2018, increase number of online Master Courses to 14. (Baseline=8) (IM Goal 1: Obj. 1 and IM Goal 2: Obj. 4)	At least 6 new Master Courses will be developed and offered online.
	Objective 2: By Sept 30, 2018, increase enrollment in online Master Courses to 780. (Baseline=420) (IM Goal 1: Obj. 2)	At least 780 students will be enrolled in online Master Courses.
	Objective 3: By Sept 30, 2018, increase to 75% the percentage of students enrolled in online Master Courses who complete with a C or better (Baseline=72%) (IM Goal 1: Obj. 3 and FS Goal 2: Obj. 8)	At least 75% of students enrolled in online Master Courses will complete with a C or better.
	Objective 4: By Sept 30, 2018, increase number of faculty who are certified to teach online Master Courses to 30 (Baseline=20%) (IM Goal 2: Obj. 4)	At least 30 faculty members will be certified to teach Master Courses online
	Objective 5: By Sept. 30, 2018, increase retention of minority students in online learning to 56% (Baseline=53%: 2015) (FS Goal 1: Obj. 5)	At least 56% of minority students enrolled in online learning will be retained (fall 2017-2018).

Year 4: October 2018- September 2019	Objective 1: By Sept 30, 2019, increase number of online Master Courses to 20. (Baseline=14) (IM Goal 1: Obj. 1 and IM Goal 2: Obj. 4)	At least 6 new Master Courses will be developed and offered online.
	Objective 2: By Sept 30, 2019, increase enrollment in online Master Courses to 1140. (Baseline=780) (IM Goal 1: Obj. 2)	At least 1140 students will be enrolled in online Master Courses.
	Objective 3: By Sept 30, 2019, increase to 77% the percentage of students enrolled in online Master Courses who complete with a C or better (Baseline=75%) (IM Goal 1: Obj. 3 and FS Goal 2: Obj. 8)	At least 77% of students enrolled in online Master Courses will complete with a C or better.
	Objective 4: By Sept 30, 2019, increase number of faculty who are certified to teach online Master Courses to 40 (Baseline=30) (IM Goal 2: Obj. 4)	At least 40 faculty members will be certified to teach Master Courses online.
	Objective 5: By Sept 30, 2019, increase retention of minority students in online learning to 59% (Baseline=56%) (FS Goal 1: Obj. 5)	At least 59% of minority students enrolled in online learning will be retained (fall 2018-fall 2019)
	Objective 6: By Sept 30, 2019, increase the percentage of graduates who have taken online Master Courses from 0 to 10% (Baseline=0%: 2015) (FS Goal 1: Obj. 6)	At least 10% of graduates will have taken online Master Courses.
Year 5: October 2019- September 2020	Objective 1: By Sept 30, 2020, increase number of online Master Courses to 26 (Baseline=20) (IM Goal 1: Obj. 1 and IM Goal 2: Obj. 4)	At least 6 new Master Courses will be developed and offered online.
	Objective 2: By Sept 30, 2020, increase enrollment in online Master Courses to 1500. (Baseline=1140) (IM Goal 1: Obj. 2)	At least 1500 students will be enrolled in online Master Courses.
	Objective 3: By Sept. 30, 2020, 80% of students enrolled in online Master Courses will complete with a C or better (Baseline=77%) (IM Goal 1: Obj. 3 and FS Goal 2: Obj. 8)	At least 80% of students enrolled in online Master Courses will complete with a C or better.
	Objective 4: By Sept 30, 2020, increase number of faculty who are certified to teach online Master Courses to 50 (Baseline=40) (IM Goal 2: Obj. 4)	At least 50 faculty members will be certified to teach Master Courses online
	Objective 5: By Sept 30, 2020, increase retention of minority students in online learning to 62% (Baseline=59%) (FS Goal 1: Obj. 5)	At least 62% of minority students enrolled in online learning will be retained (fall 2019-fall 2020).
	Objective 6: By Sept 30, 2020, increase the percentage of graduates who have taken online Master Courses to 15% (Baseline=10%) (FS Goal 1: Obj. 6)	At least 15% of graduates will have taken online Master Courses.
	Objective 7: By Sept 30, 2020, increase graduation rate to 33% (Baseline=28%: 2015) (FS Goal 1: Obj. 7)	Graduation rate will be at least 33% by end of Spring 2020 semester.
	Objective 8: By September 30, 2020, increase online student credit hours (SCH) to 84,471 and related revenue to \$14,779,449 (Baseline=79,971SCH/\$13,914,954 revenue: 2015) (FS Goal 2: Obj. 8)	At least 84,471 student credit hours and \$14,779,449 in related revenue will be generated by students enrolled in online learning.

2. Relationship of Activity Objectives to Goals/Problems to be solved in CDP

A comprehensive online learning program will increase success for a demographically diverse student population from a geographically challenging service area. A resulting increase in enrollment, retention and student credit hours will reverse the devastatingly negative trends in these areas and increase tuition (revenue), thus stabilizing funding (in the short-term) and positioning UAA for sustained future growth. The relationship of objectives to goals/problems in the CDP are detailed in Table 4 below.

Table 4: Relationship of Activity Objectives to Goals/Problems to be solved in CDP		
CDP Problems	CDP Goals	Relationship to Objectives
Academic Problem		
Problem 1: Low Retention and Graduation Rates	IM Goal 1: Provide innovative, alternative approaches to learning designed to increase access and success for all students.	The objectives related to these CDP problems and major goal are designed to measure development of online Master Courses for General Education Requirements (GER) (Obj. 1) and to measure student enrollment in the courses (Obj. 2). The final related objective is designed to measure success of students enrolled in the GER online Master Courses (i.e. complete with a grade of C or better) (Obj. 3).
Institutional Management Problems		
Problem 1: Difficulty in Addressing Geographic and Demographic Challenges in UAA Service Area	IM Goal 1: Provide innovative, alternative approaches to learning designed to increase access and success for all students.	The objective related to this CDP problem and major goal is designed to measure improved service to the diverse area via increased enrollment in online Master Courses (Obj. 2).
Problem 2: Inadequate Infrastructure to Support Innovative, Alternative Approaches to Learning	IM Goal 2: Improve capacity to support current and projected innovative, alternative approaches to learning	The objective related to this CDP problem and major goal is designed to measure the number of faculty members who are certified to teach online Master Courses (Obj. 4).

Fiscal Stability Problems		
<p>Problem 1: Drastic and Sustained Cuts to State Appropriations</p>	<p>FS Goal 1: Stabilize University funding through increased retention and graduation</p>	<p>There are no objectives directly related to this CDP problem as UAA has no control over the state budget appropriations process. However, there are three objectives related to the major goal. The objectives will measure retention of minority students enrolled in online learning courses (Obj. 5), the percentage of graduates who have taken online learning courses (Obj. 6), and graduation rates for all students enrolled in online learning (Obj. 7).</p>
<p>Problem 2: Declining Enrollment</p>	<p>IM Goal 1: Provide innovative, alternative approaches to learning designed to increase access and success for all students.</p> <p>FS Goal 1: Stabilize university funding through increased retention and graduation.</p>	<p>The objectives related to this CDP Problem and major goal will measure enrollment in online Master Courses for General Education Requirements (GER) (Obj. 1) and retention of minority students enrolled in online learning courses (Obj. 5).</p>
<p>Problem 3: Declining Student Credit Hours</p>	<p>FS Goal 2: Ensure sustainable funding through innovative, alternative approaches to learning</p>	<p>The objective related to this CDP Problem and major goal will measure student credit hours in online learning courses and generated tuition/revenue (Obj. 8)</p>

C. IMPLEMENTATION STRATEGY

1. Comprehensive Implementation Strategy

UAA will conduct one singularly focused activity: **“Stabilizing College Funding through Development of a Centralized, Robust Online Learning Environment.”** Three (3) interconnected strategies were specifically selected to address UAA’s major problems discussed in the CDP. The strategies are based on the university’s experience in online learning, best practices and relevant literature. The interconnected strategies shape a comprehensive approach which will address and resolve the adverse conditions created by the problems outlined in the CDP.

Strategy 1: UAA will adopt and implement a proven model for cost-effective, scalable online learning to include faculty training, certification and support.

Through the Title III project, UAA will develop its ability to deliver online learning that is affordable, sustainable and leveraged to meet student interest and demand. The Master Course model (as explained in Table 3), will result in consistent, high-quality General Education Requirement (GER) courses online and, due to systemic development and scalability, remove bottlenecks for students pursuing associate and baccalaureate degrees. Specific steps are outlined in Table 5 below.

Table 5: Strategy 1: UAA will adopt and implement a proven model for cost-effective, scalable online learning to include faculty training, certification and support.
1a) Renovate existing lab for use as Innovation Design Studio to provide a suitable environment for the development of quality online courses to meet *Quality Matters (QM) standards.
1b) Develop criteria, guidelines and curriculum for faculty development.
1c) Implement a training and certification program for faculty who will teach online courses in order to normalize faculty skillsets in online course design, technology tools, and online course facilitation.
1d) Design, develop, and peer review 26 GER Tier 1 and 2 Online Master Courses (OMCs) for online delivery, ensuring that cultural sensitivity is incorporated into the design.
1e) Ensure universal accessibility in online Master Courses and support services are included by design into all new Online Master Courses.
1f) Establish policies and procedures to support successful, sustainable online programs and courses. Examples include standards for workload recognition of distance education activities such as course development, program development, peer review and faculty mentoring.

* Quality Matters (QM) is an organization that maintains standards, training and tools for peer review of online course design. The standards are revised every three years using faculty from around the country, current research, and best practices. More than 850 international colleges and universities subscribe to Quality Matters.

The Online Master Courses (OMCs) referenced in 1d (above) are listed in Table 6 (below).

Table 6: Schedule for OMC Development		
GER OMCs Developed		Grant Period OMCs Added to Course Schedule
Tier 1: Basic College Level Skills	MATH 107, COMM 111	Year 1
Tier 1: Basic College Level Skills	MATH 109, ENG 111, ENG 212, COMM 235, COMM 241	Year 2
Tier 2: Interdisciplinary Areas	THR 111	
Tier 1: Basic College Level Skills	COMM 237, MATH 200, ENG 213	Year 3
Tier 2: Interdisciplinary Areas	ART 160, AKNS 201, PSY 111	
Tier 1: Basic College Level Skills	STAT 252, ENG 214	Year 4
Tier 2: Interdisciplinary Areas	CHEM 103, HIST 101, ANTH 101, BA 151	
Tier 2: Interdisciplinary Areas	MUS 121, LING 101, PHIL 101, ANTH 200, BIOL 102, PHYS 101	

Strategy 2: UAA will create comprehensive support services for students enrolled in online learning.

UAA will create a centralized, robust online learning environment that is supportive and welcoming for all students from diverse cultures. Specific steps are outlined in Table 7 below.

Table 7: Strategy 2: UAA will create comprehensive support services for students enrolled in online learning.
2a) Develop criteria and guidelines for distance-focused structure and student support services.
2b) Update hardware and software needed for online learning, including video capture and streaming.
2c) Create distance student support services portal for access to services such as online registration and billing, library and bookstore services.
2d) Establish policies and procedures to support successful student engagement in online learning.
2e) Ensure appropriate staff and resources to provide student support services such as advising, test proctoring and early alerts.
2f) Ensure that cultural sensitivity (incorporated into course design) is exhibited as instructional practice in course delivery.

Strategy 3: UAA leadership will incorporate online learning into administrative and strategic development planning to ensure sustainability.

UAA will build key online learning components into its administrative and strategic development planning processes to ensure continuity and sufficient infrastructure after the grant period ends. Specific steps are outlined in Table 8 below.

Table 8: Strategy 3: UAA will incorporate online learning into administrative and strategic development planning to ensure sustainability.
3a) Establish a Center for online learning with consideration given to location in organizational structure, policies and procedures including evaluation and assessment, staffing, physical location, hours of operation, etc.).
3b) Establish an Online Learning Advisory Council (OLAC) that includes representatives from all major functional and interest groups (e.g. faculty, students, academic innovations and e-learning, IT, Academic Affairs, Student Affairs, etc.). The Council will provide input into the evaluation and assessment processes for online learning, including adherence to Quality Matters (QM) standards.
3c) Develop and implement 5-year online learning strategic plan to ensure that online learning continues to be a priority and the TIII activity is institutionalized.
3d) Join NC-SARA to receive state authorization for student instruction and instructors from outside of Alaska.

2. Rationale for Strategies Supported by Relevant Studies or Projects

Rationale for Proposed Activity: “Stabilizing College Funding Through Development of a Centralized, Robust Online Learning Environment”

According to “Grade Level: Tracking Online Education in the United States,” a (2015) report from the Online Learning Consortium (formerly Sloan-C), enrollment in distance learning is increasing on average 3.7% per year (4.6% at public serving institutions). This compares to only 1.2% per year growth in overall enrollments. Distance students represent 73.7% of the increase in overall enrollment (p. 5). The 2015 report offers additional rationale for UAA’s proposed activity based on national data: “The proportion of academic leaders who report that online learning is critical to their institution’s long-term strategy has grown from 48.8% in 2002 to 70.8% this year.” (p. 4). A 2009 report from the Online Learning Consortium is particularly relevant to UAA’s proposed activity based on current and projected economic conditions in UAA’s service area. According to “Learning on Demand: Online Education in the United

States,” because of economic downturn, 66% of institutions reporting increased demand for new courses and programs and 73% seeing increased demand for existing online courses and programs (p. 1). Online learning offers a more cost-effective option for students who do not live near campus and either cannot afford to travel to campus or are unable to access the campus due to their geographic location or financial restraints.

The Online Learning Consortium represents an authoritative opinion in the field of online learning. The Online Learning Consortium uses a Quality Score to assess online learning programs across the nation. The Score is based on eight (8) pillars which are incorporated into the three (3) strategies UAA proposes as part of this Title III application. This is illustrated in Table 9 below.

Table 9: Alignment of Online Learning Consortium’s 8 Pillars and TIII Strategies	
Pillar 1: Institutional Support	Strategy 3 (3c)
Pillar 2: Technology Support	Strategy 1 (1a; 1c; 1d) and Strategy 2 (2b; 2c)
Pillar 3: Course Development/Instructional Design	Strategy 1 (1a; 1b; 1c; 1d)
Pillar 4: Course Structure	Strategy 1 (1a; 1c; 1d)
Pillar 5: Teaching and Learning	Strategy 1 (1b; 1c) and Strategy 2 (2a; 2b; 2c; 2d; 2e; 2f)
Pillar 6: Social and Student Engagement	Strategy 2 (2c; 2e)
Pillar 7: Student Support	Strategy 2 (2a; 2b; 2c; 2d; 2e)
Pillar 8: Evaluations and Assessment	Strategy 3 (3b)

Additional support for UAA’s proposed activity is provided by examples of implementation of similar projects by other colleges and universities. A project implemented by California State University was the subject of a presentation at the recent OLC Emerging Technologies for Online Learning Symposium: Improving Student Success through Course Redesign and Implementing a Scalable Solution for Enrollment Bottlenecks by Gerry Hanley (California State University & MERLOT, USA). This project is very similar to UAA’s proposed activity, and provides evidence that UAA’s project is in line with the field and practice of online learning administration. Similar to the California State University initiative, UAA will redesign

and deliver quality online courses for General Education Requirement (GER) Tiers 1 and 2; the new Master Courses will be easily scalable based on student demand, thus resolving the current problem of bottlenecks in Tier 1 and 2.

Finally, the rationale for the proposed activity is further supported by a report issued by the Institute for Higher Education Policy on behalf of the Alaska Commission on Postsecondary Education. The report, “Access to Higher Education in Alaska: Strategies for Success,” was issued in 2000 and included the following specific recommendation. “Improve Access to Distance Education: Improving access to distance education is a strategy that has the potential to increase college enrollment for all students, but particularly students residing in remote areas. A far higher percentage of Alaska households has more computers than households nationally. The State also exceeds regional and national averages on the percentage of households with Internet access. There are few states, if any, that have a greater need for distance education.” (p. v). The report addresses the need for online learning in UAA’s service area and further supports the rationale for the proposed activity. Although the report and recommendation were issued 15 years ago, due to fiscal challenges as described in the CDP, UAA has not been able to implement the recommendation in a systemic, sustainable manner.

Rationale for Strategy 1: UAA will adopt and implement a proven model for cost-effective, scalable online learning to include faculty training, certification and support.

Proven Model: UAA will adopt a Master Course Model and redesign targeted courses for online delivery to alleviate bottlenecks in high-demand courses. Course redesign is a major component in a similar project implemented by a peer institution - California State University. California State University system implemented the “Course Redesign with Technology Project” in 2013. Like UAA’s proposal, the goal of the project is to maximize access, reduce time to

degree, improve graduation rates, and, most importantly, shrink the achievement gaps. To date, the project goals are being met and/or exceeded.

Cost-Effective and Scalable: UAA's experience in online learning offers additional rationale for Strategy 1, specifically in terms of cost-effectiveness and scalability. The average cost nationally for development of a basic online 3-hour credit courses is approximately \$5,500. Under the current "individual" course development model, UAA incurs this cost each time an individual faculty member develops a course (i.e. 5 English courses = \$27,500). However, the cost for one-time course development under the proposed Master Course model will be only \$5,500. The Online Master Courses will be easily scalable based on student demand, thus removing bottlenecks in Tier 1 and 2 GERs.

Faculty Training, Certification and Support: According to the American Association of University Professors (AAUP) Report on Faculty Rights and Responsibilities in Distance Education "faculty must have technical training and support" (2000, Technical Assistance Section, Paragraph 1). Ambient Insight Research summarizes that successful online learning occurs when there is a well-established system of governance, including faculty support and training to teach online. (US Self-Paced E-Learning Market, 2009). Levy (2003), reports: "Online class development can challenge instructors in terms of organizing courses; designing course outlines; creating effective teaching strategies comprised of instructional text, pictures, animations, audio and/or video; interacting with students using e-mail, discussion and interactive forums, Internet chats, and student help desks; finding methods to encourage and sustain student involvement, designing assessment methods; and keeping up with changing technologies" (p. 63).

Finally, because UAA is decentralized with multiple campuses, the advice of distance education experts Bruce Chaloux and Gary Miller is particularly relevant to Strategy 1. Chaloux and Miller encourage professional development and support from administration and faculty governance, especially in more decentralized campuses.

Rationale for Strategy 2: UAA will create comprehensive support services for students enrolled in online learning.

The rationale for Strategy 2 is supported by the authoritative opinion of the U. S. Department of Education (US DoE) in its Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies (2010) which states that: “on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction” (p. IX) and goes on to indicate that students perform better due to “additional learning time and instructional elements not received by students in traditional classes” (p. IX). Strategy 2 will incorporate all of the elements that support student success in online learning. In addition to the authoritative opinion of the US DoE, Meg Benke and Gary Miller (Leading the e-Learning Transformation of Higher Education: Meeting the Challenges of Technology and Distance Education, 2013), distance education experts, state that: “Most successful distance learning programs have made a significant investment in student services staff and other support resources, generally at a higher level than traditional institutions” (p. 136). Through the proposed TIII project, UAA will make this necessary significant investment to ensure comprehensive, quality student services support.

Finally, the rationale for Strategy 2 is further supported by Online Human Touch (OHT) Instruction and Programming which positively effects student engagement, connectivity, and retention. OHT programs focus on improving student support services, building learning communities, and data-driven decision making (Betts, 2008). All of these elements are included

in Strategy 2 where the focus is on creating infrastructure to support student success in online learning.

Rationale for Strategy 3: UAA leadership will incorporate online learning into administrative and strategic development planning to ensure sustainability.

Rationale for Strategy 3 is based primarily on UAA’s previous experience with online learning which has been both positive and negative. The experience has been positive in regard to student interest, student demand and student success (i.e. performance, retention, and graduation rates for students enrolled in e-learning). However, given UAA’s financial limitations, the experience has been negative in regard to incorporation of online learning as a priority into administrative, strategic and fiscal planning. Today, at all levels of leadership and administration, there is recognition of the strategic importance of online learning for the university’s sustainability and growth.

Another rationale for Strategy 3 is based on the authoritative opinion and recommended best practices and accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU), UAA’s regional accreditation agency. In 2013, NWCCU adopted a new distance education policy. Strategy 3 addresses specific components of NWCCU’s Best Practices as reflected in Table 10 below.

Table 10: NWCCU Best Practices: Strategy 3	
NWCCU Best Practices	Strategy 3
The institution’s academic unit exercises oversight of distance education programs, ensuring both the rigor of the program and the quality of instruction.	Currently, each academic program is independently responsible for offering online education as it deems necessary and appropriate. Strategy 3 will include centralizing administration for all online programs and implementation of a quality review program (Quality Matters: QM).
The institution evaluates the educational effectiveness of each distance education program, including assessment of student learning outcomes, student retention, and student and faculty satisfaction, to ensure comparability to campus-based programs.	Currently, student and faculty satisfaction in online courses are rarely assessed. In addition to embedded surveys in the Master Courses proposed in Strategy 1, Strategy 3 includes development of assessment and evaluation processes as well as establishment of the Online Learning Advisory Council which will have input

	into the assessment and evaluation processes.
<p>Students enrolled in distance education programs have adequate access to and make effective use of learning resources, including library, information resources, laboratories and equipment.</p>	<p>Currently, UAA does not meet this best practice. In addition to these elements being created in the Master Course design and creation of distance education portal (Strategy 2c). Strategy 3 will ensure that e-learning is included in all administrative and strategic planning development efforts, thus ensuring that UAA’s online learning will adhere to the recommended best practices.</p>
<p>Students enrolled in distance education programs have adequate access to student services, including financial aid, academic advising, course registration, and career and placement counseling.</p>	<p>Currently, UAA does not meet this best practice. In addition to these elements being addressed in Strategy 1 via the creation of distance education portal (Strategy 1e and 2c), the centralized administration of online learning and inclusion of online learning in administrative and strategic planning will ensure that this best practice is followed.</p>

3. Realistic and Attainable Timetable

Timetable of Implementation Activities				
Specific Task	Methods	Tangible Results	Primary Participants	Timeframe
Startup				
Hire Project Director (PD), Activity Director/Technology Developer, Student Services Technician	Follow UAA hiring policies and procedures	Eliminate hiring delays; key personnel in place allows project activities to begin immediately	Senior Vice Provost for Institutional Effectiveness	Upon award notification
Convene Online Learning Advisory Council (OLAC)	Select/appoint stakeholders; review grant contract; give charge to assist with development of online Master Course model	OLAC in place and informed regarding role of council; prepared to begin advisory role to support grant activities.	Project Director, Provost, Senior Vice Provost for Institutional Effectiveness	Upon award notification
Appoint members to the TIII Steering Committee	Select members from all key departments/units; provide with grant contract, give charge to monitor grant activities, progress and reporting with focus on integration and institutionalization	Establishment of TIII Committee will ensure project progress, reporting and success; will also ensure integration into the functions of the university and institutionalization of the project	Project Director, Provost, Senior Vice Provost for Institutional Effectiveness	November 2015
Hire remaining Title III staff: One Instructional Designer (ID); Three Student Lab Workers	Follow UAA hiring policies and procedures	Title III team starts working	Project Director, Activity Director	November 2015
Identify and contract external evaluator	Follow UAA Grants & Contracts procedures	Evaluation consultation site visit	Project Director	November 2015
Develop TIII Policies & Procedures Manual	Follow established procedures and federal regulations		Project Director, Activity Director and Grant Compliance Office	December 2015

Evaluation Activities (Ongoing)				
Survey faculty and students	Develop, distribute and collect faculty and student satisfaction surveys	Qualitative and quantitative feedback to strengthen project implementation	OLAC, TIII Staff, Senior Vice Provost for Institutional Effectiveness	12/31/15 (to establish baseline) Annually: 05/31/16 – 05/31/20
Conduct quarterly formative evaluation activities	Collect and analyze data; prepare and share reports with campus community	Quarterly formative assessment to help guide project implementation	OLAC, TIII staff, Senior Vice Provost for Institutional Effectiveness	Quarterly 09/30/16 – 09/30/20
Conduct external evaluation activities	Collect and analyze data; prepare Title III Annual Progress Report; share report with campus community; plan for next year	Summative evaluation to ensure valid assessment of implementation strategies, to capture impact of the project relative to objectives, and to provide quantifiable evidence	OLAC, TIII staff, Senior Vice Provost for Institutional Effectiveness, External Evaluator	Annually (September) 09/30/16 – 09/30/20
Year 1 (2015-16)				
Design Online Master Course (OMC) MODEL	Apply QM design standards and best practices to build model with OLAC input	Master course model is ready to apply to all OMCs	Activity Director, Instructional Designer, OLAC	11/01/15 - 02/01/16
Develop Two (2) NEW Online Master Courses (OMCs): MATH 107, COMM 111	Subject matter faculty work apply Online Master Course (OMC) model to design of the two courses	Two NEW Online Master Courses ready to be added to course schedule	Instructional Designer, subject matter faculty	02/01/16-05/01/16
Offer Two (2) NEW OMCs (listed above)	Add OMC sections to the Summer 2016 schedule	*60 students are enrolled in NEW OMCs in Summer 2016	Enrollment Services	05/01/16
Design and implement Innovation Design Studio	Use consultant to design and build studio space	Studio is available for use in OMC creation and faculty professional development	TIII staff	Design: 11/01/15 – 02/01/16 Implement: 02/01/16
Develop and utilize best practices for culturally responsive online course design	Grant staff employs literature, collaborates with OLAC and campus groups to develop design rubric.	Culturally responsive design rubric integrated into UAA online course design process.	TIII staff	Design: 11/01/15 – 02/01/16 Implement: 02/01/16
Develop and utilize online student orientation	Grant staff use best practices to design online student orientation course	60 students compete online student orientation	Student Services Developer (SSD)	Develop: 02/01/16-5/01/16 Utilize: -5/01/16

Develop & Implement Faculty Online Teaching Certification program	Best practices and models used to certify in the areas of design, tools, QM, and facilitation	10 faculty complete certification program	TIII staff, faculty and Human Resources	Develop: 11/01/15 – 05/01/16 Implement: 05/01/16
Establish Center for Online Learning	UAA administrative procedures	Center is administratively charged by Univ. of Alaska statewide organization for online learning at UAA	Project Director, OLAC, UA Board of Regents	11/01/15-09/01/30
Year 2 (2016-17)				
Develop Six (6) NEW Online Master Courses (OMCs): THR 111, MATH 109, ENG 111, ENG 212, COMM 235, COMM 241	Subject matter faculty work with ID to apply Online Master Course (OMC) model to design of the six courses	Six (6) NEW Online Master Courses (OMCs) ready to be added to Spring 2017 and Summer 2017 schedules	Instructional Designer, subject matter faculty	10/01/16-5/01/17
Offer six (6) NEW OMCs (listed above)	Add OMC sections to the Spring 2017 and Summer 2017 schedules	*180 students are enrolled in NEW OMCs in Spring and Summer 2017	Enrollment Services	01/01/17 – 08/01/17
Quality Matters (QM) review of OMCs developed in Year 1	QM review processes	Two (2) OMCs developed in Year 1 receive QM recognition	Instructional Designer, OMC course representative	10/01/16-12/01/16
Incorporate Accessible Design Model	Collaborative rubric design built using accessibility best practices	Accessible design rubric integrated into UAA online design process.	Instructional Designer, Disability Student Services (DSS), OLAC	Develop: 10/01/16-05/01/17 Incorporate: 06/01/17
Install Accessible Design Software/Tools	Install DocSoft appliance and Kaltura Video Platform in Innovation Design Lab	Tools and software available for use	Activity Director/Technology Developer, DSS	06/01/17-08/01/17
Develop 5-Year Online Learning Strategic Plan	Collect and analyze data; conduct SWOT analysis; establish baselines; prepare plan	5-year Online Learning Strategic plan ready for implementation	Project Director, OLAC, identified stakeholders	10/01/16 – 09/01/17
10 faculty enroll in Faculty Online Teaching Certification Program	Market and enroll participants	10 faculty receive Online Teaching Certification	TIII staff, faculty and Human Resources	10/01/16 - 09/01/17
Develop and implement student virtual learning community	Create web-based community (social network) for online students	60 students engage in virtual student learning community	Grant staff and faculty; culture-based student groups:	Develop: 10/01/16 – 05/01//17 Offer: 06/01/17

				Student Affairs
Year 3 (2017-18)				
Develop six (6) NEW Online Master Courses (OMCs): COMM 237, MATH 200, ENG 213, ART 160, AKNS 201, PSY 111	Subject faculty work with ID to apply Online Master Course (OMC) model to design of the six courses	Six (6) NEW Online Master Courses (OMCs) ready to be added to the Spring 2018 and Summer 2018 schedules	Instructional Designer, subject matter faculty	10/01/17 – 05/01/18
Offer six (6) NEW OMCs (listed above)	Add OMC sections to the Spring 2018 and Summer 2018 schedules	*180 students are enrolled in NEW OMCs in Spring and Summer 2018	Enrollment Services	01/01/18 – 08/01/18
Quality Matters (QM) review of OMCs developed in Year 2	QM review processes	Six (6) OMCs developed in Year 2 receive QM recognition	Instructional Designer, OMC course representative	10/01/17 - 12/01/17
Assess Progress: End of Year 1 of Online Learning Strategic Plan	Collect and analyze data; measure against baselines	5-Year Online Learning Strategic Plan Implemented; Year 1 Completed and Assessed	Project Director, OLAC, identified stakeholders	10/01/17 - 09/01/18
10 faculty enroll in Faculty Online Teaching Certification Program	Market and enroll participants	10 faculty receive Online Teaching Certification	TIII staff, faculty and Human Resources	10/01/17 - 09/01/18
Develop online student support portal	Develop portal; deploy on UAA servers	All students have access to support services such as online registration, library and bookstore.	TIII staff, Student Affairs	10/01/17 - 09/01/18
Develop culturally responsive teaching rubric & training	Develop rubric; integrate training into professional development program	Faculty begin to use culturally responsive teaching practices	TIII staff, OLAC, Center for Advancing Faculty Excellence (CAFÉ)	10/01/17 - 9/01/18
Year 4 (2018-19)				
Develop six (6) NEW Online Master Courses (OMCs): CHEM 103, STAT 252, ENG 214, HIST 101, ANTH 101, BA 151	Subject matter faculty work with ID to apply Online Master Course (OMC) model to design of the six courses	Six (6) NEW Online Master Courses are ready to be added to the Spring and Summer 2019 schedules	Instructional Designer, subject matter faculty	10/01/18 - 05/01/19

Offer six (6) NEW OMCs (listed above)	Add OMC sections to the Spring 2019 and Summer 2019 schedules	*180 students are enrolled in NEW OMCs in Spring and Summer 2019	Enrollment Services	01/01/19 – 08/01/19
Quality Matters (QM) review of OMCs developed in Year 3	QM review process	Six (6) OMCs developed in Year 3 receive QM recognition	ID, OMC course representative	10/01/18-12/01/18
Assess Progress: End of Year 2 of Online Learning Strategic Plan	Collect and analyze data; measure against baselines and Strategic Plan Year 1 outcomes	5-Year Online Learning Strategic Plan Implemented; Year 2 Completed and Assessed	PD, OLAC, identified stakeholders	10/01/18-09/01/19
10 faculty enroll in Online Learning Certification Program	Market and enroll participants	10 faculty receive Online Teaching Certification	TIII staff, faculty and Human Resources	10/01/18 - 09/01/19
Install and implement Early alert system	Purchase and install Blackbaud analytics.	Early alert deployed in OMCs to improve student success	Student Services Developer	Install: 10/01/18 - 01/01/19 Implement: 01/01/19
Implement culturally responsive teaching	Faculty in OMCs will teach using culturally responsive practices	Culturally responsive teaching practices are embedded in OMCs	TIII Staff and OMC Faculty	10/01/18 – 09/01/19
Implement online student support portal	Integrate into OMCs and Learning Management System; train faculty and students to use	75 students use student support portal	Faculty; Student Services Developer	10/01/18 - 09/01/19
Year 5 (2019-20)				
Develop six (6) NEW Online Master Courses (OMCs): MUS 121, LING 101, PHIL 101, ANTH 200, BIOL 102, PHYS 101	Subject matter faculty work with ID to apply Online Master Course (OMC) model to design of the six courses	Six (6) NEW Online Master Courses (OMCs) are ready to be added to the Spring 2020 and Summer 2020 schedules	Instructional Designer, subject matter faculty	10/01/19 - 05/01/20
Offer six (6) NEW OMCs (listed above)	Add OMC sections to the Spring 2020 and Summer 2020 schedules	*180 students are enrolled in NEW OMCs in Spring and Summer 2020	Enrollment Services	01/01/20 – 08/01/20
Quality Matters (QM) review of OMCs developed in Year 4	QM Review Process	Six (6) OMCs developed in Year 4 receive QM recognition	Instructional Designer, OMC course representative	10/01/19 - 12/01/19

Assess Progress: End of Year 3 of Online Learning Strategic Plan	Collect and analyze data: measure against baselines and Year 2 outcomes	5-Year Online Learning Strategic Plan Implemented; Year 3 Completed and Assessed	Project Director, OLAC, identified stakeholders	10/01/19 - 09/01/20
10 faculty enroll in Online Learning Certification Program	Market and enroll participants	10 faculty receive Online Teaching Certification	TIII staff, faculty and Human Resources	10/01/19 - 09/01/20
Develop and implement online student advising	Purchase equipment and software; install and implement online advising system	60 pilot students use online advising	Student Services Developer, Student Services, faculty	Develop: 10/01/19 – 01/01/20 Implement: 01/01/20

* Objective 2: By September 30, 2020, increase enrollment in online Master Courses to 1500 (baseline= 0: 2015). The numbers in the table above are cumulative, as the new courses, once added to the course schedule in the specified year, will continue to be offered.

The projected enrollment numbers for **each** year are: **Year 1:** 60; **Year 2:** 420; **Year 3:** 780; **Year 4:** 1140; **Year 5:** 1500.

D. KEY PERSONNEL PLAN

1. Experience and Training of Key Personnel and 2. Time Commitment

This section provides descriptions of experience, training, skills, responsibilities and Title III time commitment for four (4) positions to be funded by Title III at varying percentages: 1) **Project Director** (.75 FTE); 2) **Activity Director/Technology Developer** (1 FTE); 3) **Student Success Technician** (.5 FTE); and 4) **Instructional Designer** (1 FTE). In addition to these positions, UAA will fund a 5th position that will be dedicated to the Title III project – **Student Success Developer** (.5 FTE). All five (5) positions are critical for project success.

Title III Project Director (.75 FTE): UAA has concluded that the ideal candidate is a current UAA employee, Dr. David Dannenberg. In his current position as Director of Academic Innovations and eLearning, Dr. Dannenberg has responsibility for eLearning student services, instructional design, and ePortfolio program services. Dr. Dannenberg is also responsible for academic technology and technology-engaged professional development programming. He meets the required education and experience necessary for successful implementation of the project as outlined in Table 11 below. As the Title III Project Director, Dr. Dannenberg will oversee the implementation of a comprehensive and integrated program. He will be assisted by the Vice Chancellor, Student Affairs (UAA-funded) for oversight related to the student-focused objectives and performance indicator aspects of the project and by the Senior Vice Provost for Institutional Effectiveness for oversight related to progress toward meeting the project goals and objectives. During the grant period 100% of Dr. Dannenberg's duties will be re-assigned to the Title III Project. UAA will contribute funding of 25% so that the Project Director is 1 FTE. Title III funds will not supplant institutional funds but will be used for replacement costs.

Title III Activity Director/Technology Developer (1 FTE): UAA concluded that a current employee, Dr. Heather Nash, is the ideal candidate for the position of Title III Activity Director. Dr. Nash has recent experience in the successful implementation of a Title III online learning grant and currently has responsibility for overseeing faculty support services. Dr. Nash currently supervises the instructional design team and coordinates with colleges and departments on training and course or program development. She has extensive experience managing hardware and web applications and meets the required education and experience necessary for the position as outlined in Table 11 below. During the grant period, 100% of Dr. Nash’s duties will be re-assigned to the Title III Project. Title III funds will not supplant institutional funds but will be used for replacement costs.

Student Success Technician (.5 FTE): UAA has determined that another current employee is the ideal candidate for one of the remaining Title III-funded positions. Ms. Louise Butler will serve as the Student Success Technician and meets the required education/ experience outlined in Table 11 below. During the grant period, 50% of Ms. Butler’s current duties will be re-assigned.

Instructional Designer (1 FTE): The full-time Instructional Designer position will be filled by a new hire who meets required education/experience as outlined in Table 11.

Table 11: Key Personnel (Title III Funded)		
Position	Duties & Responsibilities	Required Education & Experience
<p>Project Director 1 FTE Dr. David Dannenberg</p> <p>Reports to Provost</p>	<p>Compliance; administer grant processes; work with program officer; budgeting, drawdowns, expenditure approvals; lead or coordinate infrastructure, administration, and construction components of grant; communicates with stakeholders; oversees project progress; supervises Activity Director and Student Services Technician</p>	<p>Master’s degree or higher; min 3 yrs. budget, supervisory, grants experience; demonstrated collaboration and communication skills; min 3 yrs. experience with online learning in higher education</p>

<p>Activity Director/ Technology Developer 1 FTE Dr. Heather M. Nash Supervisor: Project Director</p>	<p>Manages implementation strategies and tasks; supervises project staff; coordinates with institutional staff and faculty on grant activities; works with academic technologies; lead web development elements of the activity including tasks such as the student resource portal, virtual learning communities, and the Core Tools interface; works with project director on objectives and implementing results of formative evaluation; collaborate with team on professional development for faculty; work with course design teams.</p>	<p>Master’s degree or higher in education or technology-related field; supervisory experience; project management experience; 2-4 yrs. experience in web development; ability to manage computer hardware in a structured environment; strong communications, team, and teaching background</p>
<p>Student Services Technician .5 FTE Louise Butler Supervisor: Project Dir.</p>	<p>Support Project and Activity Directors in grant administration; help with budgeting, purchasing, maintaining grant records, and assisting with grant compliance.</p>	<p>Associate’s degree or 5 yrs. experience; work with budgets and fiscal operations; grant experience desirable</p>
<p>Instructional Designer 1 FTE New Hire Supervisor: Activity Director</p>	<p>Lead team in designing GER Master Course design/process; work with team to develop culturally responsive design practices and rubric; work with faculty to develop GER Master Courses; collaborate with team on professional development for faculty; coordinate with activity director on course design projects; coordinate QM reviews and other QM-related tasks</p>	<p>Master’s degree or higher in instructional design or related field; min 3 yrs. experience developing online learning programs or services; min 2 yrs. providing professional development; QM certifications preferred; work in team environment</p>
<p>Student Workers Part-time New Hires Supervisor: Activity Director/ Technology Developer</p>	<p>Monitor Innovation Design lab; work with supervisor on captioning projects.</p>	<p>Ability to work in team environment; willingness to learn about and work with academic technologies.</p>

Student Success Developer: UAA will fund the 5^h critical position - Student Success Developer (.5 FTE) which will report to the Title III Activity Director. The position will be filled by a current employee, Mr. Keith Berggren, who will lead academic and student success related elements of the activity, such as online student orientation, virtual student learning communities, student resource portal, and test proctoring. He will coordinate with Student Affairs as appropriate and collaborate with the Title III project team regarding professional development for faculty involved in the Title III project. Mr. Berggren holds a bachelor’s degree in Economics

and has 7 years of experience in online student services. He currently works with college students as Distance Education Coordinator and has relevant experience with technology and online learning. During the grant period, 50% of Mr. Berggren's duties will be re-assigned.

E. PROJECT MANAGEMENT PLAN

1. Procedures to Ensure Efficient and Effective Program Implementation

The UAA Title III project will be managed by a skilled team carrying out detailed implementation strategies. Distribution of responsibilities spans functional areas of the project and the institution (Figure 1 below). The Project Director will report to the Provost on matters related to project oversight. The Project Director and Senior Vice Provost for Institutional Effectiveness will meet monthly with the Provost, to keep him updated on progress toward Title III project goals and objectives. These meetings will include discussion of any barriers and facilitate necessary interventions to overcome them. Also, the Project Director will meet monthly with the Online Learning Advisory Council (OLAC) and Title III Steering Committee in order to keep them informed and engaged in their respective roles.

The Project Director has responsibility for successful implementation of the project and will be assisted by the Activity Director. The OLAC will be involved in project activities, while the Title III Committee will monitor and evaluate grant progress. The OLAC and the Title III Committee will embrace representatives from all strategic areas and constituents of the institution: Academic Affairs, Student Affairs, IT Services, Institutional Effectiveness, Academic Innovations & eLearning, college deans, the president of the faculty senate, and students. The OLAC will facilitate communication between groups relative to the project activities. The Title III Committee will be responsible for incorporation of the project into the appropriate functions of UAA during the grant period and will plan for institutionalization of the project.

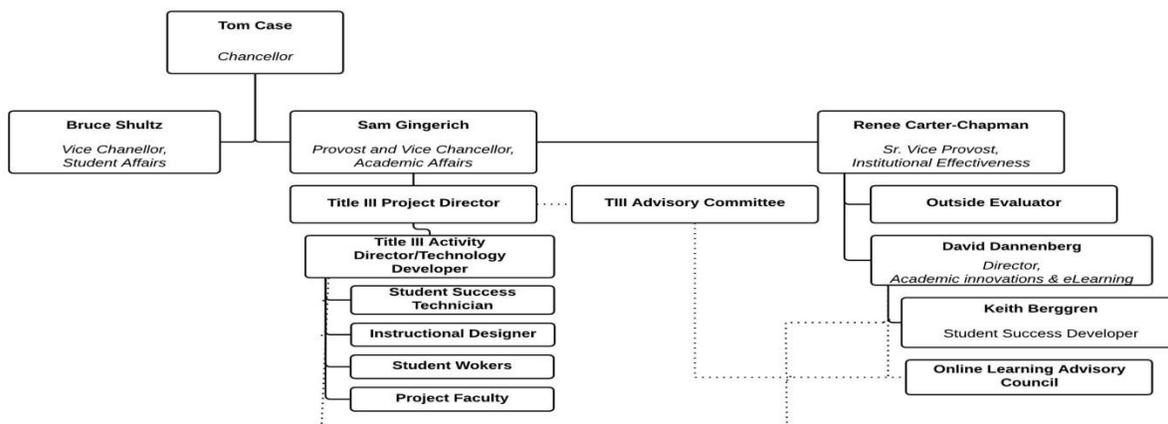
Data collection and analysis for grant reporting will be reviewed by the OLAC on a regular basis in order to monitor progress on project goals and objectives. The Title III quarterly grant reports will be prepared by the Project Director with input from the project team, reviewed by the Title III Steering Committee and Provost and shared with faculty and staff. The process outlined above will ensure that the project goals and objectives are being met during the grant period and that institutionalization will be in place by the end of the grant period.

Specific procedures will include the development of a Title III Policies and Procedures Manual, weekly Title III staff meetings, and monthly meetings of 1) the OLAC regarding project activities, goals and progress; 2) Title III Steering Committee to review grant reports, compliance and progress; 3) UAA senior leadership to review grant reports and progress; and 4) UAA Office of Grants and Contracts to ensure grant compliance including budget management. Additionally, quarterly meetings with Faculty Senate and UAA Student Government Association will be held to ensure that internal stakeholders are updated and provided timely input and dissemination of project information via UAA's website to include Title III Annual Reports on Title III page and updates included in campus communications (meetings and publications). Quarterly communications and annual meetings with the external evaluator to ensure quality in the evaluation processes will be held.

2. Authority to Effectively Conduct Project

The organizational chart in Figure 1 below reflects direct reporting lines to the Provost and indirect reporting to key decision makers such as the Senior Vice Provost, Institutional Effectiveness. The procedures above combined with the organizational structure in Figure 1 (below) will ensure successful implementation of the project. The Project Director has adequate authority to conduct the project.

Figure 1: UAA Title III Organizational Chart



F. EVALUATION PLAN

1. Data Elements and Collection Procedure

UAA will be guided primarily by Fund for the Improvement of Postsecondary Education (FIPSE) guidelines and practices in evaluation (Table 12 below).

Table 12: Evaluation Guidance	
FIPSE Guideline	Title III Grant Evaluation Plan
Refine the project	Refine the project
Identify Main Themes	Institutional Goal
Identify Key Questions	Use project objectives to frame key focused, measurable key questions
Identify what is being measured to determine whether objectives are met.	Use project objectives to describe change, improvement, and impact in different areas of institutional practice.
Speed and Extent of change	Specify areas or units to be changed, type of change, and to what degree change is expected.
Plan Data Collection	UAA's Data Collection Plan
Baseline Measures	Baseline measures are identified with institutional and annual objectives.
Data collection instruments	Data collection instruments are identified in Table 13 below.
Who is the respondent, interview subject, focus group, etc.	Respondents and measures to ensure protection of their data are identified in Table 13 below.
If relevant, describe comparison group	Comparison groups are identified within annual objectives and process measures.
Construct a Timeline	UAA's Evaluation Timeline
When will evaluation instruments be drafted?	Evaluation instruments will be drafted during initial site visit of external evaluator and updated annually.
When will data be collected?	Data collection timelines are identified in Table 13

	below.
When will data be analyzed?	Data analysis timelines are identified in Table 13 below.
Will your evaluation results provide feedback during the project that will enable you to modify project activities?	Formative feedback is a critical element of the evaluation plan, as described in the Formative Feedback section of the Plan.
When will your written findings be ready for an outside audience?	Written findings will be available quarterly, with newsletters, OLAC reports, and the APR on an annual cycle.
Thinking about Dissemination	UAA's Dissemination Plan
Campus	Quarterly newsletter, website
Local Community	Newsletter, social media, website
Similar Institutions, professional groups and colleagues	Conference presentations, <i>other?</i>
Local, state, federal agencies and officials	Annual Performance Report

UAA will execute a comprehensive and focused evaluation plan that will include both formative (process-based) and summative (outcome-based) types of evaluation. This approach will: a) ensure a valid assessment of implementation strategies; b) capture the impact of the project relative to objectives; and c) provide quantifiable evidence for each project year. UAA's plan: 1) assesses the extent to which achievement of objectives and implementation have been met; 2) assesses the degree of effectiveness of the objectives and implementation strategies; 3) determines how achievement of objectives helps to solve major problems identified in the CDP; and 4) evaluates the project impact on promoting growth and self-sufficiency for the university. Overall responsibility for evaluation activities belongs to the TIII Project Director with support provided by the Office of Institutional Research. An external evaluator will provide annual, objective evaluation of implementation and achievement of objectives.

Formative Evaluation

Formative internal evaluation will be utilized in order to gauge the project's progress, address challenges and positively influence the project in a timely manner. Internal formative evaluation will be conducted as follows: 1) During each year, various strategies will be evaluated internally - by students, faculty and project staff; and 2) On a quarterly basis and at the end of

each project year, summary results of the internal evaluations will be shared with the Provost, TIII Steering Committee, administrators, faculty and project staff.

The quarterly and annual reports will measure progress on objectives and implementation strategies and will ensure that targets are met and funds properly utilized. The quarterly reports will offer timely review of the original objectives as circumstances change as a result of project activities and allow for adjustment of schedules, reallocation of resources, redirection of tasks, and revised managerial decisions based on preliminary evaluation results. Each formative evaluation will be a direct, up-front assessment of the expectation for successful completion of the objectives; reports will allow for necessary changes; and the process will ensure a successful conclusion. Formative evaluation reports will be provided to the external evaluator.

Summative Evaluation

At conclusion of the grant period, a comprehensive summative evaluation will take place. This evaluation will establish the degree to which UAA has reached further growth and self-sufficiency. The Project Director will prepare a report to assist the external evaluator in preparing the final summative evaluation report. The Project Director will provide a brief history of the project and the following: 1) projected budget v. actual; 2) copies of all quarterly and annual formative reports; 3) discussion of outcomes achieved (intended and unintended); 4) discussion of how original goals and problems in the CDP were affected by the project; and 5) discussion of how the project has moved UAA toward growth and self-sufficiency.

Qualitative and Quantitative Data: The Title III program evaluation will examine process and outcome by collecting and utilizing both quantitative and qualitative data.

Quantitative data and analysis will consist of descriptive statistics that clearly track project progress in achieving objectives. Data collected include numbers, percentages and ratios. Quantitative data are gathered from student and institutional records, project tracking practices,

and surveys. Examples include fall-to-fall retention, course completion and grade, numbers of contacts, and demographics. These data may be gathered from a wide variety of sources, including the Student Information System (SIS), Banner; Institutional Research; and surveys.

Qualitative data and analysis are non-numeric data that reflect experiences of people involved the project. These could include participants, UAA staff, faculty, or community members. Qualitative data are gathered using tools such as focus groups, interviews, and surveys. Analysis takes the form of examination for trends, key ideas, and desirable outcomes with a focus on priority areas identified by the OLAC. Examples might include participants' increased confidence of success in higher education; trends that identify problems or strengths in Title III strategies; or factors in decision-making regarding program selection and continuation.

Data Collection and Participant Protection: One key facet of the evaluation is the collection, storage, aggregation, and analysis of student data. All participant data will be maintained in password-protected files, file shares, and locked file cabinets. Access to the data will be limited, including only FERPA-trained Title III staff and UAA administrators. Participant identities will be protected, and all data except that given specific permission will be reported in aggregate and/or anonymously. The following sections address key areas for evaluation, identifying what data will be collected; when they will be collected; appropriate benchmarks and reporting.

External Evaluator

UAA will utilize an external evaluator for two major reasons: 1) An external evaluator will be positioned to evaluate program outcomes with impartiality which is crucial to the success of the project (Kellogg Foundation); and 2) UAA does not have an existing staff member with the capacity to conduct an evaluation with the intensity and range necessary for this project.

The evaluator will commit six days each year to provide consultation, data analysis, and report preparation and will help devise evaluation instruments and interview and/or focus group questions to be used for both formative and summative evaluations. Each year, two-day visits will be scheduled to coincide with the completion of UAA's annual formal evaluation. The external evaluator will meet with the Project Director and project staff as well as faculty and staff who implement various project activities and tasks. Interviews will be held with administrators and students affected by the project. The external evaluator will review the internal quarterly reports as well as the corresponding annual formal evaluation and issue a report indicating findings based on the combination of reports and interviews. The evaluator will comment on obstacles, failings or weaknesses and suggest solutions or strategies for success. The external evaluation will be an objective assessment of progress being made toward meeting objectives and institutionalizing project strategies, as well as assessing the degree to which the project's progress is contributing to solving institutional problems. The report will be shared with UAA's key stakeholders through meetings and via a project website.

2. Data Analysis Procedures

UAA is fully dedicated to collecting the best evaluation data available for both formative and summative evaluation purposes. Data sources to be used for the project include: UAA Fact Book, data from the university's Banner Student Information System (SIS) for grades, persistence, retention, graduation and other data; faculty and student surveys; IPEDS (Integrated Postsecondary Education Data System); and course syllabi and evaluations.

UAA's evaluation plan will provide an effective, useable assessment of the TIII project implementation strategies relative to the extent to which goals and measurable objectives have been attained. UAA's evaluation plan by activity objective is shown in Table 13 below.

Table 13: Plan for Evaluation of Measurable Objectives				
What Data Is Collected?	Who Collects Data?	When is Data Collected?	How is Data Collected?	How is Data Analyzed?
<i>Objective 1: By September 30, 2020, increase number of online Master Courses available to 26 (baseline= 0:2015)</i>				
Inventory of culturally responsive, QM certified online master courses	Project Director	Close of grant year – by Sept 30	Time and effort tracking, certification documentation	Statistical analysis
Innovation Design Studio is in operation	Project Director	End of grant year	Sign-in sheets, studio photographs	N/A
<i>Objective 2: By September 30, 2020, increase enrollment in online Master Courses to 1500 (baseline= 0: 2015)</i>				
Enrollment data for all sections of online master courses.	Project Director	End of semester	Project Director (PD) works with IR on data query of Banner SIS	Statistical analysis
Survey data on course experience satisfaction	Activity Director, Instructional Designer	End of semester	Surveys, focus groups	Statistical analysis, coding & trends
<i>Objective 3: By September 30, 2020, 80% of students enrolled in online Master Courses will complete with a C or better (baseline= 0:2015)</i>				
Completion data for students enrolled in all sections of online master courses	Project Director	End of semester	Project Director (PD) works with IR on data query of Banner SIS	Statistical analysis
Student feedback on improved online student services	Student Success Developer	End of academic year	Surveys, focus groups	Statistical analysis, coding & trends
Faculty and student feedback on cultural responsiveness in online course design and instruction.	Instructional Designer, Activity Director, Student Services Developer	End of semester	Surveys, focus groups	Statistical analysis, coding & trends
<i>Objective 4: By September 30, 2020, increase number of faculty who are certified to teach online Master Courses to 50 (baseline=0:2015)</i>				
Faculty certifications in online learning training program	Project Director	Ongoing basis throughout	Certificates collected and archived	Tally
<i>Objective 5: By September 30, 2020, increase retention of minority students in online learning to 62% (baseline=53%:2015)</i>				
Fall-to-fall retention data	Project Director	Annual – fall	Project Director (PD) works with IR on data query of Banner SIS	Statistical analysis
<i>Objective 6: By September 30, 2020, increase the percentage of graduates who have taken online Master Courses to 15% (baseline=0%:2015)</i>				
Completion data for	Project Director	End of semester	Project Director (PD)	Statistical

students enrolled in online Master Courses			works with IR on data query of Banner SIS	analysis
Annual graduation data	Project Director	Annual- fall	Project Director (PD) works with IR on data query of Banner SIS	Statistical analysis
Objective 7: By September 30, 2020, increase graduation rate to 33% (baseline=28%:2015)				
Annual graduation data	Project Developer	Annual – fall	Project Director (PD) works with IR on data query of Banner SIS	Statistical analysis
Objective 8: By September 30, 2020, increase online student credit hours (SCH) to 84,471 and related revenue to \$14,779,449 (Baseline=79,971SCH/\$13,914,954 revenue: 2015)				
Credit hour data	Project Developer	End of semester	Project Director (PD) works with IR on data query of Banner SIS	Statistical analysis

G. BUDGET NARRATIVE

1. Necessary and Reasonable Costs

In order to successfully implement and complete the project, the budget will include a balance of personnel and technology improvements. The budget decisions were made based on:

1) reasonable costs in the local market and history; 2) expenses necessary to support the implementation strategies and accomplish objectives; 3) allowable costs under Title III regulations; 4) the university’s fiscal policies; and 5) funding projections necessary to support institutionalization of project initiatives by the end of the 5-year grant period. Program regulations 34 CFR 607.1 and 607.30 were followed. Justifications, cost calculations, and additional details provided in Table 14 below provide evidence for costs being necessary and reasonable for the project. All costs relate directly to the comprehensive project strategies that will ensure measurable objectives and goals are met. UAA is requesting total direct costs of **\$2,247,009** as detailed in Table 14 below.

Table 14: Title III Budget Detail					
Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director (75%; leave rate 15.6%)	74,143	75,997	77,897	39,922	20,460
Activity Director/Technology Developer (100%; leave rate 20.7%)	83,764	85,858	66,003	33,827	17,336
Instructional Designer (100%, leave 20.7%)	69,318	71,051	54,621	27,993	14,346
Student Success Tech (50%, leave 22.5%)	35,536	36,424	37,335	38,268	39,225

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Student Lab Workers (50%)		11,130	16,695	16,695	16,695
Total Salaries	262,761	280,460	252,551	156,705	108,062
Justification: Personnel include a project director (1 FTE), activity director/technology developer (1 FTE), instructional designer (1 FTE), student support technician (.5 FTE), a student support developer (.5 FTE, paid for by UAA and not in this list), and three student workers (1 in Y2, and 2 in Y3, Y4, & Y5). Salaries include leave benefits. All salaries and are based on UAA job families and pay schedules, with a 3% cost of living increase annually. Project Director will be institutionalized at 25% for Y1-3, then Year 4 at 62.5% and Year 5 at 81.25%. All other positions except for the student success technician will be institutionalized starting in Year 3 at 25%, Year 4 at 50%, Year 5 at 75%, and with UAA assuming full responsibility for positions post-grant.					
Fringe Benefits	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director (Benefit rate 27.6%)	20,463	20,975	21,500	11,018	5,647
Activity Director/Technology Developer (Benefit rate 38.8%)	32,500	33,313	25,609	13,125	6,726
Instructional Designer (Ben rate 38.8%)	26,895	27,568	21,193	10,861	5,566
Student Success Tech (Ben rate 43.0%)	15,280	15,662	16,054	16,455	16,867
Student Lab Workers (Ben rate 8.6%)		253	379	379	379
Total Fringe	95,138	97,771	84,735	51,838	35,185
Justification: Fringe benefits are based on standard benefit package percentages based on job type. Fringe benefits include health, optical and dental insurance, life insurance, and retirement benefits.					
Travel	Year 1	Year 2	Year 3	Year 4	Year 5
National Title III Conference	1,263	1,263	1,263	2,013	2,013
National Quality Matters (QM) Conference	2,170	2,170	2,170	3,470	3,470
Online Learning Consortium (OLC) or Distance Teaching & Learning Annual Conference (DTLAC)	4,580	4,580	4,580	6,080	6,080
National Conference on Race and Ethnicity in Higher Education (NCORE)	4,294	4,294	4,294	5,794	5,794
National Student Affairs Professionals Conference (NASPA)	2,809	2,809	2,809	3,709	3,709
Total Travel	15,116	15,116	15,116	21,066	21,066
Justification: Travel includes cost for the Project Director to attend the Title III Conference in Washington, D.C. annually. In addition, one grant staff member and one grant faculty member will attend a professional conference in an appropriate area of expertise, including instructional design (QM); distance learning (OLC or DTLAC); and race and culture (NCORE), with the exception of the NASPA conference, which will include only the Student Success Developer. Conference registrations are listed in the Contractual budget category. Y4 and Y5					
Equipment	Year 1	Year 2	Year 3	Year 4	Year 5
Project staff computer workstations	14,500				
Innovation Design Studio	16,254	16,049	7,758		23,800
Captioning & video initiative			42,970	53,000	60,000
Blackboard Analytics				85,500	120,000
Total Equipment	30,754	16,049	50,728	138,500	203,800
Justification: 1) Setup of the project includes purchase of computer workstations for project staff. Each staff member, except student workers, will need a computer and mobile device (laptop or Tablet) in order to work. \$2500/desktop computer (4* 2500=\$10000); \$1125/laptop/tablet (4*1125=\$4500) 2) The Innovation Design Studio is a major component of the initiative and will be design to allow grant staff and faculty to create the necessary digital media required for Online Master Courses (OMCs). The					

Studio includes, but is not limited to:

- o 10 desktop computers bought in Y1 & Y3 & Y5 (\$32,851)
 - o WhisperRoom portable sound booth -Y2 (\$13,150)
 - o Receiver, speakers, and recording studio equipment – Y1 & Y5 (\$2,100)
 - o 6 digital video cameras - Y1, Y2, Y5 (\$3,794)
 - o 6 digital audio recorders - Y1, Y2, Y5 (\$5,138)
 - o 6 USB microphones – Y1, Y3, & Y5 (\$866)
 - o Wireless desktop scanner – Y1 (\$415)
 - o 2 Makerbot 3D printer and equipment – Y1, Y2, Y3, & Y5 (\$11,483)
- 3) Captioning and video initiative is required to be in ADA compliance for all UAA online learning courses. It is focused on document production, transcription, and video captioning using a DocSoft appliance for transcription and captioning (\$21,600 in Y3), and a Kaltura media capture and streaming subscription (\$72,000/annually Y3-Y5). Docsoft is the technology that will allow video to captions and transcribed. Kaltura Media Sites will be the streaming services used to delivery online videos art UAA. UAA will share the costs of the Kaltura system.
- 4) Blackboard Analytics will be added to UAA’s Blackboard Learn installation. Blackboard Learn is the institutional Learning Management System (LMS) of record. Blackboard Analytics will integrate with Learn and allow project staff, faculty and students to generate early warning reports and collect data on the effectiveness of the online courses. The overall cost of Blackboard Analytics is \$205,000 and will be purchased by component between Y4 & Y5.

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5
Project supplies	2,500	2,500	2,500	2,500	2,500
Lab supplies	650	2,109	3,175	3,000	2,275
Technology Innovation program				14,500	14,500
Total Supplies	3,150	4,609	5,675	20,000	19,275

Justification: Basic lab supplies support project staff and faculty. Adobe Cloud is a core tool used by grant staff and faculty in all areas of function. \$299.88 unit price, 5 users in years 1 and 2, 10 users in Y3-5. Softchalk cloud will be used to host rapid development course modules used within online course design. Cost is \$495 for 5 users.

Contractual	Year 1	Year 2	Year 3	Year 4	Year 5
External evaluator	5,000	5,500	6,000	6,500	7,000
Conference Registrations	4,520	4,520	4,520	4,520	4,520
Adobe Cloud	1,499	2,999	2,999	2,995	2,999
Softchalk Cloud	2,400	2,400	2,475	2,475	2,475
Studio printer annual maintenance	4,800	5,000	5,200	5,400	5,600
Innovation Design Studio construction	24,862				
Expert Consultant		15,575	20,000	40,000	40,000
Contractual Total	43,081	35,994	41,194	61,890	62,594

Justification: 1) External evaluator: 5 years of service and annual site visits (travel and compensation); **2)** A 1,200 sq. ft, traditional computer lab in the second floor of the library will be renovated to create a faculty digital media lab at UAA. Renovation of the space is needed to remove the existing built-in equipment, paint, and reconfigure some network connections for optimal performance as an audio-video creation and faculty training space; and **3)** Expert Consultants are in areas of accessibility and web development. They will be used to build a new online student portal website and to design and implement a video/captioning system described in Equipment. Specialized technical expertise is required and the current market rate in the Anchorage area is \$100-120/hr.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Costs	450,000	449,999	449,999	449,999	449,982

Competitive Preference Priority: Supporting Programs, Practices, or Strategies for which there is Moderate Evidence of Effectiveness.

The University of Alaska Anchorage’s proposed Title III Project, *Stabilizing College Funding Through Development of a Centralized, Robust Online Learning Environment*, incorporates programs, practices, or strategies for which there is moderate evidence of effectiveness. One specific research-based strategy is the use of non-cognitive attitudes and behaviors to close achievement gaps between social groupings, as described below.

Study Chosen: Stephens, N.M., Hamedani, M.G., & Destin, M. (2014). *Closing the social-class achievement gap: a difference-education intervention improves first-generation students’ academic performance and all students’ college transition*. Psychological Science. <http://www.psychology.northwestern.edu/documents/destin-achievement.pdf>. The study has been reviewed by What Works Clearinghouse (WWC), <http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=20012> and meets the definition of moderate evidence of effectiveness.

Background: The authors of the study were interested in closing social class achievement gaps for first-year college students. Their contention was that this gap can be reduced by providing psychological resources, such as encouraging the belief that a first-generation college student can succeed in higher education by exposure to other, successful students with similar backgrounds. The study also dips into literature on multicultural education, demonstrating that another helpful tool is to educate students about how their unique backgrounds matter. While the focus was on first-generation college students, this study “encouraged students from diverse backgrounds to explore how significant social differences - such as race, ethnicity, gender, social class, and sexual preference – can shape their own and

others' experiences and opportunities in college and in life" (p. 944).

Description of Intervention: The study was designed to determine whether a social belonging intervention would improve academic performance for incoming first-generation college students, who historically are outperformed by incoming students that have one or more parents with a college degree. The study was a randomized controlled trial (RCT) done at a private, four-year institution in the Midwest. The 168 students who chose to participate were traditional-aged, and both first-generation and non-first-generation. The majority of the first generation students were also low-income. They were divided into an intervention and a comparison group. A small financial incentive was used to encourage participation.

A panel composed of eight upperclassmen was designed; three were first generation college students. A discussion protocol for both groups was used. During the panel discussions, the upperclassmen discussed their college experiences with groups of incoming students from families where neither parent had earned a college degree (first-generation in college students). In the intervention group the panelists answered discussion questions with an emphasis on social background and how it impacted their college experience. In the control group, this emphasis was not made. Finally, study participants completed a survey and a short video about the experience.

Findings: At the end of the academic year, the first-generation students in the intervention group had a higher GPA than the control group (3.47 compared to control of 3.30). The statistically significant effect size was .44. GPAs for non-first-generation college students were similar across intervention and control groups, at 3.47 and 3.43 respectively. The study demonstrated a reduction in the gap between first generation and non-first-generation college

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students, primarily because of increased use of non-cognitive behaviors such as seeking assistance from college resources to help them perform better academically.

Modifications to Intervention at the University of Alaska Anchorage:

- Because the study applies to a broad spectrum of social differences, UAA will use the intervention for several at-risk groups including first-generation students, Alaska Native students, and other minority groups.
- The panel sessions will be incorporated into an online student orientation format that employs synchronous video feeds and offered within the first month of each academic year.
- Follow-up discussion of the panel experience will be conducted by the Student Success Developer, assisted by other Title III grant staff.
- Resource limitations are such that panelists and participating students must be volunteers.

Application of Study Findings at the University of Alaska Anchorage: Important findings from the study were that students who received the intervention were more likely to develop and demonstrate non-cognitive behaviors that enhance academic success, such as seeking out academic support services and other college resources. UAA Title III project staff will implement a similar intervention as outlined below.

Working in cooperation with the UAA Vice Chancellor of Student Affairs, Title III grant staff will host the intervention via live synchronous video, such as Google Hangout or another web conferencing tool, during the first month of the semester. Working with the UAA ANSEP Program and Multicultural Center, grant staff will identify successful students, invite them to be

panelist, and coach them on how to talk about their backgrounds and culture during the intervention.

The Student Success Developer and Student Success Technician will follow up on the intervention within one day and ask participants to answer a short survey and complete a video reflection, just as in the original intervention. Project staff will analyze the survey data and review the videos to ensure that the message is being communicated effectively. The results and feedback received will enable the project staff to shape the new online student and academic support services to further facilitate the participants' ability to identify and access college resources that will enhance academic success. Similar to the original study, TIII grant staff, the Senior Vice Provost for Institutional Effectiveness, and researchers from the Office of Institutional Research will also examine participants' year end cumulative GPAs to assess the effectiveness of the intervention.

In this way the Stephens, Hamedani, & Destin (2014) study findings will be incorporated in a systematic way into UAA's online student support services and used to enhance the development of attitudes and behaviors that support academic success in UAA's first-generation and minority students enrolled in online learning.

Data Collection, Analysis, and Dissemination: Surveys and testimonial videos will be collected from online student orientation participants as part of the intervention. Follow-up conversations with panel facilitators will also be documented and kept as part of the intervention data. GPA data will also be tracked for participants. The Project Director, Senior Vice Provost for Institutional Effectiveness, the Title III Steering Committee, and the Online Learning Advisory Council (OLAC) will review and analysis the data. Results will inform the Title III Project's formative evaluation process.