CURRICULUM, PEDAGOGY, AND INSTRUCTION

- What are the unique strengths of our college or university? What are the primary benefits and features for students? What evidence supports this? Are they sufficient to differentiate our institution?
- How do we ensure that student success is at the core of our endeavor? How have we integrated our student success goals across all aspects of our institution?
- How do our institutional strengths align with student goals and market demand?
- What do our programs cost? What are the high, medium and low return programs? Does delivery modality make a difference? How do we know?
- What programs are critical to mission success? What programs are not critical or even impede mission success?
- How do we ensure that creativity is valued and supported?
- Are we taking advantage of new models for pedagogy and delivery?
- Are processes in place for assessing and improving teaching and learning?
- Is our process for curriculum development efficient? Does it reference mission and student need?
- How do we identify pillars of excellence?
- Does our curriculum incorporate current understanding of how students learn, including through digital media?
- Are academic and student services aligned regarding learning outcomes?

ACADEMIC CORE

- Have we defined “core” programs and services?
- How are core competencies supported and maintained?
- Does the general education curriculum support the mission?
- Does the general education curriculum reflect consensus on key areas of student learning, or is it a disjoint menu of courses?

MARKET FACTORS

- How do our strengths capitalize on local, national or global trends now and in the future?
- How do we use market inputs to support our strengths?
- Are our strengths reflective of employment needs and opportunities?
- How are we integrating academic programs with career preparation?

RESEARCH AND SCHOLARSHIP

- What is the role of research and scholarship at our institution?
- What is the appropriate level of emphasis on sponsored research?
- Do we have the proper balance between teaching and research/scholarship and service?
**PROCESSES FOR IMPROVEMENT**

- What processes are in place to drive continuous improvement in organizational processes?
- Do we have the personnel skills and expertise necessary and in the right places?
- What student and academic services are critical to students’ success? How do these align with the our level of competency in these areas?
- Are all processes that are essential for success identified and evaluated?
- Do we have processes to phase out weak or unneeded programs?
- Do we have shared definitions of institutional success?
- What weaknesses do we have to address to be successful in attaining our mission?
- Is the process for developing new programs agile and timely?
- Are we willing to innovate or eliminate non-core programs and services?
- Do we continue to identify ways to improve on our strengths? How do we keep them relevant?
- How successful have we been in developing strong new products and services?

**COMPETENCY INNOVATION**

- What alternative credential should we offer our students?
- Do we have a process for regularly reviewing programs and processes and making necessary changes?
- How have we defined and identified our strengths?
- What weaknesses need to be addressed to ensure future success?
- What is our process for understanding the current and future needs of constituents?
- How successful have we been in developing strong new products and services?
- How can technology extend access—in depth and breadth—to our areas of strength?

**THINKING FORWARD**

- How have we defined and identified our strengths?
- What weaknesses need to be addressed to ensure future success?
- What is our process for understanding the current and future needs of constituents?
- How can technology extend access—in depth and breadth—to our areas of strength?