



THE NACUBO ECONOMIC MODELS PROJECT **JOURNEY** STRENGTHS QUESTIONS

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 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?



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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?

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?

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?