

- “Citizens of The World” Program—Interdisciplinary Music-oriented Grad program
- Campus Culture
  - adaptability for non-traditional students
  - responsivity to existing students/anticipated students
- CNM transfers
  - Gen-Ed potential drop off
- Rural Recruiting
  - Pipeline/Retention
  - utilization of legislators in communities
- Recruiting TO 2-year programs
- Non-High School Grads through equivalency?
- Corporate Partnerships alongside professional development/training (moving to for-credit pipeline)
- Identifying Signature Programs
  - What is unique, inimitable, NM-centric
- Paying special attention to Branch students, needs, pipeline
  - Expand Nursing BSN capacity so more non-NM students can enroll.
  - Bring to pre-eminence and expand capacity of Athletic Training and Exercise Science in either College of Education or HSC/Physical Therapy
  - Complete the build-out of Population Health and structure curriculum so that it is both a valued program and serves as a complimentary option for students unable to access Nursing or other limited access health science programs
  - Review credit awarding criteria with intent to increase credit toward degree requirements (not elective credit) awarded for Joint Service Credit
  - Utilize Experience/Service Learning Credit to meet degree requirements, which will make it easier for non-traditional students to be eligible for admission and shorten time to degree.
  - Create additional 3/2 degree programs that have immediate economic return for student - Education masters for example. Tie this to Aim to Achieve (which covers cost of 8<sup>th</sup> semester of bachelor’s degree) as incentive.
  - Purchase or build self-service degree audit tool for use by prospective students
  - Increase UCAM marketing budget to be competitive with regional competitors
  - Place emphasis on non-resident student recruitment
- offer additional “non-pattern” courses (summer intersession, winterim, 8-weeks)
- offer more non-degree “certificate” options
- evaluate MOPS core (we don’t currently offer core to MOPS students) or partnership with CNM/other institutions to offer
- disseminate existing programs more broadly—sharing of information, some new strategy
- expand pipeline/bridge to college programs---not just for UNM entering freshmen
- smooth dual enrollment process (re-apply every semester now)
- Bring back 4-year degrees to branches
- explore branch programming in addition to what is currently done with CNM (90% of transfers are from CNM)
- Synchronous Grad Classes at Branches

- 1-yr programs/certificate programs
- stackable 1-year certificates
- branch as a destination institution
- interdisciplinary graduate degrees (MA, PhD)
  - pre-articulate as 3/2 or 4/1
- Education/Music Education 1 year Masters with tuition payment on back end (post raise)
- pre-paid tuition plan
- post-bachelor certificate (1-year retooling for those changing careers)
- credit for prior learning (veterans as a test case)
  - ACE best practices: <http://www.acenet.edu/higher-education/topics/Pages/Credit-for-Prior-Learning.aspx>
  - Kansas State: <http://www.k-state.edu/prior-learning/>
  - New School: <https://www.newschool.edu/public-engagement/ba-bs-liberal-arts-prior-learning/>
  - Central Michigan: <https://www.cmich.edu/global/prior-learning/Pages/default.aspx>
- advising flexibility
  - create interdisciplinary
  - flexible timing/other fluidity
- accelerated offerings (meet demand from non-traditional students)
- 4-day class schedule
- launch evaluation of work force demand/degree demand; strategically grow student capacity
  - Athletic Training/Gerontology/Exercise Science/Nursing
- tuition/financial incentive to major in areas with excess demand
- Meta-Majors (3 minors makes a major)
- pairing majors of interest with job market demand minors
- reverse engineering of job market (relevant skills for employers provided by each major)
- augment University marketing strategies
- pre-college training/pre-grad school training
  - not necessarily just for pre-UNM students