Goal A – Engage Learners

- Engaged learner- students take responsibility for his or her learning; student is aware of their potential
  - University must understand students’ learning styles and accommodate them
- Current elements of our learner- focused environment: extracurricular opportunities, internships, service learning, study abroad, co-curricular activities, campus lectures, cultural and arts events, civic/community engagement
- What needs improved
  - Be learner-focused rather than curriculum focused
  - Re-evaluate prescribed 50-60 credits of gen ed courses
  - Increase percentage of students who attend events because they “want to” not because of extra credit
  - Increase participation in study abroad OR find other ways to engage students in global perspectives (i.e. bring international faculty and degree seeking students to campus)
- Development for faculty to instill creativity, innovation and learner - focused
  - Could improve grant-writing opportunities
  - Make time for faculty to be able to engage in research/scholarship
  - Incorporate business practices of time management and change management
- Value of MU education
  - Produce critical thinkers
  - Produce problem solving
  - Maintain dynamic between liberal arts and career readiness
    - Emphasize both
- How to further develop online learning:
  - Expand hybrid opportunities
  - Stackable credentials
  - Be FLEXIBLE
  - Ensure technical infrastructure
  - *Online learning isn’t the only way to reach adult learners
- Residential first-time freshmen
- Transfers
- Adult Leaners
- Out of State
- International
Goal B – Ensure Success

1.

- Adult learners – degree completion
- Prior experience and degree completion
- No undergraduate certificates – a major win
- Veterans getting credit
  - Could cert. program assist with degree achievement and assist with stackable degrees
  - Waivers not given automatically – obstacle
  - Waivers not enough, can we give credit towards GPA
- Retirees
  - Public service to offer auditing currently the policy would require payment of full cost
- Giving access to more money up front for books
  - Committee formed

2.

- Evaluate the number of adjuncts and the hidden costs
  - 25% across the university
  - Is it really working? Should we re-evaluate hiring full time complement?
- Tackle the issue of the small houses
- Do we have enough sensors, led lighting
  - ESCO has done an audit

3. Additional

- Value Proposition – Direct experience and research faculty are current and they are teaching –in the classroom, faculty engage the students
- Not necessarily “the view” that should be focus for value proposition
  - They coming from programs
- Need to build back IT support, marketing, etc.
  - i.e. new phone system installed before tracing
  - How to enhance quality in this new structure?
Goal C

1. 
   - Being more creative in “discounting” to be competitive
   - Challenge: assumption of connection between price and quality
   - Out of state- challenge is unique of program
   - No control of our benefits costs
   - Need to communicate value -> especially career readiness
   - Sell ourselves as on flagship
   - Need more internal communication of our brags

2. 
   - Multidisciplinary degree programs
   - History of being self-satisfied
   - Saturday classes?
   - Had an evening and weekend program in the 90s
   - Challenge: expand services to evening and weekends
   - Potential market: those looking for teacher certification
   - Offer classes when faulty want to teach them and not when students want them
   - For adult learners: consider child care
     - Had this in the past (Jenkins School) but discontinued our risk and economies
   - How can we get 9th and 10th grades engaged on-line?