University strengths, weaknesses, opportunities and threats (SWOT Analysis) were identified by members of University Strategic Goals and Priorities Committee (USGPC) during a brainstorming session in January, 2004. Administrators, faculty, and students reviewed the analysis and provided input during the President's retreat this summer. Background information on the organization's strengths and weakness in relation to opportunities and threats it faces can be useful in considering strategic issues.

The SWOT analysis was used to develop the attached strategic questions. These questions and others raised by participants at the workshop will help define strategic directions important to the university in the next five year.

SWOT ANALYSIS

<u>Internal University Strengths and Weakness</u>

<u>Strengths</u>

- ❖ Positive reputation in the external community
- ❖ Positive experience with those who interact with the campus
- ❖ Proactive Partnerships with other universities, community colleges, K-12, agencies and corporations
- ❖ Past performance
    - o Many Accredited Programs
    - o Successful 6 year graduation rates
- ❖ Faculty and staff support the campus mission
- ❖ Proactive student support
    - o Access to services
    - o Faculty involvement with students
    - o Student leadership programs
- ❖ Learning communities developing to enhance learning and student-faculty interaction
- ❖ Campus Characteristics
    - o Medium size campus with small class size
    - o Facilities include new and well-maintained, attractive buildings and grounds with growth potential
    - o Potential for growth in Turlock and Stockton
    - o Friendly and safe
- ❖ Diverse student body, Hispanic Serving Institution
- ❖ Dedicated and Expert faculty
- ❖ Campus wide involvement in planning
- ❖ Healthy shared governance

- ❖ Strong, active external boards
- ❖ Residential Campus Development
- ❖ Artistic and Cultural Performances (concerts/seminars/exhibits)

Weaknesses

- ❖ Distinguishing qualities and identity not well known
- ❖ Operational structure/bureaucracy
- ❖ Sluggish responsiveness *to* student and community needs
- ❖ Fiscal uncertainty
- ❖ Lack of pride of internal community (Student life … commuter school)
- ❖ Match between research expectation & support
- ❖ High and unequal workloads faculty & staff
- ❖ Ability to hire & retain faculty
- ❖ Student preparedness at entrance
- ❖ Adjusting to pressures of growth
- ❖ Varying perceptions of appropriate proportions of major employee categories (faculty, staff, and administrators)
- ❖ Lack of strong, pervasive presence in the external community
- ❖ Limited resources for faculty and staff development
- ❖ Highly competitive market for diverse faculty and staff
- ❖ Promulgating egalitarianism
- ❖ Reporting perceived as a ritual and meaningless
- ❖ Reporting requirements absorb a large percentage of resources.

External University Opportunities and Threats

Opportunities

- ❖ Partnerships in support of university initiatives
- ❖ Expanded possibilities for the workforce in the Valley
- ❖ Diversity of region (students – industry)
- ❖ External Community and University relationships
    - o Interest in academic program expansion
    - o Interest in expansion of cultural activities
    - o Interest in University services (Policy Center, Bridge,
- ❖ Growth potential
- ❖ New construction
- ❖ Societal trends
    - o Increased value of higher education completion
    - o Growing demand for graduates
    - o Match between curricular & societal interests
- ❖ Increase demand for mid-career redirection and life long learning
- ❖ Increased interest in global initiatives

- ❖ Technological advances
- ❖ UC Merced
  - o Partnership opportunities
  - o Increased focus on higher education
- ❖ Stockton
  - o development of university park
  - o large student pool
  - o increased interest in university connections

Threats

- ❖ State budget crisis
- ❖ Private**,** for-profit**,** and on-line universities' responsiveness to program and student scheduling demands
- ❖ Increase in reporting expected by government and society
- ❖ Shift in focus on numerical achievement vs. qualitative achievement
- ❖ Negative public perception
- ❖ Development of another university in the area
- ❖ Societal and student perception of education as solely a means to a job
- ❖ Reporting perceived as a ritual and meaningless
- ❖ Reporting requirements absorb a large percentage of resources.
- ❖ Historical public perceptions/lack of knowledge about higher Education.
- ❖ Historical lack of knowledge about CSU Stanislaus.

9.24.04, Approved by USGPC