Synthesis of SWOT documents. \* Institutional SWOT (in blue)

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| **Themes** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| ***Program Quality*** | Introduce students to new ways of thinking  Support On-line and On-campus learning  Commitment to learning outcomes  Foster trans-disciplinary opportunities  EOU has eliminated meaningful barriers to successful transition from H.S.l to college  Foster stronger global perspectives and connections  Library that supports undergraduate and graduate research  **Distance education pioneer (multi-modality)**  **Breadth of programs, given size**  **Teaching faculty** | **Mission drift - loss of distance education/online market advantage** | Enhance the quality of all academic programs  Foster trans-disciplinary opportunities  Develop accelerated learning and community college pathways responsive to regional needs  Program alignment  Learning outcome assessment, including soft skills, complete learner  Link students to workplace - practical value to students, serve the region, set placement target  **Pathway for 2+2 programs with community colleges**  **Program and regional alignment**  **Online program revitalization and growth**  **Grow teacher education program**  **Eastern promise and other aligned K-16 programs** | What do we do with underperforming programs  **OSU Cascades market disruption**  **Erosion in relevance** |
| ***Region*** | Programs to meet needs of the region  Focus on rural studies  Connection with outdoor environment  Regional hub for culture and the arts  Internships and civic engagement that connect undergraduate education to the region  Educational, cultural, and economic engine of eastern Oregon  **Only University in Eastern Oregon**   * **Access advantage**   **Access and connection to natural resources and outdoor recreation** | **Local population and economic stagnation**  **Limited responsiveness to demographic shift in state and region**  **Gaps in program connectivity to regional needs** |  | **Other institutions better serving regional needs** |
| ***Liberal Arts*** | Majors in professional and liberal arts fields  Support healthy arts programs  Regional hub for culture and the arts  **Arts and cultural hub of region** | Hubris to describe EOU as “Arts and cultural hub of the region” - - it’s the hub of Union County | Elevate liberal arts relevance in programs   * Oregon Promise is a threat as it may undermine, force through a 2 + 2 pathway |  |
| ***Partnerships & Community Connections*** | Forge innovative partnerships  Positive public perception  Strong alumni network that allows students to have a leg up in the workplace  **Established Partnerships**   * **BMCC, TVCC, OHSU, OSU** | Improve climate and trust  **Small endowment and limited culture of philanthropy** | ***Students***  Link students to workplace - practical value to students, serve the region, set placement target  Connections to students outside the region  ***Build relationships***  Cultivate relationships and connectedness  Increase outreach and connections to eastern Oregon  Grow partnerships - business, non-profit, state  Ask communities, partners what they need from us  Improve connection to LaGrande community  Develop relationships with K-12 educators  Build relationships with tribes  Re-build relationships between BOT and faculty/staff  Grow alumni donor base - increase percentage of alumni giving back  ***Programs***  Educate adult population, e.g., increase impact of regional centers, reestablish La Grande and Baker Centers; staff the centers appropriately  Develop applied learning opportunities where they are  **Micronesian connections and student “fit” given past programs**  **Program and regional alignment** | Define why local students do not choose EOU |
| ***Support Programs, Activities & Student Outcomes*** | Strong Support Programs  Strong and diverse athletic programs that support student athletes  Create numerous and robust extra curricular activities - students can engage to build a sense of community  **Breadth of student engagement opportunities**  **Campus and community safety**  **Campus condition, athletic facilities, and programs** |  | **Student Outcomes**  Educate the whole student for responsible citizenship  Student experience with the six Gallup criteria for success in mind  Student culture of mutual respect, support and appreciation - speak up, taking responsibility, supporting each other  Student support leading to retention, e.g., expand mentoring to include mentors from the community; Advisory boards to mentor, connections, politics  Win national championships as a team  Link students to workplace  Develop engaging experience that inspires a lifelong commitment  Serve students where they are (physically and intellectually)  Graduate satisfaction  **Support Programs**  Align Student services with academic success  Comprehensive program to assist with career planning and preparation, graduate school and career placement  **Alignment of student support and programs to serve changing demographics (Latino, Native American)** |  |
| ***Growth*** |  | **Extremely limited international student population**  **Technology and systems implementation and utilization** | Fund, Innovate, Expand successful programs, e.g., teacher education  Increase political influence regarding funding model  Consider institutes as they relate to political action and money  Align resources with strategy  Comprehensive enrollment strategy  Articulated market niche  Radical approach to set EOU apart  Demonstrate courageous leadership  Increase on campus enrollment - 3,000  Identify customer audience  Invest in growth  Ensure technology is current  Develop autonomy - not the same as other universities  Foreign/international student recruitment  **Strategy, clarity, alignment and execution**  **Regional niche program development with global need** |  |
| ***Fiscal*** | Known as local affordable option  **Relative affordability; best value potential** | **Financial and leadership instability**  **Limited depth of available resources )$, conduits to connect)**  **Out-of-state tuition structure (WUE)**  **Small endowment and limited culture of philanthropy** | Increase resources to meet student needs  Minimize tuition increases  Financial Stability  Grow alumni donor base - increase percentage of alumni giving back  Economic stability and diversification of revenue streams - less dependant on state  $100 million dollar endowment  Plan to serve the changing demographics of the region  Develop business plan that maximizes revenue sources and ensures transparent allocation | Perception that EOU’s finances are so robust that EOU only charges a token tuition  **Oregon Promise shift in traditional student behavior**  **State funding uncertainty and general access to financial resources**  **Competition - other institutions offering better value** |
| ***Campus Culture, Faculty/Staff & Processes*** | EOU’s culture is welcoming to people from diverse backgrounds while maintaining our regional identity  **Passionate people with caring attitudes** | Have internal decision making processes that are efficient, credible and effective  Mend the climate, culture, reputation  Improve climate and trust | Invest (including salaries) in EOU’s employees to support a culture of continuous improvement  Fun place to be  Campus culture of mutual respect and support  Hire and retain quality employees  Identify core values, create pride, capitalize on what makes us unique  Culture of academic freedom  Maintain top-notch faculty who care about connecting with students |  |
| ***Marketing*** |  | **Limited market exposure** | Value - product promotion with customers  Update school colors (Vegas Gold)  **Targeted marketing investment** |  |
| ***Diversity & Inclusion*** |  | Comply with legal requirements while maintaining a culture of fairness and effectiveness | Increase enrollment of student of color, programs, and support  An inclusive ethic that welcomes all into the EOU community  Free and open communication among students, staff, admin. And faculty  Provide equity of access and financial support to all students |  |
| ***Leadership*** |  | **Leadership instability**  **Mission drift and loss of distance education/online market advantage**  **Organizational disconnection (silos)**  **Current position of campus organizational competencies** |  | **Loss of political influence** |
| ***Facilities*** | **Campus condition, athletic facilities, and programs** |  |  |  |