

## Cal Poly Pomona – University SWOT

<p><b>Strengths</b></p> <p><u>Resources - People</u></p> <ul style="list-style-type: none"> <li>• High faculty commitment to teaching.</li> <li>• Diverse faculty and staff</li> <li>• Diverse student body</li> </ul> <p><u>Resources - Financial</u></p> <ul style="list-style-type: none"> <li>• Generous in-state financial support for students.</li> </ul> <p><u>Resources - Facilities</u></p> <ul style="list-style-type: none"> <li>• Campus setting.</li> <li>• Innovation village campus.</li> <li>• Agricultural/ ranch resources.</li> </ul> <p><u>Brand</u></p> <ul style="list-style-type: none"> <li>• Unique programs – in Engineering, HRT, Architecture, Biology.</li> </ul> <p><u>Positioning</u></p> <ul style="list-style-type: none"> <li>• High value-for-money ranking.</li> <li>• High career payback ranking</li> <li>• SoCal Location</li> <li>• Polytechnic identity</li> <li>• STEM focus</li> <li>• Learn by doing approach.</li> <li>• Low cost of tuition</li> <li>• Relative focus on applied research.</li> <li>• Islands of excellence in basic research.</li> <li>• Smaller class sizes</li> </ul> <p><u>Management</u></p> <ul style="list-style-type: none"> <li>• Prudent fiscal management.</li> <li>• Moderately high level of campus cohesion – students/faculty/depts./ colleges/ divisions/ leadership(?)</li> <li>• Emerging orientation to stronger shared governance(?)</li> </ul> <p><b>Other?</b></p>	<p><b>Weaknesses</b></p> <p><u>Resources - People</u></p> <ul style="list-style-type: none"> <li>• Low T/TT: Temp faculty ratios.</li> <li>• Lack of critical mass in T/TT faculty to carry service load etc</li> <li>• Under staffing of admin and technical.</li> <li>• Low faculty and staff morale.</li> </ul> <p><u>Resources - Financial</u></p> <ul style="list-style-type: none"> <li>• Low level of financial resources.</li> <li>• Lack of independent financial support for student scholarships.</li> </ul> <p><u>Resources - Facilities</u></p> <ul style="list-style-type: none"> <li>• High proportion of outdated and poorly maintained instructional facilities.</li> <li>• Lack of research facilities.</li> <li>• Limited campus social life.</li> </ul> <p><u>Brand</u></p> <ul style="list-style-type: none"> <li>• Limited reputation of CPP – in shadow of other CA schools.</li> <li>• Weak self-image.</li> <li>• Weak relationship with and support from Alumni.</li> <li>• Lack of success with (a) public relations and (b) marketing efforts.</li> </ul> <p><u>Positioning</u></p> <ul style="list-style-type: none"> <li>• High remediation needs for incoming freshmen.</li> <li>• Comparatively small graduate school in terms of students and programs.</li> <li>• Under-developed Continuing/ Extended education program.</li> <li>• Under-developed outreach programs.</li> <li>• Parochial perspective (a) lack of study abroad, (b) faculty student exchanges, (c) failure to act on interdisciplinary opportunities.</li> <li>• Low level of scholarship and grant activity.</li> </ul> <p><u>Management</u></p> <ul style="list-style-type: none"> <li>• Slow in adopting new instructional technologies.</li> <li>• Poor organizational infrastructure – student service, IT, grant support.</li> <li>• Planning is under developed - a lack of vision, objectives and measurable outcomes.</li> <li>• Change resisting culture.</li> <li>• Organizational structure issues (a) Enrollment and Academic Affairs misaligned, (b) excessive bureaucracy (slow decision-making), (c), (weak chairs and obstructive faculty.</li> <li>• Lack of perception/ agility in responding to opportunities/threats.</li> <li>• Mistrust of leadership.</li> <li>• Inauthentic assessment.</li> <li>• Lack of cohesion between divisions.</li> <li>• Primacy of academic activities not understood in other divisions.</li> <li>• Pace of senior faculty retirements.</li> </ul> <p><b>Other?</b></p>
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## Opportunities

### Competition with other educational institutions

- Demand for low cost, but high quality education
- Expanding demand for continuing education.
- Decline in geographical barriers to higher education.
- Global demand for higher education
- Unique identity: HSI, polytechnic, affordability, class sizes.
- Being more agile in redefining faculty roles: teacher, scholar, teacher-scholar.
- Selective expansion of scholarship roles.
- Improving student quality(?)
- Development of satellite locations.
- New internal and external partnerships – e.g. AMPSoCal
- Maintain external fund-raising momentum.
- Increased community/ industry engagement
- Accelerated recruitment of tenure track faculty.

### Political and legislative developments

- Support for new President from CSU leadership.
- Federal, state and local government support for STEM and manufacturing.
- New leadership: Chancellor / President

### Economic developments

- Economic potential of the inland Empire.
- Improved state budget.
- Projected consistent growth in demand for higher education.
- Increasing opportunities for distance learning and continuing education.
- Opportunities for development of graduate programs.

### Developments in society

- Growing population in Southern California.
- Development of learning communities
- Increased engagement with Alumni

### Technological change

- Innovation with new instructional technologies.
- Opportunities for applied research, technology transfer, continuing education and training.

### Other?

## Threats

### Competition with other educational institutions

- Competition from public and private schools with stronger brands and/or better resources, including community colleges.
- Loss of faculty quality.
- Loss of students quality and numbers.
- Undergraduate continuation and graduation rates regarded as low by government.

### Political and legislative developments

- Ever increasing bureaucracy/ unfunded mandates impacting the educational process, diverting time and financial resources.
- Continued government underfunding.
- Rigid Controls (a) Chancellor mandates, (b) governor meddling, (c) federal budget challenges).

### Economic developments

- Continued real decline in government funding.

### Developments in society

- Public mindset of education as a current expense rather than a future investment.
- Disaffection in industry and public regarding graduate preparedness.
- Lack of student preparedness for higher education and student focus on the process (paper chase) rather than learning.
- Quality of incoming students:: (a) changing demographics in California, (b) local service area.

### Technological change

- Acceleration of technological change in higher education.
- Paradigm shift in higher education model.
- Removal of geographic barriers to education through technology.

### Other?

## Strategies

### Leveraging Strengths to Exploit Opportunities

- Leverage teaching orientation to build-out leading edge undergraduate programs.
- Leverage small room sizes and polytechnic tradition to emphasize smaller class sizes.
- Build selected centers of excellence in basic research.
- Build selected centers of excellence in applied research and tech transfer.
- Development of external and internal grant funding.
- Integrating research and creative activities into undergraduate programs.
- Develop international partnerships/programs
- Differentiation opportunities based on HSI, polytechnic, affordability, class sizes.

### Minimizing Critical Weaknesses and Exposure to Threats

- Build TT faculty
- Reduce service loads – automation, more staff.
- Address pay issues
- Build industry partnerships to acquire technologies to support teaching and research – promote win-win benefits rather than charitable giving.
- Leverage reputation/ capabilities in specialized areas to promote the CPP brand.
- Use student success fees to create state of the art teaching facilities.
- Build continuing education program
- Maintain drive to improve graduation rates.
- Advancement to focus on raising scholarship support
- Build student study spaces next to classrooms in departments
- Launch political campaign to rectify under resourcing compared to CCC's
- Build innovative graduate programs
- Develop stronger alumni relationships
- Collaborate with feeder schools/ community colleges to reduce remediation
- Increase support for grant raising activities
- Increase funding for scholarship publication and travel
- Engage faculty to create momentum for innovation in instruction and assessment of learning
- Co-opt support of president for putting academic affair front and center at CPP
- Engage faculty to develop a coherent strategic plan