Executive Summary - DRAFT

Goal 2: Create a student-centered environment to facilitate students' intellectual growth and success

<u>**Strengths**</u>
- Faculty, staff, administration share common primary goal of student success
- Primary focus is on teaching & learning, with teaching by strong faculty
- Faculty members conduct advising functions
- Student support services (library, learning center, placement testing, ASP, student athlete supports, faculty mentoring, developmental, disabilities, 24 hr computer lab, Rec Center, athletic weight room, MSA, residence life)
- Size and structure of university and classes allow students to connect with faculty and staff
- Mix of learning environments: face-to-face, technology-mediated, distance education, outside speakers and performances
- Mix of experiential learning opportunities: research, internships, practicum, field work, service learning, volunteering
- Good breadth and depth of programs for SU's size, type, location
- Student government/leadership – students empowered to make decisions
- Facilities master plan reflect commitment to students and their needs

<u>**Weaknesses**</u>
- Structure of general education program
- No first year/entry year experience/seminar
- Scheduling process – when, how, choices, first semester scheduling for students
- Advising - not valued in P/T, lack of sufficient time and resources for faculty advisors, late assignment of advisors
- Lag behind students' technology usage and expectations
- Achieving the proper balance of online support of face-to-face classes
- Curriculum approval process is long and complex
- Traditional approaches do not meet needs of unique student populations (transfers, adult, part-time, veterans, off-campus, disabilities, under-represented, under-prepared, honors, psychosocial needs)
- Inconsistent procedures, processes, expectations for common academic matters (e.g. enrolling in classes, wait lists, teaching methods, student requirements, syllabi)
- Barriers to student access and success – can't get into classes they need/want, price of books, rigidity of processes and procedures, barriers to undeclared students moving into majors
- Increased number of graduate students and adequate supporting resources and GA positions
- Disconnect between pre-admission messages and actual capacity and acceptance process of majors, support systems for students, etc.
- Lacking programs that students and workplace want and need

- Communication and awareness of available programs, resources, and services
- Internal and external publicity of what we do well
- Lack of diversity
- University and community not well linked

Opportunities
- Different approaches to advising and mentoring programs
- Distance education development – as appropriate to Ship, programs, student populations, joint course development
- New student populations – military, non-traditional, off-campus, transfer
- New facilities – residence halls, CUB renovations, academic buildings
- Partnerships – university-community, community colleges, joint programs/dual enrollment/dual degrees across multiple institutions, local companies for internships and outside speakers

Threats
- Budget
- External financial aid and scholarship resources
- Advancing technology – keeping pace with how students use technology and how they learn
- Distance education offerings of competitors (loosing students to them)
- Flexibility of our competitors – can move quickly and creatively to take advantage of new opportunities and meet needs of new populations
- Centralization of PASSHE
- Impact of legislative decisions on programs and student support systems