

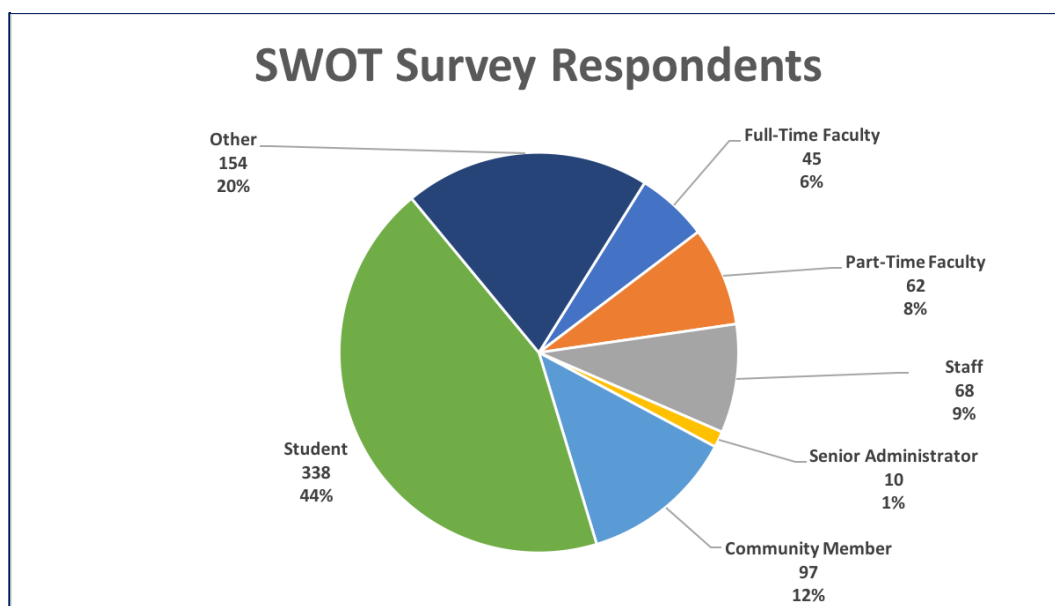
SWOT Summary
Rogue Community College
March 7, 2017

Overview

This Strengths, Weaknesses, Opportunity, and Threats (SWOT) summary is part of Rogue Community College's data informed work to refresh its Strategic Plan. RCC's online SWOT survey was available to internal stakeholders and the public in January and February 2017. The responses to this survey were categorized into themes and are reported below. The top 10 themes for each area are presented graphically and all themes are captured in the appendix.

Strengths are the strong parts of the organization that can be directly controlled. Weaknesses, on the other hand, are those elements of the organization that are not necessarily positive but which the College can control. Weaknesses represent areas that Rogue Community College can improve. Opportunities and Threats operate outside the organization and while they are usually beyond control, the College may be able to influence their impact. The most productive use of collective energy is on those elements that an organization can control, i.e., Strengths and Weaknesses.

Figure 1



This SWOT analysis is but one data product created for the process of refreshing RCC's strategic plan. The College also has created an environmental scan, a local job market overview, enrollment projections and scenarios, and an analysis of internal data trends. Collectively, these planning reports provide a wide perspective of the College's role in the Rogue Valley and opportunities for improvement.

Seven hundred seventy-four individuals responded to the survey (Figure 1). Many individuals made multiple responses to each question. All responses were aggregated under themes that emerged during the analysis. Respondents Identified many more internal factors (Strengths and Weaknesses) than external factors (Opportunities and Threats).

Internal Strengths

Figure 2 displays the overall top internal strengths derived from the survey. Respondents view RCC as Student Centered and employing strong Faculty and Staff. Student Services were also rated as a strength. Rounding out the top five are Accessibility/Affordability and Community Engagement. Since these strengths are well within the College's ability to add upon, they can form the basis for proactive Institution-wide objectives (strategies) and indicators of achievement (metrics) in the strategic planning refresh process. Frequencies for all internal strength themes emerging from responses appear in Appendix A.

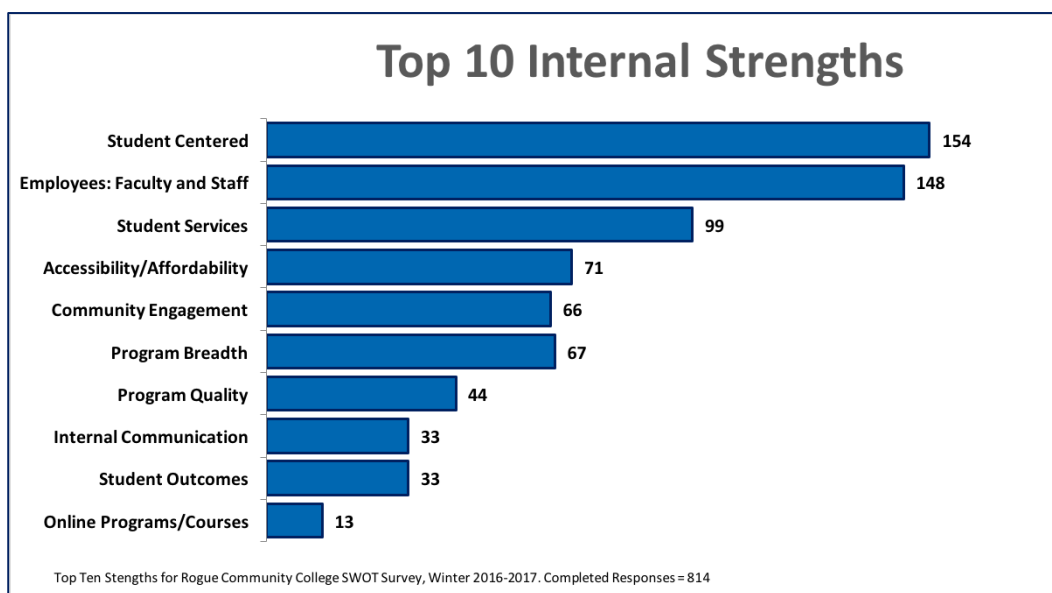


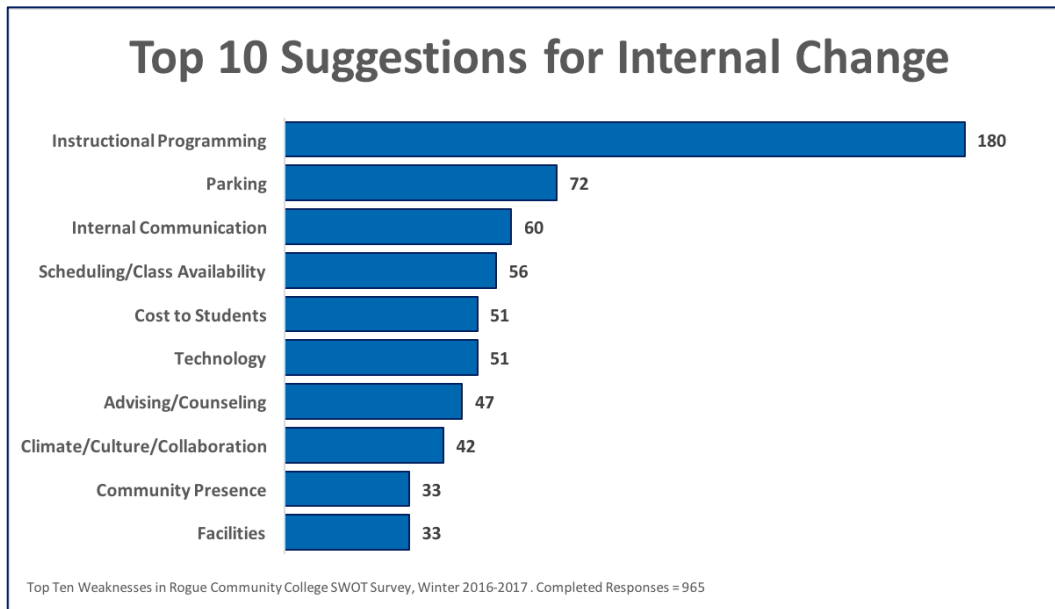
Figure 2

Internal Weaknesses

Instructional Programming was the top response in this category. Included here were many suggestions for new programs, modified programs and instructional delivery format. These suggestions are balanced by the perceptions of Program Quality and Program Breadth as presented in the Section above. Parking emerged as a prevalent concern as did Internal Communication. Completing the top five weaknesses were Scheduling/Class Availability and Cost to Students. These and other Weakness themes are also within the College's ability to change and therefore also can form the foundation for Institution-wide objectives (strategies)

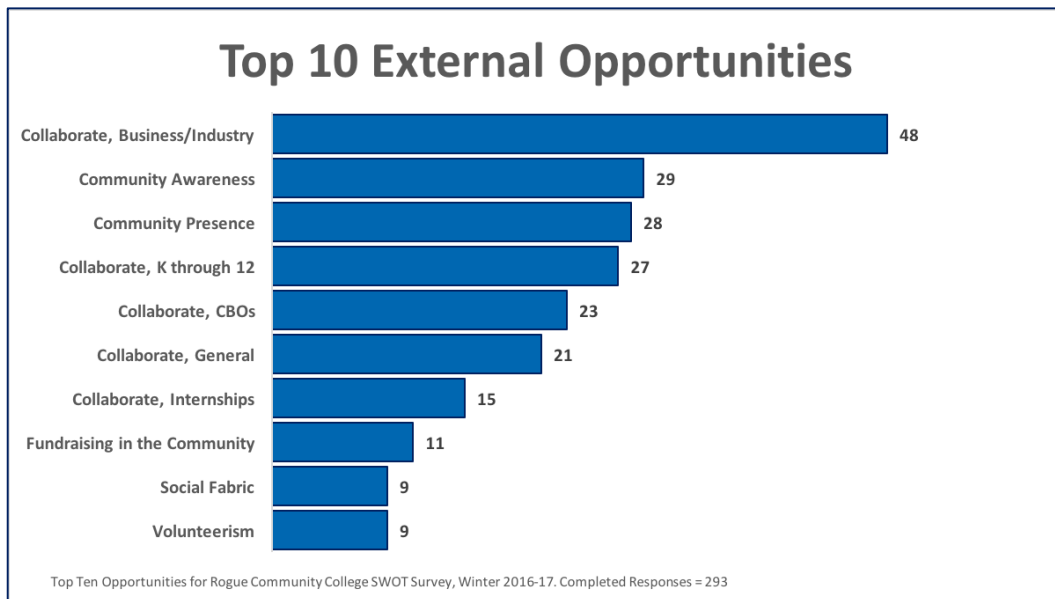
and indicators of achievement (metrics) in the strategic planning refresh process. Frequencies for all internal weakness themes emerging from responses appear in Appendix A.

Figure 3



External Opportunities

Figure 4



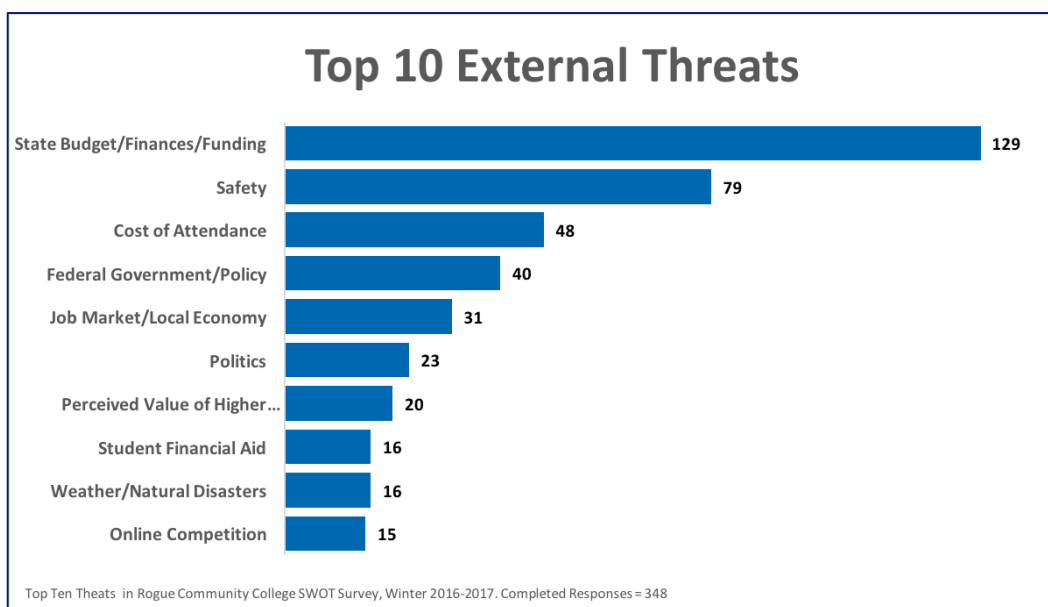
There is widespread agreement that RCC can increase its collaboration with community organizations and entities as well as increase community awareness of its services and

programs and increase its presence at community events and meetings. Individual responses indicate a hunger for greater engagement by the College in community life. These opportunities may not be as easy to address as the Strengths and Weaknesses discussed above, since the engagement envisioned with the community will require extra effort on part of administrators, staff, and faculty. However, the potential returns to RCC for this work are obvious especially at a time when enrollments are declining. Frequencies for all external opportunity themes emerging from these responses appear in Appendix A.

External Threats

Finances and future funding represent the largest threat identified by respondents followed by safety and cost of attendance. Cost to students was also noted as an internal weakness at it should be noted that while the College can control portions of student cost due to internal factors there is little flexibility to control overall costs if state funding declines. There also is the perception held among some that the federal government influences the College's financial health although that occurs through student financial aid availability and competitive grants rather than direct allocations to any college. Other external threats include the local economy and growth in low-paying service jobs (as noted in the Rogue Valley Job Outlook report) and more than a handful of perceptions noted about the questionable value of a college education. Frequencies for all external threats appear in Appendix A.

Figure 5



Appendix A
All Themes: Strengths, Weaknesses, Opportunities, and Threats

| Table A-1 Internal Strengths by Theme | | |
|--|---------------|--------------------------------|
| Strength Category | Number | % of Complete Responses |
| Student Centered | 154 | 19% |
| Employees: Faculty and Staff | 148 | 18% |
| Student Services | 99 | 12% |
| Accessibility/Affordability | 71 | 9% |
| Community Engagement | 66 | 8% |
| Program Breadth | 67 | 8% |
| Program Quality | 44 | 5% |
| Internal Communication | 33 | 4% |
| Student Outcomes | 33 | 4% |
| Online Programs/Courses | 13 | 2% |
| Supportive Work Environment | 12 | 1% |
| Small Classes | 11 | 1% |
| Scheduling | 10 | 1% |
| Facilities | 9 | 1% |
| Use of Technology | 6 | 1% |
| Workforce Development | 6 | 1% |
| Administrative Organization | 4 | 0% |
| Grant Writing | 3 | 0% |
| Budget Management | 2 | 0% |
| Diversity | 2 | 0% |
| Board of Education | 1 | 0% |
| Parking | 1 | 0% |
| Safety | 1 | 0% |
| Staff Compensation | 1 | 0% |
| Other | 17 | 2% |
| No Response | 53 | 6% |
| Complete Responses | 814 | |

| Table A-2 Internal Weaknesses by Theme | | |
|---|-----|-------------------------|
| Weakness Category | n | % of Complete Responses |
| Instructional Programming | 180 | 19% |
| Parking | 72 | 7% |
| Internal Communication | 60 | 6% |
| Scheduling/Class Availability | 56 | 6% |
| Cost to Students | 51 | 5% |
| Technology | 51 | 5% |
| Advising/Counseling | 47 | 5% |
| Climate/Culture/Collaboration | 42 | 4% |
| Community Presence | 33 | 3% |
| Facilities | 33 | 3% |
| Student Intake | 26 | 3% |
| Faculty | 16 | 2% |
| More Student Activities | 16 | 2% |
| Safety | 15 | 2% |
| Student Centeredness | 15 | 2% |
| Food Options | 14 | 1% |
| Full-Time Faculty Shortage | 14 | 1% |
| Management | 13 | 1% |
| Transportation to Campuses | 12 | 1% |
| Efficiency | 11 | 1% |
| More Sports | 11 | 1% |
| Responsiveness | 11 | 1% |
| Connecting Students to Jobs | 10 | 1% |
| K through 12 Outreach | 10 | 1% |
| Childcare | 9 | 1% |
| Insufficient Tutoring | 9 | 1% |
| Student Support | 9 | 1% |
| Fundraising | 8 | 1% |
| Professionalism | 8 | 1% |
| Placement Testing | 7 | 1% |
| Faculty Evaluation | 6 | 1% |
| Navigating Campus | 6 | 1% |
| Student Cost | 6 | 1% |
| Accountability | 5 | 1% |
| Bookstore | 5 | 1% |
| More Online Classes | 5 | 1% |
| Compensation | 4 | 0% |
| Diversity | 4 | 0% |
| Transfer Issues | 4 | 0% |
| Cross-training | 2 | 0% |
| Employee Workload | 2 | 0% |
| Lack of Measureable Goals | 2 | 0% |
| Lack of Procedures | 2 | 0% |

| | | |
|--------------------------------|-----|-----|
| Library | 2 | 0% |
| Part-Time Faculty Office Hours | 2 | 0% |
| Student Engagement | 2 | 0% |
| Student Housing | 2 | 0% |
| Student Outcomes | 2 | 0% |
| Student Preparedness | 2 | 0% |
| Too Much Help for Students | 2 | 0% |
| Veterans Outreach | 2 | 0% |
| Accessibility | 1 | 0% |
| Community College Stigma | 1 | 0% |
| Employee Intake | 1 | 0% |
| Hiring Practices | 1 | 0% |
| Lack of Bilingual Staff | 1 | 0% |
| Lack of Data | 1 | 0% |
| Lack of Strategic Focus | 1 | 0% |
| Low Expectations for Students | 1 | 0% |
| More Social Media | 1 | 0% |
| Part-Time Faculty Benefits | 1 | 0% |
| Payment Options | 1 | 0% |
| State Mandates | 1 | 0% |
| Other | 15 | 2% |
| No Response | 100 | 10% |
| Complete Responses | 965 | |

| Table A-3 External Opportunities by Theme | | |
|--|-----|-------------------------|
| Opportunity Category | n | % of Complete Responses |
| Collaborate, Business/Industry | 48 | 16% |
| Community Awareness | 29 | 10% |
| Community Presence | 28 | 10% |
| Collaborate, K through 12 | 27 | 9% |
| Collaborate, CBOs | 23 | 8% |
| Collaborate, General | 21 | 7% |
| Collaborate, Internships | 15 | 5% |
| Fundraising in the Community | 11 | 4% |
| Social Fabric | 9 | 3% |
| Volunteerism | 9 | 3% |
| Collaborate, SOU | 7 | 2% |
| Collaborate, Facilities | 5 | 2% |
| Collaborate, Jobs and Placement | 5 | 2% |
| Labor Market | 4 | 1% |
| Green Energy | 3 | 1% |
| Rogue Valley Characteristics | 3 | 1% |
| Student Amenities | 3 | 1% |
| Collaborate, Alumni | 2 | 1% |
| Community Teaching Resources | 2 | 1% |
| Fast Change | 2 | 1% |
| Indecipherable | 2 | 1% |
| Older Adult Opportunities | 2 | 1% |
| Public Transportation | 2 | 1% |
| Residence Halls/Housing | 2 | 1% |
| Student Financial Aid | 2 | 1% |
| Collaborate, Improving Economy | 1 | 0% |
| Collaborate, YMCA | 1 | 0% |
| Consolidate Campuses | 1 | 0% |
| Diverse Learning Opportunities | 1 | 0% |
| Focus beyond Rogue Valley | 1 | 0% |
| Illegal Drug Suppression | 1 | 0% |
| RCC as Hub of Influence | 1 | 0% |
| Second Chance at Career | 1 | 0% |
| State Policy | 1 | 0% |
| Student Centered | 1 | 0% |
| Other | 17 | 8% |
| No Response | 216 | |
| Complete Responses | 293 | |

| Table A-4 External Threats by Theme | | |
|--|-----|-------------------------|
| Threats Category | N | % of Complete Responses |
| State Budget/Finances/Funding | 129 | 37% |
| Safety | 79 | 23% |
| Cost of Attendance | 48 | 14% |
| Federal Government/Policy | 40 | 11% |
| Job Market/Local Economy | 31 | 9% |
| Politics | 23 | 7% |
| Perceived Value of Higher Education | 20 | 6% |
| Student Financial Aid | 16 | 5% |
| Weather/Natural Disasters | 16 | 5% |
| Online Competition | 15 | 4% |
| Enrollment Declines | 13 | 4% |
| Government Mandates and Regulation | 12 | 3% |
| Dropout Rates | 11 | 3% |
| Competition | 10 | 3% |
| Affordable Housing | 8 | 2% |
| Negative Student Characteristics | 8 | 2% |
| Technology | 8 | 2% |
| Culture of Poverty | 6 | 2% |
| Student Debt | 5 | 1% |
| Community Awareness | 4 | 1% |
| Opposition to Taxes | 4 | 1% |
| Response to Rapid Change | 4 | 1% |
| Indecipherable | 3 | 1% |
| Location of Campuses | 3 | 1% |
| Transportation | 3 | 1% |
| Facilities | 2 | 1% |
| Illegal Drugs | 2 | 1% |
| Instructor Availability in Local Area | 2 | 1% |
| Public Awareness | 2 | 1% |
| Aging Population | 1 | 0% |
| Bad Publicity | 1 | 0% |
| Inclusion | 1 | 0% |
| Lack of Vision for Southern Oregon | 1 | 0% |
| Misinformation | 1 | 0% |
| More Faculty | 1 | 0% |
| Pensions and Union Contracts | 1 | 0% |
| Personal Attack | 1 | 0% |
| State Transfer Policy | 1 | 0% |
| Other | 30 | 9% |
| No Response | 218 | |
| Complete Response | 348 | |