SWOT Analysis for District Online Committee: Joining Course Exchange

Examples	Strengths (Internal) Weaknesses		Examples
What we do well *Our advantages* *Our assets* *Our resources*	- Online enrollment is growing - Completion and retention gap closing - Both are higher than state average - Dedicated team at DE for supporting faculty - Support in administration for online education (including highest levels) - Accessibility expert/ Accessibility support for faculty developing courses - Strong captioning support - Media librarian—acquisition support/ infrastructure support - We have been doing this for a long time (early adoption) - Canvas - Faculty enthusiasm/ willingness to create courses - Multi media studio - Freedom for faculty, disciplines to decide about participation - Commitment to quality of instruction/academic rigor (which influences our willingness to participate)	- Need additional support in DE (specifically more staff - Resistance from various constituents (including specific disciplines) to move to online courses - Misconceptions still exist and are frequently vocalized - Faculty contract does not currently reflect conditions needed for responsiveness to online growth (we can't move swiftly towards change) - Don't have tools/ don't allocate $$ for tools that could make online teaching easier, more efficient for faculty and better overall - Class size requirements (too high to have quality interactions online) - Not a clear understanding of difference between online and correspondence courses - State average is 15% online, we have 11% online (how much are we comfortable growing?) - Faculty who are teaching online are not always present on campus (negative affect on work climate)	*What could we do better?* *Concern about external criticism* *Vulnerabilities*

		• Historic underinvestment (one person who was able to run our homegrown system) has lead to a current lack of funding for DE	
Example	Opportunities	(External) Threats	Example
Known trends *Environmental changes* *New products* *New technologies*	• Ways to address work climate/ innovative ways to keep collegiality in face of greater online offerings • More adjunct employment if we have more online offerings? • Create a reputation for really good online classes • Better onboarding method for faculty who want to start teaching online (Title 5 changes require online training for faculty) • Advantages for students in joining exchange: enrollment, financial aid, student services, access, graduation and completion accellaration • Engaging community, other resources towards helping institution, faculty prepare for greater capacity for online offerings • OEI would include additional resources for free • We have unique programs that would be attractive in the course exchange	• We may not be better/ competitive with other colleges/ coursework • Is "better" just easier for students? • If we don't do online, we may lose enrollment and therefor courses • Diminished reputation due to non-participation in something expected by students • If we don't join exchange, we may lose students • We may lose funding, adjunct faculty sections • Losing employees who may want to teach for other colleges with greater online offerings • May interfere with our ability to "right-size"	*External roadblocks* *Marketplace changes* *Economic conditions*