



SWOT Analysis

| <p align="center">Strengths What does VWCC do well?</p> | <p align="center">Weaknesses What are VWCC's Weaknesses?</p> | <p align="center">Opportunities ...for growth and programming</p> | <p align="center">Threats ...and Competition to VWCC's Success</p> |
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| <p>TOP SIX STRENGTHS</p> <ol style="list-style-type: none"> 1. Community College Access Program: 28 2. Affordable quality education: 25 3. Facilities: 24 4. Quality of faculty and staff: 15 5. Strong community reputation: 14 6. Presidential leadership: 8 <p>THEMES Academic and Student Affairs</p> <ul style="list-style-type: none"> • Academic link: 4 • Articulation agreements; transfer; job placement: 4 • Advising program: 3 • Experienced adjuncts with real world experience: 2 • Class size: 1 • Academic rigor: 1 • Fitness center: 1 • Academic support services – depth and breadth of resources for students | <p>TOP SIX WEAKNESSES</p> <ol style="list-style-type: none"> 1. Lack of collaboration between workforce and academic services: 25 2. Lack of predictability in the funding model: 18 3. Doing more with less: 17 4. Communication: 13 <ul style="list-style-type: none"> • Students not using resources – the avenues are there • Need to encourage new communication • Levels of information flow • Effective and timely communication across the College 5. Divisions of EES: Poor communication as if we are not on same the team 6. Lack of funding for academic support: 12 7. Lack of online programs (only three now): 8 | <p>TOP SIX OPPORTUNITIES</p> <ol style="list-style-type: none"> 1. Develop quality online programs utilizing state-of-the-art pedagogies: 13 2. Develop greater collaboration between workforce and academic departments: 13 3. Embed credentials in curricular programs: 12 4. Better online and hybrid courses than competitors: 12 5. Market our strengths: 11 6. Quicker access to a degree or a credential: 11 <p>THEMES Academic Affairs</p> <ul style="list-style-type: none"> • Look at course offerings and time sequencing: 10 • Capstone course in all programs: 4 • Provide faculty development for online teaching: 3 • Build in internship opportunities for all programs/encourage | <p>TOP SIX THREATS</p> <ol style="list-style-type: none"> 1. Decreases in state funding: 28 2. For-profit colleges offer similar programs with different payment options: 25 3. Underprepared students: 21 4. Complete online degrees offered at other colleges: 19 5. Budget: 18 6. Success with performance based funding: 8 <p>THEMES Academic and Student Affairs</p> <ul style="list-style-type: none"> • Not enough space for labs (e.g., healthcare, CTE, IT, etc.): 4 • College readiness: 3 • Over emphasis on retention might lead to lowering the bar: 3 • Availability of student support services: 2 • Adult degree programs with cohort approach and a compressed timeline to accommodate adult |

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| <ul style="list-style-type: none"> Community advisory boards <p>Support Services</p> <ul style="list-style-type: none"> Chief of police; Care Team, threat assessments; safety; quality/active police force: 4 IT support: 1 Grants Office: 1 <p>Workforce Development</p> <ul style="list-style-type: none"> Job ready training/relationships with CBO's: 4 Programs focus on economic needs: 1 <p>ADDITIONAL THEMES</p> <ul style="list-style-type: none"> Accessibility Administration open to suggestions regarding programs and improvements Communication opportunities Continuous improvement Customer service | <p>THEMES</p> <p>Business Practices</p> <ul style="list-style-type: none"> Lack of accountability: 2 Business processes are not student friendly: 1 Failure to utilize facilities and equipment Cumbersome processes: SHEV and SACS approval processes <p>Collaboration</p> <ul style="list-style-type: none"> Sharing on-campus stackable program options to students: 2 Purposefully create opportunities to collaborate and come together as a campus community: 1 The view of campus as two halves reduces interaction: 1 Lack of internal collaboration <p>College Demographics</p> <ul style="list-style-type: none"> Decline in 25 to 34 year old student population: 6 <p>College Services</p> <ul style="list-style-type: none"> Not enough quiet student study spaces: 2 Need to market specific programs (in particular, career and technical programs): 1 <p>Diversity</p> <ul style="list-style-type: none"> Diversity training: 2 Diversity: 1 Challenges with developing diverse role models throughout the College: 1 Low representation of employee | <p>experiential learning: 3</p> <ul style="list-style-type: none"> Dual enrollment – HB1184 provides for collaboration opportunities: 1 Community service opportunities Dual enrollment – grow image in FTE's Develop soft skills of students New STEM building Interdisciplinary approach to teaching courses IT programs for cloud Healthcare and sciences Flexibility for more non-traditional course timing and structure (e.g., shortened timeframe, meeting every other week) <p>Communication</p> <ul style="list-style-type: none"> Develop sense of community: 1 Highlight/share/celebrate achievements of faculty and staff <p>Diversity</p> <ul style="list-style-type: none"> Collaborate with Virginia's Community Colleges and opportunities for senior learner: 5 Increasing opportunities for 25 to 35 and 50 plus age group: 3 <p>Marketing</p> <ul style="list-style-type: none"> Program specific advertising: 3 Alignment with Roanoke's outdoor brand: 1 Promote to community success stories Promote online classes (billboards, t-shirts) More aggressive marketing to | <p>learners: 1</p> <ul style="list-style-type: none"> Increased number of consumers shopping for value Dual enrollment/consistency of teaching Overreliance of adjuncts High school students coming from SOL background <p>Demographics and Service Area</p> <ul style="list-style-type: none"> Fundraising support across service area boundaries: 3 Perceptions of area (e.g., student: jobs available in service area; employee: Is this area attractive to live in?): 2 Flat population growth: 2 High school graduation numbers decreasing/limited supply of students – already saturated market: 2 Occupational saturation <p>Change</p> <ul style="list-style-type: none"> Lack of knowledge of resources/Lack of understanding of new models of education: 6 Not being agile to change: 5 Perception in community via social media Community in the title of "community" college Competitors: For-profit, Non-profit, and Public Institutions For-profit marketing funding : 6 Other schools offering speed of completion: 1 Aggressive sales type approach |

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| | <p>and student population</p> <p>Employers</p> <ul style="list-style-type: none"> • Life credit/prior learning: 3 • Lengthy process to change curricula in academic areas (related to system processes): 1 • Employer needs-flexibility to meet quickly • "If we build it, they will come" <p>Evening Programs</p> <ul style="list-style-type: none"> • Restructure evening classes/programs: 4 • Support services after 3pm <p>Funding</p> <ul style="list-style-type: none"> • Budgetary limitation: 7 • No financial aid for non-credit classes: 5 • Lack of support and resources for adjunct faculty: 3 • Funding for and availability of short-term training: 1 • Need more funding for library and tutoring services: 1 • Decreasing enrollment; decreased funding • Need more general advertising • Accessibility: Physical (parking and doors), course/design • Limited support services <p>Human Resources</p> <ul style="list-style-type: none"> • Difficulty finding quality faculty (part-time and full-time): 3 • Insufficient staffing to meet student and community needs: 1 | <p>parents and four-year students home for summer sessions</p> <ul style="list-style-type: none"> • Marketing for CTE programs <p>Professional Development</p> <ul style="list-style-type: none"> • Supervisor/leadership training: 1 • Performance management: 1 <p>Resources</p> <ul style="list-style-type: none"> • Funding opportunities from community and other sources: 1 • Use other VCCS colleges as template: 1 • Growth opportunities – unused property • Use budget situation as an opportunity to prioritize spending in alignment with mission and goals • Potential for hybrid role (e.g., admissions to tutor) <p>Safety</p> <ul style="list-style-type: none"> • Safety drills with students and faculty: 3 <p>Student Services</p> <ul style="list-style-type: none"> • Increase student services/wrap-around services: 8 • More proactive and intrusive advising (e.g., e-mail address instead of phone number of SIS): 4 • Child care on campus (e.g., partner with YMCA for childcare services): 2 • Greater partnerships with community organizations: 2 • Outsource tutoring | <ul style="list-style-type: none"> • Expanded online opportunities <p>Safety and Security</p> <ul style="list-style-type: none"> • Feeling unprepared for recovery after crisis: 1 |

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| | <ul style="list-style-type: none"> • Dependence on adjunct faculty and part-time hourly wage employees • Hiring process (timing) • Low employee morale <p>Professional Development</p> <ul style="list-style-type: none"> • Lack of emphasis on professional development: 3 • More professional Development for faculty and staff • Lack of cross-training for administrative functions • Need for faculty involvement in safety/emergency training <p>Student Services</p> <ul style="list-style-type: none"> • Lack of public transportation • Additional support for struggling students • Need more recruiters for high school students • Need to better support low SES students • Limited support services to night students • Lack of support for student services • Student expectations: Re-develop an approach of informing students/financial aid, their responsibilities • Retention discrepancy for economically disadvantaged students <p>Technology</p> <ul style="list-style-type: none"> • Need more open computer labs that are monitored on both sides of campus: 6 | <p>Technology</p> <ul style="list-style-type: none"> • Leverage technology for increased efficiency: 7 • Video conference classes: 1 • Experimentation in new and emerging technologies: 1 • Increased EE training <p>Workforce Development</p> <ul style="list-style-type: none"> • Integrate workforce development more fully into the College; increase understanding: 4 • Collaboration with employers: 2 • Workforce enterprise system (WES): 2 • Tie programs to LMI/meet regional workforce needs: 1 • Explore expanding CCAP into workforce development training programs: 1 • Grow our industry partners/advisory committees • Explore potential for alignment with growth in retail, restaurants and service; business management, etc. • Serve technical sectors | |