Organizational Structure & SWOT Analysis

ARP 813
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Palomar College Governance Structure
History of an idea/problem from conception to solution/decision/action
**SWOT ANALYSIS**

**Strengths**

**Current strengths**
- Diversity of services and students
- Comprehensive programs
- Competence of faculty and staff/accreditation SLO technology online
- Focus on Students

**Additional strengths**
- Diversity of class offerings (time, method of delivery, fast track)
- EAP – Early Acceptance Program
- Proximity to CSUSM
- Strong strategic planning Web site
- New buildings
- Escondido Teaching and Learning Center (TLC)
- Number of satellite locations
SWOT ANALYSIS

Weaknesses

Current weaknesses
• Retention
• Engagement
• Student preparedness
• Staffing and growing/aging of staff

Additional weaknesses
• Addressing relationship of cc with student
• Paradigm of hand-holding
• Lack of engaging teaching strategies
• Lack of student-faculty interaction outside of class
• Challenge in changing culture of campus to initiate interaction with students
• Lack of workshops and fairs for students
• Cut back of class sections
• Student access
• Faculty/staff diversity
• Diversity training
• College attitude of blaming the student
**Opportunities**

**Current opportunities**
- Technology when used appropriately/effectively
- Local K-12 and university partnerships
- Interested in faculty to faculty interaction
- Budget and accreditation requires us to think and do things differently
- Growth

**Additional opportunities**
- Putting better technology in the classrooms
- Restructuring opportunity during budget crises
- Partnering with local companies, business, City of San Marcos, City of Escondido.
- Strengthen service learning opportunities
- Community building and community volunteering
- More grant writing
- To do more with military, veterans, Camp Pendleton
SWOT ANALYSIS
Threats

Current threats
• Accreditation
• Transfer constriction
• State and federal economy
• Middle class squeeze

Additional threats
• Proprietary university competition
• Competition of online programs
• Larger Generation Y influx to campus
• State legislation (50%, 2/3 vote, etc.)
Increase Student Engagement

Increase positive student outcomes

Increase student-faculty interaction in and out of class.
Learning Communities - Puente - STEM

Lower levels of engagement
- Collaborative learning: 3.7 below average
- Student-faculty interact.: 3.9 below average

BSI/HSI Grants
- FYE learning communities
- Little support for collaborative ideas & syllabi

Laird & Cruce, 2010
For many students and faculty, viewing the classroom in this way may represent a radical shift in thought and practice that will require substantial support from peers and colleagues as well as changes in campus practices and policies.

Goals and missions
- Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals
Objective 1
Change the way faculty members interact with students.

How
Professional development on how they interact; Change the amount of time they interact.

Measurement
Pre and post assessments.

Objective 2
Provide faculty with additional resources in teaching, collaboration and interaction.

How
Hook up with Puente; attend Puente conferences; attend On Course; provide incentive

Measurement
Open ended questionnaire asking, “Did you learn anything new?”

Objective 3
Increase use of tutors, counselors, and mentors.

How
Incorporate embedded tutors and counselors. Initiate mentor program.

Measurement
Track number of time of contact before and after intervention.
QUESTIONS?