



Research Summary for Strategic Planning Retreat

April 13, 2021

Overview

- External research scan
- Focus group interviews
- SSI, PSOL, NSSE, and FSSE Surveys
- SWOT survey

External Research Scan

- Conducted in November/December 2020.
- Sources:
 - College And University Presidents Respond to COVID-19: 2020 Fall Term Survey by American Council on Education (ACE)
 - Suddenly Online: A National Survey of Undergraduates during the COVID-19 Pandemic by Every Learner and Digital Promise
 - Understanding College Student Attitudes for Fall 2020 from Quinn Thomas
 - The Chronicle of Higher Education's The Post-pandemic College (including ReGenerations survey etc.)

External Research Scan – COVID Impact

Main problems in September 2020 according to the ACE survey, College And University Presidents Respond to COVID-19:

- Mental health issues for students, faculty and staff
- Long term financial difficulties for the institution
- Enrollment loss
- Online sustainability challenge
- Fundraising difficulties
- COVID Safety Challenges

External Research Scan – Enrollment

- Enrollment loss expected by all types of institutions with private institutions affected most.
- Majority of 4-year public institutions expect enrollment loss of about 5% or less.
- About 67% of instructional delivery moved to predominantly or exclusively online.
- COVID safety measures expected to stay for extended period of time.

External Research Scan – Financial Issues

Expected increase in costs driven by the increase in costs of:

- Technology investments
- Cleaning and maintenance
- Student financial aid

Expected decrease of revenues driven by loss of revenues from:

- Special programs
- Auxiliaries
- Room and board
- Endowment and gifts

Plan to maintain tuition and fees revenues and to:

- Freeze hiring
- Freeze compensation and salary increases
- Renegotiate contracts with outsourced services
- Offer early retirements

External Research Scan – Instruction Delivery

There are problems related to instructional delivery in areas of:

- Student expectations and motivation
- Student engagement
- Student satisfaction
- Quality of teaching

Other problems include:

- Technology-related problems driven by access/hardware issues and software problems
 - Could be solved by investments in technology; however, this is not feasible due to high cost.
- Problems related to quality of instruction delivery
 - Could be partially mitigated by reducing class size, better use of online practices and simplification, but these solutions are hard to implement due to increase in costs.

External Research Scan – Perceptions of Learning

According to student perceptions of learning:

- Online is not preferred as effective delivery method being less rigorous but majority of students would continue to enroll if only online is offered.
- Flexible delivery (online mixed with not online hands-on experience) is valued almost as much as in-person by students and seems to be a viable solution.
- Students are less inclined to seek colleges out of state due to COVID-related safety issues; they prefer to stay close to home.

External Research Scan – Expectations for the Future Post-COVID

- Generally, students will be worse off post-COVID.
- Challenges with costs and revenues will compound financial problems faced by the institutions before COVID.
- There will be decrease in demand for college education nationwide.
- There will be fewer jobs available for graduates; only certain majors will be able to find a job.
- In addition to the challenge to pay for higher education, students will experience cost of living challenges (e.g., having enough money for living/adequate salary, being able to afford mortgage).

Focus Group Interviews

- Conducted in February 2021 with three groups:
 - Faculty
 - Staff
 - Students
- Five discussion segments:
 - Situation during COVID: Mental Health/Challenges/Needs
 - Learning/Teaching/Counseling Experiences
 - Scenarios for the future of teaching/learning and services
 - Future of our students: Career opportunities/job market
 - Final comments

Focus Group Interviews – Faculty

- Situation during COVID: Mental Health/Challenges/Needs
 - Almost all students are part of remote/online teaching at some point.
 - Some faculty don't like to teach face-to-face due to risk of COVID.
 - Problems with remote proctoring of exams. Proctoring provided in Bb is good, but there is a problem with volume and the need to cover a higher number of students.
 - Practicums and hands-on activities are less meaningful when remote, which affects quality of teaching.
 - Maintaining engagement, participation, and motivation is a problem.
 - “So much is falling on instructors.”

Focus Group Interviews – Faculty

- Learning/Teaching/Counseling Experiences
 - “Wouldn’t say it’s better.”
 - Opportunity to open-up certain programs to online.
 - Learned a lot; using Blackboard more than they ever have.
 - Gained ability to move things online easily in the event of snow days, etc.
 - With time, figured out how to help students who are at a distance.
 - Virtual meetings and Teams features have been beneficial.
 - Experienced some improvements in teaching with flipped classroom approach and more flexibility.
 - There is lack of communication among students, low engagement.
 - Looking forward to the fall and things being back to normal, but there is some anxiety about going out in public.

Focus Group Interviews – Faculty

- Scenarios for the future of teaching/learning and services
 - It is expected that things will go back to normal by fall but using more online technologies in the future is unavoidable.
 - Need to be as flexible as possible in the future – the world has changed.
 - There are new virtual opportunities for speakers and presenters.
 - Ensuring integrity in online environment is critical.
 - There was a disagreement among participants regarding COVID immunizations. Some believed that it should be just another required immunization; others disagreed, arguing that there is no wide support for required immunizations.
 - Some faculty and students will not agree to make immunization required under any circumstances.

Focus Group Interviews – Faculty

- Future of our students: Career opportunities/job market
 - Teletherapy has increased due to the pandemic, and it will stay.
 - Remote technologies implemented during COVID will be around for good.
 - There is opportunity to pick up students that other institutions are not serving.

Focus Group Interviews – Staff

- Situation during COVID: Mental Health/Challenges/Needs
 - MSU is in an adjustment phase with peaks and valleys.
 - Last semester was difficult; spring is easier; we got used to it.
 - Staff is experiencing COVID fatigue.
 - Perceive that students are tired of Zoom/online learning and remote services.
 - Staff believe that students are experiencing increased stress and anxiety.
 - Staff suffer from lack of personal interaction.
 - Seeing decline in housing numbers.
 - Experiencing physical health decline and mental health decline.
 - Problems with communication with students and among staff.
 - Coordination of services is a problem; it takes longer time to provide.
 - Experiencing inconsistencies and lack of compatibility of support systems.
 - Tired of mask mandates.

Focus Group Interviews – Staff

- Learning/Teaching/Counseling Experiences
 - Isolation is wearing on staff, who are eager for engagement.
 - Focus has shifted in offices to remote services and virtual events.
 - MSU has a need for streamlined processes including new remote technologies.
 - Need for professional advising.
 - Believe that students want to be face-to-face.
 - Staff would like more flexibility for students but would like to restrict remote access to those that really need it.
 - Need more consistency within departments and across the campus.
 - Experiencing better management of courses and scheduling.

Focus Group Interviews – Staff

- Scenarios for the future of teaching/learning and services
 - Would like to return to face-to-face by evolving the existing system and reducing remote services to keep them only for those that are not able to use face-to-face for legitimate reasons.
 - Need to mitigate inconsistencies in online and HyFlex courses.
 - Need for standardization in service platforms and make support systems more compatible.
 - Believe that students want to go back to the way it was before COVID.

Focus Group Interviews – Staff

- Future of our students: Career opportunities/job market
 - Perceive that stress, anxiety has increased for students.
 - Job market has probably decreased for students; there are fewer opportunities for them.
 - Experience in adapting to constant changes could be a benefit for the future.
 - Isolation is wearing on everyone; they want to go back to normal.

Focus Group Interviews – Students

- Situation during COVID: Mental Health/Challenges/Needs
 - Not a lot of change in the way they study, same as before, but there was need for some adjustment.
 - Haven't experienced a lot of anxiety or stress, and it is getting better as restrictions lessen.
 - No major impacts on housing, no major impact on gyms.
 - Students impacted financially due to COVID-related limited job opportunities.
 - Paid more attention when attending classes face-to-face. Would like more interaction, especially for group projects.
 - Online and remote classes take extra effort to communicate with faculty and fellow students.

Focus Group Interviews – Students

- Situation during COVID: Mental Health/Challenges/Needs (continued)
 - Faculty are hard to reach; some are not responsive on email or via remote platforms.
 - Lack of microwaves and common areas to eat their own food for students attending classes on campus (COVID Restrictions).
- Group work is very difficult to organize on campus; no dedicated space is provided.
- For international students, online delivery mode doesn't justify their student visa status.

Focus Group Interviews – Students

- Learning/Teaching/Counseling Experiences
 - Remote platforms are convenient, positive comments. Zoom and Teams have their benefits.
 - The video access and recordings of lectures are beneficial.
 - Cost of living is increasing, and HyFlex enables students to work more to pay their bills.
 - HyFlex helps with time management of their busy schedules.
 - No change in quality/same as before except for clinicals and team projects.
 - Course flexibility options have helped with quality of education; Blackboard resources are helpful.
 - They like HyFlex; it is better than fully online courses.
 - Some classes hard to conduct in remote way (e.g. clinicals, group work, lab science).

Focus Group Interviews – Students

- Scenarios for the future of teaching/learning and services
 - They would like to return to traditional pre-COVID environment but keep HyFlex system to provide for flexibility for attendance.
 - Add more interaction for clinicals, group work, and lab science whenever justified (professors could determine when).
 - HyFlex provides the ability to attend class both face-to-face and remote at the same time, and this flexibility should be maintained.
 - Required vaccinations are not acceptable for students; they would like to leave it up to individuals to decide if they need it.

Focus Group Interviews – Students

- Future of our students: Career opportunities/job market
 - Hard to find jobs after graduation, businesses are shutting down leaving less opportunities.
 - COVID had a major impact on employment for students, seems better now, it was worse in the fall semester.
 - COVID situation is better at MSU and the surrounding community than from where out of state/country students are from. Canada and Minnesota has more restrictions.
 - Students are worried about future employment opportunities in general (regardless of COVID).
 - Communication platforms need to be improved. Have to log into each BB class in order to see emails.

Focus Group Interviews – Students

- Future of our students: Career opportunities/job market (continued)
 - More campus activities and wellness activities would be nice.
 - What MSU does well: affordable, small class size, ability to know professors, campus size.
 - What MSU needs to do better: more job opportunity focus, more funding for athletic teams, update dorms, improve food services (decrease cost, healthy options), improve parking, promote campus resources, improve advising.
 - Students prefer professional advising, they like the CoB advising model.

SSI and PSOL Surveys

- Two specific reports:
 - Student Satisfaction Inventory (SSI) for face-to-face students
 - Priorities Survey for Online Learners (PSOL) for online students
- SSI and PSOL are administered at the same time
 - 2021 Administration – In progress
 - 2019 Administration 4-04-2019
 - 22% SSI response rate (468 of 2156)
 - 19% PSOL response rate (89 of 473)
 - 2017 Administration 4-15-2017
 - 20% SSI response rate (493 of 2455)
- Current review concerns data from 2019 and 2017; new data from 2021 will be available this year.
- Surveyed face-to-face and online students with standard set of questions (repeated periodically), allowed limited number of additional questions.

SSI and PSOL Surveys – SSI year to year

Overperforming areas of satisfaction for face-to-face students:

- My academic advisor is approachable.
- The campus is safe and secure for all students.
- My academic advisor is concerned about my success as an individual.
- Library resources and services are adequate.
- The personnel involved in registration are helpful.
- Tutoring services are readily available.
- My academic advisor is knowledgeable about requirements in my major.
- I am able to experience intellectual growth here.
- Class change (drop/add) policies are reasonable.
- This institution has a good reputation within the community.
- Faculty are usually available after class and during office hours.
- Nearly all of the faculty are knowledgeable in their field.
- On the whole, the campus is well-maintained.
- Minot State takes reasonable and effective steps to ensure the academic honesty of students.
- My program advisor is accessible.

SSI and PSOL Surveys – SSI year to year

Underperforming areas of satisfaction for face-to-face students:

- Financial aid awards are announced to students in time to be helpful in college planning.
- The instruction in my major field is excellent.
- Adequate financial aid is available for most students.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- Faculty are fair and unbiased in their treatment of individual students.
- I am able to register for classes I need with few conflicts.
- Faculty provide timely feedback about student progress in a course.
- The quality of instruction I receive in most of my classes is excellent.
- Tuition paid is a worthwhile investment.

SSI and PSOL Surveys – PSOL year to year

Overperforming areas of satisfaction for online students:

- My program advisor is accessible by telephone and e-mail.
- My program advisor helps me work toward career goals.
- Registration for online courses is convenient.
- Billing and payment procedures are convenient for me.
- Online course content is current and relevant to my program.

Underperforming areas of satisfaction for online students:

- Instructional materials are appropriate for program content.
- Faculty provide timely feedback about student progress.
- Student assignments are clearly defined in the syllabus.
- The quality of online instruction is excellent.
- Adequate online library resources are provided.

NSSE and FSSE Surveys

Two surveys conducted among faculty and students in March and April of 2020 as part of national survey.

Surveyed different aspects of student engagement.

Report contains three modules:

- Faculty Survey for Student Engagement (FSSE) – by upper division and lower division
- National Survey of Student Engagement (NSSE) – by first year and senior
- NSSE and FSSE combined

Report enables comparison with peers.

NSSE Survey – First-Year Students

First-year

Highest Performing Relative to Aspirational Peer

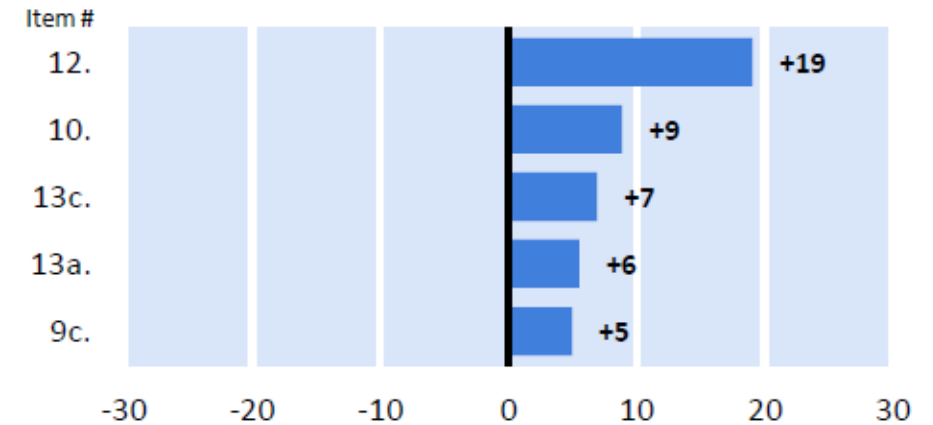
About how many courses have included a community-based project (service-learning)?^e (HIP)

Extent to which courses challenged you to do your best work^d

Quality of interactions with faculty^d (QI)

Quality of interactions with students^d (QI)

Summarized what you learned in class or from course materials^b (LS)



Lowest Performing Relative to Aspirational Peer

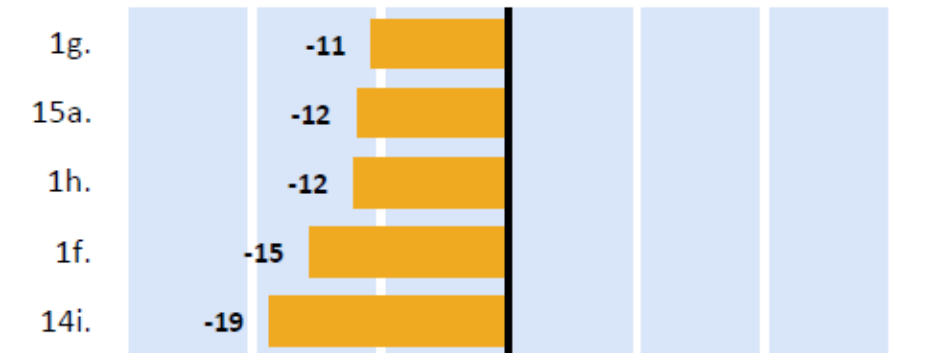
Prepared for exams by discussing or working through course material w/other students^b (CL)

Spent more than 15 hours per week preparing for class

Worked with other students on course projects or assignments^b (CL)

Explained course material to one or more students^b (CL)

Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)



Percentage Point Difference with Aspirational Peer

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile available on the NSSE website.b. Combination of students responding "Very often" or "Often".c. Combination of students responding "Very much" or "Quite a bit."d. Rated at least 6 on a 7-point scale.e. Percentage reporting at least "Some."f. Estimate based on the reported amount of course preparation time spent on assigned reading.g. Estimate based on number of assigned writing tasks of various lengths.

NSSE Survey - Seniors

Senior

Highest Performing Relative to Aspirational Peerd

Quality of interactions with other administrative staff and offices (...) ^d (QI)

Included diverse perspectives (...) in course discussions or assignments ^b (RI)

Quality of interactions with academic advisors ^d (QI)

Connected your learning to societal problems or issues ^b (RI)

Extent to which courses challenged you to do your best work ^d

Lowest Performing Relative to Aspirational Peerd

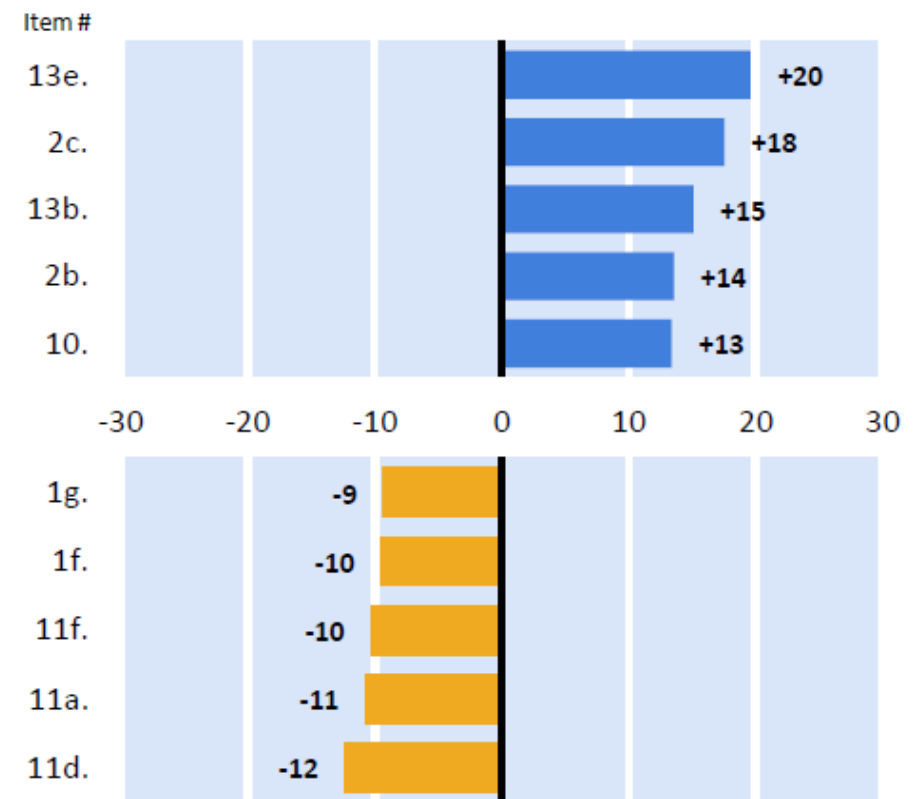
Prepared for exams by discussing or working through course material w/other students ^b (CL)

Explained course material to one or more students ^b (CL)

Completed a culminating senior experience (...) (HIP)

Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)

Participated in a study abroad program (HIP)









Percentage Point Difference with Aspirational Peerd

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FSSE Survey

Faculty Importance for High-Impact Practice Participation

Learning Community	51%	
Service-Learning	68%	
Research with Faculty	48%	
Internship or Field Experience	88%	
Study Abroad	22%	
Culminating Senior Experience	85%	

Note: Percentage of faculty responding "Very important" or "Important"

Faculty Participation in High-Impact Practices

Learning Community ^a	38%	
Service-Learning ^b	69%	
Research with Faculty ^a	41%	
Internship or Field Experience ^a	48%	
Study Abroad ^a	2%	
Culminating Senior Experience ^a	47%	

a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

FSSE Survey

Supportive Environment

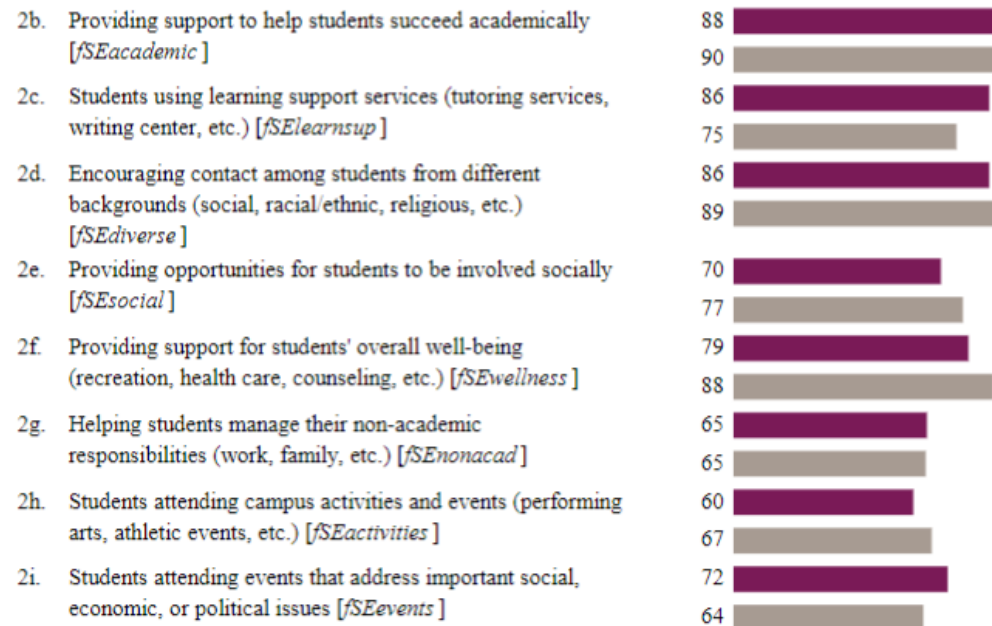
Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

Faculty Values (Sorted highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"	
Providing support to help students succeed academically	89%	
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	88%	
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	84%	
Students using learning support services (tutoring services, writing center, etc.)	80%	
Students spending significant amounts of time studying and on academic work	78%	
Providing opportunities for students to be involved socially	74%	
Students attending events that address important social, economic, or political issues	68%	
Helping students manage their non-academic responsibilities (work, family, etc.)	65%	
Students attending campus activities and events (performing arts, athletic events, etc.)	64%	

FSSE and NSSE Survey Combined

Supportive Environment

Faculty responses to: *How important is it to you that your institution increase its emphasis on each of the following?*



Lower-Division
Upper-Division

Student responses to: *How much does your institution emphasize the following?*



First-Year
Senior

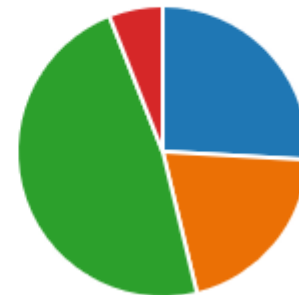
SWOT Survey

- SWOT Survey
 - 251 total responses
 - Administered from January 11-25, 2021
- Survey sent to all MSU faculty, staff, and students.
- Asked for strengths, weaknesses, opportunities, and threats in context of developments of last year. Provided space for comments.

1. Select the response below that best represents your role on campus.

[More Details](#)

● Faculty	65
● Staff	51
● Undergraduate student	120
● Graduate student	15



SWOT Survey

STRENGTHS	
Supportive and Qualified Personnel	199
Affordability	91
Programs/Degrees/Course Offerings	76
Small Size (Campus/Classes)	72
Campus Climate/Life	72
Community Engagement	40
Faculty-Student Interaction/Research Op	40
Attractive Facilities	38
Effective Internal Communication	33
Quality Education	32
Location/Accessibility	28

WEAKNESSES	
Personnel Related Challenges	62
Limited Offerings	55
Lack of Vision	48
Facilities Becoming Outdated	46
Low Enrollment	36
Poor Communication	31
Lack of Campus Activities	28
Budget Constraints	27
Ineffective Administration	26
Indadequate Food Services	26
Lack of Uniform Accountability	22
Lack of Marketing Strategy	21
Poor Technology and IT Support	21

OPPORTUNITIES	
Demand For Innovative Programming	85
Demand For More Campus Activities	41
Growth Of Online Learning	40
Need For Targeted Marketing	29
Community Support	24
Attractive Location	23
Partnership Opportunities Within NDUS	22
Employment Opportunities For Students	20
Need To Update Facilities	17
Under Served Populations	17
Need To Update Vision and Planning	16
Faculty-Student Interaction/Research Opportunitie	15

THREATS	
Decrease in External Funding	72
Declining Student Population	47
Effects of COVID Pandemic	40
Competition- Other Schools	31
Growth of Qualified Faculty at Other Institutions	22
Rapidly Changing Higher Education	21
Competition in Online Environment	18
Poor Brand Perception	17
Innovative Programming From Other Institutions	16
Priorities of Higher Ed Governance	13

Based on comments our strengths differ depending on area in context.

For in-state context, our strengths are:

- Location/accessibility
- Quality education
- Programs/Degrees/Offerings

For out-of-state context, our strengths are:

- Affordability
- Value education

SWOT Survey – SWOT map

STRENGTHS

Supportive and Qualified Personnel
Affordability
Programs/Degrees/Course Offerings
Attractive Facilities

Develop new innovative programming to grow enrollment. Explore partnership opportunities within NDUS.

Supportive and Qualified Personnel
Programs/Degrees/Course Offerings
Affordability

Develop online/HyFlex programming for market niches and underserved populations

Supportive and Qualified Personnel
Affordability

Develop research-based undergraduate programs to attract students interested in research.

Invest in new programming, human resources, and facilities.

WEAKNESSES

Personnel-Related Challenges
Limited Offerings
Facilities Becoming Outdated

OPPORTUNITIES

Demand For Innovative Programming
Demand For More Campus Activities
Attractive Location
Employment Opportunities For Students
Partnership Opportunities Within NDUS

Growth of Online Learning
Need For Targeted Marketing
Underserved Populations

Need For Targeted Marketing
Faculty-Student Interaction/Research Opportunities
Underserved Populations

Watch the competition, be innovative in budgeting and flexible in approach to decreasing cohorts of students. Control costs.

THREATS

Decrease in External Funding
Declining Student Population
Competition from Other Schools



Questions?

SWOT Survey – Comments from respondents

SWOT Survey – Comments from respondents

- I am a transfer student and am so impressed by the **friendliness of the professors** I've had so far.
- The biggest strength on Minot State as I see it is the **strong sense of community**. This is fostered by **smaller class sizes** and very **teaching focused faculty**. I feel that the collaborative nature of the faculty makes the university very deft at helping students succeed.

SWOT Survey – Comments from respondents

- North Dakota is a perfect place for all types of **outdoor activities**, we have a **vibrant culture, and friendly populace**.
- MSU offers **small, student-centered class size, professors that are easy to get to know, and a lot of undergraduate-driven research**.
- Most **facilities on campus are really nice** and the **campus is safe**. Across the board - faculty, staff, and administration - **people are great**. Very open, caring, and positive **work environment**. **Low tuition** makes it very attractive. **DII athletics** can attract students from all over the country.

SWOT Survey – Comments from respondents

- I feel that diversity is well accepted.
- There is an inequality between staff and faculty. Faculty seem to be favored over staff, and staff are afraid to say their opinions for fear of retribution as they do not have tenure to keep them in their positions. Faculty pay also has rules and promotion levels, whereas staff do not have this. There is usually a huge discrepancy between how much a director makes and how much the rest of the staff in their office makes.

SWOT Survey – Comments from respondents

- Too many courses are offered online only.
- Limited interaction between students in online classes.
- Departments that create programs with as few interactions with other departments as possible and discourage students from taking classes in outside departments.

SWOT Survey – Comments from respondents

- Smaller departments should not be allowed to add new faculty until larger money-making departments fill their staffing needs.
- With the pandemic, I fear we have lost students who want to learn in person. However, we have also done a great job with COVID testing, offering good technology resources, etc. Now it is so easy to learn online; we may have more competition, but it can also be a strength if we can offer quality online learning. More professional development for this would be a good thing.
- We need to promote a 5-year, 12-credit per semester plan, so that working students are not over tired. Students need to be told not to work more than 20-hrs per week outside of school.

SWOT Survey – Comments from respondents

- MSUs biggest threat comes from its **unwillingness to update itself technologically**. Even though there is technology available for online classes, most classes are not offered online. Most of the computers and laptops are not up to par with new technology that is available. **With decreasing enrollment comes lower funding** which can send this school into bankruptcy. Long term plans to increase competitiveness should be brainstormed and implemented.
- Minot could receive more students if they **partnered closer with schools like BSC** for transfer students, **lifted some credit requirements** for transfer students, and **improved the overall online student user experience** from transferring, registering, advising, to the classes overall. Online students who never set foot on campus should have as positive of an experience as those who learn on campus. Online college programs is a selling point, not an afterthought.

SWOT Survey – Comments from respondents

- Other collaborations could be imagined across campus in different areas. During COVID-19, I could imagine collaborations across departments with BIT and Computer Science to improve ways to use technology for teaching during social distancing.
- Perhaps we could pay more for student workers to attract quality ones who could help overworked (due to gov cuts) employees in a quality way (win win for students and employees).
- Community engagement could be created among many departments on campus.
- Students and faculty could do professional development in schools.

SWOT Survey – Comments from respondents

- **Possible new academic programs** could include a Master's of Business Administration, Doctorate of Business Administration (several faculty have got these from Capella), Master's of Science in Nursing, Doctorate of Science in Nursing, Master's of Physician Assistant, among numerous of her graduate and undergraduate opportunities.
- **Undergraduate opportunities** could include telecommunications (because of fiber-optic cable network in North Dakota), other opportunities could include culinary arts, agriculture, healthcare, music therapy, joint venture programs with other universities such as a **2+2 program** for things such as petroleum engineering, or agriculture degrees. Also work with larger universities for **automatic admission into graduate programs**.
- Develop a **small business center on campus** to assist with **local business development in the local community**, could be tied within the Severson Entrepreneurship Academy.
- **Encourage faculty to work with students on research projects and other academic inquiry.**

SWOT Survey – Comments from respondents

- **Expand online programs** to reach students who are unable to come to campus for a variety of reasons, also work with two-year colleges in the state to offer education programs on their own campus via ITV and distance learning.
- **Expand healthcare partnerships** with institutions such as Trinity health and other leading North Dakota health systems.
- Innovate the college through **unique academic structure**, eliminate unnecessary and outdated administrative positions and offer direct access to individuals across campus. Consolidate and divide departments across academic fields.
- **Ensure** professors have **proper support** both in terms of administrative assistance as well as academic program necessities such as books, resources, and equipment.

SWOT Survey – Comments from respondents

- Offer unique course opportunities and encourage the addition of special topics courses into the curriculum yearly.
- Encourage students to take classes outside of their comfort zone by changing pass fail rules and update academic policies to fit the modern world.
- Grow athletic programs to draw more students to campus. Grow non-athletic extracurricular programs to draw students to campus.