SCOT Analysis
The analysis should use bullet points with one-two sentence descriptions of each point, with the goal of limiting the document to two pages. It is understood that a more substantial document may be prepared within the unit, but the formal submission should adhere to these guidelines. The deadline for submission to the Provost’s Office is December 2014.

Unit

Extended Education

Year

2014

Strengths:

• Accountable
  ▪ Fiscally responsible and transparent
  ▪ Conscientious stewards of university physical and human resources to external constituents
  ▪ Quality conscious in ongoing effort to uphold high WWU standards
• Competent
  ▪ Expertise that is deep and broad in the development and delivery of programs/activities
  ▪ Resourceful, oftentimes serving as incubator for new WWU initiatives
• Responsive
  ▪ Flexible and nimble
  ▪ Approachable and forward thinking
  ▪ Capacity to conceptualize and absorb new paradigms for meeting WWU mission/goals
• Diverse
  ▪ Department units span wide education categories, embellishing the outreach menu

Challenges:

• Trust
  ▪ Ongoing need to transcend internal (WWU community) concerns and misperceptions
• Change-averse nature of WWU
  ▪ WWU has strong traditional patterns that inhibit serving non-traditional students and implementing new initiatives
• Environmental demands
  ▪ Translating wide-range of external expectations to internal possibilities/action
Opportunities:

- University partnerships
  - Working collaboratively and sharing resources with state colleges and universities for WWU program delivery to non-traditional students
- Diversify revenue sources to University
  - Generate funding not tied to state budget
- Diversify the institution
  - Outreach programs yield diverse students and widen the pool of students/clients in-state and internationally
- Promote and enhance Western’s mission and visibility

Threats:

- Affordability
  - Cost of tuition favors traditional campus students rather than non-traditional off-campus students
- Competition
  - Other institutions aggressively deliver and market programs to non-traditional students, outpacing Western and usurping Western’s opportunities
- Technology-delivered education
  - Western is slow to embrace or mobilize technology to deliver education