**CSTEM (Mar 17, 2017)**

**<u>Strengths</u>**
- Provides an environment that supports diverse students
- Low tuition/cost - Undergraduate
- Hands-n experiential learning
- Student undergraduate research opportunities
- Student access to instructors/professors
- Faculty buy in to comprehensive - teaching/research
- <mark>Faculty commitment to Student Success - 3</mark>
- Regional connections - industry/agencies/organizations
- Good faculty
- Size of institution (low student to faculty ratio)
- Engineering - labs
- Diversity - students/faculty
- Ability to engage w/our students
- Location
    - Livable
    - For academic engagement
- Demand for EWU graduates
- Faculty grants program
- Competitive salaries
- Collegiality

**<u>Weaknesses</u>**
- <mark>Lack of Institutional Support in: - 4</mark>
    - <mark>Equipment (for research & teaching) - 2</mark>
    - Startup dollars $
    - <mark>Professional development (especially lecturers) - 1</mark>
    - Student research (graduate & undergraduate)
        - Summer ($ not available)
        - Projects ($ not available)
        - Meetings ($ not available)
    - Infrastructure
        - Research lab space
        - Teaching lab space
        - Classroom space
        - <mark>Classroom technology - 1</mark>
        - <mark>IT - computers - 1</mark>
- <mark>Lack of standards - 3</mark>
    - Entrance requirements
    - Grade inflation
    - Program rigor
    - No finals
    - Accountability
    - <mark>Personnel & lack of staffing - 1</mark>
- <mark>Bad at marketing ourselves - 2</mark>
- <mark>Don't engage our alumni - 2</mark>
- <mark>Legislative representatives don't know us - 1</mark>
- Legislative representative not communicative - weak lobbyist

**CSTEM (Mar 17, 2017)**

- Institutional culture - 1
  - Lackadaisical (apathetic)
  - inertia
- Increasing student to faculty ratio - 3
- Red tape - needless/over interpretation of State rules - individuals dictating w/no policy to back it up - 1
- Student advising - not currently functional - 1
- Funding model: dollars/$ don't follow students - 1

**Opportunities**
- Job demand for STEM students increasing - 1
- Demand for college educated students increasing
- Community engagement cohesion (Fisheries program)
- Nearby community colleges (transfer students)
- External science facilities - 2
  - Crime lab
  - PNNL
  - Potentially Microsoft
- Employability of graduates
- Meet unmet needs caused by funding declines for other institutions - 1
- Take advantage of location in Eastern Washington - 1
  - Funding opportunities
  - Internships
- Attract "near" out of state students (Idaho, Montana, Oregon, etc.)
- Grow graduate w/balance of professional and academic programs
  - Tuition
  - Increase number of GSA waivers
  - Stipends
- Recruitment
  - Running Start + College in the High School (recruitment and retention)
  - Coordination with community colleges
- Capacity - building grants
- Sustainability - 2
- Location - 3
  - Natural environment
  - Living environment
  - Economic environment
- Collaboration (internal and external)
- Image & identity

**Threats**
- State funding (emphasis on K-12 over Higher Ed)
- Federal funding for grants
- Anti-education perspective by a large, vocal subset of population - education viewed as commodity - 2
- Community colleges - BAS degrees - 2
- Study ability - reading ability (article focus) - vocabulary - 2
- Student readiness (not prepared coming out of K-12)

**CSTEM (Mar 17, 2017)**

- Education level of legislators (don't know EWU) - 2
- Everybody should have an education (free education)
- Emphasis on practical application of education
- Demographic trends (competition) - 1
- UW & WSU - take over downtown Spokane
- Change from degree to skills in hiring - 2
- External pressure to eliminate tenure - 1
- Degree relevancy for future