Eastern Washington University

Inspiring the Future Strategic Planning Process

Feedback Web Survey Report

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By

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Feedback Session Methodology

For the first 2 weeks in October 2011, Eastern Washington University (EWU) conducted a web survey. In this survey, participants were asked to provide their overall comments and feedback on each area of the strategic plan including

- Mission
- Vision
- Values
- Strategic Plan focus areas
  - Student success
  - Institution of innovation
  - Reputation
  - Community engagement

An email invitation to participate in the web survey was sent to all students, staff, faculty, alumni, and participants of the community, business, and legislative leaders, as well as the EWU Board of Trustees. Participants of the EWU Strategic Planning Feedback Sessions were also asked to participate in the survey. 180 total participants took part in the web survey.
Overall Key Findings
The Inspiring the Future Feedback Web Survey showed that participants resonated well with all aspects of the plan, including:

- Mission (70.4% approval)
- Vision (71% approval)
- Values (79.6% approval)

... and each of the four Strategic Focus Areas:
- Student Success (85% approval)
- Institution of Innovation (76% approval)
- Reputation (75.5% approval)
- Community Engagement (83.1% approval)

Approval is measured by responses in “Excellent” and “Good” on a standard Leichardt scale measure.

As expected, there were many recommended changes, including: wordsmithing, rewrites, elaborations, as well as suggestions for new areas of interest. Many of these were consistent among multiple participant comments. Examples of these include:

- Concern that the Mission and Vision did not ‘resonate’ with participants
- Concern that each category (Mission, Vision, Values, Focus Areas) may be too vague
- Concern that there may not be enough financial and staff resources to support the Focus Areas
- Although there is significant support for each area within the plan, there is cynicism surrounding whether the sufficient support and accountability will be in place to achieve it
- General dislike of the word “Reputation” – most recommended swapping the word “Visibility”

Key findings by topic
The following key findings are organized by the main topic areas. Under each topic area, you will see a scale of how each area resonates with participants, strengths, areas for improvement general comments, and action items.
**Mission**

The following figure shows that the Mission resonates well with the survey participants, with over 70% believing the Mission is “Excellent” or “Good”:

![Mission Survey Results](image)

**Strengths**

- Very constructive
- A one line, to the point statement is great
- Emphasizes on EWU is here to open up opportunities
- It speaks to making sure all of these opportunities are available to the student body
- It speaks to both students *and* non-student centered programs - We provide opportunities for extending learning beyond the classroom through research projects, internship programs, volunteering, and service learning.
- “Personal transformation”

**Areas for improvement**

- Recommended Additions:
  - “professional, civic, community transformation”
  - “graduate education, public service, and general research”
  - “fostering inclusive excellence, encouraging cross cultural understanding and friendships”
“graduate/complete a course of study”
"disabled students"
“We are not only affecting our personal futures, but the lives of many people…”
“EWU gives opportunities for those who may not usually have a chance at higher education”

- **Recommended Revisions:**
  - “Eastern's mission is to provide educational opportunities so that students may better themselves and their communities will be bettered as well.”
  - “EWU creates a learning environment that transforms our students' lives”
  - Just say “…who may not otherwise have the opportunity…” rather than adding the specific groups
  - “Expands is Passive”; say “Creates”

- Not balanced
- Needs to focus outside the region
- Doesn’t work well if it stands alone
- If “personal transformations” only focuses on students, it should say that
- Multiple participants don’t like “venues for personal transformation”
- Multiple participants were concerned that it is too vague, not inspirational; should inspire and motivate
- What is meant by the repeated emphasis on “excellence”, be more specific
- Multiple participants spoke to concerns about the resource implications of the plan
- Need to emphasize expanded curriculum (engineering program & a Doctorate program)
- Multiple participants shared a concern that it is just rhetoric and will not be realized
- Students don’t want the semester system, or prestige of the school; in essence, students desire class sizes to be smaller, more in the way of tutoring programs, and material to be well covered by the teachers.
- Conspicuously absent is career experience
- The draft statement implies but does not include students and is not memorable.
- Many participants think it should speak to “graduate education” and “professional programs”
- Need to drive home the point “to serve the students”
- Many participants said to expressly state how that point will transform the student or how the student benefits
General comments and action items

- If we tie "reputation" to community engagement, innovation, and student success, the revised mission statement makes more sense. If we put "learning" central to our goals the way it appears in the mission, the whole plan becomes more integrative and reinforcing.

- How do you make the mission/vision real and useful for the everyday staff member? Here are three thoughts: (1) What if we asked supervisors to update employee job descriptions and identify within the job description how that position supports the mission/vision? This could be handled by adding a short section to the job description, right before the duties are listed. The new section could be entitled: Connection of Position to University’s Mission and Vision. Then right under that, the mission and vision could be listed, followed by one or two sentences explaining how the position is connected to our mission and vision. (2) Provide training to new employees to help the new employee understand the relevance of their position to the mission/vision. This training would be provided by the supervisor, and if they've already identified the connection of the position to the mission/vision and incorporated that into the job description, then it wouldn't take hardly any effort to discuss that as the supervisor orients and trains the new employee to his/her job, the department and university. I can't help but think that this would also help promote a sense of pride in employees, if they really understood how their position connects to the greater university and its mission and vision. This same training could also be provided by supervisors to current employees through one-on-one sessions or in staff meetings. (3) Provide training and define expectations for supervisors and managers on how to utilize the mission, vision, values, goals in their planning and decision making - long range planning, mid-range planning, and short term decision making. If the only contact supervisors/managers have with these new definitions is "now," then all this may very well become just something on a shelf, rather than a relevant and powerful business tool. You have to lay out an expectation that the mission/vision/etc. are meant to be used as a business tool, and then train people how to incorporate that.
**Vision**

The vision has even stronger support with more than 33% believing it is “Excellent”; similar to Mission, more than 70% believing it is “Excellent” or “Good”:

![Bar Chart showing percentages of responses to the vision question]

**Strengths**

- This shows more outcome accountability
- Appreciate the high standard EWU places on its students
- The community focus
- Including both individual and collective society
- Honestly states the purpose and impact of Eastern
- Thanks for not forgetting about culture
- A strong point in this draft is the idea that EWU is not only concerned with students' grades, and progress academically. This draft illustrates the prism of a student; many facets that contribute to the beautiful rainbow.

**Areas for improvement**

- Recommended Additions:
  - “driving force in the Cheney community”
  - “…future of professionally, socially and culturally responsible and…”
  - enriched by itself strikes me as too static. Replace with or add something like: “dynamic”, “empowered”, or “kick-ass”
• **Recommended Revisions**
  
  - “Eastern envisions a future where its contributions to its students communities are unparalleled”
  - “To bring about student of academic and moral standing to help those in need and make the world a better place to live in for our future”

  • “Culturally enriched” could be stronger to indicate that our graduates will be competent
  • Suggest more global impact (nation, world)
  • Always remember and respect diversification in our community
  • Include anything regarding rural communities
  • Perhaps put in a comma after "socially" so as not to get confused with "socially and culturally enriched leaders" being one item in the list
  • Give an example of how the graduates have made meaningful contributions to both their career fields and communities.
  • Consider revising that second sentence ("driving force" too hard to achieve; Does ‘vitality’ mean ‘economic wellbeing’?)
  • Should include ‘personal growth’
  • The sentence doesn’t flow
  • Are citizen's not leaders?
  • The work communities at the end doesn't make sense
  • Multiple participants spoke to concerns about the resource implications of the plan
  • Should be more focused on EDUCATION
  • Multiple participants said that it is too vague
  • Multiple participants shared a concern that it is just rhetoric and will not be realized
  • Include increasing the diversity of faculty at EWU to mirror that of its student population
  • How is this different from what any other educational or training institution might claim? How does this qualify as a unique point of differentiation?
**Values**

There is significant support for the Core Values, with almost 33% of the participants considering them “Excellent”; and, almost 80% stating they are “Excellent” or “Good”:

![Bar Chart](chart.png)

**Strengths**

- Makes us unique
- Inspiring
- Like student centered, diversity, and honesty
- Best aspect of the mission, vision, values draft is “student centered learning environment”
- These address and respond to the perceived inherent conflict between "student success" and academic rigor

**Areas for improvement**

- **Recommended Revisions:**
  - “we strive to” or “we believe that”
  - Replace the word “diversity” with “equality”
  - Shorten the explanation for student centered learning environment to something like “student achievement comes first”
  - Access “We expand access to student opportunity and success”
  - Shift focus to a “learning-centered student environment”
should be balanced between students and having quality staff and instructors who will in turn help the students achieve their goal

- Multiple participants shared a concern that it is just rhetoric and will not be realized
- They read like a laundry list of politically correct jargon save the first value
- Nothing about growth of the individual
- Striving for excellence is not the same as achieving excellence
- Concern about the resource implications of the plan
- Multiple participants shared a concern that it is just rhetoric and will not be realized

**General comments and action items**

- I think we need a student life staff position that helps respond to hate incidents, and promote appreciation for diversity in the EWU community or in the surrounding regional area of Spokane and Coeur d’ Alene. As an academic institution a university can/should take the lead in promoting racial unity, and cultural respect, and the inherent value of all kinds of diversity, whether that be religious, sexual, racial developmental, or anything else. I see this as something that could be a key element of our Reputation. I think racism has held deep roots here in the Northwest for at least 30 years, and I wonder why EWU has not done more to tackle this problem. If we graduate students who have less prejudice and more understanding than they had on day one, we would send them back as leaders into their communities. How awesome would that be?

- The problem is the needs of the student vs the needs of larger community. How do we overcome this obstacle and challenges that must be faced when some students only care about getting a good job? I believe in a spiritual solution this does not mean a particular religious affiliation or belief. Dali Lama says, it is learning to be a true human being. In an increasing secular materialistic society instead of peace we see increasing violence. Which seems more and more a common occurrence. Knowledge is good but without wisdom it can kill. So how do we teach ethics and social responsibility in a decaying western society? This where a spiritual solution could be helpful and yes I know that because University is a state institution, this may be difficult. Unless we teach our students that true love for others is our highest goal it will be difficult to overcome the increasing self destructing behaviors that we see nightly on the news. There is a solution!!!

- We not only need to provide to a diverse set of students from different racial backgrounds and social economic status, but also the disabled community and those students with disabilities who wish to continue on to higher education
**Student Success**

There is very strong support for Student Success as a strategic focus for the campus during the next 5 years. Almost 39% of the participants consider this as “Excellent”; and, 85% showing “Excellent” or “Good”:

![Bar chart showing distribution of opinions on Student Success]

**Strengths**

- Good: now we have specifics

**Areas for improvement**

- **Recommended Additions:**
  - Acknowledgement of the role of challenge, growth, and responsibility
  - “Student research” is what helps them get jobs or into graduate school. It should be included
  - “Create an environment where the process of learning drives everything we *all* do”
  - Need to add the community to this picture

- **Recommended Revisions:**
  - “The university must provide an environment that fosters the students' abilities to succeed in the fulfillment of their educational goals, in their careers, and in their life”
“Students succeed at their highest level” is grammatically incorrect. It should be either “students succeed at their highest levels” or, much to be preferred, “students succeed at the highest level”

Their life should be “their lives”

“To create an environment where students succeed”

“...In order to sustain this core value, the university must provide an environment that will foster students’ ability to succeed in their educational goals, their careers, and their lives”

Reads better as: "...that fosters the ability of the student to succeed in the..."

- Many participants said it is important to have metrics and accountability on this
- Need to emphasize that it is “everyone’s” responsibility
- Concern about the resource implications of the plan
- No emphasis on ethical growth, establishing of values
- If we really seek a transformative experience, then we need to have some explicit role in helping students articulate and come to understand what constitutes worthwhile goals
- Better if embedded in mission statement
- Multiple participants shared a concern about the resource implications of the plan
- Multiple participants shared a concern that it is just rhetoric and will not be realized
- Too vague
- Student Success should be paired with ‘high academic standards’
- ‘Student success’ needs to be defined
- Expanding the PLUS groups would further help students succeed

General comments and action items

- Potential metrics include:
  - Required advising for all students no matter class standing
  - Greater emphasis on improving retention and graduation rates by empowering general and department academic advisors
  - Require a UNIV101 course
  - Expand living and learning communities
  - Lower caseloads of all advisors so they can see each student more frequently
  - Increase support for student success and persistence

- Student Success and faculty excellence may have to be specifically related to or measured by specific criteria from outside to EWU and outside of academia. For example, are EWU graduates getting jobs, any jobs, their dream jobs? (Ditto with "jobs" replaced by "careers" or "lives" for
those not seeking jobs.) Or are EWU students successful just in some watered-down classroom and then fail after leaving EWU? Are the faculty teaching students excellence in their profession or just in Cheney's badlands? If EWU and the faculty are insular in setting their own goals of excellence, then how do we know how to promote Student Success?

- Instill the value in our students of continual learning and growth over a lifetime
- Have a bit more emphasis on the information that we can share with parents that may be funding the education for our students. If the parents clearly understand what the process is, they can help assist the student as well as keep them motivated, which benefits everyone. The students also need to understand that education is not free, regardless of what entitlements they feel they may have. Maybe educating them on what they are paying for.
- Many students need support in organization, engagement, and motivation. Realistic goals and skills needed to achieve them can and should be addressed.
- Have an annual theme to include a common read. Publish this well in advance so the whole campus can plan ahead. Have students involved in the nomination and selection process for future years.
- We need to have better programs for orienting our first-generation students to the culture of academia. We do a good job of this with some students, but many fall through the cracks.
- Student Success means more teachers, less penalty for failure, and reward for hard work in my opinion. Thumbs up to the quarter system.
- Allow students to "challenge" courses that they may have career experiences with. For example, there might be a 1 week condensed course, consisting of a series of intensive tests, which validates pre-existing student knowledge in a subject through the disbursal of credits.
- Provide an assessment course to incoming freshmen who don't have a clue to their area of study. The assessment would introduce or entertain potential career paths.
- Identify students who are struggling through feedback from their instructors. Whitworth University has a program where instructors would report struggling students to a central office which would follow up with all of the student's other instructors.
- Hands-on involvement in outside class group participation helps students to socialize with their peers given a common denominator
- Get rid of tenure and keep the university teaching faculty to high standards, just like the primary and secondary teachers are being held accountable
- We need to focus more on the communities that we are making in our residence halls, especially our living learning communities that are thriving both on an academic level and a social level
- Group studying can be beneficial; but it is hard for students to "break the ice" and find classmates to study with; group studying should be encouraged in the classroom setting
- Have an advising fair, similar to a job fair in which students can get a better idea of the programs offered and who you should speak with about them. Focus would be on scheduling appointments to go over transcripts and hammer out how to complete a degree. It's very confusing to know who to go to once that freshman year advising is over.
**Institution of Innovation**

Participants consider the strategic focus on Institution of Innovation significant as well, with 76% selecting “Excellent” or “Good”:

![Bar chart showing responses](chart)

**Strengths**

- Especially like this regarding the incorporation of service learning into the research agenda

**Areas for improvement**

- **Recommended Additions:**
  - “state or region” to illuminate our responsibility as a state institution.

- **Recommended Revisions:**
  - “. . .that utilizes opportunity and research to identify . . .”
  - change "utilize" to "use"
  - Instead should assert the value of “collaborative engagement with the community, learning from the community” as the most effective way for it to give back to that community
  - “Utilize” is verbing a noun. “Impact” is another word on the bad grammar list. Use “research work with communities in Washington state, bring the university to communities to help people gain knowledge to make effective use of research”
  - “Build an environment to identify, anticipate and respond to the learning needs of community and society”
• "...Institution of Innovation..." This is ambiguous. Does institution refer to EWU or the act of instituting?

• Multiple participants shared a concern about the resource implications of the plan
• Multiple participants shared a concern that it is just rhetoric and will not be realized
• Multiple participants said that it is important to have metrics and accountability on this
• Need to stop trying to keep up and focus on fundamental core of higher education
• The verb 'can' is a little weak
• As long as "research" is defined broadly
• Innovation is good but why the emphasis on using research? There are other ways to innovate: design thinking, for example
• Too vague
• It is missing technologies

General comments and action items

• Let's develop interdisciplinary institutes as our centers of learning excellence. The silo building and turf protection serves no one but the status quo and the insecure. Let's become more collaborative in meaningful ways to achieve our mission. I listened to a speaker talk about how our centers of learning tend to be sponsored, but they aren't really focused on solving relevant and pressing social problems. Where is our Center for the Eradication of Poverty? he asked. Where is our Center for Peace? Where is our Center for Human Rights and Social Justice? Our Center for Adapting to Climate Change? Our Center for Democracy? We become more innovative when we transcend the boundaries of old thinking and old ways of doing things. Eastern can do this. We have the resources. We just need the courage to "start something (really) big."

• Think we can do a lot and re-think how we do some of the things that "have always been done this way". We can improve service to our students and the efficiency that they do their business through improved processes and technology.

• Alternative Energy everywhere; training so any student can learn to manufacture, install, and operate distributed power

• Consider supporting programs that focus on problem-solving and innovation. Maybe even a center of innovation --which focuses on what innovation is, how it is enacted, and how we could help others become innovators.

• Set up some form of competition with prizes for innovative ideas.

• Regarding online - we are online, but all the time? When extending student and faculty into a virtual online campus, users who need "now" answers and support need coverage beyond a classic 8-5, M-F model... just some thoughts.
Reputation

More than 75% of the participants believed that the strategic focus area of Reputation was “Excellent” or “Good”:

Strengths

- It's a great school and we should be proud
- We really need to make sure the community and state realizes that EWU is a reputable college. Word it in a way that we offer a great price for an excellent education. In the past we sold ourselves as a good deal—-for students who couldn't get in anywhere else. We should promote ourselves as the student's first choice.
- Yes!! we do so much here; it needs to get out there, be highlighted and celebrated
- Outreach to the community will play a critical role in this.
- Need it. Got to do it.

Areas for improvement

- Recommended Additions:
  - "dedicated faculty" or "accomplished faculty"
- Recommended Revisions:
  - Get rid of "Reputation" - too negative and connotation is that we have a poor reputation
    - Improve “visibility” of EWU's high quality academic programs
- Reputation:
- Reputations are earned and trust is deserved
- Reputations connotes we're somehow perceived as disreputable. Presence and impact are more to the point of what we want to achieve.
- “We need to have a reputation for excellence in our academic programs but the visibility comes through athletics”
- Reputation is secondary to the other focus areas, which are fundamental and essential. Reputation is important but it is not on the same level as the other focus areas; it is more ancillary. It is a good goal but it does not go here among the basics of what we do.
- Multiple participants commented: make this about visibility--reputation is the result of things we do
  - Visibility:
    - The way this reads you are only raising the visibility of the 'high quality' programs; it could possibly be re-worded to indicate ALL of EWU's programs are high quality and we are promoting them all
    - Improving EWU's visibility should be a priority. However, this will necessarily improve EWU's reputation, nor that visibility '...drives perceptions'
  - Using the word 'improve' brings forward the thought that somehow EWU doesn't have a good reputation. I like the concept, yet recommendation replacement of 'improve'.
  - It's important to market the strengths of EWU. However, if our academic programs, community engagement and innovation are where they should be, they'll speak for themselves.
  - Multiple participants shared a concern about the resource implications of the plan
  - Multiple participants shared a concern that it is just rhetoric and will not be realized

**General comments and action items**

- One thing to highlight would be the EWU grads who return to work for the University as faculty or staff. There are many, and this says 2 things: 1. EWU Grads appreciate the University enough to stay as employees. 2. EWU "eats its own dog food", so to speak. We believe enough in our graduates to hire them after they graduate to further the institution.

- I would be inspired by "Eagle Friday" where all faculty and staff are asked to participate in wearing red or eagle gear. A day to show support of our students and our institution. Pride is a huge factor in obtaining goals, having pride in yourself is why we strive for personal success, having pride in our institution is why we strive for its success. We as a campus community need to be better about showing our pride, a visual stimulant for all of us. I also like competition, competitions for departments to show pride, I can think of a handful of ways to do this. This can engage faculty, staff and students. When we feel and show our pride in this institution it will help foster the goals we hope to achieve.

- Advertise successful EWU graduates and what they are doing. I have seen some of this and would like to see more.
• Bring back graduates to speak about their EWU experience and how it helped them in their careers today.
• Improve EWU’s presence at Riverpoint. Match WSU’s vim and vigor there. Seize the day!
• Have more information about football games or other sporting school events. I live off campus and would love to get involved with the school more
• What about a capital campaign? How can the EWU Foundation be more effective?
**Community Engagement**

The strategic focus area of Community Engagement received the highest support of the 4 focus areas from the participants. Almost 43% felt this was “Excellent”; and, more than 83% felt this was “Excellent” or “Good”:

![Bar Chart]

**Strengths**

- Focus on this is critical to raising EWU’s visibility and improving our reputation
- Spot on. Our involvement with what the outside world demands will help our students
- An area of distinction we can really build on
- Appreciate the use of the word "Strengthen..."; implies "increase" what exists today
- I believe it is very important for us to have community involvement. Not only does this help us give back to our community but it may also open up avenues, such as potential scholarship opportunities, etc.

**Areas for improvement**

- Recommended Revisions:
  - Expand the list to include social and cultural organizations, or maybe take the list element out altogether and make the sub-statement more overarching
  - Would like a better word than "engagement"
- Concern that emphasizing this is going to take away from the time devoted to student success
- Shared a concern about the resource implications of the plan
• This seems much too business-focused. Please include that we also aspire to be engaged with community CULTURE and ARTS. It's not specific enough to assume that "organizations" might include local culture and the arts. It needs to be stated explicitly: this is a huge part of what we offer our Cheney and Spokane communities -- engagement with local CULTURE and the ARTS.

• Mention how EWU is going to get students, staff, businesses, organizations, and community groups involved

• Internships in key business growth fields should be prioritized

General comments and action items

• It would help if faculty and staff had this goal included in their job expectations. Include a paid hour a week to participate in an off campus community service

• Have recognition and reward for service

• Multiple participants stated that EWU should make community involvement part of every students major requirements

• Establish an "EWU Serves Day". Students & faculty serve on specific community projects rather than attend class on that day. Credit is given for participation in Spring Break Community Service. Staff is encouraged to participate. Examples: Whitworth’s Community Building Day Gonzaga’s: All School Community Service Day. Faculty, staff, administrators & students are noted for community service participation in the Easterner and GME.

• Provide at least one paid hour a week, or a set number of hours a year, only available to staff, faculty, and administration who participate in a community service such as helping at a local food bank, a local school, etc. Encourage EWU wear for those who participate or create a shirt that indicates "I am here as a part of the EWU staff and am giving this time to help the community." UNC Chapel Hill has this type of leave. http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/leave-and-holidays/CCM1_029182

• Require an internship or community research class as part of the undergraduate core rather than an elective.

• Mock interviews for students getting ready to graduate done by Alumni? Gets them on campus and reconnected, plus provides students with interviewing practice.

• Eastern should start a giant Cheney community festival to inspire community hospitality and gain trust and respect from all in the community we live.

• Providence health care has a mission of serving the poor and vulnerable; somehow pairing with them in community in like-minded missions through our health care programs, service learning in their hospitals and clinics. As the baby boomers age, we are seeing an increase in numbers of individuals in our community with dementia; we have expertise on this campus in psychology, social work, communication disorders and probably other areas as well, to come together and offer assistance throughout the continuum of dementia (of any type) e.g., sponsored support groups for mild cognitive impairment; pairing undergraduate students with individuals with dementia in long-term care settings as communication partners (service learning) etc....
• A mentoring program should be developed where both staff and students mentor middle school, or high school, students. The mentoring would not have to be focused on getting into college, but could move that direction as a student progresses into their high school education. I think mentoring is critical for young people, especially those in at-risk areas of Spokane. Students with a mentor who is invested in their success as individuals are more likely to complete high school, therefore making them eligible for college. Additionally I think I would be interested to see how a mentoring program would work with our incoming freshman, but I think for Community Engagement and Reputation it would be best to start in schools in our community!

• We have a program called CARES that is with the Spokane Fire Department. The School Social Work collaborates with Spokane Fire Department to provide support for the community and placements for practice students. It has been written up in the paper and presented at several conferences. More programs like this one would be a great contribution regarding the reputation, community engagement and student success.

• Institute a formalized apprenticeship or student trainee program with local businesses and possibly non-profit organization. My undergraduate school had a Chem CoOp program where the employment was part of the degree requirement. [http://www.uvic.ca/coopandcareer/studentsalumni/coop/programs/chem/](http://www.uvic.ca/coopandcareer/studentsalumni/coop/programs/chem/)

• Engage and encourage community organizations, corporations, and government to open to students. Make a graduation requirement to spend time working at least a few hours a quarter with those employers starting in your junior year. Students should rotate positions, that way all students will learn and benefit from different environments and potential employers can have a better feeling for the quality of the graduates.

• Build on Community Indicators by doing more evaluation of the metrics