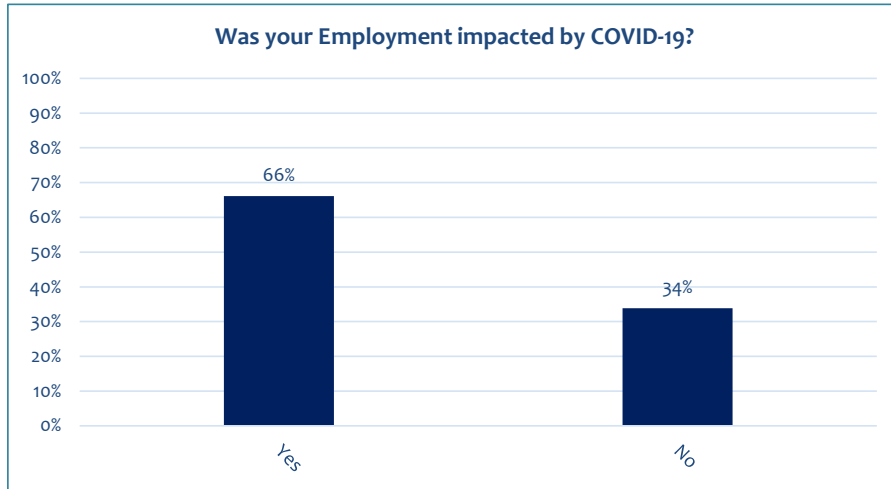


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	192
	Missing	1

2. Has your job been impacted by the COVID-19 pandemic, and if so, how?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	65.8%	66%	66%
	No	65	33.7%	34%	100%
	Total System	192	99.5%	100%	
Missing		1	1%		
Total		193	100%		

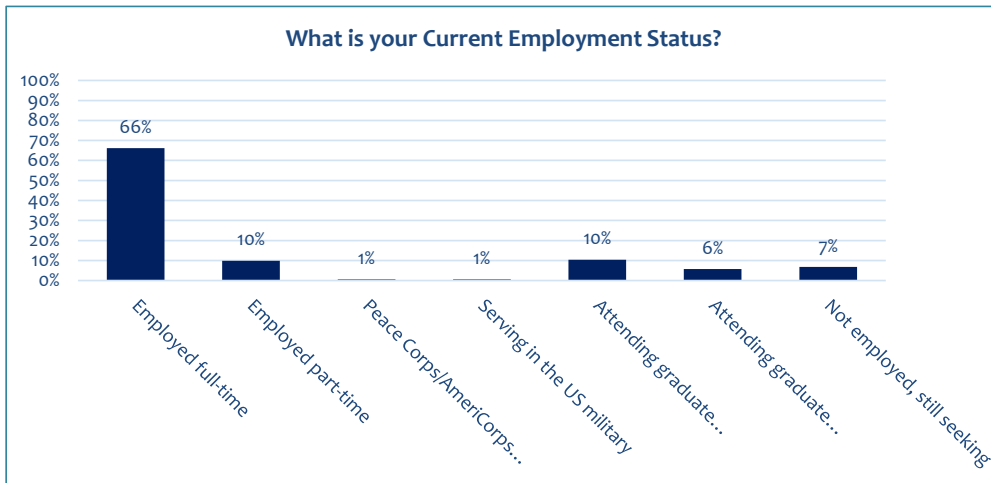


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	192
	Missing	1

3. Check on category that BEST describes your current employment status as of December 31, 2019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed full-time	127	65.8%	66%	66%
	Employed part-time	19	9.8%	10%	76%
	Peace Corps/AmeriCorps or other volunteer programs	1	0.5%	1%	77%
	Serving in the US military	1	0.5%	1%	77%
	Attending graduate school, employed full-time or part time	20	10.4%	10%	88%
	Attending graduate school, not employed	11	5.7%	6%	93%
	Not employed, still seeking	13	6.7%	7%	100%
Total System		192	99.5%	100%	
Missing		1	1%		
Total		193	100%		

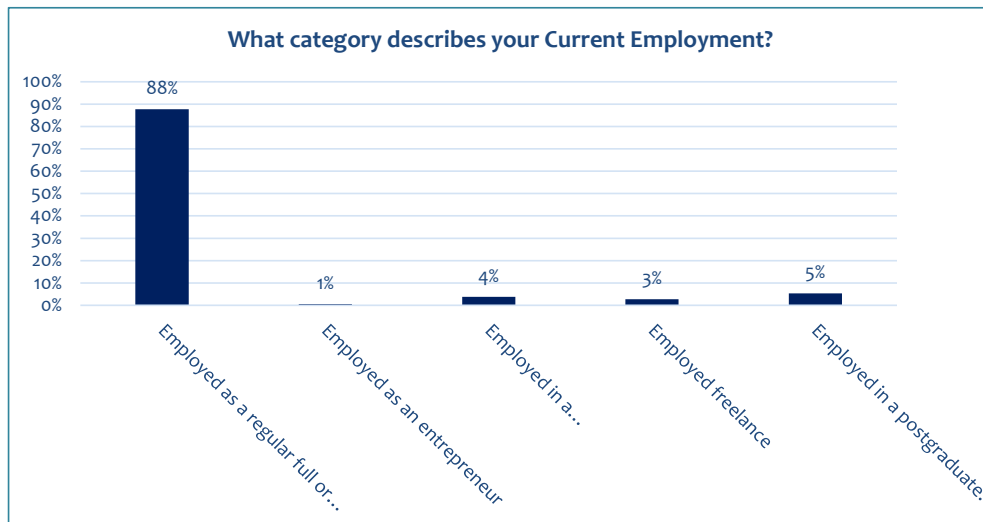


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	187
	Missing	6

4. Please select the category which BEST describes your employment

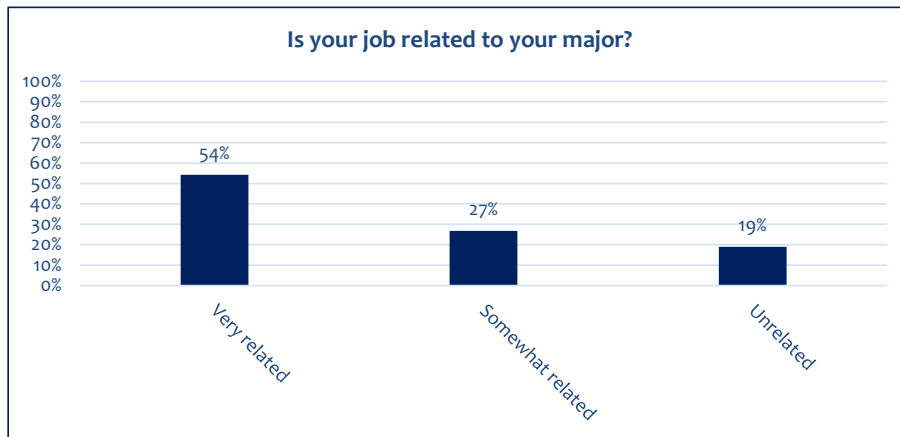
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed as a regular full or part-time employee	164	85.0%	88%	88%
	Employed as an entrepreneur	1	0.5%	1%	88%
	Employed in a temporary/contract work assignment	7	3.6%	4%	92%
	Employed freelance	5	2.6%	3%	95%
	Employed in a postgraduate internship or fellowship	10	5.2%	5%	100%
Total System		187	96.9%	100%	
Missing		6	3%		
Total		193	100%		



N	Valid	190
	Missing	3

5. How related is your job to your major?

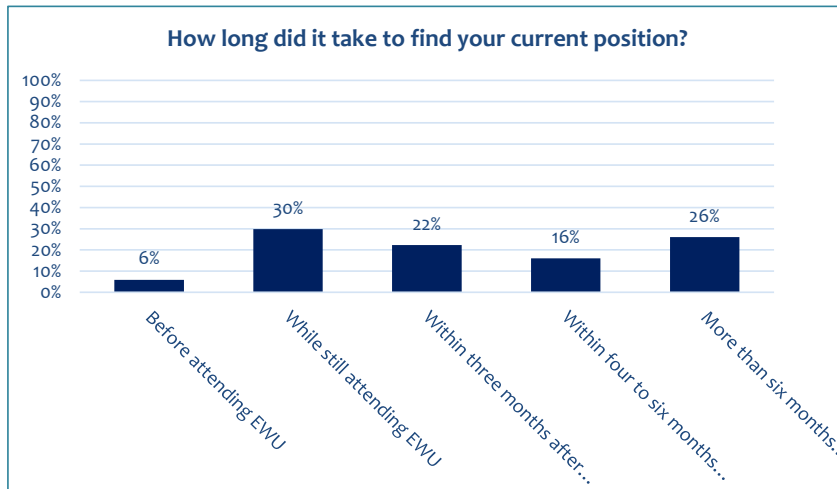
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very related	103	53.4%	54%	54%
	Somewhat related	51	26.4%	27%	81%
	Unrelated	36	18.7%	19%	100%
	Total System	190	98.4%	100%	
Missing		3	2%		
Total		193	100%		



N	Valid	188
	Missing	5

6. I found my current position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before attending EWU	11	6%	6%	6%
	While still attending EWU	56	29%	30%	36%
	Within three months after graduation	42	22%	22%	58%
	Within four to six months after graduation	30	16%	16%	74%
	More than six months after graduation	49	25%	26%	100%
	Total System	188	97%	100%	
Missing		5	3%		
Total		193	100%		

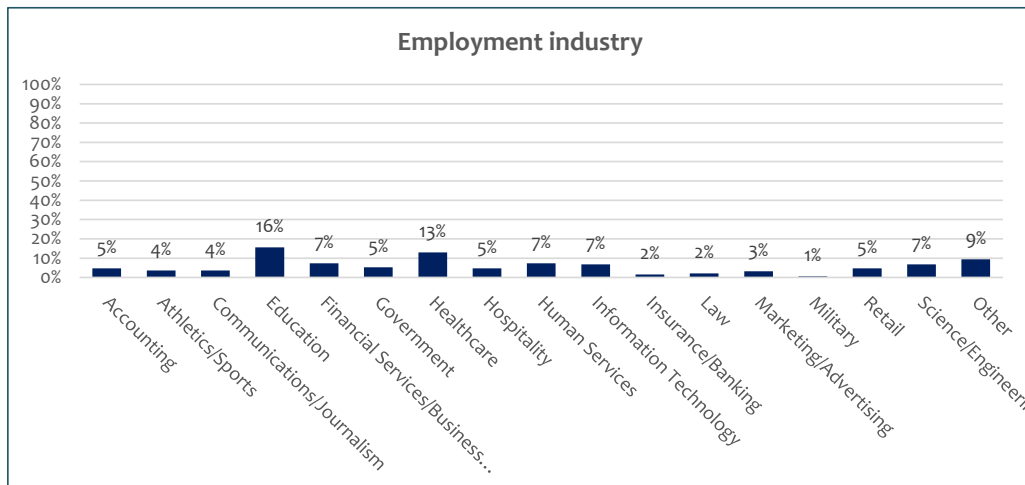


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	192
	Missing	1

7. Which category best reflects your employment industry?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting	9	4.7%	5%	5%
	Athletics/Sports	7	3.6%	4%	8%
	Communications/Journalism	7	3.6%	4%	12%
	Education	30	15.5%	16%	28%
	Financial Services/Business Administration	14	7.3%	7%	35%
	Government	10	5.2%	5%	40%
	Healthcare	25	13.0%	13%	53%
	Hospitality	9	4.7%	5%	58%
	Human Services	14	7.3%	7%	65%
	Information Technology	13	6.7%	7%	72%
	Insurance/Banking	3	1.6%	2%	73%
	Law	4	2.1%	2%	76%
	Marketing/Advertising	6	3.1%	3%	79%
	Military	1	0.5%	1%	79%
	Retail	9	4.7%	5%	84%
	Science/Engineering	13	6.7%	7%	91%
	Other	18	9.3%	9%	100%
	Total System	192	99.5%	100%	
Missing		1	1%		
Total		193	100%		

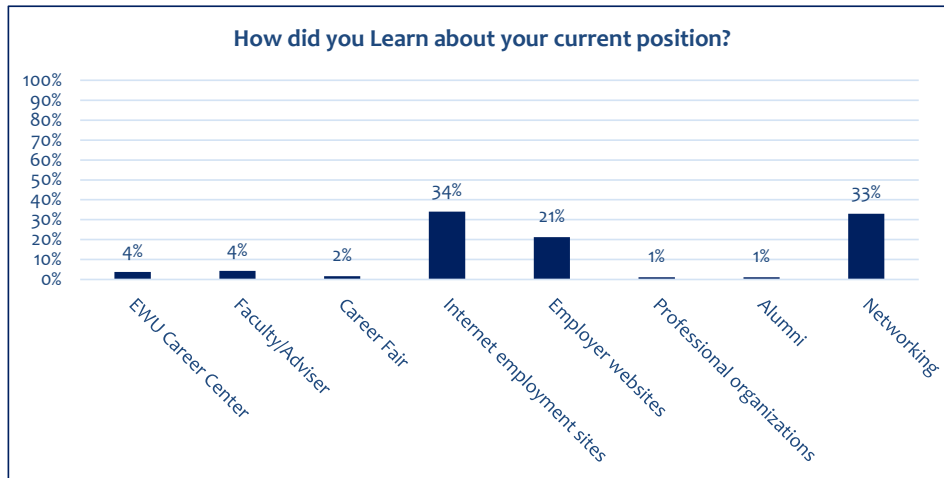


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	188
	Missing	5

8. How did you learn about your current position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EWU Career Center	7	3.6%	4%	4%
	Faculty/Adviser	8	4.1%	4%	8%
	Career Fair	3	1.6%	2%	10%
	Internet employment sites	64	33.2%	34%	44%
	Employer websites	40	20.7%	21%	65%
	Professional organizations	2	1.0%	1%	66%
	Alumni	2	1.0%	1%	67%
	Networking	62	32.1%	33%	100%
	Total System	188	97.4%	100%	
Missing		5	3%		
Total		193	100%		

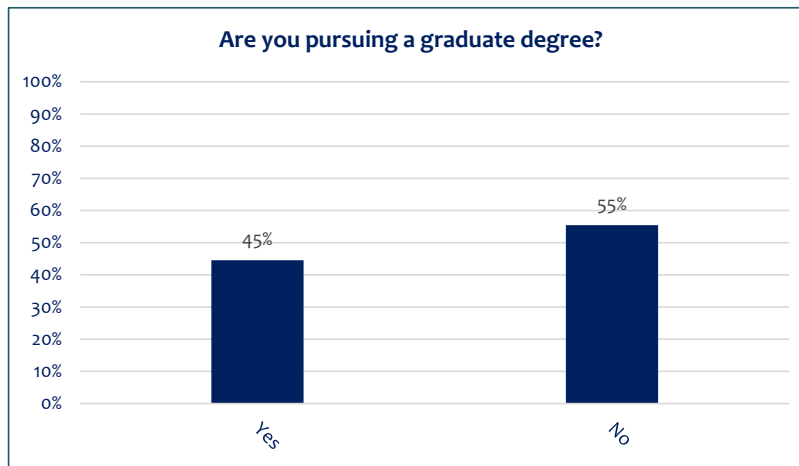


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	193
	Missing	0

9. Are you pursuing a graduate degree or other continuing education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	86	44.6%	45%	45%
	No	107	55.4%	55%	100%
	Total System	193	100%	100%	
Missing		0	0%		
Total		193	100%		

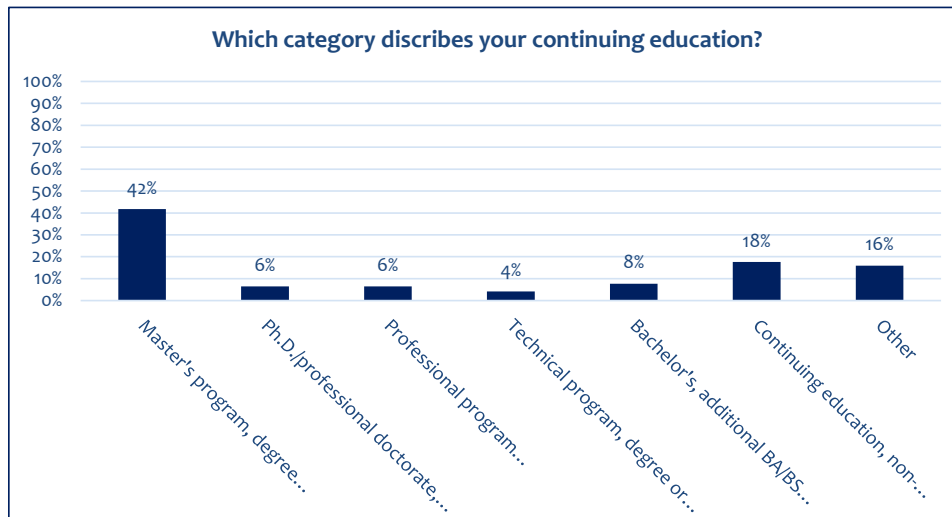


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	170
	Missing	23

10. Please select the category which BEST describes your Continuing Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's program, degree seeking	71	36.8%	42%	42%
	Ph.D./professional doctorate, degree seeking	11	5.7%	6%	48%
	Professional program certificate seeking	11	5.7%	6%	55%
	Technical program, degree or certificate seeking	7	3.6%	4%	59%
	Bachelor's, additional BA/BS degree	13	6.7%	8%	66%
	Continuing education, non-degree seeking	30	15.5%	18%	84%
	Other	27	14.0%	16%	100%
	Total System	170	88.1%	100%	
Missing		23	12%		
Total		193	100%		

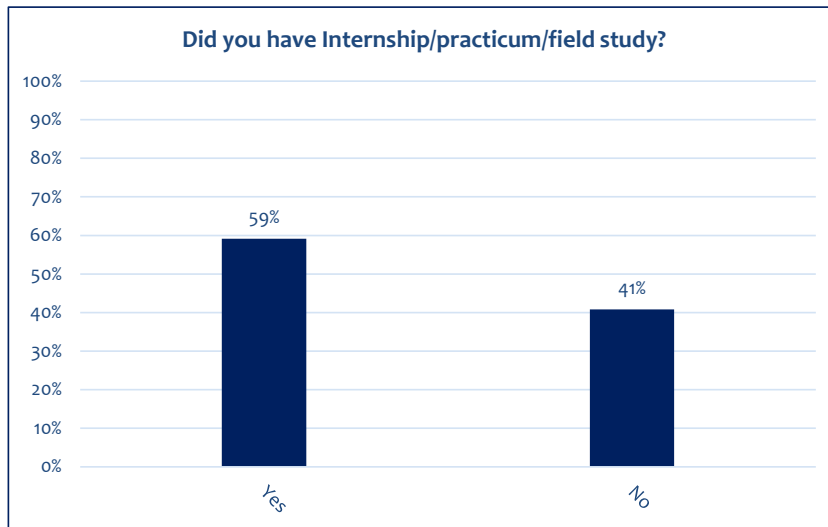


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	191
	Missing	2

11. Did you have an internship/practicum/field study while you were in college?

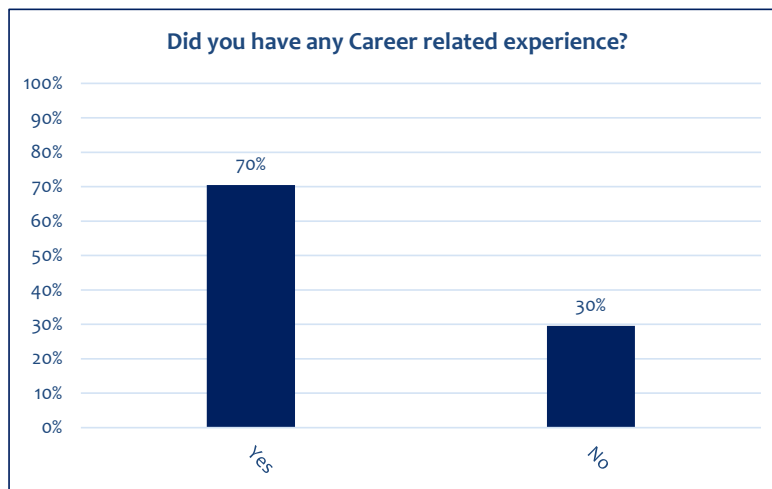
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	113	58.5%	59%	59%
	No	78	40.4%	41%	100%
	Total System	191	99%	100%	
Missing		2	1%		
Total		193	100%		



N	Valid	193
	Missing	0

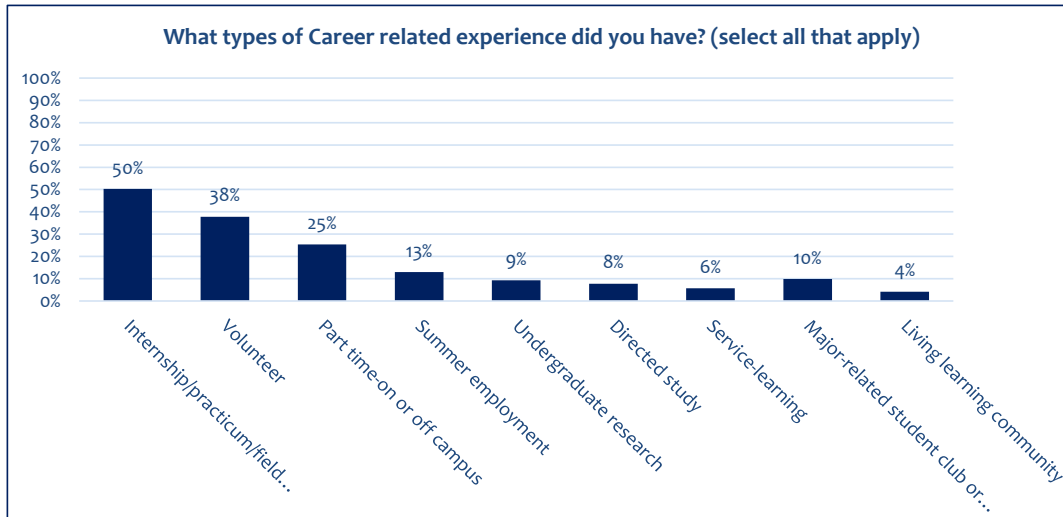
12. Did you have any career related experiences outside of the classroom prior to graduation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	136	70.5%	70%	70%
	No	57	29.5%	30%	100%
	Total System	193	100%	100%	
Missing		0	0%		
Total		193	100%		



13. What types of career related experiences have you had? (Please mark all that apply)

Category	Total
Internship/practicum/field study/clinical practice	50%
Volunteer	38%
Part time-on or off campus	25%
Summer employment	13%
Undergraduate research	9%
Directed study	8%
Service-learning	6%
Major-related student club or organization	10%
Living learning community	4%

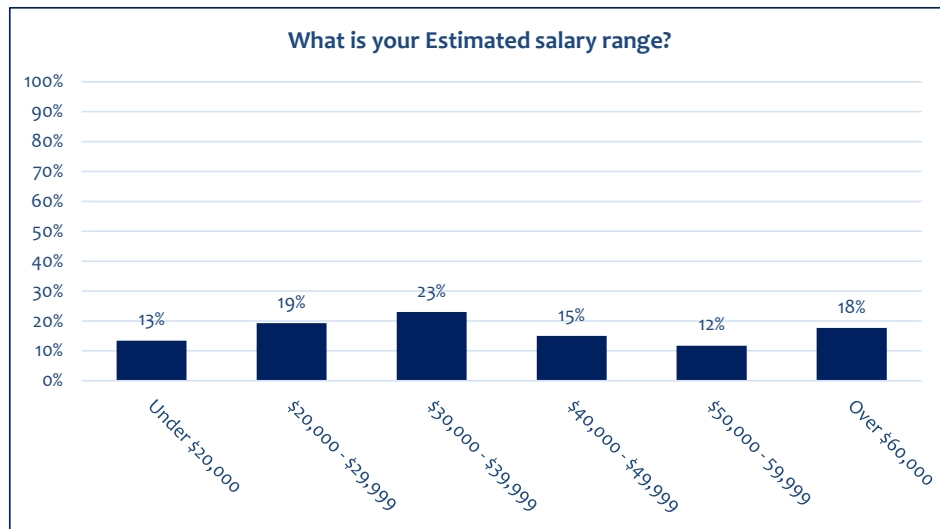


2020 Life After Eastern Survey of 2019 Graduates | All Majors (undergraduates only)
 2494 graduates | 193 responses = 8% response rate

N	Valid	187
	Missing	6

14. Please estimate your salary range

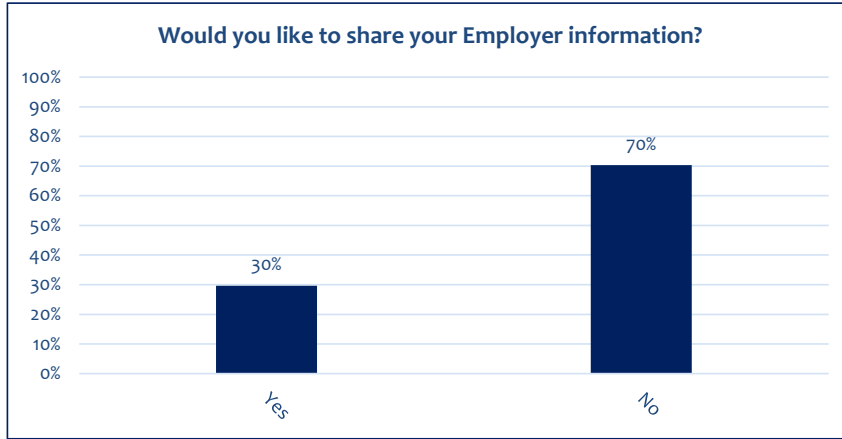
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under \$20,000	25	13.0%	13%	13%
	\$20,000 - \$29,999	36	18.7%	19%	33%
	\$30,000 - \$39,999	43	22.3%	23%	56%
	\$40,000 - \$49,999	28	14.5%	15%	71%
	\$50,000 - 59,999	22	11.4%	12%	82%
	Over \$60,000	33	17.1%	18%	100%
Total System		187	96.9%	100%	
Missing		6	3%		
Total		193	100%		



N	Valid	182
	Missing	11

16. Employer Information Request.

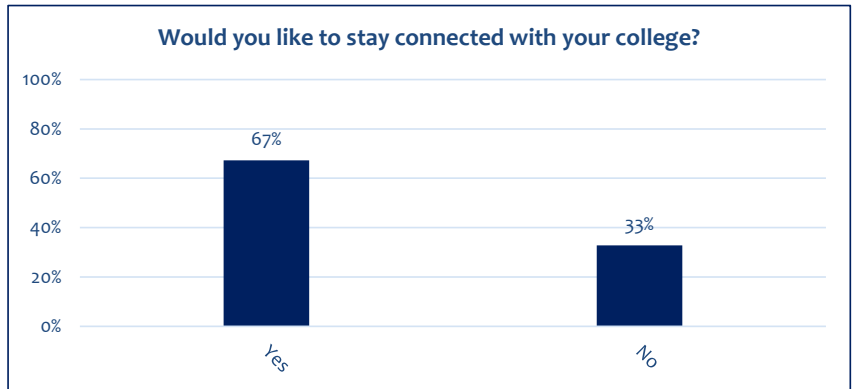
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	28.0%	30%	30%
	No	128	66.3%	70%	100%
	Total System	182	94%	100%	
Missing		11	6%		
Total		193	100%		



N	Valid	174
	Missing	19

21. Would you like to stay connected with your college or department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	117	60.6%	67%	67%
	No	57	29.5%	33%	100%
	Total System	174	90%	100%	
Missing		19	10%		
Total		193	100%		



Q2. Has your job been impacted by COVID-19 pandemic, and if so, how?

- Apprentice was cancelled this year because of COVID
- As a teacher, schools were shut down and online learning had to be done. It was extremely hard to get kindergarteners to participate online since so much of it relies on parental help. Being in a low income area, most families didn't have access to Wi-Fi and/or computers. If chrome books were sent out it was still difficult for families with more than one child to find the balance throughout the day. If students have parents who jobs were essential they completed little to nothing during the closure.
- Became online
- Because I was only a substitute teacher, I have been laid off since March 13, 2020
- Closed then reopened with new regulations, limited staff, limited clients, must buy more scrubs to change between clients, must stay after sessions to disinfect areas.
- Closing lobby doors, and getting moved to part time
- Currently working from home
- Decreased hours at EWU (then I quit) then huge need for National Guard to work, so win-win!
- Did not work for two months
- Digital appointments with clients
- Distance learning
- Distance learning, budget cuts =teacher stretched thing by not fulling vacant positions
- Due to COVID I had to move in to the intensive inpatient facility with the youth we serve
- Fully remote work right now
- Furlough
- Furloughed a few days
- Furloughs and adaptations to inpatient care strategies
- Got laid off
- Governor Inslee shut down construction for a month or so
- Group fitness classes went online for a period of time, and have since resumed to in-person classes, but only with limited capacity
- Had to move to a new city and get teaching job and teach online
- Had to start working from home, and could no longer meet with others in person
- Having to adapt instruction so that it can be provided online and therefore accessible to students at their homes
- Higher demand physically and mentally. More hours/time at work from home and in person
- Hours heavily reduced
- I am a barista at a grocery store so for a while our hours changed
- I am a graduate student and decided to go back home to France due to online classes
- I am not currently using my degree but I have been laid off due to COVID
- I don't use my degree for my job. I use my high school education. No one is interested in paying employees more than 20 dollars and hour to write more efficient documentation. And they always assume I'm gunning for their job when I

make suggestions based on my education. And COVID19 killed my options for new work.

- I had to take one week unpaid leave, but other than that I have been completely unaffected
- I must wear a mask while working with clients. In center activities are limited to single client/specialist groups i.e. no group activities
- I unfortunately had to leave my first full time job after a year due to the pandemic closing my works doors.
- I was laid off from March 25th-June 1st but I'm back to work now
- I was off for two months due to closure
- I was put on unpaid leave for three months
- I was unable to continue substitute teaching, and also unable to file for u unemployment for subbing
- I work at St. Margaret's Shelter so procedure have changed but remains open
- I work for a bank that doesn't pay very well. Half of my income comes from waiting tables as a side hustle. I have lost that income due to Covid.
- I work in the restaurant industry
- I work solely from home at this time until at least the end of the year
- I'm a 2nd grade teacher and I'm not teaching online
- I'm in graduate school so I haven't entered the job force full time
- Impacted the market I work in
- Increase in job load
- Increased uncertainty in future contracts. My company has done a good job of militating test and communicating regularly. Pay cuts and reduction of force have not been necessary yet
- Internships got cancelled
- It stretches me to do things that aren't apart of my job description. I've have to teach several grades and mentor several students in their studies.
- Job temporarily closed
- Laid off
- Laid off
- Laid off in March
- Laid off in March
- Laid off since mid-March until now
- Less clients wanting services =less workable hours
- Less hours
- Less hours
- Limited hours, closed
- Limited staff works in the office no training for the new workers
- Lost job
- Many people were laid off or furloughed, luckily I had been with the company quite a while, so I just had my hours cut my 10% for a couple months. We also moved to working remotely indefinitely, since approximately 3/15.
- moved to part time for a month due to unpredictable economy

- My personal business has lost all projects, and my other job EWU has converted to teleworking
- My work has been shut down almost completely
- New regulations and we have gotten extremely busy due to people taking their health more seriously within my community
- New regulations and we have gotten extremely busy due to people taking their health more seriously within my community
- No more travel, more online meetings
- Not too much has changed. Just shifting to work from home
- Online teaching
- Outbreak within residential center. Remained open as 'essential'.
- Outdoor recreation has its restrictions as do many other facets of outdoor activities
- Physical therapy school went online (21 credits), clinical experience was changed and cut in half
- Public health/epidemiology
- Quarantined for my daughter tested positive
- Schools closed
- Schools have been closed so I've been working from home and just recently finally got to come back to work
- Short staffing, increased patient load, lack of adequate PPE and basic supplies
- Slower business, wear masks all day at work
- Still working, but strict requirements for masks and social distancing
- Tax filing got moved to July and we had to make adjustments to comply with the safety protocols set by the governor
- Teaching online, unknown what going back to school will look like this fall
- Telecommuting for months, no more 401K matching
- Temporary furlough one day per week during the month of July
- The company I was employed at went out of business due to the travel restrictions of Covid-19
- Transitioned to telework form home when possible
- Was laid off from my job at the airport
- Was told that there would be no work for this season
- We were furloughed for a couple months, then had to alter procedures at the clinic due to COVID
- We work from home, provided remote services to families
- We work remotely from home now
- Went from in office, to permanently remote
- Went remote
- Whole company is completely remote
- Work closed for a month and a third of the staff was let go. Many new measures are in place to insure everyone's safety
- Work for the school as a sub
- Work from home
- Work from home

- Work slowed people around me went on standby. But not me
- Worked from home through phase I; some construction affected; some projects were delayed
- Working from home
- Working from home
- Working from home
- Working from home
- Working from home & implementing staffing changes
- Working from home and temporary reduced hours
- Working from home part of the time
- Working from home, limited access to going into the office
- Working from home, remotely
- Working remotely
- Working remotely/moving offices/face masks required

Q18. What aspects of your program and experience at EWU did you value the most?

- Access to resources
- Actual job skills (Biostats)
- Advisors and friendly staff members within my field
- Being a CA (Community Advisor)
- Being done
- Capstone project
- Chicano studies program, MEChA, McNair Scholars program, Government Department, EWU Symposium, Writing for the Easterner, Philosophy Department, Library, model UN
- Classes I have taken, Cell Biology, Medical Bacteriology, Virology, and Microbiology have been the most helpful for me after college in my career
- Classes that were specifically designed to show what happens in the computer science industry
- Classes, clubs, intramural sports, and campus ministry
- Classroom
- Connections with Communications Department
- Courses taught by professionals already in the field, supportive professors and staff
- Dedicated and knowledgeable professors, most of whom cared about their students
- Degree related clubs and electives
- Differing views and beliefs. When I was asked by professors to work hard. Research backing up claims.
- Disability Studies program was challenging, useful, and eye-opening. DSST classes should be a requirement. Also, I valued being able to attend online from 400+ miles away, or I would not have been able to attend at all.
- Dr. Tipton is extremely knowledgeable and helpful. Her advice and teaching was invaluable
- EWU Career Center
- EWU did an absolutely horrible job of preparing me for the work-force and real life experiences.
- Experience
- Finance professors
- Friendships built through the Catholic Newman Center
- Getting credits
- Getting hands on experience and getting to work closely with professors who cared
- Getting Service learning opportunities
- Getting yelled at for asking a question during class while struggling with a subject. That best prepared me for a job.
- Great instructors despite having the school administration curtailing their ability to hold students to a strict standard
- Great one on one teaching with teachers invested in our futures
- Great professors and CS program. I learned so much, and find it hard to imagine where I could have gotten a better education.
- Group projects as I was able to interact with a diverse set of peers
- Group Projects, Communication Practice, Behavior Change Seminar (Life-changing), Life-mission work, Business Concepts, Mentorship, Individualized work

- Group projects, interning in the business world
- Guidance and mentoring by my Program Advisor and key faculty members and staff was the aspect of my EWU experience that I valued most
- Hands on labs, availability of directed study
- Hands on learning, physically doing activities
- Hands-on experience and career fairs
- Having a few specific professors who were always willing to discuss topics further outside of the classroom
- Honestly, I loved every part of the program
- HR and data analytics courses
- I did a summer program called Summer Technology Commercialization Academy (TCA) which really developed my professional skills. While everyone else focused on other things, developing my professional skills put me ahead of the curve. Additionally, Dr. Uri Rogers was a goldmine of knowledge. With being in upper management of engineering firms, his real-life experience was critical for me getting a job as well as Ryan Weldon in the career center. I think a lot of students tunnel vision on school and forget about the fact that we all doing this so we can get a nice paying job that we enjoy.
- I loved the sociology department. Dr. Chabot, Dr. Hechtman, Dr. Bartlett, Dr. Lindekugel, Dr. Lam are all fantastic people and instructors. I firmly believe that there isn't a better academic department on campus who cares about promoting their student's intellectual curiosity and inspiring them to succeed.
- I loved the whole experience and enjoyed my student teaching and the whole campus experience.
- I really enjoyed the higher level CS courses, like Tom Capaul's Secure Coding.
- I valued learning about social justice and learning how to have productive discussions with people even if we didn't see eye to eye or if we had drastically different life experiences up until that point. There's a lot of value in learning how to improve communication as an active participant and analysis of said communication
- I valued most the close knit community at eastern, the help and support from faculty and the quality of the work presented to us in the classroom.
- I valued the "real life" experience of student teaching the most
- I valued the minority of professors that actually cared about the students more than their positions or selves
- I valued the opportunity to interact with my professors and peers in smaller classroom environments.
- I valued the relationships that I built the most
- I was a community adviser for 3 years and that experience is what I value the most. From my program I enjoyed how well it set me up to apply to grad school.
- Internship
- Internship and helpful professors
- Internship; technical/hands-on
- Knowledge
- Large hours long classes

- Learned from great instructors at EWU. I am at a university where they teach theoretical computer science now. Learning practical computer science at EWU has really helped me understand things many peers do not understand
- Loved field botany. Volunteering for graduate student for Biology. Labs for upper division biology
- MIS
- My auditing class really guided me towards my career since we were able to do volunteer work
- My department worked with my schedule and allowed me to take online courses to satisfy some required courses.
- My friendships with my peers and professors
- My instructor in the communication studies department
- My time being employed through EPIC Adventures and the camaraderie with my cohort in the RCLS Department
- N/A
- NASA club was very helpful in my adjustment to college/city life with my family. The functions on and off-campus and with other organizations broaden knowledge culturally. I also enjoyed the Philosophy club because it offered different perspectives on dealing with issues and solving them.
- Networking
- Networking and real life work
- None, did not enjoy my EWU experience
- None, EWU was a waste of time
- None, Hated it, hasn't provided me a single opportunity
- Nothing
- Opportunities to collaborate with classmates and be put out of my comfort zone (i.e. presentation, communication, etc...)
- Poli 306
- Practice experience (hands on , real world)
- Practicum, connectedness and support, and volunteer work related to my major.
- Practicum/ Student teaching because it was actually similar to what I'd be doing in life. Classroom work was valuable but nowhere near the on the job experience.
- Professor help
- Professors' willingness to help with anything I needed.
- Reasonable tuition cost, in-person classes, the downtown Spokane campus, the library, and the quality of most of the teachers
- Reflecting back, I find specific classes/teachers that I remember as being most valuable, such as Semiotics with Jeanne Ratliff, or the two classes I took regarding rhetoric, whose name I can't remember currently but valued her classroom style and interesting presentation so much that after I had taken her for a Rhetorical Analysis in Politics class that was to fulfill a requirement, I intentionally found another class of hers to take that fit my schedule, and thoroughly enjoyed that class as well. Patty Cantrell I think her name is.
- Senior Capstone project lead by Gregg Dorhn
- Small class size
- Small class sizes

- Small class sizes which fostered student-teacher relationships. Program also provided real-world experience before graduation
- Small class sizes. Faculty that cared.
- Small knit classes! Also the student life was the best!!! I lived on campus all 4 years as a CA so maybe that helped!
- Smaller class sizes for better one on one help from instructors
- Some teachers
- Studying abroad and having the opportunity to have an internship
- Supportive teachers who asked to assist them in research projects
- Teachers being mentors
- Teachers were helpful in you had emails and questions during office hours
- The 400 level series and 300 blocks of instruction
- The ability to get a degree quickly
- The Boulder gym
- The capstone project. It gave me the flexibility to get more into JavaScript, which is what I use at work now
- The CFA research challenge was a highlight. As well as establishing a relationship with my professors nearing graduation.
- The classes but more realistic practical experience in the classroom would be beneficial
- The community and all the helpful resources I got from you guys
- The community aspects of Eastern
- The culture in the recreation department
- The curriculum and professors.
- The education how to start a business
- The electrical engineering professor's drive to uphold the rigorous course expectations despite not getting any support from leadership.
- The emphasis on research and theory, both have been incredibly valuable as a graduate student and educator.
- The Engineering curriculum and access to career opportunities via fairs, CANVAS
- The ethnographies that we got to read
- The faculty/peers I worked with. I had really dedicated and hardworking people in my program and always felt supported.
- The field experience/practicum
- The flexibility of classes and campus community
- The friendship I made with both staff and students
- The good professors and the two programs to gain experience for book/magazine making
- The hands on
- The hands on training with equipment
- The in depth education from the classes taught by Dr. Linda Kirsch and Dr. Danielle Stitzman in the psychology department. Their classes provide so much information and required a lot of studying, but to this day I remember more of what these two wonderful professors taught me than from any other class. I truly learned the information from them instead of just learning for exams. What I learned from them has been the most valuable in the field as well as in grad school when it comes to psychology, research, human memory/ cognition, brain structure/ functioning, and statistics. These two professors were the stars

of the psychology department and definitely deserve a raise or award. I wish I could convey to them how much they prepared me for grad school and the field by ensuring that I actually knew the information I was learning in class, and by making it interesting even if the subject wasn't. To this day I can randomly pull out the information they thought me quite well, which is not something I can do with what I learned in other classes and from other professors. I have to go back through my notes to remember those things. Still beneficial, just not on the same level as Dr. Kirsch and Dr. Stitzman who went above and beyond.

- The in-class training
- The interaction in all of my classes. Between the Professors and students my world view was greatly expanded
- The inter-disciplinary studies program and directed studies
- The kinesiology and biomechanics courses were extremely helpful to have as background knowledge before entering my grad program.
- The online classes where I can learn at my own pace to a point
- The professors
- The professors
- The professors
- The professors and the classes. It made my experiences more relevant and useful in my career.
- The professors and their willingness to help outside of the classroom with meetings and office hours
- The professors in my program really showed that they cared and encouraged me to do my best
- The program was fairly small. In my upper level classes I had the same professors multiple times and I was able to build professional relationships with them and receive career advice and recommendation letters.
- The small classes and flexible schedule
- The staff, hands on experience, my internship
- The study abroad psychology program, abnormal psychology, introduction to children's studies, tests and measurements
- The support and guidance from professors
- The type of learning (class size, multiple teachers for difference classes)
- The unity we had in the program
- Tutoring, camaraderie, friendship, hard work, professors, mentorship
- Undergrad research experience
- Valued the access to my professors the most
- Very valuable
- Working for The Easterner while at EWU gave me the most valuable learning/working experience to help me find work after graduation.
- Working with teachers and students in practicum

Q19. What aspects of your program and experience would you like to change or improve?

- A class or workshop or even video to watch to help with the grad school application process.
- A graduate option for Political Science.
- Ability to do both undergraduate and graduate planning degree at EWU
- Advising was hit or miss in my program.
- Allow the engineering instructors to set a standard and enforce it
- Applied learning. Diverse student culture and demographics
- Being able to do student teaching in a special education setting rather than a general education setting (more applicable)
- Better advisors!!!
- Better job preparation (internship and connections)
- Better job preparation and more interaction with the REAL design industry during school
- Better networking and reputation of the EE program
- Better program
- Career opportunity education
- Change the entire math department
- Chemistry department
- Courses more focused on job options (i.e. long term care option)
- Decrease focuses on climate change
- Dump Gen Ed requirements
- Education professors were not very inclusive when teaching about “teaching”. They did not have much experience in an actual classroom.
- Engineering is hard, therefore the coursework should match. Toward the end of my degree leadership was urging professors to make the courses easier so more people passed. This is not conducive to providing EWU engineering graduates with good reputation after school. This degree should be earned not given.
- EVERYTHING
- Everything. Instead of focusing on the same historical psychologist for years in every class-students need to be taught how to handle real-life scenarios relating to their field and major. I’m addition, ensuring that there are enough professors and classes available every quarter so students aren’t forced to take filler classes that have nothing to do with their major in order to maintain full-time status. The amount of time and money wasted on this every quarter is disgusting.
- Explore career options and internships available
- Get rid of the non-real world classes
- Having a mentor throughout my journey who had studied what I was studying. Also, students who were invested in the Pre-OT program
- having an easier time actually getting into the classes I needed
- Having more information on classes available for both BS and BA program prior to declaring major
- Hours/requirements put into practicum were very difficult to meet at times. Especially my senior year, we dealt with many changes with faculty and changes in general throughout the year. I know my peers and I felt overwhelmed at times due to our expectations in order to

complete practicum appeared to be more graduate level. The hours, meeting with FFI and smaller group at least twice a month to reflect on our internships, entries every time we came into internship, social work related theories each entry etc.

- How difficult it was to get a placement.
- How to get accepted into the program. Make it tougher
- I believe certain faculty members and staff need to be retained and rewarded. Dr. Uri Rogers and Ryan Weldon especially are very stern and knowledgeable people that makes the EWU EE program worth its money. A lot of the professor are good and those that are providing a quality education should be encouraged to stay and be given all the support that they need. From when I left and graduated, with the exception of Dr. Sunil Lakkakula, all the other EE professors were solid in their own right and provided me with value and my money's worth plus more.
- I believe that students that pass the ape and are out of the intro classes from EWU should have access to the building and study rooms after hours. I strongly believe that this would assist students in having a quiet/comfortable place to do their homework and complete assignments. I know that this was invaluable to me and may be the reason for my success. I was lucky to have been granted this access but only after being sponsored by a professor once I reached the senior capstone
- I encountered some prejudices while attending EWU
- I enjoyed my program. If anything I would suggest being more cognizant about what Cluster A vs Cluster B classes are being provided each semester for the psychology program. There were a few semesters that there were a lot of one cluster being offered, but only a couple for the other cluster that would fill up very fast. It made registering for what was needed to graduate very difficult at times.
- I hated having to take courses not related to my field
- I like how you guys added a lab experience class. I was going to take it but the fee was really high. I didn't know I could volunteer for a graduate student until after I graduated. Students should be made more aware of the help graduate students need. It benefits both parties.
- I minored in business admiration and my instruction was awful in that program
- I recently completed the MBA program June 2020. I think the accelerated program needs faculty who can accurately gauge the school load for working students. Most of the time, it felt like the homework/assignments were never ending.
- I think a required internship would be beneficial for students so they have a step ahead when applying for jobs and to boost their resumes
- I think EWU needs a better advisor on the Cheney campus. My advisor on the river point campus was great (Lane Hopkins). But a lot of students complained about the advisor on the Cheney campus.
- I think the education program should improve the way they teach classroom management and techniques on how to deal with different problematic scenarios with students. Also, I think they should do a better job of helping teachers plan their curriculum and create lessons.
- I think the program should include some type of placement program after graduation. Searching for employment or simply trying to get an interview is exasperating.
- I think there needs to be more transparency about job options following graduation and HOW people obtain such jobs. An undergraduate degree alone isn't enough and it's

dishonest to pawn that off on students, especially those majoring in a social science like Women's and Gender studies. Many people told me they were "more desirable" as a WGS major and that's extremely hard to believe. Quite a few of the most successful WGS majors who went on to thrive were multi-major students.

- I want to make sure that we aren't just learning about Western literature. We should be learning about more than just things from Western culture. There is so much to learn from other cultures. We don't need three classes of British literature, we need more world literature.
- I was a single parent throughout my schooling. I wish I would have had time to participate in more school and program related activities. Maybe programs were students who were parents could bring their kids.
- I wish that it had been more rigorous. The psych program was an easy program where I did not have to push myself very much in order to succeed. Thankfully, I was a self-motivated learner but I could have gotten the same grade with much less effort should I have not been motivated.
- I wish that the program had more actual assignments geared toward learning specific concepts. Instead, I felt that I either took multiple-choice and short answers quizzes on concepts or turned in larger projects. I also felt that, toward the end of the program, my class of journalism majors had more opportunities to help each other with individual projects and provide necessary critiques. While this is difficult in lower-level courses, I believe that a greater emphasis on this kind of peer to peer learning could have been beneficial. Professor Travis Masingale's intro to photography (or some other name within the DES program) course pointed students toward resources and made them teach themselves concepts while completing relevant, practical assignments. This was the best-designed course in my program, and taking it was optional. The other photography course to fulfill my degree was taught by William Stimson and was generally regarded as a laughable, check-the-box type of class. During my time working as the arts and features editor of The Easterner, I was aware of the plethora of student events and activities put on by ASEWU as well as independent students and faculty members. I would often think of how exciting the prospects of an upcoming event would be, knowing that they were often well funded, fun, exciting, informational or genuinely valuable to students in some way. Knowing the exorbitant amount of time and resources that filled these events only fueled my deep disappointment in their low turnout, which under no circumstances can be blamed on students. EWU needs to rethink the way that it engages with students. I've often thought that building a campus app so that students can find events and sign up from their phones would be an ideal option. Students don't respond to your emails. Students don't care about the two signs put in front of JFK. Some students, like myself, only need to visit one building and live off-campus. Students are not engaging, and it's not their fault.
- I wish there was more on the HR side. It felt like there was more information and courses on my minor than my major
- I wish they had a more specified class that would have given me HR Certification instead of just PR. I wish they would also hold a job fair specifically for communication majors or a class that would help you apply and navigate toward a career
- I would encourage any online class to remove the online discussion board because they never added any educational value to my learning experience

- I would have excelled even more in my education if I hadn't spent my first quarter at EWU drinking every night. My program helped me enter life for the first time.
- I would have loved it if we were given more opportunities to "practice" our field by relational practices. I also wish that EWU challenged me a bit more.
- I would like EWU to be more aware of the CMSD department. The undergraduate advisors have no idea our program exists, and it was frustrating making sure I was on the right track.
- I would like EWU to focus more resources into promoting department funding for the social sciences and international education, including education abroad. There is a significant focus on athletics, but student athletes make up a small portion of the overall student body. Please promote and embrace being a diverse university, actively hire diverse faculty and administrators that represent the student body.
- I would like to change having to take cultural diversity courses as they were irrelevant and a waste of time and money
- I would like to see the American Indian Studies program add more courses on and maybe develop it into a BA and also see a science program added that is more attuned to our local environment. This university has many tribes within the state and big tribes outside of the state. I bet they have funding and grants to help out EWU programs.
- I'd like to see more emphasis placed on preparing students in modern, current technology in the computer science program. Many of the things I learned have never been used once graduating.
- Increase online options for study. Create online Doctoral degree program
- It was absolutely wrong for upper level A&P to be so exclusive/limited and use fear tactics on the first day of class when it is ALREADY challenging and specifically for senior college students stepping into professional graduate programs. I am still upset about it.
- It would have great if they proposed a masters in economics, ouh what a shame! Maybe if they encouraged students more to do internships or at least guide us more and developing a network.
- Lack of a focus on career placement
- Laziness of teachers, lack of consistency in class quality.
- Less online, more interactive
- Less prerequisites
- Let work experience count towards the required amount of observation/internship hours for exercise science. Example: Being a paid scribe at a hospital in place of doing an Unpaid internship a hospital
- Level of support when issues arise in practicum placements. The support and connectedness decreases significantly for those who struggle in their practicum.
- Maybe some of the teachers
- More access to technologies for practice purposes
- More careful comparison of credits already taken for transfer students. 25% of the credits I took at eastern were redundant classes
- More challenging coursework and far less group activities
- More connections to companies
- More Cybersecurity courses
- More electives for computer engineering

- More employer involvement in the classroom. My company would be happy to come in and help discuss topics!
- More engaged lectures, real life experience
- More full time professors for special education
- More funding for the departments. More international connections for higher education
- More GIS required classes. Create a mentor program
- More hands on experience with professionals
- More hands on experience with professionals
- More help in knowing what kind of jobs I could do in my major. Where could I get started in my related field?
- Higher level electives, like advanced OS.
- More in depth and large sized projects to deal with.
- More information regarding the different jobs you can get based on area of study
- More internship opportunities
- More job related training and preparation for Graduate school and beyond
- More law classes, cut down on the classes only offered once a year
- More networking and job opportunities. My current employer does not acknowledge my education (\$16/hr.) and I wish I made more connections to move into a professional role.
- More on the job and less classroom
- More opportunities and incentive to prepare myself and gain experience in my field of study
- More opportunities for students to network with alumni
- More programming languages need to be taught
- More realistic information about actual entry level employers and what they want... including several years of pre-graduate experience in the field. Also, where the type of employment you want is available and difficulty of entering into employment related to your degree.
- More realistic lesson plan writing, examples
- More undergraduate observation hours
- N/A all related to my study of field
- N/A all related to my study of field
- NA
- NA
- NA
- NA
- NA
- NA
- NA
- None
- Not getting a degree from a college that can't even handle their own finances. They cut some of my favorite teachers and kept the ones every student has complained about. The list goes on I would love to sit down and talk about it
- Nothing
- Nothing
- Nothing
- Obtain a job
- Offer more internships

- Overall there really isn't much I would change.
- Professors/head of department integration with students. More mental health resources during major
- Program relevance. Less organizational and theories, more PR. I work in Communication and my PR minor was more relevant
- Program tailored to "college-age" students. As an older "non-traditional" student, this was exasperating at times. I brought many years of experience to the classroom and often felt the curriculum needed challenging far more than I did. I didn't appreciate being viewed as/treated like a child when I myself have children who are "college-age." Also, as person who was living in poverty and had experienced homelessness, I felt some classes (especially PSYCH) made it very clear that a person of my income level was never supposed to be in college. It was the way things were worded. Perhaps the diversity program could look into this issue of college textbooks being written by/for rich or upper middle-class people, which completely discounts the lives of those who aren't.
- provide various children and family psychology classes
- Psych building was very old
- Public relations program should include more marketing/creative classes that help with designing materials
- Relevant info
- Review tenured teachers as a decent amount don't care
- Something that could be changed is the advising that freshman receive. They pressured me into picking a major and weren't helpful at all. Thanks to them I'm not too happy with my degree and wish I could've had more time to explore majors and figure out what I really wanted to do.
- Textbooks are too expensive, some teachers who were the only ones who taught certain classes were awful, the chairs and desks at the downtown Spokane campus suck, and career resources for after school could be better.
- The ability to receive more certifications in my program i.e. Top Rope Instructor cert, Avy 1 cert etc. (these certifications will land graduates in this degree better paying positions in the outdoor guiding world versus an as is bachelor's degree.)
- The amount of students per class, when I needed a class it always seemed to be full which delayed graduation.
- The archeological class was my least favorite since we got to use outdated supplies and technology to do our ground surveying in campus rather than going out to turnbull or somewhere more applicable.
- The entire program. After hearing the programming is dropping their course to switch to security focus I am ashamed to see where that school will be moving forward. I will not be recommending anyone to EWU
- The institution of EWU made my experience miserable. Course offerings/times were terrible
- The professors are awful
- The university requirements for transfer students and the lack of notification to these students of the requirements.
- The Williamson building was very old and the classrooms did not suit the needs of the classes very well in design or access to technology

- There was a great deal of uncertainty about the program. It would have been nice if there was better communication between the department and the students paying tuition.
- There wasn't enough variety in the learning during finance. It was all very surface level information. Many classes felt the same, and too easy
- Too many group projects and in-paid internships that you must pay the school for
- Tougher standards
- Uncertain
- Virtual capstone could have been more effective if it had an in-person component. Mock Salary negotiations would have been helpful and more seminars
- We need more opportunities to search for jobs during class time instead of on our own. Some of us need a little more encouragement and help, especially if we are a few years out of high school and returning to college.
- Whether my own lack of involvement, or needing more guidance, I wish I had more guidance and checking-in, in general, from the counseling/advisor department. I found later in life that I had undiagnosed ADHD that caused many issues in school most of my life, in retrospect, and I think it would have been helpful, beneficial, whether deserved or not, to have been able to be told that I either didn't need to be in school or have to be in school to be aiming for success, or that would have worked with me more to help me trace my difficulties to a more specific issue. I doubt it's EWU's place to diagnose ADHD, I just know having it, and not knowing you have it for most of your lengthy and consequently drawn out school career was definitely painful and problematic. Both long and short term.
- Wish classes in economics were more rigorous, only some professors in the department were rigorous enough.
- Wish my classes connected me to more people
- Workplace conflicts, navigating salary and benefits while balancing a family, and covering your ass for legal reasons should be including in gecrs.
- Would like EMAG to have a lab where we build small radios and work with spectrum analyzers
- Would like to have @alumni.ewu.edu email address
- Wouldn't go to the program

Q20. What do you think EWU can do to help our students be better prepared for their transition from college to career?

- A class that is geared towards professional development. I would have loved a 1-2 credit class that was optional that professors can tell relevant and relatable stories of working in industry, higher education, as well as developing professional skills with resumes, cover letter, professional courtesy training and more. These could be fun stories that can serve as warnings or motivations to be an engineer. A lot of the humanizing aspects are lost and this class could be a way to elevate students to becoming a part of the workforce and get rid of imposter syndrome. Not only would this increase retention rates, this would make students more rounded and be more appealing to local engineering companies keeping the talent and money in the Greater Spokane region. Hearing stories about the industry from Dr. Thomas Walsh, Dr. Rogers and Dr. Min Sung Koh was the peak of our education. Not only was it informative but it kept us going. Most of my graduating class (2019) always said we would take a class like that in a heartbeat. P.S I would be honored to come back and teach a class on that.
- A greater focus on jobs out of school. Focus on preparing students for careers rather than more expensive education or nonpayment internships
- Actually caring for the students voices. Removing professors who do not care and are there for the paychecks. Stop building buildings and care about sports to push towards students goals.
- Actually listen to the students
- Advisors could match us with a good fit for volunteering or the school could offer internships
- Allow students to choose internship experiences that actually relate to the field they are in instead of placing them randomly where there is room.
- Amidst the current climate of our nation with COVID-19 and moving forward in general: offer online learning opportunities such as forums with speakers who are in career related industries, or who are employers of career related industries.
- Assist with internship or require them
- Be more realistic about the job market especially when discussing the options on the plane of a major vs. masters vs. doctorate all relating back to the local note.
- Be more realistic of employer expectations and where you will have to travel to find employment in your field. For example, in biology jobs, you are expected to do MANY YEARS of SEASONAL work where TRAVEL to different parts of the country is expected EVERY SEASON. This is an issue if you have roots in an area or a family.
- Be realistic about how to find a job. Class requirements that focus on resume building and interviewing
- Be realistic with certain majors of employment opportunity. My current position was really due to my 16 years of military service. A bachelor's degree was required. A 22-year old college grad doesn't have that luxury of work experience prior.
- Be realistic. Just because you have a degree doesn't mean you will be working in a professional role, or earning career money. Be prepared to have to have a side hustle to pay student loans/ make ends meet. Establish more experience for yourself other than the education to hopefully give you an edge.
- Better professors, more stringent expectations for professors.

- Better resume and interview advice from real hiring managers. A pathways type program where students can intern at a local company (Avista, Itron, etc.) with the option to hire at the end of the internship.
- By providing an education that is sought out.
- Can't think of anything
- Caring more about education then sports
- Connect with local agencies for job shadowing so students can get a feel for what the work field could potentially look like
- Course work doesn't prepare someone for the emotional stress and demands of the work place. But course work does make adapting to the work place easier because it provides the student the needed intellectual capacities to succeed in the work place.
- Create a network to connect students of all majors to potential mentors, internships, and employers
- CS Dept. really prepares their students
- Definitely make it mandatory for student to go and visit Career Services to help with Resume and have a job planned out before they graduate. DO NOT count on the majority doing it on our own. If it's optional, a lot of students won't go. A lot of us still need someone to show us the ropes.
- Do a better job on the internship possibilities, the career center handed me a list and 90% of the contact people were no longer employed by that company and the other 10% were no longer doing internships. Not very helpful.
- Don't make students waste money on general ed classes not related to their major
- Emphasis the importance of an internship. I just did this on my own
- Emphasize internships. Most of my classmates that had an internship prior to graduation got a job offer before they graduated. Start interning early.
- Emphasizing the need for acquiring job experience and workplace skills prior to graduation. Many students believe that simply having a degree will get them a job in their field. Help them understand the importance of internships and career related work.
- Employment connections and internships
- Encourage and help them find internship work prior to graduation
- Encourage entry level jobs and educate student to properly working your way up the ladder. Patience in your journey.
- Encourage leadership and diversity training
- Encourage meeting with career advisors more and not waiting until senior year to get involved with them
- Encourage part time work in field of study
- Encourage students to search for paid internships as much as possible
- Ensure that course study accurately reflects the real world and its applications
- EWU definitely needs to prepare students earlier in the transitioning process. I only started hearing about applicable measures in my last two quarters.
- EWU, like all colleges and universities, need to offer MUCH MORE financial guidance to students. I, like I'm sure most of my fellow students, signed on for school loans assuming that graduating college would allow me to make enough money to easily pay any loans back. Yes, I was a legal adult, no, I had NO idea what I was signing on for with that financial burden.

- Fire teachers that consistently fail a high number of people in their classes, like our Chem department
- Funding extracurricular programs
- Further push students to attend career fairs and emphasize the importance of searching for a job before completing your degree
- Get rid of Pre-req classes. Geology hasn't done me any good in my career! Just saying
- Get teachers who have actual business experience
- Give real life experiences within classrooms because students aren't able to get an internship/job without experience
- Great professors and extra class in industrial engineering
- Have more hands on real world experiences
- Help encourage students to find internships
- Help find a job! There is almost nothing in Spokane for this degree study it's pathetic
- Help students who are about to graduate with networking and emphasizing importance of networking.
- Help with looking for jobs, focusing on job related skills, etc.
- Help with networking and placing students in positions locally or otherwise. The career office was underwhelming when I went there.
- Hire educators who genuinely care about student success and don't cut the ones who benefit the university the most when times get tough (especially in departments that are looked down upon e.g. liberal arts and social sciences). I'm aware of tenure, but the firing process I've read about online and heard from friends who are still students is appalling. The athletic programs do not benefit the majority of EWU students during OR after college, so why is more funding being allocated there than other educational departments? Where is the money for the programs that enhance both hard and soft skillsets in order to leave with the tools necessary to succeed outside of academic spaces? Oh, and maybe fire your education department professors who think it's acceptable to allow and normalize grown students to bully other education students (this is applicable to many departments, but I've seen it happen the most in the education department which I wasn't even a part of). Your educators can't handle that and you want me to believe they're capable of equipping 18-22 year olds in undergrad for actual careers? How do people make a transition from college to career when our educators aren't even capable of making that transition? Baffling. Some of your best educators have been or still are: Henry York-Steiner (R.I.P.), Judy Logan (retired), Jessica Willis, Roberta Greene, and Ian Green. Hire people like them who actually give a damn and give Eastern students the skills to make such a transition.
- Host larger career fairs on campus for students
- I am not sure
- I am not sure on this one as I already was employed with someone during school so the transition was natural at my current employer. Maybe just encouraging and facilitating part-time employment or internships during college to help students get their foot in the door in the fields they are studying before they leave.
- I didn't have the flexibility to participate in any internships, but volunteering opportunities helped me a lot to get some hands on learning
- I know that the computer science department does an excellent job emphasizing the importance of internships with career fairs and extra face time with local companies.

However, I am also aware that not every department does the same thing and I think that this is a disservice to those students. Every department should absolutely be encouraging internships and emphasizing the importance of that first step towards the career objective

- I never understood what resources were available to me. I still don't know what resources are available to me as an alumni
- I think it's good as is
- I think promoting the value of Political Science in the nonprofit world would be a good start. Also offering classes that show how it's relevant to the industry, particularly at the state and local level.
- I took a class that had guest speakers which careers related to biology. They explained how they got there and what their job entails. Extremely helpful class.
- I was a non-traditional student so the transition was seamless for me since I already had "career" experience. From what I could tell, there were plenty of resources through the Career Center to help students with resumes, interviews, job seeking and resources for the transition as well. I utilized some but not all of these services. In my opinion, there are options for students but they have to be willing to utilize them.
- If the degree was accredited
- Include the off campus Capstone internship for every student! Great way to get a foot in the door once you have the degree
- Internship opportunities
- Internship!!!
- Interview prep, job searching
- Invest more in students. My professors and my advisor never even tried to connect
- Job placement and free additional endorsements, such as special education
- Kill their enthusiasm, remind them that no one gives a shit what they know or how good they are, because it ends up about being company politics and how much your employers and coworkers like you. Yay state employment!
- Letting us know the struggle to find a job after college even if we are the most qualified. Knowing that we may not be able to live in our own and be financially stable right away.
- Link alumni to current students to build mentoring and success pipelines. Currently I am an executive for a national nonprofit and I am always looking for student leadership to fill the gap of newly created positions.
- Make a meeting with the career center advisors a mandatory requirement for graduation. Make students meet with career center advisors multiple times within a given quarter. This experience is invaluable in helping students explore their career options and tools for finding work post-graduation.
- Make contracts with companies for summer internships. Offer those to students
- Make sure they have a positive capstone experience where they learn about Vitas, resumes, cover letters, and grad school applications. My capstone prof did a great job, but the issue was that we only had a few days where we talked about that stuff because we were typically learning a lot of other information in and out of class as well. I think capstone should dedicate at least a bit more time to those things.
- Make sure they have real-world job experience
- Make there less group work so students can learn to do their own work

- Mandatory career counseling meetings before graduating. Just to make a resume and discuss options. I felt lost and it was completely my fault because I never went there. I didn't feel worthy for an employer after graduation and I wish it would have been required to meet at least once.
- Mandatory internships would be a huge benefit
- Matching them with a mentor
- More board/individual style briefings over projects
- More career exploration within major departments.
- More career fairs. A class that is mandatory for students to take that will help them navigate how to apply and go through interviews
- More connections to companies/organizations
- More courses on Robotics and Machine Design
- More employer visits
- More focus on, and exposure to, industry practices like source control. Also more experimental classes like advanced C# with IntelliTect.
- more information regarding the different jobs you can get based on area of study
- More informed general counselors
- More internship or part-time positions. More community connections
- More internships and placement programs
- More job related training opportunities
- More mental health support, financial resources and guidance
- More opportunities for students to network with alumni, more directed studies.
- More opportunity and resources to get help get a job because I didn't receive any help from EWU once I graduated
- More resources for students doing a graduate/PhD abroad
- More support to find a career
- n/a
- NA
- NA
- NA
- NA
- NA
- No
- None
- Not sure
- Nothing! EWU IS GREAT!!
- Offer employment resources tailored to specific majors other than Handshake. I know Beta Alpha Si is specific to Accounting/Finance, but I would have found it helpful for EWU to provide better sources for employment post-grad.
- Offer more available internships and jobs for seniors
- Offer more connections for jobs.
- Offer some life skills electives. I would have loved to take a class about managing my personal finances. Or if they're available, market them better.
- PLEASE help people understand how to search for jobs better. The career center was somewhat helpful for my resume but I didn't feel like I was prepared to look for jobs or sell myself at all.

- Possibly to have scheduled advisor meetings to set up a post-graduation plan.
- Provide more advertisements for job fairs or host more job fairs.
- Provide more internship 101 classes through the career center and promote them to students better because that helped me to find and navigate my internship.
- Provide more opportunities for field study classes, so that students can job shadow careers they are interested in. I was interested in continuing my education and applying for masters programs however I didn't have an opportunity to job shadow so I could have a better understanding of what masters programs I would like to apply to
- Provide more opportunity to receive credits for work outside of the classroom.
- Provide more volunteering and shadowing opportunities for bio-premed majors
- Provide students with more mentorship opportunities
- Recommend them to check out the career services and encourage time set aside to apply for jobs/ assistance with life after college.
- Require a student to complete a practicum such as working at a business while in college
- Require more internships or practicum! Experience is more valued!
- See previous answer...I would also include more clubs and advice for transfer students
- Set hard deadlines that aren't allowed persuading because someone's personal life got in the way. Setting higher expectations for learning and performance.
- Take more specific classes
- Talk more about what is currently going on in the industry. I knew basic formulas but had to relearn my position.
- Teach salary negotiation, hone business writing and communication, more career aptitude testing, and networking events
- To reinforce the importance of an internship, and how to go about looking for one
- Warn them that there's no jobs in electrical engineering and they should switch to mechanics