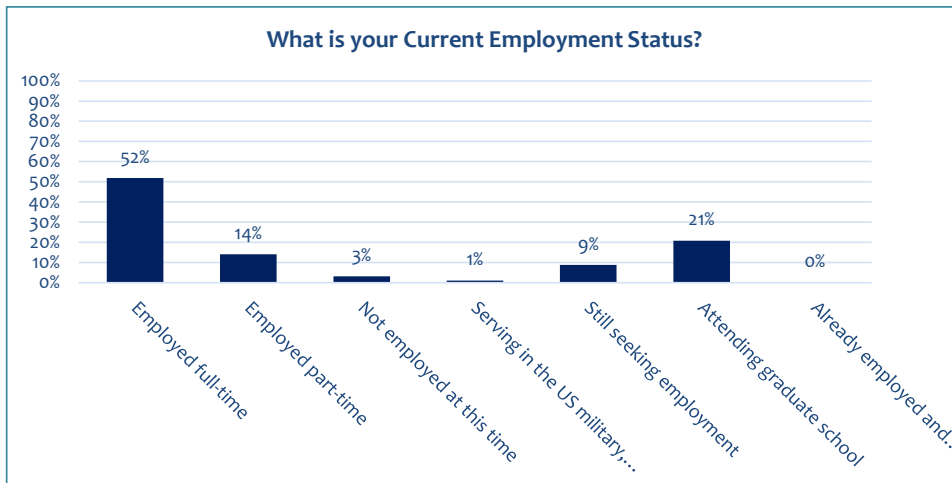


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	376
	Missing	0

1. Please check one category that BEST describes your current employment status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed full-time	195	51.9%	52%	52%
	Employed part-time	53	14.1%	14%	66%
	Not employed at this time	12	3.2%	3%	69%
	Serving in the US military, Peace Corps/AmeriCorps, or other volunteer programs	4	1.1%	1%	70%
	Still seeking employment	33	8.8%	9%	79%
	Attending graduate school	78	20.7%	21%	100%
	Already employed and plan to continue to work for that company	1	0.3%	0%	100%
	Total System	376	100%	100%	
Missing	0	0%			
Total	376	100%			

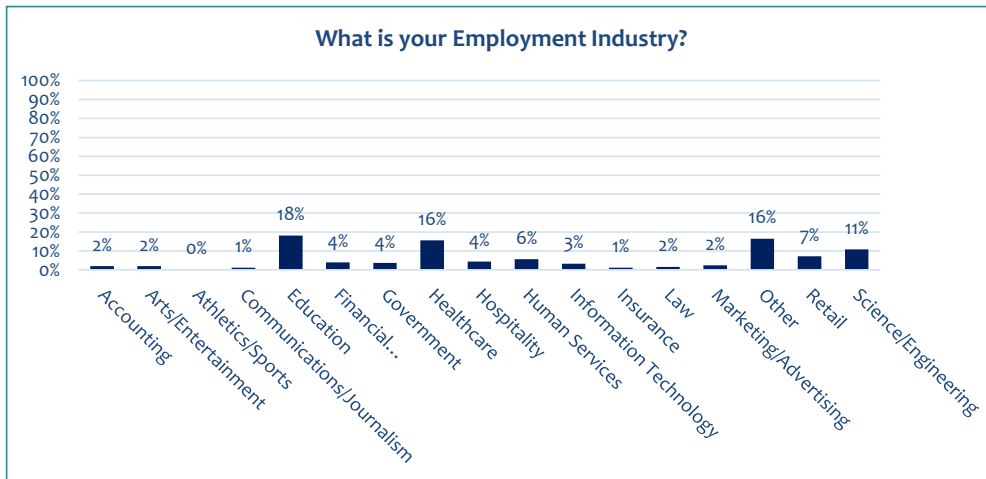


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	249
	Missing	127

2. Which category best reflects your employment industry?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting	5	1.3%	2%	2%
	Arts/Entertainment	5	1.3%	2%	4%
	Athletics/Sports	1	0.3%	0%	4%
	Communications/Journalism	3	0.8%	1%	6%
	Education	45	12.0%	18%	24%
	Financial Services/Business Administration	10	2.7%	4%	28%
	Government	9	2.4%	4%	31%
	Healthcare	39	10.4%	16%	47%
	Hospitality	11	2.9%	4%	51%
	Human Services	14	3.7%	6%	57%
	Information Technology	8	2.1%	3%	60%
	Insurance	3	0.8%	1%	61%
	Law	4	1.1%	2%	63%
	Marketing/Advertising	6	1.6%	2%	65%
	Other	41	10.9%	16%	82%
	Retail	18	4.8%	7%	89%
	Science/Engineering	27	7.2%	11%	100%
Total System		249	66.2%	100%	
Missing		127	34%		
Total		376	100%		

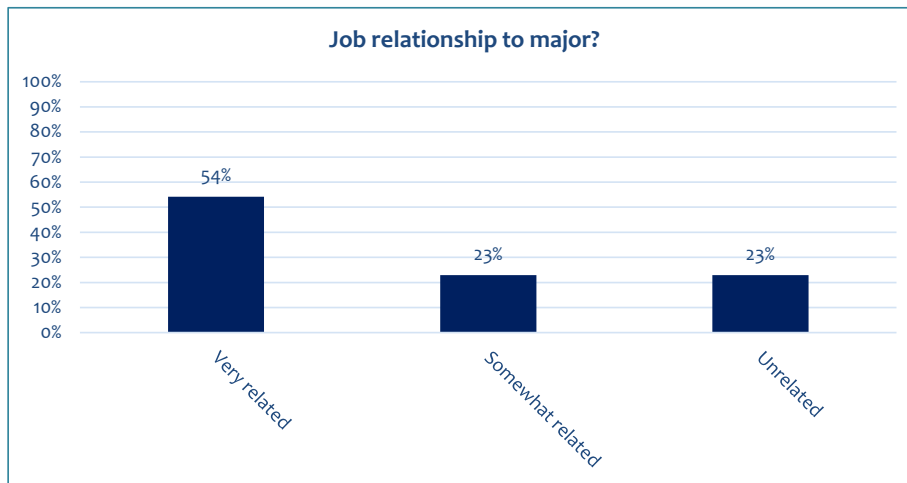


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	249
	Missing	127

3. How related is your job to your major?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very related	135	35.9%	54%	54%
	Somewhat related	57	15.2%	23%	77%
	Unrelated	57	15.2%	23%	100%
	Total System	249	66.2%	100%	
Missing		127	34%		
Total		376	100%		

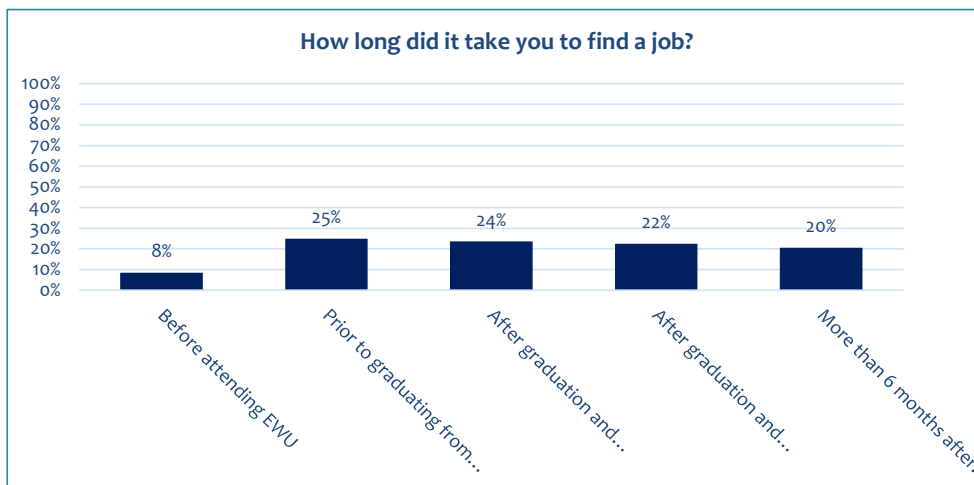


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	249
	Missing	127

4. How long did it take you to find your current employment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before attending EWU	21	5.6%	8%	8%
	Prior to graduating from EWU	62	16.5%	25%	33%
	After graduation and within 3 months after graduating	59	15.7%	24%	57%
	After graduation and between 3-6 months after graduating	56	14.9%	22%	80%
	More than 6 months after graduating	51	13.6%	20%	100%
Total System		249	66%	100%	
Missing		127	34%		
Total		376	100%		

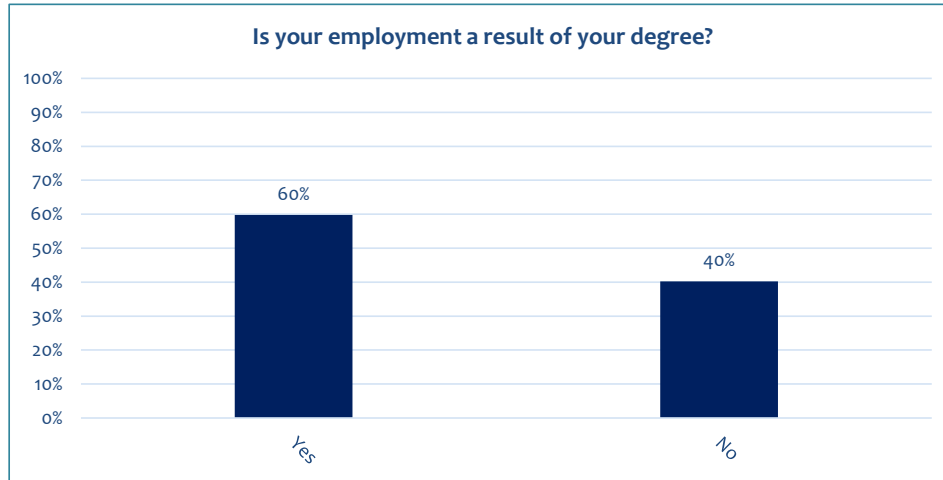


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	251
	Missing	125

5. Is your current employment a result of your degree? Y/N

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	150	39.9%	60%	60%
	No	101	26.9%	40%	100%
	Total System	251	67%	100%	
Missing		125	33%		
Total		376	100%		



2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	150
	Missing	226

6. Did you receive a signing bonus?

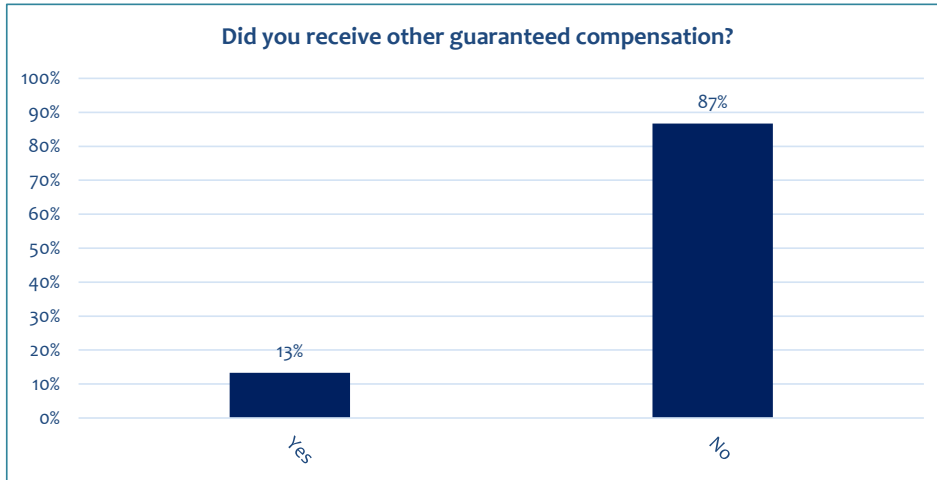
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	2.9%	7%	7%
	No	139	37.0%	93%	100%
	Total System	150	39.9%	100%	
Missing		226	60%		
Total		376	100%		



N	Valid	143
	Missing	233

7. Did you receive other guaranteed compensation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	5.1%	13%	13%
	No	124	33.0%	87%	100%
	Total System	143	38.0%	100%	
Missing		233	62%		
Total		376	100%		



Other guaranteed compensations:

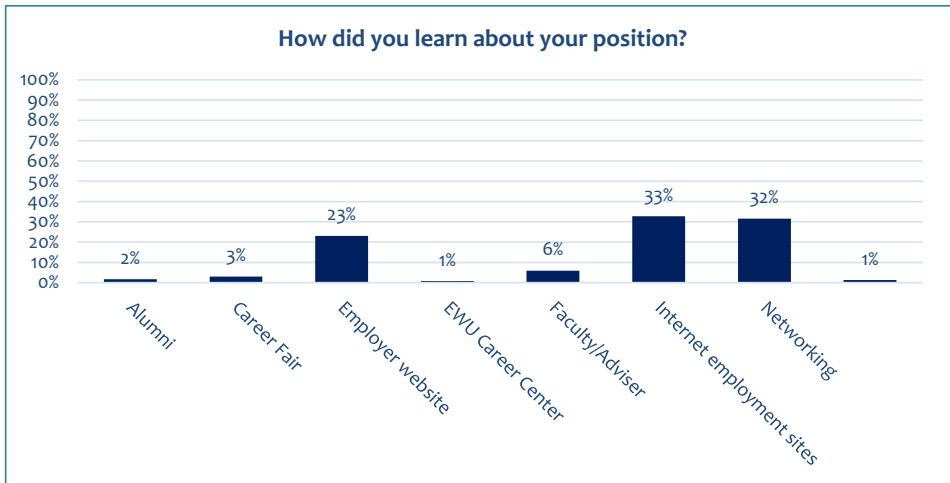
- In the forms of housing, plain ticket, Wifi reimbursement, mileage, fuel, bonus, etc

2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	238
	Missing	138

8. How did you learn about your current position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alumni	4	1.1%	2%	2%
	Career Fair	7	1.9%	3%	5%
	Employer website	55	14.6%	23%	28%
	EWU Career Center	2	0.5%	1%	29%
	Faculty/Adviser	14	3.7%	6%	34%
	Internet employment sites	78	20.7%	33%	67%
	Networking	75	19.9%	32%	99%
	Professional organizations	3	0.8%	1%	100%
	Total System	238	63.3%	100%	
Missing	138	37%			
Total	376	100%			

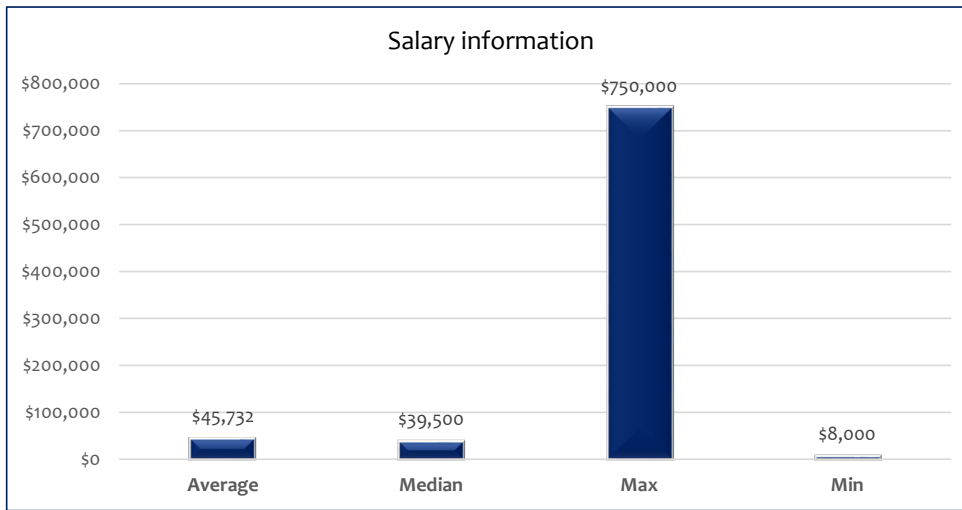


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	226
	Missing	150

Q9. What is your current base salary?

		Amount
Valid	Total	\$10,335,492
	Average	\$45,732
	Median	\$39,500
	Max	\$750,000
	Min	\$8,000

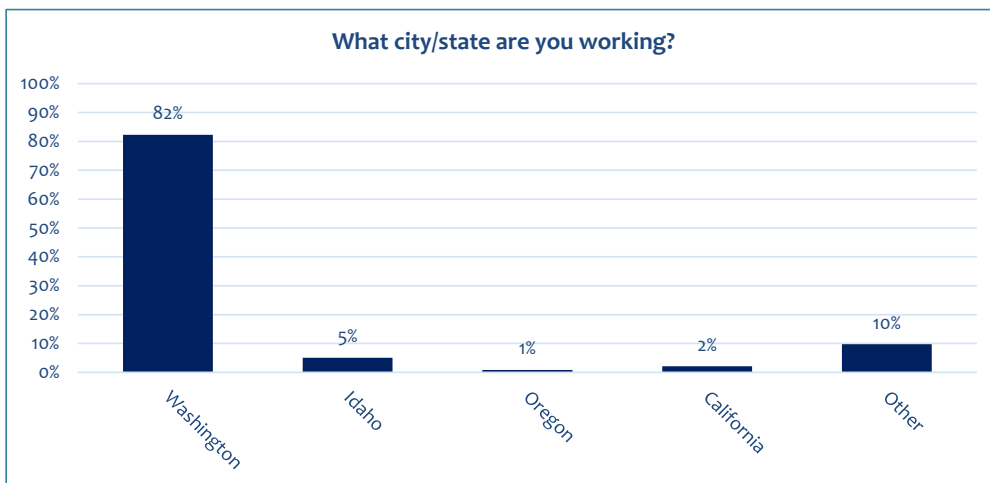


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	237
	Missing	139

10. In what city/state are you currently working?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Washington	195	51.9%	82%	82%
	Idaho	12	3.2%	5%	87%
	Oregon	2	0.5%	1%	88%
	California	5	1.3%	2%	90%
	Other	23	6.1%	10%	100%
	Total System	237	63.0%	100%	
Missing		139	37%		
Total		376	100%		

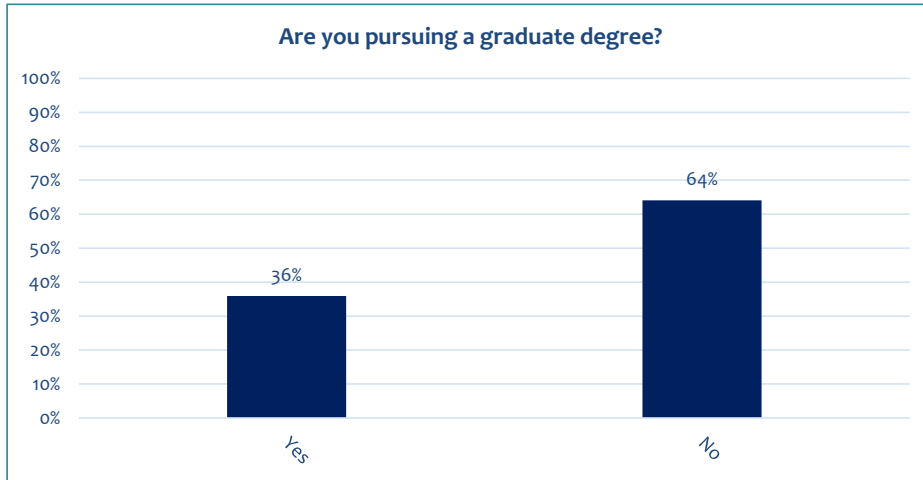


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	284
	Missing	92

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	102	27.1%	36%	36%
	No	182	48.4%	64%	100%
	Total System	284	75.5%	100%	
Missing		92	24%		
Total		376	100%		

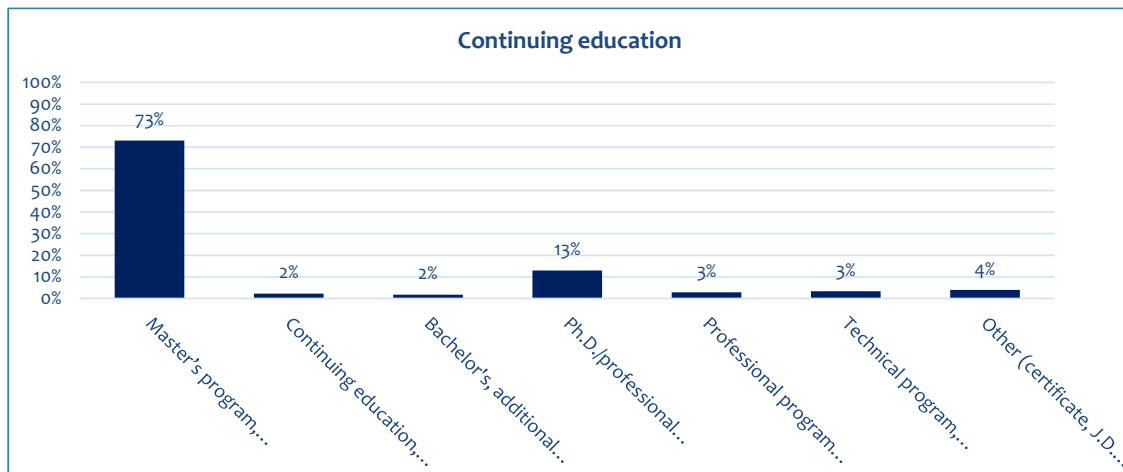


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	178
	Missing	198

13. Please select the category which BEST describes your Continuing Education:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's program, degree seeking	130	34.6%	73%	73%
	Continuing education, non-degree seeking	4	1.1%	2%	75%
	Bachelor's, additional BA/BS degree	3	0.8%	2%	77%
	Ph.D./professional doctorate, degree seeking	23	6.1%	13%	90%
	Professional program certificate seeking	5	1.3%	3%	93%
	Technical program, degree or certificate seeking	6	1.6%	3%	96%
	Other (certificate, J.D. Ed.D, Medical school, etc)	7	1.9%	4%	100%
Total System		178	47%	100%	
Missing		198	53%		
Total		376	100%		

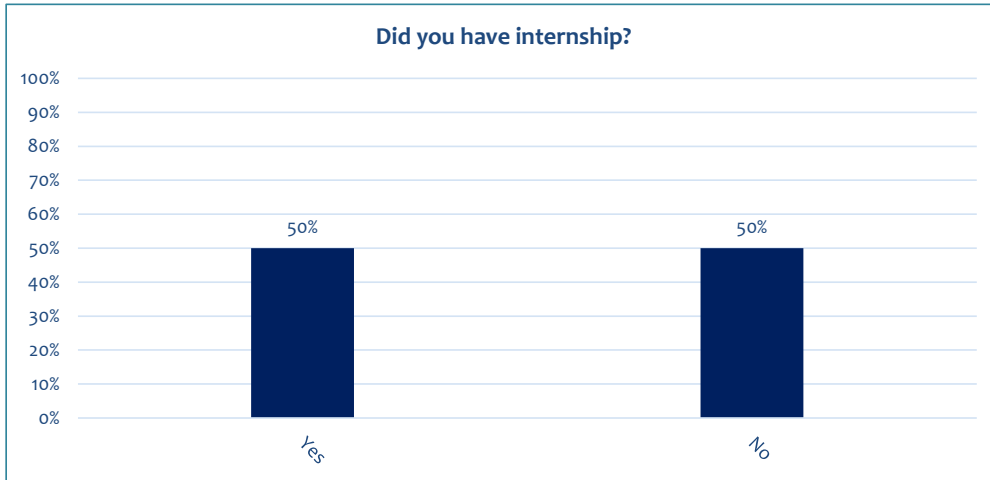


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	360
	Missing	16

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	180	47.9%	50%	50%
	No	180	47.9%	50%	100%
	Total System	360	95.7%	100%	
Missing		16	4%		
Total		376	100%		

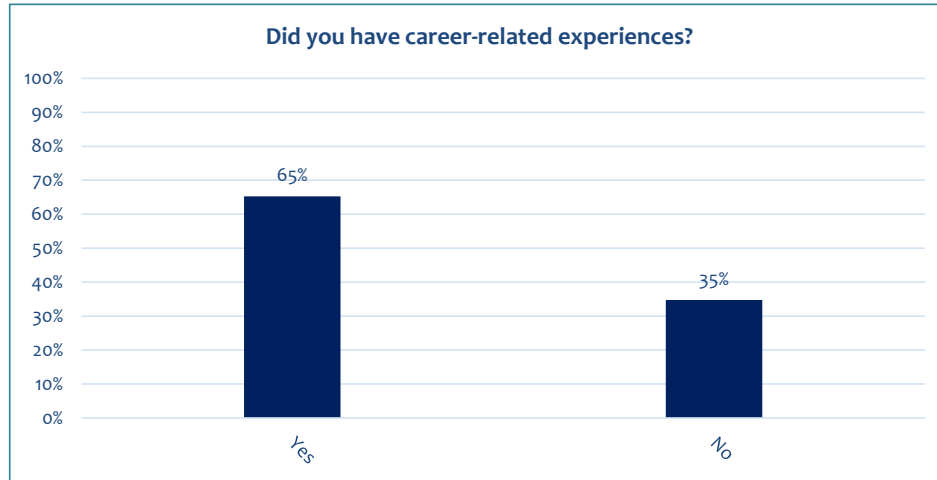


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	360
	Missing	16

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	235	62.5%	65%	65%
	No	125	33.2%	35%	100%
	Total System	360	95.7%	100%	
Missing		16	4%		
Total		376	100%		

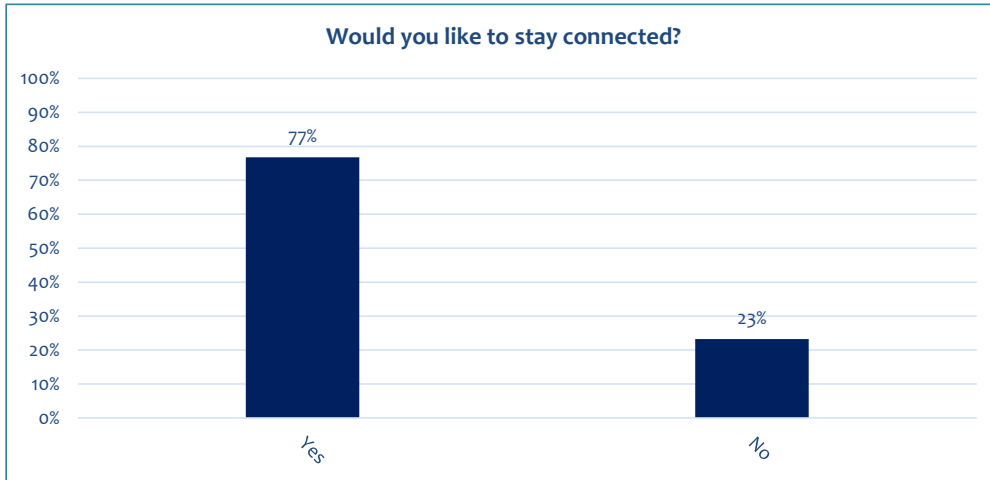


2021 Life After Eastern Survey of 2020 Graduates | All Majors (undergraduates only)
 2225 graduates | 376 responses = 17% response rate

N	Valid	318
	Missing	58

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	244	64.9%	77%	77%
	No	74	19.7%	23%	100%
	Total System	318	84.6%	100%	
Missing		58	15%		
Total		376	100%		



Comments: Q16. What aspects of your program and experience at EWU did you value the most?

- 99% of the staff members in the English department at Eastern are amazing—as professionals and people. I felt as though the members of that department cared deeply about giving their students a thorough education.
- A couple of teachers
- A lot of my senior-level classes were relevant for what I want to pursue in a career. I found classes like data visualization and business forecasting especially interesting/helpful.
- Adaptability. I started at EWU in 2008 as a full-time student, part-time employee at CCS. My part-time became full-time during the recession. The office I worked in went from 7 to 3 and the work became so much that I didn't complete it on time. As the years went on and the department rebuilt itself, my program could no longer grandfather my work. If I wanted to pursue the same degree, I would have to do quite a bit of work. A few years ago, a colleague, in a similar situation that I was in, recommended the program. After speaking with John, this program was viable in obtaining a degree.
- All staff members were kind and helpful.
- Anatomy and dissecting cadavers as 300 level anatomy students
- At least I can say that in the end, I could put BA on my resume to make me look smarter
- Being able to apply the knowledge to my everyday life to help me survive.
- Being able to be close to home and getting a fundamental education at unbeatable tuition rates.
- Being in the classroom. The more time teaching hands-on the better.
- Business, Finance, Accounting, and Marketing classes.
- CAPS, the SOAR degree audit, and my business Capstone class!
- Care and support of professors and staff
- The career center was very helpful. Also, the Engineering department made sure my degree was very hands-on.
- Classes
- Classmates, professors, educational opportunities (practicum, student teaching, professional development)
- Classroom experience
- Close to home, acceptance as a non traditional student
- Collaboration and learning of new teaching strategies.
- Community and rapport
- Community, Friendly, mighty, enjoyable
- Community, networking, real-life experiences in the classroom, and internships
- Compassion and the ability to finish my degree after taking a 5-year break.
- Conferences and volunteering for lab/research work
- Connections
- Different class choices to focus on what interested me but still related to my degree

- Disability Studies courses as electives were very valuable to me. I cannot say for certain if other classes were as impactful because I have never experienced a stable faculty. Classes were led by temporary people who never thought before and it affected the quality of the program.
- Diversity courses.
- Diversity related clubs and orgs; the ability to track your progress and classes yourself instead of having to rely heavily on advisors; student employment
- Evening classes helped to integrate into my busy life.
- Everything
- EWU offers technology that SFCC hadn't taught before. Such as VR. I like that EWU is trying to stay up to date on the latest design trends and tech.
- Excellent staff, high expectations for learning, quality practicum experience.
- Experiences I had in the fisheries research center helped me gain the skills needed for careers after school as well as networking with professionals. I valued that professors and the Biology Majors page updated me on opportunities that arose throughout the school year and for the summer.
- Faculty and access to music building after hours
- Faculty expertise and knowledge, music performance opportunities provided in the community, mentorship for graduate school/music performance career.
- Field trips and fieldwork. Lab work, learning equipment, and doing it first hand. Learning how to read and write maps and how to write. Technical report
- Flexibility with my schedule since I was working 2 full-time jobs during the day.
- Fred's Entrepreneurship course and Larry Davis internship. These courses brought business into actual perspective and demonstrated how opportunity can create something long-term. Experience will help in my success a vast amount more than textbook learning.
- Geology Club, Geology dept.'s speaker program; Geology Field Camp
- Good teachers and classmates
- Guidance from faculty and educational resources.
- Hands-on learning
- Hands-on learning
- Hands-on work and being on the health sciences campus
- Hands-on labs, lots of opportunities for meaningful undergraduate research, labs with field time, faculty
- Having a practicum was a very beneficial experience to both learn in the field and meet other social workers.
- Having guest speakers and professors who have worked in healthcare administration share their experiences and first-hand knowledge they have learned from the field.
- Having the opportunity to hear from people currently working in the dental hygiene field and their experiences after graduation
- Hearing about real-world experiences from people who worked in the CJ world.
- How there was a surcharge for everything.
- How to better my relationships with family and friends as far as communicating

- I am currently in the MSW program with EWU things are going well. I have enjoyed meeting with my cohort over zoom through this pandemic.
- I appreciated having a degree that perfectly set me up with the prerequisites necessary for graduate school. i.e. Communication sciences and disorders
- I appreciated how it prepared me to handle projects for clients in the industry, and how to approach the project work.
- I don't know
- I enjoy learning about a variety of different topics
- I enjoyed building relationships with other classmates as we helped each other through our program and had the opportunity to be taught by some great professors from the college. The transition to the Teaching program came at a crucial time in the years I've worked for the Quincy school district which gave me the confidence and experience to fully commit to such a process! I am finally at peace with accomplishing such a feat to be able to teach our future leaders from my hometown!
- I enjoyed learning about Finance. But I didn't know what to expect going into the program. I guess my favorite class was capital budgeting because it was one of the only 2 classes in my program I learned anything relevant to the field. David Eagle taught me a lot even though his 2 classes I had were the most difficult of the degree program I learned things that were relevant in his class. Financial derivatives were awful
- I enjoyed my schedule at BC, night classes allowed me to work and go to school. The variety of courses that interested me included: happiness/positive psychology, women in prison, and medical anthropology.
- I enjoyed that because of the pandemic I could take my classes online.
- I enjoyed that Eastern is a close-knit community.
- I enjoyed the ability to discuss my major with like-minded individuals. I also liked having access to research and learning from professionals who have worked in various aspects of this major
- I enjoyed the professors in my upper-division classes as well as the peers I made lasting friendships with, in the major-specific classes.
- I felt that EWU/Cheney was my second home for the five years I attended. I made lifelong friends. My program went smoothly for the most part.
- I found a career path I'm excited to join. I found a passion for design while in the VCD program and I can't wait to apply my design skills in my career.
- I greatly valued the support and guidance from faculty members in the History department.
- I liked how faculty in the English department worked together and collaborated in a way that differed from other departments. Everyone stayed in the loop of one another and everyone supported everyone.
- I liked that it was a small campus with smaller class sizes and I liked the requirement for observation hours/internships because it helps with networking in the field we want to go into.
- I liked the small class sizes and that the instructors within the department got to know you.
- I liked what I majored in, and though I don't use it at work, I'm able to use it in my hobbies and personal life.

- I loved having small class sizes at EWU BC. I felt like my professors got to know me and vice versa.
- I loved how challenging the classes were. I felt like I was learning. I had professors that were focused on students and were experts in their fields. My advisor was a blessing to me. She guided me, regularly checked in on me, and challenged me to grow. I always felt like there was someone to reach out to if I had any questions in any area. I loved all of it. I have suggested EWU (social sciences) to many other people.
- I loved learning about systems design and how easy it is to talk to the design department faculty and get resources
- I loved the professors and the way the professors were there for you in my psychology major
- I loved the RCST program and how much it taught me not only about other people and their cultures but also mine and being biracial. I finally felt accepted and was validated.
- I enjoyed lab times! Nothing is better than experience running experiments while learning about the science behind them in class. The freedom given in higher-level labs was also something that helps me at my current job. It helped build some confidence so I know I can manage myself efficiently in the lab at work. Also, the fondest memories I have of my classmates and professors were from the lab.
- I enjoyed my capstone class, implementing what I had learned in my previous courses into an actual research project and seeing it all come together successfully was rewarding.
- I enjoyed my professors and the different aspects of political science I could study.
- I enjoyed the senior capstone class. It gave me a chance to put a lot of my learning into practical application.
- I enjoyed the student-to-professor ratio.
- I liked my professors
- I value the friendships I made while being in the elementary education program and the amazing experience of being placed at Freeman Elementary school with my mentor Kim Davey.
- I valued learning itself, now that I am out of school I miss the classroom environment.
- I valued learning itself, now that I am out of school I miss the classroom environment.
- I valued the curriculum topics and faculty support the most.
- I valued the educators the most.
- I valued the faculties and the teachers who gave their time and energy to teach us what they were passionate about
- I valued the hands-on approach to teaching that Health and Fitness provided to my education. The hands-on approach that Carri and Laurie provided to teacher preparation resulted in confidence and assurance in my abilities as a first-year teacher - especially during difficult times navigating COVID-19 while re-vamping my school district's Physical Education and Health program.
- I valued the high academic standard and investment. The program I was a part of had a variety of great elective courses to choose from and hands-on labs.
- I valued the opportunity to learn from great professors, all of the higher level chemistry and biochemistry professors were able to relate the topics that they were teaching to fields that we

could go into and made sure to show the relevance of it, which was helpful. I also valued the research opportunities that were available in the science department.

- I valued the professors and their genuine desire for their students to succeed. Eastern did a great job in introducing various careers that you can go into after getting a biology degree which helped me find mine.
- I would have to say, my teachers. They explained material that would be needed in a real-life work environment and made learning fun and engaging
- If you need help and have a passion for succeeding, you will do well.
- In-depth exploration of sociology-related research in academia.
- Independence
- Independent research, student job opportunities, field, and lab-based courses, relationships with professors and graduate students in my department
- International HR was my favorite course. The coursework & professor were impactful.
- Internship
- Internship
- Internships, outside experiences, practical learning
- Internships/practicums, office hours to get more information
- interpersonal staff!!
- Joining clubs and organizations and creating friendships
- Just my internship and my bachelor's.
- Lab-based classes with hands-on activities and/or field-based activities.
- Lab work and connections made with professors.
- Laboratory experience and access to myriad scientific resources
- Labs
- Labs were great and the senior capstone was very hands-on where you got to work closely with the professor
- Labs, professor interaction, student companionship, small class sizes
- Learning about CFT from Russell Kolts.
- Learning about personal relations and interactions with others.
- Learning computer science.
- Learning programs like tutoring
- Learning that I can do anything at any age! The communication department has always been supportive of my desire to continue my education. Being an older student, it can be quite intimidating, but the faculty always helped me.
- Learning the different ways a supply chain can flow. Excel skills. Confidence and speaking skills learned and experienced in the Pitch Competitions.
- Learning to work hard & Pursue things that I feel are challenging
- Learning with your friends!
- Lessons and performance
- Math

- Matt Chase my professor/advisor!
- MPP Program
- My advisor
- My advisor (I was a PR Major) was so amazing. Jessica is her first name, I don't remember her last name at the moment.
- My connections and support from my professors. Also, the people who I met within my program.
- My experience in my minor was more helpful than my actual major
- My experience in the classroom will always be memorable. Nothing can take away the things I learned at EWU and more specifically the history department. My education is what I value the most.
- My interactions with the music faculty. I got a lot of one on one help from them, so my education was very individualized.
- My internship, fraternity brotherhood, and the gym in the URC
- My professors
- My professors were all amazing in the Communications department.
- My student teaching and hands-on experience were so beneficial. Also, my professors always went above and beyond to teach me what I needed to know. Shout out Gus Nollmeyer, Ashley Lepsi, Ann Van Wig
- My student teaching/practicum.
- My teachers and the projects we did
- My time working at The Easterner taught me how to implement the knowledge and skills I was learning in class into real-life work
- My work-study job at the EWU. Vivarium
- N/A
- N/A
- N/A
- N/A
- N/A
- Networking
- None of it, you people are in it for the business and market your degree is with loads of misinformation and propaganda. The medical field has turned into a group of non-professionals involved in a giant circle of insurance fraud big pharma scheming and essentially cattle herding of children and other populations through the use of fear-mongering and other tactics. The corruption involved with Covid and all of these other concepts that everyone has conformed to is being pushed into new generations of kids entering the fields of academia. There is no moral inclination to do good at this point it's all about money and production.
- none you suck
- Off-site rotations and student mentor program
- Offsite rotations in dental clinics to get familiarized with seeing patients.
- On-campus learning, working in groups, equality of opportunity (NOT equality of outcome...)

- One of the things I valued the most was that the staff pushed me to achieve academic excellence. I am also incredibly grateful for the lessons in both music composition (my major) and violin; my composition lessons with Dr. Middleton helped me get to where I am now in Graduate school – I can write or teach myself to write music for any instrument and any genre.
- Participating in client-facing projects using real-world data before graduation, small class sizes with talented and dedicated professors.
- Passionate professors and empathy from all faculty and staff.
- Personal connection with professors
- Professor and peer relationships - scope of material - flexibility of programs
- Professors
- Professors and instructors in the Design Dept.
- Professors were great
- The professors were great. They cared about the subject and the students.
- Professors, networking, and course of study
- Professors, support, my cohort!
- Projects that promoted creativity.
- Real-world scenarios and problem-solving
- Relationships with colleagues and professors.
- Research and seminars
- Research labs (Sitzman and Kolts)
- Resources
- Small class size
- small class size and flexible schedule
- Small class size, the intimacy of programs, ability to approach professors, small campus = knowing almost everyone
- Small class sizes and the ease of building good relationships with faculty.
- small classes and great professors
- Smaller class sizes and great professors like Culver and Dr. Tipton, both of whom tied coursework to real-life situations and not just busy work out of a text
- So much of it.
- Some of the professors and the extensive amount of lab time
- Some professors were great and clearly valued the students.
- Student involvement opportunities
- Student Teaching
- Student teaching
- Student teaching in the biology department and science education research with Dr. Idsardi
- summer quarter classes, low tuition costs, online classes
- Teamwork.
- That prepared me for working/caring for hard patients
- The 400+ level classes in the exercise science degree

- The ability to have hands-on experience in the classroom
- The ability to learn a broad area of subjects.
- The ability to learn about various healthcare/public health topics. Building valuable friendships at EWU.
- The ability to not relocate to pursue my dreams and the superb help from the faculty on campus
- The ability to receive credit for my life's work experience.
- The accounting courses are most frequently cited in job postings related to business degrees.
- The amazing math department and how they helped out as much as possible.
- The amount of fieldwork and activities that were hands-on.
- The Anatomy and Physiology classes I took and my capstone project through the exercise science program
- The automation focus of the mechanical engineering degree offered good hand on experience that helped on the first day of my new job.
- The basketball games after class
- The classes
- The classes that I took in my major/minor were directly related to the career I was interested in, as well as the opportunity for an internship at EWU.
- The commitment some professors had to teach us and make sure we understood the material.
- The community and growth opportunities I found in the design program
- The community my professors strove to create. My time spent with the Office of Community Engagement
- The community was close-knit.
- The compassion and dedication towards students. I was finishing school while working and the professors were very understanding that we are adults with jobs and families and they made the classes and the degree possible while we were dealing with life in general.
- The connections and most of the faculty. I picked up a lot of marketable skills while at eastern.
- The connections that I gained from learning and growing at EWU
- The consistent professors
- The content I learned in the history department.
- The CS professors were incredible.
- The curriculum
- The dedication to helping students learn that I saw from the professors within my major (Exercise Science)
- The diverse classes offered
- The education
- The education from the criminal justice department
- The emphasis is placed on pairing Planning professionals with Planning students for networking purposes.
- The EWU Ronald E McNair Scholars was hands down the best part of my experience. My research mentor in my program was also phenomenal and I am deeply grateful for both

- The faculty
- The faculty and my classmates
- The faculty and the cheap price
- The faculty were awesome at getting students involved in research.
- The field research part as well as working in a team with humans
- The flexibility of being able to be fully online
- The greatest benefit from the MIS program was systems analysis and design and the implementation class, those in my mind are by far the most important classes for an MIS major.
- The group projects.
- The hands-on experiences. Real-world people in the career field
- The in-person educator experience
- The inclusiveness and my friends. EWU is a supportive place
- The information gained in my psychology classes
- The in-state cost was much lower than Whitworth's (who I transferred from) and I could get the same degree for much less money.
- the intellectual social and independent art dynamics in and outside of class with other theatre and film majors
- The knowledge and experience that my professors had within the industry and their true dedication to our success after graduating. You could tell they truly cared about us and we were not just a face among hundreds who went through the program
- The knowledge and great professors
- The knowledge and the commitment it made me take to complete the program
- The knowledge obtained.
- The lifestyle, the Professors were amazing.
- The Math education. Dr. Carlos and Dr. Coomes are great teachers.
- The one-on-one availability. Really great atmosphere to learn. The teachers were very helpful. Lots of opportunities to volunteer
- The one on one learning experiences
- The option of online classes before Covid was cool.
- The people and relationships
- The People and the focus on different analytical tests
- The people I met. I don't know if this counts as part of my program seeing as I did not coordinate with my degree for it but my time spent studying abroad was also a highlight.
- The people in the class
- The people, both professors, and colleagues. They made the experience much more desirable and doable.
- The practicum setting, the personable professors and their willingness to help, and the small classroom sizes.
- The professors
- The professors and their connections to the industry

- The professors and their experience and knowledge in the field
- The professors at EWU made a difference for me. All of the faculty really cared about the students. It helped me a lot.
- The professors cared about our success and empowered us to accomplish our goals.
- The professors' flexibility, at least within the history department to help out their students.
- The professors in the CU department, while I was in school, were great.
- The professors in the PHED department and the organization of the PHED department
- The professors made a difference for me. They always extended their hand out and were always there to talk about school, careers in the field, grad school, etc. The many class options in the psychology department helped me for grad school. When I talked to many of my colleagues in grad school about the classes they took, they did not have the same options I did, classes like “compassion-focused therapy” and “clinical psychology” really made a difference for me in grad school.
- The professors we have at EWU in the criminal justice field are the best professors I’ve ever had. The material they taught us and the way they taught us were great!
- The professors were just so helpful and nice. And they wouldn't let me aim low. They encouraged me to think more highly of myself and give myself some credit for the hard work I put in.
- The Professor's willingness to talk with students, and their instruction. It was very easy to talk with the faculty.
- The professors made the content worthwhile and I felt very grounded in my program.
- The Psychology department's sympathy and understanding.
- The quality of education received from the core professors of the program was top-notch.
- The real-world experience taught me what it would be like to have a job in my field.
- The required field experience and the helpful guidance and encouragement of professors and staff
- The research projects and interpreting data, being pushed to ask thoughtful questions and thinking analytically, experience using excel and other statistical tools!
- The resources and real-life experience that my professors provide.
- The small campus
- the small class size were beneficial.
- The small class sizes, and friendliness of teachers
- The small classes where you got one on one attention and help.
- The smaller class sizes and time spent with Dr. Tipton were monumentally helpful. She had us tackle our education with an appropriate balance of independence and instruction.
- The staff/faculty connections
- The stories of the teachers once I got into my major and the guest speakers let us take a look into the potentials of our careers.
- The subject matter knowledge I gained.
- The subject matter of the courses, social work
- The support

- The support from the faculty/staff
- The supportive faculty and well-structured survey/seminar classes
- The TCOM program's service-learning projects. This allows students to get real-world experience before they graduate.
- The teacher
- the teachers and their knowledge and how they got the info across
- The teachers themselves and the hands-on work with culturally responsive teaching (Lewis and Clark and Grant reading clinic).
- The teachers truly cared about the future of their students. They ensured that we were learning the necessary skills for a successful future.
- The technical aspects such as learning in-depth excel and other analytical tools.
- The time and feedback given from professors.
- The variety of courses available and encouraged to take to expand your knowledge and find exactly what you are most interested in.
- The variety of people and classes.
- The volunteering experience and learning to get comfortable with the uncomfortable.
- The volunteering that HSAD had us do
- The whole degree
- Time in the field with real hands-on experience
- To make sure and learn my biases.
- Tom Capaul, Stu Stiener, tian (tony). They really cared about my success.
- Unity
- Upper-level science classes, my advisor, friendships with other pre-meds.
- Variety of class choice
- Variety of classes, subject matter, and professors
- Volunteering at the Office of Community Engagement, Professors who cared about their students learning the material in class, Professors that became lifelong mentors
- While all of my art courses greatly contributed to my development of technical skills to craft upscale home products, the Capstone course offered by Jenny Hyde was by far most influential. This course offered so much professional development and clarity when it came to the business side of art--what is going to pay your bills. I would not have had the courage or the general wisdom to make a decision as big as self-employment if it were not for the Art Department at Eastern.
- Working with AUAP students.

Comments: Q17. What aspects of your program and experience would you like to change or improve?

- *Every* quarter me and everyone else in my marketing degree were required to attend both morning classes in Cheney and night classes downtown. There was no way to avoid adding 70 miles to my car every day. All marketing classes should be offered at both campuses or online. Because of the significant time to travel and attend classes in Cheney I had to quit my full-time job prematurely in 2019.
- A job-seeking class as part of a graduation requirement.
- A more organized schedule of when classes are available to better plan out your educational career at EWU.
- Accurate undergrad advising to prevent wasted classes, time, and tuition; information about declaring major and referral to an advisor for major as soon as possible; campus assistance for disabled who have limited mobility but no wheelchair; education for Biology professors on invisible disabilities and prejudice
- Additional "real-life" courses like capstone would be beneficial. Art in Business or Professional Networking as a smaller 1-2 credit course could be beneficial.
- ADVISING! Absolutely horrid. Couldn't be more obvious that these professors are forced to advise. I never heard from my general advisor or degree advisor unless there was a hold on my account where they had to meet me, my advisor told me he couldn't give me any advice on vet programs as he knew nothing about it even though he is one of the pre-vet advisors, and my general advisor told me as a freshman (before I had even started college and was meeting with him to get a schedule figured out) that I probably wouldn't graduate. The advising program at EWU fails students. Especially those of us navigating a 4-year institution on our own. I went to the assistant dean and got way more help thankfully.
- Advising, teaching more strategies that work at a high school level. Seemed like most of the material that I learned in the education field was based on elementary ed.
- After graduation opportunities
- all of them fuck you
- Any more experience that can be given on using excel is always helpful. I wish I had been taught basic SQL skills as most data analyst-type jobs are requesting this skill.
- As a transfer student with an AA and also other various credits, it was confusing and frustrating at times knowing which credits counted.
- Availability of required classes
- Being more open to students working on outside projects
- Better advising
- Better advisors
- Better building for the math department.
- Better learning from situations that the profs harshly disciplined
- Better resources for the student who commutes to Cheney
- Better scheduling for more focus on Ed TPA test

- Better teachers, more real/on-the-job teaching, fewer charges on my account for things I don't use.
- Botany related courses being at separate times than wildlife/ecology related courses
- Business Analytics, more classes that involve learning different analysis techniques ex. ANOVA
- change up classrooms in PE building, Need windows it was a dungeon in that building
- The closure of the Evening MBA program was disappointing.
- Consistency with professors and more hands-on resume help
- Covid
- Cut back the amount of work done within groups or teams. At times this interfered with each student getting hands-on experience in all aspects of a project. Inevitably work is split among students and learning gaps occur for each student. Individual work plays a large role in developing confidence in the ability to complete quality work alone.
- Direct skills, workplace management
- Do not feel like I am learning in my masters or that some professors care about my education. Also, feel that I do not feel I am valued as a student due to COVID
- Don't cram too much material in a quarter. Better to master a few concepts than be clueless on multiple concepts.
- Dr. Dascher's assignments and grading were both unclear.
- Eastern does not always make things clear when attempting to show the course plan a student should take for their major.
- Eastern's math department was extremely unhelpful with assisting in internships. I had a degree but nothing to help me in the industry. If I could do it all over again, I would not have gotten my mathematics degree.
- Engaging curriculum and real-world experience and projects. Teach practical skills not just theory
- Every aspect. There needs to be more cross-training amongst Fields within the medical industry so people have a greater understanding that is all-encompassing specialization has dumbed our generations down we have consolidated everything to my new tasks and simplistic labeling of the workforce. I enjoyed many of my teachers and much of them were very knowledgeable but much of the new narratives being indoctrinated are not true. This industry is rebranding and rewriting everything in a manner that benefits it financially.
- Everything else
- Everything is going well, why would I want to change it?
- EWU should ease the path on students of International affairs and political science degrees to find jobs by planning careers, providing internships and training.
- Extending the practicing/student teaching times.
- Facilities, more research opportunities for exercise science. More novel experiences to differentiate EWU from other schools
- Fair evaluation. Not getting almost failed for a window cover falling on the ground that didn't distract or hit anyone
- Get rid of the APE test

- Go to criminal justice in sociology degree be a legitimate degree
- Going further with the specific tools used in the automation field would be helpful. Things like advanced PLC programming and learning more about how electric motors are operated from a PLC and how to use SCADA software (factorytalk and SQL and C).
- Greater access to project-based learning.
- Greater variety of math electives offered per quarter, but I realize this is more a systemic issue.
- Guidance at EWU toward career choices and steps to take before/after graduation to prepare.
- Hands-on experience within a classroom.
- Have more professionals come talk and meet the students to allow them a better chance of finding jobs and networking. I like the idea of having a grad show and inviting design professionals too. I think 2020 was tough for this so I am not sure if there is usually a show?
- Having an internship be a part of my program would have been nice since instead of it being optional.
- Having an online teaching/volunteering experience.
- Having people from the program reach out to students every once in a while just to check in; following up with students who fail classes; for psychology in particular - every psych class covers the basics of psych in the first couple of weeks, we only have 10 weeks, let's get into the specifics of the class not waste time going over independent and dependent variables for the 50th time (for example)
- Having to find patients- is not relevant and only added to the stress, which took away from learning experiences.
- Help with the EdTPA
- Helping students get placed faster so they can maximize what they pay for in the education department.
- Honestly, I miss EWU so much. Not much I would change
- I am perfectly satisfied with my bachelor's degree. I felt like I was very prepared for graduate school
- I can't think of any.
- I can't think of anything to change.
- I do not know what I would change at all, the psychology department is just great.
- I don't know.
- I don't know
- I don't think I got to experience the program as it was intended to be. However, if I had known about the program when I enrolled, I would have pursued pretty much what I accomplished.
- I feel like a lot of my classes could have been merged, they repeated themselves a lot.
- I feel like the education program could have done a better job at preparing students for more practical aspects of the job.
- I have heard of many cases, including myself, where students were told false info by general education advisors you are assigned as a freshman where an extra year of school was

needed because we did not start a program on time or we needed extra credits we were not aware of.

- I learned that role-playing is very valuable, but when a professor asks you to separate into small groups and go find a place to role play, it's difficult to keep the small group motivated to do the role play since there is no one supervising, and it's difficult to get the practice and feedback you need. Role-plays were much more valuable when done in the classroom with the professor nearby.
- I struggled with the User Experience Classes the most. Other certificates or 'Emphases' within Design would be appreciated (i.e. animation, product design, comic design, etc.). Those 'Emphases' or class series could study certain career fields in detail and perhaps offer related certs.
- I think all programs whether long-term or short-term come with some stressors, in all this program worked out with me keeping my full-time job and incorporating my para experience within my schooling. I also loved that we met only once a month even if it was for a weekend. I was able to plan in and around my college program throughout the two years. I wouldn't change anything about the program.
- I think motion design needs more support in terms of how many people teach it. Ginelle does a great job, but motion design is so big that a lot of things get lost in translation. I think there needs to be more time applied to talking to clients and what they want in projects done in VCD 3
- I think that organization could be better, mostly in the sense of scheduling. I found it hard some quarters to take classes without them conflicting.
- I think that vibration class and linear algebra would help
- I think the curriculum needs to change and improve such that the students will most likely remember what they learned from many courses when they are finding a job.
- I think the technologies should be improved. I was taught jQuery in school whereas my job uses VUE and angular. I felt like I was given a good base knowledge of programming but had to teach myself quite a bit on the job.
- I think there could be more things taught that relate to the positions most people in the marketing end up working in. A lot of the things that I learned about haven't been used at all.
- I want more real-world applications. Let's talk about money in the VCD program. That stuff is important.
- I was part of a pilot program, to be honest, there were a lot of frustrating things about it. There were so many times I and other great teachers almost quit because of the way it was set up. What made our stay is the teachers and the way they made us feel like a family. To improve this, I would have the Edtpa tasks be a part of each quarter before student teaching begins. What I mean by this is three quarters before student teaching you'd have a class that focused on task one and so on. This gives students a more in-depth understanding of what they are doing and where to start.
- I wish classes included more panels with professionals specialized in that field where we could ask them questions on how they obtained their careers and how they pursued their career paths.

- I wish I had been given more internship opportunities specific to my degree and ultimate career goals.
- I wish I had truly understood the importance of finding an internship while I was in school. That experience would have helped so much.
- I wish I took on an internship or anything that gave me experience in my field other than regular classes
- I wish the journalism program and the campus radio would have worked together to give us a chance to work on non-print journalism. Print journalism is so outdated that it would have given is so many relevant skills to have worked with the radio.
- I wish there was more help/direction in finding paid internships! It's 2021. Literally, NOBODY can afford to take on non-paid internships anymore.
- I wish there was more information about the business side of the program. Navigating contracts, retirement, etc.
- I wish we knew the availability of classes for the year so we could plan ahead
- I would be interested in more elective psychology courses
- I would change nothing; I had an incredibly positive experience with my department.
- I would have enjoyed seeing more career options presented with my BA rather than just assuming everyone should go get their MA. The MA program faculty are pushing hard to show what you can do without getting a Ph.D. at WWU
- I would have liked more in-depth classes added instead of ones we don't necessarily need. I think an exercise science program would benefit from having a psychological component that goes deeper than the surface, brief motivation tools we were taught, and the few psychology classes required. Especially if a student is pre-OT, I think this would be beneficial. I also think a larger nutritional component would be beneficial. We had a basic intro to a nutrition class. I know we aren't going to be dietitians and giving nutrition advice would be out of our scope to a large extent but it goes hand in hand with what we are studying and I think those two pieces would have helped provide a more well-rounded major.
- I would have liked my capstone to be more hands-on. I would have also liked more advising/guidance on career prospects after graduation. I thought resume and interviewing practice were useful but I still graduated with no clear vision of what I wanted to accomplish after my bachelor's.
- I would have liked to have access to major-related certification classes for HR development
- I would have liked to have the option to obtain a paralegal certificate while finishing my degree.
- I would have liked to see more hands-on experience, such as a basic payroll class for business students.
- I would have liked to see more hands-on experience, such as a basic payroll class for business students.
- I would include more of what the field assessments are like, how to give them, information on insurance in general, more detail about different social work areas (like medical, ER, CPS, primary care, etc.) I would also have liked it better if the professors stayed the same and

were all on the same grading scale and were easy to understand. The program seems like a mess sometimes.

- I would like to see more classes that are relevant to the field. For example, other universities have a choice as to what they want to pursue: if one wants to do microwork, then there should be courses related to that and that person would not have to take classes related to macro work. Also, if EWU wants to hire a faculty, they should hire a faculty that knows the field they are teaching. For example, One would not hire a plumber to teach anatomy and physiology. M, or hire someone who knows nothing about social work to teaching social work curriculum.
- I wouldn't change it. A great experience that helped me find my interest in the future.
- I'd like more help after graduation. I had a professor (Boyer) who was supposed to help me get this internship after my internship and once I hit her up she ghosted me. Hyped me up for 2 years and had a great conversation and now she's nowhere to be found which is totally against everything she teaches in the class.
- I'd like to have it so toxic politics doesn't touch the classroom even if the class has something to do with politics. The hateful political propoganda from 2020's debate ruined one class for me.
- I'm not sure
- In the Health and Fitness program, there are great exit interviews. I would have appreciated having a mock panel interview in addition to our exit interview. The exit interview was very beneficial, but having a mock panel interview with some people we don't know, or are not already comfortable with, would be beneficial. Going into panel interviews with school districts and not knowing anyone can be intimidating so having that experience in an environment where it is okay to make small mistakes and learn from them would help for more preparedness of the job-seeking aspect after graduation.
- Integration of different specialties
- It needs more practical application skills classes
- It would be nice if there were more minor options for students going through the EWU BC programs.
- It would have been nice to have more opportunities to network and be directly in contact with potential employers in the courses
- It's hard to say. Students learn differently and for me, it was easier to learn with hands-on experiments. I think there should be more options for students to learn the same material in different ways. More classes on different chemistry fields would be fun too! Though I know that depends on funding and amount of staff.
- It's not anyone's fault, but losing my job, research, and social group to COVID and then graduating at home alone was very disappointing and a sad end to my 5-year college career
- Lack of relationship with professors (was not comfortable asking for letters of recommendation)
- Learn more about resources offered in Spokane, WA.
- Learning more resume-building things and not just working off those connect assignments.
- Less in-class time and more lab time.
- Limited offerings in the evening for non-traditional students

- Linear communication to keep students like me on track for all experiences. Getting too many different answers to questions at times.
- Little outdated material, classes dedicated to certifications go far on a resume, more computer science-related areas of expertise.
- Make research more accessible for students to do and even have classes on “SPSS” imbedded into the research method classes
- Make the gym, parking, and professor quality better
- Making sure students get hands-on experience. I did not have to do an internship or a field site. Also, I was very upset to hear that all psych grad programs for 2021 will be canceled. I had already finished the application process when I found out. I was looking forward to furthering my education through EWU and now I am feeling lost.
- Making sure that advisors and the graduate department are on the same track. I would have also liked to have taken more initiative in volunteering in something related to the field.
- Making sure we can take the classes needed, had to waive a few.
- Many of the elective courses were not available due to minimal student enrollment or due to a lack of staff. Planning is one of the oldest degrees Eastern has offered and I think it should be given more recognition. Try to increase the awareness to the general student population that Planning is available and a great career field. I think offering intro Planning courses in Cheney, WA (opposed to Spokane, WA) is something that should be continued. Students attending the Cheney, WA campus are more likely to try a Planning course out if they're able to access the class easily.
- Many parts of the education program, that I was a part of, did almost nothing to prepare me for my career. Practicum was extremely valuable, but the in-class portions of my Ed courses were extremely vague and never directly applied to my intended future career in teaching. I would suggest, for middle through high school teachers, creating programs that better apply to teaching in the individual subject areas. All of my professors within the Ed program were wonderful and very competent. My issue is with the scope of the courses these professors were asked to teach.
- Math program for undergraduate students needs work.
- Mentorship
- More active advising on course scheduling and planning
- More basketball. Less class.
- More career advice. I know we have the career center but we had a whole class on how to research in the library but not negotiate your salary.
- More career-oriented guidance towards the end of the degree. Options tailored to students not seeking graduate school.
- More class offerings!
- More class space (maybe more of the same classes with the same class sizes)
- More classes geared toward hospitality as a whole and not just specifically tourism
- More competition, more big team projects/real-world applications, encouraging/allowing more student entrepreneurship and project management classes, and raising the standards

for passing courses. I had students with NO CLUE in my senior project classes, it's like they never attended a programming class.

- More conference and research opportunities
- More courses offered
- More diverse seminars, research opportunities, and faculty areas of interest
- More diversity in both the educators and the content we read.
- More education around the importance of getting experience before graduating
- More emphasis on generalist work, writing case notes in a case management setting. More emphasis on how to work with different cultures and those with disabilities. Not everyone is interested in becoming a LICSW therapist.
- More experience-related programs. The CSI classes were the most beneficial and interesting.
- More field application of some challenging concepts
- More focus on equity and race
- More focus on getting internships and networking.
- More focus on job preparedness.
- More funding for lab and field-based courses. These are critical to getting experience in my field
- More funding towards the history department and the humanities in general. A wider variety of classes.
- More guest artists/speakers, increased collaboration between different musical genre ensembles, more school-sponsored teaching opportunities.
- More guidance and direction
- More hands-on and real-life situations. A problem-solving or consultant class.
- More hands-on experience with different ERP systems. Right now the job market is booming for companies an example (Encore Business Solutions) that are customizing applications for other businesses. That being said a lot of companies aren't looking for graduates that can develop an information system from the ground up, rather they want people with experience with systems already available, such as Microsoft Dynamics 365, Netsuite, Prophix, and other ERP/CRM/CPM systems that are currently in the market.
- More hands-on learning
- More hands-on learning
- More in-depth vocal pedagogy classes
- More instructing/interacting. Some of the time was just listening to lectures
- More internship opportunities
- More internship opportunities
- More internship opportunities.
- More internships. Better technology.
- More involvement with the other programs. Such as theater or music.
- More modern-day/relevant marketing instruction relating to digital.
- More networking. Portfolio reviews from local designers/employers
- More online classes or more evening class offerings.

- More online options
- More open communication, dedicated class spaces, field experience
- More opportunities for independent work in practicum
- More opportunities for internships and career help before graduating
- more opportunities for internships or volunteer work in a related program
- More opportunity outside the classroom during capstone class
- More options for class times if possible.
- more options for the LTC students as they are forced to learn a lot of aspects of healthcare that are not in their industry
- More options online -which are now available
- More performance opportunities in the music department, and more relevant courses in the education department for music education majors. I had to sit through a lot of useless information. Almost none of my education classes apply to my current teaching. Only the music-specific education classes helped me with a couple of exceptions such as classroom management and intro to special education. In addition, EWU does not value the music program enough, and I could feel it. It declined in the time I was there and many opportunities for us were cut as a result. My experience would have been so much better if EWU treated arts and academics as well as athletics.
- More PR professors with a focus on introducing new PR courses related to the current field
- More productions and opportunities to explore roles in directing and departmental push for student-led projects throughout the year, not just symposium and capstones
- More programs, like forensics classes
- More real-world experience. Given the worlds current status it is more difficult but still possible
- more real-world hands-on experience and push students to get internships as it is a big reason I am having trouble getting a job
- More resources for the teachers.
- More rounded classes, more labs
- More social events.
- More specialized/focused geology program. Very general.
- More student engagement with those taking night classes. I never felt like a part of the EWU community
- More support for the program
- More trial and error type of situations
- Most of the classes did not apply to the real world, didn't get any internships opportunities even though I applied to some and went to get help on finding an internship, literally nothing helpful came of it and I was told to look on indeed for summer jobs
- My advisory experience was complete trash both in the Academic Advising and in my department. I never heard anything from my advisor in psych and in my last quarter, my advisor randomly changed to someone else whom I had never even heard of. I went through my research mentor for everything which is fine and we had a great working relationship but I shouldn't have needed to.

- Nothing online. Remove Yasmin she was confusing
- Nothing, it was a great experience.
- Nothing, it was great. Removing the EdTPA (but that's not up to the program)
- Nothing.
- One of my favorite classes I took at Eastern was my business forecasting class, but it was an elective. It makes me think what other classes would have been nice to take but I never did because they were not required or did not fit into my credit needs or schedule.
- Organization
- organization of the leading team, and a change of leading team. They added unneeded stress by being unapproachable and very disorganized when it came to our degrees.
- Our program was changing and it was hard to keep up with requirements for graduation and certification.
- Paid opportunities to get students actual hands-on experience
- Pre-med advisors need to put more effort into learning what it takes to get into med schools and help push students towards opportunities.
- Present more volunteering and internship opportunities so full-time students have more opportunities to gain experience
- Presenting the knowledge of the reality of finding jobs that relate to the degree
- Professors that weren't focused on furthering my education & were more focused on their job than their students, The advisors at EWU didn't know how to mentor or direct student in the forensics community,
- Program requirements- all almost impossible to achieve... in the real world these requirements are laughed at because most of them don't prepare you for what a real-world job will be like
- Putting more of my skill set to good use on not only personal projects, but on work assignments as well.
- Quality of the classes and more useful courses being offered like power electronics or systems engineering.
- Quality of the program academically
- Relevance to the marketing field. My degree did not prepare me for most marketing jobs out there.
- Some content needs to be refreshed to better align with current industry practices, specifically within HR. Additionally, students need some type of course offering for business case writing, memos, and grammar. It's astounding how many graduates lack basic email etiquette and communication skills.
- Some instructors are not willing to assist you
- Some of the classes are redundant and the Cheney campus doesn't care about the Spokane campus.
- Some of the curriculum; a greater variety of courses
- Some of the required classes
- Some of the teachers were not very good at explaining concepts.
- Some of the tenured professors didn't seem to try very hard.

- Sometimes the workload was a little overwhelming
- Specifically, in my program (Psychology), I wanted more courses in neuroscience/neuroanatomy. So if I were to change something, I would add more of those subjects.
- Structure
- Student and staff relations
- Student body
- That EWU graduate DPT program would respect EWU's undergrad and not "select against our own students" according to my advisor
- The advisors that are assigned to you before you declare a major. They suck and lied to me and told me I couldn't double major so I didn't. Then when it was too late, I found out that you could and I was pissed. Those advisors have no idea what they are talking about and they are ruining students education
- The age of the professors was much older, best for the education aspect but overall they had their ways of teaching without a correlation to the next class.
- The number of hours I was putting in was ludicrous. Something needs to be done about it or at least offer some sort of work-study to help with the program so students are fairly compensated.
- The amount of reparative and mundane coursework. Sometimes a discussion post is not needed for simply the points.
- The building (Physical Education Building)-- no windows
- The career center/career readiness opportunities, study abroad programming, and funding for internships/research projects/study abroad.
- The clinical portion of the program did not accurately reflect what working in a dental office is like.
- The communication between professors, students, and administration
- The competitiveness
- The disorganization at times was frustrating. Some of the last-minute instructors having little to no experience teaching at the college level, I felt like I was paying too much for a lousy instructor.
- The Ed department.
- The Edtpa was a hassle and put more stress on us that it took the focus away from learning how to teach the students in front of us
- The education department and how little they help or do.
- The fact that creative writing classes past the surface level entry class were not available in Cheney was irritating. Almost every quarter y'all canceled a history Class I had already signed up for that was supposed to help me meet my 300+ credits requirements. Also, there was that whole thing where I preregistered for my major, and then when I showed up freshman year I was categorized as undecided and it took y'all over a year of me asking before anyone bothered telling me it was because despite being advertised as one of the rare and unique opportunities your school offered and why I chose you in the first place you had since decided to stop offering it and I was out of luck. That whole saga could've used improvement.

- The faculty mentor program felt forced.
- The global pandemic
- The heavy math is irrelevant and unnecessary. There should be multiple classes required in programming.
- The long days and that we had to find our patients
- The Major professors were poor not all but some.
- The math department did not have the greatest professors and the courses were hard to relate to each other
- The mathematics and physics departments were a little disorganized and below par for me. The professors did not help to set me up well for grad school.
- The poor state of the RCLS program
- The program could benefit from more career advising. The senior seminar could be used to advise on writing resumes, cover letters, professional emails, etc. Also could practice interviews and job applying strategies.
- The requirement of EdTpa. I understand why but it was a massive waste of my time and money when I currently work somewhere that doesn't require it.
- The structure of how information is taught
- There are many classes, especially upper divisions, in other departments that I wish I had known existed and that I had taken. My background might be more well-rounded for my field and my degree more interdisciplinary.
- There should be a coding class included (JavaScript).
- There were many classes that I had to take to get my degree that was truly unnecessary and a waste of my time and money.
- There are no 200 level classes for my major and that would be a nice intermediate before you hit the harder more in-depth classes
- Updated on things we needed to graduate like unrelated certifications and such.
- While attending all classes on the Spokane campus, there were fees such as PUB and gym fees that did not apply to me. I would have appreciated the choice to waive this fee, as I was never in Cheney during this portion of my program.
- Wish I had done non-internship work.
- With many economists moving towards data science, I believe the department should implement a stronger emphasis on coding languages, such as R and STATA. While it is important to understand the theory, students should also know how to implement it in code.
- Would have been beneficial as a single parent to have an opportunity to participate in a paid internship program.
- Would have taken 1 or 2 more accounting courses but probably not an accounting major.

Comments: Q18. What do you think EWU can do to help our students be better prepared for their transition from college to career?

- A clearer path on what you work on during your major and how it will correlate with the current job market. Business analyst/Systems analyst followed by database administrator are the most likely job a graduate will land after taking the MIS classes at Eastern. Every class in the MIS major needs to tie into business processes, how a system will help businesses based on what that business needs are. When I took the MIS classes I felt some of the classes tended to be more of a computer science approach instead of a business approach, while MIS does require the technical side of IT, it can't abandon the business side.
- A lot of the assignment due dates were pretty relaxed. I think having a one-day turnaround for some projects would give a better idea of some industrial projects.
- Acknowledge and support students navigating personal challenges; divorce, children at home, working while attending classes.
- Actively offer career assistance/advising.
- Give them valuable experiences that apply to the working world
- Teach real-world application.
- Advertise the English department more and what it can do to get students in the working and/or academic field. I didn't even know we had an English department when I was a freshman.
- Advisors are more involved in graduating student affairs. I enjoyed the freedom of only needing to meet with my advisor when I had to, but I only met with them two or three times total.
- An internship should be required and Eastern should be paired with places for this!
- Application help. Adding interview practice too
- As a graduate student in the program I am in, and as a GSA working with undergraduate students who are having a different experience and have a different perspective than I did, I would suggest SEL focus. This is not because EWU's programs are lacking in anything, but because I see students that are not able to function in areas that would help them to be successful (for example emotional health, risky behaviors, organizational skills, comprehension of the information, the ability to take education seriously)
- Asking them what they want to be each quarter that they meet with them.
- Assuming there won't be another pandemic any time soon, better job fairs.
- Be more involved. Provide resources and opportunities other than pushing the career fair (which didn't help me with finding my career at all). Help students even if they don't have time to be your TA or assist you in the lab, it's clear those students are favored.
- Believe in modern academia, basics are good, but shifting to what's currently expected within my field would be better.
- Better career center - have actual alumni networks and mentorship programs, especially for students looking to move to NY/DC/LA/Chicago markets.
- Better internship connections!
- Better prepare you for the fact that getting a job can take a while after graduation.
- Better promotion and greater investment into the arts programs. There is a great outcome out there for creative arts, a needed community. I am living proof that even amid a

pandemic, graduating with an arts degree, and starting a small business making artworks. I can guarantee that isn't true of better-funded majors--imagine what kind of businesspeople the arts programs could be produced if it had better funding.

- Build more relationships with companies outside of Spokane, WA to give more opportunities for internships and provide more help in finding them.
- Career exploration closer to graduating
- Career is only a proper focus if the self is still intact. Pushing a career focus on students won't lead to success if the students aren't complete individuals first. They must not be reliant on the university, their program, or their parents for identity. Most students don't learn to identify themselves individually, because it's not encouraged or taught anywhere, and so many opportunities, failures, and successes are missed out.
- Careers in psychology class
- Connect students to real-life jobs in the field they are interested in
- Connect with career professionals fairs
- Connections. Help students establish a connection on the outside and help with CEUs
- Continue offering resume and mock interview workshops.
- Continue to fund and send resources to the career center. Try to build a culture around the career center. EWU could also make connections with local companies.
- Continue to provide offsite or internship opportunities to expose students to the outside world. Offer a class on financial aid/loans/loan repayment plans.
- Courses on retirement/bills/taxes.
- Create healthier relationships with businesses in nearby communities which provide students with the opportunity to assist in research and/or project completion.
- Emphasize applying to every internship and job they can early on.
- Emphasize how to job-seek and get them started in their senior year if they have not already.
- Enforce internships more. Real career experience is almost more important than the degree
- Engage more with students to let them know the value of internships and experience
- Equip the students with resources and professional certifications that allow them to remain competitive in a constantly changing employment arena.
- EWU can better prepare students for their transition by providing even more information about job searching, and by giving students realistic information about job-finding rates for first-year college graduates in their field. One thing the Ed program did well, provided job interview tips as well as generic places to look for jobs in the education field.
- EWU does a wonderful job with the career center as well as the career fair merge with Whitworth and Gonzaga. Just keeping relevant courses as the focus would be my suggestion
- EWU has a college and career center so maybe advertise that?
- I use a lot of what I learned at EWU at my job so students, remember everything that you have been taught at EWU when you walk away from graduating.
- fuck you learn how the world works you parasite
- Get better advisors
- Get involved and apply for internships
- Get the education department to help and teach classes that will give you actual classroom help.
- Get them involved and connected to people within their line of work.

- Instruct in a way that the students will be able to use their skills rather than just recite information.
- Give more of what the hiring process is like and where to look both in and out of state
- Give students more opportunities to set foot in
- Give them more practical experience.
- Give them options other than grad school and quit charging tuition to the Spokane campus for things that they do not have access to.
- Guidance with graduate school and career options
- Hands-on experience
- Hands-on learning
- Have a few advisors who strictly just advise.
- have guest speakers come in and talk about the real-life issues they deal with. Have a class that helps you look for jobs and better prepares you
- to have mentored
- have more resources offering internships. Guest speakers.
- Have more support for internships. Have the career services department help students find careers, rather than only help them with interview techniques and resumes.
- have students meet with preceptors way sooner, use them as a mentor for some projects and papers
- Have students physically contribute to projects on site.
- Have them participate in more simulations where they apply what they learn in class to real life. Or have guest speakers.
- Have a class dedicated to resume building and mock interviews
- Having more internships to help get our foot in the door at different healthcare organizations.
- Having professors bring in speakers and local industry experts from the career field/industry in that major would be helpful. Students would have an opportunity to ask questions and get contact info from industry experts and be able to reach out as they transition from college to career. Mentor programs would also serve students well and give them confidence and guidance in the career navigation process.
- Help for looking for jobs before graduating, mock interviews
- Help locate internships that students don't know exist until it's too late to be eligible
- Help officiate the internship/ practicum experiences rather than force it upon students to do everything.
- Help performance majors learn how to make connections, find auditions, and prepare for those auditions.
- help a place to career internships rather than leaving students on their own to figure out internships.
- Help students are confident in their field.
- Help teach about licensure and the different certifications that people in different fields may want or need. Also, more on crisis patients and overall different assessments/therapy techniques rather than theories.
- Help them search for more available positions for internships or jobs.
- Help to better find careers after graduating
- Help with job searching?

- Help with open jobs, career options with a certain degree
- Help with shadowing and volunteering offers with the hospitals and more internships
- Hire John some help. John has incredible off-campus appeal and has strong connections. He should be out in the field creating handshake opportunities between graduates and companies.
- Honestly, I thought Jeff and Sara do a beautiful job getting their students ready for the professional world
- Hooking up paid work and internship experiences, especially in the fine arts
- How to follow up. I've applied at many places but never hear back.
- I am probably the exception, but I did not begin my job search intensely until I had already graduated. If I had been more aware or on top of my stuff I would have found and started at my position earlier.
- I believe that EWU has done a good job making students attend resume classes and other relating Learning experiences as it helps in the job search. Maybe EWU can work with practicum places to help them hire students who conduct their practicum there.
- I believe that Portfolio should be required not optional, and it perhaps should be something that is started your first year in the program and continue until graduation.
- I can't think of anything!
- I can't think of anything!
- I can't think of anything
- I don't know
- I don't know
- I don't know
- I don't know
- I don't know
- I don't know
- I feel like there was a lot available
- I had an internship that helped me prepare for starting my career.
- I had great resources to prepare me for my career field, so I don't have any suggestions
- I have no suggestions.
- I think eastern honestly did a great job I loved my experience there
- I think EWU did great
- I think EWU does a great job at preparing us for our careers with multiple off-campus opportunities.
- I think having more job search resources would be helpful especially for the student who is moving out of the area. Many students were not from Spokane, WA and did not plan to stay in Spokane, WA after school and most of the job opportunities presented to us by the school were in the Spokane, WA area which is not helpful to all the students planning to move out of Spokane, WA.
- I think internships should be pushed on most, if not all students. It's hard to get a job in the humanities if you don't have any experience coming out of college.
- I think it would have been helpful to have a complementary course on professionalism instead of having workshops at odd times. Every student should know how to conduct themselves about earning a college degree.

- I think just offering more guidance and job-seeking help. I know EWU does have that available, but it's not super accessible and every time I have tried to use it I feel like it doesn't get me very far.
- I think making internships a requirement would be very helpful for students or have a course that shares information on how to network within their field or even reach out to organizations, agencies and companies before graduation, so they have some options for employment right off the bat.
- I think students should be required to do an internship related to their field before graduation to ensure they have some relevant experience before they graduate. It would also be helpful for them to do mock interviews, learn to build networking skills, and resume review. I recognize that these services exist as an option but I believe it would never be to their detriment to require these levels of preparation.
- I think that Eastern already offers a variety of great services to students who are preparing to transition from college to a career.
- I think they have done a good job
- I think you did great, the practicum helped a lot.
- I thought the Music program did an incredible job guiding me in my transition to graduate school; three of my teachers agreed to write letters of recommendation for me. The only thing I would change is for the music composition program to receive more funding. Since we had little funding, each year we could only pay for 1, at most 2 class-related trips or visit from a professional composer. These were astounding and greatly helped me get to where I am now; I think if there was more funding like this, more students would have similar opportunities that could greatly help them in their career paths.
- I was admittedly a bit of a corner case but you guys didn't do anything to help me with my transition, so I don't have much of a basis to build suggestions from. I think a big thing though would be along the way so much information could've been clearer. There was no way for me to predict what classes would be available when (and thus plan) unless I knew that professor. It was the senior year before I was able to figure out that certain classes the EWU catalog claimed were offered regularly were never available was because they weren't available at the Cheney campus. No one thought this was something that should be printed with the classes or registration, I had to piece it together myself, and that was pretty representative of my experience getting information from EWU about anything - an uphill battle that administration felt more like they were hindering than helping.
- I was already working so I didn't need assistance.
- I was well prepared by my research advisor and my professors.
- I wish I had a better idea of what jobs I was or were not qualified for and what salary I could reasonably ask for. I was making 30K/year on an Associate's degree, so I felt it was reasonable to ask for 50K/year at least on my Bachelor's but was unsure.
- I'm not quite there yet since I'm in graduate school so I'm not sure
- Identify more relevant material that's currently trending, update curriculum, more guest/industry speakers.
- If anything has more resources to give information on applying to graduate school.
- improve management in EWU

- In my field of teaching, possibly provide soon-to-be graduates with job opportunity placements. Not doing the job search for them, as this is not EWU's job, but maybe providing information to students about cities/schools where teachers are in high demand.
- In our graduate program, we had a professor bring in numerous guest speakers who talked about their job and I found it fascinating and educational to hear firsthand what it is like out in the field and what options are out there.
- In the senior capstone class for Health and Fitness with Dr. Morley, she was able to have services where we fine-tuned our resumes and discussed how to answer interview questions appropriately. I know other people who attended EWU but did not have that experience and preparation for job interviews, filling out applications, etc. EWU could help by provided those services to each programs' senior capstone class.
- Include more service-learning projects.
- Increase focus on elements like grant writing, heavier schedule of musical performances to better reflect potential career schedule, adding more interdisciplinary music studies to the curriculum.
- Inform students about possible career paths after graduating
- Information seminars or bringing career choices/possibilities up more in class.
- Insist on starting a resume and CV as soon as their students start college so they can continually update them as they gain relevant experience in their field of interest.
- Integrating career planning into curriculum once accepted into a major and throughout the final quarter. Having a concrete laid out for after graduation, understanding of career paths, opportunities, and personalized feedback from department instructors. Or, if integrated career planning within majors is not possible, providing a structured timeline for students outlining milestones for pre-graduation preparedness.
- INTERNSHIPS
- internships
- Internships
- Internships and networking would be very helpful to give students connections outside of EWU, but still through EWU.
- internships and professional learning environments
- Invite more companies to career fairs and have multiple career fairs throughout the school year.
- It is what it is. In my current career, I've done a lot of things I've learned at school but also was trained on everything again to have it be done the way the company wants it.
- It was hard transitioning into only having 50 min per patient at work when in school I had 2+ hours
- It would be helpful if the department emphasized internships more frequently. Furthermore, if the department took the skills required for internships, and implemented these skills in the curriculum.
- Job fairs (EWU already does a good job with this)
- Job hunting would be very helpful. I find it very hard to find a career that will pay me what a degree deserves. A lot of what's "easy" to find pays minimum wage but looks for people with my experience and education
- Keep helping students with job prep

- Less theory-driven lessons about components and in-depth mathematics and more project-based inclusive lessons. Part picking is fast-paced and sometimes there isn't time to run equations so knowing how to make complete manufacturing lines could be helpful.
- Make a meeting with the career center mandatory
- Make an externship program for HSAD and CBA
- Make degrees less rigid. It would be useful to study outside of the department you're getting your degree in. For instance, a fisheries biologist might benefit greatly from Native American studies courses as many in this fieldwork with the tribes. History is also important to know.
- Make Ed classes more applicable to the specific degrees you are obtaining.
- Make grad school prerequisites mandatory parts of the BA program so people have a clear idea of what to expect with just a 4-year degree.
- Making those classes that'll help them in their career more a requirement in the degree program rather than a general sense of classes
- Mandatory Internship requirements. Students need to be exposed to real-world working environments. This will also create opportunities after college, a degree is simply NOT enough to get hired anymore. Jobs want to experience.
- Mandatory internships. A lot of people don't know what to do with their degrees afterward. Mandatory internships or even a career class going over different types of jobs that fall into your major's category would be helpful.
- Maybe have more alumni (from eastern or other schools) share their experiences post-grad.
- Maybe more community networking
- Maybe more in the field experiences (field trips).
- Meeting with career advisors and creating specific plans/goals to help prepare.
- Mentoring would have greatly helped me find better choice's
- Mock Interviews and HR Skills
- Modify education classes to help students understand what K-12 schools expect from their teachers.
- More career fairs
- More career management and coordination so a student doesn't end with student debt and unemployment
- More companies at career fairs.
- More credit opportunities for internships
- More education on how to find jobs
- More experience
- more experience in the field before graduating especially with social sciences
- More experience opportunities, more professional speakers
- More experience. The more you do something the better you are. also maybe some more contacts for when you graduate. so you can see where the jobs are and be more connected to better find a job when you graduate.
- More hands-on experiences similar to the partnership between EWU and the City of Spokane, WA
- More in work practice instead of lectures! We need to be able to experience different types of social work and working with different communities, not just adults.

- N/A
- Networking
- Networking connections and preparing students for jobs outside teaching.
- Next steps
- None
- None
- None
- None
- None
- Not needed.
- Not applicable to me, since work with my employer started many years before I got my degree and will likely continue for a long time.
- Not sure
- Not sure it was good with mock interviews, resume, and cover letter.
- Not sure.
- Not sure. It is really up to the students to chase the opportunities EWU already offers
- Nothing
- Nothing
- Nothing
- Nothing. Students need to motivate themselves. You offer the career fair and help to make resumes. What else do they need?
- Offer "Careers in ___" courses. Careers in Biology helped me with my transition
- Offer a career fair, improve advising, improve on showing students where to look post-grad for employment options.
- Offer a personal finance course for free so students can learn how to manage money, pay loans or save to buy a car or house.
- Offer field experience/internship opportunities so students can receive mentorship from faculty to apply for placements in the field and make connections in the community through the program
- Offer more internships
- Offer more internships if possible
- Offer more internships.
- Offer project management training to go along with a STEM degree
- Offering a wider variety of internships and making applying for internships easier.
- Offering tips on searching for jobs outside of the Spokane Area
- One way I think EWU can help students be prepared for the transition from college and career is by providing more practical learning in the courses. At least from my point of view, I think students learn best by doing more practical assignments/projects. The second way to help students be prepared for the transition is ensuring they will very likely remember what they have learned from a lot of the courses they took when they look for employment. That will dramatically increase their chances of success in answering some technical interview questions and be more prepared for the job at hand. I think that for future students, the curriculum can be restructured such that many different courses can build upon each other in some way. For example, maybe the curriculum could be structured such that students in a more advanced course like Web Application Development will have

to reapply concepts from previous courses like Design Patterns, Algorithms, Object-Oriented Programming, etc. to ensure they will remember what they have learned throughout their entire college education.

- Partner with more internship providers
- Plan courses with the students to finish in 4 years.
- Planning ahead
- Post-graduation career support, cultivating community relationships partnered with various departments to provide graduates with a pipeline to employers
- Practice interviews perhaps?
- Practice interviews, drafting your resume, things of that nature. Like career readiness training.
- Prior experience in a classroom. Volunteer in and around elementary and secondary students to gain a sense of where a future teacher might shine or feel most comfortable when working with students in proximity.
- Prioritize academics over athletics. Focus on providing a rich and innovative education that students will refer to and cherish for the rest of their lives. Eventually, athletes will retire and fall back on their academic education for employment.
- Provide a checklist of things that need to be done within 6-12 months of graduation and after. Such as tax stuff, when it's appropriate to apply for a post-grad job in your field, etc.
- Provide more experience that's related to the job world. Workshops that we can add to our resume.
- Provide more guidance towards the end of their degree paths
- Provide more info on job hunting.
- Provide more information
- Provide more interning possibilities
- Provide more workshops on networking and interviewing for jobs related to specific degrees and industries.
- Provide resume, interview, etc. support after graduation.
- Put a bigger emphasis on internships and volunteer work in a related field while still in school. I was told getting an internship or volunteering would be helpful but I didn't grasp it until after I graduated.
- Put more focus on how to find a job after graduating or how to find the right career for you.
- Quit taking handouts from big businesses quit making the education of your students about money and quotas. Learn to say no and stand for moral righteousness. Quit teaching students that this world is about money and start providing people with adequate truthful information. The communications information industries have censored and propagandized every aspect of these industries. Quit preaching vaccinations and other toxic applications of practice. Also, set realistic expectations for your students as to what to expect in these industries especially in a political sense.
- Reach out more. Stop giving so many assignments for a seminar when we need to talk about our internships and struggles and COVID
- Real-life scenarios and give people things that they have to figure out on their own. Somehow inspire them to enjoy what they are looking to do
- Real-world experience, don't let them major in business administration and make sure they have somewhat of an idea for the career prospects and what they might want to do with

their degree post-graduation I thought I could get an entry-level at a credit union or bank and I couldn't even get a single interview and gave up after 4 months, I was way overqualified but I presume I have turned away due to lack of experience

- Reinstate graduate student stipends
- Require and offer way more internships.
- Require internships
- Requiring a career development course for all majors where all fields of work are explored and gave students the tools to get a job with their degree while also advertising the career center
- Resume and CV workshops tailored to your major
- Resume/cover letter writing, interview prep, local opportunities for employment
- Send out more job details within their given areas across the state. Create relationships with employers that are willing to give chances to new graduates.
- Some academic advisors aren't very helpful
- Start early in what the options are and how to get where you want to go. Had I not gone to a McNair info session I wouldn't have known all the things I needed to do to get into grad school. Even attending that one meeting I learned that I was nowhere near educated enough in all the things I needed to do to be ready for and a competitive applicant for grad school. Make sure students at the late freshman or early sophomore stage are learning what they need to do to follow the path they want whether that is grad school or a career.
- Strongly encourage internships and volunteer work
- Talk about the career. Grades do not matter. We develop test-taking skills, but no real-world ones.
- Talk about the realities that come with post-graduation, especially taking care of mental health. Depression is extremely common after graduation because of the sudden lack of routine, structure, and lifestyle that college provided.
- Teach relevant skills
- Teach them how to manage their new income. And teach them about saving in a RothIRA.
- Teach us the things we need to know. Salary, what is a 401k?!, real-life things that no one teaches you. Most of us are first-gen students and don't have anywhere else to turn
- Telling them that prerequisites do in fact help towards your field that you're picking between
- The career center is great and is very helpful. I think the local area is what is lacking when it comes from English BA to career transition.
- The internships are good
- The process of going to graduate school could be made clearer, what grad school vs undergrad is like, and what taking time between looks like
- The reality that employment is hard to come by right now because of the pandemic. Also, students may have to relocate to find employment.
- There isn't much I would say, in my experience, I haven't used most of what I was taught in college.
- There isn't much I would say, in my experience, I haven't used most of what I was taught in college.
- They did a good job

- They did a great job for me...I think having more people come in talking about why their company needs GIS work done, just like happened for me, would be great.
- This year has been hard on my mental health and my willingness to go into the professional world but my professors tried their best to give me opportunities.
- Time in the physical classroom.
- To prepare them with experience with providing more jobs or volunteering maybe it would help.
- Unknown
- Unsure
- Unsure
- unsure
- Updated facilities
- Use inventor as the 3d modeling program
- Within the capstone course, I think it would be beneficial to include interview practice/advice.
- Working with the community and city to connect students with possible job opportunities.