

Alumni Survey 2004 (2003 graduates)¹

Academics

What follows are direct comments students' made in answer to the following questions: *What had the most positive impact on you during your time at Eastern?* And, *What had the most negative impact on you during your time at Eastern?*

Class Size

Positive Impact

- Small classes. (2, 9, 199, 246, 311, 365, 377, 396, 446, 552, 579, 601, 636, 661, 705, 726, 795, 806, 826, 837, 843)
- Small, intimate setting and classrooms. (38)
- The small class sizes made it easier to learn and allowed for more one on one time. (41)
- The size also helped – because class sizes were smaller, I was able to receive the individualized attention I needed. Eastern was the greatest school. (85)
- Smaller class sizes, more personal attention. (144)
- The size of the school was great because class sizes were smaller, and there were many opportunities to meet with professors in and out of class. (170)
- Size, good medium size school, allows for interaction with teachers and atmosphere meeting other students. (206)
- The small ratio of students to teachers. (295)
- The small class sizes have a big impact on how much you learn. (336)
- The personal feelings of having smaller class sizes helped me to have a better relationship with my professors and fellow students. (346)
- Having small class rooms that were interactive and exciting to be in. (389)
- I think one of the most positive things about Eastern is the class size, which enables excellent teacher/student opportunities. (477)
- The small class sizes had a very positive impact on my education. (549)
- The small size of the campus and classrooms were very nice. (722)
- Small, intimate class sizes. (769)
- The most positive impact at Eastern was the smaller class size; it allowed the teachers to work with us more. (838)
- The small class sizes and the excellent teachers in the program really focused my studies and encouraged my critical thinking skills. However, I must commend Eastern on the fact that most of the classes are less than 30 students. That makes all the difference. (248)
- The most positive thing at Eastern was the class sizes. I liked not being just a number, but having the teacher know your name. This also helped when I needed help in a subject, the teacher knew who I was. (302)
- The small class sizes leading to ample opportunities for individual attention. (654)
- Those instructors who, perhaps because of small class size, were able to recognize and remember me by name. I gained a great deal by getting to interact with my professors on a more personal level and felt that my education benefited through those relationships. (299)

Scheduling

¹ The numbers in parentheses following the comments are reference numbers to alumna/us identification information. More information about the alumna/us who made the comments is available.

Positive Impact

- Flexible class schedule allowed me to work, to pay for school, while attending. (37)
- The flex schedule. Being able to work and have a family and still attend classes in my city or online. (67)
- I liked being able to take a wide variety of classes. I took a lot of classes from WIU and was very happy I didn't have to worry about taking everything from EIU. It was an easy way to get a B.A. (116)
- Flexibility of course schedules; evenings, weekends, and internet. (148)
- Overall, I found the variety of class choices the most appealing. (212)
- Being able to take classes off campus through SASETT program made getting my degree possible. (481)
- The off campus courses. (503)
- Flexibility of the class schedule. (541)
- Freedom to choose among "core" education courses. (552)
- Internet classes were a major plus. (602)
- Flexible schedule. (653)
- The availability of scheduled classes to meet my needs, evenings/weekends. (660)
- The variety of courses off-campus. (666)
- Online classes—excellent form of training for distance learning and non-traditional students. (695)
- Weekend classes available so could further my education and work fulltime. (771)

Negative Impact

- Too many cancelled classes. (92)
- Too many classes cancelled. (150)
- Registration was difficult, but once PAWS was up and running, it made things easier! (202)
- Those weekend seminars were very difficult especially after working all week. (329)
- There wasn't enough classes at different times. It was very hard making your schedule, most of the classes I needed were at the same time. There needs to be more availability. (363)
- The only trouble I had was scheduling classes. I worked full-time while finishing my degree. EIU needs to add more class times per class. (402)
- Classes that I needed to take or wanted to take were cancelled and not offered for another year or more. Classes cancelled just a couple of days before they were to be held. (412, BOT major)
- The class offerings. Only one section and one time. (456)
- Registering for courses, the availability of courses. (460)
- Not having enormous pool of classes; I had to drive one semester for certain courses. (464)
- The classes that were offered at one time. This was stressful because classes often interfered with others, which limited the classes I could take in a given semester. (471)
- I hated how the registration for classes was set up. (496)
- Discouragement with summer scheduling 2003. I had planned a schedule that would allow me to complete my necessary 15 hours during summer 2003, but was not allowed to enroll as planned due to restrictions on timing between early and regular summer calendar. As such as I had to extend 5 hours into fall semester, worked out fine, they were fascinating courses. However, it felt very frustrating! Had I been accepted into fall grad school at U of I, I'd have been angry! (501)
- Courses that I would have loved to take off campus, but were not available. I plan to return to Eastern for a Master's degree, and I am hoping I can take most of my campus classes off campus and online. (503)

- The stress due to scheduling classes towards the end of senior year. Not enough classes or times were offered to fit in all my classes. This caused me to have to take 18 credit hours the summer after my senior year, which was extremely stressful! (538)
- Scheduling classes to fit my time restraints. It was hard to make my classes some times because I am disabled. (584)
- My first semester at Eastern, I was accepted late, and most of the classes I was supposed to take were filled. I then had to take classes that were slightly too difficult for me and basically started off a semester behind. (630)
- The lack of off campus upper level courses. (641)
- Classes not being offered when I needed them of the variety that were not available to off campus students. Off-campus students are given little choice if they want to graduate in a timely manner. (772)
- [Lack of] variety of classes and sections. (769)
- Difficulty in getting to classes. (844)

Education, Requirements, Obtaining Degree

Positive Impact

- Many of my classes at Eastern affected me on personal levels. (53)
- My most positive experience at Eastern was the study abroad travel trip to Mexico in the spring of 2002. (42)
- Study abroad. (91)
- Honors Program – having to work extra hard to succeed in those classes! (103)
- Graduation. (147)
- The day I turned in my last assignment. (153)
- Studying abroad. (157)
- Being enrolled and working as a student intern in the Honors College had by far the largest positive impact on my personal growth at Eastern. (172)
- The education. (193)
- Study Abroad Program. (212)
- Great programs. (216)
- Being in the honors program. (248)
- Getting my degree. (321)
- Graduating. (672)
- Quality of instruction and courses. (687)
- Education (694)
- High level of education. (760)
- Receiving the degree that allowed me to get a job. (784)
- The courses taught had the most positive impact on me. (788)
- Interesting courses, challenging subjects, great graduation, continuous classes, finished on weekend, weekend classes. (642)
- Quality education (662)
- I believe the most significant classes were the regular “on-campus” ones. Some of the internet courses were excellent to bring out the reactions and thinking of every student, especially in Abnormal Psychology and Science and Technology. (663)
- The education received. (398)
- Getting an education/degree. (480)
- Graduation! The ceremony with my professors and peers was very rewarding. It made all of my experiences at EIU worth while. (492)
- I enjoyed most of my classes. (543)
- Strong class requirements, variety of class types. (843)

- The most important and positive impact, was the education and knowledge, which I received from attending Eastern. (694)

Negative Impact

- Upon entering my MS program, I discovered EIU books used are outdated. (3)
- Many credits taken at another school did not transfer causing almost one more semester. The courses were the exact title and had the same textbooks. (37)
- The most negative impact on my time at Eastern would be the courses offered, which I did not feel I had to take. I felt a lot of time was wasted. The focus should have been on my major classes instead of the core classes. I wish I could have spent more time in the elementary schools. (68, Elementary Education major)
- I was a transfer student from Vincennes University, and not all my credits transferred. (86)
- The writing competency exam. (100)
- Forced to use social security number on forms seen by other students in class. A unique student ID number should be assigned to each student. (148)
- The fact that EIU offers a no-credit/no grade class and that was not expressed at the beginning of the class. Why on earth would an institution have a class to where there is no credit or grade will always blow my mind. (161)
- Taking certain general education classes that had nothing to do with my major. I felt I could have taken other classes besides those that would've helped me more than certain general education classes. (174, History major)
- The senior seminar "The Politics of Human Rights". The class was the worst part of the worst semester of my college experience, and affected my other classes as well. (187)
- The core classes. I wasn't interested in a lot those classes, so I didn't do as well as I probably could have. (233)
- I did not receive my degree until 2 years after I graduated over a dispute with the university over my foreign language requirements. I am dyslexic and can barely read English, how the heck am I going to pass a foreign language? (511)
- Getting transcripts sent – costly and somewhat ineffective, classes transferring. (578)
- I think it was that Eastern doesn't have national recognition or a highly regarded reputation. But I had a blast and I wish I was still there. (616)
- The required extra classes. (639)
- Taking foreign language! (660)
- The excessive hours that were required to graduate. Many of the general ed. classes were a joke, teachers were poor and material wasn't presented well. I had little or no interest in the gen. ed. classes that were required. (677)
- General education classes. (678)
- Many of my general education classes. (692)
- Some programs that I would have liked to try were not offered. (754)
- Senior seminar (787)
- I would say, jumping through hoops. Like the writing competency exam and senior seminar. While I appreciate that Eastern wants to make sure students have learned the proper skills, for many, this is something that takes away from the other interests. (790)
- Undergrad classes that were not necessary. (804)
- Having to complete some courses that were not relevant to my degree. (819)
- Additional credit hours required of me as a transfer student. These hours did nothing for me or the betterment of my future. All these credit hours did was cost me more money and time. Requirements for transfer students should be reviewed and redefined. (843)
- Being there for 5 yrs. (169)

Pedagogy/Coursework

Positive Impact

- It was also nice having a job where I could apply the skills I was learning in my classes. (336)
- The most positive impact on me during my time at Eastern is the communication skills I have learned. I am now more capable of working among others in the community and work place. (68)
- I had to do several presentations and this was extremely helpful in my current job. (97)
- The most positive impact was group projects. Learning to work with other people is very important. Coming to a mutual agreement to get something done is a part of everyday life. (165)
- The development of team work associated with each class I took. (254)
- All of the group work done throughout my classes. The group work has prepared me to work with diverse co-workers that I will and am currently encountering. (300)
- Projects, speeches. (310)
- Courses that were designed for more “hands-on” learning and work at EIU’s television station. (326)
- Thought-provoking weekend seminars especially those showing a more global picture of any subject. (329)
- Course work and lecture in classes of interest. (367)
- The group and class discussions, and presentations. (622)
- Group projects, class presentation. (635)
- Many of my classes at Eastern affected me on personal levels. (53)
- All of the group work done throughout my classes. The group work has prepared me to work with diverse co-workers that I will and am currently encountering. (300)

Negative Impact

- My last semester I was stressed. I understand presentations and group projects are needed. I had four classes and each one had required both. Maybe professors should ease up just a little on the projects. I was stressed because of the deadlines and fitting in meeting times of all parties involved. (10)
- I was disappointed that there were no library-specific courses either on undergraduate or graduate student level at EIU. (501)
- Lack of hands-on coursework. (102)
- The lack of discussion /open forum courses. I think the implementation of these will spark students’ interest and cause them to take ownership in their education. Overall, I feel like there was a lack of intellectual discussions outside of class, but that could be due to lack of searching on my part. (173)
- Not doing more group work in undergrad. (236)
- Homework. (297)
- Academically, as a junior or senior many if not all classes required a group project. Some seemed to be well thought out for the group environment while others did not. The group penalties for a slacker were high and without your choice. (316)
- Having to do a lot of research papers. (333)
- Group work where I had to end up doing most of the work. (336)
- Tests (state tests, etc) I never did very well on them. You start to think less of yourself! (491)
- Group work, although possibly beneficial, was a hindrance as a commuting student. What made it more difficult was having group members that did not participate or did not show any concern for their grades. This leaves a lot of work for just one or two people to complete. (520)
- The majority of the classes I took at Eastern did not provide us with notes. We were responsible for writing down everything that was covered during lectures. Even though I rarely missed classes, I often found my notes to be incomplete and confusing. This made studying much more difficult. I also found myself concentrating on taking notes that I wasn’t

- really paying attention to what the professors were teaching. At the school I am now attending, we receive notes for all of our classes. This has had a huge impact on my studying, and I actually learn from the classes. My grades have improved since undergrad even though the courses have gotten much harder, and I think the notes were the primary reason for that. (549, Biological Sciences major)
- A lot of the work was cooperative. This was very inconvenient because I did not live on campus. Many of the requirements for outside the classroom were difficult for this reason. (557)
 - In the last years, since I'm 46, it was very difficult to do group projects. I also live in Effingham and work in Mattoon. When our groups met, I was demanding because I didn't have time to meet and get nothing accomplished. (607)
 - I took two classes that I felt were not good experiences. One I learned nothing and the other I just felt out of place. (620)
 - Some classes could have been a little more challenging. (682)
 - Calculus. (710)
 - I felt I was never fully challenged. I often skipped classes because I learned more doing the reading on my own. I would get As and Bs on papers and tests but would get marked off for attendance. This wouldn't have been an issue had I been challenged. (737)
 - Few class presentations; especially working with power point. (811)

Professors

Positive Impact

- Good/favorite/great/wonderful/caring professors/faculty (14, 94, 112, 175, 209, 210, 215, 224, 229, 269, 296, 321, 340, 365, 376, 407, 444, 510, 519, 524, 591, 595, 640, 653, 679, 684, 703, 704, 716, 719, 767, 825)
- Great professors helped me learn what I still need to know and how to teach myself in the future. (5)
- Professors actually teaching classes and being available outside of class. (7)
- Accessibility of professors was also positive. (9)
- Most all the teachers were willing to help or work with you to make sure you got the most out of a class, this is good because I felt I learned and not just passed the class excluding the one listed below [internet class on hurricanes]. (11)
- Some of the educators were so helpful and full of information. Then there were the "Dr.s" that became more interested in their title than realistically readying their students. (17)
- Many of the instructors I had were very positive in their attitudes toward teaching and towards wanting us to succeed as a student. This made classes interesting and easier to comprehend what was being taught. (18)
- The conversations that I had with some of my professors impacted me the most. When they were willing to take their time to talk with me, I felt as though they truly cared about me. (22)
- The way professors are so willing to help you outside of class. (24)
- The teachers really encouraged my interests and helped me develop important skills. (29)
- How supportive the staff was. They were always helpful and understanding. (32)
- I believe the Eastern faculty, primarily professors. A few of them served as great motivators and role models. (34)
- The impact some of the professors had on me. (35)
- My professors and how they challenged students and encouraged the success of their student in and outside of class. (36)
- The positive and caring atmosphere of the professors. (43)
- I think the most positive impact on me was my teachers during my final years of college. They were very helpful and supportive. (54)
- Great teachers with an understanding of life situations. (55)

- My professors. Great people, great teachers. (69)
- The professors and their willingness to prepare us for our careers. (70)
- Most professors are down to earth and very easy to talk to. (74)
- I believe the professors had the most positive impact. They helped me establish learning tools that can be used throughout my entire life. (75)
- The teachers were so down to Earth and readily available. The instructors definitely had the most positive impact on me. (85)
- The professors were helpful and taught me many interesting things. (87)
- The instructors really cared about their students. They were concerned that students understood the material. (92)
- I thought all of the teachers were excellent and well prepared. (97)
- The quality and caring professors. (105)
- The support I received from the instructors. (107)
- Some of my professors were very encouraging and continue to be now that I am an alumni. (113)
- Helpfulness and attitude of my instructors. (114)
- I had some very good professors and some not so good professors. I learned a great deal from all of them. The good ones I learned to be the best I can be in that area or class and the class was then interesting from the not so good one I learned to be the opposite of them. (117)
- The support of the faculty and administrators. All were friendly and helpful. (118)
- Having professors that constantly challenged my ideas, other ideas in the classroom from other students and course material. The professors took an active part in each student's life and really wanted to see each student succeed. (123)
- The most positive impact was the professors were very friendly and helpful. If I had any questions or problems they were willing to help. (137)
- My relationship with some of my teachers. (139)
- Knowledgeable, friendly faculty (for the most part). (144)
- The instructors! All of my classes were off-campus and the instructors had to do a lot of commuting. They are a very dedicated group of teachers and all love to teach. (146)
- The lengths some faculty would go to assist my learning needs. (152)
- My interaction with my teachers helped me to understand that learning does not only occur in the classroom but also in research. (156)
- The instructors. They were great. (167)
- Professors were good and tough and I learned a lot. (171)
- Having professors [who were] easily accessible and willing to work with me. They loved their jobs and let it show. (186)
- Close relationships with professors. (188)
- Accessibility of teachers outside of class. (199)
- Professors were more than helpful on a variety of occasions. (212)
- The great teachers and academic advisors. (222)
- Interaction with professors. (232)
- The faculty as good role models and the opportunities to teach and work with students in the Charleston/Mattoon area. (260)
- I appreciated the help that teachers were willing to provide. They encourage students to expand their knowledge and were there to help answer questions if needed. (262)
- My most positive impact was my professors. They took the time to show me that they cared about learning. I have lost two of my professors since I graduated and the impact they had on my life and education is greatly missed. (265)
- Professors who truly enjoy students and teaching. (271)
- Professor support and encouragement. (284.)
- My professors were very diligent in making sure you understood and excelled in every class they taught. I can't think of one negative aspect in my time at Eastern. (285)

- Making life long friends with professors, advisors, and administrators. (286)
- Most of my teachers tried to motivate students to think for themselves, become involved in the entire school community, and work with other students and professors. (295)
- Professor/student relationship. (298)
- My professors kept tabs on me; they made sure I was working up to my full potential. (311)
- The access to professors for help and guidance. (312)
- The professors were positive and I went away feeling confident that I could be a successful teacher. (315)
- The knowledge and thinking about subjects and current issues. Most of my professors were excellent role models. (316)
- Teachers—available, enthusiastic, encouraging, etc. (317)
- The individualized help from my professors. (318)
- One professor that believed that I could do what I wanted to do. (320)
- Most instructors were very helpful as well as kind and caring. (325)
- When I was about to graduate, I went to several professors and asked them for letters of recommendation. I never thought that I was a bad student, but I couldn't have imagined the help that they offered in information and letters. It made me totally confident when I went to all of my interviews and had qualified people standing behind me. (327)
- Teachers/Professors who were willing to lower themselves to a student's level and realize that their class was not our life. (337)
- Professors that I met or had. (341)
- The professors that I had in previous semesters were still more than happy to help with any problems in other classes. (346)
- Most of my teachers. (350)
- Most professor's enjoyed being in their field and were excited to teach the students. Most teachers were helpful with assignments and expectations. (351)
- The professors were extremely helpful in completing any assignments and were always positive and friendly. (359)
- Very close relationship and interactions with professors [who] could help me to concentrate on my studies. (368)
- One-on-one time with professors. (377)
- Most professors believed in me, and in doing so, made me believe more in myself. (380)
- The concern, availability, accessibility of faculty and their willingness to assist in any capacity. I found my growing relationships with the faculty to be quite rewarding especially when I had additional information to share through my experience beyond the textbook and their lectures. They respected and appreciated my input and did not appear threatened by my shred of information or questions. (386)
- The student body advisor. (390)
- Knowledgeable professors and teachers. (393)
- Teachers who worked in their field and then came to the classroom. (396)
- The professors were wonderful and made me believe in myself. (399)
- My professors were absolutely fabulous. (409)
- Also, I enjoyed the personal attention by professors. (420)
- Good professors—well rounded learning of materials. I feel professors who could relate business in the classroom to real world were most helpful. (421)
- The teachers were, for the most part, extremely helpful, flexible, and hard working. (423)
- Positive feedback from my professors. The most important thing is the “you can do it” attitude. It is easy to be overwhelmed, stressed, and discouraged, which I think leads students to give up and drop out. Being positive and encouraging to the students always kept me going. There were some teachers whom looked at the negative side of things, but I made it through due to those who believed in me. (445)
- The instructors – very, very helpful even with outside class. (456)

- The professors –“one-on-one”. The professors’ ability to seek out your strengths and focus on “you” as an individual. (464)
- The professors made me live up to my potential and complete my degree in an adequate time. (470)
- There was always at least one professor per semester that I greatly enjoyed. I have continued relations with a few of the professors after graduation and hope to keep their friendships for years to come. (472)
- Interacting with graduate students and faculty helped me determine what I wanted in my future, both as a student and as a future professional. (473)
- I was able to meet and work with many professors. (477)
- I also had a few professors who were very fun to learn from. (490)
- Also, the elementary education teachers were wonderful teachers and are very good friends. (497.)
- Select teachers within major. (502)
- The teaching methods of the professors. (503)
- How supportive the teachers were and my advisor. (506)
- Teachers who were actually interested in helping you. Ones that cared what you were going to do after college. (509)
- Professors who really cared and wanted to help. Professors who wrote letters of recommendation. (514)
- Excellent professors that challenged me to challenge myself. (529)
- Eastern instructors were personable, approachable, and quality of interaction was good. (537.)
- The professors had the most positive impact on me. (538)
- The quality of the instructors. (541)
- The teaching staff was also wonderful. (543)
- Ability to interact with faculty/lack of T.A.s. (552)
- The outstanding instructors had the most positive impact on my EIU experience. Their passion for learning an understanding set an example for me of how life can be when you set goals. Nothing is beyond my grasp. This is the main lesson that I learned from the incredible staff of instructors at EIU. (559)
- The educators at EIU were/are outstanding. I enjoyed the personal aspects to our campus. (570)
- The professors who supported me in and out of classes to succeed. (584)
- The kindness I was shown by professors as well as their vast knowledge and advice. (586)
- During my time at Eastern my professors had the most positive impact on me. They were all very encouraging, readily accessible, and required quality work. Each day of class was a challenging, yet rewarding experience. I feel very competent as an educator after earning my bachelors degree at EIU. (600)
- Interaction with faculty. (601)
- The enthusiasm of the majority of my professors. (613)
- The mentoring aspect that some professors developed with me. (615)
- With a learning disability I know I would have trouble in school, but almost every one of my teachers helped me in anyway they could. (619)
- Professors that cared and supported me. (623)
- The teachers were always willing to help. Since EIU is a smaller school, some teachers got to know the students. (626)
- The professor/student relationship was great. Teachers knew each student by name not number. And you were taught by professors not T.A.s. (627)
- Great teacher relations. (636)
- My professors had a great impact on me. (645)

- One teacher I had went out of his way to help me get into a program at St. Louis University by writing reference letters for me and helping me through the application process. He went out of his way to help me out. (651)
- Developing close relationships with my professors proved to be invaluable. (652)
- One-on-one interaction between students and teachers. (658)
- The professors' love for their subjects taught. Professors' availability and accessibility. (660)
- Developing the one-on-one relationship with the professors. (661)
- Faculty that care enough to truly help you succeed in the business world. (662)
- The interaction between students and teachers was very interesting. (663)
- Instructors who were very accessible and willing to offer extra help outside of hours spent in class. (666)
- Interactions with instructors. (667)
- Being able to meet with professors frequently. (682)
- Encouragement and support from faculty. (687)
- The few professors, as well as my late counselor, who really seemed to care. (689)
- My professors (most) – You are also forced to communicate with so many different people. I was taught to think for myself while learning to communicate with others at a higher level. (698.)
- [I] felt help was easily accessible by professors. (705)
- I was grateful with the majority of the professors' availability and willingness to help if needed. (706)
- Working with other students and professors. (707)
- Those few, select teachers who inspired me in more ways than I ever thought possible. (708)
- The people that I met, including faculty that helped me develop as a person. (710)
- The relationships that I had with the professors were professional and it made me feel like they wanted me to succeed. (717)
- All of the professors were very helpful both in and out of class. (718)
- Challenging curriculum offered by involved professors. (723)
- How helpful the majority of the teachers were when it came to class work. (726)
- The staff in the music department. I had some wonderful professors in that department. (728)
- Positive thinking professors to help us along and encourage us in our academic journey. (732)
- The most positive impact on me during my time at Eastern Illinois University was the power that educators at EIU showed me that I had inside me the whole time. (734)
- Professors with higher expectations. (740)
- Professors especially the off campus ones . . . they were great. (745)
- I was taught by some very intelligent professors that motivated me to want to learn. (746)
- I encountered dozens of teachers who honestly cared about their fields and the students. Almost every teacher was willing to sacrifice for the students and go the extra mile. They were eager to share their knowledge and passion for the field. (751)
- The people of the university made it what it was for me. The staff being very helpful, cooperative, and nurturing. (752)
- Interaction with teachers. (760)
- Overall I would have to say I enjoyed the majority of my teachers (765)
- The positive influence by faculty and staff. (769)
- Teachers worked with me, and were always available. (775)
- The support of university faculty/staff throughout my education at EIU was exceptional – especially within my major. They never made me feel as though I couldn't succeed; rather, they did everything in their power to see that I would. (777)
- I thought most of my general education teachers were very effective and thoughtful, and committed to teaching general education courses. (780)
- Good relationships with professors. (785)
- Easy to understand professors – all professors I had could speak English very well. (786)

- The professors had a positive impact on me. (788)
- Certain teachers that understood real life situations and applied them to class to make you learn and adapt to what we had to expect upon graduation. (799)
- Professors wanting to get to know me as an individual. (806)
- Knowing that my professors knew me by name and helped me out when needed. (810)
- One on one interaction from the professors. (811)
- The positive attitude of my teachers with the exception of a few. (812)
- Close relationship between the students and professors. (813)
- Finding instructors who took the time to work with students individually. I had several valuable conversations with instructors which helped me decide to pursue a graduate degree. (816)
- The relationships between professors and myself, helped me to become a better educator. (824)
- Close personal interaction with professors. (826)
- The professors for the off-campus program really took care of us (831)
- Collaborative research with some of the professors. (834)
- Some instructors had unlimited open door policy. (837)
- The professors in my major and general education classes were great. Each of their views on how to get the lectures across was profoundly interesting, and they encouraged students to keep coming to class for more. I couldn't have wanted/needed/asked for better professors.
- Teacher availability. (843)
- How easy it is to communication with all the professors and how willingly they are to help you learn more. (848)
- All the professors were willing to work with the students. (850)

Negative Impact

- Some professors were insensitive to students who probably did their tasks slower than others. (347)
- The bad professors who I felt did not take my presence in their classroom as seriously as they would my white counter part. (34)
- Some professors did not teach the material well, but that is expected sometime throughout college. (39)
- Teachers that didn't speak good English. (41)
- Professors from outside USA made classes more difficult since it was very hard to understand their heavily accented speech. It would be very nice to have instructors who had no accents. (48)
- Some foreign teachers. (82)
- Bad professors. (94)
- The faculty in my department were good, but the faculty in other departments that I had classes were difficult and less caring. This University needs to be reminded that without the students, they do not have jobs!! (108)
- I was a non-traditional student & I felt that most of the things were geared more toward the traditional or campus students. I am talking about meetings and activities that we were expected to participate in. Some professors understood how far I had to drive and would work with me on certain things like turning in assignments. Others didn't care and wanted everything when they wanted it with no exceptions. I don't think that I should have had special treatment but a little understanding would have helped. (128)
- I also had a terrible aerobics instructor. (135)
- All of the non-related material I had to listen to from teachers. The material that the teacher wants to get on a soap box about. They are not getting paid to teach us their personal beliefs. (139)
- Department administrators. (142)

- The most negative impact with EIU was having foreign teachers that spoke poor English. (145)
- Teachers who seemed to not care & unfortunately they do exist at Eastern. It was hard to be in a class where the professor did not truly give time to the students who really tried and pushed political views on us. (159)
- Bottom line, lack of technologies used by educators. (166)
- A few professors who were insensitive and egotistical and enjoyed embarrassing and humiliating students. (170)
- I was frustrated by two professors in Gen Ed. classes. In both situations, I had an A when I took the final. How I ended up with a B in both of those classes, I will never know. They were the only two Bs I received in my 3 years of coursework at EIU; strange. (211)
- A few professors I didn't agree with regarding teaching practices. (218)
- Teachers. (224)
- Inflexible teachers. (231)
- Arrogant teachers. (248)
- The professors for my senior seminar never even tried to learn my name. (263)
- I had more educational experience than some of my professors. (271)
- I was frustrated with the professor's inability to challenge some students and felt that many courses allowed students to fly by the seat of their pants or even to negotiate assignment requirements or due dates with instructors. I felt like at a university level instructors could have afforded a little more rigidity. I was also frustrated by those professors who used the classroom as a political platform, not to encourage activism, but to sway young minds in a particular direction; teaching opinion as if it were fact. (299)
- A professor that was hurtful and unavailable for help or encouragement. (309)
- A professor that was disrespectful toward me and my abilities. (320)
- I had one teacher (professor) that did a poor job interacting with students. All of my [other] professors were great! Thanks. (321)
- Some instructors at EIU, or anywhere, can be very boring even on exciting topics. Those weekend seminars were very difficult especially after working all week. (329)
- I had a couple of teachers that taught classes as if it were a master's level class. (335)
- Classmates who cheated on group projects and professors who said it was our problem, not theirs. (342)
- The confrontational and sexist attitude of one of my professors had the greatest negative affect on my time at Eastern. (346)
- Some professors were insensitive to students who probably did their tasks slower than others. (347)
- Also, professors and administration expect students to know what we are supposed to do, without being regularly informed. Example, steps to graduate, meetings, and paperwork. (351)
- Teachers that don't learn students' names really bother me. These are teachers that don't necessarily care about the students or so it seems. When a professor takes time to learn names it does have an effect on students. (366)
- The few instructors that I encountered that did not vary their method of instruction (lecture only, homework, etc). I had a very difficult time in courses in which the material was presented solely as a lecture (no notes on the board, example, etc.). Professors need to present materials to students in as many ways as possible, appeal to all the senses. (367)
- Reading and writing. I always struggled with this. I enjoyed writing but never comprehended reading. Some of the teachers I had did not care to help me really understand. I went for help but felt discouraged by them. (384)
- My professors lack of time out outside of class. (404)

- Some of my teachers for my gen. ed. classes were not very enthusiastic. Some of those classes could have been very interesting, but were not because they only cared about lecturing and giving tests. (411.)
- One of the teachers had the most negative impact by taking a graduate class. (415)
- Only one incident negatively impacted me and it did result in a satisfying resolution. The incident involved a class I was totally unfamiliar with and an instructor who was not committed to helping the students understand the material. (418)
- Also, there were a few teachers that I did not learn much from their class. (478)
- Teachers that did not have enough knowledge of the subject to be teaching the class. It made you lose interest when you had to wait for an unprepared teacher to figure it out first. (482)
- Dealing with tenured professors who make it clear they've lost their motivation to teach and put forth effort. (489)
- Most of my professors didn't know how to teach. So overall, I didn't feel as if I was challenged enough. I wasn't prepared at all for post college jobs or anything. (490)
- Having only one professor through my college career that I could trust and count on. (513)
- Professors that were trying to teach me how to be a good effective teacher but could not model that themselves. (535)
- I had one online class that was taught by an adjunct retired professor. He was never available and we received no feedback from him. If that had been my first class, I probably would have dropped out. Fortunately, it was my last class so I endured it to get my grade and degree. Overall, I was pleased with my educational experience at EIU. (555)
- Some professors who couldn't relate and teach college level students. (580)
- Professors who didn't believe in us. (591)
- A professor whose classes grade on how well he liked you rather than on work. (604)
- The attitude that some professors had on nontraditional students such as myself. (613)
- Also, hard to understand foreign professors need to speak English better. (642)
- Unable to understand some teachers because of dialect. (643)
- Some professors used class time to soap box personal political views, wasting class time. (664)
- Science classes due to some poor teaching techniques. (688.)
- Being taught by professors that didn't seem to want to be teaching their class or teachers that told their students on the first day that most probably wouldn't pass their class. (689)
- Bad experiences with teachers that were not helpful or were unfair. Some teachers did not set expectations for the class. (702)
- I also had a couple of instructors who weren't (in my opinion) very good or professional. I highly recommended to my classmates not to take their courses. (704)
- Unenthusiastic professors with low expectations of students. (723)
- Positive communication with professors. (725)
- Liberal professors bringing their personal agendas into the classroom (example; religion or politics). They should present the facts and both perspectives. (731)
- Unrealistic expectations regarding workload of some professors. (732)
- Professors with low expectations. (740)
- Teachers that should have retired a long time ago. (778)
- Teachers with a lot of tenure that were stuck in their ways. It's a different time period, they should change for the students not vice versa. (792)
- Certain teachers are comfortable and have been there for ages and don't care to change their teaching methods and plans. (799)
- The fact that some teachers cannot be fired because they have been there so long. There are inadequate teachers that are only there because they can't be let go. There are wonderful teachers at EIU but some of them should be monitored closely. (803)
- The mundane method of teaching that hardly challenged me to think, at times, the routine was robotic. (806)

- At least one of the instructors who taught WebCT classes appeared to have very little experience with writing Web – based material. The class was extremely difficult, not because of the subject matter, but because of the poor presentation in the on-line format. (816)
- A very small number of professors that seriously do not know anything about teaching. (849)
- The lack of respect from teachers for military personnel. This was positively motivating due to my goals to prove them wrong. (821)
- Sometimes communication between professors was difficult because I was away from campus. (21)

Advising

Positive Impact

- My guidance counselor. (770)
- It seemed like I didn't receive much help from anyone but my advisor. (60)
- Counselors in the Psych department. (33)
- I believe it was my freshman mentor, [an advisor in Academic Advising Center]. I had trouble in my first year (I was on academic probation). She talked with me and found out that I was having trouble managing time studying. (384)

Negative Impact

- Some of the classes that I was told to take were not needed (general education courses), therefore taking longer to graduate. (70)
- The administrators and counselors were not always helpful. (14)
- Everyone was talking about upholding EIU's integrity but they didn't uphold their own preaching. I felt as though I was rarely informed about important information regarding my major. I constantly had to seek information out from professors, advisors, etc. sharing with me. (22, Elementary Education major)
- Lack of communication between University and off campus program /classes. Need to have advisors more accessible to students, difficulty accomplishing some tasks without going to campus. (55)
- The lack of communication between the staff, of standards expected for students. Very hard to succeed if one staff member says one thing and another says something else. (59)
- Also, the infrequentness of meeting with an advisor early on freshman year and lack of explanation as to graduation requirements. (66)
- Lots of unorganization. Upon entering, they lied to me about my being able to graduate earlier. (69)
- I did not have a good advisor. He never paid attention to the classes I had already taken. Also, the school politics were negative. (78, History major)
- I do not feel that my advisor truly listened to what I wanted out of my education. My concentration ended up being completely opposite from the one I wanted and I hated the subject. Now I want to go back and get what I wanted. (154, Elementary Education major)
- Many of my friends in other programs did not have an organized layout of their classes and ended up changing majors to graduate on time or staying at EIU longer. Their frustration and difficulty resulted in my negative feelings toward the university. Many of them worked very hard but did not have advisors that were willing to help them. (182)
- Not knowing everything that needed to be done for a teaching degree. (246)
- I was a 4.0 student that found out early on exactly what I needed to do to complete my major and minor. I took all of the classes I was told to take and found out the semester before I was supposed to student teach that I would not be certified to teach had been misadvised. (247, Social Science major)

- The fact that I did not graduate on the date I was supposed to. Many of my friends had problems with graduating. Very little communication with counselors outside of my major. (251, Recreation Administration major)
- Advisor seemed as though I was being pushed in and out of the program ASAP. (258, Industrial Technology major)
- I was poorly advised about a class. I took it and then found out it didn't meet the requirement I needed, so I had to take another one that was very similar (with different call #) this really threw me off – schedule and cost more money. (259, Foreign Languages major)
- I felt the advisors didn't advise me as well as they could have. (261)
- Confusion over graduation requirements, although I graduated on time, the added stress and extra effort I went through a few weeks before graduation were excessive and seemed needless and avoidable. (275, Journalism major)
- In my experience there was not much communication between my advisors in the History and the Secondary education Depts. My graduation was delayed because of classes I did not know were requirements, and I always used the catalog to track my progress and what I was lacking. (290)
- The assistance (or lack of) I had from my advisor. He never seemed to have the information I needed or it was often inaccurate. (307, Foreign Languages major)
- Not being advised on all career options with my particular major. (326, Speech Communication major)
- Not being informed! I was the type of student that got very excited when it came time for scheduling and it's a good thing I stayed on top of it because the way the programs are scheduled and classes were offered, I would have been on the 6 year plan. However, now that I'm finished at EIU, I've learned that I didn't finish half of my degree. I need to have 5 Special Ed courses which I could have taken instead of swimming and aerobics. Now I must go back to school. (337, Elementary Education major)
- Having my advisor switched. (350, Zoology major)
- The advisors in the regular advising center were not very helpful. I found out later, after being misinformed, that I had to re-take a class because of a certain grade. (351)
- Guidance Counselors in Communication and Business Department were too vague, did not map out graduation requirements clearly enough. (379)
- My advisor was not much help. (381, Sociology major)
- The most negative impact was being told the wrong classes, or that I was ready to be in Block when I couldn't and being informed wrong of where I stood. It was heartbreaking to not be able to graduate when I when I should have, especially when that happened at my community college too. (392, Elementary Education major)
- Transferring to EIU was a negative experience. I found that my advisor did not know how to work with a transfer student and did not support my academic needs. I had to seek the advice of the other professors for help. (394, Speech Communication major)
- The lack of academic counseling my freshman year when picking a major. It's so important and I believe that as an FCS major, there are many concentrations. I would have been better off taking more concentration specific classes instead of literally "wasting my time" getting a tiny taste of everything. (396)
- My advisors weren't much help, and I got the run around. (409, English major)
- I would like to see freshman students meet with their advisor from the major a few times each semester to insure that potentially bright students don't get left behind. (473)
- My first counselor. Course selection was a mess for three and a half years because recommended outline was not suggested. (495)
- My department advisor was essentially responsible for my delayed graduation date. Students often place a large amount of trust in choosing classes on their advisor's shoulders. My advisor cleared me to register for several classes in Dec.1999 that had already been given

- credit towards my graduation date. I had realized this too late and was forced to come back to school in FA03 to graduate. (500, English major)
- Not always feeling informed about all of my options or about things that were important to completing my degree. (514, Elementary Education)
 - I didn't meet my academic advisor until my junior year (summer). [Instead,] I met with Lora Green, freshman advisor. (519)
 - Counselors, it wasn't until my Jr. year before I got a counselor that actually helped me. (566, Speech Communication major)
 - The only problem I had was my advisor telling me that I had to take classes that I didn't need to graduate. (629, Psychology major)
 - Poor guidance counselors. (635, Management major)
 - The major I had chosen was taken out and the advisor I had been working with had me working with an older catalog. When I went to get my audit, the college of sciences told me that I still needed a whole year of physics. My advisor never told me that. I was very upset. (651, Zoology major)
 - I did not think that my advisor was very helpful. (659, Elementary Education major)
 - Final semester of school I had to add another course to my schedule, which I was not pleased with because advisors in the School of FCS never informed me of Club Mgt. I was to take Trade Show course, but every time I registered, the class never filled or was dropped. Very upset. Hated course was structured poorly! (662)
 - Trying to understand graduation requirements! Had conflicts in advice from advisors. System is far too complicated and use of waivers to get around conflicts is time consuming and stressful. (671, Health Studies major)
 - My advisor was not familiar with graduation requirements and missed a credit. I was told 2 months before graduation I would not graduate. Everything was squared away in the end, but those few weeks were miserable. (724, Elementary Education major)
 - The most negative impact was the lack of help from the advising staff. I had to plan my four years myself and was steered in the wrong direction by my advisor. (744, Accounting major)
 - Graduating with a K-12 degree and a Health minor, then finding out that I have to take 2 more classes to be qualified to teach the job I have now, Middle School Health and P.E. I have talked to many people who graduated with me and are not certified for Health in the Middle School. Why were we not told about this? Now I am back in school taking two more classes, and not by choice. (748, Elementary Education major)
 - My counselor did not talk to me about picking a concentration until the last day of school. I was taking 3-5 math classes a semester to make up for it! (758, Elementary Education major)
 - Very bad counselors! For the most part, I figured classes and such on my own. Except for my last year, I actually had a great counselor. (825, Speech Communication major)
 - Accessibility of counselors. (847)