

Alumni Survey 2006 (1997 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/Campus Size

Positive Impact

- I enjoyed the smallness of the campus. (99)
- Small class atmosphere. (73)
- Appreciate small class sizes. (242)
- Attending classes that were very small in number of students. I had an excellent individual help and attention from the teachers. (549)
- Class size was relatively small and I learned better that way. (542)
- Classroom size. (472)
- Having small class sizes. (144)
- I enjoyed the smaller class sizes. (526)
- I feel that I was successful at EIU due to the smaller class sizes. (386)
- I greatly appreciated the sizes of the classes. (412)
- I also liked that the campus was not too large but a nice size. (260)
- Small class size allowed for more interaction with professors and classmates. (327)
- Small class size was great. Size of campus-not too big, enrollment was comfortable level. (240)
- Small class size. (125, 250, 175, 394, 448, 552, 514, 305, 300, 488)
- Small class sizes, small campus. (134)
- Small classes in the Lumpkin School of Business. (519)
- Small classes with individual attention. (154)
- Small classes, small campus, and community. (124)
- Small, personal classes (513)
- Small, safe campus with small class sizes (393)
- Smaller class size equals closer teacher/student relationship. (25)
- Student/Teacher ratio. (36)
- The class sizes were great too! (361)
- The classes were not too big which allowed the professors to get to know us individually. (290)
- I also had classes with about 30-40 students which made learning more personal and I felt gave me more time with professors. (499)
- The small class sizes and the Honors Program was a great help in ensuring small class sizes, excellent instruction. (223)
- The small classes and my field placement. (51)

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.

Scheduling/Registration

Positive Impact

- All of the different variety of classes that were available. (45)
- Being able to schedule school around work and children. Having a large choice in classes to take and times to take them. (147)
- Completed bachelors while working full time (classes brought to Parkland College and Rantoul Military base made it possible), and array of evening courses offered. (26)
- Convenient hours for students who work full time, multiple sites to attend classes. (359)
- Flexible schedule and compressed classes helped full time worker complete college. (31)
- Flexibility of classes. (232)
- Flexible scheduling (285)
- Off -campus classes. (378)
- Taking classes in Danville. (445)
- The ability to complete my degree on my own time while holding a full-time job was very helpful to me. (340)
- The ability to participate in evening and/or weekend classes. (479)

Negative Impact

- Obtaining needed courses at the time I needed them were difficult because the class wasn't offered or closed. (299) SOC
- Paperwork trails—some offices refuse to work with students after graduation offering courses that fit post graduate's schedule (night classes, summer classes, internet classes). (353)
- Registration process (but it has changed since graduation). (168)

Education, Requirements, Obtaining Degree

Positive Impact

- I am pleased with the education I received, though I personally wished I would have chosen a different major (why I scored #13 so low). (538) AIS
- Classes were wonderful. (408) SPE
- Completed Bachelor degree with only 144 credit hours. (391)
- Completing my degree. (272)
- Education in general. (280, 267)
- Elective courses were great (journalism, theatre, history were my favorites). (335) PSY
- Everything was positive about my experience at EIU. I was only there for 2 years (transfer student), but they were without a doubt two of the best years of my life. I enjoyed being an English major and being a part of campus life. (92)
- Experiencing all the learning opportunities. (167) PED
- Gave me the confidence to explain something I know to others. (449)
- Getting my degree. (148)
- Going back after my bachelor's for my teacher's certification and appreciating college so much more and seeing it as valuable. (424)
- Helping me develop critical thinking ability. (523)
- Humanities classes that forced us to think and articulate responses. (17) BOG
- I am the first one in my family to have a four year degree. (14)
- I appreciated my studies and specific classes that I took. I transferred in with an Associates degree. I took advantage of Study Abroad programs. (171)
- I have nothing against Eastern; it is more of a societal issue. Eastern did what they were asked to for me and that was get me a degree. (325)

- I wish sometimes I would have went ahead and done my student teaching just to do it, so I would have the option of being a teacher. (535) BOG
- Interaction with professors and counselors, open and spirited class discussions, feeling like I was a part of something bigger than myself. (258) SOC
- Learning about other people from other areas. Becoming a life long learner. Appreciating higher education. (116)
- Many degree programs to choose from. (133)
- Opportunity to do research. Have the benefits of a state university and small enough to get personal attention. (15)
- I am very satisfied with my education at EIU. My years there have proven to be the foundation for my professional success and personal growth. (552)
- The curriculum. (48)
- The study atmosphere. I knew that I applied myself, I would graduate. The library is the best in the world. (442)
- Until this year, I taught pre-K at an elementary school and I feel Eastern played a large role in me being a successful teacher. (357)

Negative Impact

- Administration department was slow, little emphasis on career-oriented technical training. (I left not knowing [how] to use email) [and] little encouragement to get involved with groups/clubs. (335) PSY
- As a transfer student from SIU, I was unhappy with the classes that were not accepted by EIU. (467) MAT
- Course offerings. (496) BOG
- General/"Core" classes [we] were required to take. Viewed as a waste of time and money. (515) FIN
- Having to take general education classes. That time should be spent applied to major degree and gaining real job experience through internships and work co-ops. (191) GEO
- Honors Programs. (358)
- Humanities requirements. Senior seminar – waste of time. (462) PSY
- I didn't feel my academic experience was very challenging. (254) PLS
- I feel there should have been more seminars to encourage students to go on for their masters. (415) REC
- I hated the core classes—they were boring and I didn't enjoy them. (226) EVB
- I think what is true of all universities is that you aren't prepared enough for the real life challenges outside of a career. Such things as preparing for and buying a home, purchasing insurance, medical care, etc...college would be the best place to get a head start on those items. (126) MGT
- I took a lot of science (zoology, physics, chemistry) as needed to fulfill graduate coursework requirements and I wished EIU offered biology instead of zoology as human based science is really necessary for lots of health/human services fields. Otherwise, nothing had a lasting negative impact on me at EIU. (246) PSY
- Inability to pursue doctoral level education at Eastern Illinois University. (479) BOG
- Lack of organization within the general curriculum (not my major). (142) SPC
- My transfer to Eastern from Kaskaskia College was not smooth. Several of my basic level courses were questioned by Eastern regarding their academic value. I had to document the work I completed in order to avoid repeating them at EIU. Given that they were History courses, I resented the Department's leadership and advisement early in my time at EIU. (64) HIS
- No real benefits were learned for me through my bachelor's experience. (424) FIN
- Non-major classes. (485) TED

- Not as wide of a selection of majors as a larger university (i.e. U of I). (559) MAR
- Not knowing to take two additional residential hours for higher honors. I wrote a portfolio and acquired hours for experience gained in the workforce, and lacked two EIU hours unfortunately. (316) COS
- Once you've chosen a major and a profession to aspire to as a student you should be guided into a research project to study the realities of the profession: are there many jobs in your field of study? how available are these jobs? where are they located? (373)
- Senior seminar was a complete waste of time. I would rather have taken another course in my major, or something that would help me in life. An ethics course would have been great. (470) HIS
- Some of the core classes requirements were a waste of time would have liked to see a wider variety and more geared toward adult interests and topics that are more beneficial later in life. (243) SOC
- The lack of nursing program. (393) HES
- The only negative experience I had at Eastern was having to repeat a class I had already taken at U of I. But because it was a freshman course at U of I and a senior class at Eastern, though the content was the same, I still had to take it over. (211) PED
- There was not enough opportunity to sample different subjects. (221) PSY
- Lack of education in living physically and mentally a healthy lifestyle. (204)

Pedagogy/Coursework/Skill Development

Positive Impact

- Developing skills, i.e. like writing and communication (verbal). (248) AFR
- Failing Mass Comm due to attendance although I "aced" every paper and every test. It showed me it goes beyond the pure work you do, it's also about image, leadership, participation . . . (123) SPC
- Great choice of courses. (286)
- Some faculty course topics. (344)
- The academic expectations were very rigorous. This was helpful for me in graduate school as well as professionally. (511)
- The classes—the teachers required critical thinking. (293)
- The educational process, specifically in the area of written and verbal communication skills. These tools have been most useful to me in life. (470)
- The emphasis on good communication and writing skills. (499)
- The first class that I attended and one of the last in addition, both courses were taught by the same instructor who did an excellent job in helping his students to evaluate and uncover the ethical or moral influences that were intended to be received from the media, movies. (79)
- The interesting and challenging classes. (157)
- Writing experiences and having professional presentations across a wide variety of topics and theories. (313)

Negative Impact

- Calculus II. (174) CHM
- Classes that tended to be "busy work" as opposed to time spent learning. (234) MGT
- Courses in field of study which did not prepare me for real-life job situations. Example: Field of study was Elementary Education. How to handle first of year to end of year procedures and parent/teacher situations. (25) ELE

- Doing group projects with other students was very hard for me and I feel that my grades in these projects suffered greatly. I worked 40 hour weeks, was a single parent to a toddler, and lived 40 miles away. Group projects were hard to take part in. (147) FCS
- I wish I would have been challenged more with critical thinking and writing. Also, should prepare students for what would happen should you be terminated or downsized. (252) FCS
- Lack of computer skills. (523) SPC
- My calculus class. (406) ELE

Faculty

Positive Impact

- Excellent professional relationship with instructors and individual aid in courses due to small class size and excellent teachers. (93)
- Approachable faculty made Eastern unlike comparable universities in the state. (125)
- I felt I knew my teachers and my teachers knew me. The professors were outstanding. (304)
- Local instructors that I could understand. (300)
- A few professors.(475)
- Accessible instructors. (305)
- All my teachers really seemed to like what they did. (100)
- All of the professors were great. (260)
- Attention to detail and one on one time with the instructors. (84)
- Availability of professors was helpful. (240)
- Because EIU is a teaching University first and secondarily a research University, I was given time and mentorship from professors who truly were interested in educating others. Would've hated being taught by T.A.s who are just getting into their field and may have never taught before. (354)
- Caring teachers with a passion for their subject matter (198)
- Certain instructors or GEN Ed courses (Cultural Geography). (520)
- Certain teachers (465)
- Classes taught by professors. (394)
- Communication with professors – trusted professionally (382)
- Excellent instructors (306, 450)
- Faculty (15, 229, 451)
- Faculty that I could relate to/ identify with, always approachable. (478)
- Felt professors took an interest in you, as the student (178)
- Friendly, helpful professors. (62)
- Good professors. (255, 286)
- Good role models as teachers and a fun group of friends. (52)
- Great overall campus administrators and professors (548)
- Great people at EIU--especially faculty, staff, support staff, EIU was a good match for me. (269)
- Great professors. (108, 323)
- Having professors who took the time and cared about their students (321)
- Having professors who were interested in people and education; therefore, the lessons made and impact on me in respect to topic and encouragement. (316)
- Helpful, intelligent instructors. (133)
- I had an incredible relationship with most of my professors. They were very helpful and most of my classes were great. I loved my time at EIU. I learned a lot and built great relationships that I still have today. (328)

- I think the most positive impact were the teachers and the courses that I took. (They were interesting.) (137)
- Instructors had a positive attitude. (359)
- Instructors that made me think outside the norm—they really challenged me to consider other ideas or perspectives. (547)
- Instructors who were empathetic to working students. They were more flexible. (231)
- Interaction of student to instructor ratio. (333)
- Interaction with professors. (517)
- Involved professors. (250)
- Involved professors who cared that we received a quality education. (192)
- Knowing my professors on a personal basis. (144)
- Most of the professors were very good and willing to help. (111)
- Most teachers were very helpful and considerate to student's needs. (485)
- My Honors Program professors. (531)
- My instructors/professors. (416, 103, 142, 408, 95, 118, 241, 323, 405, 69, 290)
- My instructors had a positive impact on me. Their caring and guidance taught me to challenge myself and be an effective teacher for children. (362)
- My interactions with the professors, campus community members. (245)
- My mentors and teachers, athletic training staff. (399)
- One of the things I remember most was that some of my professors were very willing to help me, especially in an English class was particularly difficult for me. (256)
- One-on-one interaction with professors. (278)
- Open-minded professors who strive to open the minds of their students. (20)
- Personal attention from faculty who really cared about my success was invaluable. Eastern students are very fortunate to get caring, one-on-one interaction with faculty and even administrators. (223)
- Positive professors. (252)
- Positive teacher influence. (73)
- Professor that treated us like equals (adults). (16)
- Professor's accessibility. Every professor's knowledge of subject matter. (124)
- Professors were always willing to help me one-on-one and the smaller class sizes. (77)
- Professors who allowed you to develop your own thoughts and opinions by providing you with the knowledge to do so. (215)
- Quality of professors. (26)
- Relationships with professors who were overall very helpful, respectful, pleasant, and engaging. (81)
- Several of my professors had a positive impact on me, all of whom taught me the value of hard work and having goals. I respect all of those individuals and couldn't be happier with my choice to attend EIU. (129)
- Some of my instructors. (445)
- Strong professors who cared and was dedicated to their field. (318)
- Strong professors. I had numerous PhDs teaching my classes and I could talk to them freely, overall great education. (552)
- Support of faculty. (37)
- Teacher interaction. (472)
- The availability and involvement of the professors. (1)
- The classes were taught well, very understandable professors. (437)
- The commitment and input from the teaching staff. (50)
- The fact that the professors made themselves available for questions and guidance. (279)
- The faculty and support personnel. (496)
- The faculty and their ability to teach as well as care about their students. (42)

- The faculty and their preparation. (154)
- The faculty took the time to show they cared about the students. (189)
- The flexibility of my professors to meet with me one-on-one when needed. (46)
- The instructor to student ratio allowed for more interpersonal contact and relationship-building between staff and students. (419)
- The interaction between students and instructors helped me to interact with co-workers, consultants, and other government agencies. (317)
- The majority of my professors were fair and personable and that was great. (312)
- The one-on-one interaction with the professors. (526)
- The open door policy with most professors—especially helpful for the classes I had the most difficulty (i.e. math). I never hesitated asking for help with my homework from the professors. (360)
- The people, other students and even professors, I learned well from everyone. (104)
- The professors helped me the most. Not knowing at the time I was going to be a teacher. When I started teaching, I looked back and mimicked how they taught to be a successful teacher. (143)
- The professors seemed to care. They were generally speaking, current in their field. (156)
- The professors were extremely positive. They seemed very concerned with students taking their studies seriously. (356)
- The professors, they were accessible and they genuinely cared. We were more than numbers, we were names and faces. Even after graduation they've been available for consultation. (326)
- The quality of the teachers. (43)
- The relationships built with teachers and peers. (412)
- The teachers really cared about the students. (153)
- The teachers were understanding and welcoming. (383)
- The willingness of the faculty to help me succeed. (270)
- Undergraduate teachers were helpful and graduate teachers were awesome. (90)

Negative Impact

- Having an instructor push his beliefs in class and test over things with nothing dealing with the class guidelines. (507)
- A feeling that some of the professors and associates did not consider the Board of Trustee program legitimate. (251)
- A few classes were marred by sub-par instructors (none of whom are still teaching at the university). (223)
- A few close-minded idiots that taught a few classes (dropped them quickly). (215)
- A few professors and certain world views presented in class. (475)
- A terrible teacher at Kansas TLC! She didn't deserve to be in the environment she was in as she had no respect for her students with emotional disorders. She taught me, however, how not to be as a teacher! (196)
- Certain professors' attitudes towards ROTC and Military Service. (403)
- Certain professors who did not wish to share their knowledge. (71)
- I think when I took a math class that was taught by a professor whose first language was French and it was difficult to understand him. Other than that I do not recall any other negative situations. (256)
- Instructors that think the world revolves around their class. They do not consider that one may have personal issues (e.g. surgery, illness, death in the family, etc.) that cause someone to miss class. I had some of these issues and one instructor kept lecturing me on how it was important not to miss her class. Students don't need this EXTRA STRESS after a personal crisis. I had to drop the class. (547)

- Professors who thought that everyone was a slacker even though plenty of us weren't. Perhaps those of us who paid our own way were more serious. (171)
- Professors with bad attitudes toward students. (47)
- Some faculty were good. Others were terrible. Lack of focus in degree. (334)
- Some of the other professors didn't seem serious about their teaching. (262)
- Some teachers were rude and not very helpful. One that I had told the class repeatedly how "stupid" we were. (38)
- Teachers who taught what they wanted to teach, not relevant to the course chapter. i.e., Brain Dominance theory in team training. This could have been a 15-minute segment. They consumed 4 hours. (198) BOG
- The liberal influence, anti-Christian influence. (79)
- The most negative impact would be some of the instructors that I had that were close to retirement and ready for it. They should have gone much earlier. (30)

Advising

Positive Impact

- Campus Counselor – she helped me keep my personal life into perspective to concentrate on my studies. (415)
- My counselor, Mr. Coffey, is #1. (535)

Negative Impact

- Having advisors that didn't know what classes I needed to complete my Bachelors degree. I understand the reasoning and fortunately I was able to give her my "4 Year Plan" but it was aggravating to me to know there are students with no clue and depending on advisors "with no clue". Makes me really wonder why it takes (on average) 5 years to complete a 4 year degree. (507)
- Academic Advisors who didn't pay attention or give any useful advice. (201)
- Advisor was extremely unhelpful. (525)
- Being led to believe (by my academic adviser) that a graduate assistantship would allow me to fund my secondary education when, as occurred, no assistantship was available for me. (245)
- Entrance counselor that guided me to take the wrong classes for a semester. (364)
- Finding out credits needed to graduate and the fact that I didn't feel listened to and had to get my parents involved. Graduation should be talked about sooner and more frequently. (100)
- Getting bad advice from my advisors that caused me to go to school a longer time. (167)
- Getting through the red tape and not having a person to help make sure I was on track with classes, tests, and other requirements to meet graduation on time. (293)
- Guidance counselor not providing enough information on major before beginning. (60)
- Guidance counselors could have spent more time with each student. Gave them other career possibilities. There were several career choices I didn't learn about until I was almost done. (514)
- I noted that my bachelor's degree inadequately prepared me for my career path because in hindsight, I do not feel enough attention/focus was placed on how my degree could be used to find a job that I was suitable for. I found I really needed an RN in addition to my bachelor's to get into the community health area. (280)
- I was in another major before switching to science the academic advisement in my first major was very poor, and I ended up taking classes that I didn't need. (386)
- Lack of communication between colleges to ensure proper credits. (277)

- Lack of competent advising. After I graduated, I realized through my job searches how helpful minors and/or a double major would have been. Yet, I was never advised to pursue them. (102)
- My academic advisor before I received my Honors academic advisor. I feel sorry for all students who do not get the chance to be in the Honors Program. (531)
- My pre-law advisor telling me I'd never get into law school. (206)
- Not fully understanding the study abroad program. After giving up 4 years to serve in the military, I returned to college just wanting to finish my degree. This program offered life experiences that I missed out on. Now I see the world courtesy of the U.S. Navy (again). (326)
- Poor advisor – did not work well with students and did not provide correct information to me and several classmates. (481)
- The most negative impact experienced at EIU was with the pre-law advisor who informed me that I would not be able to attend law school because I only scored a 19 on my ACT. I have since obtained a Jurist Doctorate degree. (528)
- Undergraduate advisement was horrible. I ended up 2 credits shy of getting my endorsement in psychology because the EIU catalog did not reflect current ISBE requirements and my advisor did not know to double check. (473)
- Was told I had enough credits to graduate and to drop some classes. Etc...then in the end I didn't have enough credits and did not graduate. Went into debt and had to go back and finish three years later. Need better focus on making sure student knows where they stand. MESSED MY LIFE UP! (108)