

## Alumni Survey 2007 (2006 graduates)<sup>1</sup>

### 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

- Enjoyed smaller class sizes! Grade wasn't just based on 3 big tests. Got to be part of big projects, papers, etc. (22)
- Smaller classes. (50)
- The small class sizes. (59)
- Small campus. (110)
- Small classroom setting (133)
- Class size, classes offered. (205)
- Small classes, good for the most part. (241)
- Classroom size had the most positive impact on me during my time here. I like the fact I was a student not a number. The actual campus itself also positively affected me. I felt academics was very important. (310)
- The affordable yet small sized classes. (433)
- I loved the small class sizes. (545)
- The small-medium class sizes. (562)
- Small class size. (577)
- I loved having a class of only 10-15 people. (574)
- Small class size. (600)
- The small classes. (619)
- Small class size. (653)
- Small class sizes. (698)
- The small classes and small biology department size helped give one-on-one learning experiences. (712)
- I enjoyed the size of the campus. It was big enough to get the total and ultimate college experience without making students feel last in the system as just another number. (102)
- The smaller classrooms allowed for more personal relationships with teachers and students. (78)
- The moderately sized classrooms made learning easier; it felt like the professors could give each student more of their own time for out-of-class questions. Try to keep the class sizes limited to 30-40 students, more personable. (207)
- My most positive impact were the small classes. (232)
- Small classes, working together with other students/ease of talking to teachers. (261)

---

<sup>1</sup> 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.

- I was a very shy student entering EIU my freshman year and being a political science major allowed me to come out of my shell so to speak. The small class sizes and easily accessible faculty were tremendous in contributing to this. (331)
- The most positive impact that affected me was the small class sizes and the one on one interaction between teacher and student. This assisted in helping me adjust to college life as a freshman and helped me mature and learn to be a more productive student. (377)
- The small class size and the closeness between the students and teachers. (391)
- Small class sizes and availability of professors. (424)
- The fact that the class sizes were small enough that the instructors could actually care about the individual. (454)
- The small class sizes made for more personal contact with instructors which really helped in learning. (461)
- Small class size was a great perk of EIU too. (479)
- From transferring from NIU to EIU—the smaller class sizes definitely helped, as well as the professors actually taking the time out of their day to see you. You never got that at NIU. (541)
- The willingness of professors to help you outside of the classroom, the small class size (student to teacher ratio). (662)
- Professors to student ratio. (679)
- Class size, rapport established with professors (751)
- Small class sizes helped class be more personal; professors in general were concerned with our well-being and doing well in class. (752)
- Small class sizes, approachable instructors. (771)
- The small classroom size allowed teachers to provide more support. Most of the teachers really seemed to care. (782)
- The small class sizes and the professors knowing you by name. (788)
- The classroom environment. The smaller classes made it easier for me to stay involved in my classes and allowed more one on one teaching to help expand my learning and challenge me personally. (802)
- The size of the classes and the fact that the teachers knew your name. (812)
- Definitely the intimacy of the smaller campus/classrooms. Knowing the students, as well as the teacher at a more personal level helped prepare me in building relationships at a business level, which I learned is such an immense asset in being successful in the career setting. (832)
- Small class sizes allowed me to be an active participant in most of my classes. Additionally, professors knew who I was and seemed to take an interest in my education. (839)
- The small class sizes allowed me to meet more people and expand my horizons. (469)

### **Negative Impact**

- Larger class sizes in lower level classes even in junior level classes as well. (574) (FIN)

## **Scheduling/Registration**

### **Positive Impact**

- The ability to take classes at night and on the weekends. (62)
- Classes were available in the evening. EIU offered a program that would allow me to obtain my Bachelors Degree while working and raising my daughter. (82)
- Being able to attend classes on the weekends. (85)
- Easy registration systems (PAWS). (133)
- Being able to take internet classes and night and weekend classes that better fit my schedule having a full-time job and a small child. (159)
- I liked having classes at Parkland, closer to home and work. (178)

- Convenient class schedules (evening classes) in a local location (Parkland College). I probably would not have been able to complete my degree without the Continuing Ed. Program. (258)
- "Expanding my horizons" by taking classes outside of my "normal" areas of study. The variety of classes online helped accommodate this. (301)
- I think the most positive impact for me was the intense 4 weekend classes that I attended. As well as the online classes. I think that I excelled at both. And I enjoyed both. Time was a factor for me. (304)
- Weekend class schedule. I could continue my work schedule while obtaining degree. (327)
- The ability to attend classes when I was not working and the ability to communicate with my counselor on taking the correct classes. (348)
- Broad variety of classes. The classes held at Parkland College made the location very convenient. Suggestion- Have graduate level classes at Parkland College. I would pursue my Masters degree through Eastern then. (353)
- What had the most positive impact on me during my time at Eastern was the ability to take classes in Champaign. This benefit allowed me to continue working while in pursuit of my degree. (523)
- Convenience of class time and availability. (533)
- The ability to attend evening and or weekend classes. Also the online classes taught me the most about time management. (595)
- Tuition benefits. Night and weekend courses, so I could still work full time. (627)
- The direct one-on-one contact with my professor. Also, the small classes that allowed for many ideas to be expressed and analyzed. (631)

### **Negative Impact**

- There were no anthropology or archaeology classes offered at Parkland College location. (62) (GST)
- The lack of classes offered in both the fall and spring making registration difficult at times. (73) (ELE)
- Certain class availability and certain classes only being given by specific teachers (not having the choice to choose in certain subjects was frustrating). (78. HEC)
- Not enough classes offered in Salem and Effingham. (116) (GST)
- Not getting into classes because they were full. (103) (ELE)
- Although I appreciated being able to take classes at night and on weekends in Champaign, the course selection was rather limited in the humanities/social sciences (my strengths)—redundant subject matter. (206) (GST)
- Slight difficulty of availability of classes needed to graduate. (258)
- The most negative was trying to coordinate the online classes with the weekend classes. (304) (GST)
- Not all of the classes I needed were offered off-campus. (348) (COS)
- Class scheduling—had to go an extra semester for one course because it wasn't offered any other time. (349) (HST)
- How frustrating the PAWS system can be!!! (407) (PED)
- The most negative was the PAWS system. It never worked and was a pain. (444) (PED)
- The PAWS system on the first day of classes. (791) (ENG)
- Early classes. (667) (FIN)
- Limited/poor choices for class registration off-campus. (520) (GST)
- The PAWS system was always overloaded during registration. (576) (JOU)
- Class schedules. (594) (PED)
- Course selections limited. (627) (GST)

## Study Abroad

### Positive Impact

- Study abroad program to Europe. (40)
- My study abroad trip. (41)
- The study abroad program in the Netherlands. (60)
- Study Abroad. (94)
- The study abroad program. (332)
- The accommodation for a shortened study abroad semester allowed an opportunity otherwise not available. The trip to Italy has left a lasting imprint in my memory. (523)
- Study abroad in Spain and Paris. (572)
- The chance to study abroad. (616)

### Negative Impact

- Follow through and lack of trust by the University Office Management. For example, canceling a study abroad trip without an explanation or other options. (350) (MGT)

## Education, Requirements, Obtaining Degree

### Positive Impact

- I wish I would have stayed with my original major (education) because I feel I would have a more fulfilling job. (19) (BIO)
- Graduating. (23)
- I graduated. (33)
- What I learned in class was easy to apply in my everyday job. (35)
- Academics and exploration of ideas. (36)
- Graduation. (76)
- The learning environment and the overall atmosphere of being on campus helped me reach my success. (81)
- Good courses offered. (98)
- Earning my degree 17 years later via the on-line classes was a great experience. (100)
- Preparing me for the real world. (113)
- I had the ability to learn to think "outside the box" and improve on skills needed to function in the real world. (128) (SPC)
- Being required to take classes in areas of study not closely related to my major. (135)
- I had a sense of pride after completing my degree. I plan to take courses of interest, but probably won't pursue a Master's degree because I'm into my sixties, and I feel like attending college courses just for fun. I loved attending classes and I probably will continue off and on forever. (174)
- The end results of receiving my degree. Receiving my Bachelor's degree ended up being the most positive aspect of all my time at EIU. (194)
- The overall education I received at EIU. It was a very positive experience.
- Real world experience. (220)
- Getting back into the classroom. I returned after 9 yrs out working. It was good to get back into a classroom and learn. (231)
- Overall programs that the university has, academically. (236)
- The variety of classes I took. (243)
- My independent study was exceptionally helpful. (255)
- Courses relating to real world job skills. (259)
- My general education courses really taught me about life outside of my major, made me a well-rounded student, and shaped who I am today. (272)

- Getting my degrees. (276)
- Got a very good education. (279)
- The school was great. I loved my time there. I just maybe would have majored in something that could be applied to a career easier. (282) (PSY)
- Graduation (286)
- Being an active student in Trio Student Support services. Another positive impact was being active in the Gateway program as a freshman. (287)
- Realizing that I do like education. For the most part, I enjoy going to school and getting to choose a lot of the subjects I wanted to learn more about. It's just that work gets in the way! I enjoyed my Eastern experience! (288)
- Real world experience rather than strictly lecture classes, great on-campus opportunities for gaining experience in my field. (290)
- Educational events, lectures, speakers, clubs, etc. (298)
- The Education Scholars program was very helpful at my time at EIU. It provided opportunities that I wouldn't have had the chance to take. (309)
- Positive feedback on assignments. (311)
- The positive attitude the program had. (312)
- The variety of classes offered. (337)
- Received a well rounded education. (339)
- Chance to complete my education as an adult. (368)
- Being able to work with other students helped me have a better understanding of the material. (381)
- Appreciated that EIU holds up a high standard when it comes to the expectations of student writing abilities (i.e. the EWP requirements). (405)
- The most positive impact was from the on hands experience I was able to receive in the broadcasting field. It prepared me for my career very well. (408)
- Re-familiarization with academics, from a student's standpoint. (417)
- My classes were held off campus. My program was a Cohort and the experience of meeting my peers and growing with them throughout my program was very positive. (431)
- It was an easy transfer. (436)
- Taking classes that were outside my realm was the best experience I had at Eastern. The diversity made school much more interesting. (465)
- Other classes not in my major (508) (REC)
- Knowing I was working towards a degree. (520)
- Graduating. (560)
- I am who I am today due to my wonderful experiences at Eastern. It was the best time of my life and I will always hold Eastern close to my heart. (617)
- The atmosphere and classes. (624)
- I loved my degree and experiences at EIU. I often consider going back to EIU for my Master's. (675)
- I felt hopeful that my degree would help me advance at my current employment. (697)
- Thinking that earning my degree would better my chances of gaining employment—which did not help me find work at all so far... (726)
- Learning how to apply my degree in real life. (762)
- All the hands on experience I gained at Eastern. (763)
- Interesting and variety level of classes. (770)
- Affordable tuition. (771)
- The chance to study education and become a teacher. I tell lots of people that Eastern's programs are wonderful. That is because they truly are. (791) (ENG)
- Getting my degree at the age of 28!! (799)

## Negative Impact

- Writing portfolio was a considerable annoyance, especially when I had passes both writing test in junior college. (12) (BIO)
- Too many midterms and finals in one week. (23) (PED)
- Internship placements—very hard to find internship for the spring semester. A lot of them wanted them during the summer time! (24) (HEC)
- That there is not enough focus on education. Many students do a little work and fly by and receive the same as those who work hard. We need higher standards. (26) (SPC)
- The coursework bored me. It was never challenging. I put very little effort in to get the grades I got. Eastern didn't help me develop at all. (29)
- I feel like I took some extra classes that I did not need. (33) (ELE)
- I had a couple of classes that I felt like were a big waste of time. (38) (PSY)
- Some of my classes that were just pointless. (51) (ELE)
- Writing portfolio. (77) (CDS)
- Internet classes—feedback was not very good. (92) (GST)
- Could have been a more challenging atmosphere at times—many other students seemed to be less analytical. (96) (GST)
- Homework!!! (118) (SPC)
- General education courses and their lack of applicable knowledge gain to my life. (144) (CIS)
- The EWP. (171) (HIS)
- As part of the Board of Trustee program, I had very few restrictions on course selection. However, after I found a course I especially liked, I couldn't always find related courses in the program. (174) (GST)
- Taking core classes that didn't relate to anything I would be using. (181) (INT)
- Required classes (ex. Senior Seminar). I had to pay for a class that did not interest me when I could have taken something else in my field of study. (185) (FIN)
- Lack of clarity on graduation requirements and notification. (203) (ENG)
- Elective classes. (229) (CTE)
- Classes that lowered your grade by attendance records when I could've passed the class by never coming (or even getting an A with low attendance) because it was so easy. (239) (SPC)
- Senior seminar was pointless in my opinion. There must be a more useful way for us to spend our time. (264) (REC)
- I am currently taking classes at Greenville Technical College and some of my general education classes I took at EIU did not count for credit at Greenville Tech (math, humanities), so I have to take those classes again. (267)
- Not having enough time to get another degree. (276) (HIS)
- I could have been pushed more in some of my classes. (279) (MGT)
- There was a "lack of interaction" between students in most classes. A handful of classes required student participation and interaction. (301) (GST)
- Students who did not take courses seriously were difficult to work with in group situations. (322) (ENG)
- A couple of the classes required too much homework. (356) (GST)
- Education majors were all lumped together, when there is a clear difference between elementary and secondary educators. (360) (SOS)
- Losing credits from transferring in. (369) (INT)
- The useless and insulting electronic portfolio. (378) (PLS)
- Many of the classes and activities were not commuter friendly. It was very difficult to meet outside of class for group projects or presentations when you live 1.5 hours away (one-way). (399) (CTE)

- I felt like I was going to college merely to get a degree. I did not learn very much at Eastern. The classes were not challenging and everything was treated as a process. (416) (PED)
- A "B" grade I received just because a team member was very uncooperative. (445) (COS)
- My senior seminar—it wasn't negative, but it had a lot of assignments that took away time from my major classes. (451) (ENG)
- I felt some of the general education requirements were a waste of time! (461) (MAR)
- I needed to be challenged more. (477) (PLS)
- General education classes. (494) (ELE)
- The students—lower standards for acceptances meant I would not be challenged. Classes (most of them) seemed "dimmed down". (580) (PSY)
- The Electronic Writing Portfolio. (635) (FLG)
- Too many to mention, but it does seem to be better in the CSD dept. (688) (PSY)
- A request for approval of a re-take class, that was the same course number, and was denied, after taking the course. (700) (Science w/TC)
- The limited out of class/off campus/real world/work experience. (712) (BIO)
- Not enough challenge. (763. JOU)
- The most negative experience I had at Eastern concerned prerequisites for a class. My genetics class had prerequisites that I fulfilled with an "A" average; however, one of the professors believed that several other classes should have been needed before hand, and taught the class as such. Not being a science major, I did not find this fair or necessary (why should biochemistry be necessary for ele ed?) and the amount of material he covered was difficult to understand since he thought so much should be a review. I couldn't drop the class and still be able to student teach in time, so I stuck it out, but over half my class dropped or got a very low grades. I understand it was my decision not to drop, but the grade drastically dropped my GPA. (I transferred, so it was a major blow), but it was the worst experience of my college career. (773) (ELE)
- Transferring to Eastern as a junior, it was very hard to come to the university as a junior. I think the school needs to have a mandatory class for all transfers to take to get to know others and let them know they aren't alone. (781) (MAR)
- I was highly disappointed in the level of academic expectations. I rarely felt challenged and often felt others were struggling to get by. I wish the Honors Program offered more courses as an upper-classman, so I could learn with people on my same academic level. (835) (PLS)
- The lack of high coursework expectations. It was pretty much understood that if we just completed the assignments that we would pass the class. Critical thinking was not demanded often enough. I was woefully unprepared during my first semester working on my Master's in the U.K. I graduated Magna Cum Laude from EIU, but felt more should have been expected of me. (846) (ELE)
- I should have changed my degree before I graduated. (484)

### **Pedagogy/Coursework/Skill Development**

#### **Positive Impact**

- Presentation skills (and communication), writing skills, current business methods and concepts. (96)
- Learning to think critically. (124)
- The most positive impact on me was written assignments. Classes in which I had more written assignments I did better in. (285)
- Coursework. (300)
- Classes that were hands-on outside of the classroom (e.g. consortium camping with individuals with disabilities). (488)

- I'm 65 years old. I had no idea how to write a paper. I did quite well on all writing assignments. That to me is quite a positive impact! (566)
- Group projects helped with learning how to work in teams. (608)
- The educational process (study habits, test taking skills and writing skills). (779)
- Public speaking in class. (820)
- I learned a lot about myself and the people around me. Eastern opened my eyes to a truly wonderful and honest part of this world. (26)
- Utilizing all areas of interaction/presentation- groups, leading, films, homework and projects. (132)
- Potential to participate. (138)
- Knowing that I was so close to being done with my degree. I kept plugging away. (180)
- Succeeding in my goal to graduate. It has made me realize that with hard work and determination I really can succeed. Even when I know the task will be difficult. (233)
- Learning new things. (344)
- Opportunity to work hard. (371)
- I think being a non traditional student was the best thing for me while attending EIU, I knew what I wanted and didn't let anything get in my way of my BS. (383)
- The stress on public speaking and how to prepare for interviews. (390)
- It made me want to be a lifelong learner. (534)
- Being challenged to use my intellect to the best of my ability and beyond what I thought possible. (586)
- I loved classes; loved every minute of college. (617)
- All of the communication skills I learned at Eastern. Also, dealing with the types of professors and fellow students. (696)
- Using the online classes gave me confidence when working with different aspect of the computer programs. (706)
- I love Eastern Illinois University. It gave me time to grow as adult while was there. Love life off campus being away from my parents. Love the way all teachers teach the adult in college. Love EIU forever. (790)
- Thinking and understanding different ideas besides my own. (797)
- Learning better oral communication as well as improved my social skills. (837)
- Class activities that simulated the work force. (239)
- Working with other students—group work. (184)

### **Negative Impact**

- Did not enjoy group projects when taking on-line class. Totally did not work for me—no one in my group would get together—I couldn't do the 20-page paper myself so I dropped the course and lost money. If I wanted group projects I would go to the classroom, which I did for the majority of my classes. (123) (GST)
- What I disliked most were the students who cheated, did not do their work, arrived late, and made excuses for sloppy work. I expected the instructor to change deadlines on papers and assignments. Most instructors were firm, but some allowed that type of behavior and it frustrated me and other students. (536)
- There were always those who wanted a good outcome in what their grade was going to be, but failed to contribute in anyway. Group projects are very difficult in this program with students feeding into classes from various locations, it's very hard to arrange meeting times outside of regularly schedules classes. (162) (GST)
- Working in a team environment is not always easy when working and going to school full time. Professors did not always respect the time constrictions of adult students. (187) (BUS)
- PowerPoint slideshow used by almost every professor. (332) (FIN)

- The classes with limited hands on activities and the classes that included mostly lectures. (337) (CIS)
- Group work. (342) (MGT)
- Group work—I don't like having to rely on others to do work to my standards. (540) (ECE)
- I did not like it when we had to do group projects. It was a waste of time! Everyone would assign themselves a part of the project and do their work, and present it, and that was it. There was no "group" about it. Someone always did more than the other or got stuck doing more than everyone else. It was never an enjoyable experience or learning process. It was a total joke. (722)
- Team members that were lazy and came to meetings without their work. (501) (MAR)
- The "High School" type rules eg. Attendance etc. (595) (GST)
- Student who did not participate in group projects and expected others to complete the work for them. The students who care about their grades will do the work and let the other slide by. (609) (FIN)
- I felt that there was too much emphasis on group projects where 1 person did all of the work and there were too many students that got by "riding coattails" of the other group members. Now at my job, freeloaders are fired, they don't just get by. (644) (MAR)
- Being put into group projects with people who wouldn't do the work and then having my grade affected by them. I even dropped a class because of this. (696) (SPC)
- Losing points in classes for attendance. If you complete the work on time, and do well on tests, it should not affect your overall grade. We paid for the classes and we should have the right to choose. Losing points for missing in-class assignments is fine, but going down a letter grade for missing 4 classes in ridiculous. (708) (FCS)
- The students who wouldn't work well in groups, especially when it was necessary. (711) (MGT)
- Lectures. (710) (MAR)
- Group project—other people are not reliable. (94) (PSY)
- Lecture classes. (290) (JOU)

## **Faculty**

### **Positive Impact**

- The willingness of professors to help students understand the material that was being taught. (1)
- Knowledgeable professors who were willing to help whenever necessary. (2)
- Willing and caring faculty and administrative staff. (5)
- Supportive professors. (18)
- The help of all the staff and teachers. Everyone returned phone calls/emails. They were always helpful. (21)
- The high level of interaction with my instructors had a very positive impact on me. In almost every class, the instructor knew students individually and gave one-on-one help. Instructors were also accessible outside of class, and most seemed to care about teaching rather than just their research interests. (31)
- A few good conversations with professors. (32)
- My teachers allowed me to grow in knowledge and understanding in many ways not only were they my teachers, but also my friends and supporters. (39)
- Most of the teachers and staff I met. (45)
- My professors and my guidance counselor. (47)
- The relationships made with teachers and fellow classmates. (48)
- Allowed a closer interaction with professors. (50)
- My professors were amazing! (55)

- The concern and caring of the professors helped me succeed, they were accessible and cared that I did well. (56)
- Helpfulness of professors. (59)
- I think really having good teachers that were available to talk to. I did not feel like just a number—I felt like a person. I loved my counselor and found him to be very helpful. (65)
- Wonderful instructors! (66)
- The close relationships I was able to form with my professors. (72)
- The instructors' passion to teach, positive attitudes, and willingness to always help us students no matter when, where, and how often. (73)
- Most teachers at EIU do whatever they can for the students. I made the right choice by attending EIU. (81)
- Having great teachers (most of the time) who were there for you when you needed them. (89)
- The professors. I enjoyed working with most of the professors I had. (90)
- The majority of my professors were eager to teach and willing to help their students so this pushed me to try harder because I knew I had support from them, as well as my parents. (93)
- My professors were amazing. (94)
- The friendly people (teachers, students). (98)
- Accessibility to professors and faculty stood out for me. (100)
- Faculty was very attentive making the learning experience much more meaningful. (106)
- Meeting very helpful professors that also were attentive to my concerns/questions and treated me as an adult. (109)
- Friendly professors. (110)
- Great faculty.(115)
- The teachers. (118)
- The education received from my teachers and the help I received from my counselors. (121)
- The professors that I had at Eastern had the most positive impact on my education. Every semester I had "quality leaders" at the front of the classroom who truly cared about us students. (122)
- The professors who made class enjoyable but challenging at the same time. (125)
- Interaction with students and professors. (126)
- Teachers who clearly wanted you to learn, give you their knowledge and allow you to learn through high expectations that you can and will learn. (132)
- Friendly teachers, faculty, advisors, and staff (133)
- The professors. (134)
- The professors. (137)
- Small student-to-teacher ratio. (138)
- My interactions with peers, classmates, staff and faculty. (142)
- Meeting and interacting with the instructors as well as getting to know them socially. (145)
- Professors' positive attitudes. (152)
- Being able to relate with most of my professors well. (155)
- The people. My professors, friends, and classmates all challenged me to learn, think and grow as a person. (157)
- Ability to build good relationships with my professors.
- I had many wonderful teachers that were helpful and always there for me. (177)
- The teachers I had who strongly encouraged outside studies not connected to assignments. They taught me to always continue learning even though I am not required to. (183)
- My classes and professors. (203)
- How helpful the professors were to me in improving my oral and communication skills. (212)
- Professors' ability to relate with students and teach accordingly. (213)
- Job advice from professors. (220)

- Had some great teachers, wish I could remember all their names. (Moore-Lit) (Spencer-Psy). (222)
- All the professors I had were phenomenal. They challenged me, demanded my best work, and presented information so well that I've retained most of that knowledge. (228)
- My teachers and mentors were very encouraging. (230)
- Having good professors that challenged me and taught me lots of important stuff. (234)
- The professors. (236)
- Teachers. (241)
- Instructors' enthusiasm and commitment. (246)
- I had one prof. that made me enjoy class. Most of my major classes were boring. Just my prof's giving notes in a monotone voice. But, one teacher made it fun and enjoyable even though what he taught was not all that interesting. I took his classes 2 more times after that and enjoyed both!! (249)
- Some of the things my profs told me—they were so inspiring and I still hear them encouraging me to do more, be more, etc... (253)
- The knowledge I gained from my professors allowed me to get the job I started after I graduated. (256)
- The most positive impact was caring approachable professors (257)
- Knowledgeable instructors and professors that were easy to approach. (258)
- My professors (283)
- Interactive teachers who took interest in my understanding of the material. (291)
- My professors all pushed me and let me know that I could meet their expectations. They are available for further development and encourage students to use all available tools to succeed (296)
- Professors (298)
- The most positive impact on my time at Eastern was the professors. (300)
- The class atmosphere encouraged conversation between the students and teacher. (302)
- Teachers (303)
- EIU helpful counselors (312)
- The ability of the professors to accurately challenge me and the overall friendly atmosphere at the college. (317)
- The professors were personal and great at teaching. (322)
- There were a couple of teachers who did require critical thinking and insisted that the class challenge the normal way of thinking. I enjoyed learning in these classes. (343)
- Experienced instructors, good support when stuck. Instructors' availability was helpful. (353)
- Interacting with the students and teacher. (356)
- The instructors were very good and connected to the students in class. They cared about making a difference and the students and encouraged us. They are passionate about the courses they taught. It wasn't "just a job" and it was evident. Kudos to the adult Cont. Ed teachers.(358)
- Help from advisors and professors. (360)
- A few professors really helped me to gain independence in order to graduate. (361)
- Access to professors who were challenging yet helpful. (371)
- Excellent professors (376)
- The instructors being as positive and encouraging as they were. (393)
- The people at EIU affected my outlook as an active citizen. They were so helpful, friendly and truly cord about the individuals. They taught me that good people can succeed by being honest and caring about your work. (394)
- The professional manner in which I was treated and tasked while obtaining my degree. (396)
- Professors who were helpful and easy to talk to. (399)

- The teachers and professors were excellent. They had a command of their subject matter, and they seemed to care about their students. (402)
- Professors very easy to talk to very open to interacting with students. Encourage students to come and see them outside of class. (404)
- Sharing ideas with classmates and instructors. Working with instructors who were passionate about the subjects they taught. (405)
- The great people. Everyone was willing to help you along the way with questions. (415)
- The teacher being willing to talk about what to do for a living outside of the classroom in a one on one situation. (419)
- Great teachers (420)
- Also, the close settings in the classrooms. (429)
- There was a good learning atmosphere. There were always good counselors to help me make choices. (435)
- Realizing that I could accomplish anything regardless of my economic status and high school performance. My professors, instructors, and advisors played a huge role in my realization of this. (453)
- In college, I experienced the loss of my mother, father, and closest uncle. The faculty was extremely supportive, and gave the flexibility I needed to succeed. If I had been at any other school, I imagine I would've been treated like a number and might have dropped out instead of graduating Magna Cum Laude and with University Honors. (460)
- Building relationships with teachers that often went beyond the classroom. Knowing that a teacher can also be a friend and a comforting figure was something that was very important to me. (464)
- The faculty to the RA's all the way up to University's President. Everyone was so helpful and always kind. I really enjoyed my college experience at Eastern. (478)
- A few great professors (mostly from the Sociology dept) were constantly encouraging and inspiring. (483)
- I was called to Iraq near end of a semester (military reserve). EIU and professors were supportive. [It was] easy to re-enter EIU a year later. (486)
- The personal and caring attitude of the teachers and staff. (489)
- All of my professors had a positive impact on me. They were extremely helpful and encouraged me to try harder to get the highest grade I could in the class. (491)
- In addition, I have made many professional relationships with professors that have proved helpful when searching for jobs (used as references). (492)
- The outstanding faculty. (494)
- Getting to know professors and instructors. (495)
- The most positive impact while at Eastern was the great teachers and staff. (496)
- Also, some professors were great at teaching and seemed like they truly cared about students. (497)
- The most positive effect was the professors who actually knew my name. Those professors spoke to me outside the classroom. I believe that if a professor learns the students' names, the student has a better attitude and learns a lot more. Some professors even had us make name tags or have a seating chart. (498)
- Professors that offered advice and were generally concerned about their students. I still keep in contact with a few of my professors through e-mail. (502)
- Good teachers (506)
- Other teachers not in my major (508)
- The one-on-one time with professors that was made possible by not having a large number of students in the course. This allowed me to learn the most I could from all of my professors. (512)
- Daily interaction with professors. (516)

- I had some great professors that I learned a lot from, especially in the History, Sociology, and Geography departments. (517)
- My most positive impact during my time at Eastern was my many professors who prepared me to become a teacher. (518)
- Helpful and knowledgeable professors. (521)
- The camaraderie between student and teachers. I never felt like I was just a number, rather I could develop more personal relationships with the faculty and peers. (527)
- Availability of professors to the students and their willingness to make time if needed. They take the time to make sure each student is following the course work and attempt to help those that are seeming to fall behind. (528)
- Excellent professors. (533)
- The wonderful professors who were eager to help when I had questions. I did take some courses that were challenging to me and the willingness of my instructors to take extra time with me to help me. Their encouragement helped me build my self-confidence and reinforced my desire to obtain my degree. (536)
- Advisors' assistance. (544)
- The people and teachers. (545)
- All the teachers were very easy to get along with. (548)
- Helpful, caring attitude of teachers. They were very knowledgeable, memorable people. (569)
- I had great teachers most of the time. (576)
- There were a couple of teachers who made me wish the semester were longer. Unfortunately, there were several others who seemed like they didn't want to be there. (580)
- Good professors. (581)
- Professors in general: ideas, lectures, opinions. (588)
- There are a lot of instructors that care about students- down to earth. (590)
- The professors went out of their way to help you. (591)
- Teachers were great. (594)
- Professors help with job searching. (597)
- The professors are awesome. (598)
- The restless atmosphere class I took at EIU via Parkland. The way the teacher taught the class made me want to be a freshman all over again. (599)
- Professors' interest in students. (600)
- The helpfulness of all staff--administrators and professors alike. (607)
- Most of my professors were PhDs and taught their own classes. They were very knowledgeable and interested in their field and specialties. I was able to learn a lot from them. (609)
- Great, caring professors within my major and hands-on experience and application of knowledge through clinical experiences as an undergraduate student. (611)
- Helpful teachers. (615)
- Also, the professors established a positive relationship with students. (621)
- My professors. (624)
- My classes were taught by actual professors who were very accessible. Opposite of what many students get in much more expensive, "elite" schools. (639)
- The accessibility of the faculty and staff and the encouragement I received from professors. I also felt welcomed by administrators. (640)
- My professors were the best part of my experience. I had four who really challenged students and brought out the best in students. These professors both encourage me to pursue and prepared me for graduate studies. Because of my professors, I am now a graduate student at EIU. (647)
- Professors were very supportive and helpful. (663)

- Professors. (667)
- My professors are the reason for finding me a job and teaching me and preparing me for the next level. (681)
- The teachers were very helpful when I needed anything. (685)
- I was very inspired by the professors in my Ed. Classes. I think that the knowledge I gained at Eastern will help me greatly in my teaching position. (686)
- Availability of accounting faculty. (687)
- Teachers. (689)
- The graduate level teachers I had were very helpful. (702)
- Working with teachers and students on projects. (710)
- Teachers gave good advice for how to look for and find jobs. (713)
- Having such personable teachers that were understanding. (715)
- Everyone was quite helpful and I truly enjoyed my experience! (728)
- The instructors. The instructors always gave 100% and were always willing to go the extra mile to help me. They still had the passion for teaching and still loved what they were there to do--- teach!! It was very enjoyable learning experience for me, especially, since I was an older student obtaining a regular bachelor's degree. All the students and instructors made me feel welcome and not like an outsider. (722)
- Teachers were great. (724)
- My professors. They were all helpful, dedicated to their field, and truly cared about their lessons and students. (725)
- Close relationships with professors. (733)
- I felt very comfortable with the professors. I loved attending EIU and recommend it to others. (739)
- The professors who took the time to get to know you. (754)
- Very helpful and caring professors. (765)
- How helpful and knowledgeable my professors were. (769)
- The positive reinforcement you received from the teachers as well as the closeness you felt when talking with them. They genuinely cared about you and your future. As an older student returning to college, this truly helped in the confidence area to keep pushing forward and completing the degree. (772)
- The encouragement that I received from the majority of my instructors. (779)
- The professors and staff were the most positive impact for me at Eastern. Everyone was so nice and willing to help me. This really made me feel like they cared about my education. (792)
- Some of the Art teachers who were constantly challenging me and the thought process behind each piece of art. (793)
- The professors who took the time to get to know me and encourage my work routinely. I still talk, email and visit with some of them. They let me know that mediocrity was not an option if I wanted to be successful. (796)
- I really enjoyed everyone (student, professors, etc) very much! Everyone was so nice and helpful. At Eastern I feel I learned not only more about my degree but I also grew into an adult! It really taught me how to be a successful professional. (801)
- My professors were great. I could reach them during office hours and after. They encouraged us to call them at anytime. They wanted nothing but the best. (806)
- Teachers. (813)
- I also found all of my instructors to be very approachable and genuinely concerned for me and my academic success. (815)
- The most positive impact, truly, had nothing to do with how prepared my experience at Eastern made me for my profession. For me, the best part of Eastern was the professors and

- RA's and bosses who took time to listen to and to mentor to me. Finding out that life is not as cut-throat as college can portray it to be was such a relief. (822)
- The wonderful professors (830)
- Academically, my professors were generally supportive and did what they could to help me achieve my goals. (835)
- EIU provided students with a wonderful learning environment. Professors are always helpful, and students are encouraged to learn. (836)
- Professors: My professors were always extremely helpful and approachable. I felt comfortable asking them questions and they always gave valuable advice. (842)
- The professors in my program were extremely knowledgeable and were readily available to help. (841)

### **Negative Impact**

- Too many professors would cancel class too much. If I am paying for my own education, they should be in class at all times. (631) (PLS)
- Uncompromising professors that acted in a holier than thou manner. (17)
- Some professors tests/exams were confusing and did not accurately reflect my knowledge of the content. I know this from my classes in education. It was frustrating and reflects poorly on my transcripts/GPA. (30)
- Teachers who are unavailable or unwilling to support me when problems occur. (45)
- The teachers and counselors that did not care or try to help with my problems. (58)
- Some on-line teachers accepted blatant plagiarism, not requiring appropriate citations in discussion board postings. In addition, some teachers seemed to have a poor grasp of written English and therefore accepted poorly written assignments by students. (80).
- The attitude of a few professors. (86)
- Not understanding some of the staff. (89)
- I would have sincerely liked to see more minority faculty. It does wonders to see professional educated people that look like you. I was fortunate to have role models at home, but some minority students are not. (102)
- Professors who seemed uninterested in my success or apathetic in his or her teaching; really was a disappointing to experience. (125)
- I did have a teacher who yelled at his students and also seemed to have substance issues. His behavior was very erratic and I frequently ditched his lectures.
- Teachers having low expectations of their students. Teachers wanting to end classes early—very early—saying it was for "our" best interest. We paid to be in class! I think it was for the teachers' "best interest" to end class too early. (132)
- A select few instructors that did not encourage or consider students challenging those beliefs held by those instructors. (145)
- Some of the professors were not very fair and seemed to not take criticism very well. (155)
- I had some teachers that were not as good as others, but it wasn't necessarily negative. (173)
- Professors who had a "my way or the highway" approach to learning. This forced students to conform to their philosophy for the sake of a grade instead of exploring individuals' critical thoughts about a subject. (188)
- Some professors in my required gen ed classes. (208)
- The most negative impact was dealing with professors who would not help, or counselors who were not sure what classes you needed to be taking. (235)
- One of my teachers barely spoke English. (243)
- Certain individuals are negative not Eastern's campus as a whole. (280)
- Teachers who could not speak English very well. It was hard to follow along with the material while trying to interpret their accents. (291)

- I wish my guidance counselors would have been better prepared. I was a FCS major and my guidance counselor was phenomenal. I switched to psyc. And my guidance counselor didn't help me at all. (334)
- Poor professors. (338)
- Some professors did not clearly state their expectations and taking philosophy. (339)
- Teachers need to speak better English. I failed a class due to communication/language barrier. I had to drop and retake the class. (346)
- An instructor from one of my later telecourses seemed to be missing in action for the last half of the course, leaving a lot of the students hanging. (352)
- Trying to figure out what teacher to pick. Unfortunately, a teacher makes the difference more often than not; whether you get an easy A or work your butt off to get a C in the same class. (415)
- Delays in receiving instructor feedback during courses which progressed in a step-wise or "building-block" fashion. (417 )
- I felt that some instructors were not what I would consider up to the challenge of teaching adults. (446)
- I had one or two instructors as an undergrad who displayed negative attitudes towards me based on my major. (453)
- Language barrier between students and teachers; from either ethnicity or age. (454)
- There were a few professors with whom I did not click well with and thus had some battles with over grades, etc. If it wasn't for them, I would have had a better time and a higher GPA. (458)
- Teachers who taught straight from the book who used their PowerPoint's or overhead week after week without engaging their students. (488)
- The bad teachers. (493)
- Professors and staff who don't care about students and who don't lift a finger or ask a question to help. It was like dealing with government agencies. No personalization or realization about needs or differences between students. Never helpful, they were the cog in the wheel of education. (497)
- The negative impact I had was the professors that taught exactly word-for-word what the book had. The professors that used real-world scenarios prepared me more for my job than just the book. (498)
- Some of the professors were horrible and I am not sure why they still have jobs. (500)
- Some very poor teachers and administration not filing paper work properly. (503)
- The most negative impact on me during my time at EIU was dealing with racist teachers. I had a few teachers who were racists. (530)
- I had trouble getting tutors. (Could not find them half the time!!!!!!) (561)
- The level of education was not up to par. The degree and professors did not prepare me for a job after college. The professors I had did not challenge me and they were not the most knowledgeable on the subject. (565)
- Gen Ed classes—professors weren't as good. (572)
- Some negativity and bad teaching skills on the part of some instructors—one in particular. (586)
- I had a teacher for children's literature who taught me very useless and "un-practical" information. This class did not meet my expectations at all (and I love reading - especially children's books!) (589)
- My student advisors were not helpful. (593)
- Advisors not knowing the curriculum correctly to get you through school in a timely manner. (597.)
- I wish I had more guidance and time when choosing my major in the beginning. (598)
- Having teachers who did not speak English clearly. (608)

- Unorganized teachers that did not adequately prepare me for future use of information covered in their classes. (611)
- A few of my professors weren't good, and I could hardly understand one of them because his English wasn't good at all. (613)
- Bad professors who didn't care! (624)
- Learning to adapt to each professors' teaching styles being that no two professors teach the same. They may have some similarities, but different more often than not. (626)
- Having to work with Dr. Church to set up my internship. She was no help and completely out of touch with reality. (650)
- Problems understanding foreign teacher - social statistics. (665)
- Dr. Douglas Bock and his negativity toward students. (673)
- Finding out my last semester that I still needed another class for my endorsement and the class had not been listed with the other classes I needed and my advisor had not told me I needed it either. (674)
- Stress from professors and classes. (677)
- The advisor that told me to take classes that I did not need to take. (683)
- Instructors who taught strictly out of the textbook or weren't effective at communicating practical applications. (690)
- I had a couple of terrible teachers and 2 counselors who didn't know what was going on. Very poor student teacher advisor. She never saw me teach. (694)
- Inexperienced instructors. (695)
- One history professor who was an awful teacher. She has since retired or quit. (707)
- Not having my hours and requirements properly counted which required me to take an extra semester of classes unexpectedly. Also, lack of contact around graduation time to determine if paperwork was complete. (723)
- The language barriers of the mathematics department teachers (some of them). (729)
- I felt courses in which were required; general education courses; the professors did not have as strong of interest in the student as those in classes which focused on your major. (731)
- I received a lot of negative feedback and reaction from a probability professor. (732)
- It seemed sometimes the staff and professors could care less about my success. (735)
- I attended extra hours because my counselor did not advise me correctly. It was extra time and money I did not expect. (739)
- Visits with advisor. (742)
- My student teaching placement process. I was not placed and my initial coordinator blamed it on me and refused to take the blame herself. I was then placed with another coordinator that did a great job. My first coordinator really in a way ruined the end of my time at Eastern - she is not good at her job! (744)
- Many professors in the general education classes that are required do not seem to care. (745)
- I didn't feel like my academic advisor did his job well. He wasn't very informative, I had to figure many things (such as the EWP) out on my own which was difficult being a transfer student, and on more than one occasion his lack of thoroughness almost postponed my graduation. (757)
- The unmotivated teachers and the classes that were a joke. (759)
- Some of the instructors didn't seem to care how well the course work was done. They just gave A's and B's regardless of whether the work was good or bad. I think that they should treat the course work like it was documents for a job in the real world. (761)
- Sexist attitude of some staff. (762)
- Academic advisement and registering for classes. (765)
- Felt as if professors did not always have students' best interest at heart. (771)
- A campus is made up of buildings, but a school is made by the instructors and personnel. Most all of the personalities I encountered at Eastern were of the highest caliber. As with all

- things, not everything is even. There were a handful of instructors that left a poor impression and were not ip to the task, but these were few and my overall experience at Eastern was excellent. (776)
- Teachers who didn't challenge me to do my best. (778)
  - Teachers who didn't care and let me slide with late assignments and excuses. They didn't care about their job which made me not care about the class or subject. (796)
  - Teachers/Professors who had a very difficult time communicating in English. (810)
  - My most negative experience at EIU was a certain professor attempting to fail me because of a missed final. But, coincidentally I was hospitalized during the test and had documentation. The professor would not answer my calls and I had to go to her higher colleagues (dean) in order to get her to just listen. (817)
  - The unwillingness of some teachers to reduce, what most perceived, was an unreasonable amount of work that was to be accomplished in very little time. (464)

### **Advising**

#### **Positive Impact**

- Helpful advisors made graduation goals easy to attain. (63)
- My advisor Mary Redden.(139)
- I think the academic counseling (both my first year and in my major) was very helpful. (191) (SPC)
- Mrs. Rose Myers-Bradley was very accommodating and helpful when I changed my major. (708)

#### **Negative Impact**

- Not finding out that I needed two more classes to graduate when I thought I was going to until it was too late. (166) (SOC)
- I had to go an extra semester because of scheduling issues. I think that professors who schedule our classes should be highly qualified. (168) (PED)
- Wasted time and money on a couple classes I didn't have to take, but was put in anyway. (256) (CIS)
- Realizing I would need more classes to graduate. I felt like I was never going to finish. (389) (ELE)
- At time, it felt like I knew more about what my graduation requirements were than the academic advisors I worked with. (405) (GST)
- My freshman year advisor. He put me in two of the wrong classes for my major. I trusted that he was correct and didn't notice my classes wouldn't count towards my major until it was too late. This screwed up my schedule for the rest of my time at EIU. I had to go to summer school for 2 summers to make up those classes. (249)
- During my entrance into the teacher program, I felt out of the loop of information because my advisor did not help me with understanding the requirements. Since my entrance, I have seen there is more help for students and a lot is on the web now! (343)
- Counselors were very unorganized and not very knowledgeable about content area regarding education major programs. (450)
- Academic advising. (588)
- Freshmen year advisor. (616)