

Alumni Survey 2005 (2000 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 class size (37, 38, 46, 66, 94, 96, 108, 133, 136, 204, 162, 168, 221, 246, 280, 314, 323, 338, 342, 353, 357, 368, 395, 409, 488, 503, 508, 509, 529, 556, 619, 624, 651, 720, 723, 736)
- Small class sizes provided the opportunity for needed one-on-one time with faculty and professors. (29)
- Smaller classes compared to other universities. (33)
- Small class size allowing for more personal attention from instructors. (127)
- The smaller class size was helpful with getting to know teachers. It made the teacher/student relationship more personable therefore I felt more comfortable and was able to learn more. (223)
- Small class size was important to me and I felt that it had a big impact on my attitude towards school. (479)
- Small classes and the variety of them (520)
- Smaller classes made it easier for students to interact. (647)
- The small classes—I received a great amount of attention from my professors which helped me learn more. (677)
- Student/teacher ratio in major classes. (447)

Negative Impact

- Classes with more than 25 students. (509)
- Large lecture halls for core classes. (125)

Scheduling/Registration

Positive Impact

- That I could take the necessary classes to complete my degree and still work full time. (65)
- Scheduling flexibility was very helpful. (101)
- The convenience in taking courses off-campus. (347)
- I was glad to be able to consolidate all my credit hours prior to EIU and take a correspondence course to complete my degree. (437)
- Night classes, summer and intercession and Graduation. (558)
- The selection of classes once I switched my major. (600)
- Having the short term and long term summer courses available. (731)

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.

Negative Impact

- Cancellation of classes or lack of course offerings at the offsite location where I was attending. (Parkland) (722)
- Lack of certain night classes. (105)
- Freshman and sophomore years trying to get into classes. (472)
- The cramming of exams (finals, mid-term) all into 4 days! Very challenging. (540)
- The flexibility of scheduling classes I needed or wanted at a good time for me. (598)
- Many people had difficulty registering for the classes they needed. (74)
- Registering for classes over the phone. (152)
- Registration process needed some improvement. (179)
- I transferred to EIU from a trimester school. In order to get credit for the classes I took at the trimester school I had to get waivers signed by several people. This was a very long process and I ended up having to go and extra semester because of it. This was both financially and emotionally straining. (237)
- I was a transfer student. Don't get me started!! Also, I have heard so many negative things by others that were transfer students. (263)
- As a suggestion, perhaps look in the possibility of offering more night classes for undergraduate students. I'm not sure of the feasibility of doing so, but I'm aware of several individuals who have mentioned the lack of night classes. (714)
- Registration for classes – hopefully you've done away with touch tone registration... I still remember the recording. (723)
- Trying to work and attend classes that were only offered on campus during the day. (568)

Education, Requirements, Obtaining Degree

Positive Impact

- Classes. (77, 493)
- The education/learning. (64, 350)
- Being exposed to such thought- provoking classes. Learned so much. (680)
- The courses were exciting and fulfilling. The professors in the biology department were helpful and my chance to engage in undergraduate research and writing a senior thesis, as a step toward the completion of the departmental honors program. (29)
- All of these had a large impact; smaller classes and honors program. (34)
- Also great student teaching experiences. (45)
- Graduate School/Assistantship. (56, 406)
- Many observation and practicum hours for teacher preparation. Honors priority registration. (74)
- There were several classes I took which are still helping me in my day to day life. I learned things that will always be applicable to my life. (119)
- I enjoyed the size of the campus and classrooms. I was involved in the psychology class that was in Maastricht, Netherlands and the experience changed my life. I was also involved in SACIS which inspired me to become a therapist. (246)
- Completing my curriculum in order to obtain a degree. (271)
- Undergraduate study program and mentoring program; Invited speakers either through the department or science clubs. (315)
- Block classes. Study abroad in NYC, London, and Paris in summer 2000. (341)
- Valuable practicum experiences. (419)
- The diversity of types of classes I took. (481)
- I chose a career outside of my major so that didn't help, but by choice. (517)

- The degree and the cost of attaining it. (523)
- The variety of classes I took has made me a well rounded person. (633)
- Having the opportunity to be able to complete a B.S. degree. (644)
- I also greatly appreciated the small class size and the Honors Program. (651)
- My degree helped me get my first job, then its mostly been on the job training. (656)
- The classes that I did take were good. And they helped me get ready for “the real world.” (673)
- I think the physical education program helped me with getting a job. Eastern has a great program that gets students ready for the real world of teaching. (695)
- Small class size, student teaching, and practicum, experiences. (720)
- I also enjoyed most of the classes I took. (725)
- Variety of classes. (763)
- I am very proud of my degree. (165)
- The feeling of accomplishment when I graduated. (212)
- Overall class experiences. (323)
- I had learned a lot at EIU. (430)
- The honors program. I really liked the challenge of the classes and the small class sizes. I felt both challenged and rewarded. (683)

Negative Impact

- The quality of students taking the extension class was questionable. (4)
- Having to take classes that did not relate to my major. Having to take all the “extra” tests you have to take to get an education degree. (24)
- The cliquishness in some aspects of the honors program. I have always believed that a major reason I had trouble getting a continuing honors scholarship was that I did not belong to AHS, even though it was purportedly, a social group-something which I felt to be redundant, as I already was living in the honors dorm (McKinney) and taking honors classes, and therefore had no trouble meeting other honors students. In the beginning I actively attended hall council meetings – until it became clear that much of my time was being wasted by issues being decided with resistance to “divisive” debate and, above all, with-in joke, which for some reason were part of the agenda. I think that these circumstances contributed to the frustration and unfortunately reactionary anger I felt during my college years. (154)
- Negative-some of the classes I was required to take (Philosophy, Geography) were not valuable to my degree and stressed me out because they brought down my GPA. (160)
- I thought some of the core classes were a waste of time. For educators I think there needs to be some sort of teaching experience before student teaching. (196)
- A lot of time seemed wasted in classes. Some 3 hr courses could have effectively been 1 hr courses. (244)
- The fact that the graduate program did not offer all of the coursework required to get an ICPS license in Illinois and our class didn’t know it until too late. (254)
- Wasted unimportant, non-related classes. (292)
- A lack of international focus in terms of class offerings and overseas studies. During recruitment (within my current HR role), I find both of the previous mentioned qualities a huge asset in a candidate. (323)
- All of the classes required that have absolutely nothing to do with teaching. (324)
- My sophomore year I became very ill and missed lots of classes. I was in the honors program and sought help but was basically ignored. I ended up flunking a whole semester and had to take a medical withdrawal. Had people listened to my calls for help, I might have been able to fully achieve my academic potential. (366)
- Not enough emphasis on sex education. (396)
- Education courses, not related to major. (540, Speech Communication major)

- Requirements to make me a more “rounded and productive member of society.” As a non-traditional student, I was and still am, as rounded as I can get and felt the unnecessary classes were just to fill classrooms and generate income for the university – not necessarily to really benefit the student. (558)
- Waste of time (fluff) courses. (594)
- No exposure to middle level education. (599)
- Something that could be improved is real examples of methods of discipline in a classroom. Also, some education class should explain the rectification process. (610)
- Having to take science class (Material Science) what a waste of time! Not relevant to major. (611)
- Receiving a practically worthless degree. (AIS Major). (627)
- Unnecessary core classes—the courses I was required to take to meet core requirements did not have anything to do with my chosen major. (630)
- Started out in Elementary Education and ended up going for a History degree due to improper recording of grades. Gave me the wrong GPA that disqualified me for ELE ED block classes... So changed my major. (55)
- Eastern Illinois gave me the wrong diploma and could not retro the year that I actually graduated. My diploma states “2000” and it should say “1998”. This is frustrating because I have to explain to my employers as a consultant when necessary. (447)
- I have a need to get as much education as my father did. (445)

Pedagogy/Coursework

Positive Impact

- Internship opportunity. (36, 257)
- Projects, hard work. (105)
- Presenting on researched topics. (118)
- Classes small enough for team work and attention from professors. I can’t emphasize team work enough! All of my classes emphasized team work and working with others in groups. I am currently in HR and manage the summer internship program; which is an in-depth program of students from top universities country-wide. Many of these students are very smart, quick and well spoken; however, lacking the ability to work well in a team. Working well within a team environment is crucial to one’s success within a diverse organization! (323)
- I completed a three-month health studies and Spanish internship in Mexico. The internship was one of the most challenging and most rewarding experiences of my life. I worked on impoverished shanty towns and area name “the most deadly 15 miles in the world.” (528) personal. (540)
- Practicum experiences and school visits. Working as a group on projects. (548)
- Taking classes that challenged me. (568)
- Taking courses where the students like myself created activities that can actually be used in the classroom. The masters program has been wonderful. (594)
- Hands-on learning approach. (602)
- The fact that my design background was integrated with general art and industrial tech production classes/courses that helped me develop my oral communication skills. I feel very at ease talking in front of groups of people. (628)
- The individual and group projects were great. (71)

Negative Impact

- I don't feel the classes were rigorous enough. (725)
- Too many easy classes that were not challenging. (18)
- I commuted to Eastern from Effingham, so it was very difficult to work in "team" atmospheres with other students who lived on campus. But overall, the team assignments went well and I benefited a lot from the other students. (166)
- The attendance policy. I think we shouldn't be punished if you didn't attend a class or when a teacher makes you go over and beyond to get an "A" in a class if you had "A" work (grading scale) you should of received it. (303)
- During work on bachelor's degree, large lecture classroom setting in which professor used previous or "canned exam" but hadn't adequately covered the materials tested over. (348)
- I think there should have been more of a change of classes that teachers taught. In other words, teachers should teach different preps so that students can gain different perspectives. (520)
- It was really frustrating when classes would be cancelled. (644)
- Some outdated textbooks. (711)

Faculty

Positive Impact

- Professors. (77, 78, 106, 108, 117, 177, 204, 263, 276, 280, 333, 352, 356, 371, 397, 421, 446, 553, 583, 612, 613, 621, 629, 638, 660, 697, 699, 746, 751, 756, 494)
- The willingness of the professors to help guide students. (1)
- Nice professors. (15)
- Close relationships w/professor/instructors. (17)
- Faculty, especially the English dept. (22)
- Professor-student interaction. (31)
- Having the opportunity to get to know my professors was very beneficial. (37)
- Friendly professors always able to discuss homework assignments/projects. (38)
- One-on-one accessibility with professors. (47)
- The most positive impact on me while I was at EIU was the professors. They were very supportive in [giving] individual assistance from professors outside of classroom with school, social, and personal issues—treating each student as an individual. (50)
- Knowledgeable teachers who are passionate about their students and subject area. (74)
- The down-to-earth teachers with real life experience. Not being taught by a TA. (84)
- Teachers who were willing and available to work with the students. (90)
- Teachers who cared even after I graduated. (93)
- Faculty interaction. (96)
- The instructors on campus are helpful, encouraging and flexible. (101)
- Excellent professors. (102)
- My individual professors were skilled, knowledgeable, and highly qualified. (103)
- The instructors were very helpful and always took me very seriously whenever I had a question, problem or concern. (107)
- Caring teachers. (111)
- Positive one-on-one feedback from certain teachers. (128)
- The friendliness/approachability of all the teachers and support staff. (130)
- Attention by teachers. (136)
- Some of the teachers made class fun and [I was] eager to learn by thought provoking discussions and the individual attention that I received from the faculty. (155)

- The professors were extremely helpful and involved in the classes. It was great to know that I could receive help when needed by any and all of my professors. (166)
- Individual attention given by teachers. (168)
- I also had great professors in my methods classes. Without them, I wouldn't be a successful teacher. (179)
- Quality professors. (181)
- One-on-one interaction with professors. (182)
- Dedicated professors/instructors and variety in course work. (183)
- Personal attention from instructors. (185)
- Several professors were influential in providing a nice mix of theory and real life application. (197)
- I enjoyed the professors as well as the classmates. (200)
- I had a few really good teachers. (201)
- The professors I encountered at Eastern prepared me for what I do today. Not only the ones related to my job, but the pre-requisite ones as well! (217)
- Great professor who saw in me what I didn't. (219)
- Faculty very impressive. (220)
- Positive attitude of most professors. All impacted me in a positive way. (221)
- The professors were very personable and really cared. (226)
- Most of my professors could call me by name which is why I stayed for grad school. (230)
- The instructors and professors. They were always willing to help me. (234)
- With the school being smaller I felt I received more attention from professors. (246)
- The professors were willing to spend time with students; it was obvious that teaching was their first priority. (253)
- Experience in the classroom (hands-on). (255)
- Certain teachers. (258)
- The personal attention given by various professors was wonderful. (260)
- The instructors had the most positive impact. It was nice that I knew some of them very well, and this was a motivation to study for my classes. I felt like they really cared about me. (275)
- The professors, I would not change a thing. (277)
- My professors were great and pretty helpful. (278)
- The faculty were interested in teaching. Faculty were encouraging and helpful and available. (279)
- The helpfulness of the faculty and staff, especially Judy Lang the secretary for the associate chair of the School of Business. (285)
- All my instructors. Some positive, some negative. (290)
- Two teachers that I found to be the best at giving us useful information. (292)
- Faculty were easily accessible and it was more of a family atmosphere. (309)
- Professors were very effective. (329)
- Being able to interact and speak with professors one on one. (338)
- Professors(346)
- I felt the teachers helped me prepare for my current job and helped me get through my first few years of teaching. I am still in contact with a few of them and they are still offer help and give advice on different situation. (354)
- My teacher in a class. I want to teach in a classroom and eventually go teach in a college like he did. (355)
- Being able to attain more one-on-one attention from professors. (357)
- Staff and faculty. (360)
- Strong fellowship with instructors. (365)
- The student and teacher ratio being so small. The professors knew me as a person and not as a number. (366)

- More individual attention from professors. (368)
- Working one on one with professors and instructors. (377)
- My professors took an interest in my well-being not just on a academic level. Being away from my “safety”, they helped me transition. (382)
- Had very good teachers that would take time to talk to you and help you understand. To many teachers, I felt more than just a student. (388)
- The help of professors. (390)
- I had wonderful instructors at Eastern that worked with me to do my best. (394)
- Classes taught by actual teachers. (399)
- What I remember most about the Eastern experience is the instructors. (405)
- The teachers (education) were very positive, helpful, and knowledgeable. (413)
- The interactions with the teaching staff was the most important impact on me at Eastern. (416)
- Well educated professors. (418)
- Supportive faculty. (419)
- Working with other competent professors. (424)
- I felt I had a lot of very knowledgeable instructors that were always willing to help or explain things when needed; they were available. (430)
- Instructors and teachers willingness to help. (441)
- The teachers who were willing to help with any questions. (455)
- Some of the instructors demonstrated their love of the subject they were teaching. (464)
- The individual attention from professors. (467)
- Ease of interaction with teachers. (468)
- Relationship with the professors. (471)
- Relationship with the professors. (472)
- The professors and teachers. (475)
- The professors I had seemed to have a passion in their teaching, which encouraged a passion in the students. My teachers knew me when they saw me. (477)
- I still keep in touch with some professors even though I don’t have a job in the sciences. (498)
- The experiences I’ve had outside the classroom (including the professors I’ve met and learned from). (502)
- And faculty that really cared about the students. (503)
- The professors worked to ensure my success. (510)
- The teachers and faculty were excellent. (512)
- Faculty members who cared about what they were doing. (529)
- The positive support and encouragement I received from the instructors who were available during those evenings and weekends was a huge help. (533)
- The dedication of staff and faculty to help students succeed. (542)
- Most of my teachers were very helpful. They seemed to love their jobs. (549)
- The number of professors who took the time to genuinely care for the well being of their students. (551)
- The professors were key in getting me interested in staying on for an MS in training and development. (563)
- The professors helped me to prepare for my career. (571)
- I was very comfortable with my instructors which made learning easier. (573)
- Good teachers who took time for students. (574)
- Availability of professors outside of class. (575)
- After changing majors, having professors that really cared and helped you when you needed it. (585)
- Close interaction with faculty. (587)

- Many of the professors and my counselor. (597)
- The faculty! This university has wonderful faculty—they are very knowledgeable and approachable. I have always been pleased with the faculty and staff at EIU both in my undergrad and graduate courses. (611)
- EIU did have an impact during my time as a student. Some of my teachers gave me the encouragement to continue. As a returning [student] of the somewhat older generation, there were many teachers that helped me gain my confidence to further my education, even though I may have been a pain in their side. I was always asking questions and going in their offices for advice. This didn't seem to matter, I was always welcomed. (614)
- I had very understanding professors. (616)
- Professors who were willing to take time to help me. (618)
- Professor availability (619)
- Various professors were very helpful and did not treat me as a number but showed care and concern. (643)
- Professors are wonderful and really work with you to help you succeed. (644)
- My professors. I felt each one of them knew me personally, and took the time to help me decide on my career path. (646)
- My professors were always available and willing to help when needed. (647)
- Hard to choose one! The professors. They are down to earth and extremely helpful. They are real and willing to spend time with students. (651)
- Most important, the professors I had. (653)
- My professors, most of them are awesome. (665)
- The teachers were remarkable, very knowledgeable, patient, and helpful. (666)
- The relationships that were developed between the professors in my field and myself. (675)
- Professors that took time out to personally get to know me and push me really did make the difference! (678)
- The professors who taught me both in my major and minors. They were always willing to help and always encouraged me in my 4 years at Eastern. (687)
- Support and advice from teachers, advisors. (690)
- Student to professor ratio made them always available. (694)
- The dedication of my professors to my education. I was truly touched by a few special educators. (702)
- Dedication of the instructors—taking time to communicate with students and answering questions. (714)
- Teachers that really cared! (736)
- Also, the intimacy with faculty. (737)
- The instructors at Eastern were great. They are incredibly knowledgeable and attentive to student's needs. (747)
- Hands-on interaction with professors. (760)
- A few teachers were outstanding and taught students very well. (764)
- Positive attitude of some of the faculty. (400)
- The teachers helped with making new friends and developing a good relationship with everyone in class. (204)

Negative Impact

- Professors who were confrontational, arrogant, and recalcitrant. (1)
- A handful of professors seemed inadequate. (21)
- The feeling that males and females were treated differently. More was expected of the females and the instructors were harder and more strict with what the woman could and could not do. (128)
- I wish my professors had been more in touch with their professional communities. (164)

- I had a few teachers that I felt did not meet Eastern's standards. I paid too much money for my education to have poor instructors. Overall, student-teacher relationship was great. (179)
- Overly liberal faculty within numerous departments. (199)
- One teacher in particular graded on a personal stand point instead of writing ability. I was unaware of my grade until more than halfway through the semester. (223)
- Feeling that the professors were not paid enough. (262)
- I did not like one of the professors' classroom attitude and ethics. (350)
- One professor who shouldn't be teaching. Got a good grade, but she didn't know her topic very well. (424)
- Teachers not prepared for their classes. (464)
- Difficult teachers. (465)
- The lack of availability of the professors and their "I don't care how well you do" attitude. Most of the professors were cold and uncaring. (481)
- Quality of communication with certain professors. (497)
- A particular professor who was very demeaning to his students and especially Christian students. (515)
- Professors' were below average from my stance. I understand that they have a lot going on so I suggest brining in other professionals to help give students a sense of direction and leadership. (530)
- Professors were below average from my stance. (550)
- Teacher's who didn't seem to care for students. (574)
- Incompetent instructors. (594)
- One class I took because of the instructor. (597)
- The teachers (some) I had were not open to variety of teaching strategies. (600)
- Oh, there was negativity there too. Not all teachers seem to care for the returning older students. I only had one bad experience with a teacher. He and I seem to butt heads. But, I made it without him. I realize that is a minor part of education, only the strong survive. (614)
- There were a few professors who were very disengaged or arrogant, (651)
- Stubborn professors. (661)
- There were a few professors and classes where you learned nothing which was a disappointment. (678)
- A couple of teachers were less than ideal, providing adequate instruction and course work to develop students. (690)
- Instructors who should have no business in the classroom. (693)
- Some teachers had unfair grading practices and did not seem to care about their students. (74)

Advising

Positive Impact

- My counselor was always very pleasant helpful. I felt like she went out of her way to help me get things I needed. Of course, I can't remember her name now. (39)
- My academic advisor was the most positive impact on my education. He was extremely helpful. (45)
- The guidance through my advisor was clear, precise, and thorough. (252)
- Advisor. (24)

Negative Impact

- Poor academic advisement. (8)

- Having lack of direction or help from my first advisor before I went in to sociology. I really don't even remember his name. He was supposed to direct me at a crucial time, but didn't. (11)
- Little guidance in whole process. (78)
- My counselor didn't mention a credit class problem which threatened my graduation date. I was able to graduate on time. (84)
- I feel the counseling – freshman year – major was not realistic. There was little one-on-one and more pass off to go to the career center. I have learned a lot from going to many counselors as I pursue my R.N. degree, and realize how critical those counseling meetings can control your semester and future. This could be a personal issue, as well, but I just feel that the counseling is too vague, and not a view of the real world. (87)
- I sometimes felt as though I was “jumping through hoops” when it came to making sure I had enough credits (or the right classes). (130)
- Not much help from my faculty advisor. Was not much help in directing me with course choices. Needed an extra semester to graduate because of scheduling problems. (137)
- I think that the advisor could be a little better. It was a good thing that I knew what I wanted to take because no guidance was provided along the way. They would look at what I had written down and say “That looks good” and send me on my way. Also, when I was an R.A. the girls would go to their advisor and would think those were the only classes they could take and when they couldn't get in them, they'd panic. So I ended up helping every semester. (230)
- One thing I would change at EIU is the relationship students have with their counselors. (264)
- Poor advisory staff who helped with scheduling classes etc. They should know more about colleges at EIU. (265)
- Some difficulty with advising coming from junior college. (368)
- I personally had some issues with the advisement office. Sometimes I felt as if no one knew what was going on. (413)
- Frustration with academic advisement red tape experience—trying to get answers and help. This is typical though. (472)
- Student advisors, once I was under the pre-med advisor I was fine, but I feel the general advisor pool is quite poor and actually hurts the students it should help. (484)
- My first advisor I had when I arrived at EIU was rude and made me doubt myself and my abilities. (535)
- Guidance from the counselors. (550)
- Being assigned a counselor outside my major. (575)
- My advisor wasn't very helpful or responsive. I basically had to understand the program myself to ensure I was taking the right classes. (579)
- The academic advising—it was always a challenge! (600)
- The lack of help and support from the advisory department. (617)
- Each advisor would tell you something different. (688)
- Advisors. (723)
- Poor academic advising. (736)
- Not really knowing the potential jobs available per degree. E.g. as a freshman selecting a major, I didn't know the interesting jobs available to college graduates with certain degree that would have been helpful in the early process of picking a major. (731)
- Better career planning with more involved advisors. (748)