

**STUDENT SURVEY RESULTS - JANUARY 2015 - PROF. BOB EMILIANI**

| What characteristics indicate to you that a university is high quality?* | What are your major gripes with respect to teaching?                   | What are your major gripes with respect to administration?            | What do you most desire from your higher education experience? |
|--|--|---|--|
| The tools and resources that are available                               | Teachers who lack real-world experience                                | Focus on obtaining new customers over taking care of current students | A diploma  |
| Work experience of professors  | Being penalized for missing class even if reason is legitimate         | Red tape  | Experience that will help me in my life and professionally     |
| Success of graduates   | Test, test, test   | Unhelpful   | Preparation for work / career                                  |
| Price, events, and teachers  | Material covered in class more than one time                           | Impolite  | Professionalism  |
| Instructor's abilities   | Having to seek clarification   | Dishonest at times  | Honesty  |
| Instructor's availability  | Language barriers / can't understand profs                             | Disorganized processes  | Respect for students   |
| Professors with doctor's degrees   | Unprofessional professors  | Unhelpful   | Experience   |
| Professors who do research   | Lack of availability of course materials                               | Dry campus  | Knowledge  |
| Professor who give good feedback   | Straight lectures, no in-class work                                    | Unavailable   | Opportunity  |
| Reputation / recommended by others                                       | Subjective grading   | Lack of knowledge   | Learn skills / prepare me for my career                        |
| Retention and graduation percentages                                     | Lazy / disinterested professors  | Unnecessary regulation  | Education to help obtain a career-worthy job                   |
| Modern equipment and facilities (and well-maintained facilities)         | Reading from the book or directly from PowerPoint slides               | Treating students like a number                                       | Quality education  |
| Cares about student success  | Bad attitude   | Miscommunication  | Experiences and hands-on learning                              |
| Up-to-date technology  | Professors who don't care  | Complacency   | Skills I can use in the workplace                              |
| Atmosphere of school and students  | Boring teachers  | Slow processes  | Learn from other people (students, professors)                 |
| Responsive teachers who interact with students                           | Absent minded, scatterbrained  | Saying money is owed when it is not owed                              | Activities   |
| Student participation in classroom discussion                            | Unhelpful, dismissive  | Poor communication to students  | Better life outcomes   |
| Professors who make learning engaging                                    | When homework is an easy A, but tests are much harder                  | Lack of faculty evaluation regardless of years teaching               | Having a career instead of a job                               |
| Movement away from PowerPoint slides                                     | Poor or unfair grading   | Lots of runaround to get problems fixed                               | To better myself   |
| Teachers who are experienced in their fields                             | Professors who are unsympathetic                                       | Too many negative assumptions made about students                     | Hands-on experiences   |
| High quality professors  | Impractical or unrealistic course loads                                | Tuition cost is too high  | Being able to utilize what I've learned in the real world      |
| Library open 24 hours  | Assign textbooks, then not using them enough to justify the purchase   | Unresponsive  | Networking opportunities                                       |
| Most classes need computers  | Being kept past scheduled class times                                  | Rules and requirements difficult to follow                            | Practical knowledge in the field of study                      |
| National recognition   | Mid-term and final exam-only classes do not portray student capability | Excessive paperwork and run-around                                    | Being challenged   |
| Major accreditations   | Busy work for the sake of busy work                                    | Difficult to find the information needed                              | Honest and true exchange of ideas between faculty and students |
| High level of academic and community involvement                         | Unclear expectations / changing expectations                           | Treats all students the same vs. individualized attention             | Learn about working in the real world                          |
| Professors that can relate the information to their students             | Unavailable / unresponsive to e-mail and phone calls                   | Poor communication of opportunities for students                      | Earn more than a piece of paper                                |
| Professors who are easy to contact                                       | Rush through the course or topic                                       | Inflexible schedules  | Learn valuable things that I can apply to the work I do        |
| Graduates are prepared to jump into their career with confidence         | Excessive lecture without student interaction                          | Needed courses are not offered / class availability                   | Promotion at work  |
| Faculty that is willing to help students out                             | Lack of communication  | Old classrooms / old furniture  | Higher standard of living                                      |
| Jobs obtained by graduates   | Lack of accountability   | Hard to find information on web site                                  | Feedback from instructor                                       |
| Education that informs students of real-life scenarios                   | Slow to return homework assignments and tests                          | Bursar should accept Visa credit card                                 | Clear objectives and what is expectations                      |
| Distinguished professors with real world experience                      | Lack of passion for teaching   | Students held accountable for advisor's / teacher's mistakes          | Learning from professors' experiences                          |
| Multiple industries send their students to the school                    | Ineffective or underuse of technology                                  | Nonsensical quotas  | Feel a sense of accomplishment                                 |
| Selective admissions / quality of students admitted                      | Faculty barely knowledgeable about a subject                           | Tuition hikes with no apparent added value for students               | Learn critical thinking and problem-solving skills             |
| Prepares students for the real world                                     | Outdated curriculum  | Glitches in course registration                                       |  |
| Small class size   | Profs going through the motions because they are tenured               | Unclear procedures / requirements for graduation                      |  |
| Professors with good communication skills                                | Teach one thing in class and the test students on something different  | Lack of support   |  |
| Nationally ranked  | Professors who like to hear themselves talk                            | Things "slip through the cracks"                                      |  |
| Individual teacher attention   | Not allowing students to ask questions / unavailable for questions     | Long cycle times for grades, money, decisions                         |  |
| Students held to high standards  | Presents little information & dismisses class 45 minutes early         |   |  |
| Student feedback is accepted and necessary changes are made              | Does not listen to students' ideas                                     |   |  |
| Clean, well-maintained campus, proper signage, security personnel        | Professors who don't adapt to the audience                             |   |  |
| Emphasis on learning rather than completing the syllabus                 | Rigid grading; does not account for student effort                     |   |  |
| Opportunities for students to engage in research                         | Uneven volume of work assignments                                      |   |  |
| Challenging but rewarding programs and courses                           | Required books are too expensive                                       |   |  |
| Professors with a background in what they teach                          | Rigid office hours   |   |  |
| Return on investment   | Poorly thought-out projects  |   |  |
| Cares about students after graduation                                    | Not preparing students for tests                                       |   |  |
| Meaningful classroom session and projects                                | Lack of diversity in teaching methods                                  |   |  |
| Accomplishments by alumni  | Poor teaching / lack of teaching                                       |   |  |
| Teaches critical thinking  |  |   |  |
| Professors who emphasize major learning take-aways                       |  |   |  |
| Good laboratories  |  |   |  |
| Awards earned  |  |   |  |
| Partnerships with companies  |  |   |  |
| Brand / image  |  |   |  |
| Professor's credentials  |  |   |  |

\* Federal Department of Education defines higher education quality as Access, Affordability, and Outcomes.  
 Survey administered 12, 13, and 15 January 2015                      22 undergraduate students / 43 graduate students