

1998 ALUMNI'S
PERCEPTIONS OF THEIR
VALDOSTA STATE UNIVERSITY EXPERIENCES
(FIVE YEARS AFTER GRADUATION)

SUMMARY RESULTS FROM THE
VALDOSTA STATE UNIVERSITY
ALUMNI QUESTIONNAIRE

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This report is a descriptive summary of the 91 Alumni from the class of 1998 who completed the Valdosta State University Alumni Questionnaire. The respondents graduated under the quarter system. The information was collected from January 1, 2003, through June 1, 2003. It is anticipated that these results will be used by colleges and departments as one indicator of the effectiveness of the University's programs and services. In addition to this report, each department has received a supplementary report that provides summary statistics of its alumni's ratings for the academic experiences in the Major Field of Study for that department.

Melinda Cutchens, Administrative Coordinator, coordinated the collection of data and the coding of surveys. Student Assistant Natasha Walker coded all of the questionnaires, typed, and validated the data entry and assisted in preparation of the report. Angela Elder and Linda Gooden proof read the report for accuracy. The report was prepared by Ruth Salter, Interim Director of Institutional Research and Policy Analysis, under the guidance of the Director Emeritus, Michael R. Crowe. Appreciation is extended to the VSU Alumni Office who furnished the mailing labels for this follow-up study. The report is organized as follows:

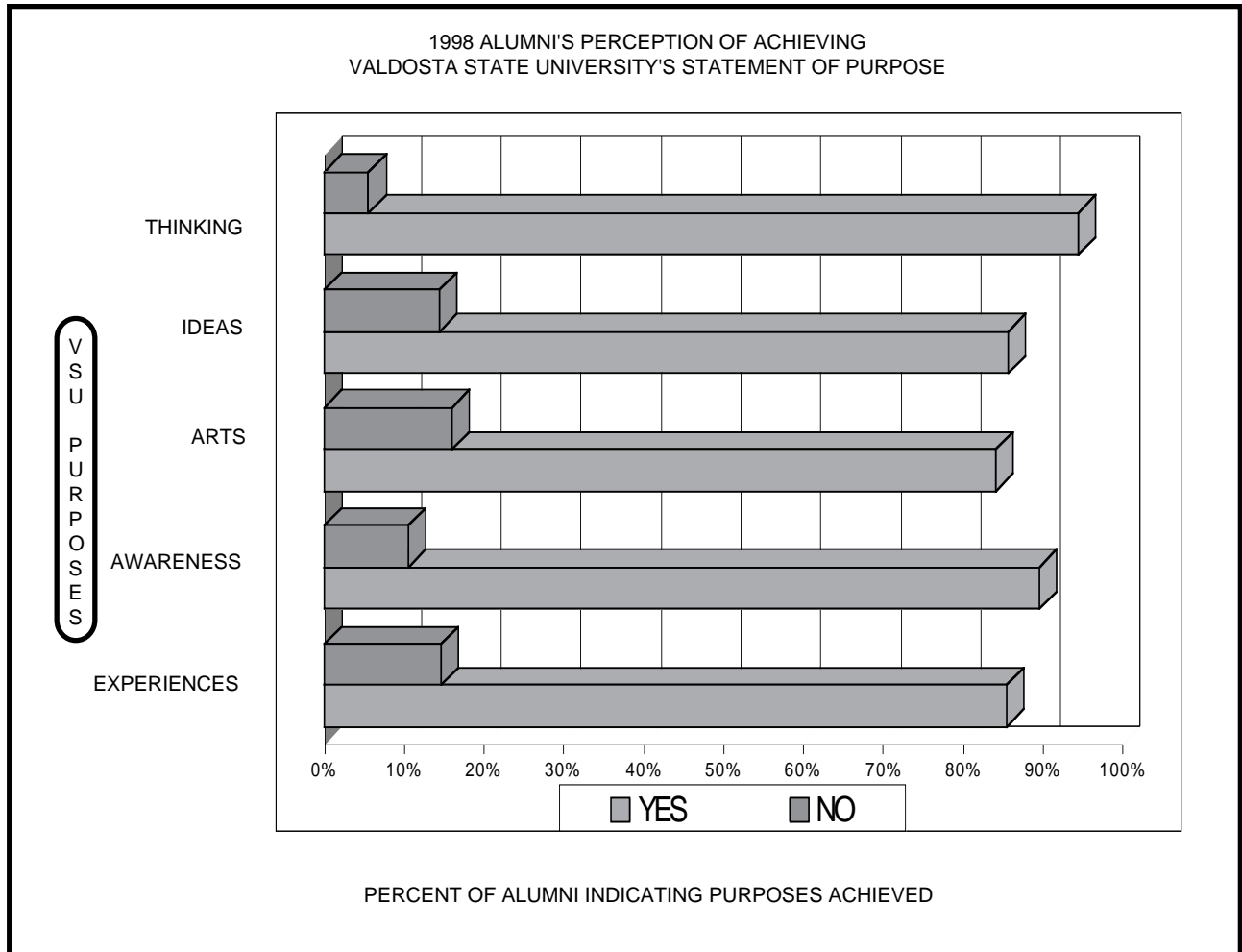
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How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness can be determined from the 1998 alumni who were asked to rate the extent to which their experiences at VSU contributed to achieving the following stated purposes of the University . . .

1. Encouraged critical and independent thinking.
2. Provided an environment for free and open exchange of ideas.
3. Encouraged the acquisition of knowledge embodied in the liberal arts.
4. Encouraged functioning as a professional and with ethical awareness.
5. Provided an environment for expanding the range of human experiences.

Of the five major purposes listed above, more than nine out of ten alumni believed that their experiences at the University helped to achieve the purposes of critical and independent thinking. At least eight out of ten believed that VSU promoted the exchange of ideas as well as encouraged alumni to function as professionals with ethical awareness and encouraged an acquisition of knowledge embodied in the liberal arts and as well as provided an environment in which students could expand their range of human experiences.

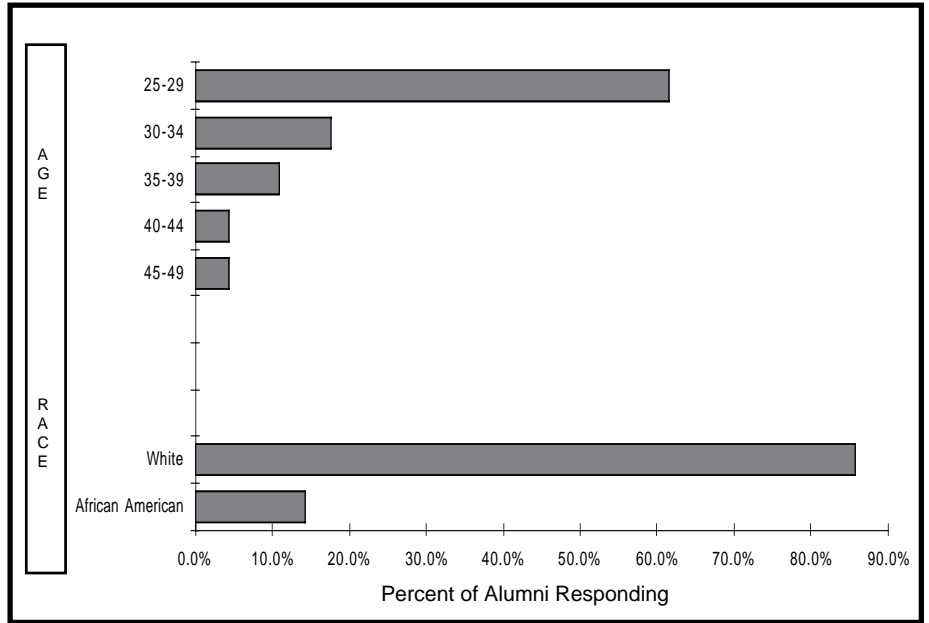


Description of The Responding Alumni**

In order for Valdosta State University to maintain its quality of educational programs and services and assess its strengths and weaknesses, the Alumni Questionnaire was developed to evaluate alumni's overall experiences at Valdosta State University. The background characteristics of the alumni responding to the questionnaire are described below:

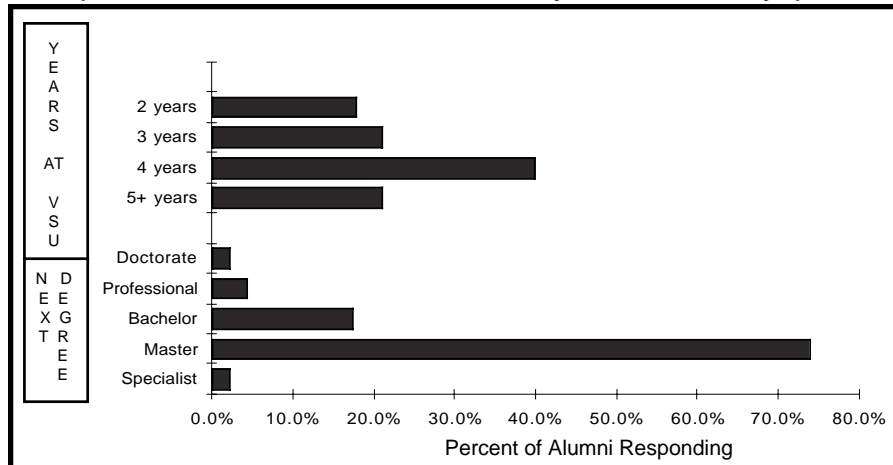
Background Characteristics

Of the 91 alumni responding to the questionnaire, sixty-three percent of the 1998 alumni reported being less than thirty years of age. Eighteen percent were 30-34 years of age; eleven percent were 35-39 years of age; four percent were 40-44 years of age and the remaining four percent ranged in age from 45 to 59. Female alumni represented eighty-four percent of the sample with the remaining seventeen percent representing male alumni. Distributions for race revealed that eighty-six percent of the alumni responding were White and fourteen percent were African American.



Attendance at VSU

The 1998 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed that eighteen percent reported attending for two years. Twenty-one percent had attended for three years and forty percent had attended VSU for the conventional four years. Twenty-one percent of the alumni had attended for five or more years.

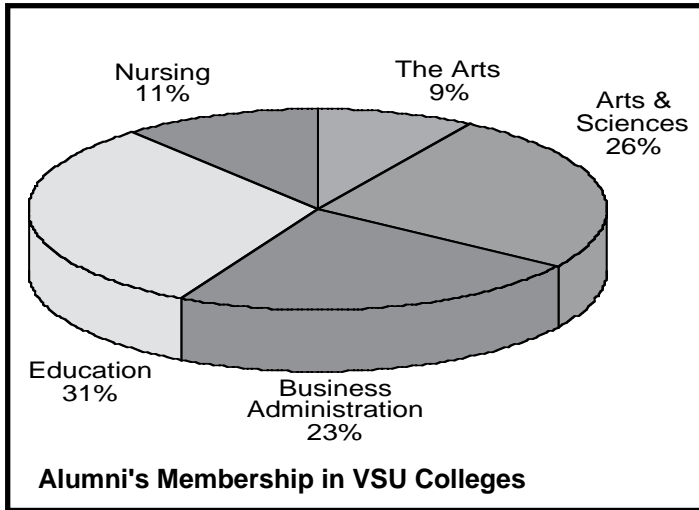


Degrees Beyond VSU

forty-eight percent of the 1998 alumni reported seeking further education beyond the Baccalaureate earned at Valdosta State University. Of those seeking another degree, seventeen percent sought an additional

Bachelor's degree; seventy-four percent were earning Master's degrees and nine percent worked towards a specialist, professional, or doctoral degree.

***Note: Percentages do not always sum to one hundred percent due to rounding.*



Membership in VSU Colleges

Twenty-three percent of the 1998 alumni identified their college as Business Administration, with another Twenty-six percent identifying their college as Arts and Sciences. Thirty-one percent reported that their college was education. The remaining alumni were distributed among The Colleges of The Arts and Nursing as displayed in the circle graph to the left.

Preparation for Future Education

Two indicators of Valdosta State University's success in preparing graduates for life after college are found in the Alumni Questionnaire. One indicator is how well courses in the respon-

dents' major field of study prepared alumni for further education. As a measure of how courses in the respondents' major field of study were helpful in gaining admission to a professional school, fifty-nine percent answered definitely yes; twenty-six percent responded probably yes, and fifteen percent answered probably or definitely no. Along the same line, forty-three percent reported that overall Valdosta State University was excellent preparation for additional University work; twenty-nine percent reported their VSU experiences as good preparation, twenty-five percent felt VSU provided adequate preparation, and four percent felt VSU provided inadequate preparation.

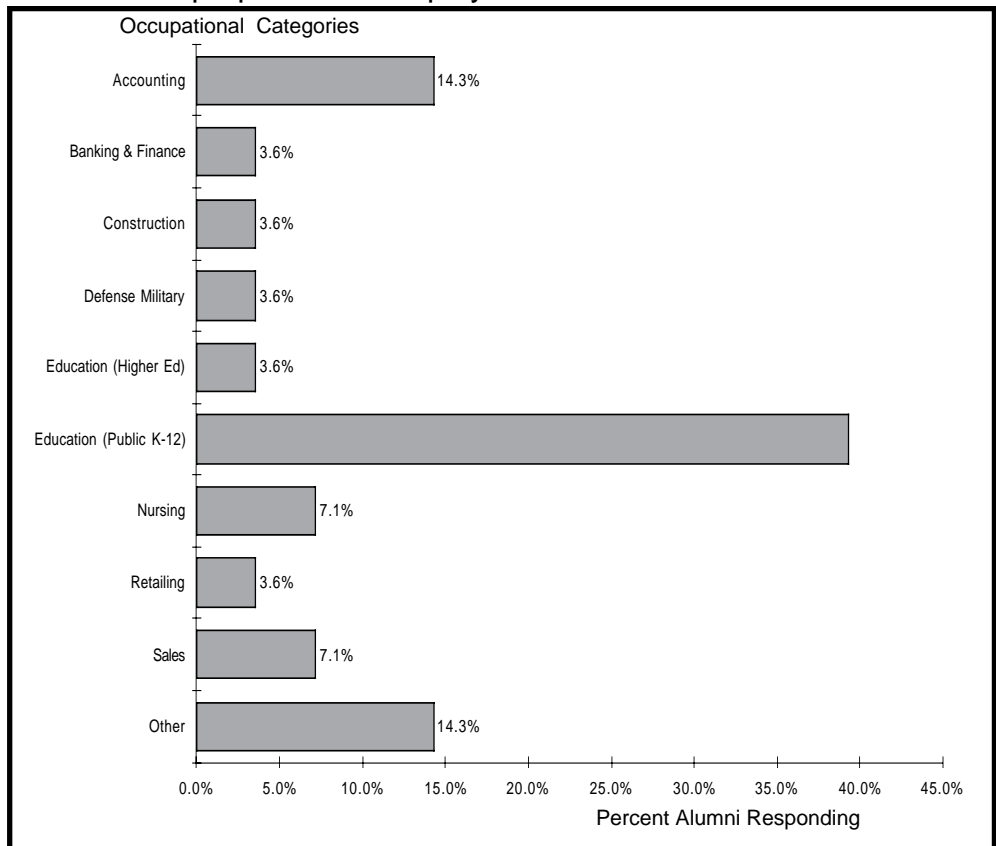
Preparation for Employment

The second indicator is how well prepared for employment alumni consider themselves.

Eighty-two percent of the 1998 alumni reported courses in their major field of study were definitely to probably helpful in obtaining employment; eighteen percent felt their major courses probably or definitely had not helped in gaining employment.

Employment-Occupational Categories

One of the objectives of the Alumni Questionnaire was to identify the occupational areas in which Valdosta State University alumni are currently employed. As shown



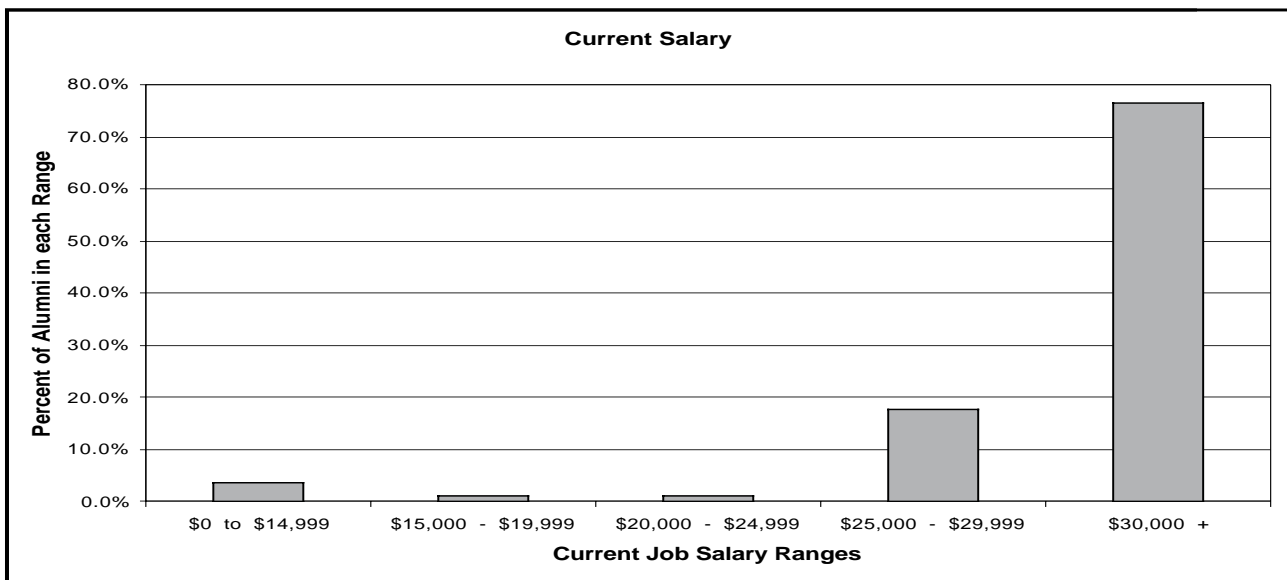
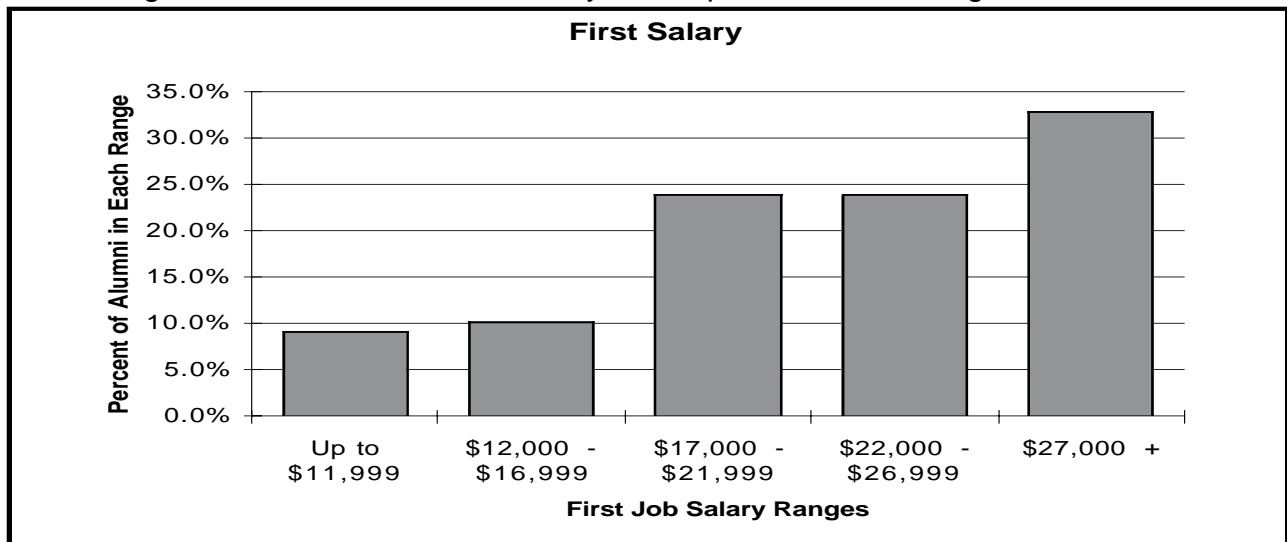
by the graph on the bottom of page five, over forty percent of the 1998 alumni are employed by public school systems grades K through 12 or in higher education. Seven percent of the alumni are employed in health related fields, eighteen percent reported employment in the business sector (accounting, banking and finance) and eleven percent are employed in sales and retailing related fields. The remaining alumni are distributed among various other occupational areas.

Eighty-six percent of the alumni reported that their first job was related to their major, while fourteen percent indicated that their first job was not related to their academic major.

Annual Salary History

The 1998 alumni were asked to identify the salary range of their first jobs. Nine percent earned less than \$12,000 when first employed. One third earned between \$12,000 and \$22,000. One third earned \$27,000 or more in their first job after college.

Finally, the alumni were asked to list their current annual salary. Four percent of the 1998 alumni are making below \$15,000. One percent are earning between \$15,000-\$19,999; one percent are earning an annual salary range between \$20,000-\$24,999; eighteen percent are earning \$25,000-\$29,999; and seventy-seven percent are earning above \$30,000.

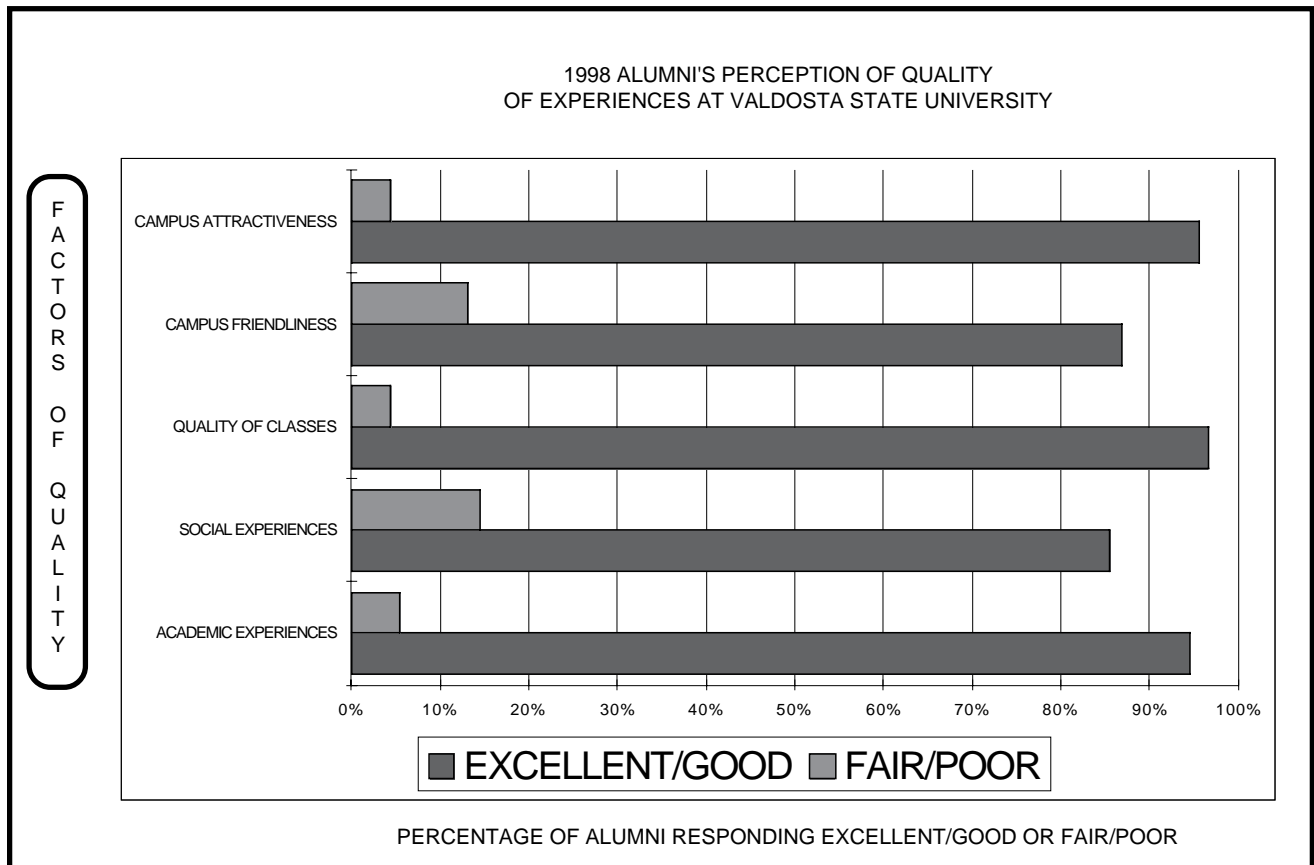


How Effective is Valdosta State University in Creating an Overall Atmosphere for Learning?

As an indicator of the effectiveness of the University in creating an environment that is attractive and conducive to learning, the 1998 alumni were asked to rate the quality of their experiences at Valdosta State University on the following five factors: academic experiences, social experiences, quality of classes, friendliness of the University, and general campus attractiveness.

The results showing the percentage of alumni who rated the five factors are depicted graphically below. The academic experiences were rated as excellent to good by ninety-five percent of the 1998 alumni. Eighty-six percent of the 1998 alumni rated their social experiences as excellent to good. Ninety-six percent of the alumni rated the overall quality of their classes as excellent to good. The ratings for the friendliness of the University showed that eighty-seven percent of the 1998 alumni rated this factor as excellent to good. The beauty of the campus was recognized as excellent to good by ninety-six percent of the alumni.

Overall, the alumni gave their highest ratings to Valdosta State University on factors of quality of classes and attractiveness of the campus.



Alumni's Ratings of The University's Services and Facilities

University Services and Facilities Responses of All Alumni	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Housing & residence halls	44	2.71	0.70	11%	50%	36%	2%
2. Sororities & fraternities	23	3.04	0.77	26%	57%	13%	4%
3. Clubs & student organizations	50	3.00	0.61	14%	76%	6%	4%
4. Intramural program & services	41	3.20	0.72	34%	54%	10%	2%
5. Athletic facilities	50	3.04	0.70	24%	58%	16%	2%
6. Health services	65	3.03	0.64	22%	60%	19%	0%
7. VSU Food Services	67	2.90	0.72	16%	61%	18%	5%
8. VSU Bulletin/Catalog	79	3.17	0.59	25%	67%	6%	1%
9. Cooperative education program	21	3.10	0.70	29%	52%	19%	0%
10. University work-study program	18	3.17	0.62	28%	61%	11%	0%
11. Career planning services	42	2.62	0.85	12%	50%	26%	12%
12. Job placement services	24	2.46	1.06	17%	38%	21%	25%
13. Counseling center services	21	2.91	0.77	19%	57%	19%	5%
14. Testing services	40	2.83	0.64	10%	65%	23%	3%
15. Campus student employment	34	3.15	0.78	35%	47%	15%	3%
16. Minority programs/counseling	12	3.17	1.19	58%	17%	8%	17%
17. Veterans services	4	3.00	0.82	25%	50%	25%	0%
18. Public safety	71	2.89	0.75	18%	56%	21%	4%
19. Bookstore	89	2.94	0.76	23%	53%	21%	3%
20. Post office	58	3.09	0.60	21%	69%	9%	2%
21. Office of the President	33	2.91	0.88	24%	52%	15%	9%
22. Office of Vice President for Academic Affairs	33	3.00	0.71	21%	61%	15%	3%
23. Office of Vice President for Business & Finance	35	2.94	0.77	20%	60%	14%	6%
24. Office of Vice President for Student Affairs	34	2.77	0.86	15%	59%	15%	12%
25. Dean's Office (of my College)	66	3.14	0.82	35%	50%	9%	6%
26. Admissions Office	90	2.90	0.67	17%	58%	24%	1%
27. Registrar's Office	91	2.92	0.70	20%	54%	25%	1%
28. Financial Aid Office	80	2.68	0.82	11%	56%	21%	11%
29. Residence Life Office	30	2.90	0.92	27%	47%	17%	10%
30. Honors Program	21	3.14	0.48	19%	76%	5%	0%
31. Continuing Education Office	8	2.88	0.64	13%	63%	25%	0%
32. Alumni Office	26	3.19	0.69	31%	62%	4%	4%
33. Handicapped facilities	2	2.50	2.12	50%	0%	0%	50%
34. Special Services	2	1.50	0.71	0%	0%	50%	50%
35. Distance learning courses	12	3.00	0.60	17%	67%	17%	0%

NOTE: N = the number of alumni responding to the item. Mean = mean of the ratings with Excellent = 4, Good = 3, Fair = 2, and Poor = 1. SD = standard deviation of the mean. Percents have been rounded to the nearest whole number; therefore may not total 100.

Alumni's Rating of Their Academic Experiences in the Major Field of Study

Academic Program Experiences Major Field of Study -- All Alumni	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	91	3.17	0.79	36%	48%	11%	4%
2. Helpfulness of advisor	91	3.13	0.86	40%	39%	18%	4%
3. Quality of printed information about program	89	3.16	0.69	32%	54%	14%	1%
4. Courses as preparation for a liberal education	52	3.06	0.73	27%	54%	17%	2%
5. Courses as preparation for employment	88	3.02	0.82	31%	44%	22%	3%
6. Courses as preparation for graduate school	58	3.07	0.79	33%	43%	22%	2%
7. Organization of the curriculum	91	3.12	0.73	30%	56%	11%	3%
8. Quality of lower division courses (core)	80	2.99	0.77	25%	53%	19%	4%
9. Quality of upper division courses (major)	91	3.36	0.62	43%	52%	4%	1%
10. Fairness of grading	90	3.10	0.74	29%	56%	12%	3%
11. Opportunities for interaction with faculty	91	3.18	0.83	42%	36%	20%	2%
12. Practicum or internship experiences	63	3.16	0.94	44%	35%	13%	8%
13. Library collection/resources (for major)	89	2.98	0.87	30%	43%	21%	6%
14. Library facilities (as relate to major)	89	3.03	0.85	34%	39%	24%	3%
15. Classroom facilities	91	3.28	0.63	37%	53%	10%	0%
16. Laboratory facilities	61	3.08	0.71	28%	54%	16%	2%
17. Quality of computer laboratories	86	3.04	0.74	27%	52%	19%	2%
18. Availability of computer laboratories	89	2.64	0.87	16%	43%	32%	10%
19. Overall attitude of faculty toward students	91	3.15	0.82	39%	42%	17%	3%
20. Overall quality of faculty	91	3.25	0.72	40%	48%	10%	2%

Alumni's Rating of Their Academic Experiences in the Major Field of Study College of Arts & Sciences

Academic Experiences: Major Field of Study College of Arts & Sciences	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	23	3.26	0.75	44%	39%	17%	0%
2. Helpfulness of advisor	23	3.26	0.81	48%	30%	22%	0%
3. Quality of printed information about program	23	2.96	0.88	30%	39%	26%	4%
4. Courses as preparation for a liberal education	15	3.00	0.85	27%	53%	13%	7%
5. Courses as preparation for employment	20	2.80	1.06	30%	35%	20%	15%
6. Courses as preparation for graduate school	14	2.79	0.80	14%	57%	21%	7%
7. Organization of the curriculum	23	2.87	0.82	17%	61%	13%	9%
8. Quality of lower division courses (core)	22	2.73	0.94	18%	50%	18%	14%
9. Quality of upper division courses (major)	23	3.22	0.74	35%	57%	4%	4%
10. Fairness of grading	22	3.00	1.02	36%	41%	9%	14%
11. Opportunities for interaction with faculty	23	3.13	1.01	48%	26%	17%	9%
12. Practicum or internship experiences	14	3.14	1.03	43%	43%	0%	14%
13. Library collection/resources (for major)	23	3.13	0.87	39%	39%	17%	4%
14. Library facilities (as relate to major)	23	3.09	0.90	39%	35%	22%	4%
15. Classroom facilities	23	3.26	0.62	35%	57%	9%	0%
16. Laboratory facilities	16	3.06	0.85	38%	31%	31%	0%
17. Quality of computer labs	22	2.96	0.84	27%	46%	23%	5%
18. Availability of computer labs	22	2.46	0.96	14%	36%	32%	18%
19. Overall attitude of faculty toward students	23	2.91	1.04	35%	35%	17%	13%
20. Overall quality of faculty	23	3.00	0.91	30%	48%	13%	9%

NOTE: N = the number of alumni responding to the item. Mean = mean of the ratings with Excellent = 4, Good = 3, Fair = 2, and Poor = 1. SD = standard deviation of the mean. Percents have been rounded to the nearest whole number; therefore may not total 100.

**Alumni's Rating of Their Academic Experiences in the Major Field of Study
College of Business Administration**

Academic Experiences: Major Field of Study College of Business Administration	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	21	3.29	0.64	38%	52%	10%	0%
2. Helpfulness of advisor	21	3.24	0.77	38%	52%	5%	5%
3. Quality of printed information about program	20	3.30	0.57	35%	60%	5%	0%
4. Courses as preparation for a liberal education	8	3.25	0.71	38%	50%	13%	0%
5. Courses as preparation for employment	21	2.95	0.74	24%	48%	29%	0%
6. Courses as preparation for graduate school	10	3.20	0.92	50%	20%	30%	0%
7. Organization of the curriculum	21	3.24	0.63	33%	57%	10%	0%
8. Quality of lower division courses (core)	18	3.22	0.65	33%	56%	11%	0%
9. Quality of upper division courses (major)	21	3.24	0.54	29%	67%	5%	0%
10. Fairness of grading	21	3.19	0.51	24%	71%	5%	0%
11. Opportunities for interaction with faculty	21	3.24	0.77	43%	38%	19%	0%
12. Practicum or internship experiences	8	3.25	0.71	38%	50%	13%	0%
13. Library collection/resources (for major)	19	3.11	0.81	32%	53%	11%	5%
14. Library facilities (as relate to major)	19	3.05	0.85	32%	47%	16%	5%
15. Classroom facilities	21	3.43	0.51	43%	57%	0%	0%
16. Laboratory facilities	7	3.00	0.58	14%	71%	14%	0%
17. Quality of computer labs	19	3.16	0.60	26%	63%	11%	0%
18. Availability of computer labs	20	2.85	0.75	15%	60%	20%	5%
19. Overall attitude of faculty toward students	21	3.24	0.63	33%	57%	10%	0%
20. Overall quality of faculty	21	3.29	0.56	33%	62%	5%	0%

**Alumni's Rating of Their Academic Experiences in the Major Field of Study
College of The Arts**

Academic Experiences: Major Field of Study College of The Arts	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	8	3.63	0.52	63%	38%	0%	0%
2. Helpfulness of advisor	8	3.63	0.74	75%	13%	13%	0%
3. Quality of printed information about program	7	3.29	0.49	29%	71%	0%	0%
4. Courses as preparation for a liberal education	8	3.38	0.52	38%	63%	0%	0%
5. Courses as preparation for employment	8	2.75	0.71	13%	50%	38%	0%
6. Courses as preparation for graduate school	5	2.80	0.84	20%	40%	40%	0%
7. Organization of the curriculum	8	3.25	0.46	25%	75%	0%	0%
8. Quality of lower division courses (core)	7	2.86	0.69	14%	57%	29%	0%
9. Quality of upper division courses (major)	8	3.25	0.71	38%	50%	13%	0%
10. Fairness of grading	8	2.88	0.84	25%	38%	38%	0%
11. Opportunities for interaction with faculty	8	3.38	0.92	63%	13%	25%	0%
12. Practicum or internship experiences	7	2.71	1.11	29%	29%	29%	14%
13. Library collection/resources (for major)	8	2.13	0.84	0%	38%	38%	25%
14. Library facilities (as relate to major)	8	2.38	0.92	13%	25%	50%	13%
15. Classroom facilities	8	3.13	0.64	25%	63%	13%	0%
16. Laboratory facilities	5	3.00	0.00	0%	100%	0%	0%
17. Quality of computer labs	7	2.43	0.79	0%	57%	29%	14%
18. Availability of computer labs	8	2.00	0.76	0%	25%	50%	25%
19. Overall attitude of faculty toward students	8	3.25	0.71	38%	50%	13%	0%
20. Overall quality of faculty	8	3.63	0.52	63%	38%	0%	0%

NOTE: N = the number of alumni responding to the item. Mean = mean of the ratings with Excellent = 4, Good = 3, Fair = 2, and Poor = 1. SD = standard deviation of the mean. Percents have been rounded to the nearest whole number; therefore may not total 100.

**Alumni's Rating of Their Academic Experiences in the Major Field of Study
College of Nursing**

Academic Experiences: Major Field of Study College of Nursing	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	10	2.90	0.57	10%	70%	20%	0%
2. Helpfulness of advisor	10	2.70	0.68	10%	50%	40%	0%
3. Quality of printed information about program	10	3.00	0.67	20%	60%	20%	0%
4. Courses as preparation for a liberal education	5	3.00	0.71	20%	60%	20%	0%
5. Courses as preparation for employment	10	3.10	0.74	30%	50%	20%	0%
6. Courses as preparation for graduate school	5	2.40	0.55	0%	40%	60%	0%
7. Organization of the curriculum	10	2.90	0.99	30%	40%	20%	10%
8. Quality of lower division courses (core)	9	3.33	0.71	44%	44%	11%	0%
9. Quality of upper division courses (major)	10	3.40	0.52	40%	60%	0%	0%
10. Fairness of grading	10	3.00	0.67	20%	60%	20%	0%
11. Opportunities for interaction with faculty	10	3.30	0.68	40%	50%	10%	0%
12. Practicum or internship experiences	8	2.75	1.04	25%	38%	25%	13%
13. Library collection/resources (for major)	10	2.70	0.95	20%	40%	30%	10%
14. Library facilities (as relate to major)	10	2.80	0.79	20%	40%	40%	0%
15. Classroom facilities	10	3.00	0.67	20%	60%	20%	0%
16. Laboratory facilities	9	2.89	0.78	22%	44%	33%	0%
17. Quality of computer labs	9	2.89	0.78	22%	44%	33%	0%
18. Availability of computer labs	10	2.50	0.71	10%	30%	60%	0%
19. Overall attitude of faculty toward students	10	3.20	0.79	40%	40%	20%	0%
20. Overall quality of faculty	10	3.20	0.79	40%	40%	20%	0%

**Alumni's Rating of Their Academic Experiences in the Major Field of Study
College of Education**

Academic Experiences: Major Field of Study College of Education	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	28	2.93	0.98	29%	50%	7%	14%
2. Helpfulness of advisor	28	2.93	0.98	32%	39%	18%	11%
3. Quality of printed information about program	28	3.25	0.65	36%	54%	11%	0%
4. Courses as preparation for a liberal education	15	2.87	0.74	20%	47%	33%	0%
5. Courses as preparation for employment	28	3.29	0.71	43%	43%	14%	0%
6. Courses as preparation for graduate school	23	3.39	0.66	48%	44%	9%	0%
7. Organization of the curriculum	28	3.29	0.66	39%	50%	11%	0%
8. Quality of lower division courses (core)	24	2.96	0.69	21%	54%	25%	0%
9. Quality of upper division courses (major)	28	3.57	0.57	61%	36%	4%	0%
10. Fairness of grading	28	3.21	0.63	32%	57%	11%	0%
11. Opportunities for interaction with faculty	28	3.07	0.77	32%	43%	25%	0%
12. Practicum or internship experiences	25	3.36	0.86	56%	28%	12%	4%
13. Library collection/resources (for major)	28	3.07	0.77	32%	43%	25%	0%
14. Library facilities (as relate to major)	28	3.21	0.74	39%	43%	18%	0%
15. Classroom facilities	28	3.29	0.71	43%	43%	14%	0%
16. Laboratory facilities	23	3.22	0.74	35%	57%	4%	4%
17. Quality of computer labs	28	3.18	0.67	32%	54%	14%	0%
18. Availability of computer labs	28	2.82	0.86	21%	46%	25%	7%
19. Overall attitude of faculty toward students	28	3.21	0.79	43%	36%	21%	0%
20. Overall quality of faculty	28	3.32	0.67	43%	46%	11%	0%

NOTE: N = the number of alumni responding to the item. Mean = mean of the ratings with Excellent = 4, Good = 3, Fair = 2, and Poor = 1. SD = standard deviation of the mean. Percents have been rounded to the nearest whole number; therefore may not total 100.

Alumni's Rating of Their Atmosphere For Learning

Atmosphere for Learning (All Alumni)	N	Mean	SD	Agreement with Statement			
				DY (4)	PY (3)	PN (2)	DN (1)
1. VSU encouraged thinking critically & independently	90	3.52	0.60	58%	37%	6%	0%
2. VSU provided an environment for free and open exchange of ideas	90	3.38	0.73	52%	33%	14%	0%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	88	3.14	0.76	33%	51%	13%	3%
4. VSU helped me function in a professional setting & act with ethical awareness	86	3.43	0.68	54%	36%	11%	0%
5. VSU helped me expand my range of human experiences	89	3.28	0.71	43%	43%	15%	0%
6. If I started college over, I would choose to attend VSU	91	3.36	0.72	50%	39%	11%	1%
7. I would recommend VSU to others	91	3.55	0.58	59%	36%	4%	0%
				Quality of Ratings			
	N	Mean	SD	Excel (4)	Good (3)	Fair (2)	Poor (1)
8. I would rate my academic experiences at VSU as . . .	91	3.36	0.59	42%	53%	6%	0%
9. I would rate my social experiences at VSU as . . .	90	3.32	0.72	47%	39%	14%	0%
10. The classes I took were . . .	91	3.30	0.59	35%	60%	3%	1%
11. The friendliness of the University was . . .	91	3.26	0.74	42%	45%	11%	2%
12. The general campus attractiveness was . . .	91	3.65	0.60	70%	25%	3%	1%

NOTE: N = the number of alumni responding to the item. Mean = mean of the ratings with Excellent = 4, Good = 3, Fair = 2, and Poor = 1 OR DY = Definitely Yes (4), PY = Probably Yes (3), PN = Probably Not (2) and DN = Definitely Not (1). SD = standard deviation of the mean. Percents have been rounded to the nearest whole number; therefore may not total 100.

Alumni's Comments

All of the Alumni's comments are represented; minor editing has been applied to a few comments.

- ◆ My career has changed since graduating from VSU. Having a prior degree from VSU, I was trying to obtain certification to become a teacher. After talking with several schools, I had to obtain this certification from a school other than VSU. I already had a degree and was not interested in needing help to obtain certification. This may be an area the college needs to look at in the future.
- ◆ The discipline procedures, teaching pedagogies and philosophies of the Educational Dept. I was taught at VSU were found to be not very useful and liberal; contrary to what I found works best at the private Christian school level. The state adopted humanistic philosophies (outcome based education) that have been found to be very lacking in any sort of productive learning environment. In fact, many teaching procedures that I learned at VSU have taught

me that most often the opposite of what I was taught works best in the classroom.

- ◆ The first 2 years all a student learns is how to carry on a conversation at a cocktail party, the politics of VSU make me sick. VSU is nothing but a "Diploma Mill" and has a long way to go to be equal to other universities. The location of VSU is great and the weather is good. The parking problems can be solved by banning Freshman in the dorms from having cars. Access to the New President is non-existent. I am not a liberal and most certainly not an artist. The professors forget that VSU is a service oriented business and they work for the students because their names are on the tuition checks.

- ◆ In 1994-1996, the professors in the COB were, for the most part, inadequately prepared for the role technology plays in business. I certainly hope that has changed for your students today.

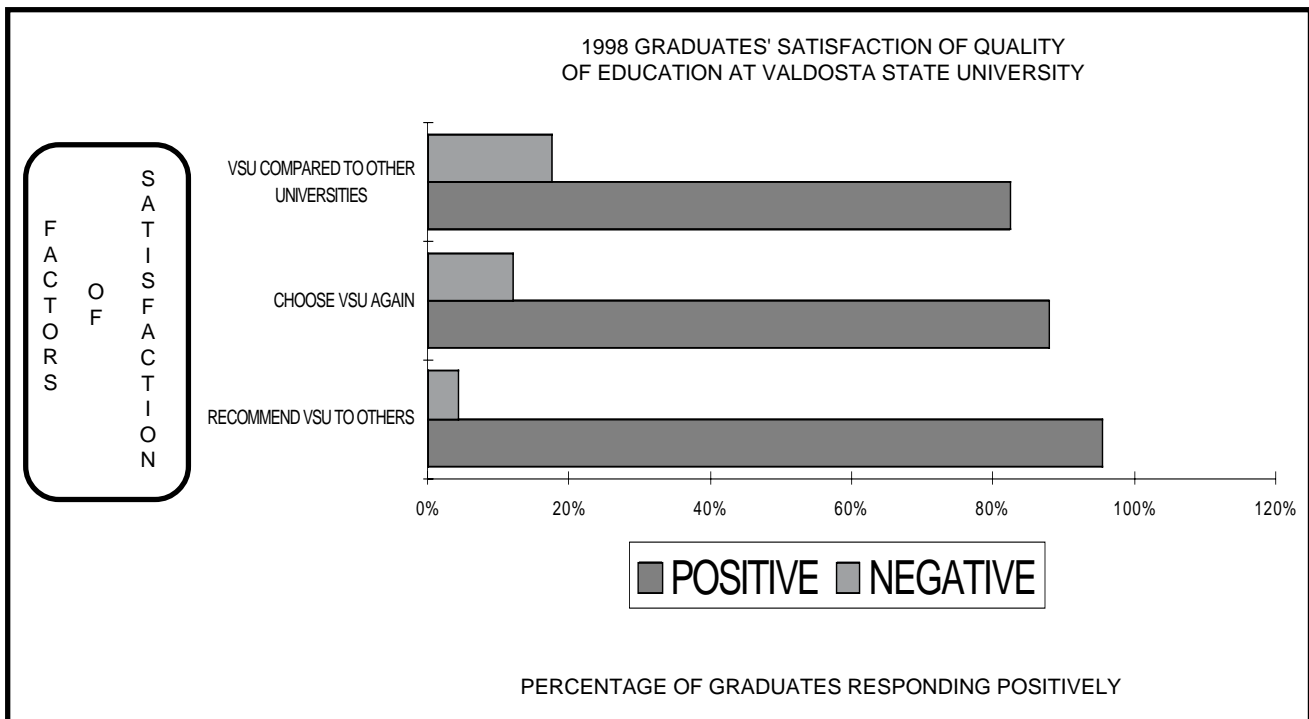
Alumni's Comments Continued...

- | | |
|---|--|
| <ul style="list-style-type: none"> ◆ Clinical experiences in the nursing department were poor and I do not feel prepared me for working as a real nurse. Recommend more focus on skills. ◆ Improve: At the time that I was in school, Greek Life was somewhat frowned upon by "upper staff", or so it seemed to us! Although there are some negatives towards Greek Life, the positives far outweigh. I feel it's imperative that Greeks are backed/supported by the school. It provides students with a "family" atmosphere and helps to prepare the members for the real world. It helps to promote leadership, and is invaluable to our school. Positive: Faculty - I chose Valdosta for the more intimate classroom that it provides. I never felt that the teacher/professor didn't know who I was. There are many caring faculty members at the school! ◆ It is amazing. I worked for Institutional Research Center as a student assistant. I helped code these for other graduates. Now you get to code my responses! Enjoy! ◆ Better availability to knowledgeable advisors. Many advisors have no clue as to what's going on, and many are rarely available. Better parking and transportation services. Friendlier staff in the dean's office, registrar's office and admissions. Better campus housing. ◆ The university can improve its service to Alumni by allowing them access to the new recreational facility funded by the increased activity fees that we incurred while we were attending VSU at a much more reasonable price. ◆ When I attended VSU there didn't seem to be many social events to meet people unless you were in a fraternity/sorority or were athletic (intramurals). Once I moved off campus I felt very disconnected. | <ul style="list-style-type: none"> ◆ I would like to see an architect program. There are a lot of drafters who would like to attend architect school. But they have to go to Atlanta or somewhere else. There are plenty of architects in Valdosta. I want to know if you have considered having an architect program. There are plenty of drafters who would love to attend an Architect program at VSU. ◆ Education Dean's office personnel are extremely rude. They were never helpful and acted as if it was a burden when asked for help. Financial Aid Department has a lack of knowledge throughout the office. I received different answers to the same questions depending on who you were speaking with. ◆ Advisors that want to help! ◆ Decrease racial discrimination. I was fortunate enough to be able to overlook it. ◆ You need better teachers who really know the subject and are good communicators. PhD. Professors are not always the best! Foreign Language teachers should be native speakers of the language they teach. Many classes are boring as the level is too low. It is hard to learn French or Spanish with a southern accent and limited knowledge of the teacher! ◆ I teach at Madison County High School and encourage students to go to VSU vs. FAMU FSU. |
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How Satisfied are the Graduates with the Overall Quality of Their Education at Valdosta State University?

One indicator of an effective University program is whether or not the graduates are satisfied with the quality of their education. The graduates of the Valdosta State University class of 1998 were asked to indicate their preferences on three factors which are related to overall satisfaction with the University program.

The results showing the percentages of graduates who responded to the three factors are graphically displayed below. First, the graduates were asked to indicate if they would recommend Valdosta State University to others. Ninety-six percent of the 1998 graduates said yes. Second, the graduates were asked if they would choose to attend VSU if they were to begin college over again. For the students who graduated five years ago, eighty-eight percent said yes. Third, the graduates were asked to compare the quality of education provided by Valdosta State University with that of other Universities. For those graduates who had an opinion, eighty-three percent of the graduates said that they perceived the quality of education provided by VSU as better or the same when compared to other Universities.



Summary Highlights From 1998 VSU Alumni

- The four Services/Facilities with the highest quality of service rating were:
 - Intramurals
 - Alumni Office
 - University work-study program
 - Minority Programs/Counseling

- The three top-rated academic experiences for the Major Field of Study were:
 - Quality of upper division courses
 - Classroom facilities
 - Overall quality of the faculty

- The Annual Salary for First Job
 - 33% earning \$27,000 or more
 - 24% earning \$22,000-\$26,999
 - 9% earning below \$12,000

- The Average Annual Salary for Current Job:
 - 77% earning \$30,000 or more
 - 4% earning less than \$15,000

- Satisfaction with VSU was indicated by:
 - 88% would choose to attend VSU again
 - 96% would recommend VSU to others
 - 95% rated their overall academic experience at VSU as Excellent to Good