

1993 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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June 1998

This report is a descriptive summary of the 184 Alumni from the class of 1993 who completed the Valdosta State University Alumni Questionnaire. This represents a thirteen percent return rate. The information was collected from January 1, 1998, through June, 1998. This is the first year that surveys have been sent to alumni six to eighteen months after graduation. It is anticipated that these results will be used by colleges and departments as one indicator of how effective the University's programs and services are. 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, the coding of surveys, and the proof reading of the report. Student Assistants Stacey Cranor and Heather Willis coded all of the questionnaires, validated the data entry, and proofed the report for accuracy. The report was prepared by Heather Willis and Ruth Salter, Assistant Director of Institutional Research and Policy Analysis, under the guidance of the Director, 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:

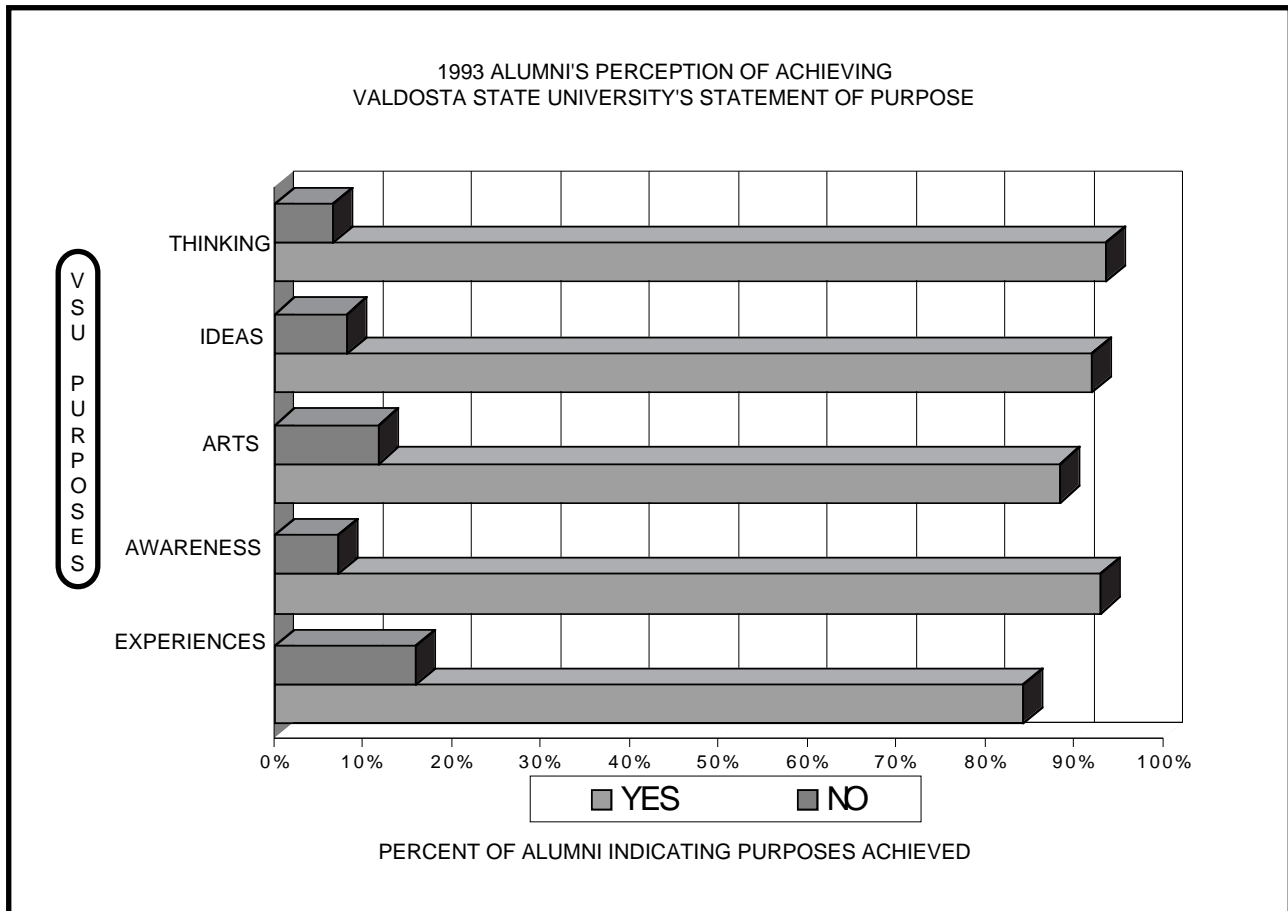
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How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness can be determined from the 1993 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 creative 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, at least nine out of ten alumni believed that their experiences at the University helped to achieve the purposes of creative and independent thinking and exchange of ideas, and encouraged them to function as a professional with ethical awareness. At least eight out of ten believed that VSU encouraged an acquisition of knowledge embodied in the liberal arts as well as providing an environment in which students could expand their range of human experiences.

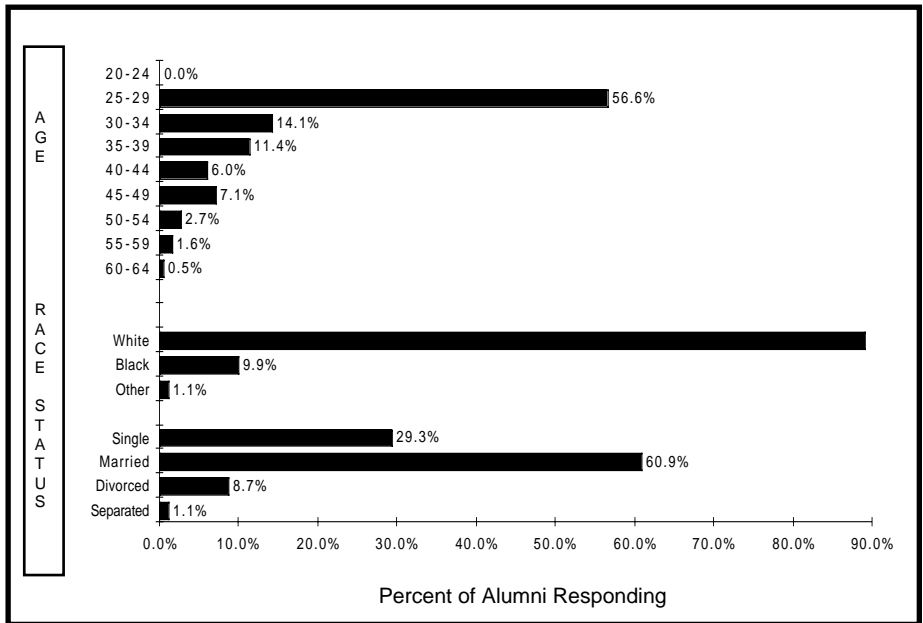


Description of The Responding Alumni

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.

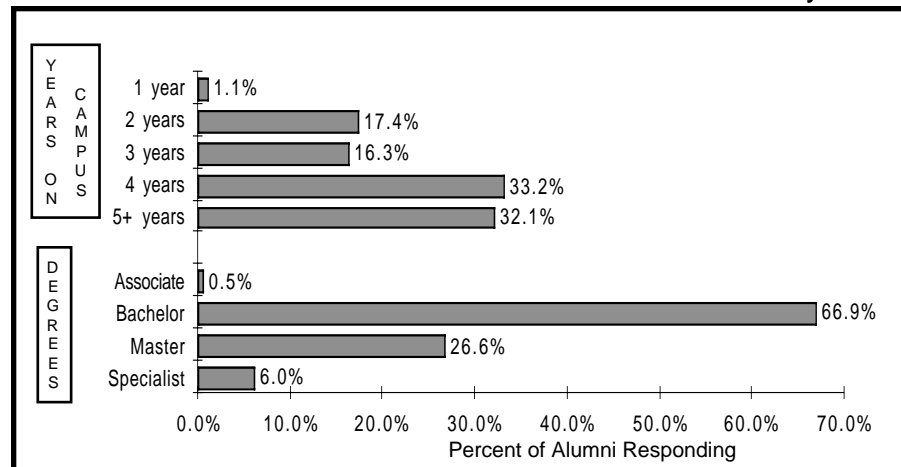
Background Characteristics

Of the 184 alumni responding to the questionnaire, over half of the 1993 alumni reported being less than thirty years of age. Fourteen percent were 30-34 years of age; eleven percent were 35-39 years of age; six percent were 40-44 years of age; seven percent were 45-49 years of age and the remaining respondents were over 49 years of age. Female alumni represented seventy percent of the sample with the remaining thirty percent representing male alumni. Distributions for race revealed that eighty-nine percent of the alumni responding were White; ten percent were Black; and less than two percent were classified as Other. Twenty-nine percent of the alumni reported being single while sixty-one percent of the alumni are married. Ten percent reported being divorced or separated.



Attendance at VSU

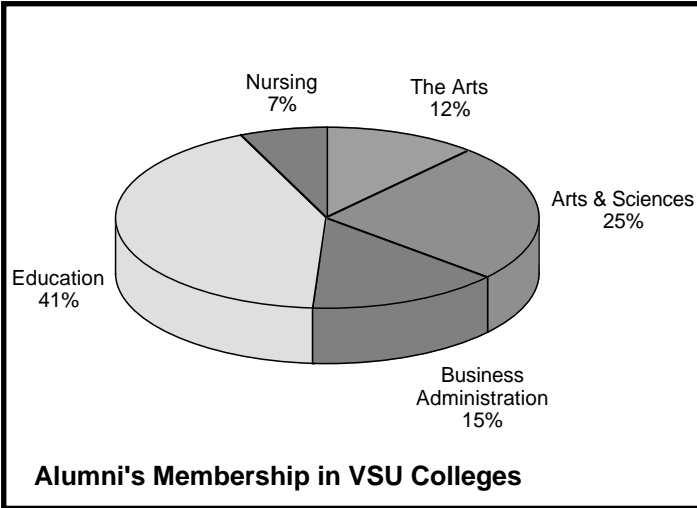
The 1993 alumni were asked to indicate the number of years they attended Valdosta State University.



The results showed one percent had attended for one year, and seventeen percent reported attending for two years. Sixteen percent had attended for three years and thirty-three percent had attended VSU for the conventional four years. Thirty-two percent of the alumni had attended for five or more years.

Degrees Earned

Less than one percent of the alumni reported an Associate degree as their most recent degree from VSU. Sixty-seven percent reported receiving a Bachelor's degree; twenty-seven percent received a Master's degree; and six percent had received a Specialist degree.



Membership in VSU Colleges

Forty-one percent of the 1993 alumni identified their college as Education, with another twenty-five percent identifying their college as Arts and Sciences. The remaining thirty-four percent of the alumni were distributed among the other colleges as displayed in the circle graph to the left.

Preparation for Future Education

Two indicators of how well Valdosta State University has prepared its graduates after leaving the institution are found in the Alumni Questionnaire. One indicator is how courses in the respondents' major field of study adequately

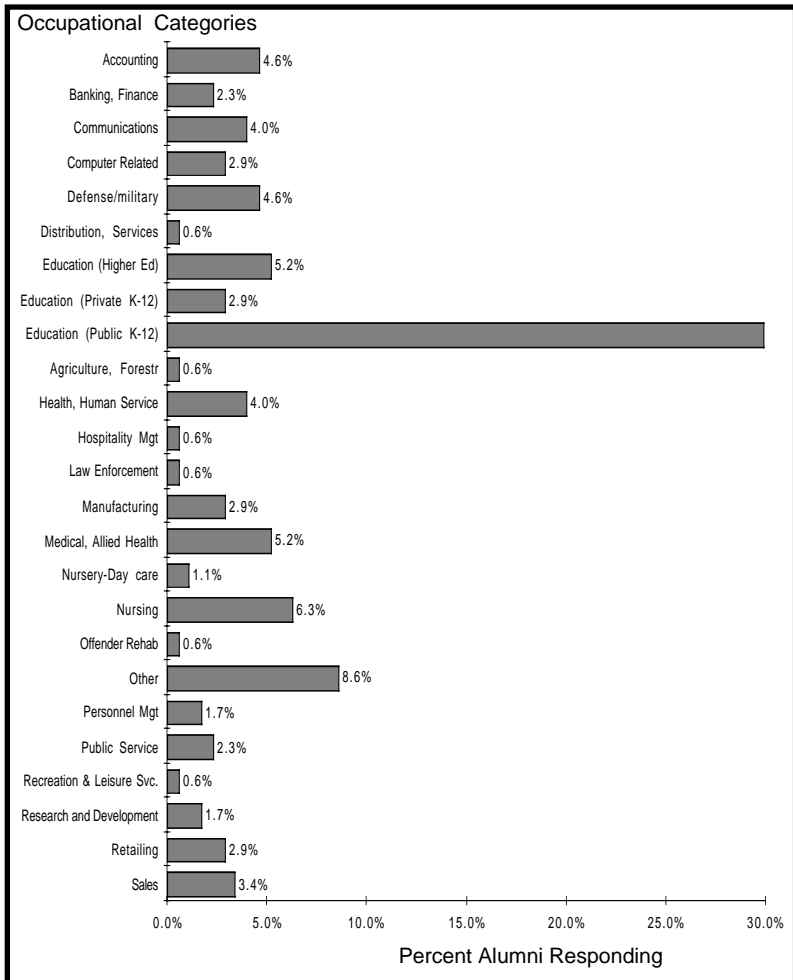
prepared the alumni for further education. As a measure of how courses in the respondents' major field of study were helpful in gaining admission to a professional school, thirty-nine percent answered definitely yes; forty-five percent responded probably yes; and sixteen percent answered probably no.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

Preparation for Employment

The second indicator is how well Valdosta State University has prepared graduates for employment. Eighty-one percent of the 1993 alumni reported courses in their major field of study were definitely to probably helpful in obtaining employment; fourteen percent felt their major courses probably had not helped in gaining employment, while five percent reported courses in their major field definitely had not prepared them in obtaining employment.

Employment-Occupational Categories

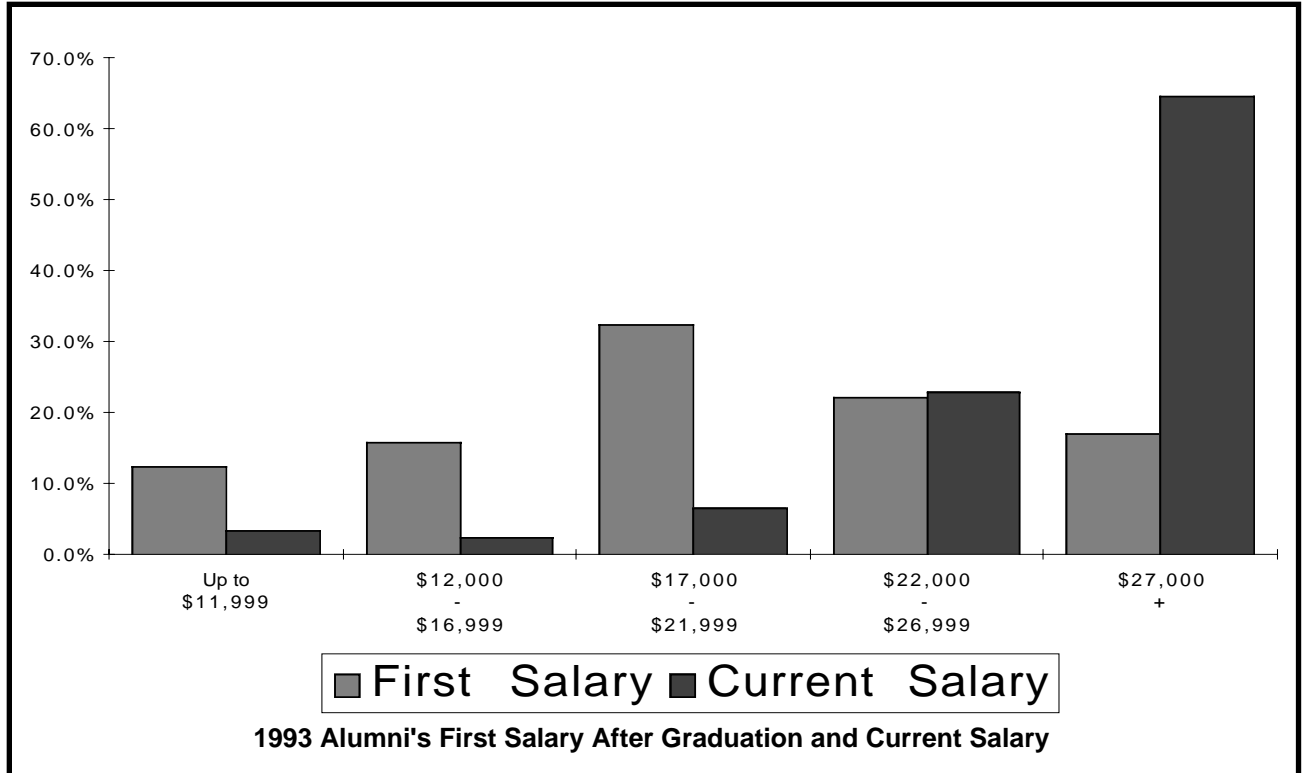
One of the objectives of the Alumni Questionnaire was to identify the occupational areas in which Valdosta State University alumni are currently employed. As shown by



the graph on the bottom of page six, thirty percent of the 1993 alumni are employed by public school systems grades K through 12. Sixteen percent of the alumni are employed in health related fields, and six 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 1993 alumni were asked to list their annual salary range for their first job. Thirteen percent of the respondents had a salary below \$12,000; sixteen percent indicated their salary range was between \$12,000-\$16,999; thirty-two percent reported an annual salary range between \$17,000-\$21,999; twenty-two percent reported a range between \$22,000-\$26,999; and seventeen percent reported earning an average annual income of \$27,000 and above.

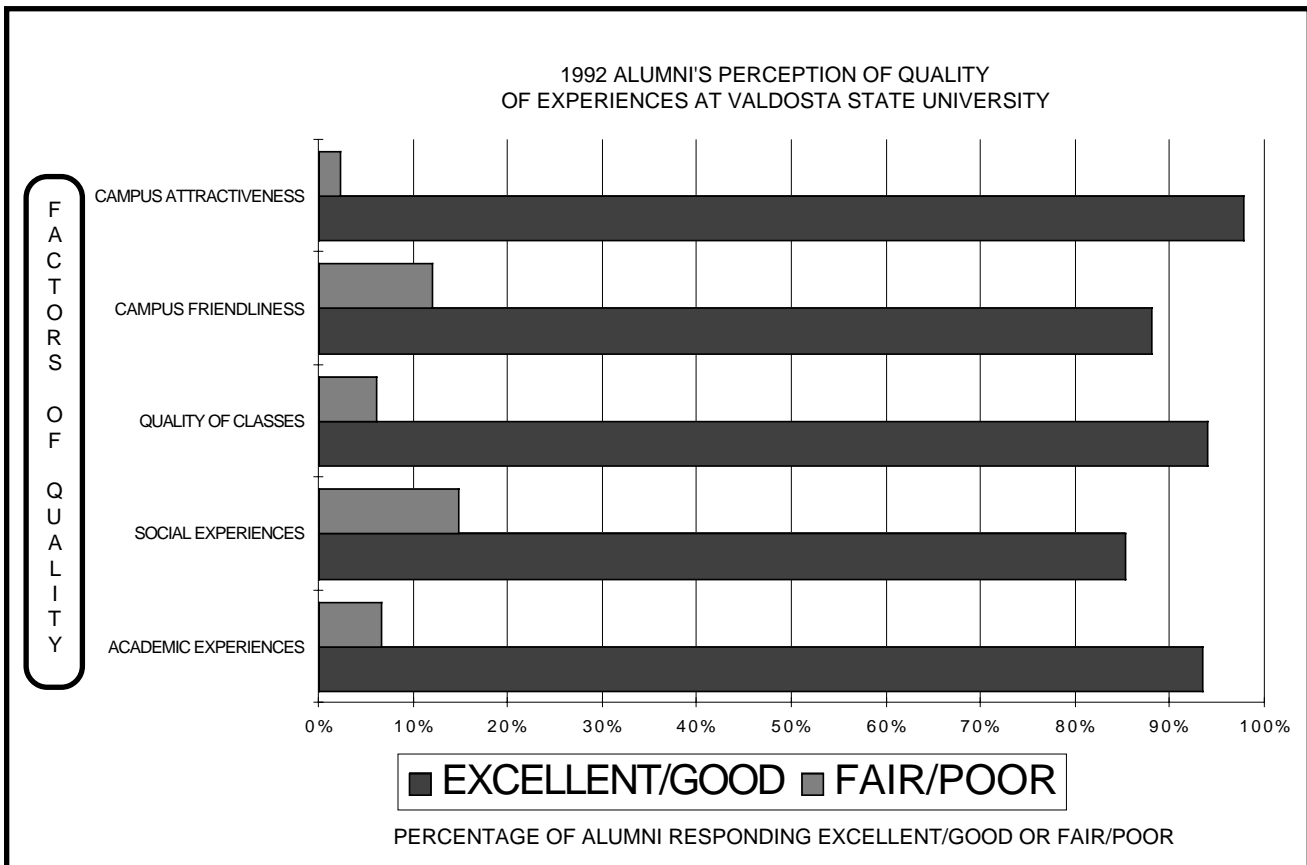
Finally, the alumni were asked to list their current annual salary. Compared to their first job, four percent of the 1992 alumni are making below \$12,000. Two percent are earning between \$12,000-\$16,999; seven percent are earning an annual salary range between \$17,000-\$21,999; twenty-three percent are earning between \$22,000-\$26,999; and sixty-five percent are earning above \$27,000.

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

As an indicator of how effective the University is in creating an environment that is attractive and conducive to learning, the 1993 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 as excellent to good are depicted graphically below. The academic experiences were rated as excellent to good by ninety-three percent of the 1993 alumni. Eighty-five percent of the 1993 alumni rated their social experiences as excellent to good. Ninety-four percent of the alumni rated the overall quality of their classes as excellent to good.

Overall, the alumni gave their highest ratings to Valdosta State University on factors of academic experiences, quality of classes, and attractiveness of the campus. The ratings for the friendliness of the University showed that eighty-eight percent of the 1993 alumni rated this factor as excellent to good. The beauty of the campus was recognized as excellent to good by ninety-eight percent of the alumni.



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	77	2.81	0.59	8%	66%	25%	1%
2. Sororities & fraternities	43	2.86	0.68	16%	54%	30%	0%
3. Clubs & student organizations	76	2.72	0.60	7%	61%	32%	1%
4. Intramural program & services	54	2.98	0.57	13%	74%	11%	2%
5. Athletic facilities	97	2.95	0.71	20%	59%	19%	3%
6. Health services	127	2.92	0.79	22%	54%	19%	6%
7. Palms dining center	100	2.84	0.72	16%	55%	26%	3%
8. Blazer cafe	123	2.92	0.65	15%	63%	20%	2%
9. Oasis snack bar	128	2.93	0.70	19%	58%	21%	2%
10. VSU Bulletin/Catalog	170	3.08	0.56	19%	70%	10%	1%
11. Cooperative education program	53	2.87	0.92	26%	43%	21%	9%
12. University work-study program	48	3.13	0.64	25%	65%	8%	2%
13. Career planning services	80	2.50	0.94	15%	36%	33%	16%
14. Job placement services	64	2.22	0.90	6%	34%	34%	25%
15. Counseling center services	41	2.29	0.84	10%	24%	51%	15%
16. Testing services	84	2.60	0.70	8%	46%	42%	4%
17. Campus student employment	60	2.77	0.83	17%	52%	23%	8%
18. Minority counseling	16	2.12	0.96	13%	13%	50%	25%
19. Veterans services	19	2.68	0.82	16%	42%	37%	5%
20. Public safety	151	2.40	0.77	4%	46%	37%	13%
21. Bookstore	180	2.76	0.74	12%	58%	24%	6%
22. Post office	102	2.98	0.64	18%	65%	16%	2%
23. Office of the President	65	3.00	0.73	23%	57%	17%	3%
24. Office of Vice President for Academic Affairs	70	2.84	0.69	13%	63%	20%	4%
25. Office of Vice President for Business & Finance	70	2.80	0.71	11%	63%	20%	6%
26. Office of Vice President for Student Affairs	70	2.77	0.75	13%	57%	24%	6%
27. Dean's Office (of my school)	139	2.96	0.70	19%	62%	16%	4%
28. Admissions Office	172	2.78	0.68	11%	59%	26%	4%
29. Registrar's Office	177	2.67	0.70	9%	53%	35%	4%
30. Financial Aid Office	107	2.50	0.82	10%	39%	40%	10%
31. Residence Life Office	59	2.56	0.77	10%	42%	41%	7%
32. Graduate School Office	85	2.96	0.75	21%	59%	15%	5%
33. Continuing Education Office	25	2.96	0.61	16%	64%	20%	0%
34. Alumni Office	45	2.96	0.67	20%	56%	24%	0%
35. Handicapped facilities	15	2.93	0.59	13%	67%	20%	0%
36. Special Services	9	2.89	0.78	22%	44%	33%	0%
37. Distance learning courses	44	2.84	0.81	21%	48%	27%	5%
38. Honors Program	29	2.72	0.65	3%	72%	17%	7%

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	181	3.16	0.82	37%	49%	8%	6%
2. Helpfulness of advisor	180	3.09	0.90	38%	42%	13%	8%
3. Quality of printed information about program	176	2.90	0.75	18%	60%	17%	6%
4. Courses as preparation for a liberal education	115	3.00	0.64	17%	68%	12%	3%
5. Courses as preparation for employment	174	2.80	0.77	15%	56%	22%	6%
6. Courses as preparation for graduate school	114	2.96	0.77	23%	56%	16%	5%
7. Organization of the curriculum	184	2.99	0.73	23%	57%	17%	3%
8. Quality of lower division courses (core)	142	2.92	0.64	15%	63%	20%	1%
9. Quality of upper division courses (major)	175	3.17	0.65	29%	61%	9%	2%
10. Fairness of grading	182	3.04	0.68	23%	61%	14%	2%
11. Opportunities for interaction with faculty	184	3.15	0.78	35%	48%	13%	4%
12. Practicum or internship experiences	118	3.01	0.85	31%	43%	20%	5%
13. Library collection/resources (for major)	176	2.81	0.84	20%	49%	24%	7%
14. Library facilities (as relate to major)	176	2.84	0.84	20%	53%	19%	9%
15. Classroom facilities	182	2.95	0.68	18%	60%	19%	2%
16. Laboratory facilities	113	2.85	0.71	18%	50%	31%	1%
17. Quality of computer labs	157	2.89	0.75	20%	53%	24%	3%
18. Availability of computer labs	158	2.71	0.81	15%	48%	30%	7%
19. Overall attitude of faculty toward students	184	3.11	0.73	30%	55%	12%	3%
20. Overall quality of faculty	184	3.14	0.69	29%	58%	11%	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	43	3.12	0.85	35%	49%	9%	7%
2. Helpfulness of advisor	43	3.12	0.85	37%	44%	12%	7%
3. Quality of printed information about program	44	2.73	0.73	7%	68%	16%	9%
4. Courses as preparation for a liberal education	35	3.00	0.54	11%	80%	6%	3%
5. Courses as preparation for employment	43	2.65	0.69	7%	56%	33%	5%
6. Courses as preparation for graduate school	32	2.75	0.80	13%	59%	19%	9%
7. Organization of the curriculum	44	2.91	0.68	16%	61%	21%	2%
8. Quality of lower division courses (core)	37	2.68	0.63	5%	60%	32%	3%
9. Quality of upper division courses (major)	42	3.12	0.67	26%	62%	10%	2%
10. Fairness of grading	44	3.07	0.66	23%	64%	11%	2%
11. Opportunities for interaction with faculty	44	3.18	0.79	36%	50%	9%	5%
12. Practicum or internship experiences	23	2.87	0.87	26%	39%	30%	4%
13. Library collection/resources (for major)	40	2.58	0.84	10%	50%	28%	13%
14. Library facilities (as relate to major)	41	2.56	0.90	10%	54%	20%	17%
15. Classroom facilities	44	2.73	0.66	7%	64%	25%	5%
16. Laboratory facilities	26	2.54	0.65	4%	50%	42%	4%
17. Quality of computer labs	38	2.66	0.71	5%	63%	24%	8%
18. Availability of computer labs	38	2.53	0.69	5%	47%	42%	5%
19. Overall attitude of faculty toward students	44	3.07	0.85	32%	50%	11%	7%
20. Overall quality of faculty	44	3.07	0.73	25%	61%	9%	5%

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	24	2.92	0.65	13%	71%	13%	4%
2. Helpfulness of advisor	23	2.74	0.75	9%	65%	17%	9%
3. Quality of printed information about program	25	3.00	0.76	20%	68%	4%	8%
4. Courses as preparation for a liberal education	11	2.91	0.70	18%	55%	27%	0%
5. Courses as preparation for employment	24	2.79	0.66	8%	67%	21%	4%
6. Courses as preparation for graduate school	10	2.90	0.74	10%	80%	0%	10%
7. Organization of the curriculum	26	3.15	0.61	27%	62%	12%	0%
8. Quality of lower division courses (core)	21	2.95	0.67	14%	71%	10%	5%
9. Quality of upper division courses (major)	26	3.35	0.49	35%	65%	0%	0%
10. Fairness of grading	26	2.92	0.56	12%	69%	19%	0%
11. Opportunities for interaction with faculty	26	2.92	0.74	19%	58%	19%	4%
12. Practicum or internship experiences	5	3.00	1.00	40%	20%	40%	0%
13. Library collection/resources (for major)	25	3.00	0.76	24%	56%	16%	4%
14. Library facilities (as relate to major)	24	3.00	0.78	25%	54%	17%	4%
15. Classroom facilities	26	3.15	0.61	27%	62%	12%	0%
16. Laboratory facilities	14	2.71	0.73	14%	43%	43%	0%
17. Quality of computer labs	26	3.15	0.67	31%	54%	15%	0%
18. Availability of computer labs	26	3.04	0.66	23%	58%	19%	0%
19. Overall attitude of faculty toward students	26	3.23	0.51	27%	69%	4%	0%
20. Overall quality of faculty	26	3.31	0.47	31%	69%	0%	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	21	3.10	0.70	67%	24%	5%	5%
2. Helpfulness of advisor	21	2.95	0.86	24%	57%	10%	10%
3. Quality of printed information about program	21	2.90	0.77	19%	57%	19%	5%
4. Courses as preparation for a liberal education	20	3.05	0.60	20%	65%	15%	0%
5. Courses as preparation for employment	21	2.67	0.86	10%	62%	14%	14%
6. Courses as preparation for graduate school	12	2.92	0.90	25%	50%	17%	8%
7. Organization of the curriculum	21	3.00	0.71	24%	52%	24%	0%
8. Quality of lower division courses (core)	20	3.10	0.55	20%	70%	10%	0%
9. Quality of upper division courses (major)	21	3.38	0.59	43%	52%	5%	0%
10. Fairness of grading	21	3.05	0.67	24%	57%	19%	0%
11. Opportunities for interaction with faculty	21	3.10	0.89	33%	52%	5%	10%
12. Practicum or internship experiences	16	2.94	1.18	44%	25%	13%	19%
13. Library collection/resources (for major)	21	2.81	0.75	19%	43%	38%	0%
14. Library facilities (as relate to major)	21	2.90	0.70	19%	52%	29%	0%
15. Classroom facilities	21	3.10	0.62	24%	62%	14%	0%
16. Laboratory facilities	19	3.05	0.62	21%	63%	16%	0%
17. Quality of computer labs	19	2.68	0.58	5%	58%	37%	0%
18. Availability of computer labs	19	2.53	0.84	11%	42%	37%	11%
19. Overall attitude of faculty toward students	21	3.19	0.60	29%	62%	10%	0%
20. Overall quality of faculty	21	3.24	0.62	33%	57%	10%	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	12	3.42	0.51	42%	58%	0%	0%
2. Helpfulness of advisor	12	3.33	0.65	42%	50%	8%	0%
3. Quality of printed information about program	10	3.00	0.47	10%	80%	10%	0%
4. Courses as preparation for a liberal education	8	3.00	0.53	13%	75%	13%	0%
5. Courses as preparation for employment	11	2.91	0.70	18%	55%	27%	0%
6. Courses as preparation for graduate school	6	3.17	0.75	33%	50%	17%	0%
7. Organization of the curriculum	12	2.67	0.89	17%	42%	33%	8%
8. Quality of lower division courses (core)	9	3.00	0.50	11%	78%	11%	0%
9. Quality of upper division courses (major)	10	3.00	0.67	20%	60%	20%	0%
10. Fairness of grading	11	2.73	1.01	18%	55%	9%	18%
11. Opportunities for interaction with faculty	12	3.42	0.67	50%	42%	8%	0%
12. Practicum or internship experiences	10	3.20	0.63	30%	60%	10%	0%
13. Library collection/resources (for major)	12	2.83	0.94	25%	42%	25%	8%
14. Library facilities (as relate to major)	125	3.08	0.67	25%	58%	17%	0%
15. Classroom facilities	12	2.83	0.72	17%	50%	33%	0%
16. Laboratory facilities	9	2.78	0.83	22%	33%	44%	0%
17. Quality of computer labs	8	2.75	1.04	25%	38%	25%	13%
18. Availability of computer labs	9	2.56	1.01	22%	22%	44%	11%
19. Overall attitude of faculty toward students	12	2.83	1.03	25%	50%	8%	17%
20. Overall quality of faculty	12	3.00	0.74	25%	50%	25%	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	75	3.19	0.91	44%	39%	9%	8%
2. Helpfulness of advisor	75	3.15	1.00	48%	28%	15%	9%
3. Quality of printed information about program	72	2.92	0.78	22%	51%	22%	4%
4. Courses as preparation for a liberal education	35	2.94	0.76	20%	60%	14%	6%
5. Courses as preparation for employment	70	2.87	0.83	21%	51%	20%	7%
6. Courses as preparation for graduate school	50	3.10	0.74	30%	52%	16%	2%
7. Organization of the curriculum	75	3.01	0.78	25%	56%	13%	5%
8. Quality of lower division courses (core)	49	2.98	0.63	18%	61%	20%	0%
9. Quality of upper division courses (major)	70	3.09	0.70	26%	60%	11%	3%
10. Fairness of grading	75	3.09	0.68	27%	57%	15%	1%
11. Opportunities for interaction with faculty	75	3.13	0.78	35%	47%	16%	3%
12. Practicum or internship experiences	59	3.07	0.74	29%	51%	19%	2%
13. Library collection/resources (for major)	72	2.87	0.85	22%	51%	18%	8%
14. Library facilities (as relate to major)	72	2.92	0.85	24%	53%	15%	8%
15. Classroom facilities	73	2.99	0.70	21%	60%	16%	3%
16. Laboratory facilities	40	3.00	0.68	23%	55%	23%	0%
17. Quality of computer labs	60	2.97	0.76	25%	48%	25%	2%
18. Availability of computer labs	60	2.73	0.86	17%	50%	23%	10%
19. Overall attitude of faculty toward students	75	3.11	0.73	31%	51%	17%	1%
20. Overall quality of faculty	75	3.12	0.73	31%	53%	13%	3%

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
Graduate School**

Academic Experiences: Major Field of Study Graduate School	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	59	3.20	0.91	44%	41%	7%	9%
2. Helpfulness of advisor	59	3.17	0.95	46%	34%	12%	9%
3. Quality of printed information about program	58	2.84	0.72	14%	62%	19%	5%
4. Courses as preparation for a liberal education	33	3.00	0.43	9%	82%	9%	0%
5. Courses as preparation for employment	56	2.88	0.69	14%	63%	20%	4%
6. Courses as preparation for graduate school	42	3.12	0.59	24%	64%	12%	0%
7. Organization of the curriculum	60	2.95	0.70	18%	62%	17%	3%
8. Quality of lower division courses (core)	36	2.86	0.59	11%	64%	25%	0%
9. Quality of upper division courses (major)	51	3.20	0.57	28%	65%	8%	0%
10. Fairness of grading	60	3.17	0.59	27%	63%	10%	0%
11. Opportunities for interaction with faculty	60	3.30	0.65	40%	50%	10%	0%
12. Practicum or internship experiences	47	2.94	0.73	21%	53%	23%	2%
13. Library collection/resources (for major)	59	2.80	0.89	20%	49%	20%	10%
14. Library facilities (as relate to major)	59	2.81	0.86	19%	54%	17%	10%
15. Classroom facilities	60	2.82	0.72	13%	60%	22%	5%
16. Laboratory facilities	26	2.85	0.61	12%	62%	27%	0%
17. Quality of computer labs	43	2.95	0.62	16%	63%	21%	0%
18. Availability of computer labs	44	2.75	0.69	9%	61%	25%	5%
19. Overall attitude of faculty toward students	60	3.17	0.64	30%	57%	13%	0%
20. Overall quality of faculty	60	3.12	0.69	28%	57%	13%	2%

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 creatively & independently	184	0.61	3.32	39%	54%	6%	1%
2. VSU provided an environment for free and open exchange of ideas	183	0.65	3.32	42%	50%	7%	1%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	181	0.63	3.14	27%	62%	11%	1%
4. VSU helped me function in a professional setting & act with ethical awareness	183	0.65	3.38	46%	46%	6%	1%
5. VSU helped me expand my range of human experiences	182	0.73	3.17	35%	50%	14%	2%
6. If I started college over, I would choose to attend VSU	184	0.75	3.20	38%	45%	15%	2%
7. I would recommend VSU to others	182	0.60	3.47	52%	43%	4%	1%
	N	Mean	SD	Quality of Ratings			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
8. I would rate my academic experiences at VSU as . . .	184	3.18	0.59	27%	67%	5%	2%
9. I would rate my social experiences at VSU as . . .	184	3.14	0.66	29%	57%	14%	1%
10. The classes I took were . . .	184	3.10	0.52	17%	77%	4%	2%
11. The friendliness of the University was . . .	183	3.09	0.62	22%	66%	10%	2%
12. The general campus attractiveness was . . .	184	3.56	0.56	59%	39%	2%	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

▶ 1) Better parking. 2) Lower prices, especially books. Your job is to educate, not to make students so far in debt that they can't get out. 3) Better organization for financial aid and bookstore.

▶ I am currently teaching elementary art and also use my art in another business. I am constantly reminded of how great my learning experience was at VSU. The art courses I took more than prepared me for my future as a teacher and as an artist. I attended two other schools to study art, both great universities, and still believe VSU's Art Department and faculty are the finest. I know it has only gotten better.

▶ The only problem I had was with paperwork. First, my transcript was misplaced. I was sent a letter midquarter that no one could find my transcript (I was told they had my grades from the other school but could not find my transcript). The letter went on to say I had only a week to get it or I would be out of the program. This went on almost every quarter with something always being lost. Even though Valdosta State University misplaced it, I had to get another copy. Many students had the same problem I did, so losing things is not one isolated incident with Valdosta. If you could correct this misplacing problem, Valdosta would be perfect in my opinion.

▶ Make students more aware of career choices and emphasize career planning and placement. Have advisors take a more active role in educational and career planning for students.

▶ Better communication between departments to prevent students from running back and forth from one place to another. More housing and parking is needed. Traffic in general is also a problem. Better planning could eliminate congested areas that back up traffic into the streets, etc. More aggressive action or individuals should be utilized to force city officials to cooperate and help with the growth of VSU since it is obviously a vital organization to them in many ways. Administration needs to pay more attention to what students are asking for rather than focusing on things on the surface that only make VSU seem to be a desirable place to attend.

▶ Every student must be exposed to computers. Professors should stress that a college education will only get you an entry-level job. The job placement office should offer more job fairs and recruitment opportunities. Every student should take the resume and "interviewing" techniques class offered by the Communications Department. More mandatory seminars with professional testimonies should be delivered within departments.

▶ The University is doing well in providing different services to the student and the Valdosta community. I highly recommend our younger kids to go to Valdosta State University and continue their education.

▶ Update and redecorate the dorms providing a more relaxed atmosphere. Many students who are looking for colleges to attend will base their decision on whether or not there is a good Greek organization. VSU needs a fraternity/sorority row to allow the student to obtain interpersonal and social skills as well as educational abilities. The Public Safety Department needs to be more alert of the surroundings on campus. Too many car burglaries, theft, etc. had occurred while I was attending VSU. More lighted areas and security surveillance. Thanks for your time.

▶ Evaluate the growth that VSU is experiencing and tailor operations for the convenience of the graduate students down to first year students. Go Blazers!

▶ I believe that VSU should be more involved in career placement. When I attended, there was very little help given to me to help me obtain employment in my field of study. The Job Placement Office at that time didn't seem aware of the opportunities for different careers.

▶ I know this is a common complaint, but the bookstore needs to be revamped. The textbooks and other supplies were priced, in my opinion, much higher than market.

▶ Improve financial aid by not having to wait in long lines to get financial aid checks.

▶ Upgrade library resources. Offer more doctorate programs and master's programs.

▶ First and foremost - additional parking. Improved health care quality. Nighttime foot patrol for campus security to and around dorms.

▶ It is my opinion that VSU should consider a merger between the internship program and job placement services. Hopefully, this would aid students in gaining experience within their field of study. This experience should assist students in developing stronger networks in order to secure full time employment upon graduation. Also, some concentration classes should be restructured to incorporate responsibilities that are exist on jobs and not only focus on theories, ideologies, and histories of that field of study.

▶ A few of the faculty of the Nursing School were of poor quality. They were unprofessional in their decision making. These were not necessarily teachers but advisors and/or deans.

▶ The University needs to have explicit guidelines regarding faculty/student interaction. Relying on ethics is simply not working. There also needs to be an effective means by which complaints can be made, and all complaints need to be fully investigated. The current system has real problems, and people are getting hurt.

▶ Overhaul the entire curriculum of Arts and Sciences and departments within the college. Separate graduate studies from undergraduate studies (graduate work should not be simply undergraduate courses with graduate work demands). All majors should be required to pursue a minor in Computer Technology. Lastly, these decisions should not be dependent upon the rulings and prejudices, religious and otherwise, on an advisor in any department; since, in my experience, I got a lemon for an advisor.

▶ Very biased computer lab and support personnel towards Windows environment. Non-supportive of Macintosh/Apple platform. Systems (Windows) were unstable, hard to use, and would wipe you out in a blink. Very hard for me to understand with all the facts that Apple systems are 25% less to maintain, require less support staff, will have no problems with the year 2000, Intel lays out \$9,324/machine in operating and support costs versus Apple costs of <\$1,000/year. Labor is about 80% of operating cost. Microsoft even has (Office 98) a better version for Macintosh than the Windows platform. Why don't you support Macintosh more?

▶ Less waiting in lines if possible. Parking-multilevel parking in Oak Street Parking Lot.

▶ My advisor delayed my graduation. I recommend advisor and co-advisor or maybe two different advisors. At Junior class level, an advisor could be chosen by the student. That time would allow students to bond with a mentor rather than being "placed" with an advisor.

▶ Parking is a major problem, not just for full-time students, but for teachers who come for computer classes, etc.

▶ Overall, I had a good experience at VSU. I feel that parking is an inconvenience and imposes a safety problem on the campus. I had to park in Oak Street Parking Lot and walk to my car at 4:30-5:00 a.m. to go to work and practicums. I was told they no longer issued permits to park on campus for people leaving early. I tried getting escorts from Public Safety, but they never came quick enough. Sometimes, it took them thirty minutes to get to my dorm. This is a problem that needs attention. It was my reason for moving off-campus.

▶ I encouraged my niece to attend this college-she loves it, and my husband is currently working on a Bachelor's degree in Accounting.

▶ Parking was, and still is, a problem on campus. I always had problems with financial aid, but I know that changes have been made to improve this service. The school seemed to cater to members of sororities and fraternities. I was a non-traditional student and things seemed to be made more difficult for those who had families and jobs as well as school.

▶ 1-Parking. 2-Heating and cooling. In the Summer, you are either freezing or burning up in the College of Education. Whatever the deal is with Georgia Power, rethink it. When I pay \$800+ for tuition, I would like to be comfortable.

▶ I am very happy that I received my degree from VSU. It is a great school. The professors made me feel very comfortable. The required courses for my major helped to prepare me for my career. I would highly recommend this University and have no complaints or regrets.

▶ I attended VSU at Kings Bay Naval Base. First civilian to graduate from military program. Courses were not set up for civilians.

▶ Add more computer technology classes to Kings Bay and other distance-learning classes.

▶ The Graduate School is very rude and makes one feel inferior. I chose to seek my next higher degree from another institution because of this.

▶ The amount of material available on sports medicine in the library is very small. It was very hard to find adequate sources for projects assigned. I like the BlazerCard. It allowed me to eat on campus without having to worry about having money on hand.

▶ Parking, especially around the library, was inadequate. I was a commuter student and used the VSU library when taking courses on and off campus. It would have been helpful to have a "commuter" sticker which gave me permission to park in faculty parking (or other designated area adjacent to the library). The faculty spaces were never totally occupied, and I was always tempted to park there. When traveling back and forth, one's time is limited. Parking in main parking lot and walking to and from library takes away from time needed in the library before having to try to get home before dark.

▶ Be more personal. Name not number.

▶ There is room for improvement in facilitating the process of completing a graduate thesis. I felt abandoned by the department and my thesis committee. It was a long, unpleasant process that dampened my enthusiasm and motivation to continue into a Ph.D. program.

▶ Monitor instructors to assure that class time is spent on teaching. The major professor in my department is never organized or prepared to give busy students the instruction needed for job performance or for certification in the field of education. Quality assurance of tenure professors is a need.

▶ I had a wonderful experience at VSU. I feel lucky that I had the opportunity to attend such a fine institution. My husband, as well, graduated from there. He has since graduated from medical school, and he is currently in his second year residency.

▶ Prepare business students for management roles. The curriculum at VSU was excellent for the basics but did not give me any management of others.

▶ I enjoyed my time at VSU. I earned two degrees (BA English and MPA) and a teacher certification. I also supported the sports program. There is a strong community relationship at VSU which leads to its importance and attractiveness. I would go to school there again. I lived in the dorms and the apartments. What a great opportunity! My only concern/complaint was with the Co-op Office. I wanted to apply for one during my Masters program, but basically, I was told no, it would not fit in with my classwork.

▶ I enjoyed my years at VSU, and my experiences have helped me in my current field.

▶ Computers! I wish we had more of them, and then, I am sure that we'll still need more.

▶ When I left, I felt that the University was moving in the right direction in a lot of areas. I will say that there is some work to be done on race relations, and this is not just on the college level but in the community of the United States. The best place is college years. I felt that things were separated, but not intentionally.

▶ VSU needs to address the student parking problem. I have attended several courses taught by the Educational Technology Center in the past three years. Each time I attended a class, I had difficulty in finding a parking space. It appears that VSU has experienced a large growth in student population but not planned for parking facilities for this growth. Now when I am told of a class at the VSU ed tech center, I think about signing up for it because of the parking problem.

▶ Overall, my experiences at VSU were good. But being an African-American student in a system of predominant white students and faculty did have its drawbacks.

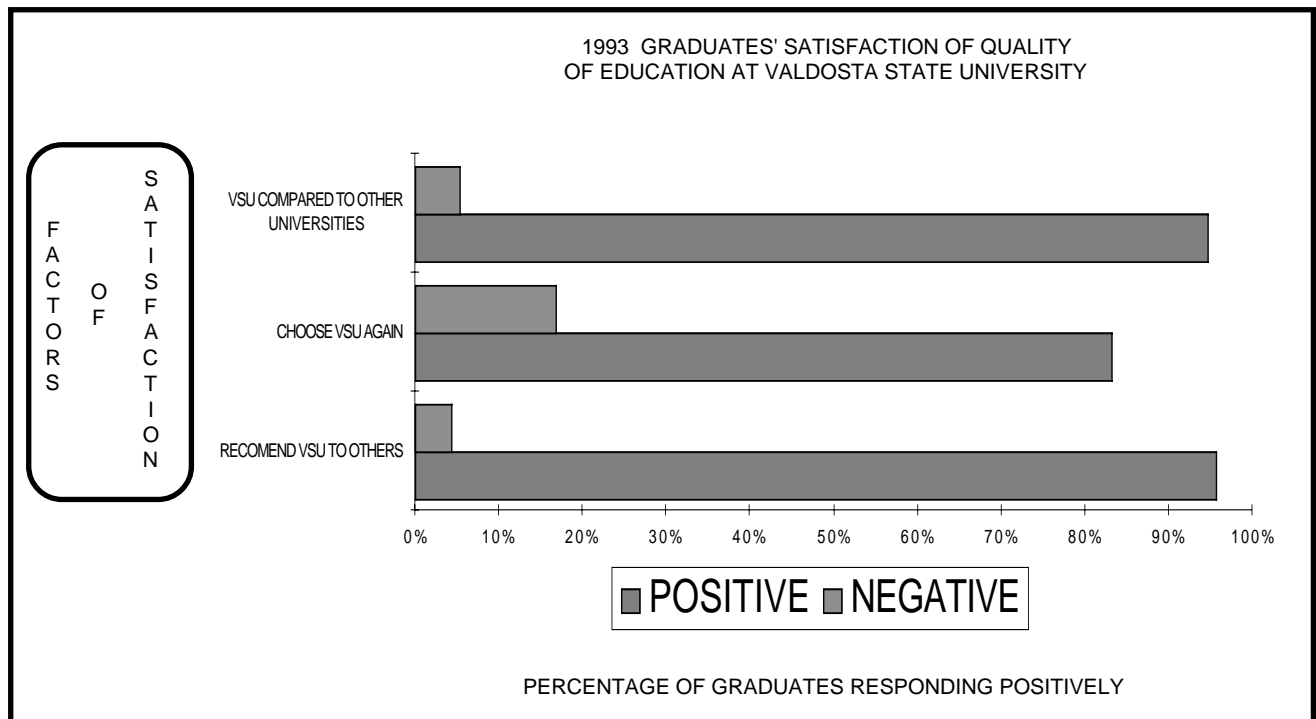
▶ 1. Improve the dorms; they are run-down. 2. Have more parking spaces. 3. Make sure there is adequate lighting for walking at night - especially between the library and the Communication Arts Building. 4. Improve the quality of food at Palms Dining Center. It's nothing to rave about. The Blazer Cafe used to be the best place to eat.

▶ Additional focus on career placement is needed at VSU. I feel that I was lucky to find a job as quickly as I did. Others were not so fortunate. I tried working with the Office of Career Planning and Placement. They seemed unorganized and not overly eager to help. The one interview that I had through them was thrown together. I received two hours of notice of the interview (I was on a waiting list). I feel that this is an extremely important area of any University and should receive a great deal of attention.

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 1993 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 1993 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-three 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, seventy-eight 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 1993 VSU Alumni

- The three Services/Facilities with the highest quality of service rating were:
 - Intramural program and services
 - Athletic Facilities
 - Continuing Education Office

- The three top-rated academic experiences for the Major Field of Study were:
 - Quality of upper division courses within the major
 - Overall quality of faculty
 - Availability of Advisor

- The Average Annual Salary for First Job:
 - 32% earning between \$17,000-\$21,999
 - 10% earning below \$12,000

- The Average Annual Salary for Present Job:
 - 53% earning between \$27,000 or more
 - 3% earning less than \$12,000

- Satisfaction with VSU was indicated by:
 - 85% would choose to attend VSU again
 - 95% would recommend VSU to others
 - 94% rated their overall academic experience at VSU as Excellent to Good