

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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This report is a descriptive summary of the 97 Alumni from the class of 1993 who completed the Valdosta State University Alumni Questionnaire. This represents an eleven percent return rate. The information was collected from January 1, 1999, through June, 1999. Alumni group selection was changed from fiscal to calendar year in 1997. Surveys were sent to the 1993 alumni in 1997 and again in 1998. This was done to get the data collection on track for future years. 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 Assistants Alana Bryant, Cuneyt Ulug, Alda Willis, 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:

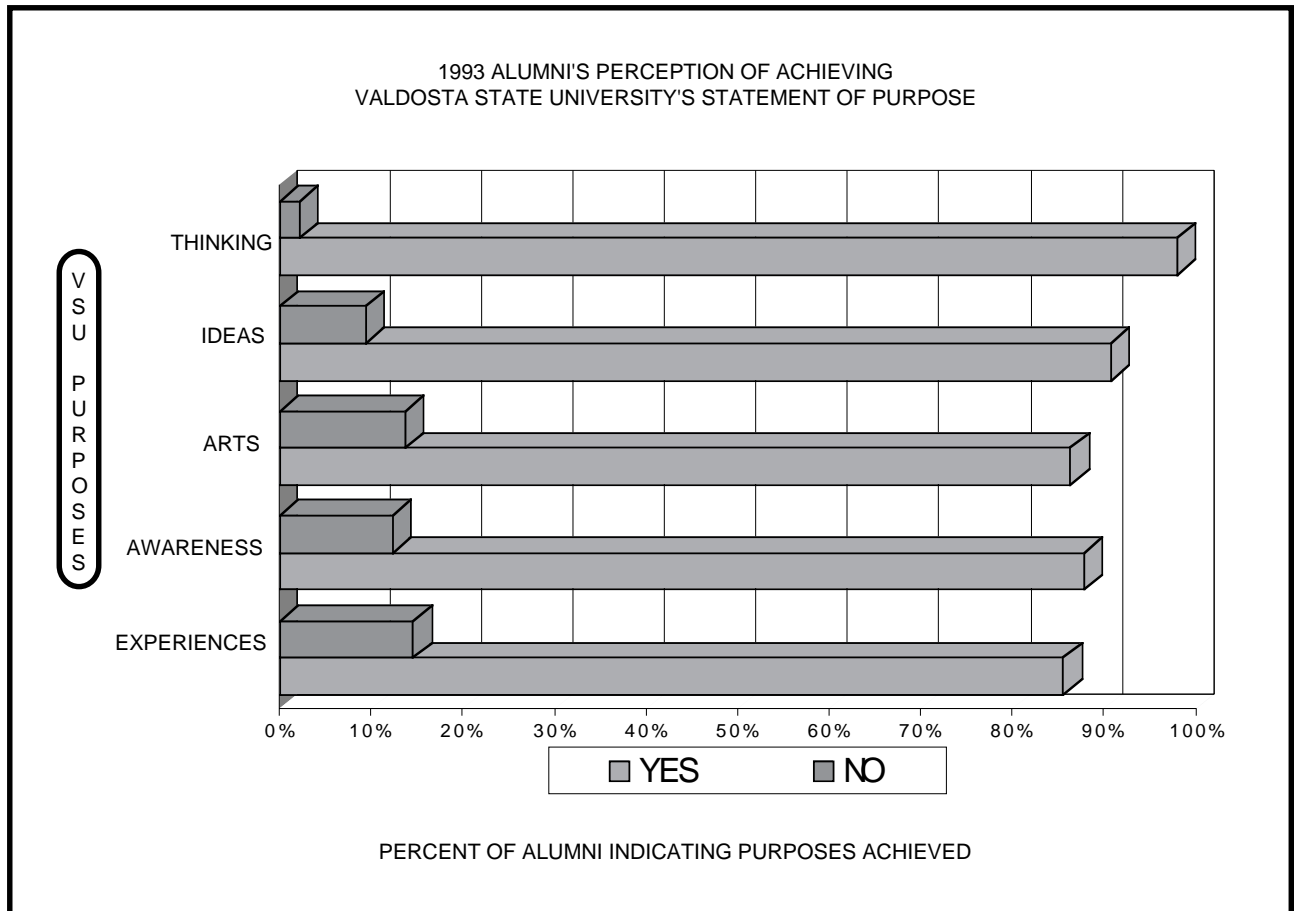
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How Effective is Valdosta State University in Achieving Its Statement of Purpose?

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. At least eight out of ten believed that VSU encouraged an acquisition of knowledge embodied in the liberal arts and encouraged them to function as a professional with ethical awareness as well as provided an environment in which students could expand their range of human experiences.

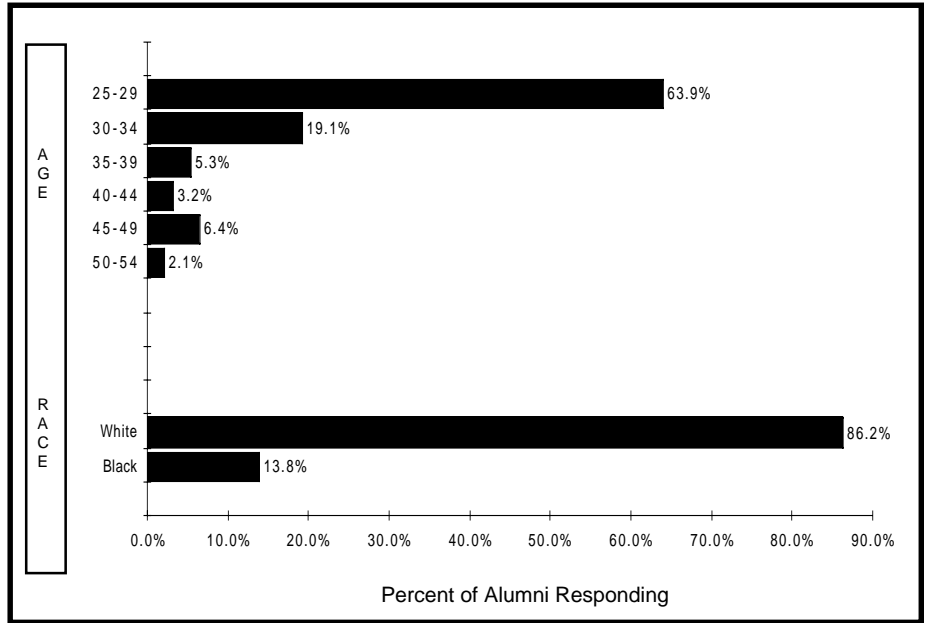


Description of The Responding Alumni**

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:

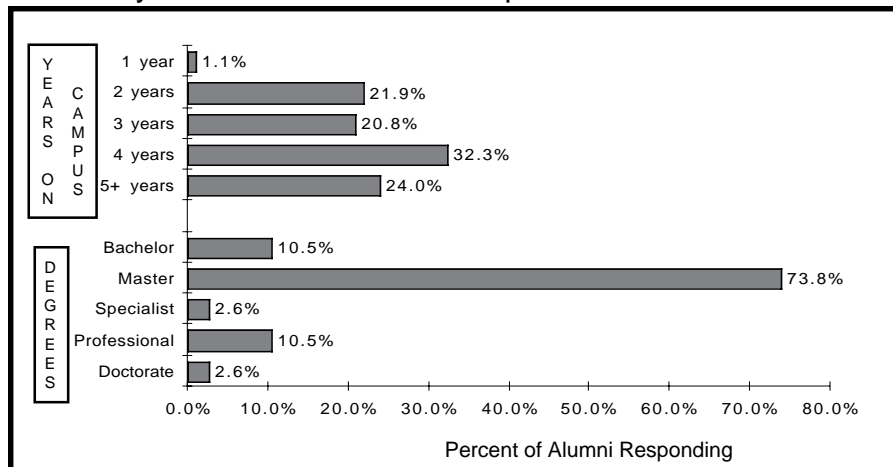
Background Characteristics

Of the 93 alumni responding to the questionnaire, nearly two-thirds of the 1993 alumni reported being less than thirty years of age. Nineteen percent were 30-34 years of age; five percent were 35-39 years of age; three percent were 40-44 years of age; six percent were 45-49 years of age and the remaining two percent were over 50-54 years of age. Female alumni represented sixty-three percent of the sample with the remaining thirty-seven percent representing male alumni. Distributions for race revealed that eighty-six percent of the alumni responding were White; fourteen percent were Black.



Attendance at VSU

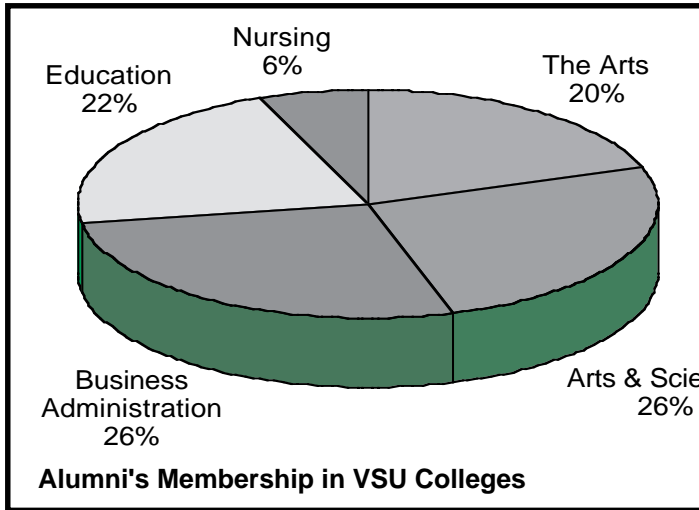
The 1993 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed one percent had attended for one year, and twenty-two percent reported attending for two years. Twenty-one percent had attended for three years and thirty-three percent had attended VSU for the conventional four years. Twenty-four percent of the alumni had attended for five or more years.



Degrees Beyond VSU

Thirty-nine percent of the 1993 alumni reported seeking further education beyond the Baccalaureate earned at Valdosta State University. Of those seeking another degree, eleven percent sought an additional Bachelor's degree; seventy-four percent were earning Master's degrees; three percent sought a Specialist degree; eleven percent worked towards a professional degree and three percent reported seeking doctorate degrees.

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



Membership in VSU Colleges

Twenty six percent of the 1993 alumni identified their college as Business Administration, with another twenty-six percent identifying their college as Arts and Sciences. Twenty-two percent reported that their college was education. The remaining twenty-six percent of the 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 how well Valdosta State University has prepared its graduates after leaving the institution are found in the Alumni Questionnaire.

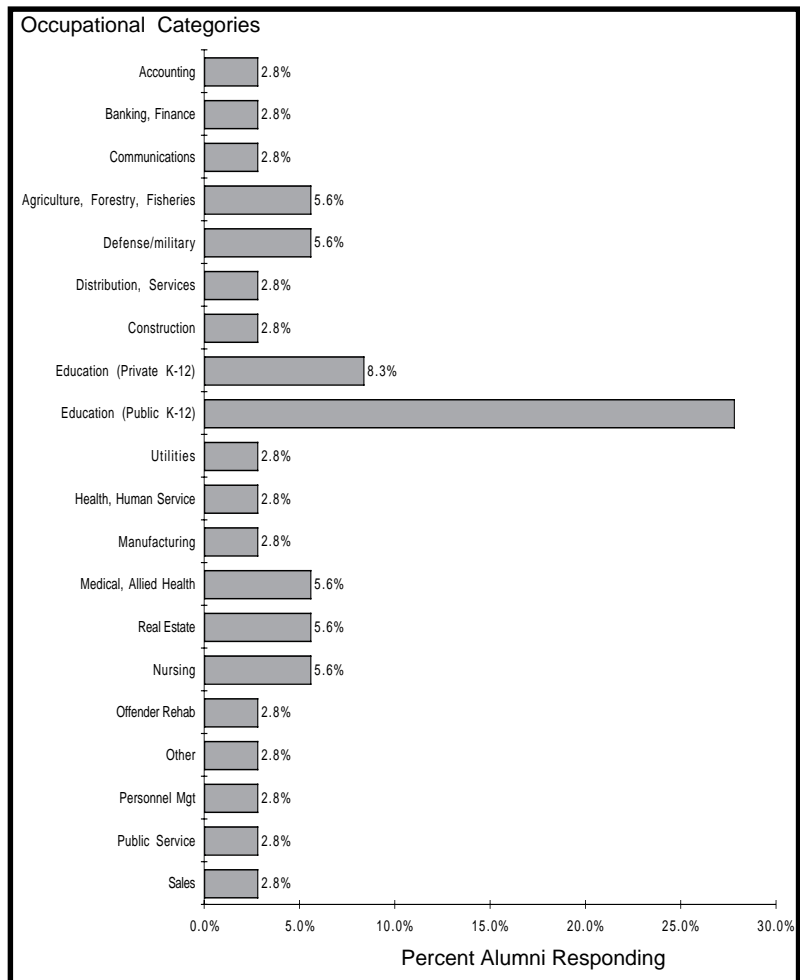
One indicator is how courses in the respondents' major field of study adequately prepared the alumni for further education. As a measure of how courses in the respondents' major field of study were helpful in gaining admission to a professional school, fifty-four percent answered definitely yes; forty-one percent responded probably yes; three percent answered probably no and three percent responded definitely no. Along the same line, forty percent reported that overall Valdosta State University was excellent preparation for additional University work; thirty-three percent reported their VSU experiences as good preparation and twenty-three percent felt VSU provided adequate preparation. Five 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. Seventy-four percent of the 1993 alumni reported courses in their major field of study were definitely to probably helpful in obtaining employment; twenty percent felt their major courses probably had not helped in gaining employment, while six percent reported courses in their major field definitely had not helped them in obtaining employment.

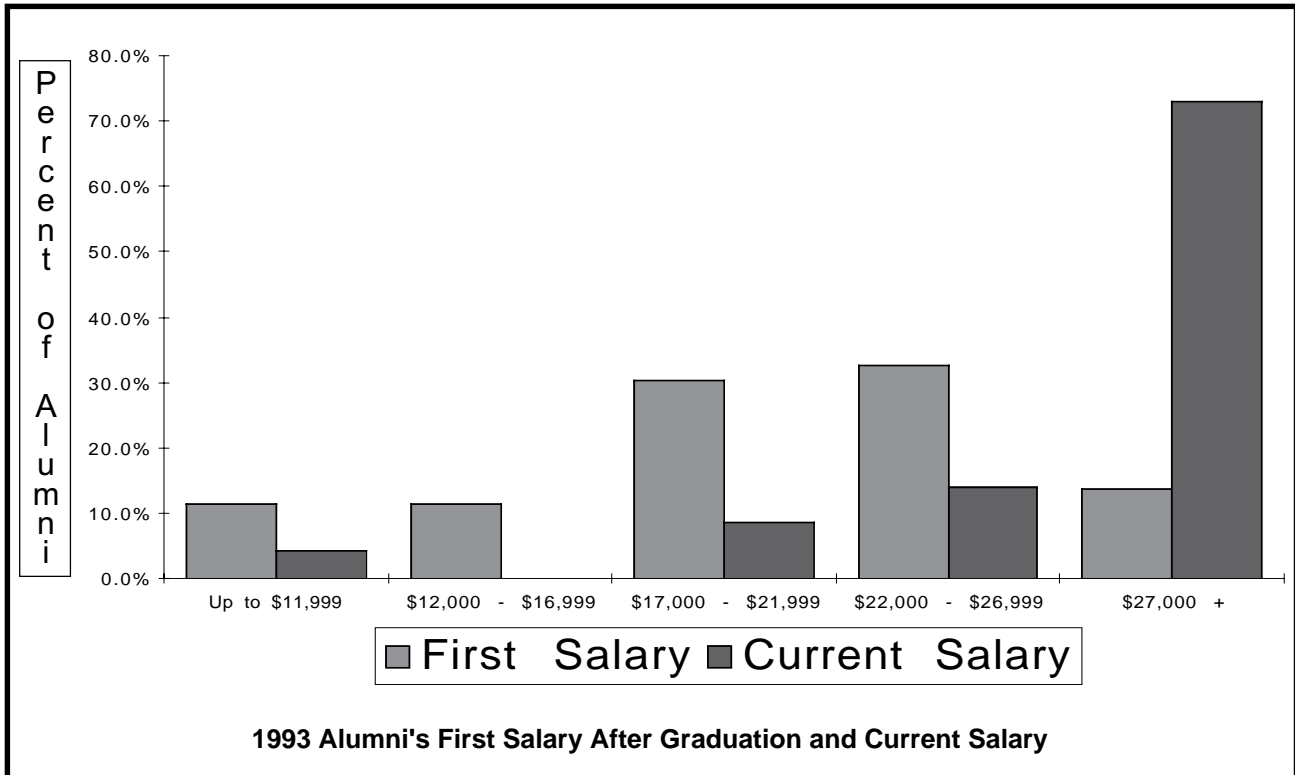
Employment-Occupational Categories

One of the objectives of the Alumni Questionnaire was to identify the occupational areas in which Val-



dosta State University alumni are currently employed. As shown by the graph on the bottom of page five, at least twenty percent of the 1993 alumni are employed by public school systems grades K through 12. Fourteen percent of the alumni are employed in health related fields, eleven percent reported employment in the business sector (accounting, banking, finance) and eight percent are employed in sales and retailing related fields. The remaining alumni are distributed among various other occupational areas.

Seventy-five percent of the alumni reported that their first job was related to their major, while twenty-five 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. Twelve percent of the respondents had a salary below \$12,000; Twelve percent indicated their first salary range was between \$12,000-\$16,999; thirty-one percent reported an annual salary range between \$17,000-\$21,999; thirty-three percent reported a range between \$22,000-\$26,999; and fourteen percent reported earning an average annual income of \$27,000 and above.

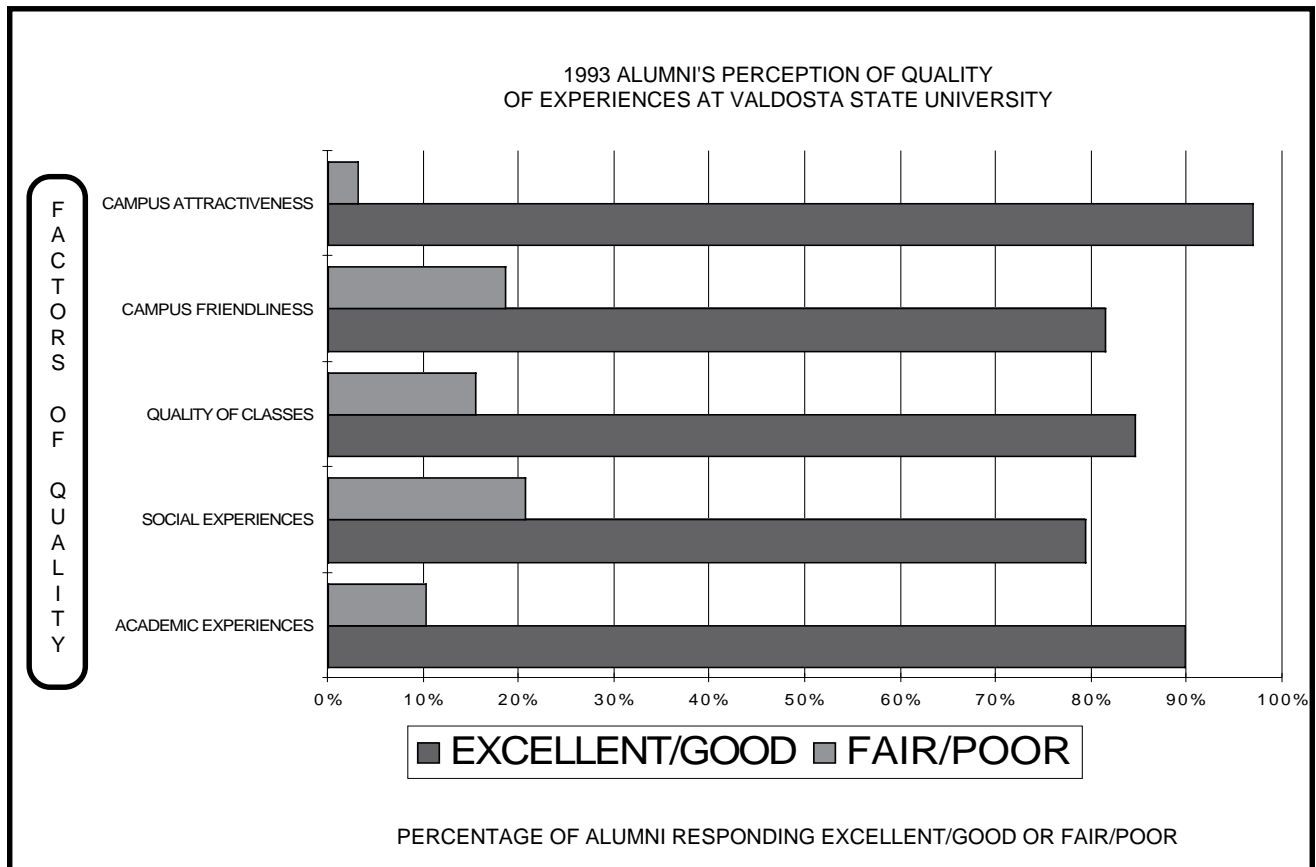
Finally, the alumni were asked to list their current annual salary. Compared to their first job, four percent of the 1992 alumni are making below \$12,000. Zero percent are earning between \$12,000-\$16,999; Nine percent are earning an annual salary range between \$17,000-\$21,999; Fourteen percent are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

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 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 are depicted graphically below. The academic experiences were rated as excellent to good by ninety percent of the 1993 alumni. Seventy-nine percent of the 1993 alumni rated their social experiences as excellent to good. Eighty-five 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-two 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-seven 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	52	2.85	0.67	15%	54%	31%	0%
2. Sororities & fraternities	26	2.77	0.76	15%	50%	31%	4%
3. Clubs & student organizations	53	2.75	0.62	9%	57%	34%	0%
4. Intramural program & services	39	3.13	0.52	21%	72%	8%	0%
5. Athletic facilities	65	3.02	0.60	17%	69%	12%	2%
6. Health services	84	2.77	0.68	12%	56%	30%	2%
7. Palms dining center	65	2.85	0.69	15%	55%	28%	2%
8. Blazer cafe	71	3.00	0.56	15%	69%	15%	0%
9. Oasis snack bar	70	2.89	0.67	16%	59%	24%	1%
10. VSU Bulletin/Catalog	87	2.98	0.65	18%	62%	18%	1%
11. Cooperative education program	27	2.81	0.92	26%	37%	30%	7%
12. University work-study program	21	3.19	0.75	38%	43%	19%	0%
13. Career planning services	44	2.50	0.88	9%	48%	27%	16%
14. Job placement services	36	2.44	1.03	14%	42%	19%	25%
15. Counseling center services	25	2.52	1.00	16%	40%	24%	20%
16. Testing services	37	2.81	0.74	14%	59%	22%	5%
17. Campus student employment	24	3.17	0.92	42%	42%	8%	8%
18. Minority Programs/ counseling	9	2.78	0.67	11%	56%	33%	0%
19. Veterans services	12	2.33	0.98	8%	42%	25%	25%
20. Public safety	81	2.52	0.76	9%	42%	42%	7%
21. Bookstore	93	2.76	0.83	16%	53%	23%	9%
22. Post office	66	3.09	0.70	29%	52%	20%	0%
23. Office of the President	34	3.18	0.72	35%	47%	18%	0%
24. Office of Vice President for Academic Affairs	36	2.89	0.78	22%	47%	28%	3%
25. Office of Vice President for Business & Finance	40	2.73	0.93	20%	45%	23%	13%
26. Office of Vice President for Student Affairs	43	2.65	0.95	19%	42%	26%	14%
27. Dean's Office (of my college)	73	3.01	0.74	25%	55%	18%	3%
28. Admissions Office	92	2.78	0.69	11%	61%	24%	4%
29. Registrar's Office	92	2.76	0.70	11%	59%	26%	4%
30. Financial Aid Office	55	2.53	0.86	9%	49%	27%	15%
31. Residence Life Office	39	2.62	0.59	5%	51%	44%	0%
32. Continuing Education Office	19	2.84	0.83	21%	47%	26%	5%
33. Alumni Office	23	2.96	0.77	22%	57%	17%	4%
34. Handicapped facilities	8	2.75	0.89	25%	25%	50%	0%
35. Special Services Office	5	2.80	0.84	20%	40%	40%	0%
36. Distance Learning Courses	10	2.70	1.06	30%	20%	40%	10%
37. Honors Program	24	2.88	0.80	21%	50%	25%	4%

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	95	3.11	0.82	35%	45%	16%	4%
2. Helpfulness of advisor	94	3.05	0.90	36%	39%	18%	6%
3. Quality of printed information about program	94	2.82	0.73	15%	56%	25%	4%
4. Courses as preparation for a liberal education	62	2.95	0.64	18%	60%	23%	0%
5. Courses as preparation for employment	93	2.71	0.79	14%	50%	30%	7%
6. Courses as preparation for graduate school	61	2.92	0.67	16%	61%	21%	2%
7. Organization of the curriculum	95	2.87	0.72	16%	60%	20%	4%
8. Quality of lower division courses (core)	82	2.82	0.65	13%	55%	32%	0%
9. Quality of upper division courses (major)	95	3.12	0.70	30%	54%	16%	1%
10. Fairness of grading	97	3.04	0.73	25%	59%	12%	4%
11. Opportunities for interaction with faculty	96	3.06	0.87	34%	44%	16%	6%
12. Practicum or internship experiences	47	2.81	0.85	17%	57%	15%	11%
13. Library collection/resources (for major)	89	2.63	0.87	15%	45%	29%	11%
14. Library facilities (as relate to major)	92	2.71	0.86	17%	48%	26%	10%
15. Classroom facilities	95	2.89	0.63	15%	60%	25%	0%
16. Quality of Laboratory facilities (not computer)	62	2.71	0.55	5%	61%	34%	0%
17. Quality of computer labs	89	2.75	0.70	11%	56%	29%	3%
18. Availability of computer labs	90	2.57	0.79	8%	52%	29%	11%
19. Overall attitude of faculty toward students	97	3.04	0.71	25%	57%	17%	2%
20. Overall quality of faculty	96	3.19	0.65	32%	54%	14%	0%

**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	25	3.40	0.82	56%	32%	8%	4%
2. Helpfulness of advisor	25	3.36	0.86	56%	28%	12%	4%
3. Quality of printed information about program	25	2.84	0.80	16%	60%	16%	8%
4. Courses as preparation for a liberal education	18	2.89	0.76	22%	44%	33%	0%
5. Courses as preparation for employment	24	2.75	0.79	13%	58%	21%	8%
6. Courses as preparation for graduate school	17	3.06	0.56	18%	71%	12%	0%
7. Organization of the curriculum	25	2.92	0.70	16%	64%	16%	4%
8. Quality of lower division courses (core)	22	2.95	0.72	23%	50%	27%	0%
9. Quality of upper division courses (major)	25	3.28	0.74	40%	52%	4%	4%
10. Fairness of grading	25	3.04	0.79	28%	52%	16%	4%
11. Opportunities for interaction with faculty	25	3.32	0.69	44%	44%	12%	0%
12. Practicum or internship experiences	13	2.46	0.78	0%	62%	23%	15%
13. Library collection/resources (for major)	22	2.59	0.80	9%	50%	32%	9%
14. Library facilities (as relate to major)	24	2.71	0.75	8%	63%	21%	8%
15. Classroom facilities	24	2.83	0.56	8%	67%	25%	0%
16. Laboratory facilities	17	2.47	0.51	0%	47%	53%	0%
17. Quality of computer labs	24	2.58	0.72	4%	58%	29%	8%
18. Availability of computer labs	24	2.25	0.85	0%	50%	25%	25%
19. Overall attitude of faculty toward students	25	3.24	0.72	40%	44%	16%	0%
20. Overall quality of faculty	24	3.38	0.65	46%	46%	8%	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 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	25	2.96	0.61	16%	64%	20%	0%
2. Helpfulness of advisor	25	2.92	0.64	16%	60%	24%	0%
3. Quality of printed information about program	24	2.79	0.66	8%	67%	21%	4%
4. Courses as preparation for a liberal education	11	3.09	0.54	18%	73%	9%	0%
5. Courses as preparation for employment	24	2.71	0.75	13%	50%	33%	4%
6. Courses as preparation for graduate school	11	2.91	0.54	9%	73%	18%	0%
7. Organization of the curriculum	25	2.88	0.60	12%	64%	24%	0%
8. Quality of lower division courses (core)	21	2.71	0.64	10%	52%	38%	0%
9. Quality of upper division courses (major)	26	2.96	0.66	19%	58%	23%	0%
10. Fairness of grading	26	3.04	0.53	15%	73%	12%	0%
11. Opportunities for interaction with faculty	26	2.81	0.98	27%	39%	23%	12%
12. Practicum or internship experiences	2	3.00	0.00	0%	100%	0%	0%
13. Library collection/resources (for major)	24	2.71	0.81	17%	42%	38%	4%
14. Library facilities (as relate to major)	25	2.80	0.76	16%	52%	28%	4%
15. Classroom facilities	26	3.08	0.69	27%	54%	19%	0%
16. Laboratory facilities	10	2.80	0.63	10%	60%	30%	0%
17. Quality of computer labs	24	2.92	0.65	17%	58%	25%	0%
18. Availability of computer labs	26	2.77	0.82	15%	54%	23%	8%
19. Overall attitude of faculty toward students	26	2.96	0.53	12%	73%	15%	0%
20. Overall quality of faculty	26	3.08	0.56	19%	69%	12%	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	19	3.32	0.82	47%	42%	5%	5%
2. Helpfulness of advisor	19	3.32	0.82	47%	42%	5%	5%
3. Quality of printed information about program	18	3.06	0.73	28%	50%	22%	0%
4. Courses as preparation for a liberal education	18	2.94	0.64	17%	61%	22%	0%
5. Courses as preparation for employment	19	2.53	0.77	11%	37%	47%	5%
6. Courses as preparation for graduate school	11	2.73	0.65	9%	55%	36%	0%
7. Organization of the curriculum	18	2.78	0.43	78%	22%	0%	0%
8. Quality of lower division courses (core)	18	2.78	0.65	11%	56%	33%	0%
9. Quality of upper division courses (major)	18	3.22	0.65	33%	56%	11%	0%
10. Fairness of grading	19	3.11	0.74	26%	63%	5%	5%
11. Opportunities for interaction with faculty	18	3.39	0.61	44%	50%	6%	0%
12. Practicum or internship experiences	9	3.22	0.67	33%	56%	11%	0%
13. Library collection/resources (for major)	17	2.71	0.92	18%	47%	24%	12%
14. Library facilities (as relate to major)	17	2.53	1.07	18%	41%	18%	24%
15. Classroom facilities	19	2.74	0.65	11%	53%	37%	0%
16. Laboratory facilities	14	2.71	0.61	7%	57%	36%	0%
17. Quality of computer labs	19	2.74	0.81	16%	47%	32%	5%
18. Availability of computer labs	19	2.58	0.69	5%	53%	37%	5%
19. Overall attitude of faculty toward students	19	3.21	0.63	32%	58%	11%	0%
20. Overall quality of faculty	19	3.21	0.71	37%	47%	16%	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	6	3.00	0.63	17%	67%	17%	0%
2. Helpfulness of advisor	5	2.80	0.84	20%	40%	40%	0%
3. Quality of printed information about program	6	2.83	0.41	0%	83%	17%	0%
4. Courses as preparation for a liberal education	3	3.00	0.00	0%	100%	0%	0%
5. Courses as preparation for employment	5	3.00	0.71	20%	60%	30%	0%
6. Courses as preparation for graduate school	6	2.83	0.75	17%	50%	33%	0%
7. Organization of the curriculum	6	2.67	1.03	17%	50%	17%	17%
8. Quality of lower division courses (core)	4	2.50	0.58	0%	50%	50%	0%
9. Quality of upper division courses (major)	5	2.80	0.84	20%	40%	40%	0%
10. Fairness of grading	6	2.67	1.03	17%	50%	17%	17%
11. Opportunities for interaction with faculty	6	3.00	0.63	17%	67%	17%	0%
12. Practicum or internship experiences	5	2.80	0.84	20%	40%	40%	0%
13. Library collection/resources (for major)	6	2.33	1.21	17%	33%	17%	33%
14. Library facilities (as relate to major)	6	2.50	1.05	17%	33%	33%	17%
15. Classroom facilities	6	2.83	0.41	0%	83%	17%	0%
16. Laboratory facilities	5	2.80	0.45	0%	80%	20%	0%
17. Quality of computer labs	4	2.75	0.50	0%	75%	25%	0%
18. Availability of computer labs	4	2.75	0.50	0%	75%	25%	0%
19. Overall attitude of faculty toward students	6	2.50	1.05	17%	33%	33%	17%
20. Overall quality of faculty	6	2.83	0.75	17%	50%	33%	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	20	2.75	0.97	25%	35%	30%	10%
2. Helpfulness of advisor	20	2.65	1.14	30%	25%	25%	20%
3. Quality of printed information about program	21	2.62	0.80	14%	38%	43%	5%
4. Courses as preparation for a liberal education	12	2.92	0.67	17%	58%	25%	0%
5. Courses as preparation for employment	21	2.76	0.89	19%	48%	24%	10%
6. Courses as preparation for graduate school	16	2.94	0.85	25%	50%	19%	6%
7. Organization of the curriculum	21	2.95	0.97	33%	38%	19%	10%
8. Quality of lower division courses (core)	17	2.88	0.60	12%	65%	24%	0%
9. Quality of upper division courses (major)	21	3.10	0.70	29%	52%	19%	0%
10. Fairness of grading	21	3.10	0.83	33%	48%	14%	5%
11. Opportunities for interaction with faculty	21	2.81	1.03	29%	38%	19%	14%
12. Practicum or internship experiences	18	2.83	0.99	22%	56%	6%	17%
13. Library collection/resources (for major)	20	2.60	0.94	15%	45%	25%	15%
14. Library facilities (as relate to major)	20	2.80	0.89	25%	35%	35%	5%
15. Classroom facilities	20	2.90	0.64	15%	60%	25%	0%
16. Laboratory facilities	16	2.88	0.50	6%	75%	19%	0%
17. Quality of computer labs	18	2.78	0.65	11%	56%	33%	0%
18. Availability of computer labs	17	2.65	0.79	12%	47%	35%	6%
19. Overall attitude of faculty toward students	21	2.90	0.77	19%	57%	19%	5%
20. Overall quality of faculty	21	3.19	0.68	33%	52%	14%	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 creatively & independently	97	3.39	0.53	41%	57%	2%	0%
2. VSU provided an environment for free and open exchange of ideas	97	3.27	0.65	37%	54%	8%	1%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	95	3.09	0.73	27%	59%	10%	4%
4. VSU helped me function in a professional setting & act with ethical awareness	97	3.27	0.70	40%	47%	11%	1%
5. VSU helped me expand my range of human experiences	97	3.23	0.74	39%	46%	12%	2%
6. If I started college over, I would choose to attend VSU	97	3.19	0.73	34%	54%	9%	3%
7. I would recommend VSU to others	97	3.41	0.66	49%	46%	3%	2%
				Quality of Ratings			
	N	Mean	SD	Excel (4)	Good (3)	Fair (2)	Poor (1)
8. I would rate my academic experiences at VSU as ...	97	3.13	0.70	28%	62%	6%	4%
9. I would rate my social experiences at VSU as ...	97	3.04	0.79	29%	51%	17%	4%
10. The classes I took were ...	97	2.98	0.61	16%	69%	13%	2%
11. The friendliness of the University was ...	97	3.06	0.77	29%	53%	14%	4%
12. The general campus attractiveness was ...	97	3.58	0.59	62%	35%	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

<ul style="list-style-type: none"> ◆ Offer more variety for services, i.e. food, housing, activities. ◆ There needs to be a catalog for alumni to order VSU products. ◆ I was scheduled to graduate in the spring of 1988, however, my advisor had calculated my number of hours wrong so therefore, I did not graduate in 1988. After gaining practical work experience and moving back to South Georgia, I completed my degree in 1993. The Admissions and Registrar's Office were unfriendly people. ◆ Improvements can be made by allowing non-traditional students to be assets to the younger students. I also felt overwhelmed because every professor felt their class and work were more important than the others. In my degree area of education, the professors that I learned the most from were the ones who had recent experiences in education. They were more realistic than those who had been away from the classroom for more than three years. ◆ Overall, I was satisfied with VSU. I think teachers do the best that they can with uninterested students, tough schedules and limited time. I understand how important 	<p>it is to have an understanding of theory in one's chosen subject, but I wish I had had more practical experience in Public Relations and Marketing. I felt woefully unprepared for the "Real World." I could not have gotten even an entry-level job after graduation in my field because of lack of hands-on experience.</p> <ul style="list-style-type: none"> ◆ I would like to address the night class situation in the area of education where working teachers are taking night classes at VSU. Professors need to take into consideration that these are educated adult individuals who want to take these classes. Professors need to treat us as adults and take into consideration that we work and are paying our way to take the classes. Do not treat us like kids just out of high school. ◆ VSU (or was VSC) is a beautiful campus small enough to meet people and establish friendships without being overwhelmed by a huge campus. It was a lot of fun and not too challenging academically to make it unbearable. ◆ I would suggest that appointments be made for students to purchase their textbooks at certain times or set date for each department. This would help students to not have to wait in lines to purchase their textbooks. It also seems that
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Alumni's Comments Continued...

another way to pay tuition or receive their financial loan checks could be better organized so students would not have to stand in long lines or wait until classes start before they get their financial loan checks.

◆ Keep Air Force ROTC.

◆ I had a wonderful experience at VSU. I feel like I have applied many of the techniques and skills that I gained there to my current teaching job. I have wonderful memories of my time there.

◆ VSU should offer more agriculture and forestry related majors. The University is in the heart of the south's agricultural and forestry area. I was disappointed that the field of agricultural economics and some type of study in the field of forestry were not offered. I am pleased and believe I received a quality education in the field I chose to major in. However, other studies would have been better suited to my line of work.

◆ My advisor was never available to discuss my schedule. Furthermore, I was out of school twenty years before coming to VSU and I really did not understand the classes that I needed to take. Also, my advisor gave me a list of classes but they were outdated. I ended up taking an extra quarter of classes that I did not need to graduate. Many other students faced this same problem with him.

◆ More interaction with students in career activities, job fairs, etc.

◆ I feel that every undergraduate degree should include at least two or three computer classes. This would best prepare students for entry-level jobs.

◆ Parking.

◆ Students should become more aware with using computer skills as well as typing. Those skills are a big plus in the working environment. I had a problem with my advisor. I did not know I could drop down a class when I was in school and this hurt me academically because it lowered my overall grade point average in the end. And I am paying for it now. I just wish advisors would inform students about dropping classes so that their grades do not effect their grade point average later on.

◆ I am currently enrolled and plan to attend the Thomas M. Cooley School of Law located in Lansing, Michigan. I feel that a definite pre-law curriculum should be instituted at VSU. I would probably be better prepared if there was a set pre-law curriculum in place when I attended VSU. There was not, so I felt that a political science degree was the best choice for my future career

as an attorney. Even though I repeatedly stated to my advisor that I was planning on attending law school, they would never assign me to a pre-law advisor, or someone that could have helped me make better choices for my upper-level classes. I feel knowledgeable in my major field, but it probably will be of little use to me unless I pursue public office later in life. I do think the new science building is definitely needed and should be considered money well spent. However, problems still exist with parking and lack of housing as well as a Public Safety Department that is secretly ridiculed by local professional law-enforcement agencies.

◆ Better preparation may include more speaking in front of class and really researching how "Real World" daily business is conducted. Wall Street Journal!

◆ VSU prepared me for my current teaching position. I would highly recommend this school.

◆ The only improvement that I could think of would be additional parking. I still have relatives in Valdosta and friends attending VSU and both agree that the lack of parking is still a major problem.

◆ In the College of Education, put students in classroom as early as possible, include more courses on discipline, discipline, and more discipline.

◆ The main problems that I had other students had them too. The Admissions Office always loses your paper work. First semester I was told we cannot find your transcripts. You have two weeks to turn them in or your classes will be dropped. Next quarter they said we cannot find your physical you have two weeks to turn in or your classes will be dropped. This happens all of the time. Everything else was okay. But the paper loss runs a student crazy. Everyone says when dealing with VSU make two copies of everything.

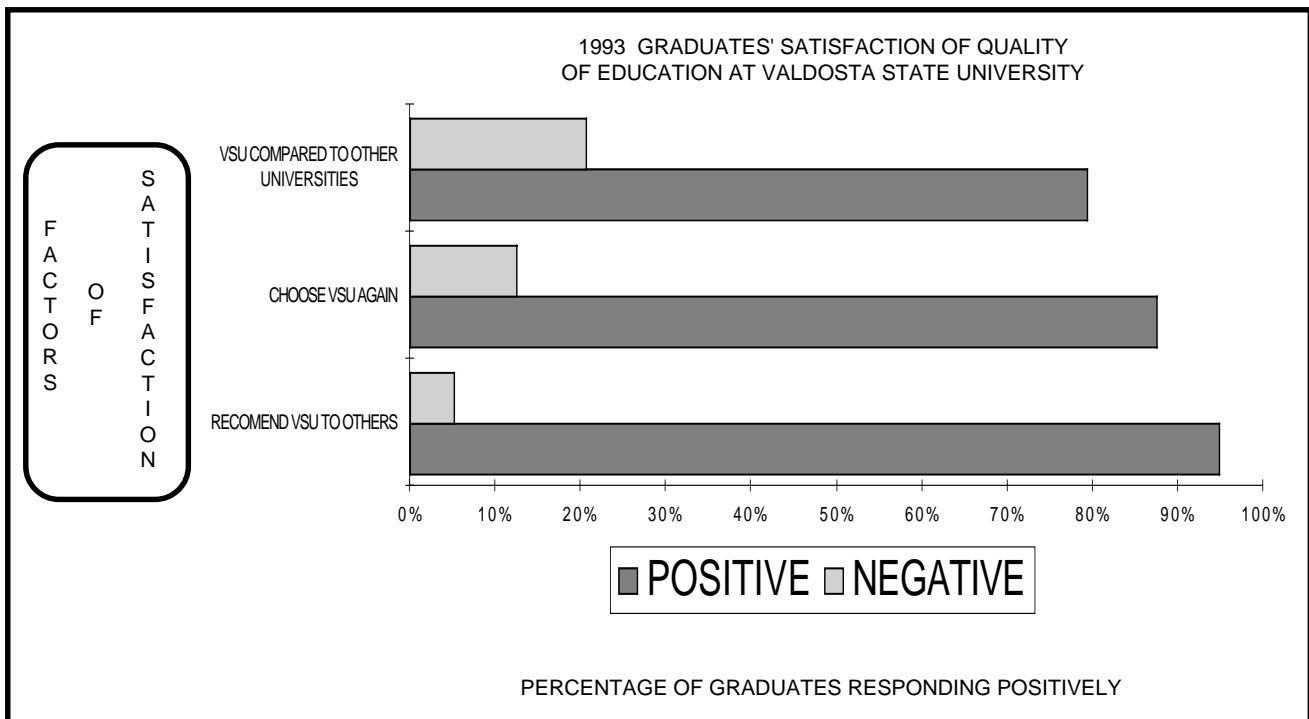
◆ More emphasis on natural science careers and engineering preparation.

◆ To improve my field, there needs to be a lot of hands-on experience. When I was there, there was not a change. Also, the questions pertaining to preparedness really do not apply directly to the university. They are related to the teachers. The teachers that I had made the difference, not the university.

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-five 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-nine 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-nine 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:
 - University work study program
 - Office of the President
 - Campus student employment

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

- The Average Annual Salary for First Job:
 - 33% earning \$22,000-\$26,999
 - 12% earning below \$12,000

- The Average Annual Salary for Present Job:
 - 73% earning \$27,000 or more
 - 4% earning less than \$12,000

- Satisfaction with VSU was indicated by:
 - 89% would choose to attend VSU again
 - 95% would recommend VSU to others
 - 90% rated their overall academic experience at VSU as
Excellent to Good