

1994 ALUMNI'S
PERCEPTIONS OF THEIR
VALDOSTA STATE UNIVERSITY EXPERIENCES
(FIVE YEARS AFTER GRADUATION)

SUMMARY RESULTS FROM THE
VALDOSTA STATE UNIVERSITY
ALUMNI QUESTIONNAIRE

Office of Institutional Research and Policy Analysis
Michael R. Crowe, Director
Ruth Salter, Assistant Director

Valdosta State University
Valdosta, Georgia 31698
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This report is a descriptive summary of the 105 Alumni from the class of 1994 who completed the Valdosta State University Alumni Questionnaire. This represents a twelve percent return rate. The information was collected from January 1, 2000, through June, 2000. Alumni group selection was changed from fiscal to calendar year in 1997. 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 Bryan, Alda Willis, Cuneyt Uleg and Heather Morris coded all of the questionnaires, validated the data entry, and proofed the report for accuracy. The report was prepared by 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:

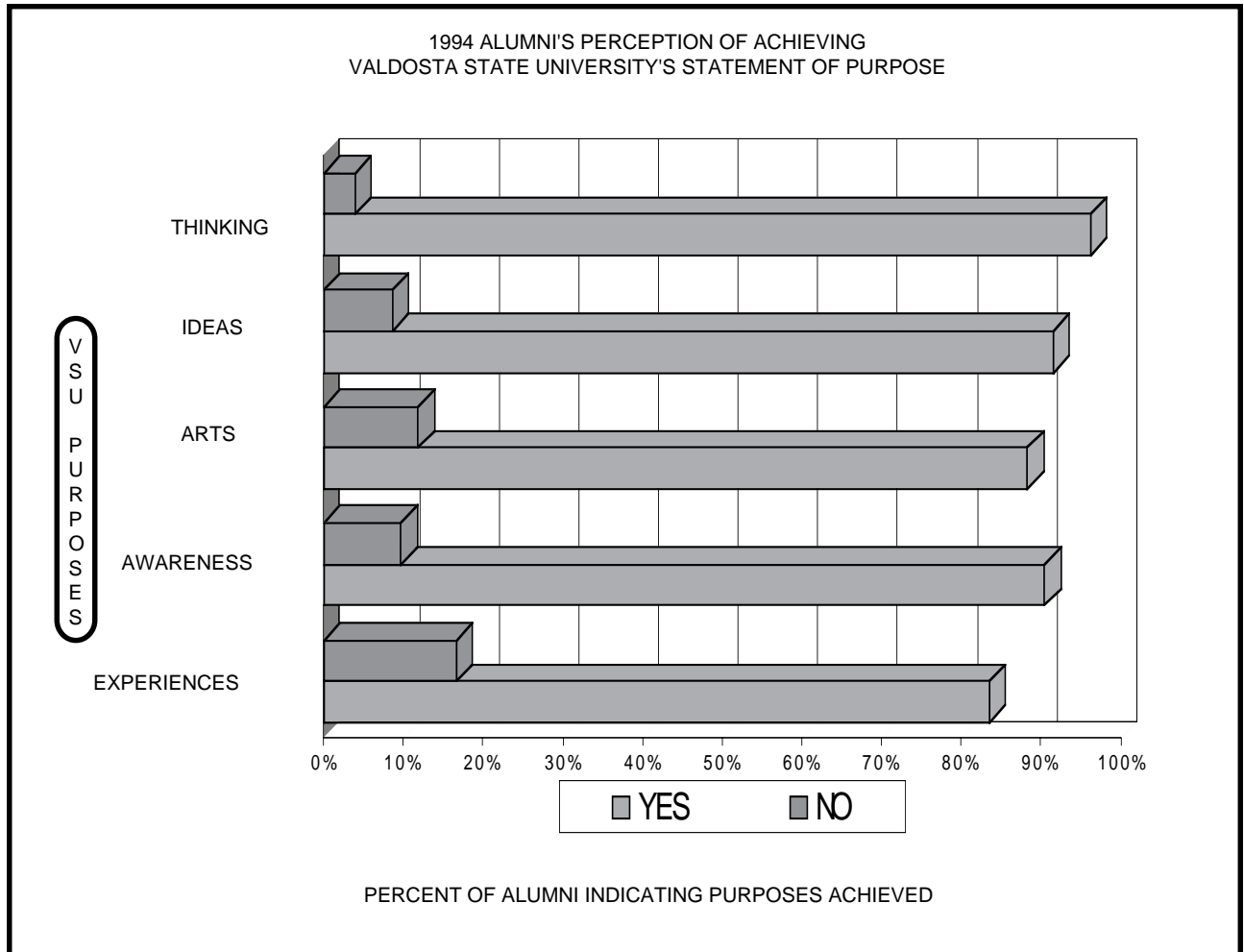
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How Effective is Valdosta State University in Achieving Its Statement of Purpose?

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 as well as 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 and as well as provided an environment in which students could expand their range of human experiences.

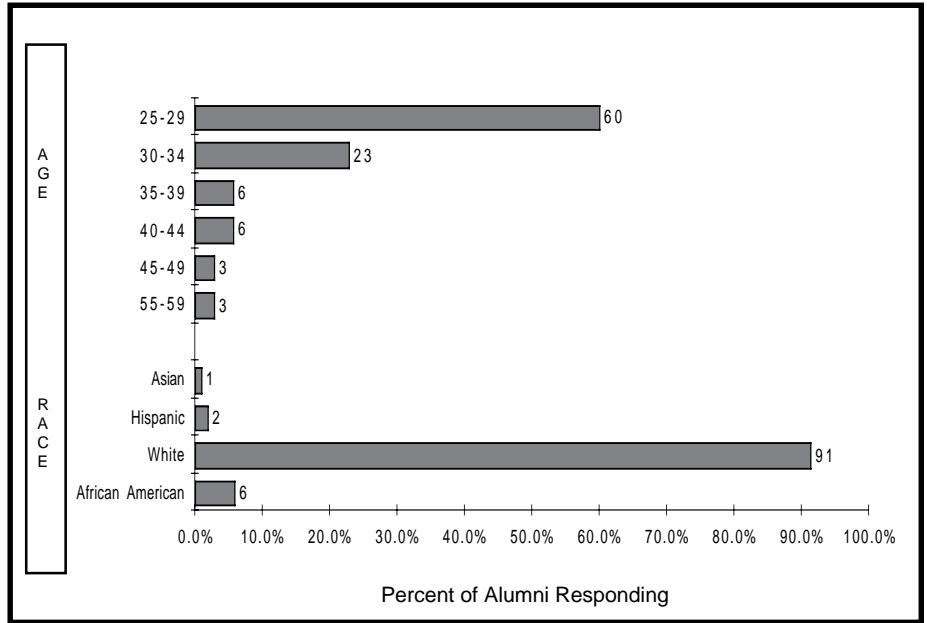


Description of The Responding Alumni**

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

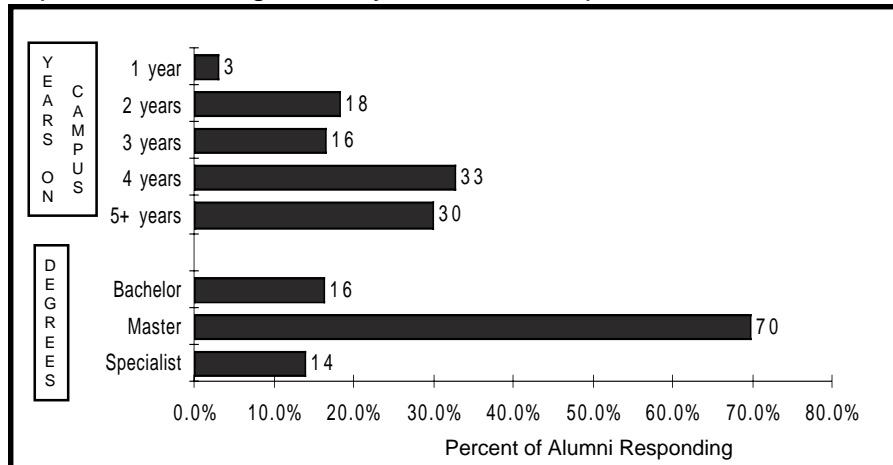
Of the 105 alumni responding to the questionnaire, sixty percent of the 1993 alumni reported being less than thirty years of age. Twenty-three percent were 30-34 years of age; six percent were 35-39 years of age; six percent were 40-44 years of age and the remaining six percent ranged in age from 45 to 59. Female alumni represented sixty-seven percent of the sample with the remaining thirty-three percent representing male alumni. Distributions for race revealed that over ninety percent of the alumni responding



were White; six percent were Black, and three percent reported an ethnicity of Asian or Hispanic.

Attendance at VSU

The 1994 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed three percent had attended for one year, and eighteen percent reported attending for two years. Sixteen percent had attended for three years and thirty-three percent had attended for two years. Sixteen percent had attended for three years and thirty-three percent had attended for five or more years.



for the conventional four years. Thirty percent of the alumni had attended for five or more years.

Degrees Beyond VSU

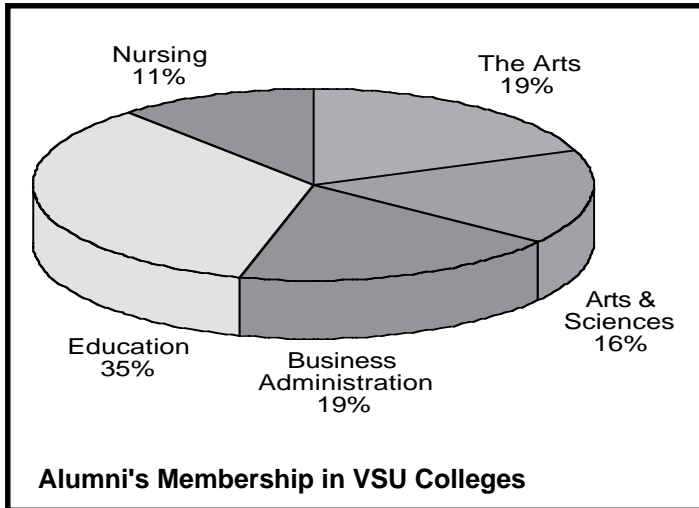
Forty-two percent of the 1994 alumni reported seeking further education beyond the Baccalaureate earned at Valdosta State University. Of those seeking another degree, sixteen percent sought

an additional Bachelor's degree; seventy percent were earning Master's degrees and fourteen percent worked towards a professional degree.

Membership in VSU Colleges

Nineteen percent of the 1994 alumni identified their college as Business Administration, with

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



another sixteen percent identifying their college as Arts and Sciences. Thirty-five percent reported that their college was education. The remaining thirty 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

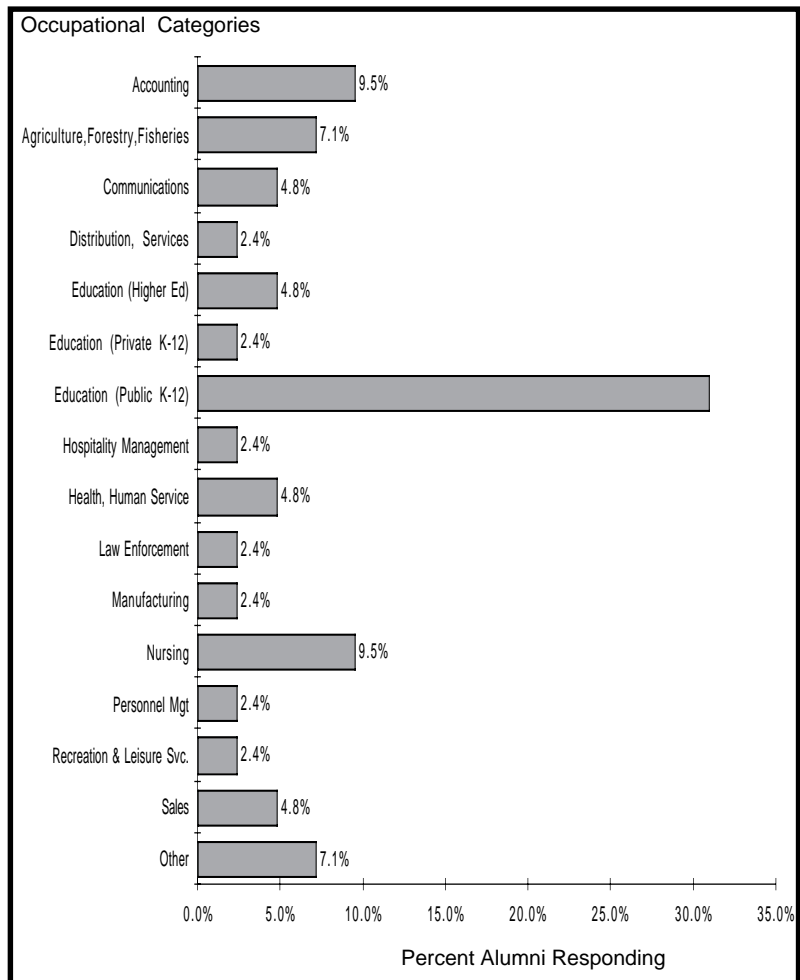
measure of how courses in the respondents' major field of study were helpful in gaining admission to a professional school, forty percent answered definitely yes; forty percent responded probably yes; sixteen percent answered probably no and four percent responded definitely no. Along the same line, twenty-six 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-two percent felt VSU provided adequate preparation. Six 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-six percent of the 1994 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 ten 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 Valdosta State University alumni are currently employed. As shown by the graph on the bottom of page five, over thirty percent of the 1994

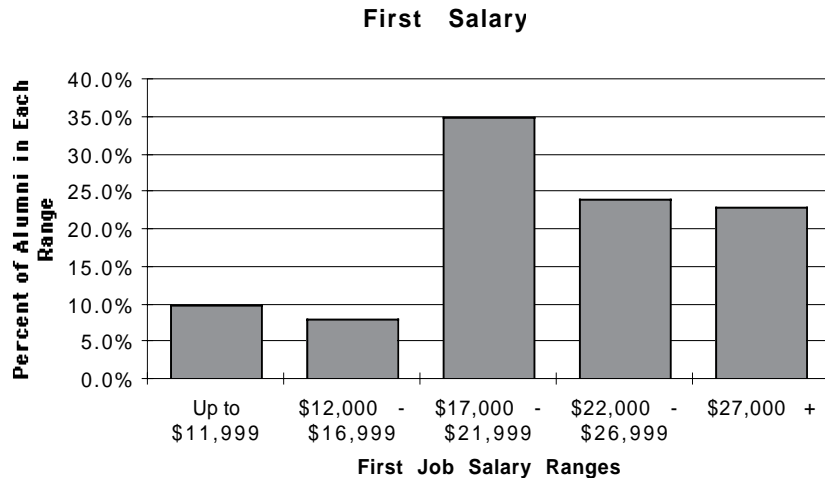


alumni are employed by public school systems grades K through 12. Fifteen percent of the alumni are employed in health related fields, fifteen percent reported employment in the business sector (accounting, management, manufacturing) and five percent are employed in sales and retailing related fields. The remaining alumni are distributed among various other occupational areas.

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

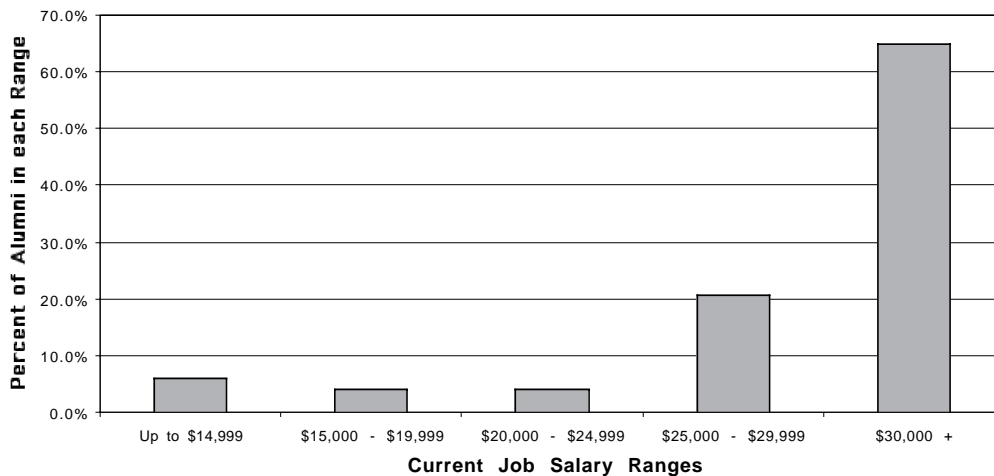
Annual Salary History

The 1994 alumni were asked to list their annual salary range for their first job. Ten percent of the respondents had a salary below \$12,000; eight percent indicated their first salary range was between \$12,000-\$16,999; thirty-five percent reported an annual salary range between \$17,000-\$21,999; twenty-four percent reported a range between \$22,000-\$26,999; and twenty-three 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, six percent of the 1994 alumni are making below \$15,000. Four percent are earning between \$15,000-\$19,999; four percent are earning an annual salary range between \$20,000-\$24,999; twenty percent are earning between \$25,000-\$29,999; and sixty-five percent are earning above \$30,000.

Current Salary



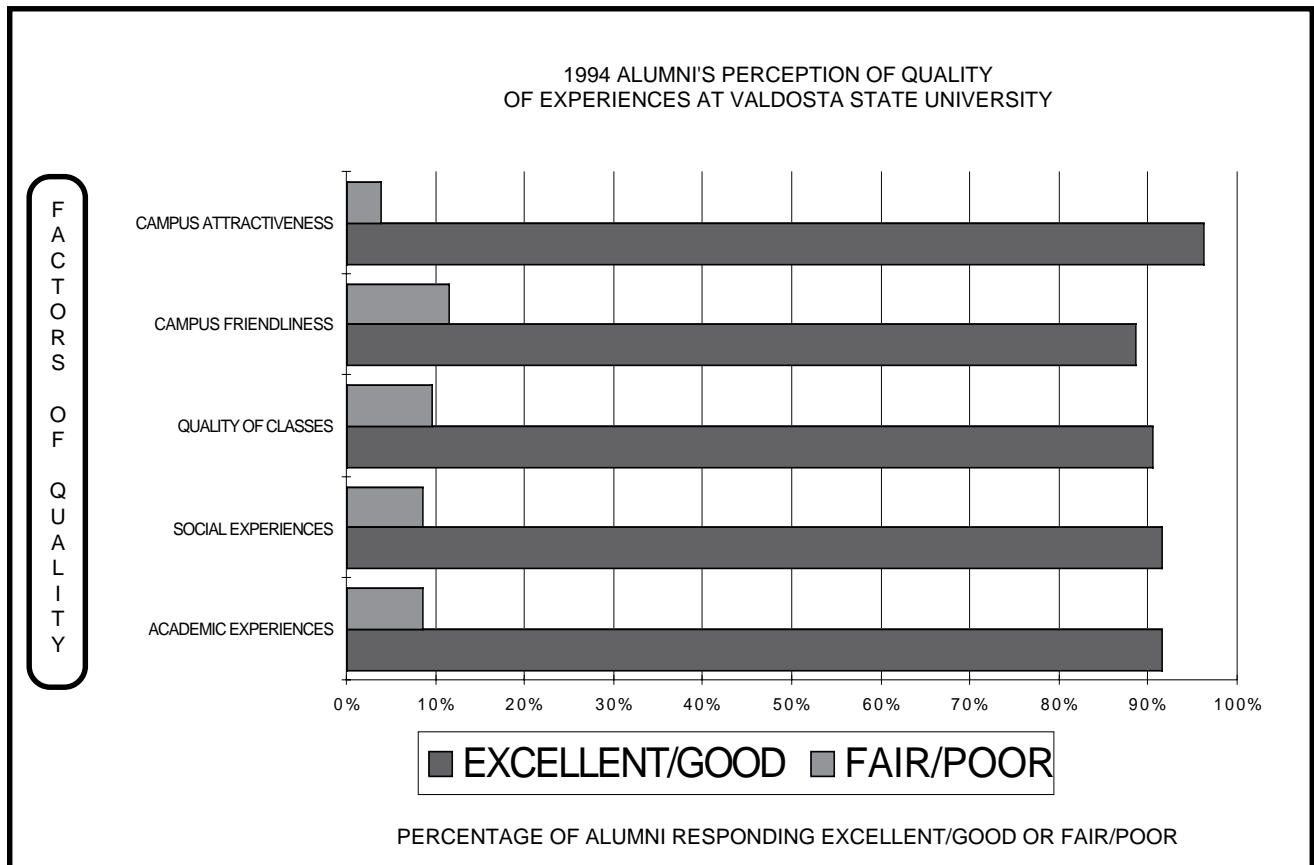
Please note that current salaries of alumni are most often in the highest salary category. Additionally, the current salary ranges were increased by several thousand dollars this year to reflect rising incomes of Valdosta Alumni.

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 1994 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-one percent of the 1994 alumni. Ninety-two percent of the 1994 alumni rated their social experiences as excellent to good. Ninety 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, social experiences, quality of classes, and attractiveness of the campus. The ratings for the friendliness of the University showed that eighty-nine percent of the 1994 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.



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	48	2.71	0.65	8%	56%	33%	2%
2. Sororities & fraternities	33	3.33	0.82	52%	33%	12%	3%
3. Clubs & student organizations	62	3.05	0.64	23%	60%	18%	0%
4. Intramural program & services	43	3.14	0.64	28%	58%	14%	0%
5. Athletic facilities	67	2.96	0.77	22%	55%	18%	5%
6. Health services	83	2.88	0.86	25%	43%	25%	6%
7. VSU Food Services	70	2.76	0.73	13%	54%	29%	4%
8. VSU Bulletin/Catalog	95	3.11	0.59	23%	64%	13%	0%
9. Cooperative education program	20	2.85	0.67	15%	55%	30%	0%
10. University work-study program	31	3.16	0.73	32%	55%	10%	3%
11. Career planning services	47	2.66	0.87	17%	40%	34%	9%
12. Job placement services	30	2.53	0.90	13%	40%	33%	13%
13. Counseling center services	25	3.04	0.79	28%	52%	16%	4%
14. Testing services	43	2.77	0.65	9%	61%	28%	2%
15. Campus student employment	30	3.43	0.63	50%	43%	7%	0%
16. Minority programs/counseling	9	2.67	0.87	22%	22%	56%	0%
17. Veterans services	10	2.90	0.88	30%	30%	40%	0%
18. Public safety	85	2.45	0.82	8%	41%	38%	13%
19. Bookstore	99	2.80	0.74	15%	54%	27%	4%
20. Post office	64	3.02	0.63	20%	61%	19%	0%
21. Office of the President	38	3.18	0.80	40%	42%	16%	3%
22. Office of Vice President for Academic Affairs	35	2.80	0.87	20%	49%	23%	9%
23. Office of Vice President for Business & Finance	37	2.57	0.90	16%	35%	38%	11%
24. Office of Vice President for Student Affairs	37	2.62	0.76	8%	54%	30%	8%
25. Dean's Office (of my College)	84	2.93	0.76	21%	54%	21%	4%
26. Admissions Office	98	2.81	0.73	16%	50%	32%	2%
27. Registrar's Office	100	2.66	0.73	11%	48%	37%	4%
28. Financial Aid Office	67	2.52	0.96	16%	36%	31%	16%
29. Residence Life Office	37	2.97	0.83	30%	41%	27%	3%
30. Honors Program	17	2.82	0.64	12%	59%	29%	0%
31. Continuing Education Office	17	3.06	0.66	24%	59%	18%	0%
32. Alumni Office	32	3.03	0.54	16%	72%	13%	0%
33. Handicapped facilities	14	2.93	0.62	14%	64%	21%	0%
34. Special Services	5	3.40	0.55	40%	60%	0%	0%
35. Distance learning courses	15	3.33	0.72	47%	40%	13%	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	103	3.26	0.83	48%	34%	16%	3%
2. Helpfulness of advisor	103	3.21	0.93	50%	28%	17%	6%
3. Quality of printed information about program	104	3.00	0.81	29%	46%	21%	4%
4. Courses as preparation for a liberal education	70	2.93	0.75	23%	49%	27%	1%
5. Courses as preparation for employment	102	2.76	0.87	21%	43%	28%	8%
6. Courses as preparation for graduate school	62	2.85	0.96	27%	42%	19%	11%
7. Organization of the curriculum	101	2.97	0.75	24%	53%	21%	3%
8. Quality of lower division courses (core)	90	2.92	0.37	18%	59%	21%	2%
9. Quality of upper division courses (major)	103	3.17	0.76	37%	46%	16%	2%
10. Fairness of grading	104	3.03	0.69	23%	59%	16%	2%
11. Opportunities for interaction with faculty	103	3.16	0.96	47%	30%	16%	8%
12. Practicum or internship experiences	64	3.16	0.91	44%	34%	16%	6%
13. Library collection/resources (for major)	100	2.87	0.82	24%	43%	29%	4%
14. Library facilities (as relate to major)	98	2.88	0.80	22%	47%	27%	4%
15. Classroom facilities	101	3.04	0.76	27%	55%	15%	4%
16. Laboratory facilities	72	2.74	0.82	18%	43%	33%	6%
17. Quality of computer laboratories	99	2.94	0.79	23%	53%	19%	5%
18. Availability of computer laboratories	97	2.61	0.93	18%	39%	30%	13%
19. Overall attitude of faculty toward students	104	3.17	0.73	35%	50%	14%	2%
20. Overall quality of faculty	104	3.22	0.64	34%	55%	12%	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	17	3.00	0.71	24%	53%	24%	0%
2. Helpfulness of advisor	17	3.18	0.73	35%	47%	18%	0%
3. Quality of printed information about program	17	2.71	0.69	12%	47%	41%	0%
4. Courses as preparation for a liberal education	14	2.71	0.44	0%	71%	29%	0%
5. Courses as preparation for employment	16	2.63	0.81	13%	44%	38%	6%
6. Courses as preparation for graduate school	7	2.86	1.07	29%	43%	14%	14%
7. Organization of the curriculum	17	3.00	0.61	18%	65%	18%	0%
8. Quality of lower division courses (core)	17	2.76	0.56	6%	65%	29%	0%
9. Quality of upper division courses (major)	17	3.18	0.64	29%	59%	12%	0%
10. Fairness of grading	17	3.00	0.50	12%	77%	12%	0%
11. Opportunities for interaction with faculty	17	3.06	1.09	47%	24%	18%	12%
12. Practicum or internship experiences	6	2.83	0.75	17%	50%	33%	0%
13. Library collection/resources (for major)	17	2.76	0.75	12%	59%	24%	6%
14. Library facilities (as relate to major)	17	2.71	0.69	6%	65%	24%	6%
15. Classroom facilities	28	2.94	0.56	12%	71%	18%	0%
16. Laboratory facilities	14	2.86	0.66	14%	57%	29%	0%
17. Quality of computer labs	15	2.60	0.99	20%	33%	33%	13%
18. Availability of computer labs	15	2.40	0.99	13%	33%	33%	20%
19. Overall attitude of faculty toward students	17	3.24	0.56	29%	65%	6%	0%
20. Overall quality of faculty	17	3.29	0.47	29%	71%	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 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	20	3.10	0.91	40%	35%	20%	5%
2. Helpfulness of advisor	20	2.95	1.05	40%	25%	25%	10%
3. Quality of printed information about program	20	2.95	0.76	20%	60%	15%	5%
4. Courses as preparation for a liberal education	7	2.86	0.69	14%	57%	29%	0%
5. Courses as preparation for employment	20	2.90	0.64	15%	60%	25%	0%
6. Courses as preparation for graduate school	11	2.91	0.83	27%	36%	36%	0%
7. Organization of the curriculum	19	2.79	0.71	10%	63%	21%	5%
8. Quality of lower division courses (core)	17	2.76	0.75	18%	41%	41%	0%
9. Quality of upper division courses (major)	20	3.20	0.62	30%	60%	10%	0%
10. Fairness of grading	20	3.05	0.69	25%	55%	20%	0%
11. Opportunities for interaction with faculty	20	2.85	1.04	30%	40%	15%	15%
12. Practicum or internship experiences	4	3.25	0.50	25%	75%	0%	0%
13. Library collection/resources (for major)	19	3.05	0.62	21%	63%	16%	0%
14. Library facilities (as relate to major)	18	3.17	0.62	28%	61%	11%	0%
15. Classroom facilities	19	3.26	0.73	37%	58%	0%	5%
16. Laboratory facilities	7	3.00	0.82	29%	43%	29%	0%
17. Quality of computer labs	20	3.25	0.55	30%	65%	5%	0%
18. Availability of computer labs	20	3.05	0.60	20%	65%	15%	0%
19. Overall attitude of faculty toward students	20	3.15	0.67	30%	55%	15%	0%
20. Overall quality of faculty	20	3.15	0.67	30%	55%	15%	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	20	3.65	0.49	65%	35%	0%	0%
2. Helpfulness of advisor	20	3.35	0.93	60%	20%	15%	5%
3. Quality of printed information about program	20	3.05	0.89	35%	40%	20%	5%
4. Courses as preparation for a liberal education	18	2.94	0.73	22%	50%	28%	0%
5. Courses as preparation for employment	19	2.58	1.02	21%	32%	32%	16%
6. Courses as preparation for graduate school	12	2.75	1.06	25%	42%	17%	17%
7. Organization of the curriculum	19	2.95	0.85	26%	47%	21%	5%
8. Quality of lower division courses (core)	19	2.89	0.66	11%	74%	11%	5%
9. Quality of upper division courses (major)	20	3.05	0.89	35%	40%	20%	5%
10. Fairness of grading	20	3.00	0.73	20%	65%	10%	5%
11. Opportunities for interaction with faculty	19	3.58	0.61	63%	32%	5%	0%
12. Practicum or internship experiences	14	3.00	1.04	36%	43%	7%	14%
13. Library collection/resources (for major)	19	2.53	0.84	11%	42%	37%	11%
14. Library facilities (as relate to major)	19	2.53	0.84	11%	42%	37%	11%
15. Classroom facilities	19	2.79	0.71	11%	63%	21%	5%
16. Laboratory facilities	16	2.44	0.81	6%	44%	38%	13%
17. Quality of computer labs	20	2.90	0.55	10%	70%	20%	0%
18. Availability of computer labs	20	2.25	0.85	5%	35%	40%	20%
19. Overall attitude of faculty toward students	20	3.50	0.51	50%	50%	0%	0%
20. Overall quality of faculty	20	3.40	0.50	40%	60%	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	11	3.00	1.00	46%	9%	46%	0%
2. Helpfulness of advisor	11	2.91	1.04	36%	27%	27%	9%
3. Quality of printed information about program	11	2.73	0.79	9%	64%	18%	9%
4. Courses as preparation for a liberal education	5	2.80	0.84	20%	40%	40%	0%
5. Courses as preparation for employment	11	2.45	0.82	9%	36%	46%	9%
6. Courses as preparation for graduate school	6	2.67	1.03	17%	50%	17%	17%
7. Organization of the curriculum	11	2.64	0.81	9%	55%	27%	9%
8. Quality of lower division courses (core)	8	2.88	0.64	13%	63%	25%	0%
9. Quality of upper division courses (major)	11	2.91	0.94	27%	46%	18%	9%
10. Fairness of grading	11	2.64	0.50	0%	64%	36%	0%
11. Opportunities for interaction with faculty	11	2.91	1.04	36%	27%	27%	9%
12. Practicum or internship experiences	9	2.67	1.22	33%	22%	22%	22%
13. Library collection/resources (for major)	11	2.82	0.75	18%	46%	36%	0%
14. Library facilities (as relate to major)	11	2.73	0.65	9%	55%	36%	0%
15. Classroom facilities	11	2.45	0.69	0%	55%	36%	9%
16. Laboratory facilities	10	2.40	0.70	0%	50%	40%	10%
17. Quality of computer labs	9	2.33	0.87	0%	56%	22%	22%
18. Availability of computer labs	8	2.13	0.83	0%	38%	38%	25%
19. Overall attitude of faculty toward students	11	2.45	0.93	9%	46%	27%	18%
20. Overall quality of faculty	11	3.00	0.77	27%	46%	27%	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	35	3.34	0.87	54%	31%	9%	6%
2. Helpfulness of advisor	35	3.40	0.88	60%	26%	9%	6%
3. Quality of printed information about program	36	3.22	0.83	44%	36%	17%	3%
4. Courses as preparation for a liberal education	26	3.07	0.89	39%	35%	23%	4%
5. Courses as preparation for employment	36	2.94	0.92	31%	42%	19%	8%
6. Courses as preparation for graduate school	26	2.92	0.98	31%	42%	15%	12%
7. Organization of the curriculum	35	3.17	0.75	37%	43%	20%	0%
8. Quality of lower division courses (core)	29	3.14	0.74	31%	55%	10%	3%
9. Quality of upper division courses (major)	35	3.31	0.76	49%	34%	17%	0%
10. Fairness of grading	36	3.17	0.77	36%	47%	14%	3%
11. Opportunities for interaction with faculty	36	3.22	0.93	50%	28%	17%	6%
12. Practicum or internship experiences	31	3.42	0.76	58%	26%	16%	0%
13. Library collection/resources (for major)	34	3.03	0.94	41%	24%	32%	3%
14. Library facilities (as relate to major)	33	3.06	0.90	39%	30%	27%	3%
15. Classroom facilities	35	3.29	0.79	46%	40%	11%	3%
16. Laboratory facilities	25	2.92	0.91	32%	32%	32%	4%
17. Quality of computer labs	35	3.09	0.82	34%	43%	20%	3%
18. Availability of computer labs	34	2.76	1.02	29%	29%	29%	12%
19. Overall attitude of faculty toward students	36	3.19	0.75	39%	42%	19%	0%
20. Overall quality of faculty	36	3.19	0.71	36%	47%	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 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	105	3.45	0.57	49%	48%	4%	0%
2. VSU provided an environment for free and open exchange of ideas	105	3.33	0.66	43%	49%	8%	1%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	102	3.21	0.67	33%	55%	11%	1%
4. VSU helped me function in a professional setting & act with ethical awareness	104	3.40	0.66	50%	40%	10%	0%
5. VSU helped me expand my range of human experiences	103	3.23	0.74	41%	43%	16%	1%
6. If I started college over, I would choose to attend VSU	103	3.21	0.75	39%	46%	14%	2%
7. I would recommend VSU to others	104	3.40	0.68	50%	41%	8%	1%
				Quality of Ratings			
	N	Mean	SD	Excel (4)	Good (3)	Fair (2)	Poor (1)
8. I would rate my academic experiences at VSU as ...	105	2.79	0.65	38%	53%	8%	1%
9. I would rate my social experiences at VSU as ...	105	3.29	0.66	41%	51%	8%	1%
10. The classes I took were ...	105	3.31	0.60	31%	60%	10%	0%
11. The friendliness of the University was ...	105	3.29	0.72	42%	47%	10%	2%
12. The general campus attractiveness was ...	105	3.54	0.57	61%	35%	4%	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 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

♦ I think more should be done to let students know about job placement after graduation and part-time work. I think students should be encouraged to work-part time in their field of interest. I did not know until recently that you had job placement services. Most jobs that I applied for wanted experience relating to my field. I did not have this experience, so it was difficult for me to find a job. As far as the advisor questions on this survey, I had no clue who my advisor was, I still don't. This information would have been helpful. I think there was a lack of communication between students and faculty. He/she could have written me a letter or something.

♦ I believe Education courses should be focused more on actual teaching environments and situations. Furthermore, the schools of Education and History (Social Studies) need to be better correlated and unified. The academic courses compared to the Education courses were often very unparalleled and disjointed. Also, several of the education courses were a waste of time, especially the one where we spent the whole semester creating the perfect lesson plan.

♦ VSU needs to offer more specific courses such as:

- Management Ethics
- Production Management

- Purchasing Management

♦ As we prepare to go into the 21st Century I believe VSU needs to change with the times. VSU does a poor job at meeting the wants and needs of its student body. New leadership needs to be put in with a bright outlook for the future of our institution. The current leadership has done an outstanding job for VSU and their hard work will never be forgotten, but we need new, energetic, like for the now century.

♦ Improve Library resources. There are many good articles that Odum Library does not have. Improve the computer lab.

♦ When distance learning is used - which is a great way to obtain a degree - instructors should come to off-campus sites on occasion and students in distance learning should be required to attend some on-campus classes. This increases student loyalty and belonging to the university.

♦ Students need to be adequately prepared to take the graduate test. Personally I was never a good standardized test taker. I would love to attend VSU again but I will never get admitted because of my poor GRE scores.

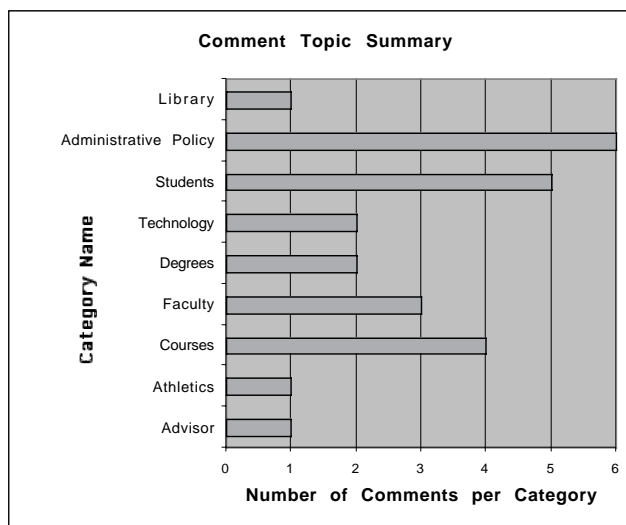
♦ I attend VSU for Education for a second career following 20 years as an Air Force Officer. The flexibility of

Alumni's Comments Continued...

scheduling and acceptance as a second career student were the most positive notable aspects of my experience at VSU.

- ◆ There should be more ways to involve off-campus students with extra-curriculum activities and better practicum experiences.
- ◆ As you can see from this questionnaire I am in education. Since I've been teaching I've had block students and student teachers. Some of the students I've had in my class were not prepared. Several could not write, or use correct grammar when writing or speaking in the classroom. I feel VSU is passing students along that should be re-taking courses. Upon my graduation in 1998, I was proud to say I was a VSU graduate. Since, I have seen students that are ill- prepared and simply do not care. I feel that this lessens my credentials.
- ◆ If VSU can graduate someone with an undergraduate degree, then that person should be allowed into graduate school at VSU without further testing. VSU's graduate schools need to realize that most grad students are holding down a full time job and have families. Make the course work and requirements manageable and meaningful.
- ◆ The University needs to support the Greek system instead of trying to shut them down. The college is always willing to call on the Greeks for fund raising ventures but quick to shoot down any new ideas or support they need. If a particular Greek organization does wrong, deal with them individually not the entire Greek system.
- ◆ I am currently attending Mercer University, for a second undergraduate degree in Information Systems. VSU did not offer that degree during my years at VSU (90-98).
- ◆ My overall experience at VSU was great. However, I do not feel that the courses prepare you for the real world. They dealt mostly in theory versus hands on knowledge of entering and competing in the business world. If I had an opportunity for alumni to assist in expansion classes, I would gladly volunteer. Thanks!
- ◆ VSU should add a MFA Program, a MFA TECH THA major and year round co-op ability with school sponsored indoor theatre.
- ◆ When I was in the Nursing program at VSU we graduated with about 15 students. We were all close, I am sure it has grown and that is great but I enjoyed small classes with more student/teacher interaction. Regarding support for the athletic area, it is hard to get excited when you have to go to the Valdosta High School field for your college football games.

- ◆ It is essential that the nature on and surrounding the campus be preserved. Please do not cut down the old growth trees. With the area (Valdosta as a whole) being so developed and sprawled with fast food, it is absolutely necessary to maintain a healthy and inviting campus. Additional concrete and congestion will only discourage people from attending VSU. Great Biology and Chemistry professors.
- ◆ This was so long ago...I remember Financial Aid was hard to deal with, and I had to stand in line forever. Also, then the English department was lacking with bad professors and not enough classes offered. I hope this has changed.
- ◆ The biggest disappointment I encountered while at VSU was the importance given to athletics, especially football. I have always been a big fan of football, and was a member of the VSU Blazing Brigade for 2 years. I was at every home game even after I quit the band. It is because of this that I feel I have the right to complain. I am a very well rounded person with many interests. That is why it is a real shame for me to see my department head stand before the SGA and "beg" for money for the theatre department. We should have never been treated like an extracurricular activity while each of us was forced to pay exorbitant athletic fees every quarter. A true shame.

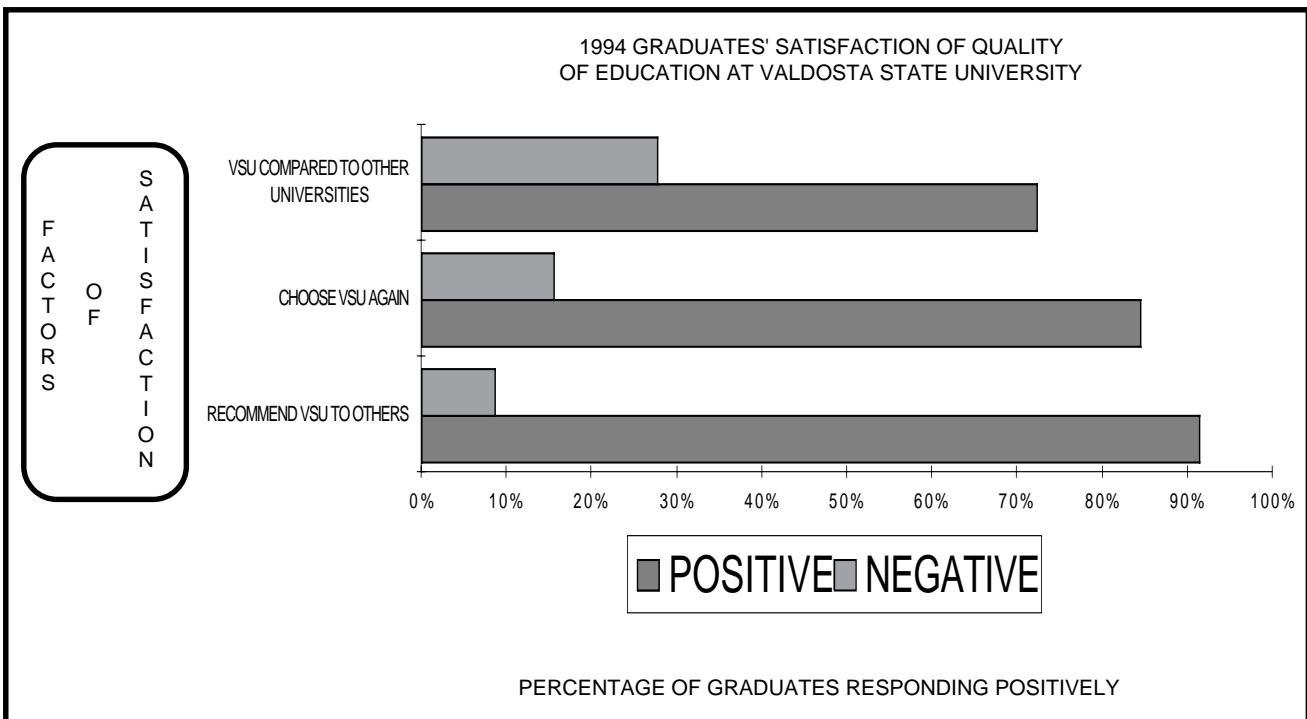


The chart above displays a summary of the distribution of the comments submitted by the 1994 alumni.

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 1994 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-one percent of the 1994 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-four 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-two 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 1994 VSU Alumni

- The three Services/Facilities with the highest quality of service rating were:
 - Campus student employment
 - Special Services
 - Distance Learning and Sororities/Fraternities are both rated third highest

- The three top-rated academic experiences for the Major Field of Study were:
 - Availability of Advisor
 - Overall quality of faculty
 - Helpfulness of the Advisor

- The Average Annual Salary for First Job:
 - 24% earning \$22,000-\$26,999
 - 10% earning below \$12,000

- The Average Annual Salary for Present Job:
 - 65% earning \$30,000 or more
 - 6% earning less than \$15,000

- Satisfaction with VSU was indicated by:
 - 84% would choose to attend VSU again
 - 91% would recommend VSU to others
 - 91% rated their overall academic experience at VSU as Excellent to Good