

2001 ALUMNI'S
PERCEPTIONS OF THEIR
VALDOSTA STATE UNIVERSITY EXPERIENCES
(ONE TO TWO YEARS AFTER GRADUATION)

SUMMARY RESULTS FROM THE
VALDOSTA STATE UNIVERSITY
ALUMNI QUESTIONNAIRE

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July 2003

This report is a descriptive summary of the 124 VSU Alumni who graduated during the 2001 calendar year and completed the Valdosta State University Alumni Questionnaire. The information was collected from January 1, 2003, through June 1, 2003. It is anticipated that these results will be used by colleges and departments as one indicator of the effectiveness of the University's programs and services. In addition to this report, each department has received a supplementary report that provides summary statistics of its alumni's ratings for the academic experiences in the Major Field of Study for that department.

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

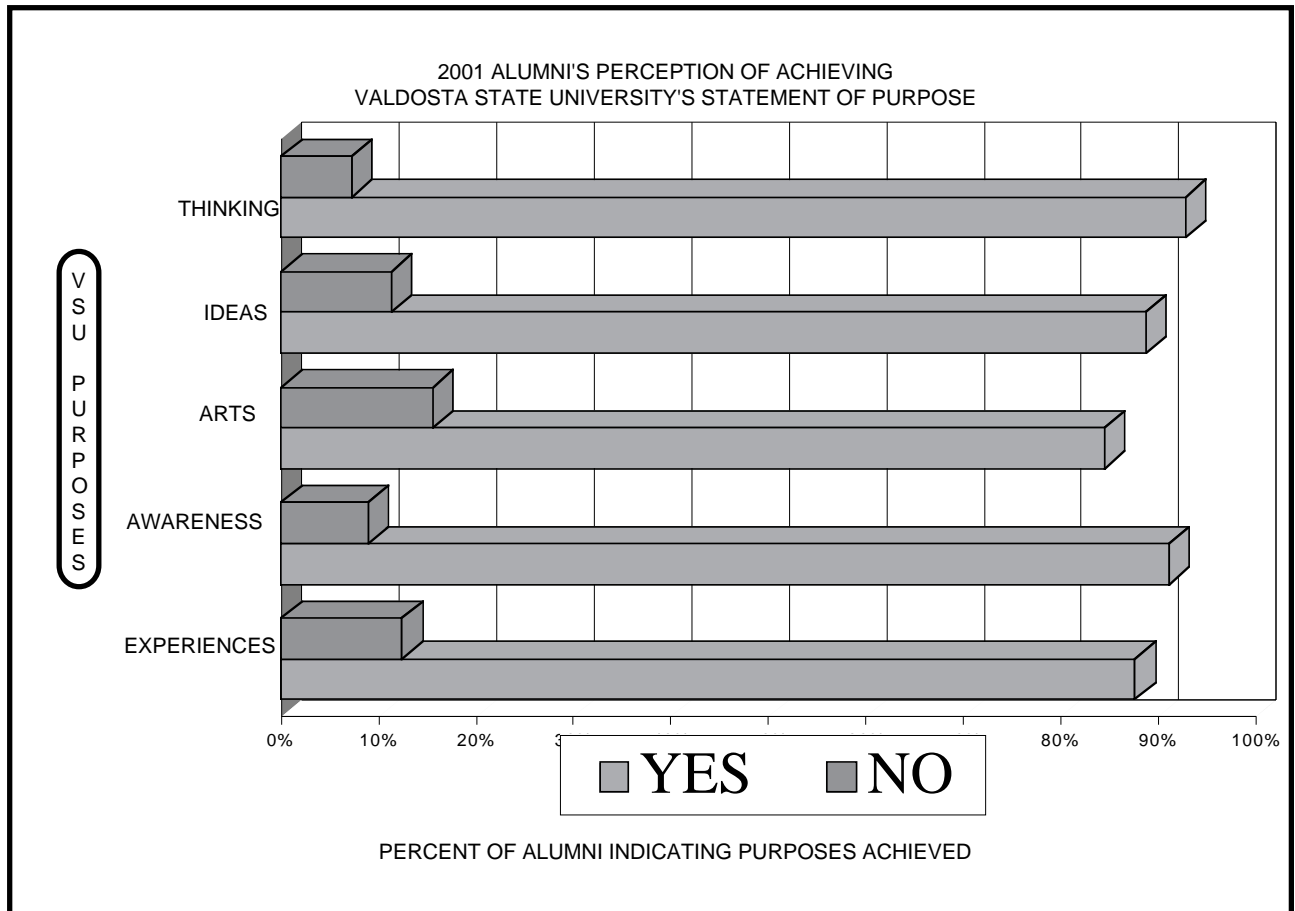
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How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness can be determined from the 2001 alumni who were asked to rate the extent to which their experiences at VSU contributed to achieving the following stated purposes of the University . . .

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

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

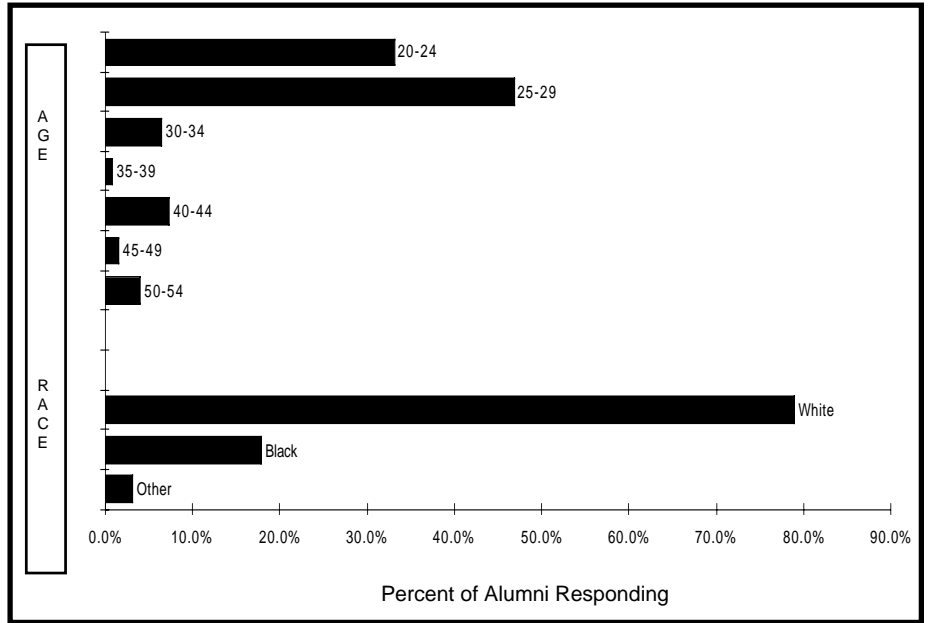


Description of The Responding Alumni

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

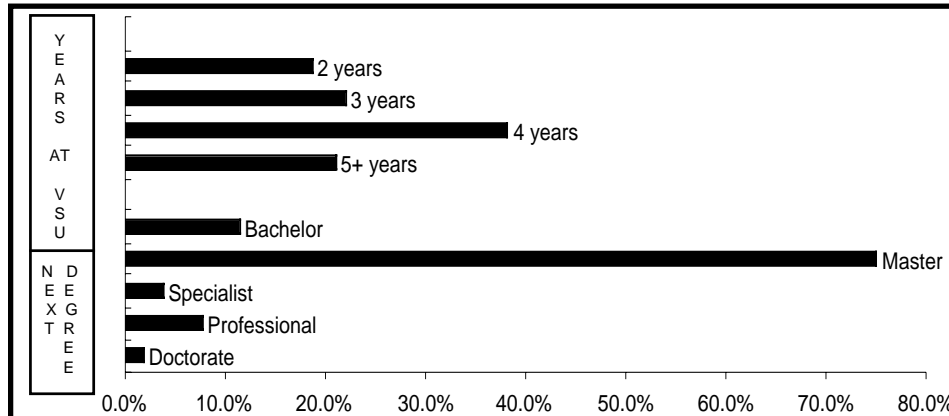
Of the 124 alumni responding to the questionnaire, thirty-three percent of the 2001 alumni reported being 20-24 years of age. Forty-seven percent were 25-29 years of age; seven percent were 30-39 years of age; and the remaining thirteen percent were over 40 years of age. Female alumni represented sixty-three percent of the sample with the remaining thirty-seven percent representing male alumni. Distributions for race revealed that seventy-nine percent of the alumni who chose to respond



were White; eighteen percent were African American; and the remaining respondents classified themselves as Hispanic, Multi-Racial or in the "other" category.

Attendance at VSU

The 2001 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed nineteen percent reported attending for two years. Twenty-two percent had attended for three years and thirty-eight percent had attended VSU for the conventional four years.

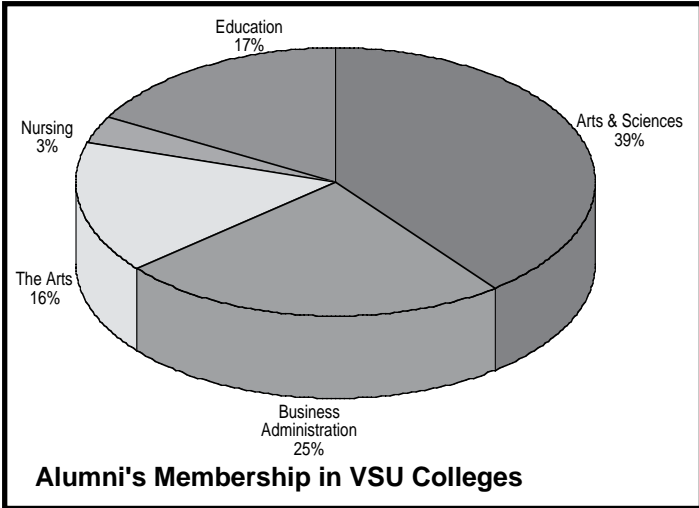


Twenty-one percent of the alumni had attended for five or more years.

Degrees Beyond VSU

Forty-four percent of the 2001 alumni reported

seeking further education beyond the Baccalaureate earned at Valdosta State University. Of those seeking another degree, twelve percent sought an additional Bachelor's degree; seventy-five percent sought Master's degrees; four percent were enrolled in Specialist programs; eight percent in professional programs and two percent in doctoral programs.

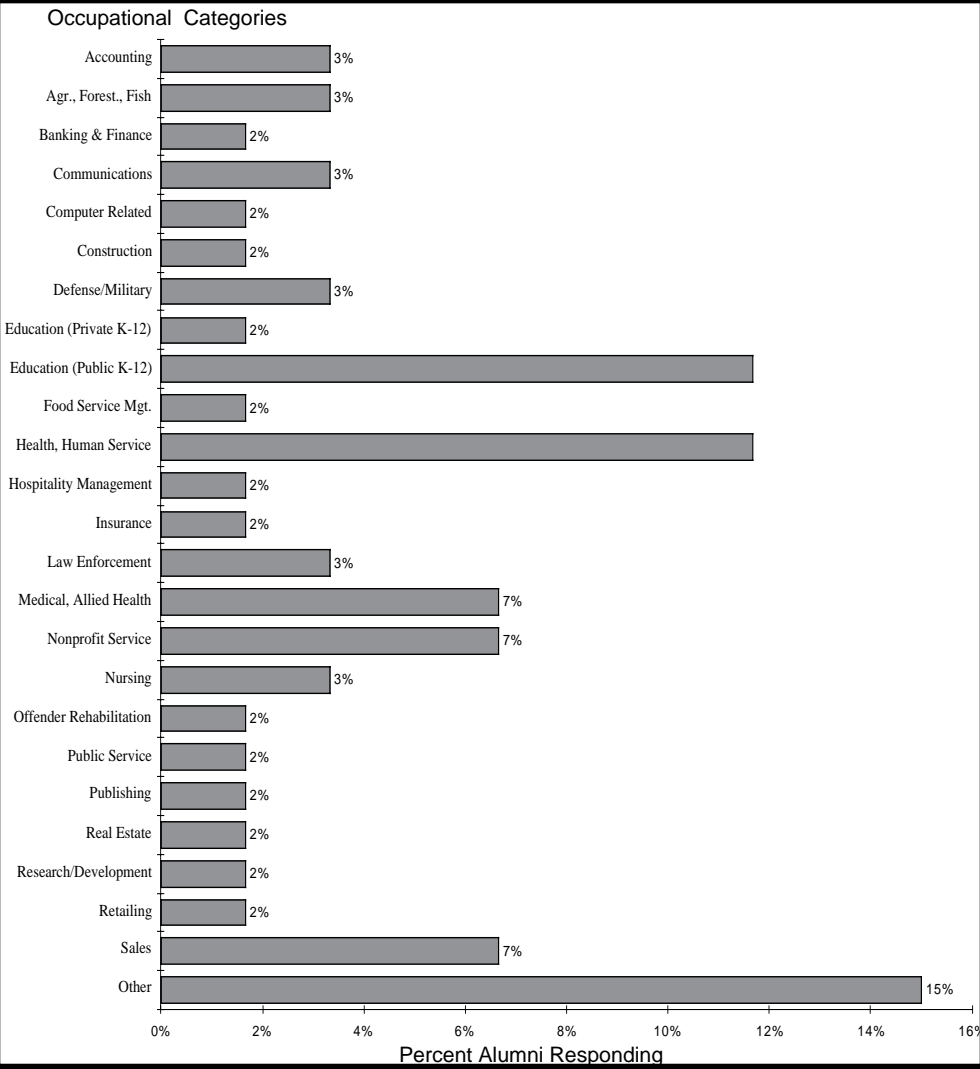


Membership in VSU Colleges
 Seventeenpercent of the 2001 alumni identified their college as Education, with another thirty-nine percent identifying their college as Arts and Sciences. Twenty-five percent of the alumni reported majoring in the College of Business Administration. The remaining alumni were distributed between the Colleges of Nursing and The Arts 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 them 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-six percent of the alumni answered definitely yes; twenty-two percent answered probably yes; seventeen percent answered probably no and six percent responded definitely no. Along the same line, twenty-four percent reported that overall Valdosta State University was excellent preparation for additional University work; thirty-six percent felt VSU provided good preparation. Thirty-three percent of the alumni reported that Valdosta State University was adequate preparation for additional University work and seven percent felt VSU provided inadequate preparation.

Preparation for Employment
 The second indicator is how well Valdosta State University has prepared graduates for employment. Eighty-six percent of the respondents were employed at least part time. Sixty-eight percent of the 2001 alumni reported courses in their major field of study were definitely to probably helpful in obtaining employment; seven percent



felt their major courses probably had not helped in gaining employment, while fifteen percent reported courses in their major were definitely not helpful.

Employment-Occupational Categories

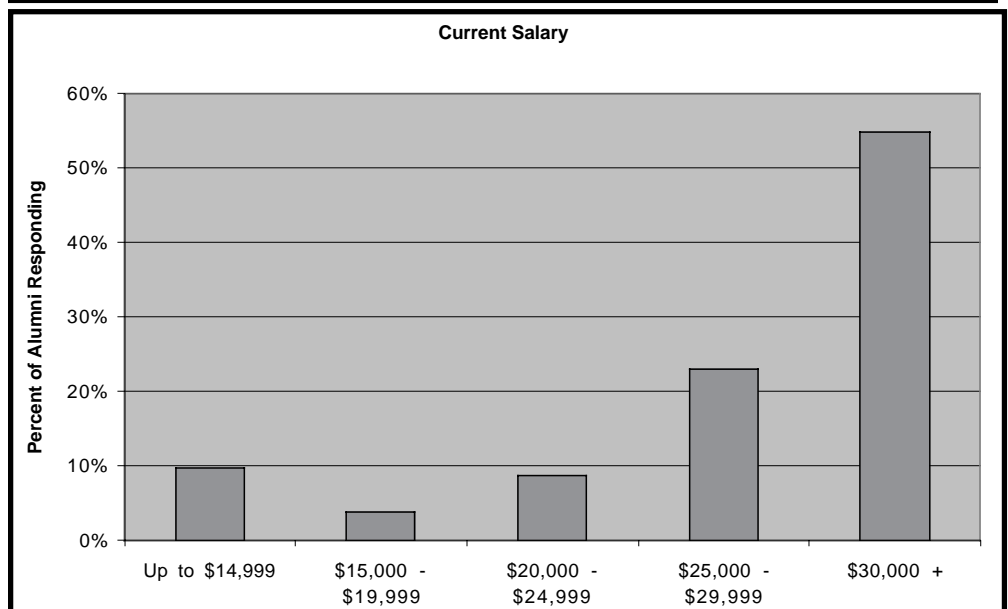
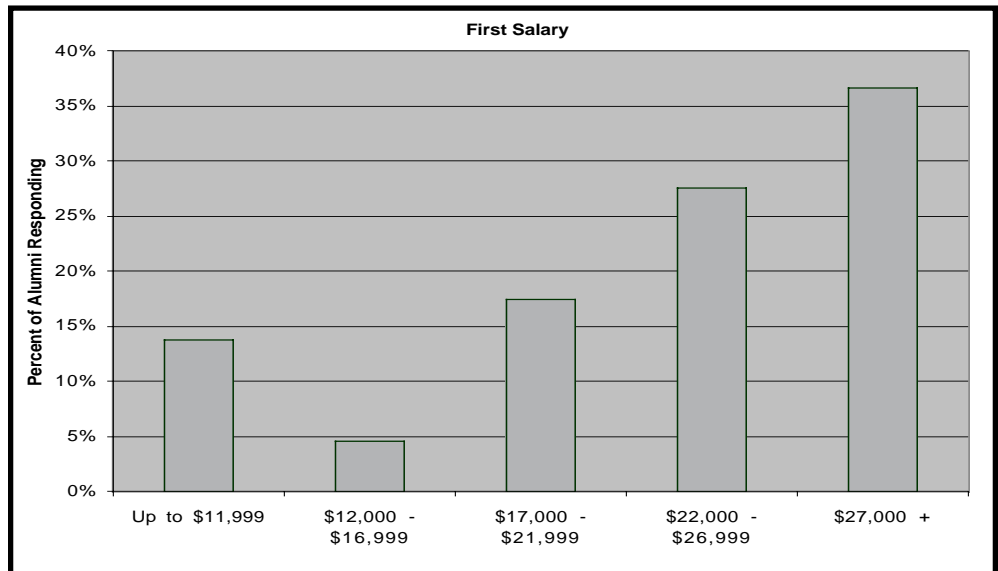
One of the objectives of the Alumni Questionnaire was to identify the occupational areas in which Valdosta State University alumni are currently employed. As shown by the graph on the bottom of page five, twelve percent of the 2001 alumni responding to the survey are employed by public school systems grades K through 12. Twenty-two percent of the alumni are employed in health related fields, and five percent are employed in accounting, banking and other business related fields. Eight percent of the alumni are employed in the public sector and the remaining alumni are distributed among the other occupational areas listed.

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

Annual Salary History

The 2001 alumni were asked the salary range of their first job. Fourteen percent of the respondents reported a range below \$12,000; five percent reported a range of \$12,000 to \$16,999. Seventeen percent of the respondents reported earning \$17,000-21,999 and twenty-eight percent reported earning \$22,000 to \$26,999. Thirty seven percent of the 2001 alumni reported earning \$27,000 or more per year.

Finally, the alumni were asked to list their current annual salary. Compared to their first job, ten percent of the 2001 alumni are making below \$15,000. Four percent are earning between \$15,000 and \$19,999; nine percent are earning an annual salary range between \$20,000-\$24,999; twenty-three percent are earning between \$25,000 and \$29,999; and fifty-five percent are earning above \$30,000.

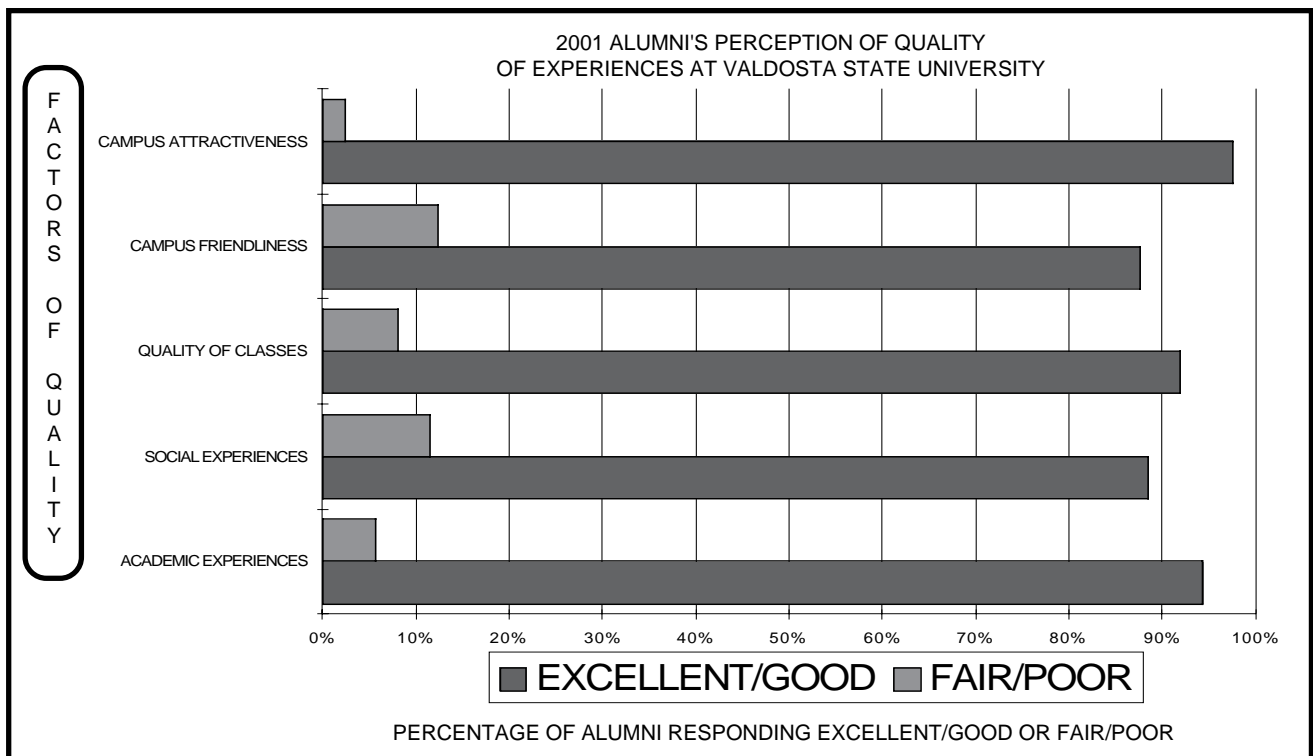


How Effective is Valdosta State University in Creating an Overall Atmosphere for Learning?

As an indicator of how effective the University is in creating an environment that is attractive and conducive to learning, the 2001 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-four percent of the 2001 alumni. Ninety-two percent of the alumni rated the overall quality of their classes as excellent to good. The general attractiveness of the campus was recognized as excellent to good by ninety-eight percent of the alumni. 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 2001 alumni rated this factor as excellent to good. Eighty-nine percent of the 2001 alumni rated their social experiences as excellent to good.



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	56	2.66	0.58	4%	61%	34%	2%
2. Sororities & fraternities	30	3.07	0.87	33%	47%	13%	7%
3. Clubs & student organizations	69	3.03	0.71	25%	55%	19%	1%
4. Intramural program & services	54	3.07	0.61	22%	63%	15%	0%
5. Athletic facilities	77	2.78	0.72	10%	64%	20%	7%
6. Health services	90	2.80	0.78	17%	52%	26%	6%
7. VSU Food Services	88	2.63	0.65	5%	58%	33%	5%
8. VSU Bulletin/Catalog	109	3.05	0.58	18%	69%	12%	1%
9. Cooperative education program	37	2.78	0.89	16%	60%	11%	14%
10. University work-study program	22	3.18	0.59	27%	64%	9%	0%
11. Career planning services	63	2.65	0.90	16%	46%	25%	13%
12. Job placement services	36	1.92	0.97	6%	25%	25%	44%
13. Counseling center services	33	2.85	0.80	21%	46%	30%	3%
14. Testing services	63	2.81	0.82	16%	59%	16%	10%
15. Campus student employment	40	2.95	0.88	28%	48%	18%	8%
16. Minority counseling	16	2.69	0.79	6%	69%	13%	13%
17. Veterans services	10	2.90	0.74	20%	50%	30%	0%
18. Public safety	90	2.66	0.86	16%	44%	30%	10%
19. Bookstore	119	2.80	0.80	18%	50%	26%	6%
20. Post office	69	3.02	0.58	17%	67%	16%	0%
21. Office of the President	42	3.10	0.69	26%	60%	12%	2%
22. Office of Vice President for Academic Affairs	45	3.11	0.68	27%	60%	11%	2%
23. Office of Vice President for Business & Finance	41	3.10	0.54	20%	71%	10%	0%
24. Office of Vice President for Student Affairs	47	3.13	0.71	28%	62%	6%	4%
25. Dean's Office (of my College)	86	3.07	0.79	30%	51%	14%	5%
26. Admissions Office	116	2.81	0.71	11%	65%	18%	6%
27. Registrar's Office	121	2.74	0.81	14%	55%	22%	9%
28. Financial Aid Office	95	2.66	0.82	12%	54%	24%	11%
29. Residence Life Office	43	2.95	0.58	12%	74%	12%	2%
30. Honors Program	23	2.96	0.71	17%	65%	13%	4%
31. Continuing Education Office	17	3.00	0.79	24%	59%	12%	6%
32. Alumni Office	38	3.11	0.76	32%	50%	16%	3%
33. Handicapped facilities	6	3.33	0.52	33%	67%	0%	0%
34. Special Services	10	3.30	0.48	30%	70%	0%	0%
35. Distance learning courses	17	2.82	0.88	24%	41%	29%	6%

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	123	3.36	0.69	47%	42%	10%	1%
2. Helpfulness of advisor	123	3.29	0.83	48%	37%	11%	4%
3. Quality of printed information about program	121	3.02	0.70	24%	55%	21%	1%
4. Courses as preparation for a liberal education	87	2.98	0.68	20%	61%	17%	2%
5. Courses as preparation for employment	115	2.76	0.82	19%	43%	33%	5%
6. Courses as preparation for graduate school	81	2.89	0.91	27%	43%	21%	9%
7. Organization of the curriculum	122	3.03	0.75	26%	54%	16%	3%
8. Quality of lower division courses (core)	100	2.86	0.77	19%	52%	25%	4%
9. Quality of upper division courses (major)	121	3.23	0.66	35%	55%	10%	1%
10. Fairness of grading	121	3.17	0.64	31%	56%	13%	0%
11. Opportunities for interaction with faculty	123	3.36	0.77	51%	36%	11%	2%
12. Practicum or internship experiences	74	3.14	0.98	46%	31%	14%	10%
13. Library collection/resources (for major)	110	2.75	0.84	18%	46%	29%	7%
14. Library facilities (as relate to major)	107	2.76	0.89	21%	44%	26%	9%
15. Classroom facilities	121	2.93	0.69	19%	57%	22%	2%
16. Laboratory facilities	81	2.77	0.73	14%	53%	30%	4%
17. Quality of computer labs	118	2.91	0.73	21%	49%	29%	1%
18. Availability of computer labs	118	2.60	0.90	18%	35%	37%	10%
19. Overall attitude of faculty toward students	123	3.20	0.70	35%	52%	11%	2%
20. Overall quality of faculty	122	3.21	0.66	33%	57%	8%	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	47	3.43	0.72	53%	38%	6%	2%
2. Helpfulness of advisor	47	3.30	0.86	51%	32%	13%	4%
3. Quality of printed information about program	47	3.13	0.77	34%	47%	17%	2%
4. Courses as preparation for a liberal education	36	3.11	0.75	31%	53%	14%	3%
5. Courses as preparation for employment	45	2.78	0.85	20%	44%	29%	7%
6. Courses as preparation for graduate school	37	3.03	0.90	32%	46%	14%	8%
7. Organization of the curriculum	47	3.11	0.70	28%	57%	13%	2%
8. Quality of lower division courses (core)	43	3.00	0.79	26%	54%	16%	5%
9. Quality of upper division courses (major)	47	3.34	0.64	43%	49%	9%	0%
10. Fairness of grading	47	3.28	0.71	43%	43%	15%	0%
11. Opportunities for interaction with faculty	47	3.45	0.75	57%	32%	9%	2%
12. Practicum or internship experiences	28	3.07	1.09	46%	29%	11%	14%
13. Library collection/resources (for major)	46	2.80	0.81	17%	52%	24%	7%
14. Library facilities (as relate to major)	43	2.79	0.91	21%	49%	19%	12%
15. Classroom facilities	47	3.00	0.69	21%	60%	17%	2%
16. Laboratory facilities	32	2.75	0.80	16%	50%	28%	6%
17. Quality of computer labs	45	2.98	0.69	22%	53%	24%	0%
18. Availability of computer labs	45	2.69	0.87	18%	42%	31%	9%
19. Overall attitude of faculty towards students	47	3.38	0.65	47%	45%	9%	0%
20. Overall quality of faculty	47	3.26	0.71	38%	51%	9%	2%

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	29	3.14	0.69	31%	52%	17%	0%
2. Helpfulness of advisor	29	3.07	0.88	35%	45%	14%	7%
3. Quality of printed information about program	28	2.86	0.65	14%	57%	29%	0%
4. Courses as preparation for a liberal education	17	2.77	0.56	6%	65%	29%	0%
5. Courses as preparation for employment	27	2.59	0.80	11%	44%	37%	7%
6. Courses as preparation for graduate school	14	2.50	0.86	14%	29%	50%	7%
7. Organization of the curriculum	29	2.86	0.79	21%	48%	28%	3%
8. Quality of lower division courses (core)	22	2.55	0.80	9%	46%	36%	9%
9. Quality of upper division courses (major)	29	3.14	0.64	28%	59%	14%	0%
10. Fairness of grading	29	3.07	0.59	21%	66%	14%	0%
11. Opportunities for interaction with faculty	29	3.28	0.75	45%	38%	17%	0%
12. Practicum or internship experiences	11	2.82	1.08	36%	18%	36%	9%
13. Library collection/resources (for major)	22	2.59	0.59	5%	50%	46%	0%
14. Library facilities (as relate to major)	24	2.63	0.65	8%	46%	46%	0%
15. Classroom facilities	29	2.90	0.62	10%	72%	14%	3%
16. Laboratory facilities	16	2.81	0.54	6%	69%	25%	0%
17. Quality of computer labs	28	2.86	0.71	18%	50%	32%	0%
18. Availability of computer labs	28	2.39	0.99	14%	32%	32%	21%
19. Overall attitude of faculty toward students	29	3.07	0.65	24%	59%	17%	0%
20. Overall quality of faculty	29	3.14	0.52	21%	72%	7%	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	3.47	0.70	58%	32%	11%	0%
2. Helpfulness of advisor	19	3.37	0.83	53%	37%	5%	5%
3. Quality of printed information about program	19	3.05	0.52	16%	74%	11%	0%
4. Courses as preparation for a liberal education	17	3.12	0.60	24%	65%	12%	0%
5. Courses as preparation for employment	18	2.89	0.83	28%	33%	39%	0%
6. Courses as preparation for graduate school	11	2.91	0.94	27%	46%	18%	9%
7. Organization of the curriculum	18	3.00	0.77	22%	61%	11%	6%
8. Quality of lower division courses (core)	15	2.60	0.74	13%	33%	53%	0%
9. Quality of upper division courses (major)	19	3.26	0.45	26%	74%	0%	0%
10. Fairness of grading	19	3.11	0.57	21%	68%	11%	0%
11. Opportunities for interaction with faculty	19	3.53	0.61	58%	37%	5%	0%
12. Practicum or internship experiences	12	3.42	1.08	75%	0%	17%	8%
13. Library collection/resources (for major)	18	2.50	1.10	28%	11%	44%	17%
14. Library facilities (as relate to major)	15	2.47	1.13	27%	13%	40%	20%
15. Classroom facilities	18	2.72	0.75	17%	39%	44%	0%
16. Laboratory facilities	13	2.69	0.75	15%	39%	46%	0%
17. Quality of computer labs	19	2.63	0.68	11%	42%	47%	0%
18. Availability of computer labs	19	2.37	0.76	11%	21%	63%	5%
19. Overall attitude of faculty toward students	19	3.21	0.71	37%	47%	16%	0%
20. Overall quality of faculty	18	3.22	0.65	33%	56%	11%	0%

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

**Alumni's Rating of Their 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	4	3.00	0.82	25%	50%	25%	0%
2. Helpfulness of advisor	4	3.00	0.82	25%	50%	25%	0%
3. Quality of printed information about program	4	2.75	0.50	0%	75%	25%	0%
4. Courses as preparation for a liberal education	2	3.00	0.00	0%	100%	0%	0%
5. Courses as preparation for employment	4	2.50	0.58	0%	50%	50%	0%
6. Courses as preparation for graduate school	3	2.67	0.58	0%	67%	33%	0%
7. Organization of the curriculum	4	2.50	0.58	0%	50%	50%	0%
8. Quality of lower division courses (core)	2	3.50	0.71	50%	50%	0%	0%
9. Quality of upper division courses (major)	4	2.50	0.58	0%	50%	50%	0%
10. Fairness of grading	4	2.75	0.50	0%	75%	25%	0%
11. Opportunities for interaction with faculty	4	3.25	0.50	25%	75%	0%	0%
12. Practicum or internship experiences	4	3.50	0.58	50%	50%	0%	0%
13. Library collection/resources (for major)	3	3.00	0.00	0%	100%	0%	0%
14. Library facilities (as relate to major)	3	3.33	0.58	33%	67%	0%	0%
15. Classroom facilities	3	3.00	0.00	0%	100%	0%	0%
16. Laboratory facilities	2	3.00	0.00	0%	100%	0%	0%
17. Quality of computer labs	4	3.25	0.50	25%	75%	0%	0%
18. Availability of computer labs	4	2.75	0.50	0%	75%	25%	0%
19. Overall attitude of faculty toward students	4	2.50	1.00	0%	75%	0%	25%
20. Overall quality of faculty	4	2.50	0.58	0%	50%	50%	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	3.50	0.61	55%	40%	5%	0%
2. Helpfulness of advisor	20	3.55	0.69	65%	25%	10%	0%
3. Quality of printed information about program	19	3.05	0.71	26%	53%	21%	0%
4. Courses as preparation for a liberal education	13	2.77	0.73	8%	69%	15%	8%
5. Courses as preparation for employment	18	2.83	0.86	22%	44%	28%	6%
6. Courses as preparation for graduate school	14	2.93	1.00	29%	50%	7%	14%
7. Organization of the curriculum	20	3.20	0.83	40%	45%	10%	5%
8. Quality of lower division courses (core)	15	3.13	0.52	20%	73%	7%	0%
9. Quality of upper division courses (major)	18	3.28	0.83	44%	44%	6%	6%
10. Fairness of grading	19	3.21	0.63	32%	58%	11%	0%
11. Opportunities for interaction with faculty	20	3.15	1.04	50%	25%	15%	10%
12. Practicum or internship experiences	17	3.12	0.78	29%	59%	6%	6%
13. Library collection/resources (for major)	18	2.94	0.94	28%	50%	11%	11%
14. Library facilities (as relate to major)	18	2.94	0.94	28%	50%	11%	11%
15. Classroom facilities	20	2.95	0.83	30%	35%	35%	0%
16. Laboratory facilities	16	2.75	0.86	19%	44%	31%	6%
17. Quality of computer labs	18	3.06	0.87	33%	44%	17%	6%
18. Availability of computer labs	18	2.83	0.99	33%	22%	39%	6%
19. Overall attitude of faculty toward students	20	3.10	0.79	30%	55%	10%	5%
20. Overall quality of faculty	20	3.35	0.75	45%	50%	0%	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 Atmosphere For Learning

Atmosphere for Learning (All Alumni)	N	Mean	SD	Quality of Ratings			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
1. My academic experiences were	124	3.25	0.55	31%	64%	6%	0%
2. My social experiences were	122	3.26	0.68	39%	50%	11%	1%
3. The classes I took, were	124	3.15	0.60	25%	67%	7%	2%
4. The friendliness of the University was	122	3.19	0.71	34%	54%	10%	3%
5. General campus attractiveness was	122	3.53	0.58	56%	42%	2%	1%
	N	Mean	SD	Agreement with Statement			
				DY (4)	PY (3)	PN (2)	DN (1)
6. VSU helped me develop and demonstrate my ability to think critically and independently	124	3.40	0.67	49%	44%	6%	2%
7. VSU helped me engage in free and open exchange of ideas	124	3.36	0.75	49%	40%	9%	2%
8. VSU helped me acquire and draw upon knowledge embodied in liberal arts	122	3.17	0.83	39%	46%	10%	6%
9. VSU helped me function in a professional setting and act with ethical awareness	124	3.40	0.70	51%	40%	7%	2%
10. VSU encouraged me to expand my range of human experience through a variety of personal relationships, cultural experiences, social events, artistic activities, and political	121	3.31	0.75	46%	41%	10%	3%
11. If I began my college experience again, I would choose to attend VSU	124	3.34	0.83	53%	31%	13%	3%
12. I would recommend VSU to others	124	3.52	0.70	62%	31%	5%	2%
13. How would you perceive the quality of education provided by VSU compared with that of other universities/colleges?	123	2.81	1.04	27%	46%	8%	19%

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 presented; minor editing has been applied to a few comments

- ♦ Don't be afraid to flunk students! VSU didn't challenge me enough because the classes had to be dumbed down for the people that shouldn't have been admitted to begin with!
- ♦ I would have loved some information on all of the types of organizations/clubs that VSU offered sooner than I realized instead of my junior year. I would have loved a better enforcement of rules and regulations in the residence halls.
- ♦ The main improvement that I would recommend to VSU is parking space. There are very few parking spaces on campus for students who do not live in the dorms.
- ♦ Would like to continue my education at VSU. I want to gain my teaching certification and masters, but the VSU School of Education hasn't been any help. I have a 3.4 GPA. School of Education is rude and could care less about helping students. Other universities have been super nice, and tried to help in any way. They try to help students gain their degrees quickly.

- They're not after the money like VSU.
- ♦ I feel that more courses should be offered that relate to 'real world' daily activities. Examples include investing, portfolios, banking, loans, mortgages, insurance options, etc. These subjects were not described and discussed enough.
 - ♦ I have had two jobs since graduation and neither has been related to my field of study. I engaged the SOCI program, but I don't think it prepared me for a job in the field. I would think the internship program would have made a difference. I did not participate. I think it should be required. Thank you.
 - ♦ I would recommend having a student mentor/big brother/big sister program for the freshman and sophomores who are just starting their major. These individuals could help guide and indoctrinate the new students into their programs.
 - ♦ My experience in my major would have been better if VSU could have kept the great

Alumni's Comments

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

quality professors. All professors, but one, left the department because of lack of competitive compensation compared to other universities.

- ◆ The University was a fair experience, but the Computer Science program is very outdated compared to the IT world. The CS Faculty are (were) set in their old ways.

- ◆ Spend more money on faculty and facilities.

- ◆ I am currently attending law school. Legal Assisting was my major at VSU and I obtained my minor in Criminal Justice. I would like to commend the LEAS and CRJU professors in preparing me for law school. I would especially like to commend my advisor.

- ◆ I majored in education, but ironically I only took about six or so education classes. My content area was English and I took about 14 English classes. In my opinion, the education classes were a waste of time and money. They can sum up everything a future teacher needs to know in two classes. Give future teachers more hands-on experience and stop the useless in-class time.

- ◆ Regarding questions 64-68; they are all things one should be taught before one goes to college! My mother did this!

- ◆ Questionnaire should include Campus at King's Bay and the faculty that teaches courses at that site. As an adult learner, full employee, I did not participate in the typical campus life. Perhaps a questionnaire designed for the atypical student would offer the university another perspective of learning and contribute some additional information on how undergraduate and graduate degrees impact those of us who currently have jobs. Courses designed for the professional adult learner would be helpful for future generations. I enjoyed and appreciated having the opportunity to participate in the CJ program. I have recommended the experience to numerous co-workers and it is wonderful to see others experience the excitement of finally achieving a lifelong goal. I would suggest that for those of us who did not attend classes on campus and

joined various alumni organizations, i.e. honor societies, that contacts be designated to ensure information is easily achieved after graduation. I have not received any information regarding organizations

- ◆ Race prejudice continues to exist in Valdosta and the University, and it is among a lot of the faculty and staff. If you want the diversity to increase, the minority programs must also increase! The on campus housing cleanliness must improve! The shower heads in the dormitory should be changed at least once every other year if not more, and the carpet should be changed if it hasn't already. The outer appearance of the school looks great, but the inner part looks awful. I would recommend VSU to others only if they are pursuing a theatre degree. The theatre was excellent - everything else was terrible.

- ◆ 1) Of course parking is a main problem. 2) I encourage dorms to not be co-ed. 3) I suggest students should have to go through a seminar with their parents about financial aid and paying loans after graduation. 4) Another suggestion is having someone parents can call to see how kids are doing - a contact person who can let kids know that parents are concerned about them. I've seen so many college students turn out for the worst once leaving home. 5) OASIS is a great program. The person really cares about students! I would love to work in that program.

- ◆ I have been very disappointed with the Alumni Office. Only once have I received any correspondence from them. I have never been asked for a donation, I have never been invited to homecoming events, and I have never received the magazine. I inquired about my correct address and they had it on file, yet I still don't get any of their mailings. I am really surprised I have not been asked for a donation. I would gladly give to VSU every year if I were solicited. I give to VSU Athletics every year but never have I been asked by the University to give.

Alumni's Comments, continued

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

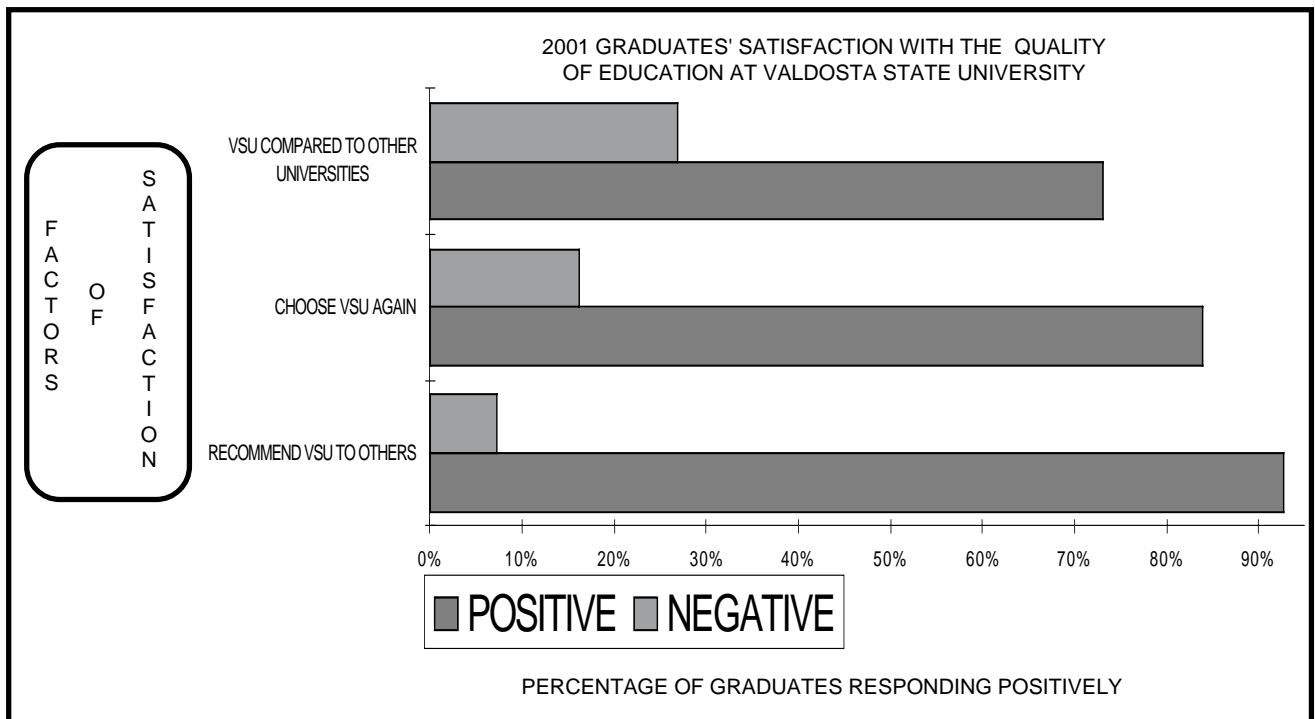
- ♦ I had the opportunity to know the president in the remaining few months that I had left to serve as SGA President. He is a great asset that I'm sure will lead VSU for some time to come.
- ♦ The university must continue to place great emphasis on the Arts at VSU. It would be an exciting day when the theatre, dance, music and art programs were as widely supported and attended on campus as sporting events are. The quality of the arts programs at VSU is top notch. These programs rank nationally and are definitely amongst the boldest and brightest in Georgia. Additional financial and moral support could never be wasted on continuing to develop the arts program at VSU.
- ♦ I have fond memories of VSU. I was changed for the better having attended. I made friends that will last a lifetime - no matter where we end up. I lived in the dorms for 4 years and treasure those times - I recommend everyone live in the dorms for at least one year - it grows a person. They weren't the most fun or in the best condition, but as my father told me, "it's good training". VSU has a great international program - I miss those students. I do feel I missed out on the school spirit of a big university. Also, many of the teachers were top rate, those that were not, however seemed to be on the schedule a great amount.
- ♦ To my mind, a university library ought to be at the university's center, its very heart. The lack of available parking; the paucity of current materials, and above all, its circumscribed weekend hours are serious flaws. For many, weekends, Friday afternoon and onward, are the only times students have free for research. The constant state of computer malfunction doesn't help. Closing down the university at 3:00 p.m. on Fridays is a constant irritant.
- ♦ The communication disorders program has a very qualified staff and is overall a very good preparation for a job in the school setting; however it lacks in preparing students for work in the health-care setting. Improvements could include a course on report writing, an undergrad

- course in diplegia and more practicum experience related to health care, i.e., option to observe/help a SLP in the nursing homes or hospital. VSU does a great job of providing coursework for the school-based SLP, but it would be beneficial not only to the students, but future employers as well, if students had more experience with report writing and hospital/nursing home work.
- ♦ The activities for students should be equally balanced for all students. For example, concerts offered for all students of different ethnic backgrounds. Also, the cost of the Bookstore materials is too much. Some students can hardly afford school itself and it's a shame for some books to cost over \$100 for one. Hope this is helpful and may it inspire a change. Thanks.
 - ♦ My overall experience with VSU was excellent! I loved all 4 years of school. The business program was great. I feel that it needs more focus with budgets and money in order to stay even with other colleges around the South. I didn't like the core classes at all. The teachers are distant and didn't seem to care at all. The business classes were well designed and the teachers generally cared a lot. The business department needs more computers and needs more technological equipment. Overall experience of VSU was wonderful! Also, the Greek system was excellent. It gives kids a fun way to meet friends, it's excellent!

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 2001 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-three percent of the 2001 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 one to two 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-three percent of the graduates said that they perceived the quality of education provided by VSU as better or the same when compared to other Universities.



Summary Highlights From 2001 VSU Alumni

- The three Services/Facilities with the highest rated average quality of service ratings were:
 - Handicapped Facilities
 - Special Services
 - University work-study program

- The three academic experiences with the highest rated average quality for the Major Field of Study were:
 - Availability of Advisor
 - Opportunities for Interaction with Faculty
 - Helpfulness of Advisor

- Sample Annual Salaries for First Job:
 - 37% earning \$27,000 or more
 - 17% earning between \$17,000 and \$21,999

- Sample Annual Salaries for Current Job:
 - 55% earning \$30,000 or more
 - 10% earning less than \$15,000

- Satisfaction with VSU was indicated by:
 - 94% rated their overall academic experience at VSU as Excellent to Good
 - 93% would recommend VSU to others
 - 84% would choose to attend VSU again