

1992 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 168 Alumni from the class of 1992 who completed the Valdosta State University Alumni Questionnaire. This represents a fourteen percent return rate. The information was collected from January 1, 1997, through June, 1997. This is the fourth year that a calendar year was used as opposed to a fiscal year. It is anticipated that these results will be used by colleges and departments as one indicator of how effective the University's programs and services are. In addition to this report, each department has received a supplementary report that provides summary statistics of its alumni's ratings for the academic experiences in the Major Field of Study for that department.

Melinda Cutchens, Administrative Coordinator, coordinated the collection of data and the coding of surveys. Graduate Assistant Karen Gray, Data Entry Clerk Holly Griffis, Student Assistants Amy Jones, Gina Dee Beasley, Stacy Booth, Stacey Cranor, Cathy Pope, and Heather Willis, 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 Planning, 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:

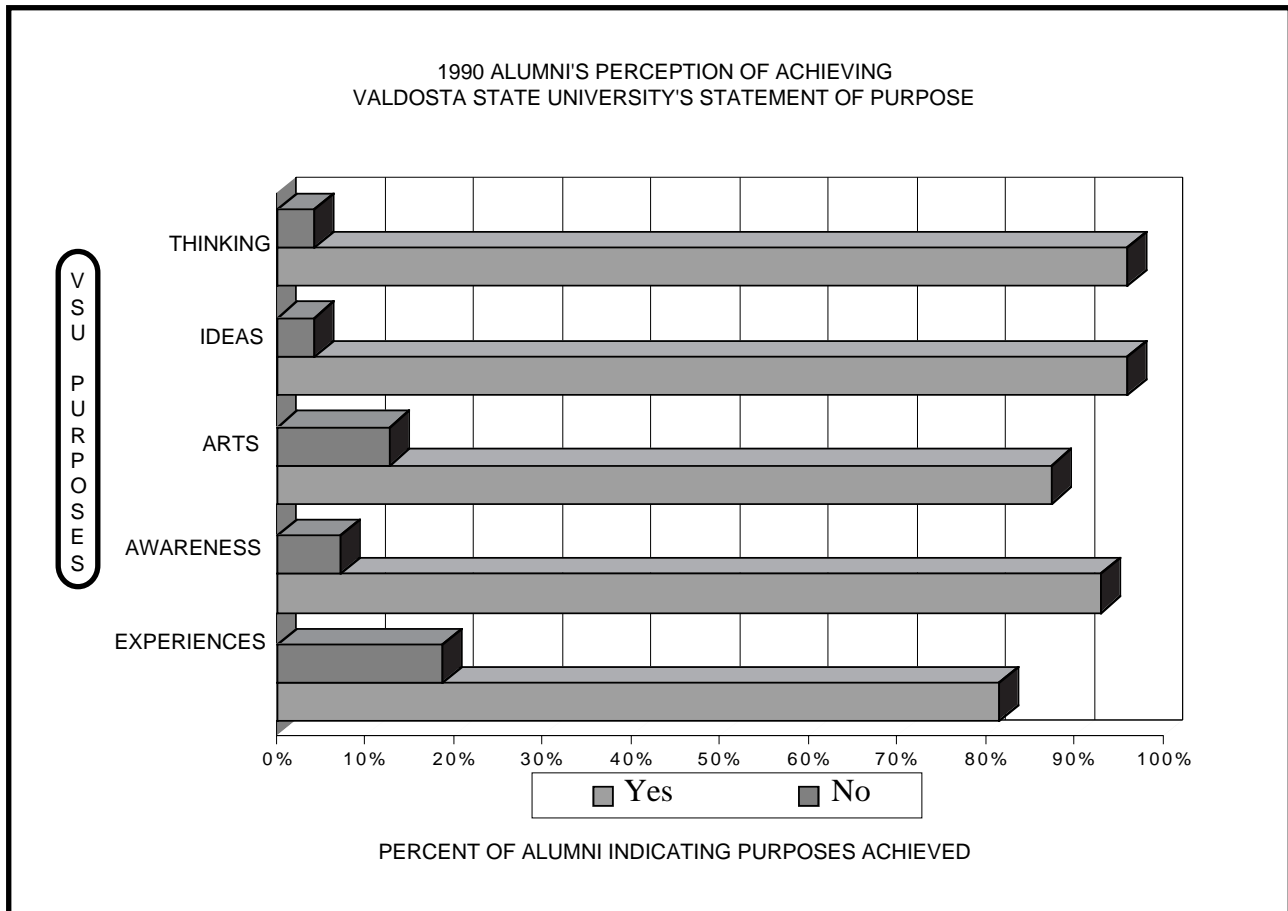
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How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness can be determined from the 1992 alumni who were asked to rate the extent to which their experiences at VSU contributed to achieving the following stated purposes of the University . . .

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

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

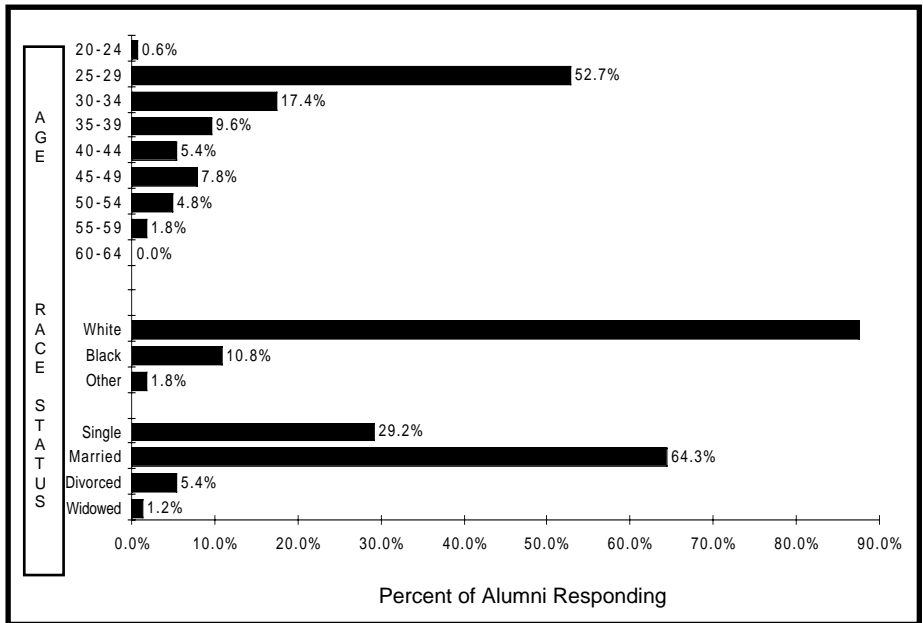


Description of The Responding Alumni

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

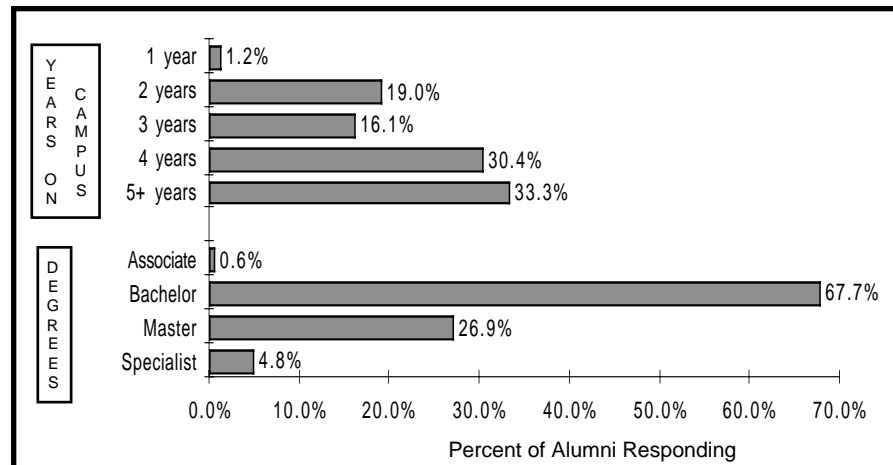
Background Characteristics

Of the 168 alumni responding to the questionnaire, over half of the 1992 alumni reported being less than thirty years of age. Nearly one-fifth were 30-34 years of age; nearly one-tenth were 35-39 years of age; five percent were 40-44 years of age; eight percent were 44-49 years of age and the remaining respondents were over 49 years of age. Female alumni represented sixty-seven percent of the sample with the remaining thirty-three percent representing male alumni. Distributions for race revealed that



eighty-seven percent of the alumni responding were White; eleven percent were Black; and less than two percent were classified as Other. Twenty-nine percent of the alumni reported being single while sixty-four percent of the alumni are married. Seven percent reported being divorced, widowed, or separated.

Attendance at VSU

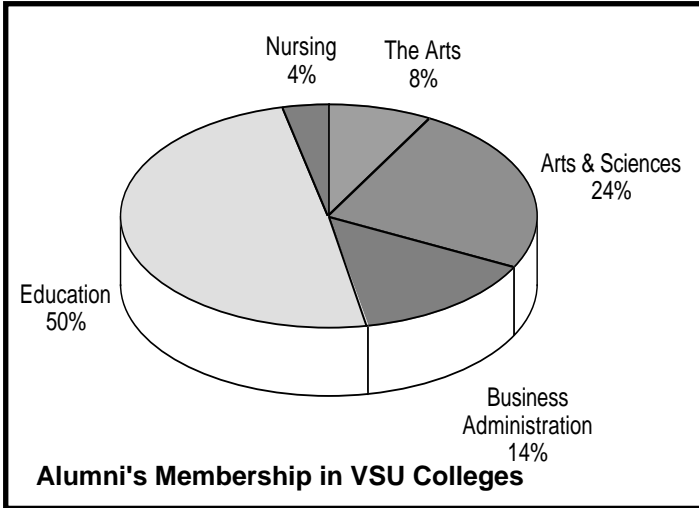


The 1992 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed one percent had attended for one year, and nineteen percent reported attending for two years. Sixteen percent had attended for three years and Thirty percent had attended VSU for the conventional four years. Thirty-three percent

of the alumni had attended for five or more years.

Degrees Earned

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



Membership in VSU Colleges

Fifty percent of the 1992 alumni identified their college as Education, with another twenty-four percent identifying their college as Arts and Sciences. The remaining twenty-six percent of the alumni were distributed among the other colleges as displayed in the circle graph to the left.

Preparation for Future Education

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

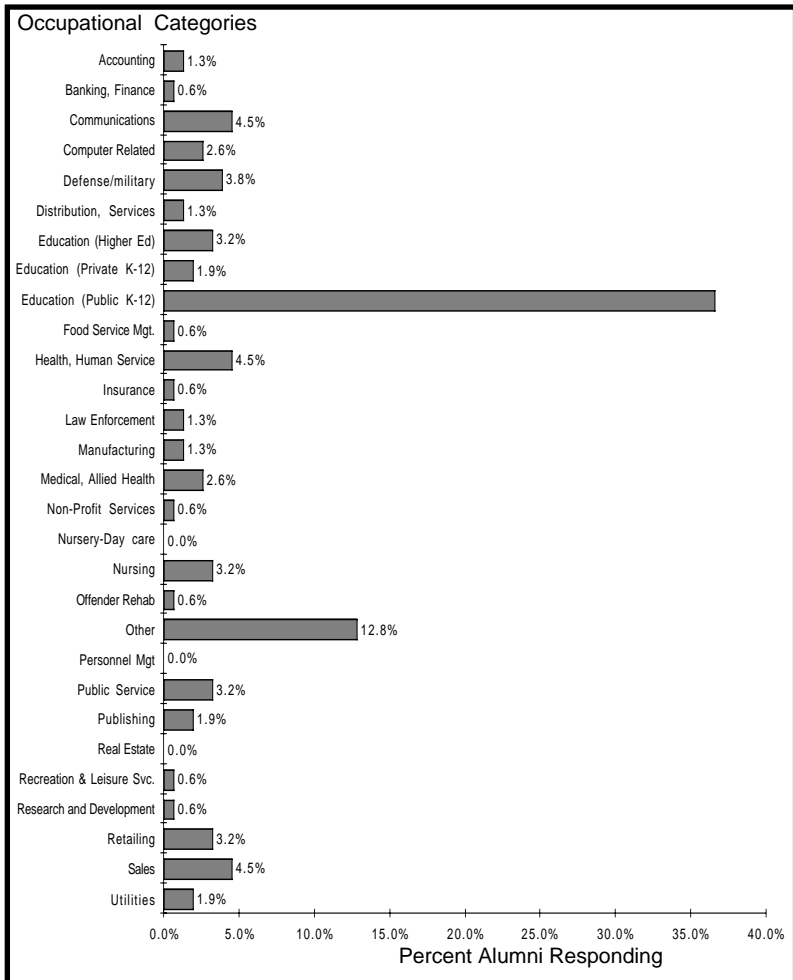
prepared the alumni for further education. As a measure of how courses in the respondents' major field of study were helpful in gaining admission to a professional school, forty-three percent of the alumni answered definitely yes; fifty-two percent answered probably yes; and two percent responded probably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

Preparation for Employment

The second indicator is how well Valdosta State University has prepared graduates for employment. Seventy-five percent of the 1991 alumni reported courses in their major field of study were definitely to probably helpful in obtaining employment; thirteen percent felt their major courses probably had not helped in gaining employment, while twelve percent reported courses in their major field definitely had not prepared them in obtaining employment.

Employment-Occupational Categories

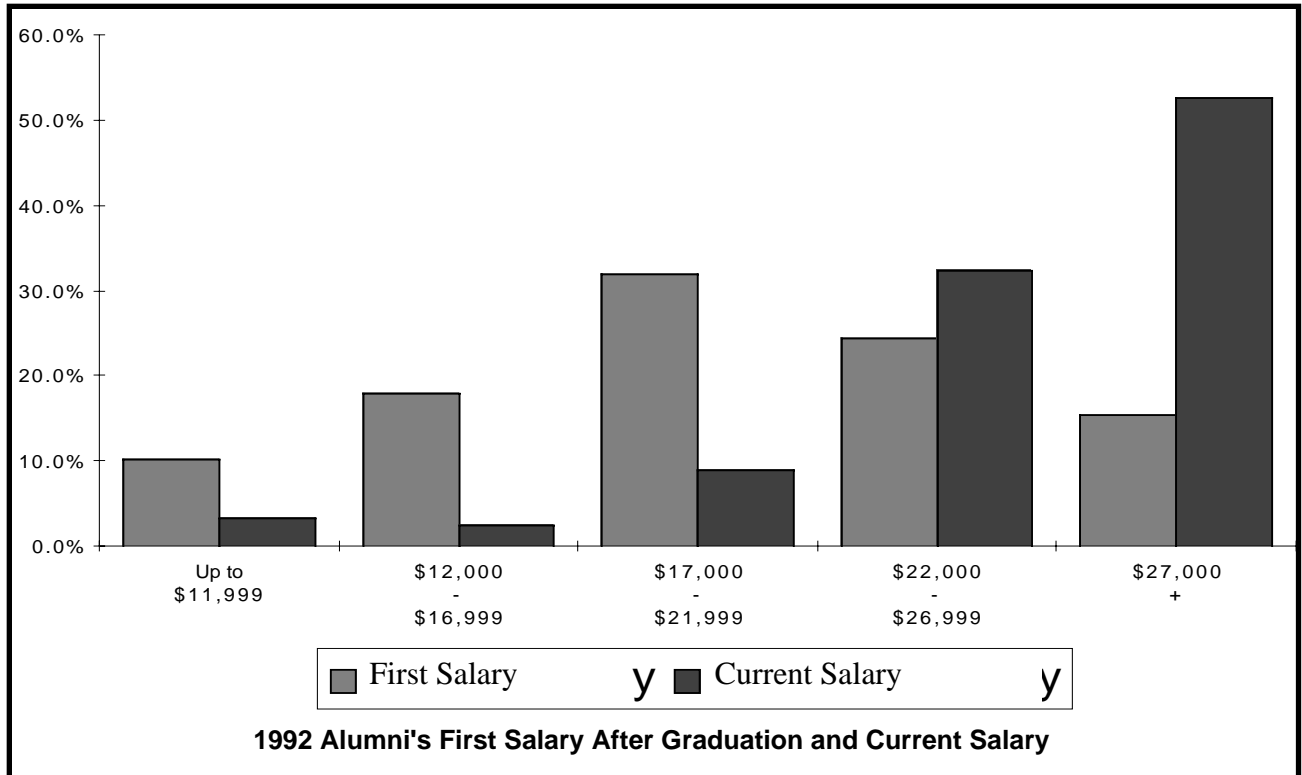
One of the objectives of the Alumni Questionnaire was to identify the occupational areas in which Valdosta State University alumni are currently employed. As shown by



the graph on the bottom of page six, thirty-six percent of the 1992 alumni are employed by public school systems grades K through 12. Ten percent of the alumni are employed in health related fields, and eight percent are employed in sales and retailing related fields. The remaining alumni are distributed among various other occupational areas.

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

Annual Salary History



The 1992 alumni were asked to list their annual salary range for their first job. Ten percent of the respondents had a salary below \$12,000; eighteen percent indicated their salary range was between \$12,000-\$16,999; thirty-two percent reported an annual salary range between \$17,000-\$21,999; twenty-four percent reported a range between \$22,000-\$26,999; and fifteen percent reported earning an average annual income of \$27,000 and above.

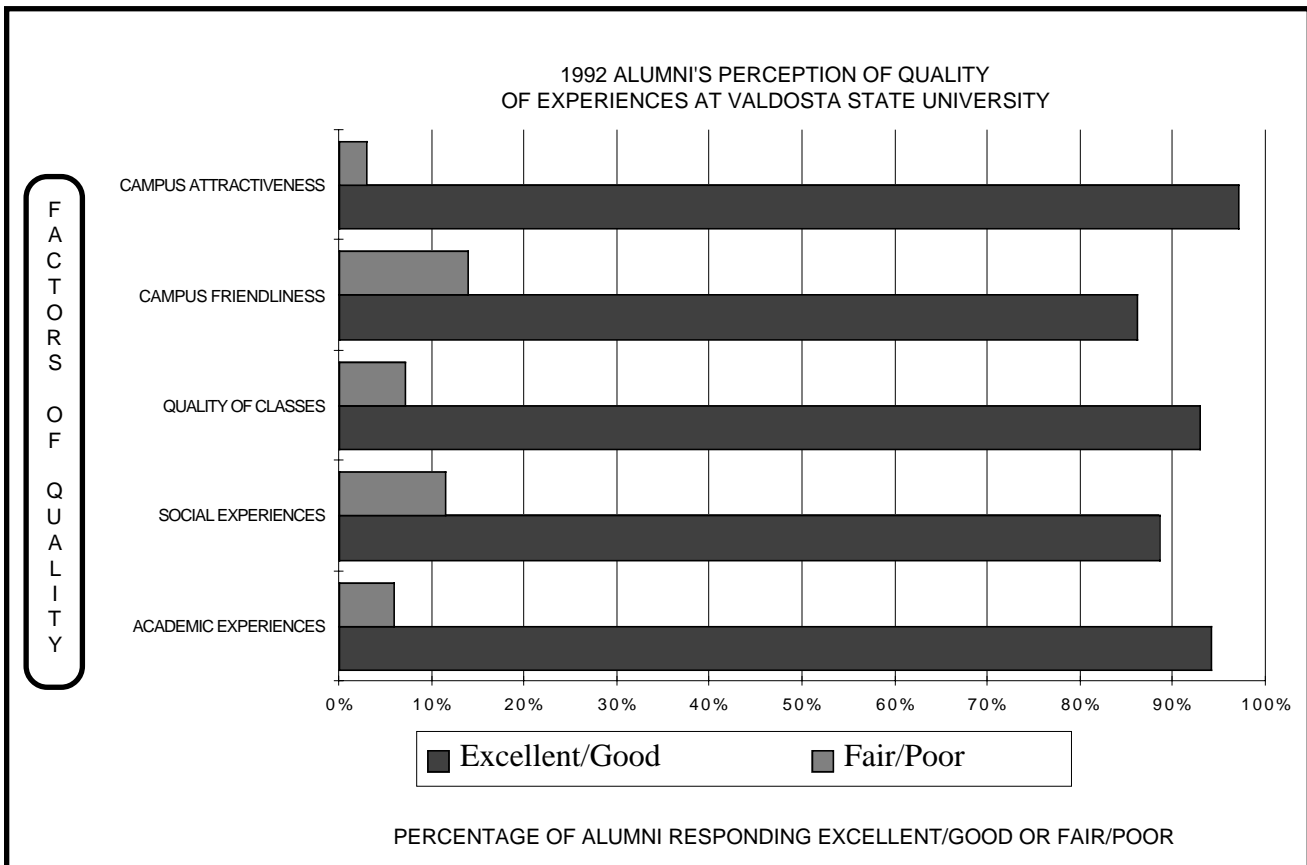
Finally, the alumni were asked to list their current annual salary. Compared to their first job, three percent of the 1992 alumni are making below \$12,000. Three percent are earning between \$12,000-\$16,999; nine percent are earning an annual salary range between \$17,000-\$21,999; thirty-three percent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

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

As an indicator of how effective the University is in creating an environment that is attractive and conducive to learning, the 1992 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 1992 alumni. Eighty-nine percent of the 1992 alumni rated their social experiences as excellent to good. Ninety-three 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-six percent of the 1992 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	70	2.81	0.60	9%	66%	24%	1%
2. Sororities & fraternities	42	3.10	0.98	41%	40%	7%	12%
3. Clubs & student organizations	76	2.87	0.57	8%	74%	16%	3%
4. Intramural program & services	63	3.25	0.76	43%	41%	14%	2%
5. Athletic facilities	90	3.14	0.74	32%	53%	11%	3%
6. Health services	110	2.90	0.70	17%	58%	22%	3%
7. Palms dining center	89	2.72	0.64	10%	52%	38%	0%
8. Blazer cafe	121	2.86	0.58	11%	65%	25%	0%
9. Oasis snack bar	137	2.85	0.65	12%	63%	23%	2%
10. VSU Bulletin/Catalog	158	3.08	0.56	20%	68%	11%	0%
11. Cooperative education program	37	3.08	0.82	24%	41%	32%	3%
12. University work-study program	38	2.95	0.80	24%	53%	18%	5%
13. Career planning services	68	2.50	0.94	12%	46%	24%	19%
14. Job placement services	52	2.40	1.05	15%	37%	21%	27%
15. Counseling center services	27	2.85	0.66	11%	67%	19%	4%
16. Testing services	70	2.83	0.64	11%	62%	26%	1%
17. Campus student employment	47	2.94	0.84	26%	49%	19%	6%
18. Minority counseling	11	2.82	0.98	27%	37%	27%	9%
19. Veterans services	15	2.80	0.77	13%	60%	20%	7%
20. Public safety	142	2.49	0.79	8%	44%	38%	11%
21. Bookstore	163	2.84	0.68	13%	60%	23%	3%
22. Post office	99	2.96	0.64	17%	63%	19%	1%
23. Office of the President	59	2.92	0.77	20%	56%	19%	5%
24. Office of Vice President for Academic Affairs	57	2.91	0.74	21%	51%	26%	2%
25. Office of Vice President for Business & Finance	64	2.81	0.73	16%	53%	28%	3%
26. Office of Vice President for Student Affairs	58	2.76	0.78	14%	55%	24%	7%
27. Dean's Office (of my school)	124	2.94	0.74	20%	57%	19%	4%
28. Admissions Office	158	2.75	0.67	10%	57%	30%	3%
29. Registrar's Office	161	2.58	0.78	9%	50%	32%	9%
30. Financial Aid Office	94	2.53	0.92	14%	41%	29%	16%
31. Residence Life Office	49	2.59	0.93	12%	53%	16%	18%
32. Graduate School Office	76	3.08	0.78	30%	51%	15%	4%
33. Continuing Education Office	30	3.13	0.63	24%	70%	3%	3%
34. Alumni Office	41	2.90	0.70	17%	59%	22%	2%
35. Handicapped facilities	17	2.88	0.99	29%	41%	18%	12%
36. Special Services	6	2.67	1.03	17%	50%	17%	16%
37. Distance learning courses	37	2.54	0.99	16%	41%	24%	19%
38. Honors Program	29	2.86	0.74	17%	55%	24%	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	166	3.13	0.86	40%	39%	17%	5%
2. Helpfulness of advisor	166	3.07	0.94	40%	33%	21%	7%
3. Quality of printed information about program	167	2.95	0.74	22%	54%	21%	3%
4. Courses as preparation for a liberal education	100	3.03	0.67	23%	58%	18%	1%
5. Courses as preparation for employment	156	2.80	0.83	19%	51%	23%	8%
6. Courses as preparation for graduate school	104	3.05	0.78	27%	57%	11%	6%
7. Organization of the curriculum	165	2.96	0.66	19%	60%	20%	1%
8. Quality of lower division courses (core)	131	2.89	0.65	15%	60%	24%	1%
9. Quality of upper division courses (major)	159	3.21	0.69	37%	48%	16%	
10. Fairness of grading	166	3.13	0.68	29%	56%	14%	1%
11. Opportunities for interaction with faculty	165	3.09	0.79	33%	45%	19%	2%
12. Practicum or internship experiences	88	3.08	0.83	33%	48%	14%	6%
13. Library collection/resources (for major)	164	2.91	0.76	22%	49%	26%	2%
14. Library facilities (as relate to major)	165	2.92	0.76	22%	50%	24%	3%
15. Classroom facilities	166	2.96	0.64	17%	63%	19%	1%
16. Laboratory facilities	99	2.81	0.70	14%	55%	29%	2%
17. Quality of computer labs	147	2.85	0.72	16%	56%	25%	3%
18. Availability of computer labs	146	2.65	0.83	13%	49%	29%	10%
19. Overall attitude of faculty toward students	168	3.07	0.71	26%	58%	13%	3%
20. Overall quality of faculty	168	3.14	0.68	30%	54%	16%	1%

**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	55	3.21	0.97	51%	29%	11%	9%
2. Helpfulness of advisor	55	3.23	0.94	49%	35%	7%	9%
3. Quality of printed information about program	54	2.98	0.76	22%	59%	13%	6%
4. Courses as preparation for a liberal education	42	3.21	0.71	38%	45%	17%	0%
5. Courses as preparation for employment	49	2.67	0.87	14%	51%	22%	12%
6. Courses as preparation for graduate school	37	3.16	0.76	35%	49%	14%	3%
7. Organization of the curriculum	53	3.07	0.75	30%	49%	19%	2%
8. Quality of lower division courses (core)	46	3.00	0.73	24%	54%	20%	2%
9. Quality of upper division courses (major)	52	3.46	0.67	56%	35%	10%	0%
10. Fairness of grading	55	3.27	0.62	35%	60%	4%	2%
11. Opportunities for interaction with faculty	55	3.43	0.66	53%	38%	9%	0%
12. Practicum or internship experiences	27	3.37	0.74	48%	44%	4%	4%
13. Library collection/resources (for major)	52	2.63	0.86	14%	48%	27%	12%
14. Library facilities (as relate to major)	51	2.64	0.82	12%	51%	28%	10%
15. Classroom facilities	55	3.05	0.73	27%	53%	18%	2%
16. Laboratory facilities	27	2.63	0.88	15%	44%	30%	11%
17. Quality of computer labs	48	2.97	0.78	27%	46%	25%	2%
18. Availability of computer labs	48	2.43	0.94	15%	31%	38%	17%
19. Overall attitude of faculty towards students	55	3.34	0.72	46%	47%	4%	4%
20. Overall quality of faculty	55	3.47	0.60	53%	42%	6%	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	23	2.69	1.02	26%	30%	30%	13%
2. Helpfulness of advisor	23	2.52	1.08	26%	17%	39%	17%
3. Quality of printed information about program	23	2.69	0.70	9%	57%	30%	4%
4. Courses as preparation for a liberal education	14	2.85	0.66	14%	57%	29%	0%
5. Courses as preparation for employment	21	2.95	0.59	14%	67%	19%	0%
6. Courses as preparation for graduate school	9	3.00	0.86	22%	67%	11%	0%
7. Organization of the curriculum	23	2.78	0.60	9%	61%	30%	0%
8. Quality of lower division courses (core)	23	2.78	0.52	4%	70%	26%	0%
9. Quality of upper division courses (major)	23	2.91	0.59	13%	65%	22%	0%
10. Fairness of grading	23	2.95	0.63	17..4	61%	22%	0%
11. Opportunities for interaction with faculty	22	2.86	0.94	27%	41%	23%	9%
12. Practicum or internship experiences	4	2.50	0.57	0%	50%	50%	0%
13. Library collection/resources (for major)	23	2.91	0.66	13%	70%	13%	4%
14. Library facilities (as relate to major)	23	2.87	0.69	13%	65%	17%	4%
15. Classroom facilities	23	2.87	0.69	17%	52%	30%	0%
16. Laboratory facilities	12	2.91	0.66	17%	58%	25%	0%
17. Quality of computer labs	23	2.87	0.87	22%	52%	17%	9%
18. Availability of computer labs	23	2.73	0.75	9%	65%	17%	9%
19. Overall attitude of faculty toward students	23	2.87	0.86	22%	52%	17%	9%
20. Overall quality of faculty	23	2.95	0.63	17%	61%	22%	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	13	3.07	1.03	46%	23%	23%	8%
2. Helpfulness of advisor	13	3.15	1.06	54%	15%	23%	8%
3. Quality of printed information about program	13	2.92	0.95	31%	39%	23%	8%
4. Courses as preparation for a liberal education	11	3.00	0.63	18%	64%	18%	0%
5. Courses as preparation for employment	13	2.38	0.77	8%	31%	54%	8%
6. Courses as preparation for graduate school	7	2.28	0.95	57%	14%	29%	0%
7. Organization of the curriculum	13	2.76	0.83	15%	54%	23%	8%
8. Quality of lower division courses (core)	9	2.88	0.33	0%	89%	11%	0%
9. Quality of upper division courses (major)	13	3.15	0.68	31%	54%	15%	0%
10. Fairness of grading	13	3.15	0.89	39%	46%	8%	8%
11. Opportunities for interaction with faculty	13	3.46	0.77	62%	23%	15%	0%
12. Practicum or internship experiences	8	3.12	1.12	50%	25%	13%	13%
13. Library collection/resources (for major)	12	2.75	0.96	25%	33%	33%	8%
14. Library facilities (as relate to major)	13	2.61	1.04	23%	31%	31%	15%
15. Classroom facilities	13	2.92	1.03	31%	46%	8%	15%
16. Laboratory facilities	11	2.72	0.46	0%	73%	27%	0%
17. Quality of computer labs	13	2.53	0.51	0%	54%	46%	0%
18. Availability of computer labs	13	2.07	0.95	8%	23%	39%	31%
19. Overall attitude of faculty toward students	13	3.23	0.92	46%	39%	8%	8%
20. Overall quality of faculty	13	3.23	0.83	46%	31%	23%	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	3.16	0.75	33%	50%	17%	0%
2. Helpfulness of advisor	6	3.33	5.16	33%	67%	0%	0%
3. Quality of printed information about program	6	3.00	0.63	17%	67%	17%	0%
4. Courses as preparation for a liberal education	2	3.00	0.00	0%	100%	0%	0%
5. Courses as preparation for employment	6	3.16	0.75	33%	50%	17%	0%
6. Courses as preparation for graduate school	4	3.50	0.58	50%	50%	0%	0%
7. Organization of the curriculum	6	3.33	0.52	33%	67%	0%	0%
8. Quality of lower division courses (core)	5	3.40	0.54	40%	60%	0%	0%
9. Quality of upper division courses (major)	5	3.60	0.54	60%	40%	0%	0%
10. Fairness of grading	6	3.00	0.89	33%	33%	33%	0%
11. Opportunities for interaction with faculty	6	3.00	0.89	33%	33%	33%	0%
12. Practicum or internship experiences	6	3.16	0.75	33%	50%	17%	0%
13. Library collection/resources (for major)	6	3.16	0.98	50%	17%	33%	0%
14. Library facilities (as relate to major)	6	3.16	0.98	50%	17%	33%	0%
15. Classroom facilities	6	2.83	0.75	17%	50%	33%	0%
16. Laboratory facilities	5	2.80	0.83	20%	40%	40%	0%
17. Quality of computer labs	3	2.66	0.57	0%	67%	33%	0%
18. Availability of computer labs	3	2.66	0.57	0%	67%	33%	0%
19. Overall attitude of faculty toward students	6	2.83	0.75	17%	50%	33%	0%
20. Overall quality of faculty	6	3.33	0.51	33%	67%	0%	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	78	3.12	0.84	37%	44%	14%	5%
2. Helpfulness of advisor	78	3.06	0.90	37%	39%	18%	6%
3. Quality of printed information about program	78	2.94	0.77	23%	53%	21%	4%
4. Courses as preparation for a liberal education	39	3.02	0.66	23%	56%	21%	0%
5. Courses as preparation for employment	72	2.87	0.82	22%	49%	24%	6%
6. Courses as preparation for graduate school	54	3.11	0.63	24%	65%	9%	2%
7. Organization of the curriculum	77	2.94	0.64	17%	62%	20%	1%
8. Quality of lower division courses (core)	54	2.88	0.69	19%	52%	30%	0%
9. Quality of upper division courses (major)	72	3.12	0.71	32%	49%	19%	0%
10. Fairness of grading	78	3.09	0.66	26%	59%	14%	1%
11. Opportunities for interaction with faculty	77	2.98	0.75	25%	52%	21%	3%
12. Practicum or internship experiences	52	3.15	0.66	29%	60%	10%	2%
13. Library collection/resources (for major)	76	2.86	0.68	17%	53%	30%	0%
14. Library facilities (as relate to major)	77	2.89	0.68	18%	53%	29%	0%
15. Classroom facilities	77	3.01	0.47	12%	78%	10%	0%
16. Laboratory facilities	43	2.74	0.72	12%	56%	28%	5%
17. Quality of computer labs	68	2.95	0.60	16%	63%	21%	0%
18. Availability of computer labs	67	2.74	0.70	10%	58%	27%	5%
19. Overall attitude of faculty toward students	79	3.10	0.61	23%	66%	10%	1%
20. Overall quality of faculty	79	3.10	0.59	23%	65%	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 Graduate School

Academic Experiences: Major Field of Study Graduate School	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	54	3.31	0.72	46%	39%	15%	0%
2. Helpfulness of advisor	54	3.26	0.85	48%	33%	15%	4%
3. Quality of printed information about program	54	2.91	0.71	17%	61%	19%	4%
4. Courses as preparation for a liberal education	25	3.00	0.65	20%	60%	20%	0%
5. Courses as preparation for employment	50	2.78	0.79	14%	58%	20%	8%
6. Courses as preparation for graduate school	42	3.07	0.64	21%	67%	10%	2%
7. Organization of the curriculum	53	2.91	0.60	11%	70%	17%	2%
8. Quality of lower division courses (core)	36	2.89	0.57	11%	67%	22%	0%
9. Quality of upper division courses (major)	46	3.04	0.63	22%	61%	17%	0%
10. Fairness of grading	54	3.13	0.65	26%	63%	9%	2%
11. Opportunities for interaction with faculty	53	3.15	0.72	34%	47%	19%	0%
12. Practicum or internship experiences	31	3.10	0.65	23%	68%	7%	3%
13. Library collection/resources (for major)	53	2.79	0.72	17%	45%	38%	0%
14. Library facilities (as relate to major)	54	2.78	0.72	17%	44%	39%	0%
15. Classroom facilities	54	2.87	0.48	6%	76%	19%	0%
16. Laboratory facilities	21	2.52	0.75	5%	52%	33%	10%
17. Quality of computer labs	43	2.74	0.66	12%	51%	37%	0%
18. Availability of computer labs	40	2.67	0.73	10%	53%	33%	5%
19. Overall attitude of faculty toward students	54	3.02	0.60	17%	70%	11%	2%
20. Overall quality of faculty	54	2.96	0.61	15%	69%	15%	2%

Alumni's Rating of Their Atmosphere For Learning

Atmosphere for Learning (All Alumni)	N	Mean	SD	Agreement with Statement			
				DY (4)	PY (3)	PN (2)	DN (1)
1. VSU encouraged thinking creatively & independently	168	3.41	0.61	46%	49%	3%	1%
2. VSU provided an environment for free and open exchange of ideas	168	3.40	0.59	45%	51%	4%	1%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	166	3.19	0.66	32%	55%	12%	1%
4. VSU helped me function in a professional setting & act with ethical awareness	168	3.38	0.65	46%	47%	6%	1%
5. VSU helped me expand my range of human experiences	166	3.16	0.80	38%	43%	16%	3%
6. If I started college over, I would choose to attend VSU	168	3.26	0.78	44%	41%	12%	3%
7. I would recommend VSU to others	168	3.51	0.62	57%	38%	5%	1%
	N	Mean	SD	Quality of Ratings			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
8. I would rate my academic experiences at VSU as . . .	168	3.27	0.56	33%	61%	6%	0%
9. I would rate my social experiences at VSU as . . .	166	3.19	0.70	33%	55%	9%	2%
10. The classes I took were . . .	168	3.17	0.54	24%	69%	7%	0%
11. The friendliness of the University was . . .	166	3.17	0.67	31%	55%	13%	1%
12. The general campus attractiveness was . . .	166	3.58	0.55	61%	36%	3%	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

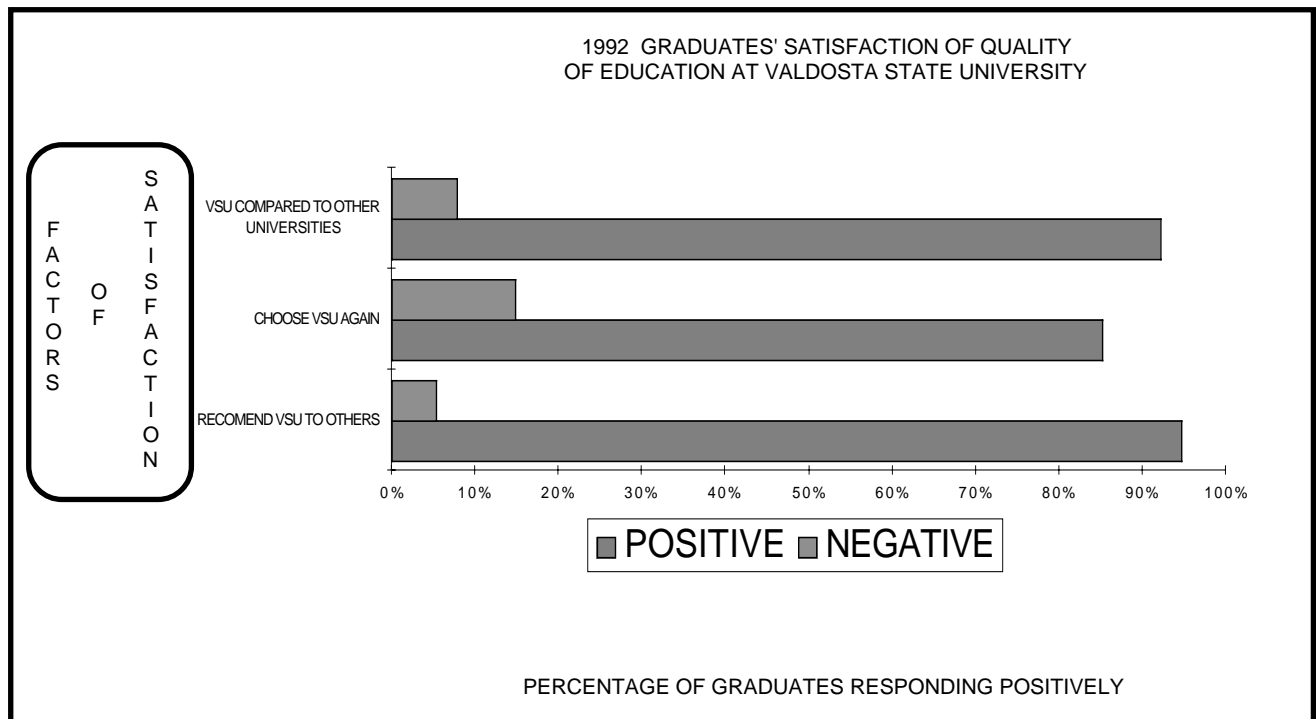
- ▶ The only improvement I can recommend is for the parking to improve. VSC, as I will always call it, is a great college and I enjoyed going there. South Georgia is lucky to have such a great college.
- ▶ The students would benefit if more research in the laboratories were offered. In addition to this, there should be more variety in biology classes offered. Other suggestions include: video store, travel agency/assistance, world wide web to include an on-line library catalog, on-line campus phone directory, software programs that allow students to register for classes, and communicate class schedules and assignments with professors. When students register for classes via telephone, they could pay their fees by credit card or if they will be receiving financial aid, it could be credited to their account.
- ▶ I loved it ! However the financial aid department was an extremely horrible experience. A lot of my time was wasted there. Speed up the aid process and even counselors assisting to provide students with the best loan or grant to apply for. I recommend VSU to anyone I know!!
- ▶ I feel that the Greek system at VSU was discriminated against. The Greek system did a lot of community service and also played an important role in higher education. The maturity and relationships I made were invaluable. I felt the biology department did an excellent job at preparing me for medical school.
- ▶ When I attended VSC it was fairly staffed to educate on communications IP.P but did not even begin to sufficiently educate on desktop graphics which has hurt my chances several times over.
- ▶ Available parking spaces for commuter students was a serious problem that no one wanted to address or acknowledge such existed.
- ▶ VSU played a vital role in my successful career. Offer Master level degrees in sociology, social work and other related at off-campus sites such as Moultrie.
- ▶ Adequate supplies are needed in bookstore for classes. Adequate parking for commuters. Facilities need to be accessible to all handicap including engaging in clubs and sport activities. The Recreation center needs to be taken serious. More hands on experience. Professors need to be able to have charges taken against them without the Vice President laughing at the student and saying they have tenure. I do not feel that I could ever recommend the Psychology department to anyone.
- ▶ Valdosta State was a great experience for me; but now that I'm not living in Valdosta (I live in Thomasville) I feel as though I'm not a part of VSU. I think that Alumni should be kept in regular touch with their school, i.e. newsletters, pix, stories, etc. Overall, VSU was and still is a wonderful place to attend college and the landscape is particularly beautiful.
- ▶ More parking on campus.
- ▶ Students would benefit through VSU offering a wide range of majors. Students who must attend college at night would benefit greatly if night classes were broaden and offered more frequently.
- ▶ I attended class on the Kings Bay Navel Base. The first day I visited the VSU campus was the day I picked up my cap and gown. Without the MPA program at Kings Bay, I probably would not have been able to go back to school for a Masters degree. The VSU staff at Kings Bay were great. Thank you for offering a Masters level program near my home and job.
- ▶ Stop the overt "classroom and grades favoritism" towards sorority and fraternity members.
- ▶ I feel the University needs to improve fraternity and sorority relations, so that one day they will support the school as Alumni - Greek housing and Fraternity row? Why force the Greeks out of their houses two years ago and nothing has been done with the land since? Why did they have to get off the land if you were not going to do anything with the land in the years to come? Not very good relations.
- ▶ I was very disappointed with the attitude taken by almost all staff

- I encountered, from the president on down, towards myself as an adult student. Instead of being treated as an adult with an equal intelligence level, as I had at other colleges, I found myself treated as an ignorant 18 yr. old. The whole VSC system was still geared to typical 18 - 24 yr. old full-time students with few other responsibilities. Where other colleges I attended not only bent various rules/requirements for their mature students, they enticed them with evening and weekend classes and credit for life experiences, etc. The structure of VSC as it was when I attended, made it very difficult for the adult student with children and a job to attend classes, much less obtain a degree. As a whole I hated my student days at VSC. With all the added pressures of returning to school, I certainly did not need to feel put down or degraded by what I considered to be adults of equal standing. With the exception of a few Nursing instructors, I found this to be the case throughout my time at VSC.
- ▶ As a major in Theatre who is pursuing acting, I found VSU as a school very unsupportive and tight funded in the Theatre Arts. It always seemed to be of the least important areas of education. However, I did find an overly competent faculty in the Theatre Arts. A faculty who was always available and constantly using their imagination with what little fund they were given. Always challenging every student to go beyond their potential. The only drawback being that their teaching did not always meet the practical points needed to pursue acting. Their knowledge, while helpful and extremely detailed, didn't necessarily prepare me to run and compete with the wolves of the entertainment industry.
 - ▶ Get Juniors into the Career Planning & Placement office. Get a feel for the job market. Send out resumes. Make Co-op opportunities and internships available to a wider variety of majors. All future employers want to see a healthy work background. It needs to be affordable for the average student. My classmates went to live with their parents in Atlanta to co-op. If you are not from Atlanta, you can't afford to work.
 - ▶ My only negative experience was the Financial Aid office. Though their job was complex and at times complicated they did not do a good job explaining those aspects. When assistance was needed, the feeling and atmosphere portrayed was one of hostility and that students were interrupting their day. I hope this has changed. My most positive experience was that VSU, Dept. of Sociology, Anthropology and Criminal Justice overprepared me educationally for obtaining my Master's degree from Florida State University. Excellent school! Keep up the good work!
 - ▶ Arriving in Valdosta to complete the Bach. degree, I was not aware of a library orientation. A classmate showed me around the library and gave me specific pointers for how to find the type of information I would need. The map identifying buildings were extremely helpful. The touch tone registration from home was wonderful. Instructors from other departments (not my major) were friendly and helpful on every occasion I sought advice or help. The fabulous VSU summer shows at Jeckyll Isl. were a strong influence on my ideas of the quality of education that I would receive at VSU. I had attended those shows for several years before coming to VSU. The VSU Camellia garden is one of the best kept secrets of South Georgia. My parents love it too, and found the campus to be lovely.
 - ▶ Learn to work with the students better as well as work with the Greeks. I feel strongly about the Greek system and feel it can help you with athletics if you allow the students to gather like most other successful universities.
 - ▶ When I was trying to register each quarter of my senior year it was very frustrating to not get classes I needed to graduate because they were filled. A priority should be given during registration. First day or two for seniors, next to juniors, and so on.

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 1992 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 1992 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-five 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, ninety-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 1992 VSU Alumni

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

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

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

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

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