

1995 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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June 1998

This report is a descriptive summary of the 120 VSU Alumni who graduated during the 1995 calendar year and completed the Valdosta State University Alumni Questionnaire. This represents a twelve percent return rate. The information was collected from January 1, 1998, through June 15, 1998. This is the first year that surveys were sent to alumni six to eighteen months after graduation. It is anticipated that these results will be used by colleges and departments as one indicator of 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 Stacey Cranor and Heather Willis coded all of the questionnaires, validated the data entry and proofed the report for accuracy. The report was prepared by Heather Willis and Ruth Salter, Assistant Director of Institutional Research and 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:

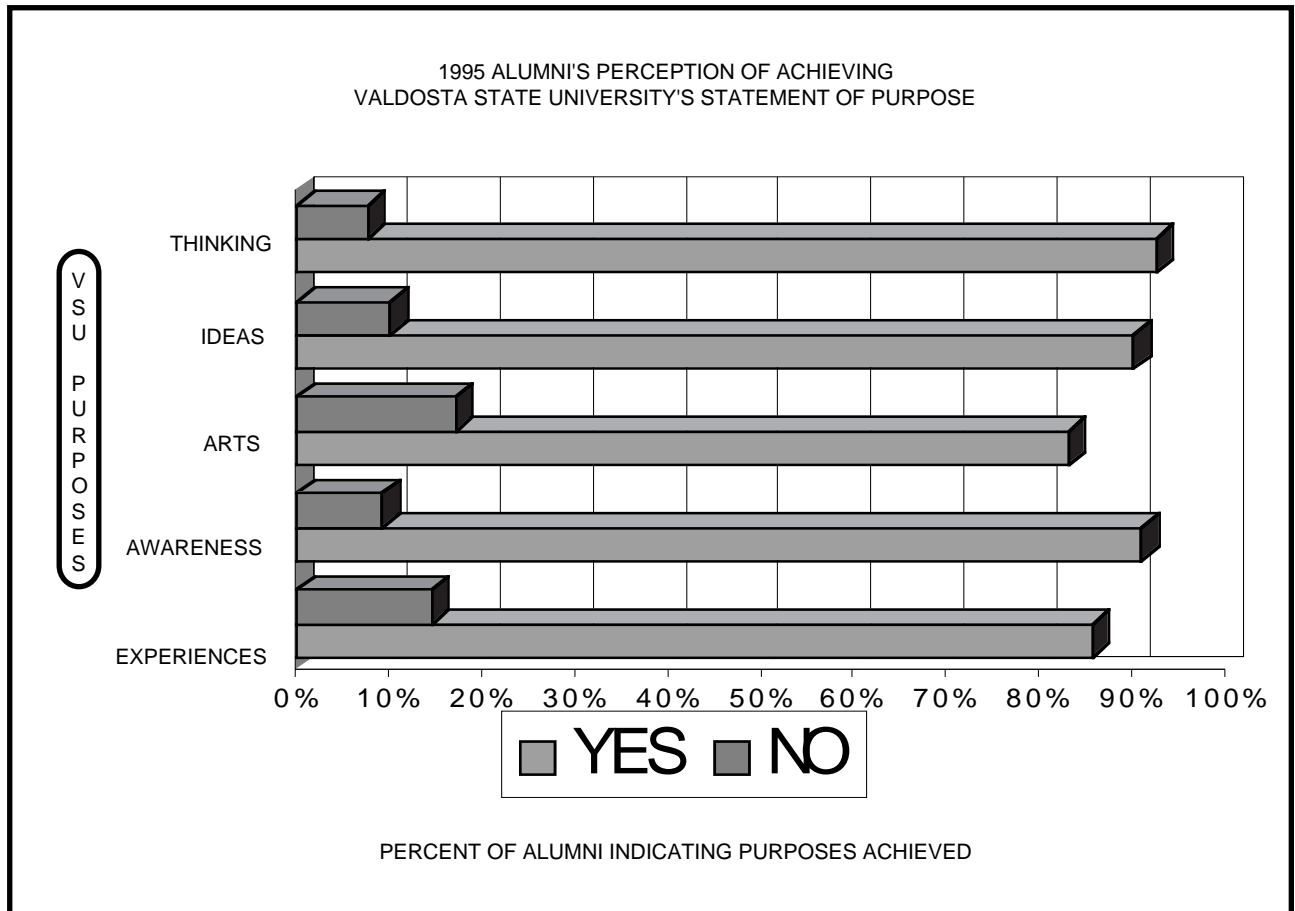
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### How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness can be determined from the 1995 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, exchange of ideas, 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 as well as providing an environment in which students could expand their range of human experiences.

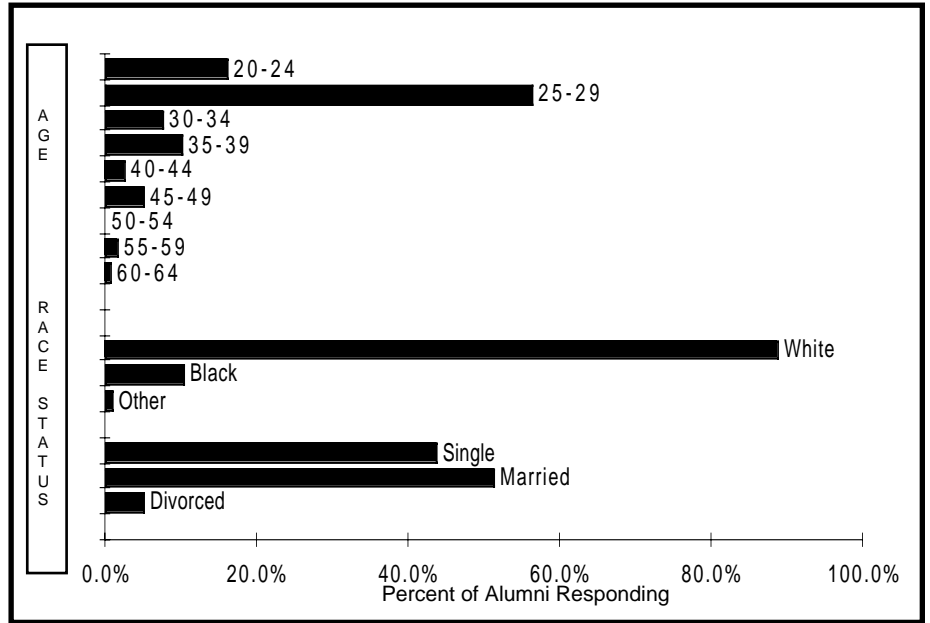


**Description of The Responding Alumni**

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**

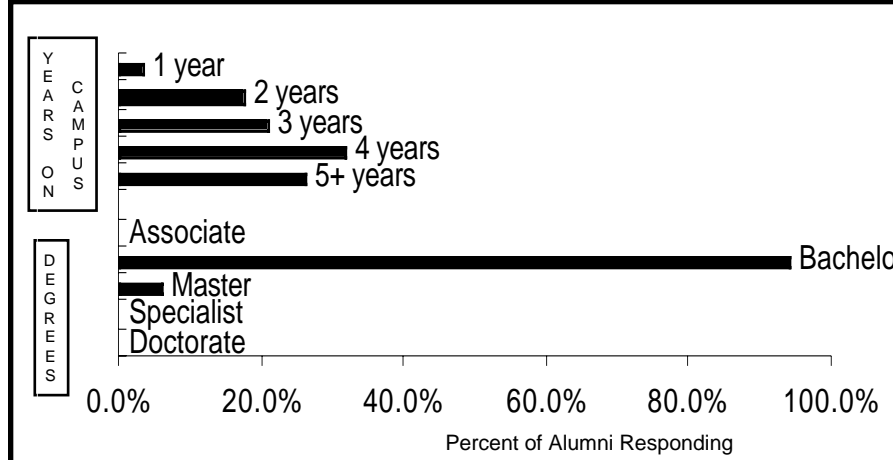
Of the 120 alumni responding to the questionnaire, sixteen percent of the 1995 alumni reported being 20-24 years of age. Over fifty-six percent were 25-29 years of age; nearly eight percent were 30-34 years of age; one-tenth were 35-39 years of age; and the remaining one-tenth were 40 years of age or older. Female alumni represented fifty-nine percent of the sample with the remaining forty-one percent representing male alumni. Distributions for race revealed that eighty-nine percent of the alumni polled



were White; ten percent were Black; and the remaining one percent was classified as Other. Forty-four percent of the alumni reported being single while fifty-one percent of the alumni are married. Five percent reported being divorced or separated.

**Attendance at VSU**

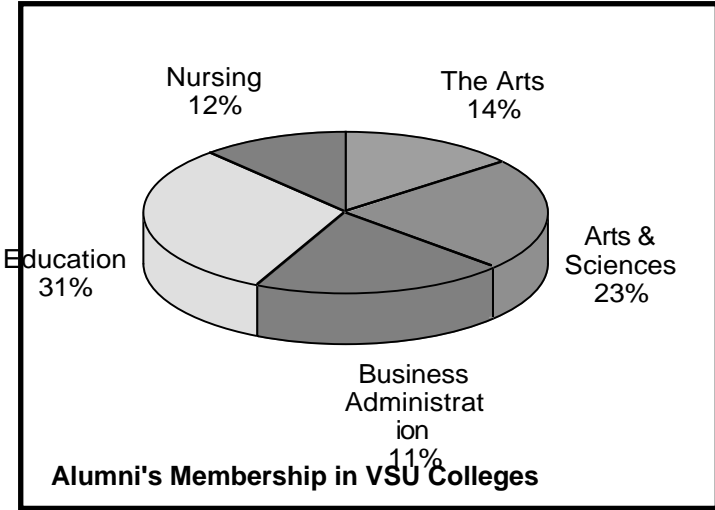
The 1995 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed three percent had attended for one year, and eighteen percent reported attending for two years.



Twenty-one percent had attended for three years and thirty-two percent had attended VSU for the conventional four years. Twenty-six percent of the alumni had attended for five or more years.

**Degrees Earned**

Ninety-four percent reported receiving a Bachelor's degree and six percent received a Master's degree.



**Membership in VSU Colleges**

Thirty-one percent of the 1995 alumni identified their college as Education, with another twenty-three percent identifying their college as Arts and Sciences. The remaining thirty-seven 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 them for further education. As a measure of

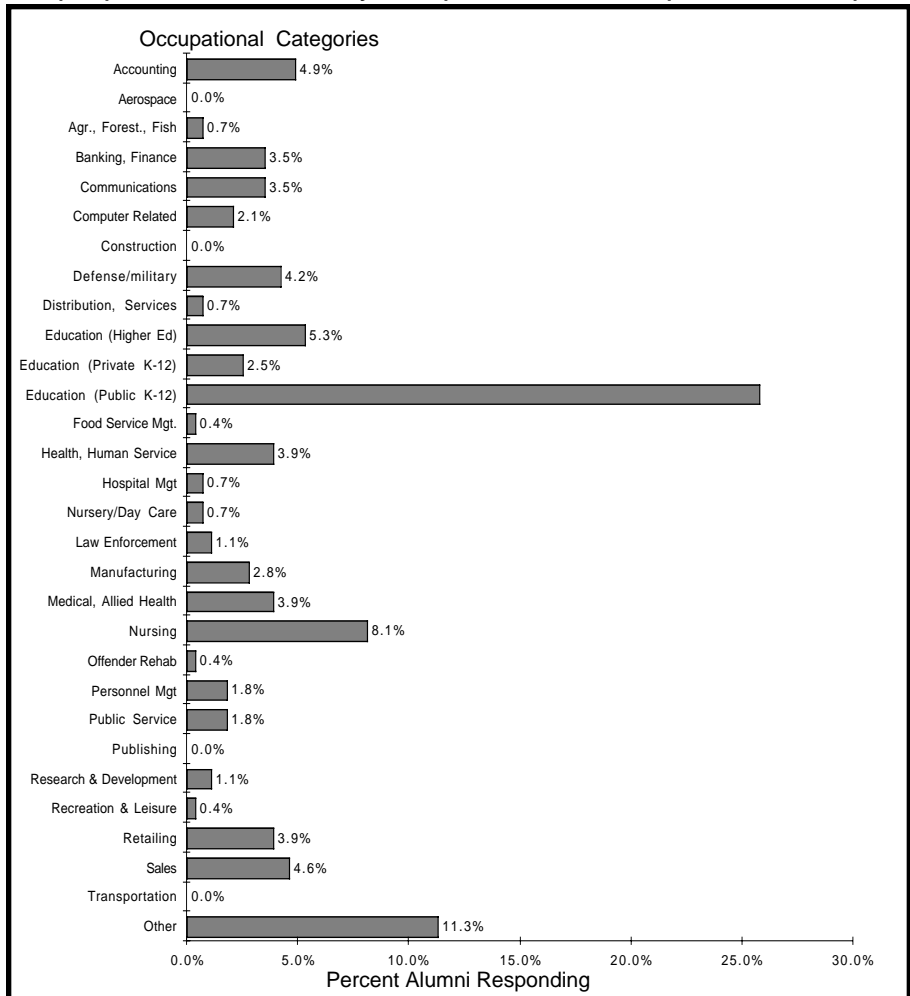
how courses in the respondents' major field of study were helpful in gaining admission to a professional school, forty-three percent of the alumni answered definitely yes; forty-three percent answered probably yes; eight answered probably no; and eight percent responded definitely no. Along the same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

**Preparation for Employment**

The second indicator is how well Valdosta State University has prepared graduates for employment. Seventy-eight percent of the 1995 alumni reported courses in their major field of study were definitely to probably helpful in obtaining employment; eleven percent felt their major courses probably had not helped in gaining employment, while eleven percent reported courses in their major were definitely not helpful.

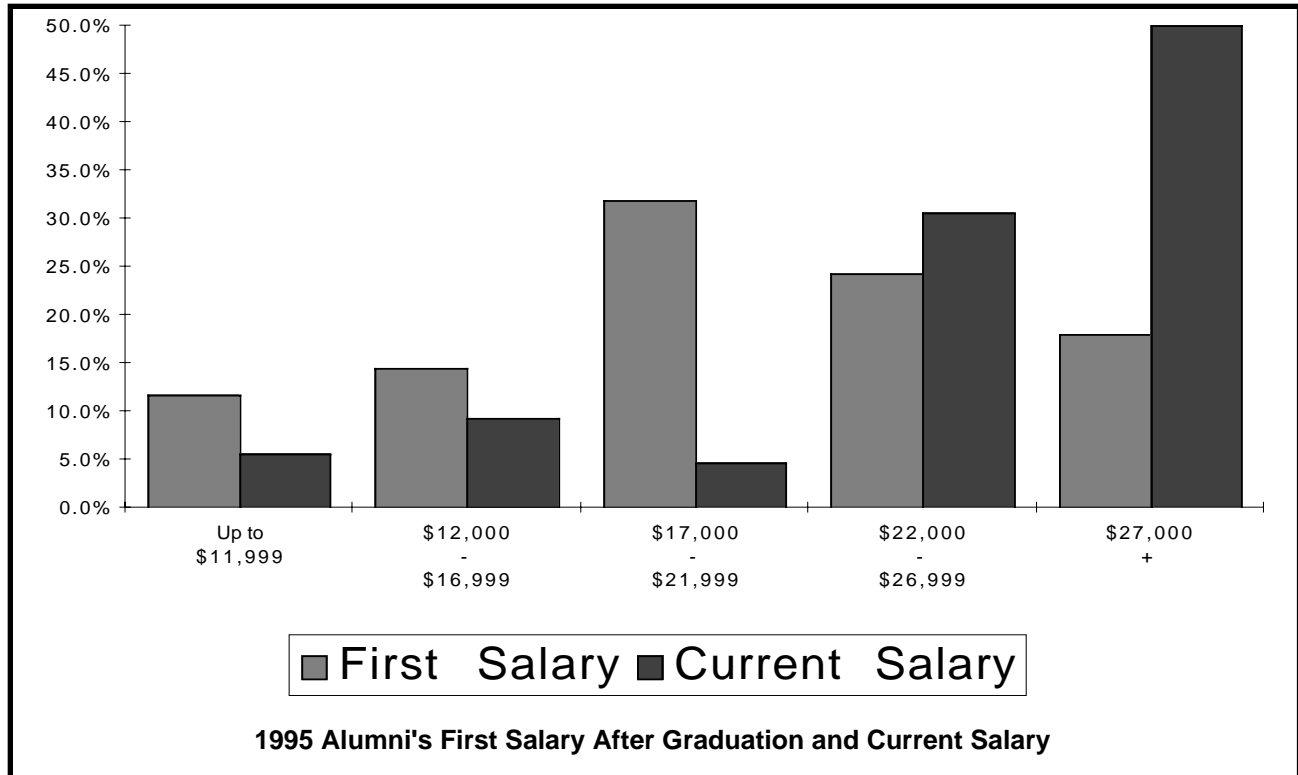
**Employment-Occupational Categories**

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, twenty-six percent of the 1995 alumni are employed by public school systems grades K through 12. Sixteen percent of the alumni are employed in health related fields, and nine percent are employed in sales and retailing related fields. The remaining forty-nine percent of the alumni are distributed among the twenty other occupational areas.

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



**Annual Salary History**

The 1995 alumni were asked to list their annual salary range for their first job. Twelve percent of the respondents had a salary below \$12,000; fourteen 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 eighteen percent reported earning an average annual income of \$27,000 and above.

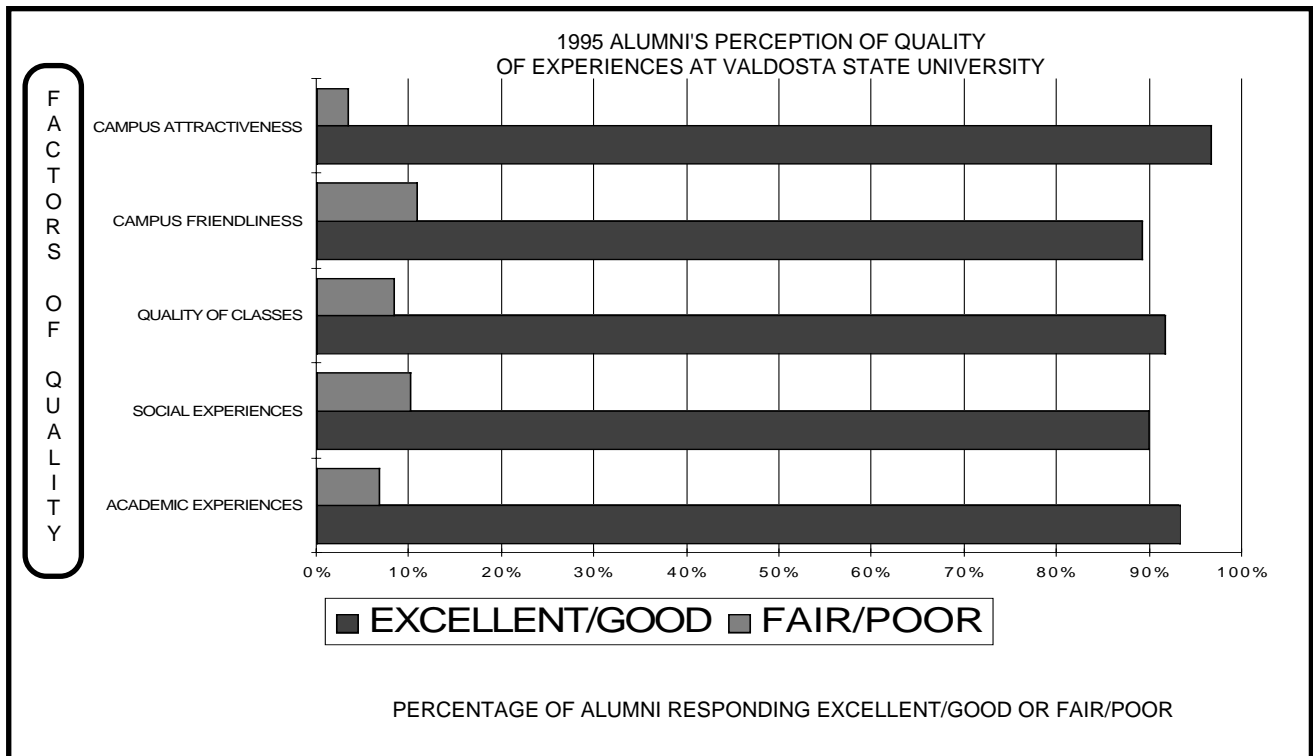
Finally, the alumni were asked to list their current annual salary. Compared to their first job, six percent of the 1996 alumni are making below \$12,000. Nine percent are earning between \$12,000-\$16,999; five percent are earning an annual salary range between \$17,000-\$21,999; thirty-one percent are earning between \$22,000-\$26,999; and fifty 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 1995 alumni were asked to rate the quality of their experiences at Valdosta State University on the following five factors: academic experiences, social experiences, quality of classes, friendliness of the University, and general campus attractiveness.

The results showing the percentage of alumni who rated the five factors as excellent to good are depicted graphically below. The academic experiences were rated as excellent to good by ninety-three percent of the 1995 alumni. Eighty-nine percent of the 1995 alumni rated their social experiences as excellent to good. Ninety-two 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-nine percent of the 1995 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<br>Responses of All Alumni | N   | Mean | SD   | Quality of Service |         |         |         |
|---|-----|------|------|--------------------|---------|---------|---------|
|   |     |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Housing & residence halls                                  | 49  | 2.61 | 0.64 | 4%                 | 57%     | 35%     | 4%      |
| 2. Sororities & fraternities                                  | 31  | 3.03 | 0.84 | 29%                | 52%     | 13%     | 7%      |
| 3. Clubs & student organizations                              | 70  | 2.77 | 0.59 | 7%                 | 64%     | 27%     | 1%      |
| 4. Intramural program & services                              | 48  | 3.02 | 0.56 | 17%                | 69%     | 15%     | 0%      |
| 5. Athletic facilities  | 78  | 2.91 | 0.81 | 22%                | 54%     | 18%     | 6%      |
| 6. Health services  | 94  | 2.76 | 0.81 | 16%                | 51%     | 26%     | 7%      |
| 7. Palms dining center  | 73  | 2.60 | 0.76 | 8%                 | 52%     | 32%     | 8%      |
| 8. Blazer cafe  | 100 | 2.83 | 0.71 | 14%                | 59%     | 23%     | 4%      |
| 9. Oasis snack bar  | 88  | 2.85 | 0.72 | 17%                | 53%     | 27%     | 2%      |
| 10. VSU Bulletin/Catalog                                      | 105 | 3.10 | 0.51 | 18%                | 73%     | 9%      | 0%      |
| 11. Cooperative education program                             | 27  | 3.07 | 0.68 | 26%                | 56%     | 19%     | 0%      |
| 12. University work-study program                             | 20  | 3.25 | 0.64 | 35%                | 55%     | 10%     | 0%      |
| 13. Career planning services                                  | 60  | 2.72 | 0.96 | 20%                | 47%     | 18%     | 15%     |
| 14. Job placement services                                    | 41  | 2.46 | 0.95 | 12%                | 42%     | 27%     | 20%     |
| 15. Counseling center services                                | 30  | 2.90 | 0.92 | 30%                | 37%     | 27%     | 7%      |
| 16. Testing services  | 55  | 2.84 | 0.74 | 16%                | 55%     | 26%     | 4%      |
| 17. Campus student employment                                 | 40  | 3.03 | 0.66 | 23%                | 58%     | 20%     | 0%      |
| 18. Minority counseling                                       | 8   | 3.13 | 0.64 | 25%                | 63%     | 13%     | 0%      |
| 19. Veterans services   | 11  | 3.18 | 0.87 | 46%                | 27%     | 27%     | 0%      |
| 20. Public safety   | 92  | 2.49 | 0.86 | 8%                 | 50%     | 26%     | 16%     |
| 21. Bookstore   | 116 | 2.67 | 0.78 | 12%                | 50%     | 31%     | 7%      |
| 22. Post office   | 66  | 2.97 | 0.70 | 21%                | 56%     | 21%     | 2%      |
| 23. Office of the President                                   | 48  | 2.94 | 0.81 | 23%                | 54%     | 17%     | 6%      |
| 24. Office of Vice President for Academic Affairs             | 46  | 2.93 | 0.71 | 20%                | 57%     | 22%     | 2%      |
| 25. Office of Vice President for Business & Finance           | 48  | 2.83 | 0.78 | 19%                | 50%     | 27%     | 4%      |
| 26. Office of Vice President for Student Affairs              | 46  | 2.89 | 0.74 | 17%                | 59%     | 20%     | 4%      |
| 27. Dean's Office (of my school)                              | 91  | 2.99 | 0.80 | 26%                | 51%     | 19%     | 4%      |
| 28. Admissions Office   | 111 | 2.77 | 0.71 | 11%                | 60%     | 23%     | 5%      |
| 29. Registrar's Office  | 110 | 2.71 | 0.84 | 14%                | 55%     | 21%     | 11%     |
| 30. Financial Aid Office                                      | 76  | 2.50 | 0.84 | 9%                 | 45%     | 33%     | 13%     |
| 31. Residence Life Office                                     | 38  | 2.68 | 0.81 | 13%                | 50%     | 29%     | 8%      |
| 32. Graduate School Office                                    | 33  | 2.88 | 0.82 | 18%                | 61%     | 12%     | 9%      |
| 33. Continuing Education Office                               | 16  | 2.50 | 0.73 | 0%                 | 63%     | 25%     | 13%     |
| 34. Alumni Office   | 24  | 2.88 | 0.95 | 25%                | 50%     | 13%     | 13%     |
| 35. Handicapped facilities                                    | 12  | 2.83 | 0.72 | 8%                 | 75%     | 8%      | 8%      |
| 36. Special Services  | 7   | 3.00 | 0.82 | 29%                | 43%     | 29%     | 0%      |
| 37. Distance learning courses                                 | 20  | 2.85 | 0.88 | 20%                | 55%     | 15%     | 10%     |
| 38. Honors Program  | 22  | 2.82 | 0.73 | 14%                | 59%     | 23%     | 5%      |

The table above has been revised to reflect updated information for the 1995 alumni (one year after graduation) located on page 8 of your Summary Results From the Valdosta State University Alumni Questionnaire.

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<br>Major Field of Study -- All Alumni | N   | Mean | SD   | Quality of Service |         |         |         |
|--|-----|------|------|--------------------|---------|---------|---------|
|  |     |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Availability of advisor   | 120 | 3.28 | 0.80 | 46%                | 39%     | 12%     | 3%      |
| 2. Helpfulness of advisor  | 119 | 3.19 | 0.87 | 42%                | 42%     | 9%      | 7%      |
| 3. Quality of printed information about program                    | 119 | 2.92 | 0.81 | 24%                | 51%     | 19%     | 6%      |
| 4. Courses as preparation for a liberal education                  | 80  | 3.01 | 0.58 | 18%                | 66%     | 16%     | 0%      |
| 5. Courses as preparation for employment                           | 108 | 2.73 | 0.88 | 19%                | 46%     | 25%     | 10%     |
| 6. Courses as preparation for graduate school                      | 77  | 2.79 | 0.92 | 22%                | 47%     | 20%     | 12%     |
| 7. Organization of the curriculum                                  | 119 | 2.86 | 0.75 | 15%                | 62%     | 16%     | 7%      |
| 8. Quality of lower division courses (core)                        | 98  | 2.80 | 0.69 | 11%                | 61%     | 24%     | 4%      |
| 9. Quality of upper division courses (major)                       | 119 | 3.08 | 0.71 | 28%                | 54%     | 17%     | 2%      |
| 10. Fairness of grading  | 118 | 3.04 | 0.63 | 20%                | 65%     | 13%     | 2%      |
| 11. Opportunities for interaction with faculty                     | 118 | 3.14 | 0.85 | 39%                | 42%     | 14%     | 5%      |
| 12. Practicum or internship experiences                            | 76  | 2.95 | 0.85 | 26%                | 49%     | 18%     | 7%      |
| 13. Library collection/resources (for major)                       | 117 | 2.67 | 0.83 | 14%                | 49%     | 28%     | 9%      |
| 14. Library facilities (as relate to major)                        | 117 | 2.74 | 0.87 | 19%                | 45%     | 27%     | 9%      |
| 15. Classroom facilities   | 119 | 2.96 | 0.69 | 19%                | 60%     | 19%     | 3%      |
| 16. Laboratory facilities  | 83  | 2.60 | 0.75 | 7%                 | 54%     | 30%     | 8%      |
| 17. Quality of computer labs                                       | 111 | 2.98 | 0.70 | 22%                | 57%     | 20%     | 2%      |
| 18. Availability of computer labs                                  | 113 | 2.56 | 0.90 | 13%                | 43%     | 29%     | 14%     |
| 19. Overall attitude of faculty toward students                    | 119 | 3.03 | 0.73 | 25%                | 55%     | 18%     | 3%      |
| 20. Overall quality of faculty                                     | 119 | 3.08 | 0.64 | 24%                | 61%     | 14%     | 1%      |

### Alumni's Rating of Their Academic Experiences in the Major Field of Study College of Arts & Sciences

| Academic Experiences: Major Field of Study<br>College of Arts & Sciences | N  | Mean | SD   | Quality of Service |         |         |         |
|--|----|------|------|--------------------|---------|---------|---------|
|  |    |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Availability of advisor   | 27 | 3.30 | 0.82 | 48%                | 37%     | 11%     | 4%      |
| 2. Helpfulness of advisor  | 27 | 3.30 | 0.87 | 48%                | 41%     | 4%      | 7%      |
| 3. Quality of printed information about program                          | 27 | 3.07 | 0.83 | 33%                | 44%     | 19%     | 4%      |
| 4. Courses as preparation for a liberal education                        | 22 | 3.14 | 0.64 | 27%                | 59%     | 14%     | 0%      |
| 5. Courses as preparation for employment                                 | 25 | 2.76 | 0.83 | 16%                | 52%     | 24%     | 8%      |
| 6. Courses as preparation for graduate school                            | 22 | 3.05 | 0.79 | 32%                | 41%     | 27%     | 0%      |
| 7. Organization of the curriculum  | 27 | 3.04 | 0.52 | 15%                | 74%     | 11%     | 0%      |
| 8. Quality of lower division courses (core)                              | 24 | 2.67 | 0.76 | 8%                 | 58%     | 25%     | 8%      |
| 9. Quality of upper division courses (major)                             | 27 | 3.26 | 0.66 | 37%                | 52%     | 11%     | 0%      |
| 10. Fairness of grading  | 27 | 3.15 | 0.53 | 22%                | 70%     | 7%      | 0%      |
| 11. Opportunities for interaction with faculty                           | 27 | 3.44 | 0.64 | 52%                | 41%     | 7%      | 0%      |
| 12. Practicum or internship experiences                                  | 13 | 3.00 | 0.71 | 23%                | 54%     | 23%     | 0%      |
| 13. Library collection/resources (for major)                             | 27 | 2.56 | 0.85 | 11%                | 44%     | 33%     | 11%     |
| 14. Library facilities (as relate to major)                              | 27 | 2.63 | 0.93 | 19%                | 37%     | 33%     | 11%     |
| 15. Classroom facilities   | 27 | 2.93 | 0.83 | 22%                | 56%     | 15%     | 7%      |
| 16. Laboratory facilities  | 15 | 2.80 | 0.77 | 13%                | 60%     | 20%     | 7%      |
| 17. Quality of computer labs   | 25 | 2.96 | 0.89 | 32%                | 36%     | 28%     | 4%      |
| 18. Availability of computer labs  | 25 | 2.32 | 1.11 | 20%                | 20%     | 32%     | 28%     |
| 19. Overall attitude of faculty towards students                         | 27 | 3.15 | 0.66 | 30%                | 56%     | 15%     | 0%      |
| 20. Overall quality of faculty   | 27 | 3.15 | 0.53 | 22%                | 70%     | 7%      | 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<br>College of Business Administration | N  | Mean | SD   | Quality of Service |         |         |         |
|--|----|------|------|--------------------|---------|---------|---------|
|  |    |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Availability of advisor   | 24 | 3.21 | 0.83 | 42%                | 42%     | 13%     | 4%      |
| 2. Helpfulness of advisor  | 24 | 3.12 | 0.80 | 33%                | 50%     | 13%     | 4%      |
| 3. Quality of printed information about program                                  | 24 | 3.08 | 0.58 | 21%                | 67%     | 13%     | 0%      |
| 4. Courses as preparation for a liberal education                                | 12 | 2.92 | 0.29 | 0%                 | 92%     | 8%      | 0%      |
| 5. Courses as preparation for employment   | 23 | 2.74 | 0.75 | 9%                 | 65%     | 17%     | 9%      |
| 6. Courses as preparation for graduate school                                    | 11 | 2.82 | 0.87 | 18%                | 55%     | 18%     | 9%      |
| 7. Organization of the curriculum  | 24 | 3.00 | 0.59 | 17%                | 67%     | 17%     | 0%      |
| 8. Quality of lower division courses (core)                                      | 21 | 2.81 | 0.51 | 5%                 | 71%     | 24%     | 0%      |
| 9. Quality of upper division courses (major)                                     | 24 | 3.17 | 0.56 | 25%                | 67%     | 8%      | 0%      |
| 10. Fairness of grading  | 24 | 3.08 | 0.50 | 17%                | 75%     | 8%      | 0%      |
| 11. Opportunities for interaction with faculty                                   | 23 | 3.22 | 0.74 | 39%                | 44%     | 17%     | 0%      |
| 12. Practicum or internship experiences  | 7  | 2.57 | 0.79 | 0%                 | 71%     | 14%     | 14%     |
| 13. Library collection/resources (for major)                                     | 24 | 2.54 | 0.83 | 13%                | 45%     | 33%     | 8%      |
| 14. Library facilities (as relate to major)                                      | 24 | 2.63 | 0.82 | 13%                | 46%     | 33%     | 8%      |
| 15. Classroom facilities   | 24 | 3.29 | 0.62 | 38%                | 54%     | 8%      | 0%      |
| 16. Laboratory facilities  | 16 | 2.56 | 0.81 | 6%                 | 56%     | 25%     | 13%     |
| 17. Quality of computer labs   | 24 | 3.17 | 0.56 | 25%                | 67%     | 8%      | 0%      |
| 18. Availability of computer labs  | 24 | 3.08 | 0.65 | 25%                | 58%     | 17%     | 0%      |
| 19. Overall attitude of faculty toward students                                  | 24 | 3.04 | 0.69 | 21%                | 67%     | 8%      | 4%      |
| 20. Overall quality of faculty   | 24 | 3.21 | 0.59 | 29%                | 63%     | 8%      | 0%      |

**Alumni's Rating of Their Academic Experiences in the Major Field of Study  
College of The Arts**

| Academic Experiences: Major Field of Study<br>College of The Arts | N  | Mean | SD   | Quality of Service |         |         |         |
|---|----|------|------|--------------------|---------|---------|---------|
|   |    |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Availability of advisor  | 17 | 3.41 | 0.71 | 53%                | 35%     | 12%     | 0%      |
| 2. Helpfulness of advisor   | 17 | 3.35 | 0.79 | 47%                | 47%     | 0%      | 6%      |
| 3. Quality of printed information about program                   | 17 | 2.47 | 0.87 | 12%                | 35%     | 41%     | 12%     |
| 4. Courses as preparation for a liberal education                 | 15 | 2.93 | 0.70 | 20%                | 53%     | 27%     | 0%      |
| 5. Courses as preparation for employment                          | 14 | 2.36 | 1.22 | 29%                | 7%      | 36%     | 29%     |
| 6. Courses as preparation for graduate school                     | 10 | 1.80 | 0.92 | 0%                 | 30%     | 20%     | 50%     |
| 7. Organization of the curriculum                                 | 17 | 2.59 | 0.94 | 12%                | 53%     | 18%     | 18%     |
| 8. Quality of lower division courses (core)                       | 15 | 2.67 | 0.82 | 13%                | 47%     | 33%     | 7%      |
| 9. Quality of upper division courses (major)                      | 17 | 2.82 | 0.88 | 24%                | 41%     | 29%     | 6%      |
| 10. Fairness of grading   | 16 | 3.06 | 0.68 | 25%                | 56%     | 19%     | 0%      |
| 11. Opportunities for interaction with faculty                    | 17 | 3.12 | 0.93 | 41%                | 35%     | 18%     | 6%      |
| 12. Practicum or internship experiences                           | 10 | 2.90 | 0.99 | 30%                | 40%     | 20%     | 10%     |
| 13. Library collection/resources (for major)                      | 16 | 2.38 | 0.96 | 6%                 | 50%     | 19%     | 25%     |
| 14. Library facilities (as relate to major)                       | 16 | 2.50 | 1.10 | 19%                | 38%     | 19%     | 25%     |
| 15. Classroom facilities  | 17 | 2.59 | 0.71 | 6%                 | 53%     | 35%     | 6%      |
| 16. Laboratory facilities   | 13 | 2.38 | 0.87 | 8%                 | 39%     | 39%     | 15%     |
| 17. Quality of computer labs                                      | 16 | 3.00 | 0.63 | 19%                | 63%     | 19%     | 0%      |
| 18. Availability of computer labs                                 | 16 | 2.25 | 0.77 | 0%                 | 44%     | 38%     | 19%     |
| 19. Overall attitude of faculty toward students                   | 17 | 3.18 | 0.95 | 47%                | 29%     | 18%     | 6%      |
| 20. Overall quality of faculty                                    | 17 | 3.06 | 0.75 | 29%                | 47%     | 24%     | 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<br>College of Nursing | N  | Mean | SD   | Quality of Service |         |         |         |
|--|----|------|------|--------------------|---------|---------|---------|
|  |    |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Availability of advisor                                       | 14 | 3.07 | 0.92 | 36%                | 43%     | 14%     | 7%      |
| 2. Helpfulness of advisor  | 14 | 2.79 | 0.97 | 29%                | 29%     | 36%     | 7%      |
| 3. Quality of printed information about program                  | 14 | 3.07 | 0.92 | 36%                | 43%     | 14%     | 7%      |
| 4. Courses as preparation for a liberal education                | 7  | 3.00 | 0.82 | 29%                | 43%     | 29%     | 0%      |
| 5. Courses as preparation for employment                         | 13 | 2.92 | 0.95 | 31%                | 39%     | 23%     | 8%      |
| 6. Courses as preparation for graduate school                    | 10 | 3.10 | 0.74 | 30%                | 50%     | 20%     | 0%      |
| 7. Organization of the curriculum                                | 14 | 2.64 | 1.08 | 21%                | 43%     | 14%     | 21%     |
| 8. Quality of lower division courses (core)                      | 13 | 3.31 | 0.48 | 31%                | 69%     | 0%      | 0%      |
| 9. Quality of upper division courses (major)                     | 14 | 2.86 | 0.86 | 21%                | 50%     | 21%     | 7%      |
| 10. Fairness of grading  | 14 | 2.71 | 0.83 | 14%                | 50%     | 29%     | 7%      |
| 11. Opportunities for interaction with faculty                   | 14 | 2.79 | 1.05 | 29%                | 36%     | 21%     | 14%     |
| 12. Practicum or internship experiences                          | 13 | 3.08 | 0.95 | 39%                | 39%     | 15%     | 8%      |
| 13. Library collection/resources (for major)                     | 14 | 3.07 | 0.73 | 29%                | 50%     | 21%     | 0%      |
| 14. Library facilities (as relate to major)                      | 14 | 3.07 | 0.73 | 29%                | 50%     | 21%     | 0%      |
| 15. Classroom facilities   | 14 | 3.00 | 0.68 | 21%                | 57%     | 21%     | 0%      |
| 16. Laboratory facilities  | 14 | 2.64 | 0.84 | 14%                | 43%     | 36%     | 7%      |
| 17. Quality of computer labs                                     | 13 | 2.62 | 0.77 | 8%                 | 54%     | 31%     | 8%      |
| 18. Availability of computer labs                                | 13 | 2.54 | 0.78 | 8%                 | 46%     | 39%     | 8%      |
| 19. Overall attitude of faculty toward students                  | 14 | 2.57 | 0.85 | 14%                | 36%     | 43%     | 7%      |
| 20. Overall quality of faculty                                   | 14 | 2.86 | 0.66 | 14%                | 57%     | 29%     | 0%      |

**Alumni's Rating of Their Academic Experiences in the Major Field of Study  
College of Education**

| Academic Experiences: Major Field of Study<br>College of Education | N  | Mean | SD   | Quality of Service |         |         |         |
|--|----|------|------|--------------------|---------|---------|---------|
|  |    |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Availability of advisor   | 37 | 3.30 | 0.78 | 46%                | 41%     | 11%     | 3%      |
| 2. Helpfulness of advisor  | 36 | 3.22 | 0.90 | 44%                | 42%     | 6%      | 8%      |
| 3. Quality of printed information about program                    | 36 | 2.83 | 0.81 | 17%                | 58%     | 17%     | 8%      |
| 4. Courses as preparation for a liberal education                  | 24 | 3.00 | 0.51 | 13%                | 75%     | 13%     | 0%      |
| 5. Courses as preparation for employment                           | 33 | 2.79 | 0.82 | 18%                | 49%     | 27%     | 6%      |
| 6. Courses as preparation for graduate school                      | 24 | 2.83 | 0.92 | 21%                | 54%     | 13%     | 13%     |
| 7. Organization of the curriculum                                  | 36 | 2.86 | 0.72 | 14%                | 64%     | 17%     | 6%      |
| 8. Quality of lower division courses (core)                        | 25 | 2.72 | 0.68 | 8%                 | 60%     | 28%     | 4%      |
| 9. Quality of upper division courses (major)                       | 36 | 3.11 | 0.67 | 28%                | 56%     | 17%     | 0%      |
| 10. Fairness of grading  | 36 | 3.06 | 0.67 | 22%                | 64%     | 11%     | 3%      |
| 11. Opportunities for interaction with faculty                     | 36 | 3.06 | 0.89 | 33%                | 47%     | 11%     | 8%      |
| 12. Practicum or internship experiences                            | 32 | 3.00 | 0.84 | 28%                | 50%     | 16%     | 6%      |
| 13. Library collection/resources (for major)                       | 35 | 2.83 | 0.75 | 14%                | 60%     | 20%     | 6%      |
| 14. Library facilities (as relate to major)                        | 35 | 2.91 | 0.74 | 20%                | 54%     | 23%     | 3%      |
| 15. Classroom facilities   | 36 | 2.94 | 0.53 | 11%                | 72%     | 17%     | 0%      |
| 16. Laboratory facilities  | 24 | 2.63 | 0.58 | 0%                 | 67%     | 29%     | 4%      |
| 17. Quality of computer labs                                       | 32 | 3.03 | 0.59 | 19%                | 66%     | 16%     | 0%      |
| 18. Availability of computer labs                                  | 34 | 2.56 | 0.82 | 9%                 | 50%     | 29%     | 12%     |
| 19. Overall attitude of faculty toward students                    | 36 | 3.06 | 0.58 | 19%                | 67%     | 14%     | 0%      |
| 20. Overall quality of faculty                                     | 36 | 3.06 | 0.67 | 22%                | 64%     | 11%     | 3%      |

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

**Alumni's Rating of Their Academic Experiences in the Major Field of Study  
Graduate School**

| Academic Experiences: Major Field of Study<br>Graduate School | N | Mean | SD   | Quality of Service |         |         |         |
|---|---|------|------|--------------------|---------|---------|---------|
|   |   |      |      | Excel(4)           | Good(3) | Fair(2) | Poor(1) |
| 1. Availability of advisor                                    | 7 | 3.29 | 0.49 | 29%                | 71%     | 0%      | 0%      |
| 2. Helpfulness of advisor                                     | 7 | 3.43 | 0.53 | 43%                | 57%     | 0%      | 0%      |
| 3. Quality of printed information about program               | 7 | 3.43 | 0.53 | 43%                | 57%     | 0%      | 0%      |
| 4. Courses as preparation for a liberal education             | 2 | 2.50 | 0.71 | 0%                 | 50%     | 50%     | 0%      |
| 5. Courses as preparation for employment                      | 7 | 2.71 | 0.95 | 14%                | 57%     | 14%     | 14%     |
| 6. Courses as preparation for graduate school                 | 6 | 2.83 | 0.75 | 17%                | 50%     | 33%     | 0%      |
| 7. Organization of the curriculum                             | 7 | 3.00 | 0.58 | 14%                | 71%     | 14%     | 0%      |
| 8. Quality of lower division courses (core)                   | 6 | 3.17 | 0.41 | 17%                | 83%     | 0%      | 0%      |
| 9. Quality of upper division courses (major)                  | 7 | 3.00 | 0.82 | 29%                | 43%     | 29%     | 0%      |
| 10. Fairness of grading                                       | 7 | 3.00 | 0.58 | 14%                | 71%     | 14%     | 0%      |
| 11. Opportunities for interaction with faculty                | 7 | 3.29 | 0.49 | 29%                | 71%     | 0%      | 0%      |
| 12. Practicum or internship experiences                       | 6 | 3.00 | 0.63 | 17%                | 67%     | 17%     | 0%      |
| 13. Library collection/resources (for major)                  | 7 | 3.14 | 0.69 | 29%                | 57%     | 14%     | 0%      |
| 14. Library facilities (as relate to major)                   | 7 | 3.14 | 0.69 | 29%                | 57%     | 14%     | 0%      |
| 15. Classroom facilities                                      | 7 | 3.14 | 1.07 | 43%                | 43%     | 14%     | 0%      |
| 16. Laboratory facilities                                     | 5 | 3.20 | 0.45 | 20%                | 80%     | 0%      | 0%      |
| 17. Quality of computer labs                                  | 6 | 3.33 | 0.82 | 50%                | 33%     | 17%     | 0%      |
| 18. Availability of computer labs                             | 6 | 3.17 | 1.17 | 50%                | 33%     | 0%      | 17%     |
| 19. Overall attitude of faculty toward students               | 7 | 3.14 | 0.69 | 29%                | 57%     | 14%     | 0%      |
| 20. Overall quality of faculty                                | 7 | 3.00 | 0.58 | 14%                | 71%     | 14%     | 0%      |

**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                            | 120 | 3.38 | 0.68 | 48%                      | 45%      | 6%       | 2%       |
| 2. VSU provided an environment for free and open exchange of ideas               | 120 | 3.35 | 0.68 | 46%                      | 44%      | 9%       | 1%       |
| 3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts    | 118 | 3.14 | 0.78 | 35%                      | 48%      | 14%      | 3%       |
| 4. VSU helped me function in a professional setting & act with ethical awareness | 120 | 3.43 | 0.68 | 53%                      | 38%      | 8%       | 1%       |
| 5. VSU helped me expand my range of human experiences                            | 118 | 3.29 | 0.73 | 44%                      | 42%      | 14%      | 1%       |
| 6. If I started college over, I would choose to attend VSU                       | 119 | 3.30 | 0.80 | 47%                      | 40%      | 8%       | 4%       |
| 7. I would recommend VSU to others   | 120 | 3.41 | 0.73 | 53%                      | 38%      | 7%       | 3%       |
|  |     |      |      | Quality of Ratings       |          |          |          |
|  | N   | Mean | SD   | Excel (4)                | Good (3) | Fair (2) | Poor (1) |
| 8. I would rate my academic experiences at VSU as . . .                          | 120 | 3.21 | 0.55 | 28%                      | 66%      | 7%       | 0%       |
| 9. I would rate my social experiences at VSU as . . .                            | 118 | 3.21 | 0.76 | 28%                      | 62%      | 9%       | 1%       |
| 10. The classes I took were . . .  | 120 | 3.13 | 0.56 | 22%                      | 70%      | 8%       | 1%       |
| 11. The friendliness of the university was . . .                                 | 120 | 3.15 | 0.64 | 28%                      | 62%      | 9%       | 2%       |
| 12. The general campus attractiveness was . . .                                  | 118 | 3.64 | 0.55 | 68%                      | 29%      | 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 presented; minor editing has been applied to a few comments

► You need to send out catalogs with Alumni clothes and etc. I feel that if I had an option to buy clothes and other items from VSU, I would do it. Others would probably do it, too.

► I really wish that VSU had given the students more opportunities to come together as a whole just to have fun, especially on the weekends. My friends that have gone to schools, such as Albany State, seem to have a sense of pride and belonging that most of the people I know that graduated from VSU don't. The VSU 101 class we're all required to take was a gigantic waste of time. However, other University orientation classes seem to instill students with a sense of pride in their school. When I graduated from VSU, during the ceremony we were all instructed to sing the school song. I had never seen the song before that day, nor had anyone graduating with me. Only the person at the podium was singing. My sister is a first quarter freshman at Albany State. Not only does she know the school song, but she also knows the history of the school. My parents and aunts and uncles and cousins and friends all know their school songs, high school and college, and sing them with pride. Some have been out of school for over thirty years, yet they speak of college days with a sense of nostalgia I'll never have. You have not experienced a graduation until you've heard a civic center full of people singing at the top of their voices and pumping their fists along with the school song. Give VSU graduates a sense of pride and sense of belonging that will drive them to not only sing, but feel the song fifty years from now.

► Basically, my experience in college was good. However, the University does not prepare the students properly for the end results. Career Placement stunk, advisors took no real interest and administration could care less for how Deans treated students. Need better job placement (required, I say) and more realistic settings in job placements with help from Deans and advisors. Furthermore, the health infirmary two times that I was there, I was diagnosed with illnesses that were diagnosed wrong (possible paralysis in ankle) and sent to the hospital due to combination of medications.

► My experience at VSU was a fantastic one. However, I have a suggestion. There are two benefits to seeking more students from geographic regions other than the southeast United States. One, a more diverse student body will develop and two, more out of state recognition for VSU, which is much needed.

► For the Criminal Justice Program: Let students know experience is highly needed when applying for a job in law enforcement. Even though you have BS degree in Criminal Justice, you will still have to go to school to

become a law enforcement officer or corrections officer. Criminal Justice and Criminology are very broad, and students should try to include a minor in some kind of specialization.

► My advisor was so unhelpful. She wouldn't keep appointments and wasn't concerned at all. She only completed my graduation application when the head said he'd do it because she wouldn't. Advisors are so important. Maybe this should be something the professors should be held more accountable for.

► Alumni Department is poor. Phones are rarely answered and when they are, communication is poor. E-mail communication is even worse. Don't hold your breath for a reply. However, athletic information requested from the Alumni Office gets immediate response. Twice I have submitted notices for the "class section" via e-mail. Neither appeared. It would be nice to be rewarded for a contribution, no matter how large or small. How about a sticker, license plate frame, T-shirt, etc. This is also good advertisement for the University.

► The first thing VSU needs to do is improve its job placement services. Students who are unaware of the service or who are in need of "direction" are missing out on jobs after graduation. Secondly, the Greek organizations need to be restructured. Their elitist attitude turns students off and give VSU a bad name whenever they get in trouble. Greek organizations who act this way are not tolerated at most real schools.

► Respect what the fraternities and sororities do for campus life and community. This is due to the fact that they are the only ones who come back. They are also the only ones that participate in the University activities. The school also needs to spend more money on the football program to get the school nationally recognized. In summation, I would seriously recommend a mandatory computer basics class for all students. This is a real world necessity.

► In the School of Music, the curriculum changed three times within my first two years. I do not have the grounding I should have from the material covered. The faculty completely changed over while I attended school at least three times. The only reason I did not transfer was because I did not want to lose any time. The Orchestra Program took priority over everything else that went on in the Fine Arts Department. This is killing a really good music school. Consistency is the key to success!

► Music Department-huge inconsistencies in curriculum and frequent turnover in faculty make this an unstable department. The department focused too much on ArtSouth, VSU Orchestra and Jekyll Island and not

**Alumni's Comments, continued**

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

enough on our education. I was poorly prepared for teaching music in the public school. I would not recommend any student of mine to study music at VSU, and I believe my classmates would say the same.

- ▶I feel like the University can provide more hands-on learning experience with any major in the community. I wasn't able to co-op, but I am sure I would have participated within the community to get the experience I needed to find employment. If there was one thing that I would like more than anything for VSU to provide, it would be the experience for all so that they will have a better chance for employment. A lot of people are turned down because they have no experience. I've lost many chances for a good job because I didn't have experience and having a degree with no experience means nothing. Get experience and the degree so you can be sure to get the job that you so desire and deserve.
- ▶Build a parking deck in Oak Street Parking Lot. Make the Financial Aid Office and process easier to use. Develop more on-line classes, especially for graduate courses.
- ▶Throughout my job search (a period of two years), the skills I learned were not marketable. The private sector did not desire the skills I acquired at Valdosta State University.
- ▶I went to Mercer, North Georgia, Gordon, and then Valdosta. I loved it! It was just what I was looking for, and I recommend it to everyone! I wish I had come there as a freshman! I was an RA and that is how I got my first job - VSU was and is great!
- ▶Overall I enjoyed my time at VSU. I lived in the dorms for three years and off campus for one. While on campus, I used all of the facilities. The parking and health center were the worst. I was in a sorority for three of the four years and I believe that it enhanced my experience. It would have been better had each Greek Organization been allowed a house. I understand that issue is still an ongoing battle. Academically speaking, each major should have at least one general business course. A course that provides skills such as business memo writing, etc. This would have helped out in the real world. I now have an MBA which is much more useful.
- ▶I have been to several universities and colleges for conferences and other business related issues and VSU not only has one of the best academic set-ups (class-ratio, advisors, etc.) but it also has the best campus I have seen. I think the clean campus promotes pride in one's school. A clean campus helps students respect their school and the facilities it has to offer.
- ▶Many housing facilities require extensive remodeling

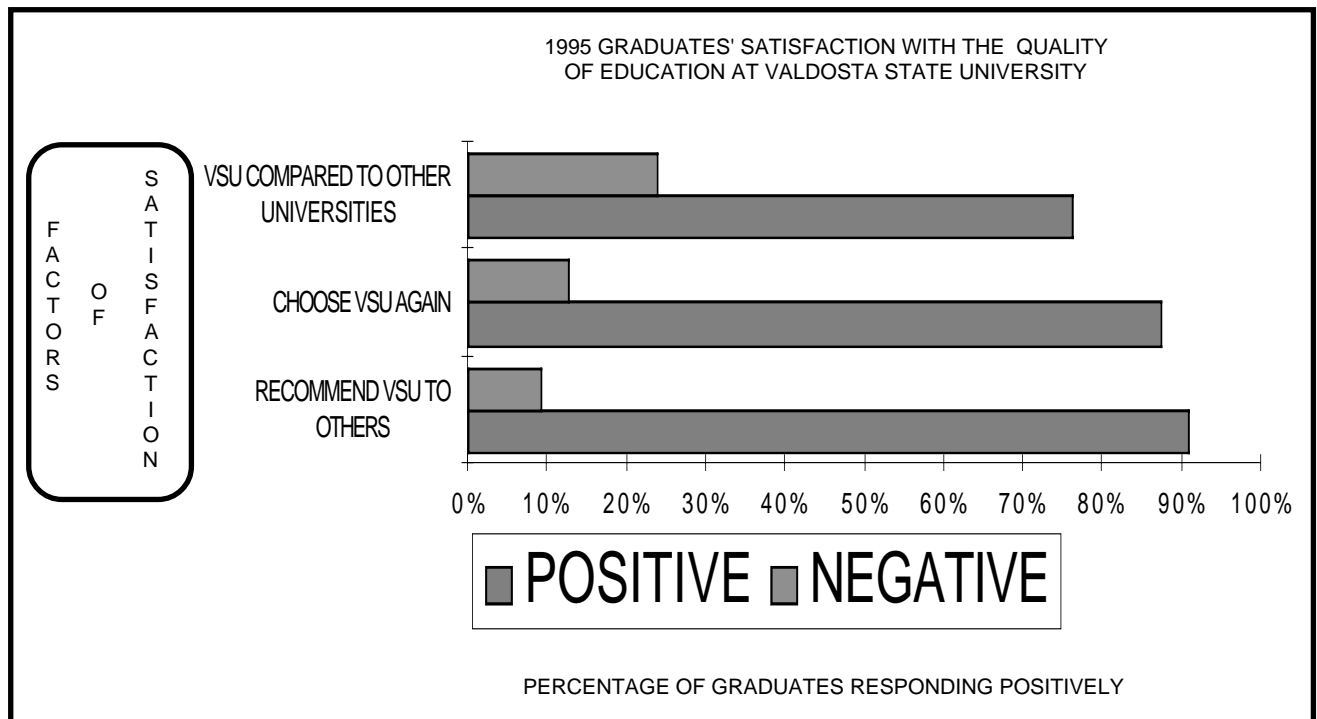
and repair. My particular dorm (Georgia Hall) had frayed carpet that had large holes, inadequate heating/cooling, rusting cabinets and bureaus, etc.

- ▶Keep up the good work!
- ▶Now that VSU has a Master's program in Criminal Justice, the library needs to bring its periodicals up to date with the current articles in the Criminal Justice field. I had to drive to Florida State University on the weekends to conduct research due to having to wait for the library to order the articles from other schools.
- ▶Food services on campus (Oasis, Palm etc., not including dining halls) need a healthier variety of foods. More parking.
- ▶Treat everyone equally, don't bend over backwards so much for minorities and foreign students. I went to public school, I worked to pay for my college and it's not that hard. It was really frustrating to see these "specially treated" students around me getting the silverspoon treatment while I was juggling work and school.
- ▶The questions regarding my post-graduation employment may not adequately gauge my success or VSU's contributions. I am continuing my studies in graduate school; therefore, the part-time jobs I have had are largely irrelevant to my education at VSU. In future questionnaires you may wish to distinguish between continuing students and those in the work force (although full and part-time is distinguished) primarily. Good job.
- ▶I think there should be more communication within the students' major departments! All students have experienced learning of important facts through word-of-mouth from other students, instead of hearing it from a professor, or other leader! Other than that, VSU is a good place to attend school! It is a fun, upbeat and busy campus!

### 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 1995 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 1995 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 year ago, eighty-seven 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 1995 VSU Alumni

- The three Services/Facilities with the highest quality of service ratings were:
  - University Work-Study Program
  - Sororities and fraternities
  - Alumni Office
  
- The three top-rated academic experiences for the Major Field of Study were:
  - Opportunities for interaction with faculty
  - Overall quality of faculty
  - Quality of upper division courses
  
- The Average Annual Salary for First Job:
  - 18% earning \$27,000 or more
  - 32% earning between \$17,000 and 21,999
  
- The Average Annual Salary for Present Job:
  - 50% earning \$27,000 or more
  - 5.6% earning less than \$12,000
  
- Satisfaction with VSU was indicated by:
  - 87% would choose to attend VSU again
  - 91% would recommend VSU to others
  - 93% rated their overall academic experience at VSU as Excellent to Good