

1996 ALUMNI'S  
PERCEPTIONS OF THEIR  
VALDOSTA STATE UNIVERSITY EXPERIENCES  
(ONE YEAR AFTER GRADUATION)

SUMMARY RESULTS FROM THE  
VALDOSTA STATE UNIVERSITY  
ALUMNI QUESTIONNAIRE

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This report is a descriptive summary of the 201 VSU Alumni who graduated during the 1996 calendar year and completed the Valdosta State University Alumni Questionnaire. This represents a seventeen percent return rate. The information was collected from January 1, 1996, through June 15, 1997. This is the third 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 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. Graduate Assistant Karen Gray, Data Entry Clerk Holly Griffis, Student Assistants Gina Dee Beasley, Stacy Booth, Stacey Cranor, Amy Jones, Kathy 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:

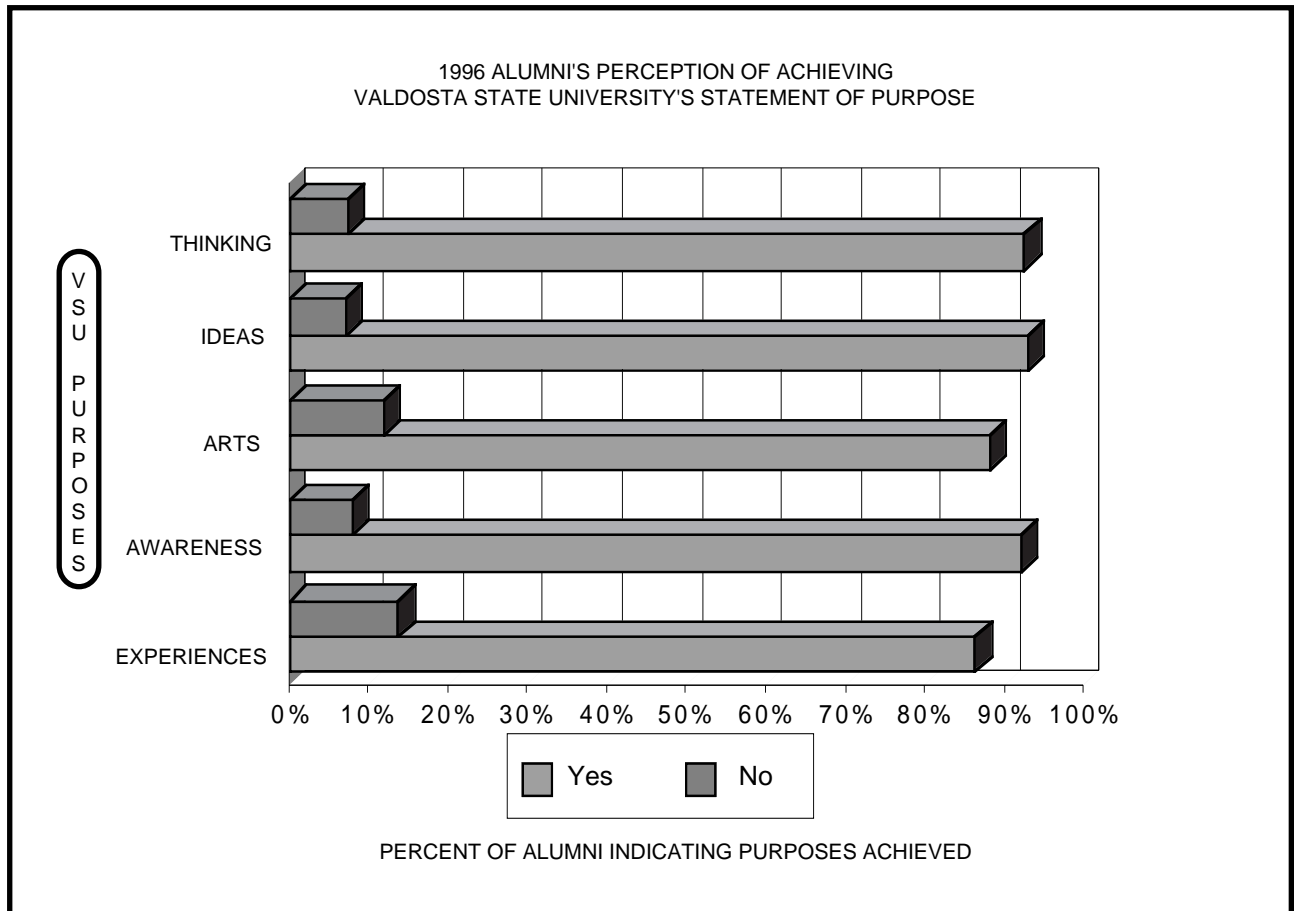
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### How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness can be determined from the 1996 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.

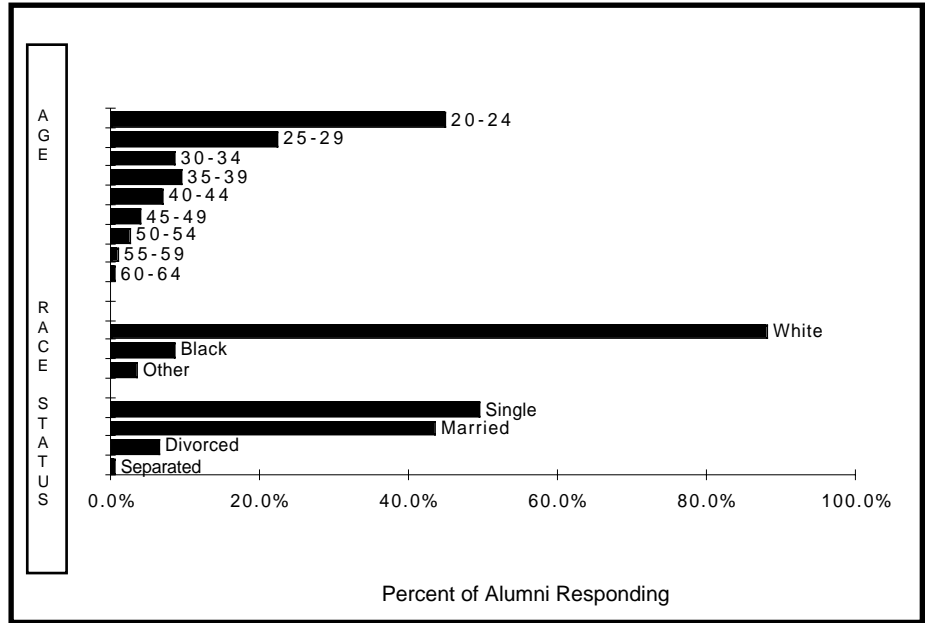


**Description of The Responding Alumni**

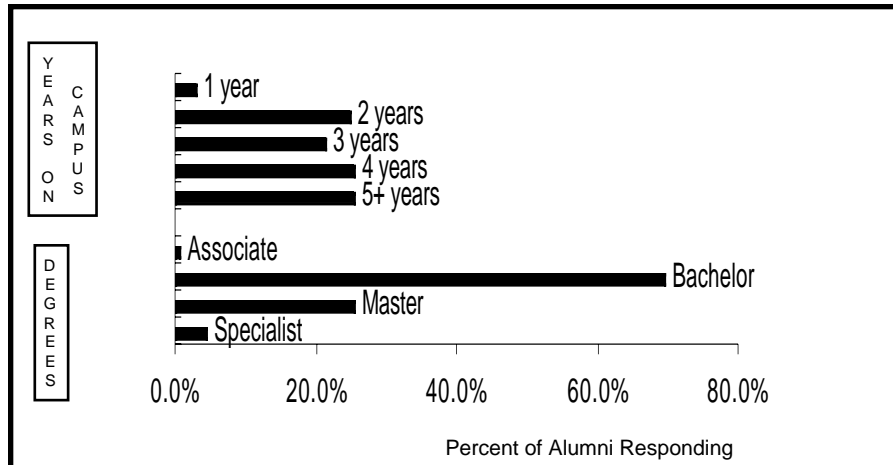
In order for Valdosta State University to maintain its quality of educational programs and services and assess its strengths and weaknesses, the Alumni Questionnaire was developed to evaluate alumni's overall experiences at Valdosta State University. The background characteristics of the alumni responding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

**Background Characteristics**

Of the 201 alumni responding to the questionnaire, two-fifths of the 1996 alumni reported being 20-24 years of age. Over one-fifth were 25-29 years of age; nearly one-tenth were 30-34 years of age; one-tenth were 35-39 years of age; slightly less than one-tenth were 40-44 years of age and the remaining one-tenth were over 45 years of age. Female alumni represented seventy percent of the sample with the remaining thirty percent representing male alumni. Distributions for race revealed that eighty-eight percent of the alumni polled were White; nine percent were Black; and the remaining three percent were classified as Other. Forty-nine percent of the alumni reported being single while forty-three percent of the alumni are married. Seven percent reported being divorced or separated.



**Attendance at VSU**

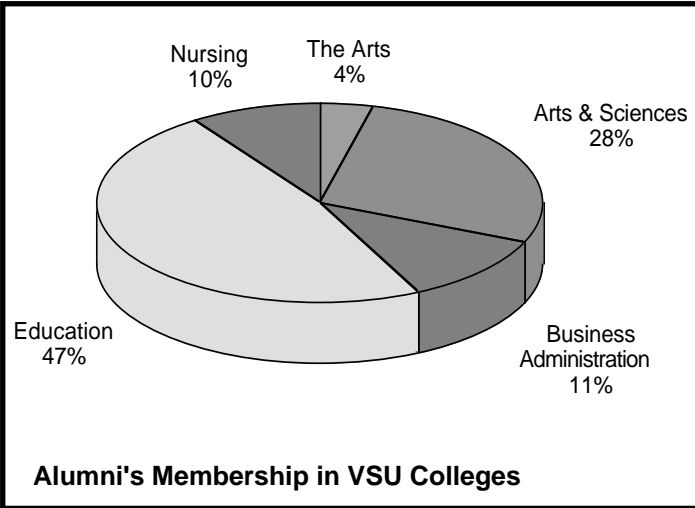


The 1996 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed three percent had attended for one year, and twenty-five percent reported attending for two years. Twenty-one percent had attended for three years and twenty-five percent had attended VSU for the conventional four years. Twenty-six

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

**Degrees Earned**

Approximately one percent of the alumni reported an Associate degree as their most recent degree from VSU. Nearly seventy percent reported receiving a Bachelor's degree; twenty-six percent received a Master's degree; and over five percent had received a Specialist degree.



**Membership in VSU Colleges**

Forty-seven percent of the 1996 alumni identified their college as Education, with another twenty-eight percent identifying their college as Arts and Sciences. The remaining twenty-five 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.

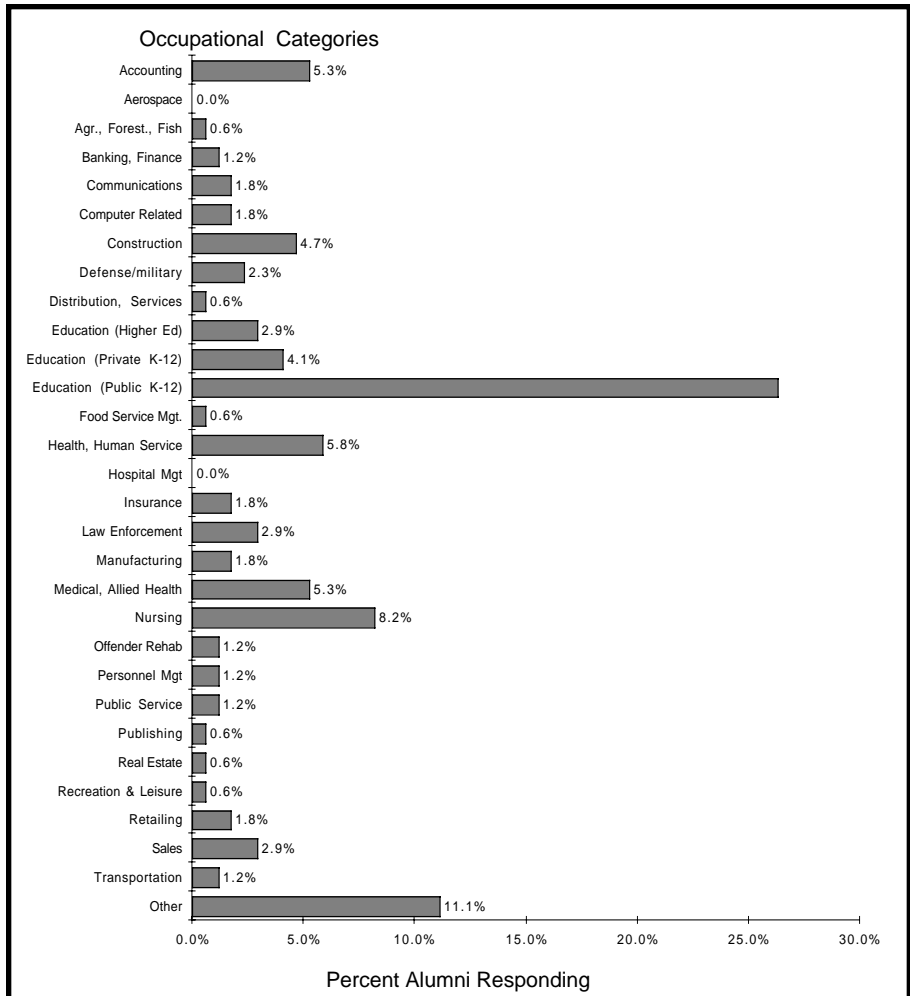
As a measure of how courses in the respondents' major field of study were helpful in gaining admission to a professional school, fifty-three percent of the alumni answered definitely yes; thirty-three percent answered probably yes; and ten percent responded probably no. Along the same line, thirty-eight percent reported that overall Valdosta State University was excellent preparation for additional University work; thirty-eight percent reported their VSU experiences as good preparation and twenty-three percent felt VSU provided adequate preparation. Three 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. Eighty percent of the 1996 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 six percent reported courses in their major were definitely not helpful.

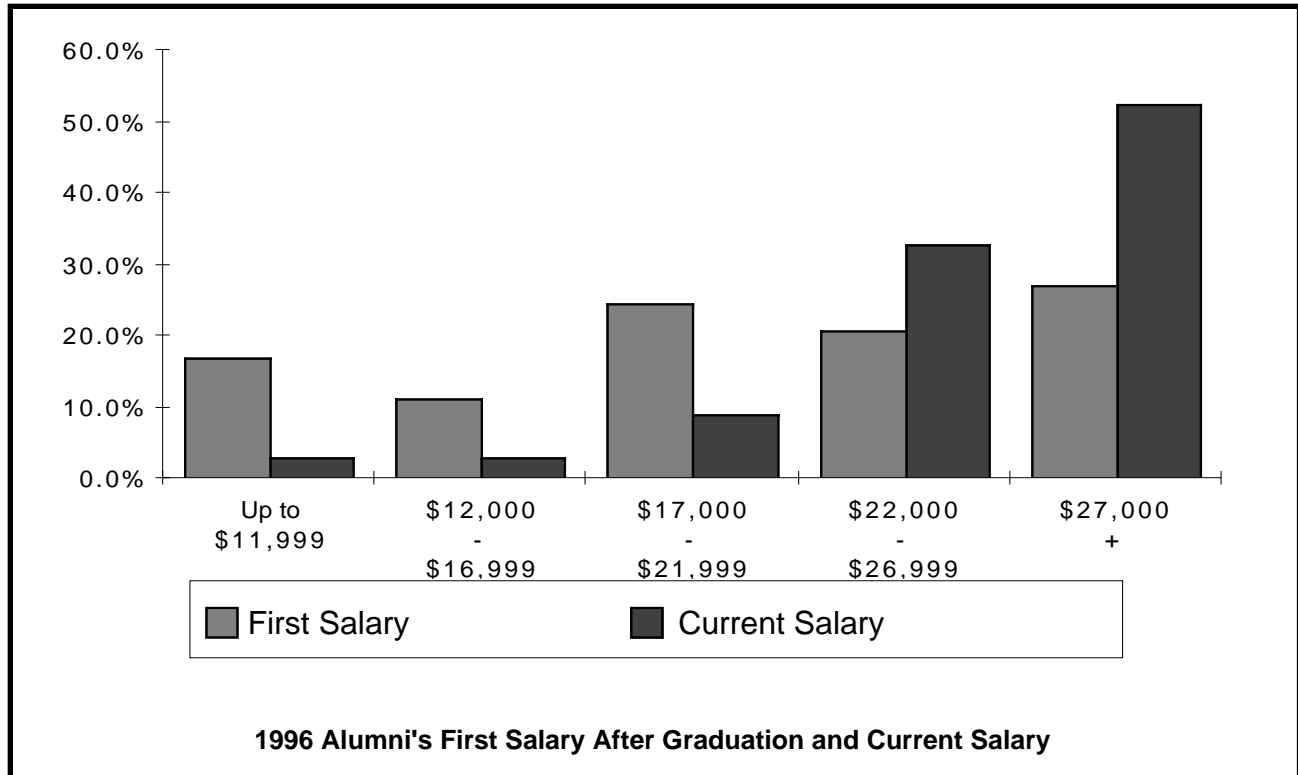
**Employment-Occupational Categories**

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 1996 alumni are employed by public school systems grades K through 12. Eleven percent of the alumni are employed in health related fields, and six percent are employed in sales and retailing related fields. The remaining fifty-seven percent of the alumni are distributed among the twenty-four other occupational areas.

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



**Annual Salary History**

The 1996 alumni were asked to list their annual salary range for their first job. Seventeen percent of the respondents had a salary below \$12,000; eleven percent indicated their salary range was between \$12,000-\$16,999; twenty-five percent reported an annual salary range between \$17,000-\$21,999; twenty percent reported a range between \$22,000-\$26,999; and twenty-seven percent reported earning an average annual income of \$27,000 and above.

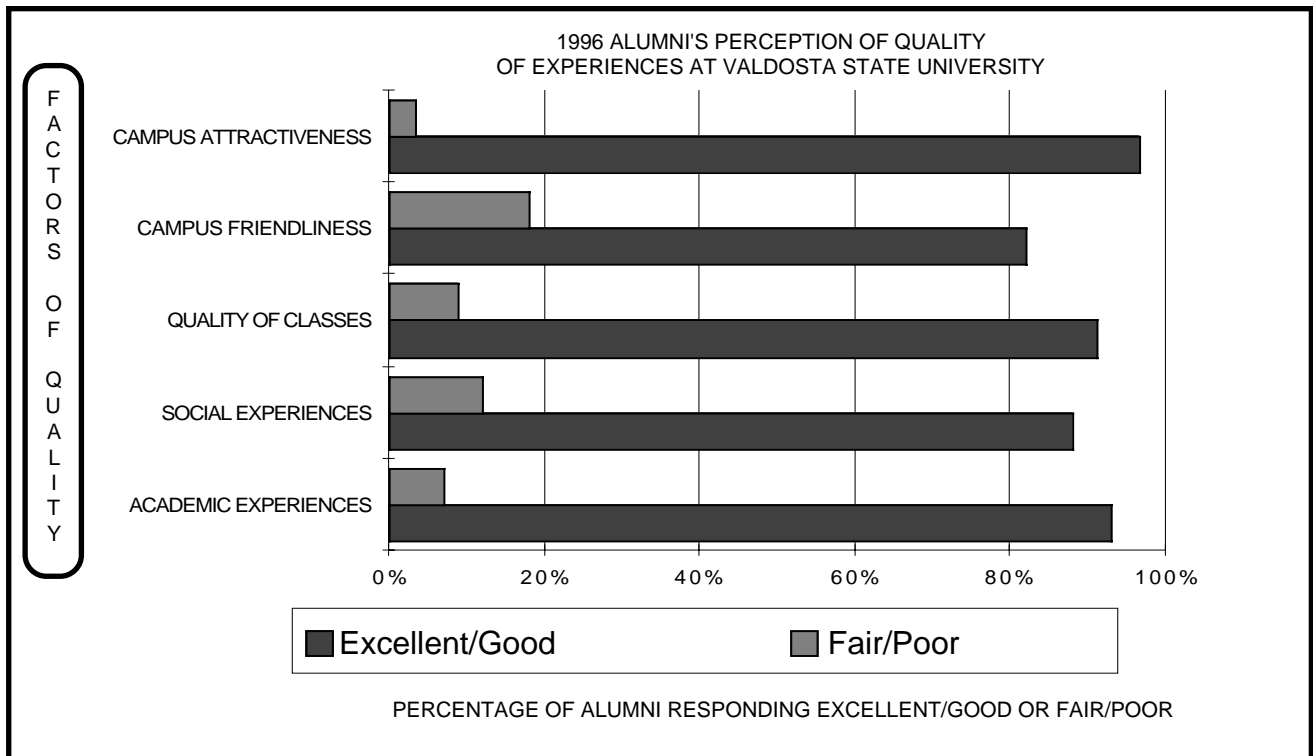
Finally, the alumni were asked to list their current annual salary. Compared to their first job, three percent of the 1996 alumni are making below \$12,000. Three percent are earning between \$12,000-\$16,999; nine percent are earning an annual salary range between \$17,000-\$21,999; thirty-three percent 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 1996 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 1996 alumni. Eighty-eight percent of the 1996 alumni rated their social experiences as excellent to good. Ninety-one percent of the alumni rated the overall quality of their classes as excellent to good.

Overall, the alumni gave their highest ratings to Valdosta State University on factors of academic experiences, quality of classes, and attractiveness of the campus. The ratings for the friendliness of the University showed that eighty-two percent of the 1996 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	59	2.56	0.73	7%	49%	37%	7%
2. Sororities & fraternities	44	3.16	0.71	32%	55%	11%	2%
3. Clubs & student organizations	89	2.90	0.66	15%	63%	20%	2%
4. Intramural program & services	76	2.99	0.62	17%	66%	16%	1%
5. Athletic facilities	102	3.08	0.73	28%	56%	14%	3%
6. Health services	129	2.89	0.75	19%	54%	23%	4%
7. Palms dining center	92	2.47	0.81	8%	44%	37%	12%
8. Blazer cafe	145	2.78	0.65	10%	59%	28%	2%
9. Oasis snack bar	165	2.91	0.68	17%	59%	22%	2%
10. VSU Bulletin/Catalog	189	3.04	0.62	20%	67%	12%	2%
11. Cooperative education program	37	2.65	0.89	19%	35%	38%	8%
12. University work-study program	24	3.17	0.64	29%	58%	13%	0%
13. Career planning services	92	2.65	0.87	16%	42%	32%	10%
14. Job placement services	56	2.32	0.92	11%	30%	39%	20%
15. Counseling center services	41	2.81	0.90	22%	46%	22%	10%
16. Testing services	107	2.83	0.65	11%	64%	22%	3%
17. Campus student employment	59	2.85	0.85	22%	48%	24%	7%
18. Minority counseling	13	2.92	0.64	15%	62%	23%	0%
19. Veterans services	14	2.93	0.73	21%	50%	29%	0%
20. Public safety	162	2.47	0.84	9%	43%	35%	14%
21. Bookstore	194	2.63	0.79	9%	55%	26%	10%
22. Post office	100	2.88	0.66	14%	62%	22%	2%
23. Office of the President	61	2.92	0.82	23%	53%	18%	7%
24. Office of Vice President for Academic Affairs	55	2.98	0.68	20%	60%	18%	2%
25. Office of Vice President for Business & Finance	68	2.82	0.77	18%	52%	27%	4%
26. Office of Vice President for Student Affairs	64	2.88	0.83	23%	45%	27%	5%
27. Dean's Office (of my school)	154	3.01	0.78	27%	51%	18%	4%
28. Admissions Office	196	2.65	0.79	11%	52%	29%	9%
29. Registrar's Office	193	2.54	0.82	9%	48%	31%	12%
30. Financial Aid Office	135	2.35	0.98	12%	36%	28%	24%
31. Residence Life Office	47	2.38	0.80	4%	45%	36%	15%
32. Graduate School Office	85	3.00	0.71	22%	58%	18%	2%
33. Continuing Education Office	28	2.86	0.71	14%	61%	21%	4%
34. Alumni Office	25	3.12	0.83	32%	56%	4%	8%
35. Handicapped facilities	20	2.65	1.14	25%	40%	10%	25%
36. Special Services	15	2.73	0.88	13%	60%	13%	13%
37. Distance learning courses	49	2.55	1.04	22%	29%	31%	18%
38. Honors Program	30	2.87	0.73	17%	57%	23%	3%

The table above has been revised to reflect updated information for the 1996 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 Major Field of Study -- All Alumni	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	201	3.16	0.92	43%	38%	11%	8%
2. Helpfulness of advisor	201	3.14	0.95	44%	36%	11%	10%
3. Quality of printed information about program	197	2.92	0.77	22%	52%	22%	4%
4. Courses as preparation for a liberal education	130	2.96	0.69	20%	58%	21%	2%
5. Courses as preparation for employment	186	2.81	0.87	20%	51%	20%	10%
6. Courses as preparation for graduate school	136	3.02	0.74	24%	57%	15%	4%
7. Organization of the curriculum	199	2.91	0.82	23%	51%	20%	6%
8. Quality of lower division courses (core)	155	2.87	0.68	14%	61%	21%	3%
9. Quality of upper division courses (major)	195	3.19	0.79	39%	46%	11%	4%
10. Fairness of grading	201	3.15	0.71	32%	53%	14%	2%
11. Opportunities for interaction with faculty	201	3.26	0.76	44%	39%	16%	1%
12. Practicum or internship experiences	138	3.14	0.91	41%	38%	13%	7%
13. Library collection/resources (for major)	190	2.69	0.81	13%	52%	26%	9%
14. Library facilities (as relate to major)	189	2.69	0.84	15%	49%	27%	10%
15. Classroom facilities	200	2.96	0.74	22%	55%	21%	3%
16. Laboratory facilities	115	2.79	0.77	16%	53%	26%	5%
17. Quality of computer labs	186	2.89	0.79	23%	46%	28%	3%
18. Availability of computer labs	186	2.54	0.65	17%	37%	30%	17%
19. Overall attitude of faculty toward students	201	3.16	0.82	37%	46%	11%	5%
20. Overall quality of faculty	201	3.19	0.74	36%	50%	12%	3%

### 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	22	3.54	0.67	46%	47%	4%	4%
2. Helpfulness of advisor	22	3.45	0.59	53%	42%	6%	0%
3. Quality of printed information about program	22	3.13	0.77	64%	27%	9%	0%
4. Courses as preparation for a liberal education	7	3.00	0.57	50%	46%	5%	0%
5. Courses as preparation for employment	20	2.90	0.55	36%	41%	23%	0%
6. Courses as preparation for graduate school	11	3.18	0.60	14%	71%	14%	0%
7. Organization of the curriculum	22	3.04	0.57	10%	70%	20%	0%
8. Quality of lower division courses (core)	15	2.60	0.50	27%	64%	9%	0%
9. Quality of upper division courses (major)	22	3.50	0.51	18%	68%	14%	0%
10. Fairness of grading	22	3.22	0.61	0%	60%	40%	0%
11. Opportunities for interaction with faculty	22	3.36	0.72	50%	50%	0%	0%
12. Practicum or internship experiences	5	2.40	1.51	32%	59%	9%	0%
13. Library collection/resources (for major)	20	2.65	0.74	50%	36%	14%	0%
14. Library facilities (as relate to major)	20	2.65	0.87	40%	20%	40%	0%
15. Classroom facilities	21	3.47	0.51	10%	50%	35%	5%
16. Laboratory facilities	8	3.00	0.92	15%	45%	30%	10%
17. Quality of computer labs	21	3.33	0.73	48%	52%	0%	0%
18. Availability of computer labs	21	3.09	0.99	25%	63%	13%	0%
19. Overall attitude of faculty toward students	22	3.36	0.65	48%	38%	14%	0%
20. Overall quality of faculty	22	3.31	0.56	43%	33%	14%	10%

**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	8	3.25	1.03	50%	38%	13%	0%
2. Helpfulness of advisor	8	3.37	0.74	50%	38%	13%	0%
3. Quality of printed information about program	8	2.87	0.83	25%	38%	38%	0%
4. Courses as preparation for a liberal education	7	3.14	0.69	29%	57%	14%	0%
5. Courses as preparation for employment	8	2.62	1.06	25%	25%	38%	13%
6. Courses as preparation for graduate school	5	3.20	0.83	40%	40%	20%	0%
7. Organization of the curriculum	8	3.00	1.06	38%	38%	13%	13%
8. Quality of lower division courses (core)	6	3.16	0.75	33%	50%	17%	0%
9. Quality of upper division courses (major)	8	3.25	0.88	50%	25%	25%	0%
10. Fairness of grading	8	3.00	0.75	25%	50%	25%	0%
11. Opportunities for interaction with faculty	5	3.37	0.51	38%	63%	0%	0%
12. Practicum or internship experiences	7	3.40	0.54	40%	60%	0%	0%
13. Library collection/resources (for major)	7	2.71	1.11	29%	29%	29%	14%
14. Library facilities (as relate to major)	8	2.71	1.11	29%	29%	29%	14%
15. Classroom facilities	5	3.00	0.53	13%	75%	13%	0%
16. Laboratory facilities	8	2.80	0.44	0%	80%	20%	0%
17. Quality of computer labs	8	3.25	0.70	38%	50%	13%	0%
18. Availability of computer labs	8	2.87	0.99	25%	50%	13%	13%
19. Overall attitude of faculty toward students	8	3.12	0.64	25%	63%	13%	0%
20. Overall quality of faculty	8	3.25	0.46	25%	75%	0%	0%

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

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

Academic Experiences: Major Field of Study College of Nursing	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	19	3.25	0.46	32%	53%	11%	5%
2. Helpfulness of advisor	19	3.10	0.80	32%	32%	26%	11%
3. Quality of printed information about program	19	2.84	1.01	16%	53%	32%	0%
4. Courses as preparation for a liberal education	12	2.84	0.68	8%	50%	33%	8%
5. Courses as preparation for employment	17	2.58	0.79	24%	47%	12%	18%
6. Courses as preparation for graduate school	14	2.76	1.03	14%	64%	21%	0%
7. Organization of the curriculum	19	2.92	0.61	11%	47%	26%	16%
8. Quality of lower division courses (core)	17	2.52	0.90	12%	53%	35%	0%
9. Quality of upper division courses (major)	19	2.76	0.66	16%	63%	5%	16%
10. Fairness of grading	19	2.78	0.91	26%	32%	42%	0%
11. Opportunities for interaction with faculty	19	2.84	0.83	37%	37%	21%	5%
12. Practicum or internship experiences	19	3.05	0.91	26%	47%	21%	5%
13. Library collection/resources (for major)	19	2.94	0.84	11%	47%	21%	21%
14. Library facilities (as relate to major)	19	2.47	0.96	11%	47%	21%	21%
15. Classroom facilities	19	2.73	0.87	16%	53%	21%	11%
16. Laboratory facilities	17	2.52	0.87	18%	24%	53%	6%
17. Quality of computer labs	18	2.33	0.48	0%	33%	67%	0%
18. Availability of computer labs	18	2.50	0.78	6%	50%	33%	11%
19. Overall attitude of faculty toward students	19	2.68	1.00	26%	26%	37%	11%
20. Overall quality of faculty	19	2.68	0.88	21%	32%	42%	5%

**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	95	3.03	0.92	35%	43%	13%	10%
2. Helpfulness of advisor	95	3.03	1.01	40%	36%	12%	13%
3. Quality of printed information about program	92	2.83	0.78	19%	52%	24%	5%
4. Courses as preparation for a liberal education	61	2.85	0.60	10%	67%	21%	2%
5. Courses as preparation for employment	90	2.88	0.88	24%	49%	18%	9%
6. Courses as preparation for graduate school	68	2.91	0.76	19%	59%	16%	6%
7. Organization of the curriculum	95	2.85	0.85	22%	48%	22%	7%
8. Quality of lower division courses (core)	70	2.82	0.68	10%	69%	16%	6%
9. Quality of upper division courses (major)	92	3.03	0.81	29%	50%	15%	5%
10. Fairness of grading	95	3.12	0.73	32%	52%	15%	2%
11. Opportunities for interaction with faculty	95	3.16	0.79	40%	38%	21%	1%
12. Practicum or internship experiences	80	3.15	0.90	43%	36%	15%	6%
13. Library collection/resources (for major)	90	2.76	0.75	13%	56%	26%	6%
14. Library facilities (as relate to major)	90	2.75	0.79	16%	51%	27%	7%
15. Classroom facilities	95	2.82	0.72	16%	54%	27%	3%
16. Laboratory facilities	56	2.91	0.66	16%	61%	21%	2%
17. Quality of computer labs	89	2.80	0.81	19%	48%	27%	6%
18. Availability of computer labs	89	2.43	0.97	15%	35%	30%	20%
19. Overall attitude of faculty toward students	95	3.10	0.84	35%	47%	12%	6%
20. Overall quality of faculty	95	3.09	0.77	31%	53%	13%	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  
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	60	3.17	0.92	45%	33%	15%	7%
2. Helpfulness of advisor	60	3.18	0.98	48%	32%	10%	10%
3. Quality of printed information about program	58	2.86	0.78	17%	59%	17%	7%
4. Courses as preparation for a liberal education	35	2.94	0.73	20%	57%	20%	3%
5. Courses as preparation for employment	53	2.91	0.88	25%	51%	15%	9%
6. Courses as preparation for graduate school	36	2.97	0.88	28%	50%	14%	8%
7. Organization of the curriculum	59	2.97	0.79	24%	54%	17%	5%
8. Quality of lower division courses (core)	39	2.87	0.70	13%	67%	15%	5%
9. Quality of upper division courses (major)	55	3.02	0.83	29%	49%	16%	6%
10. Fairness of grading	60	3.15	0.78	35%	48%	13%	3%
11. Opportunities for interaction with faculty	60	3.30	0.83	52%	28%	18%	2%
12. Practicum or internship experiences	39	3.05	0.79	31%	46%	21%	3%
13. Library collection/resources (for major)	56	2.68	0.69	9%	54%	34%	4%
14. Library facilities (as relate to major)	57	2.65	0.72	9%	53%	33%	6%
15. Classroom facilities	60	2.80	0.63	10%	62%	27%	2%
16. Laboratory facilities	27	2.70	0.67	11%	48%	41%	0%
17. Quality of computer labs	51	2.80	0.63	12%	57%	31%	0%
18. Availability of computer labs	51	2.51	0.88	12%	41%	33%	14%
19. Overall attitude of faculty toward students	60	3.28	0.78	43%	47%	5%	5%
20. Overall quality of faculty	60	3.22	0.76	38%	48%	10%	3%

**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	201	3.43	6.46	51%	41%	7%	1%
2. VSU provided an environment for free and open exchange of ideas	201	3.43	6.53	51%	42%	6%	1%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	196	3.27	0.73	41%	47%	9%	3%
4. VSU helped me function in a professional setting & act with ethical awareness	201	3.46	0.66	54%	38%	8%	1%
5. VSU helped me expand my range of human experiences	198	3.24	0.81	43%	43%	9%	5%
6. If I started college over, I would choose to attend VSU	201	3.26	0.83	45%	41%	8%	6%
7. I would recommend VSU to others	200	3.46	0.73	57%	34%	7%	3%
	N	Mean	SD	Quality of Ratings			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
8. I would rate my academic experiences at VSU as . . .	201	3.26	0.63	34%	59%	6%	2%
9. I would rate my social experiences at VSU as . . .	201	3.20	0.68	34%	54%	11%	2%
10. The classes I took were . . .	201	3.18	0.63	29%	62%	8%	2%
11. The friendliness of the university was . . .	201	3.10	0.77	31%	51%	14%	4%
12. The general campus attractiveness was . . .	199	3.56	0.56	60%	37%	4%	0%

NOTE: N = the number of alumni responding to the item. Mean = mean of the ratings with Excellent = 4, Good = 3, Fair = 2, and Poor = 1 OR DY = Definitely Yes (4), PY = Probably Yes (3), PN = Probably Not (2) and DN = Definitely Not (1). SD = standard deviation of the mean. Percents have been rounded to the nearest whole number; therefore may not total 100.

**Alumni's Comments**

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

- ▶ I attended classes at Moody AFB. The two individuals that work at Moody are the best I have ever met. A real pleasure working with them.
- ▶ I would suggest students be informed by their advisors to acquire copies of their official transcripts. Also, tell students to make copies of diplomas before framing. Advisors should spend more time learning the requirements of the majors of the students they are advising.
- ▶ Kings Bay off-campus site was very convenient and helpful. I encourage you to expand those services. However, there was one professor that was very rude and let personal problems interfere with his responsibilities. The other staff were great. A Ph.D. program would be great.
- ▶ VSU needs to find ways to improve its students confidence in reaching their ultimate goals by bringing up self-esteem.
- ▶ As a commuting student, I was aware of a need for some kind of a locker facility that could be made available in each of the different buildings (West Hall, Nevins, etc.) for commuters to be able to store books or even a brown bag lunch. Also, if a locker facility could be placed in the library this would be beneficial to all students who must park so far away from the campus and carry numerous books all day. Because VSU serves so many commuters, storage facilities and perhaps study/lounge areas would be greatly appreciated for long waits between classes.
- ▶ I would be very interested in an MBA program that is structured similar to the MPA program with weekend classes available or an alternative to the traditional program of class scheduling; (i.e. distance learning, direct studies, etc.). The MBA program is too restrictive as it is set up now. Two nights each week for two years makes it especially hard to make it when coming from out of town.
- ▶ More continuing educational courses publicized to surrounding counties. Involve more minorities - women, black, Hispanics, etc. in planning of activities and programs. Offer more grant writing classes and publicize these more. Seek more minority faculty - advertise for them in surrounding areas. Place more satellite programs around the area. Increase the programs that offer masters, specialist degrees and doctorate. Consider a Doctorate degree for Nurse Practitioner with a clinical emphasis.
- ▶ Several teachers in the nursing department talked down to us. I had a much better experience in my core classes than my nursing ones. Computer labs were hard to get in. The one in the nursing building wasn't open enough to make good use of. Changing the grading system mid-stream was really unfair. It threw off our concentration. The pinning ceremony and reception were highly distasteful. Availability of courses was wonderful.
- ▶ The ability to student teach - your peers . Helping to prepare for graduate school and a graduate assistant it is imperative to earn experience among your peers who can encourage and support you.
- ▶ Need more Nursing journals in the library. College of Nursing needs to be student oriented. Need more parking. Enjoyed attending the sports programs (esp. football and basketball).
- ▶ The distribution of financial aid needs to be revised. The system that was in place at the time I was there was not very good. The other thing is the telecommunications department is under-funded. While at the school it was tough to work with out-dated equipment and be expected to get a job in a field that is so competitive.
- ▶ VSU needs to provide its students with adequate housing. It is absolutely ridiculous that students are forced to live off campus. Freshman need to be in a controlled living environment; at least until they are use to being away from home. Another problem that VSU has is parking. Here is an idea - use the money made from parking tickets to construct a parking garage.
- ▶ During the last or next to the last quarter a student is in, the student should have to attend a course on resumé, job interviews, etc. to better prepare the student with job placement. This will not only help relieve students anxiety but also give employers a positive outlook toward VSU graduates. The class or workshop should be directly related to the students' majors.
- ▶ More profession-oriented student clubs should be offered. It would have helped prepare me more for the business world. Overall quality of clubs was great, especially Model United Nations. VSU gave me the opportunity to interact with students from many different cultures and backgrounds.
- ▶ For myself VSU was a good experience.
- ▶ When students are scheduled to have final exams on Saturday (which happened during my last year) offices on campus, especially division offices, should be open. Students also need a place on campus to send and receive fax documents.
- ▶ Require every student before graduating to have at least 10 hours of computer related classes. Include in at least one of the classes information on programming ( ex: names of languages, a little on principles). More software (variety ) classes. Written materials and information on major and related jobs and projected salaries. That information is available at career planning & placement but students tend not to use those services until they are well into their major. Needs to be more openly advertised that this type of information is available and to seek it out also when considering majors or concentrations.
- ▶ Your program at Naval Submarine Base, Kings Bay is excellent. The weekend ( Friday night & Saturday) regimen for your graduate program is better suited than weeknights for the sailors on submarines. Thanks for the opportunity to professionally develop.
- ▶ Some of the money spent on grounds maintenance should be placed into other areas (i.e. more parking, more computers, etc.). Greeks should be allowed housing and there should be more support shown to the Greek system because they do a lot of community service for VSU and Valdosta as a whole.
- ▶ Staff for Admissions, Financial Aid and Public Safety need to be more friendly. The job descriptions for these jobs are customer service.
- ▶ Faculty advisors should only advise student organizations, such as WVVS, not attempt to take over and run things. There should be more teaching assistant positions available to graduate students, especially in the English department.

**Alumni's Comments, continued**

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

Administration should not force its way and take away "safe Harbor" from WVVS, especially since student DJ's behave responsibly. There should be fewer mixed graduate / undergraduate courses.

► I was very pleased with the staff of the Financial Aid office! They were very nice and did everything they could to assist me. The new student center is great. The most pressing problem is parking on campus.

► One of my major faults with VSU is the Financial Aid Dept. I felt they were unorganized and not always helpful to students. For many students this is a very new process and they are borrowing a lot of money, which is an investment in our future. Checks were sent late - as in the middle of the quarter. Other Georgia universities disperse funds even 2 weeks before the quarter begins which makes sense, because that's when the majority of expenses are. Some students do not have access to funds from other places. This should be important to the school, because it affects the well-being of their students.

► The University was an overall good experience for me at the undergraduate level. Based on my experiences as an undergraduate, the organization and living environments of the residence halls could be improved upon as well as parking facilities. The best experiences I had were with faculty and staff members. All of them (especially in the English dept.) seem to be very helpful and supportive of the students.

► The only problem I ever had while attending VSU was the parking. Most people who attended VSU work. They are either coming from work or taking a class during their lunch hour, which I have known several people to do. It is so hard to find a parking place. I feel that if VSU plans to continue to grow then they need to provide adequate parking for all their students.

► I thoroughly enjoyed attending VSU. The teachers were great and I liked their classes.

► Attitude toward education/learning needs to be improved, for that of both professors and students seemed to believe that graduation from the university itself was the goal to be achieved, and somehow many professors seemed to reinforce that belief by emphasizing passing/getting good grades from courses as opposed to learning something valuable from courses. Palm s Dining Center needs to be improved regarding quality and variety of meals served in order to meet various types of people's needs. Forced on campus residents meal plan needs to be eliminated. Palms dining center already has a great advantage by being located on campus, and its monopoly does not need to be reinforced. Some competition might improve its quality. However, the more urging need is to improve the quality of the library. I realized that there was no "library fee" collected from students. This fee is much more important than leisure center fee, for instance Odum library needs huge improvement, in terms of resource availability, without which VSU cannot grow. But after all, I had a great time in VSU.

► Develop a solid journalism major.

► Nurse Practitioner programs. More varied Doctoral programs to include nursing or nursing related programs. These programs offered should be on a schedule for students employed full time. These programs should be offered with flexibility, i.e. independent study, distance learning.

► I was well pleased with the knowledge I have gained from the university and the social skills I learned. I was not pleased with some of the faculty and some of the bureaucratic administration.

► The intimacy of faculty student interactions is VSU's greatest asset. Keep the faculty to student ratio high. VSU makes the student feel like a person not a number.

► The University can improve its service to students by acquiring more funding for computers and building a larger computer lab in the University Center. There are a limited number of computers and this creates a problem for the students in the Sociology, Anthropology and Criminal Justice departments. Also, better records need to be kept by the office of Business and Finance and the office of Housing. Another needed improvement is adequate parking for students, as well as adequate housing.

► The rudeness of some library staff should not have to be tolerated by students. The attitude of one or two members can reflect on the entire staff. Safety on campus was always a concern for me. All my classes were in the evenings. The shrubbery and plants campus are beautiful, but they also pose a safety hazard - a good hiding place for attackers. A parking garage in lieu of greenery might be more beneficial.

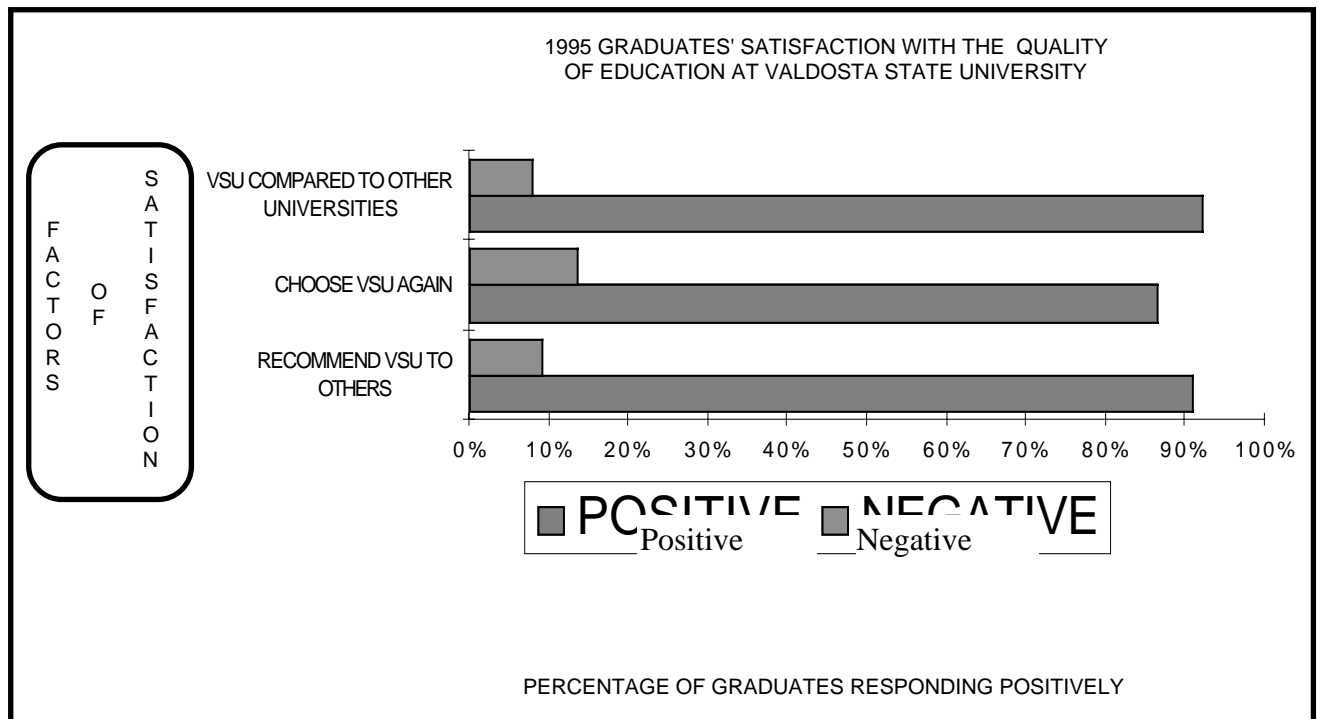
► The University must improve its treatment towards graduate students who provide it with a vast degree of helpful low-range services.

► The curriculum and admission graduation standards changed too much. Labs were too hot and cramped, poor quality printers. Administration and teachers were excellent, secretarial staff was often rude.

### 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 1996 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 1996 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, 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 1996 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:
  - 27% earning \$27,000 or more
  - 25% earning between \$17,000 and 21,999
  
- The Average Annual Salary for Present Job:
  - 53% earning \$27,000 or more
  - 3% 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