

1997 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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This report is a descriptive summary of the 222 VSU Alumni who graduated with baccalaureate degrees during the 1997 calendar year and completed the Valdosta State University Alumni Questionnaire. This represents an eighteen percent return rate. The information was collected from January 1, 1999, through June 15, 1999. It is anticipated that these results will be used by colleges and departments as one indicator of the effectiveness of the University's programs and services. In addition to this report, each department has received a supplementary report that provides summary statistics of its alumni's ratings for the academic experiences in the Major Field of Study for that department.

Melinda Cutchens, Administrative Coordinator, coordinated the collection of data and the coding of surveys. Student Assistants Alana Bryan, Cuneyt Ulug, Alda Willis, 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:

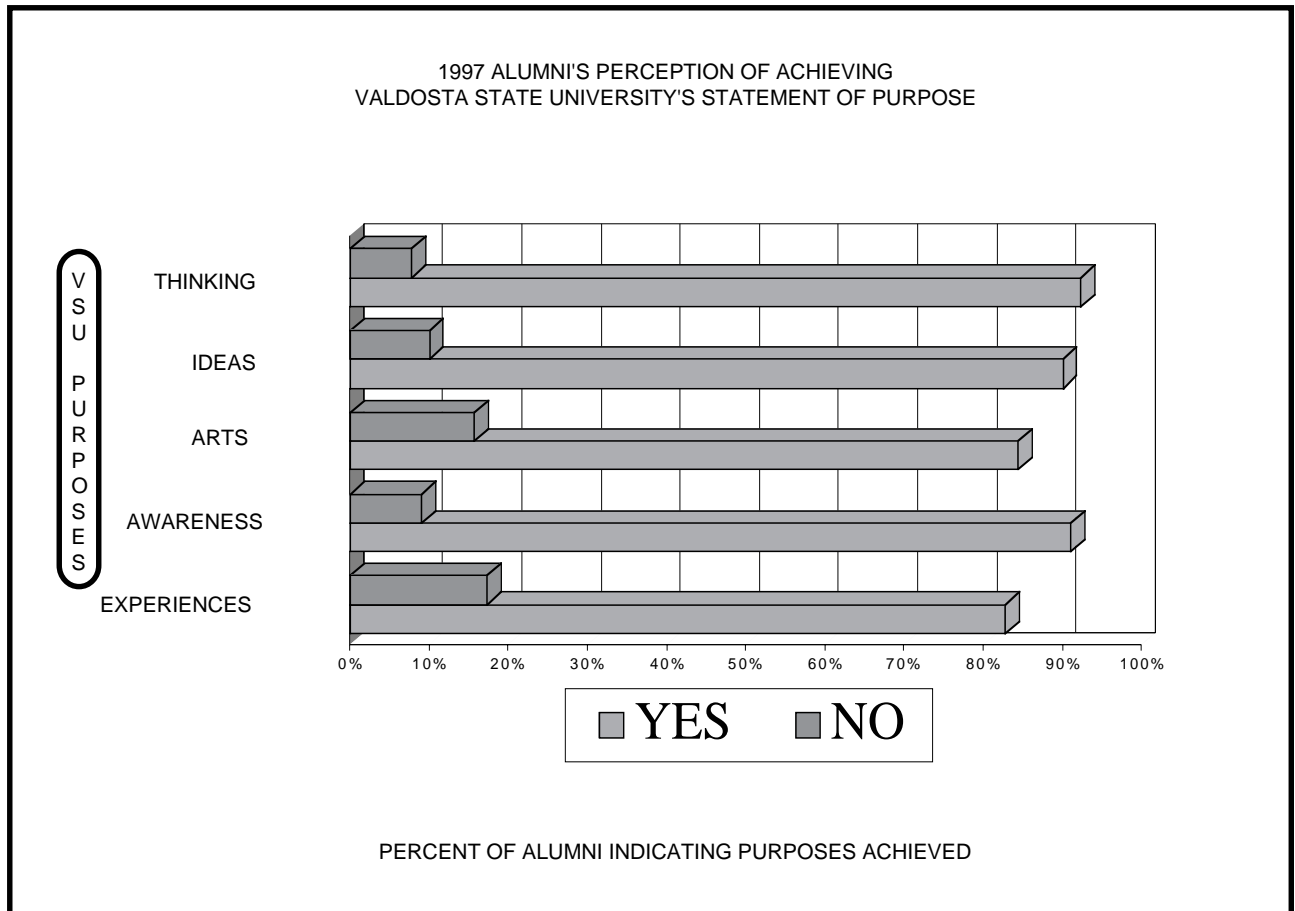
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### How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness can be determined from the 1997 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.

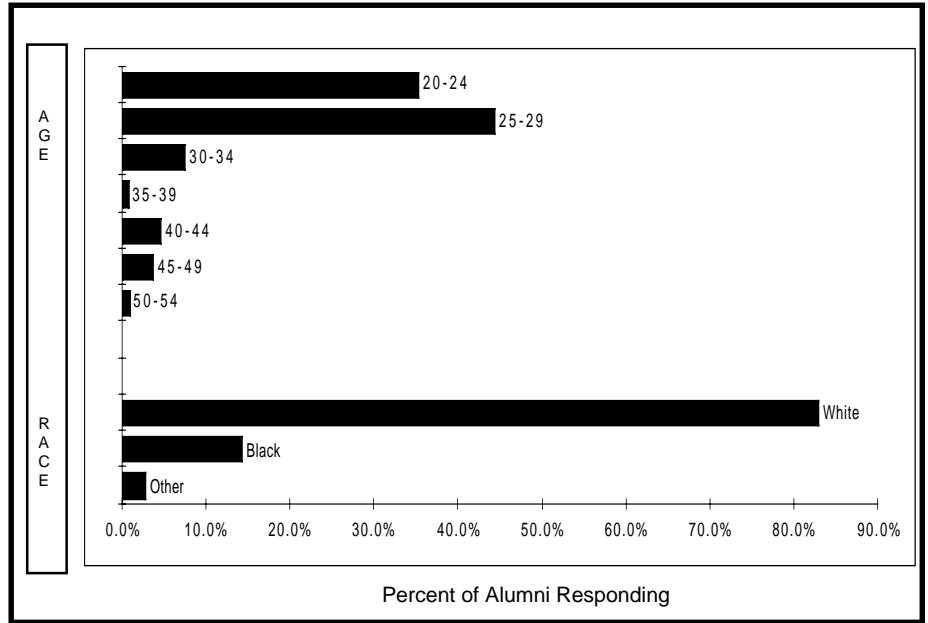


**Description of The Responding Alumni\*\***

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**

This respondent group is, as a group, younger, more ethnically diverse, and more female than past respondent groups. Additionally, nearly twice as many persons responded this year as the past two years although the method of survey distribution has not changed. Of the 222 alumni responding to the questionnaire, thirty-five percent of the 1997 alumni reported being 20-24 years of age. Over forty-four percent were 25-29 years of age; nearly eight percent were 30-34 years of age; approximately four percent responded from age categories of 40-44, and 45-49. Remaining age groups contained less than one percent of the respondents in each group. Female alumni represented seventy-three percent of the sample with the remaining twenty-seven percent representing male alumni. Distributions for race revealed that eighty-three percent of the alumni polled were White; fourteen percent were Black; and the remaining three percent classified themselves as Other.



Female alumni represented seventy-three percent of the sample with the remaining twenty-seven percent representing male alumni. Distributions for race revealed that eighty-three percent of the alumni polled were White; fourteen percent were Black; and the remaining three percent classified themselves as Other.



**Attendance at VSU**

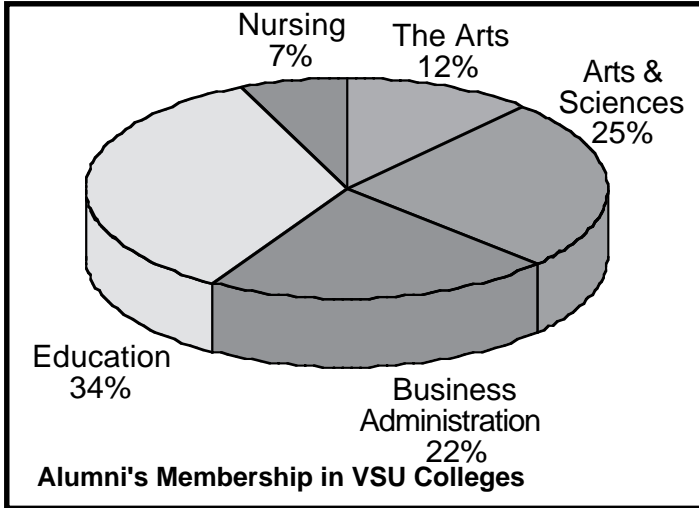
The 1997 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed three percent had attended for one year, and twenty-one percent reported attending for two years. Nineteen percent had attended for three years and thirty-four percent had attended for four years.

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

**Degrees Earned**

Thirty-seven percent of this group indicated that they are currently enrolled at a university,

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



including Valdosta State University. Thirteenpercent of these are seeking additional Bachelor's degrees, seventy-two percent are seeking master's degrees, four percent are planning for specialist degrees, eight percent are seeking professional degrees, and two percent are working towards doctoral degrees.

**Membership in VSU Colleges**

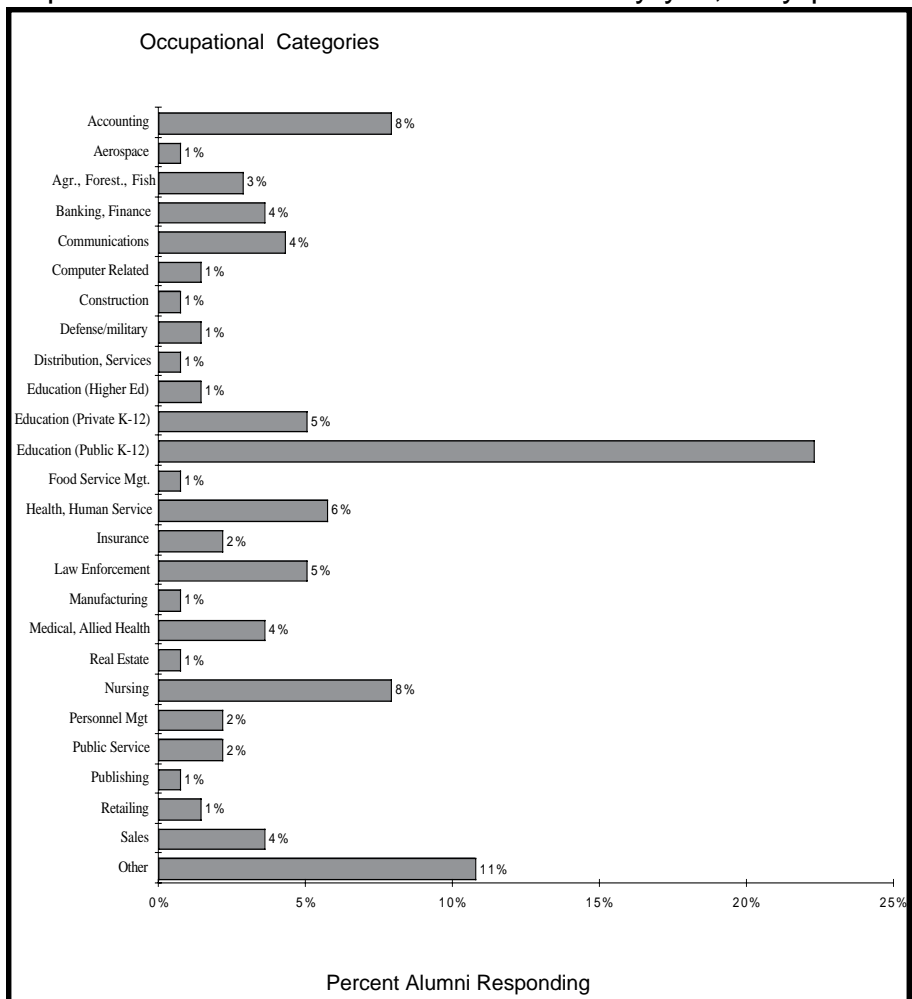
Thirty-four percent of the 1997 alumni identified their college as Education, while another twenty-five percent identified their college as Arts and Sciences. The remaining forty-one percent of the alumni were distributed among the other colleges as displayed in the circle graph to the left.

**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-one percent of the alumni answered definitely yes; forty percent answered probably yes; six percent answered probably no; and four percent responded definitely no. Along the same line, forty-one percent reported that overall Valdosta State University was excellent preparation for additional University work; forty percent reported their VSU experiences as good preparation and eighteen percent felt VSU provided adequate preparation. One half of one percent believed that VSU was inadequate preparation for additional University work.

**Preparation for Employment**

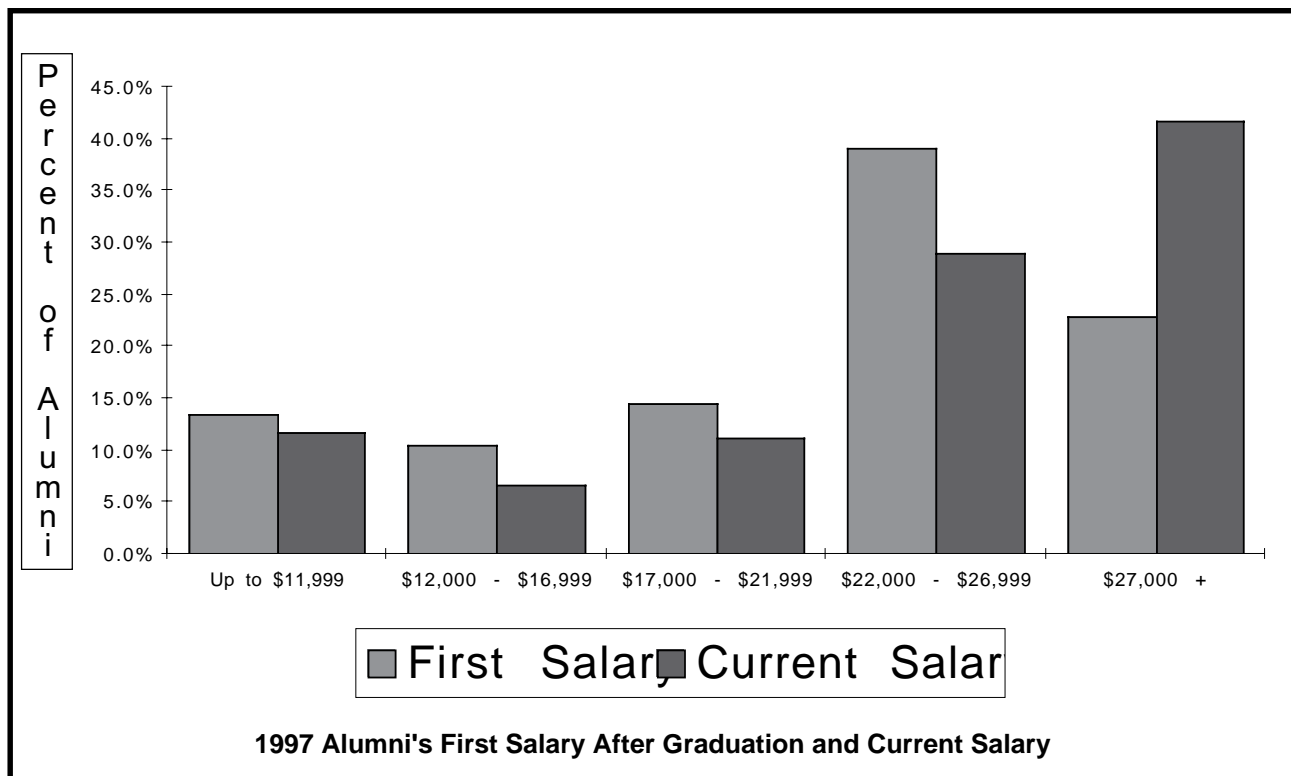
The second indicator is how well Valdosta State University has prepared graduates for employment. Seventy-four percent of the 1997 alumni reported courses in



their major field of study were definitely to probably helpful in obtaining employment; twelve percent felt their major courses probably had not helped in gaining employment, while fifteen percent reported courses in their major were definitely not helpful.

**Employment-Occupational Categories**

One of the objectives of the Alumni Questionnaire was to identify the occupational areas in which Valdosta State University alumni are currently employed. As shown by the graph on the bottom of page five, twenty-eight percent of the 1997 alumni are employed by public school systems, private schools, or higher education. Eighteen percent of the alumni are employed in health



related fields, and fifteen percent are employed in business related (accounting, finance, management, or manufacturing) fields. The remaining thirty-nine percent of the alumni are employed in other occupations.

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 1997 alumni were asked to list their annual salary range for their first job. Thirteen percent of the respondents had a salary below \$12,000; ten percent indicated their salary range was between \$12,000-\$16,999; fourteen percent reported an annual salary range between \$17,000-\$21,999; thirty-nine percent reported a range between \$22,000-\$26,999; and twenty-three percent reported earning an average annual income of \$27,000 and above.

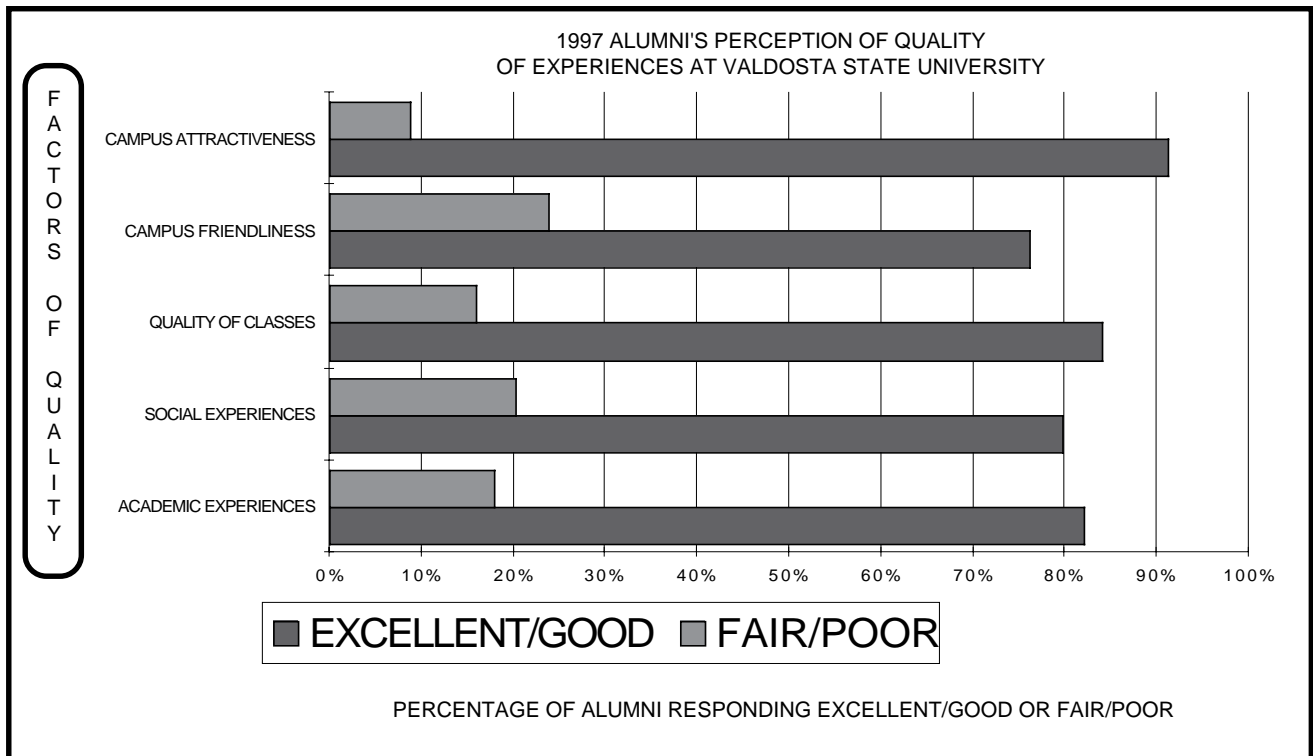
Finally, the alumni were asked to list their current annual salary. Compared to their first job, twelve percent of the 1997 alumni are making below \$12,000. Seven percent are earning between \$12,000-\$16,999; eleven percent are earning an annual salary range between \$17,000-\$21,999; twenty-nine percent are earning between \$22,000-\$26,999; and forty-two 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 1997 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 eighty-two percent of the 1997 alumni. Eighty percent of the 1997 alumni rated their social experiences as excellent to good. Eighty-four 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 seventy-six percent of the 1997 alumni rated this factor as excellent to good. The beauty of the campus was recognized as excellent to good by ninety-one 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)
Housing & residence halls	78	2.68	0.63	9%	50%	41%	0%
Sororities & fraternities	58	2.98	0.78	28%	45%	26%	2%
Clubs & student organizations	111	2.91	0.71	18%	58%	22%	3%
Intramural program & services	100	3.06	0.78	29%	52%	15%	4%
Athletic facilities	132	2.95	0.79	23%	53%	18%	5%
Health services	159	2.75	0.90	21%	42%	28%	9%
Palms dining center	126	2.62	0.75	7%	56%	28%	9%
Blazer cafe	170	2.95	0.68	7%	56%	28%	9%
Oasis snack bar	161	2.95	0.72	22%	53%	23%	2%
VSU Bulletin/Catalog	202	3.13	0.64	27%	60%	12%	1%
Cooperative education program	54	3.06	0.76	26%	59%	9%	6%
University work-study program	50	3.06	0.79	32%	44%	22%	2%
Career planning services	107	2.64	0.94	17%	47%	21%	16%
Job placement services	92	2.35	0.95	10%	39%	27%	24%
Counseling center services	52	2.73	0.89	17%	50%	21%	12%
Testing services	106	2.84	0.73	17%	53%	27%	3%
Campus student employment	81	2.99	0.90	31%	46%	15%	9%
Minority counseling	29	2.86	0.79	17%	59%	17%	7%
Veterans services	30	2.87	0.97	30%	37%	23%	10%
Public safety	171	2.57	0.85	12%	45%	32%	12%
Bookstore	212	2.71	0.81	15%	50%	28%	8%
Post office	130	2.96	0.65	19%	58%	23%	0%
Office of the President	88	2.97	0.75	22%	58%	16%	5%
Office of Vice President for Academic Affairs	87	2.95	0.81	24%	53%	17%	6%
Office of Vice President for Business & Finance	79	2.99	0.88	29%	49%	13%	9%
Office of Vice President for Student Affairs	91	2.98	0.77	24%	54%	18%	4%
Dean's Office (of my College)	164	3.08	0.78	30%	52%	13%	4%
Admissions Office	213	2.83	0.77	17%	54%	24%	5%
Registrar's Office	209	2.57	0.90	14%	43%	29%	14%
Financial Aid Office	160	2.49	1.02	18%	33%	28%	21%
Residence Life Office	68	2.76	0.83	18%	49%	26%	7%
Continuing Education Office	38	2.97	0.75	26%	45%	29%	0%
Alumni Office	48	2.98	0.81	27%	48%	21%	4%
Handicapped facilities	28	2.93	0.90	29%	43%	21%	7%
Special Services	17	3.12	0.78	35%	41%	24%	0%
Distance learning courses	38	3.08	0.88	37%	39%	18%	5%
Honors Program	37	3.00	0.88	32%	41%	22%	5%

The table above has been revised to reflect updated information for the 1997 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	218	3.28	0.90	51%	34%	8%	7%
2. Helpfulness of advisor	219	3.24	0.91	49%	32%	11%	7%
3. Quality of printed information about program	216	3.02	0.82	31%	44%	21%	4%
4. Courses as preparation for a liberal education	154	3.06	0.68	24%	60%	14%	2%
5. Courses as preparation for employment	213	2.90	0.85	25%	47%	22%	7%
6. Courses as preparation for graduate school	159	3.00	0.83	29%	48%	28%	6%
7. Organization of the curriculum	217	3.00	0.78	27%	50%	19%	4%
8. Quality of lower division courses (core)	187	2.76	0.72	12%	56%	27%	4%
9. Quality of upper division courses (major)	220	3.30	0.66	40%	52%	7%	1%
10. Fairness of grading	220	3.14	0.69	30%	55%	14%	1%
11. Opportunities for interaction with faculty	218	3.15	0.84	39%	40%	17%	4%
12. Practicum or internship experiences	146	3.21	0.86	44%	38%	12%	6%
13. Library collection/resources (for major)	210	2.73	0.88	21%	41%	31%	9%
14. Library facilities (as relate to major)	213	2.79	0.87	22%	42%	29%	7%
15. Classroom facilities	217	3.06	0.68	25%	59%	15%	2%
16. Laboratory facilities	149	2.70	0.84	17%	44%	31%	8%
17. Quality of computer labs	210	2.96	0.78	26%	46%	25%	2%
18. Availability of computer labs	215	2.65	0.94	21%	33%	34%	11%
19. Overall attitude of faculty toward students	219	3.17	0.78	37%	46%	14%	3%
20. Overall quality of faculty	220	3.27	0.72	41%	48%	9%	2%

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

Academic Experiences: Major Field of Study College of Arts & Sciences	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	54	3.30	0.96	57%	22%	13%	7%
2. Helpfulness of advisor	55	3.24	0.92	51%	27%	16%	6%
3. Quality of printed information about program	53	2.98	0.89	32%	40%	23%	6%
4. Courses as preparation for a liberal education	47	3.02	0.79	28%	51%	17%	4%
5. Courses as preparation for employment	53	2.66	0.96	21%	38%	28%	13%
6. Courses as preparation for graduate school	45	3.02	0.97	38%	36%	18%	9%
7. Organization of the curriculum	54	3.00	0.87	32%	43%	20%	6%
8. Quality of lower division courses (core)	50	2.74	0.88	18%	48%	24%	10%
9. Quality of upper division courses (major)	55	3.38	0.76	51%	40%	6%	4%
10. Fairness of grading	55	3.27	0.73	42%	46%	11%	2%
11. Opportunities for interaction with faculty	55	3.15	0.99	47%	29%	15%	9%
12. Practicum or internship experiences	24	3.04	1.12	50%	17%	21%	13%
13. Library collection/resources (for major)	53	2.64	1.02	26%	25%	36%	13%
14. Library facilities (as relate to major)	54	2.65	1.01	26%	26%	35%	13%
15. Classroom facilities	55	3.02	0.71	24%	56%	18%	2%
16. Laboratory facilities	36	2.56	1.00	19%	33%	31%	17%
17. Quality of computer labs	50	2.76	0.74	18%	40%	42%	0%
18. Availability of computer labs	54	2.26	0.94	11%	26%	41%	22%
19. Overall attitude of faculty towards students	55	3.13	0.88	42%	33%	22%	4%
20. Overall quality of faculty	55	3.27	0.78	46%	38%	15%	2%

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

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

Academic Experiences: Major Field of Study College of Business Administration	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	48	3.44	0.80	56%	38%	0%	6%
2. Helpfulness of advisor	48	3.38	0.87	58%	25%	13%	4%
3. Quality of printed information about program	46	3.02	0.65	22%	59%	20%	0%
4. Courses as preparation for a liberal education	28	2.79	0.69	11%	61%	25%	4%
5. Courses as preparation for employment	47	2.74	0.67	9%	62%	26%	4%
6. Courses as preparation for graduate school	25	3.00	0.65	17%	72%	8%	4%
7. Organization of the curriculum	48	2.98	0.60	17%	65%	19%	0%
8. Quality of lower division courses (core)	40	2.70	0.61	5%	63%	30%	3%
9. Quality of upper division courses (major)	48	3.25	0.53	29%	67%	4%	0%
10. Fairness of grading	48	3.13	0.67	27%	60%	10%	2%
11. Opportunities for interaction with faculty	47	3.17	0.73	36%	45%	19%	0%
12. Practicum or internship experiences	21	3.00	0.84	24%	62%	5%	10%
13. Library collection/resources (for major)	47	2.55	0.69	4%	53%	36%	6%
14. Library facilities (as relate to major)	48	2.73	0.64	8%	58%	31%	2%
15. Classroom facilities	47	3.30	0.59	36%	57%	6%	0%
16. Laboratory facilities	29	2.62	0.68	7%	52%	38%	3%
17. Quality of computer labs	48	3.19	0.76	35%	52%	8%	4%
18. Availability of computer labs	48	3.13	0.76	33%	48%	17%	2%
19. Overall attitude of faculty toward students	48	3.38	0.61	44%	50%	6%	0%
20. Overall quality of faculty	48	3.38	0.61	44%	50%	6%	0%

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

Academic Experiences: Major Field of Study College of The Arts	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	26	3.46	0.76	58%	35%	4%	4%
2. Helpfulness of advisor	26	3.38	0.85	58%	27%	12%	4%
3. Quality of printed information about program	26	2.96	0.82	27%	46%	23%	4%
4. Courses as preparation for a liberal education	25	3.16	0.55	24%	68%	8%	0%
5. Courses as preparation for employment	26	2.81	0.94	23%	46%	19%	12%
6. Courses as preparation for graduate school	19	2.58	0.96	21%	26%	42%	11%
7. Organization of the curriculum	25	3.04	0.73	24%	60%	12%	4%
8. Quality of lower division courses (core)	25	2.72	0.68	8%	60%	28%	4%
9. Quality of upper division courses (major)	26	3.38	0.64	46%	46%	8%	0%
10. Fairness of grading	26	3.19	0.57	27%	65%	8%	0%
11. Opportunities for interaction with faculty	25	3.28	0.74	44%	40%	16%	0%
12. Practicum or internship experiences	16	3.50	0.73	63%	25%	13%	0%
13. Library collection/resources (for major)	25	2.48	0.92	16%	28%	44%	12%
14. Library facilities (as relate to major)	26	2.58	0.95	19%	31%	39%	12%
15. Classroom facilities	26	2.54	0.76	8%	46%	39%	8%
16. Laboratory facilities	20	2.45	0.83	10%	35%	45%	10%
17. Quality of computer labs	26	2.65	0.85	15%	42%	35%	8%
18. Availability of computer labs	26	2.35	0.98	15%	23%	42%	19%
19. Overall attitude of faculty toward students	26	3.23	0.65	35%	54%	12%	0%
20. Overall quality of faculty	26	3.27	0.60	35%	58%	8%	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	14	3.29	0.61	36%	57%	7%	0%
2. Helpfulness of advisor	14	3.29	0.73	43%	43%	14%	0%
3. Quality of printed information about program	15	2.93	0.80	27%	40%	33%	0%
4. Courses as preparation for a liberal education	6	3.00	0.63	17%	67%	17%	0%
5. Courses as preparation for employment	15	3.13	0.64	27%	60%	13%	0%
6. Courses as preparation for graduate school	11	3.09	0.83	27%	64%	9%	0%
7. Organization of the curriculum	15	3.00	0.93	33%	40%	20%	7%
8. Quality of lower division courses (core)	12	2.83	0.72	8%	75%	8%	8%
9. Quality of upper division courses (major)	15	3.07	0.80	27%	60%	7%	7%
10. Fairness of grading	15	2.53	0.64	0%	60%	33%	7%
11. Opportunities for interaction with faculty	15	3.13	0.64	27%	60%	13%	0%
12. Practicum or internship experiences	14	3.00	0.78	21%	64%	7%	7%
13. Library collection/resources (for major)	14	2.71	0.83	7%	71%	7%	14%
14. Library facilities (as relate to major)	14	2.64	0.63	0%	71%	21%	7%
15. Classroom facilities	15	3.00	0.53	13%	73%	13%	0%
16. Laboratory facilities	13	2.69	0.63	8%	54%	39%	0%
17. Quality of computer labs	13	2.92	0.64	8%	85%	0%	8%
18. Availability of computer labs	13	2.77	0.60	8%	62%	31%	0%
19. Overall attitude of faculty toward students	15	2.93	0.70	13%	73%	7%	7%
20. Overall quality of faculty	15	3.07	0.80	27%	60%	7%	7%

**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	76	3.05	1.04	42%	36%	12%	11%
2. Helpfulness of advisor	76	3.11	0.97	41%	41%	7%	12%
3. Quality of printed information about program	76	3.08	0.88	37%	40%	18%	5%
4. Courses as preparation for a liberal education	48	3.21	0.58	29%	63%	8%	0%
5. Courses as preparation for employment	72	3.17	0.80	39%	42%	17%	3%
6. Courses as preparation for graduate school	59	3.10	0.74	31%	51%	17%	2%
7. Organization of the curriculum	75	3.00	0.82	29%	45%	21%	4%
8. Quality of lower division courses (core)	60	2.83	0.67	15%	53%	32%	0%
9. Quality of upper division courses (major)	76	3.30	0.63	40%	51%	9%	0%
10. Fairness of grading	76	3.14	0.67	30%	54%	16%	0%
11. Opportunities for interaction with faculty	76	3.09	0.87	37%	41%	17%	5%
12. Practicum or internship experiences	71	3.30	0.80	48%	37%	13%	3%
13. Library collection/resources (for major)	71	3.00	0.85	31%	42%	23%	4%
14. Library facilities (as relate to major)	71	3.06	0.84	34%	42%	20%	4%
15. Classroom facilities	74	3.15	0.63	27%	62%	10%	1%
16. Laboratory facilities	51	2.94	0.83	26%	49%	20%	6%
17. Quality of computer labs	73	3.07	0.77	33%	41%	26%	0%
18. Availability of computer labs	74	2.70	0.95	26%	27%	39%	8%
19. Overall attitude of faculty toward students	75	3.09	0.84	35%	45%	15%	5%
20. Overall quality of faculty	76	3.25	0.77	41%	47%	8%	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 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	222	3.39	0.70	49%	43%	5%	2%
2. VSU provided an environment for free and open exchange of ideas	222	3.34	0.72	46%	44%	8%	2%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	218	3.17	0.77	36%	48%	12%	3%
4. VSU helped me function in a professional setting & act with ethical awareness	222	3.41	0.75	53%	38%	5%	4%
5. VSU helped me expand my range of human experiences	222	3.18	0.85	41%	41%	11%	6%
6. If I started college over, I would choose to attend VSU	220	3.25	0.86	48%	36%	11%	6%
7. I would recommend VSU to others	221	3.44	0.72	55%	36%	7%	2%
				Quality of Ratings			
	N	Mean	SD	Excel (4)	Good (3)	Fair (2)	Poor (1)
8. I would rate my academic experiences at VSU as . . .	217	3.14	0.72	33%	49%	17%	1%
9. I would rate my social experiences at VSU as . . .	218	3.14	0.80	37%	48%	17%	3%
10. The classes I took were . . .	218	3.11	0.70	29%	55%	14%	2%
11. The friendliness of the university was . . .	218	3.02	0.80	29%	47%	20%	4%
12. The general campus attractiveness was . . .	219	3.53	0.68	62%	29%	8%	1%

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 obtained my first position through placement services. They do an excellent job of presenting (during classroom time) the resources they have to offer.

\* VSU fields an excellent array of instructors.

\* Although the classes I took for my Bachelor's Degree in Criminal Justice were excellent, they did not prepare me with the interview skills that I needed in order to get the job I wanted. VSU should teach its students what it takes to have a good interview. For example, when an employer wants you to tell the truth and asks you a list of questions. The student should know to "bend" the truth and tell the employer what he or she wants to hear. The student should not tell the truth if they want a job in law enforcement even if it is the right or ethical thing to do. They should try forgetting all fun things they did in college because most of these things are not what the interviewer wants to hear. Basically, better prepare students with interviewing skills.

\* Build a practical curriculum. Theory is great and lays the foundation, but the practical knowledge and application experience is invaluable. I am currently in my second year of law school and recently finished a Trial Advocacy class where we learned how to put the theory to work. Learning the theory is interesting but it is "rewarding" to know that I can

now put that theory to good use. Try it, you might learn something about giving students skills to succeed in business, not just school. Study for the career, not just the test.

\* Provide more courses through Distance Learning for graduate students in surrounding counties.

\* Better after graduation job assistance for out of state students should be provided. Most listings were only in the state of Georgia.

\* The Career Planning and Placement Office only seemed to cater to Nursing and Criminal Justice majors, with a little left over for Business Management or Finance majors. Career fairs were especially skewed along these lines. Since I was not any of the above majors, I had no chances of finding employment with the aid of the school. They could not even give me leads on who to talk to about the field I was interested in. By the way, I was a Political Science major and was interested in foreign policy.

\*The Co-op Office, not career services, does not try to help you find work. I used both services and was very disappointed. I never got an interview from the Co-op Office. In my opinion, both offices do more in shuffling paperwork than they do in assisting students in locating viable employment. Also, I do not feel undergraduate courses prepare us for work in the Sociology field. I was unable to obtain work because I had no

**Alumni's Comments, continued**

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

experience. I feel that at least a couple of the jobs I interviewed for I would have gotten if I had had some experience. That should be a prerequisite to obtaining a degree not a choice. I also feel some professors graded too harshly and did not confer with the students about the possibility of receiving a low grade. Anyway, overall, I rate my college experience at VSU as poor. I have over \$30,000 in loans to pay off and I am unable to on my own to get a job in my field. It is a very definite disappointment, and I would not recommend VSU to my children or grandchildren coming along. I am paying my loans through selling Tupperware and I did not need a four-year degree in order to do that. More money needs to go into training and not just into taking classes. Also, VSU needs to work with the agencies more closely so that everyone would get a chance to get some experience. Students who do not know someone in Valdosta who will speak for them are at a definite disadvantage in this town. I truly feel that it does not speak well for this university that there are a number of people who are repaying their student loans by working at fast food restaurants or selling retail in some local business.

\* From my understanding the only tutoring programs available are geared toward minority students. I think there should be tutoring available for all people. If you are not a minority you will obviously not get a good job tutoring nor feel like you should use the minority tutoring services.

\* I am aware that VSU is not a vocational school, but more hands-on activities would definitely be beneficial to students.

\* I think the Placement Services did a good job with sending out resumes but could have acquired more information about the preference of jobs desired by the applicants.

\* The majority of the instructors at VSU were extremely helpful, but I learned absolutely nothing in Economics.

\* Convenient parking is needed. And a larger more user-friendly bookstore.

\* Keep expanding when needed (ex. Student Union, Bookstore). Keep providing good quality of service.

\* I thought my professors were very well educated and knowledgeable of subject area. They were very helpful when I needed help.

\* Develop a graduate program for students who would like to continue their studies in Biology and Chemistry related fields. Make or encourage faculty to make major core classes more hands on. Apply textbook information with actual life application. College should be an environment where you gain knowledge but also experience. Maybe a mandatory field study or internship can accomplish this.

\* Be more open to the non-traditional needs of the student. Professors need to be aware of the needs of employers hiring from their course of instruction, and they need to incorporate those needs into the course.

\* I graduated with a Biology degree, worked in a veterinarian

office after graduation and have been accepted into vet school. The facilities in the Biology Department were terrible while I was attending school. But I think that will be corrected with the completion of the new science building.

\* I participated in the Early Childhood Education Study Abroad Program in Great Britain, and it was an excellent experience. It was very educational and a very interesting way to learn about educating children. The only difference I would like to have seen is the visits to schools in Great Britain. We were not able to visit schools because they were on holiday while we were there. I think it would have been a valuable experience to visit schools there.

\* More realistic job previews by going into the work to see what certain majors actually do.

\* I was a nontraditional student taking classes from a satellite location. I wish that I had better access to programs like the students on Main Campus. I was invited into the honors program but since I was not on Main Campus I was told that I could not be in it. Because of distance and work I felt left out and wished a counselor had been more accessible and that the Career Placement had more visits to the satellite location.

\* Upon exiting the University with a degree, there should be some career counseling required or heavily suggested. Since graduation, I have found it extremely difficult to find employment in my major field of study. If I had been advised on what avenues I could take for job search, I may not be having so much trouble now.

\* The only thing VSU can do to improve services is to have nice, well-paid and friendly people operating offices.

\* One way would be to remind staff those who work in service areas, such as the Bursary to be kind and considerate to students who use and need their services. Is it possible to have Public Safety to walk around patrolling rather than just driving cars? Seeing an actual Public Safety officer is more of a safe presence than for them just to ride through with the windows up.

\* I did not use my degree from the College of Business Administration. I wanted to pursue a career in Dentistry.

\* Classes need to be offered more than one time during the academic year. Upper-level Finance and Economics classes are only taught once a year and usually during one time slot. Career Planning and Placement's files were too old. The jobs that were available in my field had been filled at least one year in advance. Most of the jobs listed in this office were for education majors, they did not seem to cater to business majors.

\* Valdosta State University can improve its service to students by being more compassionate to those students who have problems with major situations like Financial Aid and housing instead of making students feel like they (VSU) do not care. After all, it is because of the students that they (VSU) are employed or better yet in existence. Thank you.

\* Your questionnaire should take non-traditional students

**Alumni's Comments, continued**

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

into consideration. I already had a career in my field. I only got my degree to better myself and of course, my salary. VSU is very bad at thinking all students got their first job or will get their first job from their courses. You need to consider people who work both full-time and elect to get a degree in all your applications. I absolutely hate to get mail from you that says "to the parents of." Can't you cross reference birth dates or something even if you do not track non-traditional students in any other manner.

\* Services appeared good.

\* Need to schedule upper curriculum classes more liberally at night. I had a terrible time with my final three quarters of required classes. None were available from 8:30 to 11:00 P.M. and few were available but once a year from 6:00 to 8:30 P.M. Again, the full-time worker is left out.

\* Professors need to refrain from making students feel inferior. When students are intimidated by their instructors, it tends to prevent them from performing up to their best standards. Foreign professors should have a regular speech test because if students cannot understand what is being taught orally, they will have a difficult time grasping the material. The University is great as a whole. I have developed lasting relationships. The quality of VSU's services is splendid compared to other institutions.

\* Provide more information about job opportunities in surrounding counties and cities.

\* Occasionally, I had problems with scheduling night classes. Certain classes were only offered at night once a year or every other year.

\* It may not be financially feasible, but it would be helpful if the College of Business Administration had its own placement office or if the Career Placement Office had a counselor with experience in the business field. Even though my first position was obtained through the Career Planning and Placement Office, I did not feel as though they truly understood the accounting/finance field. Also, being a non-traditional student, I had thirteen years of experience, which I felt was not fully promoted by the Career Planning and Placement Office. I was very satisfied with my experiences with the College of Business Administration's faculty and staff. You are all great!

\* You need to make your web site user-friendly. Make professors easier to reach once off campus.

\* Very few of the questions applied to me. On the next questionnaire, try asking questions to all College of Education graduates. I feel as if the College of Education does not even recognize me or my major.

\* Perhaps, VSU might take students to meet employers in their work place. This might give students insight to employees' feelings; in addition, information on job positions as well as expectations. I really wish there had been a class for Seniors that

provided opportunities to mingle and socialize with professionals. Also when "graduates" graduate, there should be something special given to them from the University other than the simple case for their degree. This gift should be relevant to the students' major and be readily available to assist in beginning a career. It would be great if the University could arrange with car dealerships to give great discounts for graduates.

\* I have no real or major faults that I can think of about VSU. My years at VSU were probably one of the best that I have had. My education I felt was comparable to larger and major universities. My employment at VSU in the Facilities Use Department was also a good experience. I was also able to develop a friendship with volunteers at VSU since I had direct contact with them at all major University functions. I hope in the near future to be able to obtain my Master's Degree at VSU. Deciding to go to VSU over the major Florida schools was one I do not regret and would do over again.

\* Personally, VSU was a great overall experience, but there are a few negative experiences that I would like to address. The first complaint will be short. While I was at VSU, early to mid 90's, the way the administration at VSU looked and treated the Greek system was very negative. It is my assumption that the administration felt like the Greeks did nothing for the school although those words were never heard. I would ask of VSU to treat this group of students better.

\* Please no more essay questions. This might be addressed on the web page. This would allow keyboarding and spell checking.

\* As a graduate from Valdosta State University, I feel what helped me the most was having one on one contact with professors. Please try to keep classes small and keep the one on one relationship.

\* Speech pathology needs to get some practicum experiences back in the undergraduate program. They need it! Be certain that the students know the academic, licensure, certification, etc. requirements when entering the program.

\* Expert, active professors in many of the different facets of speech pathology who are interested in their work and students.

\* Staff and office workers need to respect the students and treat them with respect. Not all college students are frivolous and irresponsible, but all students are treated as though they were. Specific departments like these are the Registrar's Office and Bursary.

\* Class size-I would rather see fewer people enter the major and lower the student to professor ratio. It was difficult to take time and ask questions in a class of forty. Larger numbers also severely restrict practicum assignments.

\* Legal requirements to appropriately perform one's job (i.e. IDEA and its requirements, certification, and licensure) should be added to or incorporated into the program.

\* My overall experience at VSU was wonderful and I will forever advise new high school graduates to go to VSU. I

## Alumni's Comments, continued

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

honestly loved all four years of my education at VSU. My only concern would be the lack of equipment provided to us and for us in the Communication Arts Department. I was an Organizational Communication major and we never had the proper equipment to produce professional level presentations. I hope in the future this issue will be resolved. The "real world" does use this equipment everyday.

\* Must improve and enhance the methodology in which course material is presented.

\* The accounting courses should be more practical for the advanced levels. For example, for auditing, I should include an actual audit case or client. The book knowledge is great. The faculty is excellent, but application of knowledge is a better indicator of understanding and it builds confidence.

\* Need to enhance services for part-time students. Those who work full-time and go to school at night need better access to classes and availability of classes.

\* While I was at VSU students were required to visit with their advisor prior to being okayed for registration. In all quarters of the five years that I attended at VSU, I never once had an advisor who had the knowledge and information necessary to advise me. Quarter after quarter, I advised my advisor what classes I would take. This worked out all right for the first four years because I was lucky enough to understand what courses were necessary to my degree. Certainly not all students are in that category or would not require advisors at all. The problem for me came when I decided to continue my patronage of VSU and enter a Master's Program. Before accepting an assistantship from the School of Music I met with the graduate advisor and asked a question that was vital to my decision of whether to stay or go to another institution. Upon his advice I decided to stay taking classes he okayed, one quarter later I was advised to check on the information he had given me. I went back to him to find out if the information he had given me was in fact accurate. I found that it was not, and that he had not even looked up the information to be sure. This misinformation caused me to lose so much ground in my field of study that not only could I not continue at VSU, but I was in no situation to take auditions at other institutions of higher learning. It is because of this absolute lack of responsibility on the school's behalf that I would never suggest VSU to a prospective student.

\* The main thing that I would recommend strictly relates to accounting majors. It would be better if the VSU Business/Accounting entities had a good relationship with CPA firms throughout southeast Georgia. They work at this now but if it could be improved, it should be.

\* Overall, it was a great experience. Nothing really to make improvements to.

\* The College of Business Administration does an excellent job for students. If anything, there is a need for internships for students. Actual work experience to better educate the students

in a work environment.

\* Excellent professors (most of them anyway). The marketing professors are extremely helpful and were an enjoyment to have. They really do make learning and college fun and exciting.

\* The Financial Aid Office needs to improve the attitude toward students. I was often treated disrespectfully. Perhaps financial aid counselors assigned to students would help. Students are supposed to be studying, not worrying if their financial aid will arrive in time for the next term.

\* VSU needs to add resources to the educational resource library.

\* I loved VSU. The Early Childhood Education Program is hard but excellent. It well prepared me for the real world of teaching.

\* Get more statewide companies involved.

\* I was not aware VSU had these services. Not much publicity.

\* Advisors need to be more accessible. I could never reach my advisor. I also think professors should treat students all the same. Every class had at least three or four "pets." It was interesting to watch them bribe professors. For example, bringing them coffee.

\* I loved the Early Childhood Education Program. I enjoyed all my classes and field experiences. However, professors should have to visit local school systems. Many of their teaching methods are not allowed or favored. I feel like I needed traditional strategies as well as new methods.

\* At Georgia Southern University, I took a course on Educational Technology. When I transferred, I received no credits for it and was surprised that VSU did not offer it. It was a very helpful course.

\* The Early Childhood Education Program on the Waycross campus was an excellent experience. I would recommend it to anyone.

\* I was very upset to find that when I transferred as a Sports Medicine major, I was dropped into the School of Education as an Early Childhood Education major. The person I spoke to within the Dean's Office was very rude in telling me that I could not change my major (which I should have never had to do.) When she asked who my advisor was, I had no idea. Well, of course, neither did she. In my three years there, she never could tell me who my advisor was. I got to change my major as a senior!

\* A closer eye can be kept on the Theatre/Dance Department professors to ensure blatant and unfair favoritism is not being displayed. Everyone needs a fair chance to excel. I absolutely loved all of the classes outside of my major. Mostly because you were all treated with the same respect. However, in my major areas in order to get ahead you had to brown nose. My experience at VSU was a positive one over all - if only I had chosen another major.

**Alumni's Comments, continued**

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

\* A recreation center with exercise equipment for women not men. The Old Gym's equipment is too old and dusty. We need bikes, treadmills, machine weights, etc. More on-campus housing or university housing. Housing students in apartment complexes surrounding the campus for graduate students, seniors, etc. More on-campus activities "The Happening", concerts, etc. Just more activities to get students involved. Graduate Programs on campus need improvements.

\* Increase opportunities for distance learning and independent study. Outreach programs for those 30 years old and older. Financial Aid packages for those who do not qualify for HOPE. More women's studies classes. Dr. Vicki is the most interesting instructor I have ever met, I learned more about myself and about the world from that 5 hour class than all combined history and psycho-social classes I have ever taken.

\* Working with the Special Education Program is extremely rewarding. After receiving my first degree, I decided that that was not what I really wanted. Teaching at the Harrell Psycho Educational Center (Waycross) has been challenging and rewarding. This is the area that I will stay in until I have received my Masters and hope to continue on with my education. The Special Education Program is excellent!

\* Non-traditional, commuting students should have parking for classes taught at night with no fees for athletics, health/medical, and activities.

\* The fact that the professors are so willing to help and guide the students.

\* Provide more classes that deal with culturally diverse populations.

\* The teachers were very helpful during my educational experience.

\* Feel that the students need to spend more time at their interns and externs.

\* Someone in the Office of Business and Finance in 1996-1997 was rude, did not listen to students, and exhibited unethical policies. Basically, the majority of my negative comments and feelings toward VSU have to deal with administration. I found that they would ignore and belittle students that exhibited opinions opposite of theirs. I do not feel that people have the right to lie, regardless of their positions. A vice-president lied while looking directly at me.

\* Better parking needed. Campus needs better access to buildings - too much walking. Dorm residents take up all the good spaces in the Oak Street Lot.

\* I thoroughly enjoyed my educational experiences at VSU. The professors always took the time to help and get to know you. This was better than my experience at a large university where I was a number.

\* Provide complete curriculum and courses upon registration. Do not let a student get part way through and then tell them "Oh, by the way, you must complete..."

\* I am now in a masters program at Mercer University in Macon,

Georgia. In no way does it come close to providing me with the same high quality of education as VSU. Thanks so much!

\* I feel that the College of Business Administration could make many strides to assist in the job search process and it would be a marked improvement.

\* The advisor should consult with the student and help them to decide if they are working toward a degree that they really want to pursue. Maybe send them to the Career Planning and Placement Center to be tested or let them go out into that field and observe before deciding completely what area they are pursuing. Some students graduate and get a job in their field; then, they are very unsatisfied with the career they have chosen.

\* There were times when I took classes that I did not need because I was advised wrong. VSU did not refund any money to me nor did they offer to have that grade removed from my grade point average. This caused me to graduate late and have to take twenty hours for three quarters because these classes were only taught once a year. Working thirty hours, taking twenty hours of classes and studying at least ten hours was very stressful. I believe this is the reason for me not wanting to attend VSU ever again. Thanks to two people at VSU, I was able to get by without a nervous breakdown.

\* Continue with the progress that is being made. It might be helpful to future students to improve the Financial Aid Office.

\* This is the easiest registration ever. Without distance learning, I would not have been able to work full-time, go to school, and take care of my family. VSU uses modern technology to enhance learning - truly a 90's institution.

\* More residence halls need to be built. A parking deck over Oak Street Parking Lot needs to be built. Registrar's Office needs to be somewhere else that is easier to get to. VSU or Financial Services should not be allowed to see or give out any personal information. Since graduating, I receive at least one credit card application or phone call from a credit card company who say they are representing VSU or because "I am a VSU student", I can receive this.. or because "I am a VSU alumni I can receive" this.... Who is responsible for giving them this information? This information should be confidential. VSU should be trying to protect its students and alumni from credit card companies.

\* There needs to be a course within the Speech-Language Pathology Program that goes more into licensure and certification once you graduate from VSU. There also needs to be included in this same course, information to help you with resume writing and job hunting specific to this degree. I know that Career Services does a good job, but we need specifics from professors and supervisors to help us provide information to Career Services. Speech-Language Pathology needs to be taken out of the College of Education because not all jobs are related to education, but rather rehabilitation, etc.

\* I received a good overall summary of all aspects of Speech-

### Alumni's Comments, continued

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

Language Pathology.

\* I feel that some of the classes should be broken down more even if it means extending the amount of time it takes to complete the program.

\* I just think that the number of students allowed into the Graduate Program should continue to be reduced each semester. With the recent changes in Medicaid and Medicare laws, the field is becoming flooded with SLP certified people without jobs.

\* Student teaching experience helped prepare me for my most current job. You have to have the academics first, but the experience is where you learn the most.

\* In school, we had to write lesson plans for each student.

\* The Speech-Language Department could not deal with the large number of students that were accepted into the program. They spent every quarter trying to "weed" us out. This was very detrimental to my education and career path. They need to expand to cope with the number of students or reduce the number accepted at one time. Certain instructors were completely useless and needed to retire. The University on a whole was so geared to the "traditional" student that the rest of us kind of got left out.

\* VSU would greatly improve if attention were paid to the non-traditional student. More classes, especially upper-level, should be offered at night since most non-traditional students work during the day. Also, older students do not make use of the intramural activities and recreational facilities, so why should we pay for them? Instead of actively recruiting students from high schools, why not place the emphasis on non-traditional students? Older students are more likely to repay their loans, pay their parking tickets, return their books to the library on time and graduate. A higher graduation rate reflects well on any university. When professors and students comment that a certain major should be temporarily closed due to the flooding of the market, listen to them! I graduated in 1997 with a Bachelor of Science in Education in Social Science. I had to take a job teaching in an alternative school which meets at night in another county. Why? No job openings. I am now teaching adult literacy which has nothing to do with my area of study. The Social Science Program should be shut down immediately.

\* The subject area classes which are required to be taken for Secondary Education in Social Sciences do not prepare the teacher for what he/she will be teaching in the classroom. For example, you may take a Vietnam War History, World War II History or South American History class at VSU which will last one semester. In the high school classroom, you will (on average) spend one to two weeks on World War II, possibly one day on South America and may not even get to the Vietnam War. In other words, the classes at VSU should be tailored to the high school curriculum. While at VSU, I took some very interesting history, economic, and political science classes. I have used very little of that information in my teaching career.

\* Advisement of classes to take and which quarters they were offered was not very good.

\* A certain advisor in the Early Childhood Education Program has poor guidance. The individual told me things to do differently every time I visited this person. The advisor never documented his or her plans when I was advised. I would follow through on the recommendations and then I would be questioned when I took certain classes, etc. The advisor was very unprofessional and poorly represents the Department of Early Childhood Education. I cannot tell you how many other students have had this same experience, but I know that there was many (just by word of mouth)! The advisor is not competent nor is this person supportive to the student whom he or she advises. Thank you!

\* People in the Dean of Education Office could be nicer and more helpful. More courses about discipline in the classroom would have been helpful. I was not prepared at all for my first year of teaching (as far as discipline).

\* Enhance communications program. Make better athletic facilities. More parking. These are based on my experiences prior to 1997.

\* The actual clinic time spent with the client in the therapy room was the most beneficial in aiding my learning and comprehension of the field of Speech-Language Pathology.

\* I did not find it very interesting, personally, but that was not due to the staff or courses but rather my change of heart toward my major in my senior year. I had a great experience at VSU.

\* I think my internship helped me more than anything. I did my internship with Valdosta-Lowndes Conventions and Visitors Bureau.

\* Although I graduated with honors, I did have problems with several professors. There was a great opportunity lost to learn techniques that apply to my work. There are other professors, basically, whom I feel cheated me out of what I paid my money for. I took all possible to better myself in my field, but you can only do so much when the entire Health Fitness Department was severely lacking. I know because they admitted it themselves. It was unfortunate that my fellow classmates and I had to pay the consequences of a poorly put together major. Although I have heard of some improvements made since my graduation. Maybe the new grads will get a better education.

\* Speech-Language Pathology was sometimes not recognized during awards ceremonies and meetings. It did not get much recognition as a part of teacher education programs. Many student teaching meetings were not relevant for Speech-Language Pathology. We were not even mentioned.

\* I felt very prepared for a school-based position. The

**Alumni's Comments, continued**

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

practicum experiences during on-campus quarters was very helpful. Overall, I feel that the practicum experiences were excellent. Professor to student contact was a strong point.

\* During my medical externship, I felt very unprepared for the types of clients seen in a hospital (dysphagia, voice, etc.) I think there is not enough emphasis on the actual therapeutic aspects of these types of clients. More practicum experience during graduate school (before externing) would be very beneficial. It would help with competency and confidence in this setting.

\* Medical Speech-Language Pathology (terminology, client contacts) should be added or incorporated into the program. Dysarthria, Apraxia, Dysphagia - these should be separated. Not enough time to adequately prepare students in these areas over one quarter or semester.

\* I see a need for employment help after graduation. I received my Masters in Speech-Language Pathology and I am finding it very difficult to find a job only one year after graduating.

\* My paperwork/credits got messed up many times, and I had a hard time getting definitive answers out of the Kings Bay Office and the General Studies Office at Valdosta. I really enjoyed my studies at the Kings Bay facility, the instructors, etc.

\* The Special Education Department provided me with the knowledge needed to obtain a job in my field. The curriculum gave me an excellent background in "book knowledge", law, classroom management, and IEP preparation. Much of the course work included useless content. All of my peers would agree that we spent many hours completing assignments whose only benefit included stomach ulcers. We could have been given more time in the classroom. I believe I lacked the "teaching" skills needed to present academic content in appropriate manner. Many of my peers have agreed that we needed more classroom instruction in a kindergarten through twelfth classroom.

\* Professors in the department were very knowledgeable on the whole.

\* Audiology was definitely a weak point. More clinical experience with adults at the VSU clinic would have been extremely helpful. More diagnostic experience would have been helpful as well.

\* Personnel at the Bursary need to be more "people friendly." The Financial Aid Office needs to work on getting reimbursement checks out in a more timely manner. There are some schools that issue checks on the first day of classes.

\* I would probably not choose to attend VSU again because it is not looked highly upon by employers. Businesses look for employees that graduate from top schools like UGA and Duke. They do not look at a graduate from VSU in the same respect as other "more prominent" institutions. I did, however, enjoy the atmosphere of the school. I especially enjoyed the College of Business. I feel that the professors are outstanding and caring. I feel privileged to have known many of them. I do feel that the University should strive to enhance the Greek system. The Greeks

can offer a great deal to the school. If given the opportunity, Greeks do wonderful things for the campus and the community. Above all, with a large Greek system, the school will grow with each freshmen class. Without the Greek system, high school seniors are prone to turn away from the school. Each passing year, the Greeks seem to be pushed further and further away from campus.

\* I feel that Career Planning and Placement Services should be required. I feel that there should be a class that has mock interview and video taping required. I do feel that the College of Business Administration is wonderful and filled with many exceptional professors that care about their students. I was fortunate to spend a lot of time with many professors and feel that they had my best interests at heart.

\* Language diagnostics and therapy were the strongest aspect of your academic and clinical training at VSU.

\* Audiology and fluency were the weakest aspects of your academic and clinical training at VSU.

\* I am very angry about the Speech-Language Pathology Program at VSU. I graduated from VSU in 1997 with a Bachelor's degree in this program and I have unsuccessfully attempted three times to get into graduate school. I feel very discouraged because I have wasted my time getting a degree in this field and I cannot get into graduate school. I feel that everyone who graduates in their field should be guaranteed a slot for graduate school.

\* The experience the faculty brought with them into the classroom is what I view as the strongest aspect of the academic and clinical training and VSU.

\* Audiology is what I view as the weakest aspect of the academic and clinical training at VSU.

\* I cannot think of any content areas or courses that should be added to or incorporated into the program.

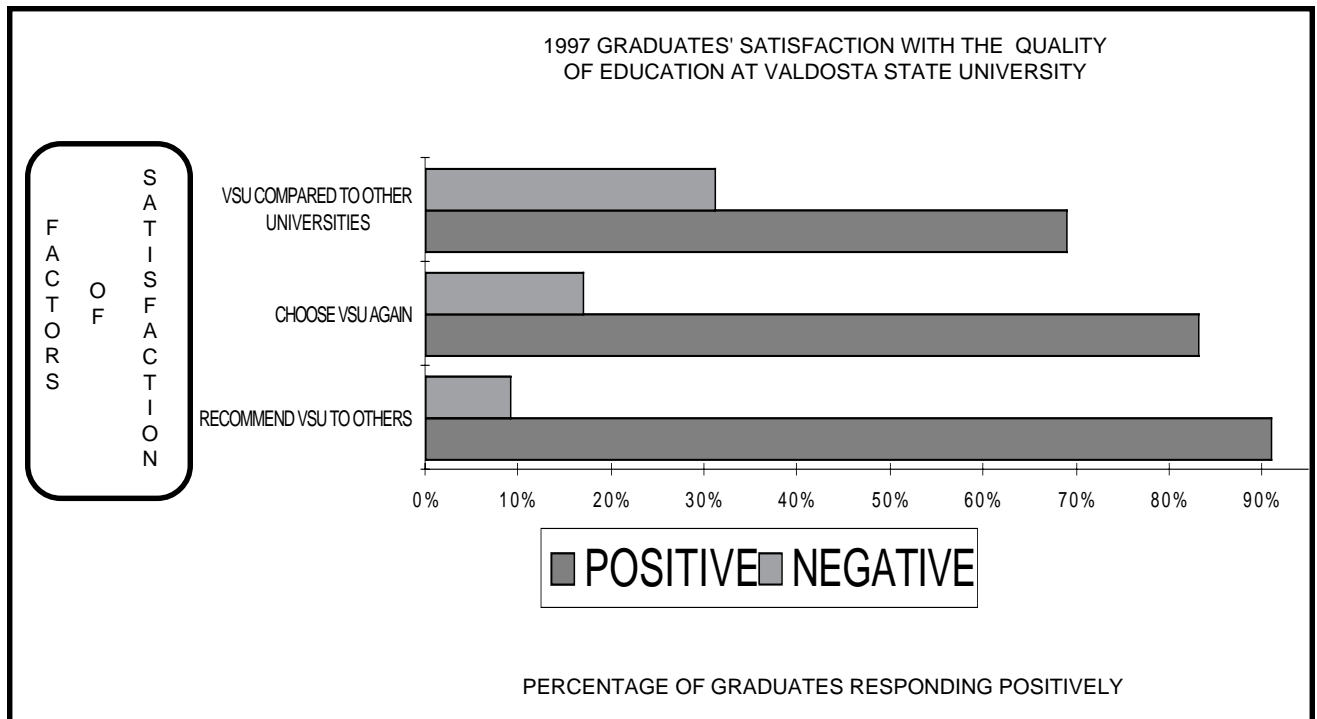
\* I feel the University can promote quality instead of quantity. In this, I mean more autonomy should be provided for students less work load but higher expectations within major field of study.

\* The only problem that I encountered while at VSU was with the Financial Aid Services. I lived on my excess check but these were not distributed for a month. I know that at other schools, students receive their money on the first day of school. That would be so much more beneficial to the students (as opposed to starving for a month). I consider most other aspects of VSU to be excellent.

### How Satisfied are the Graduates with the Overall Quality of Their Education at Valdosta State University?

One indicator of an effective University program is whether or not the graduates are satisfied with the quality of their education. The graduates of the Valdosta State University class of 1997 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 1997 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-three 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, sixty-nine 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 1997 VSU Alumni

- The three Services/Facilities with the highest quality of service ratings were:
  - Valdosta State University Bulletin/Catalog
  - Special Services Office
  - Distance Learning Courses
  
- The three top-rated academic experiences for the Major Field of Study were:
  - Overall quality of faculty
  - Availability of advisor
  - Helpfulness of advisor
  
- The Average Annual Salary for First Job:
  - 23% earning \$27,000 or more
  - 14% earning between \$17,000 and 21,999
  
- The Average Annual Salary for Present Job:
  - 42% earning \$27,000 or more
  - 12% earning less than \$12,000
  
- Satisfaction with VSU was indicated by:
  - 83% would choose to attend VSU again
  - 91% would recommend VSU to others
  - 82% rated their overall academic experience at VSU as Excellent to Good