

**1998 ALUMNI'S
PERCEPTIONS OF THEIR
VALDOSTA STATE UNIVERSITY EXPERIENCES
(ONE TO TWO YEARS AFTER GRADUATION)**

**SUMMARY RESULTS FROM THE
VALDOSTA STATE UNIVERSITY
ALUMNI QUESTIONNAIRE**

Office of Institutional Research and Policy Analysis
Michael R. Crowe, Director
Ruth Salter, Assistant Director

Valdosta State University
Valdosta, Georgia 31698
October 2000

This report is a descriptive summary of the 202 VSU Alumni who graduated during the 1998 calendar year and completed the Valdosta State University Alumni Questionnaire. This represents a fifteen percent return rate. The information was collected from January 1, 2000, through July 15, 2000. 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 Heather Morris, Alana Bryant, Cuneyt Uleg and Alda Willis coded all of the questionnaires, performed 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:

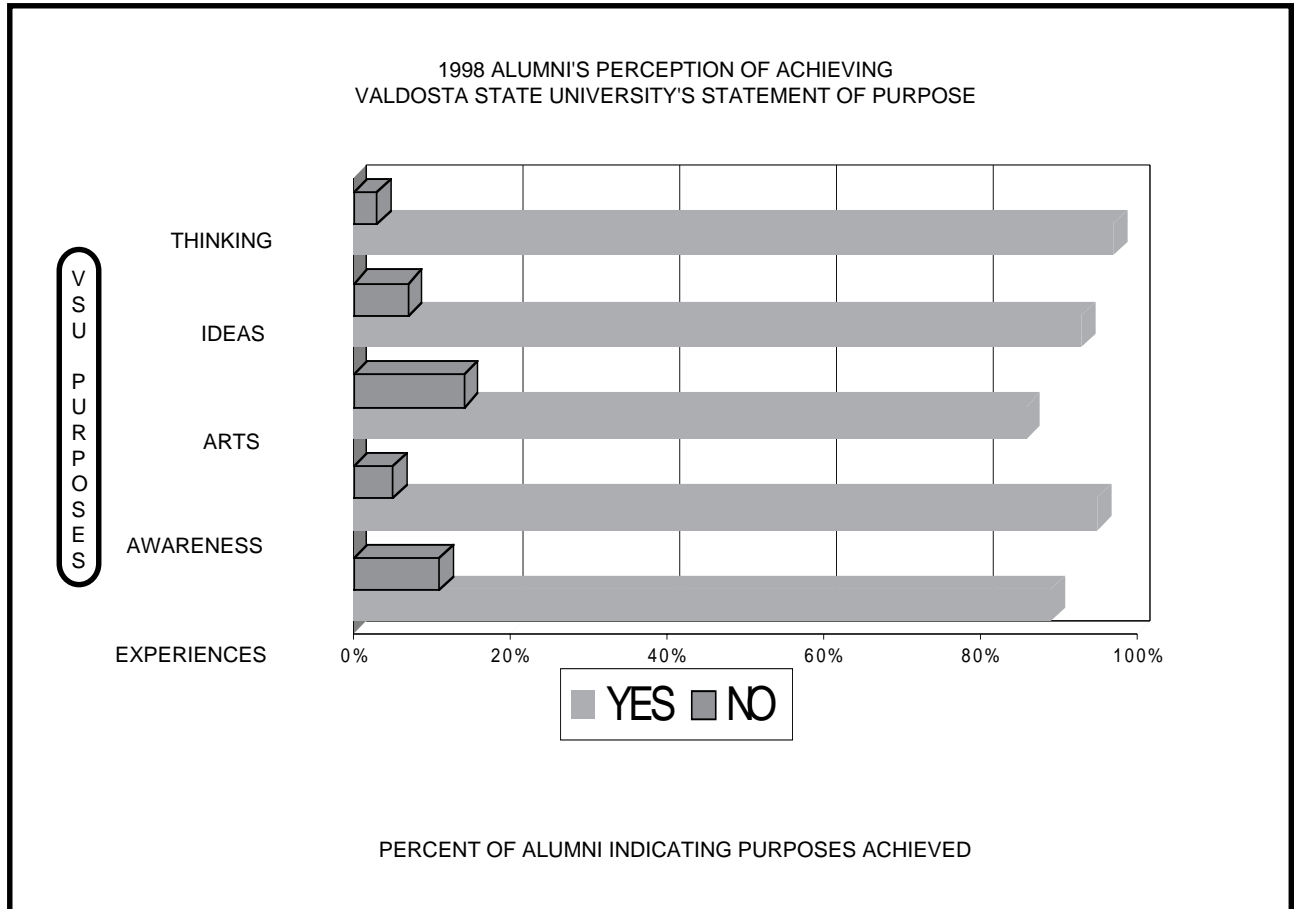
TOPIC	PAGE
Effectiveness of VSU in Achieving Its Statement of Purpose	3
Description of The Responding Alumni	4
Background Characteristics	4
Attendance at VSU	4
Degrees Earned	4
Membership in VSU Colleges	5
VSU as Preparation for Future Education	5
VSU as Preparation for Employment	5
Employment by Occupational Categories	5
Annual Salary History	6
Effectiveness of VSU in Creating an Atmosphere for Learning	7
Alumni's Ratings of the University's Services and Facilities	8
Alumni's Ratings of Their Academic Experiences in the Major Field of Study	9
Alumni's Ratings of Their Academic Experiences in the Major Field of Study by College:	
College of Arts & Sciences	9
College of Business Administration	10
College of The Arts	10
College of Nursing	11
College of Education	11
Graduate School	12
Alumni's Rating of Their Atmosphere for Learning	12
Alumni's Comments	13
Alumni's Satisfaction with Overall Quality of Education at VSU	15
Summary Highlights from 1998 VSU Alumni	16

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

One indicator of the University's effectiveness can be determined from the 1998 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.

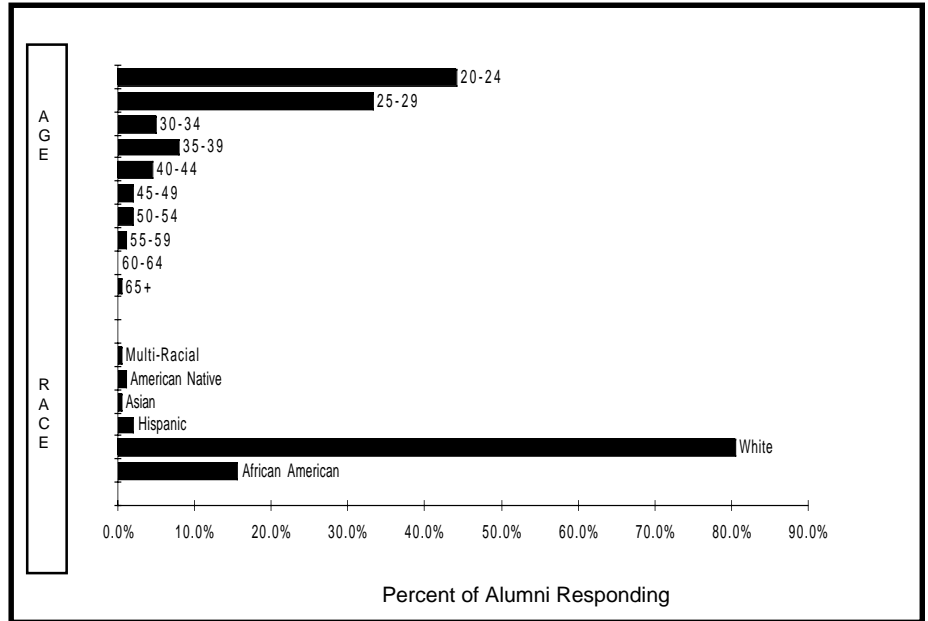


Description of The Responding Alumni

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.

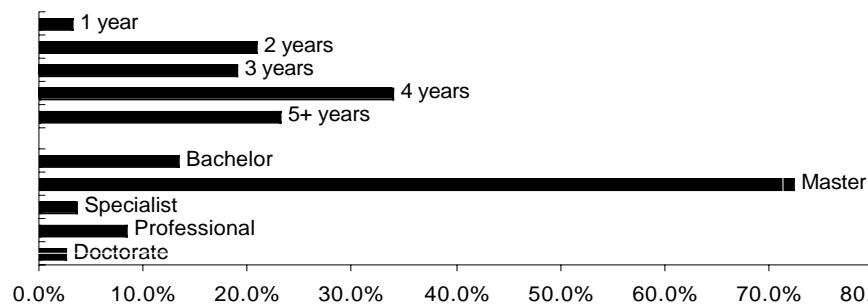
Background Characteristics

Of the 202 alumni responding to the questionnaire, two-fifths of the 1998 alumni reported being 20-24 years of age. One-third were 25-29 years of age; nearly fifteen percent were 30-39 years of age; and the remaining one-tenth were over 40 years of age. Female alumni represented seventy-three percent of the sample with the remaining twenty-seven percent representing male alumni. Distributions for race revealed that eighty percent of the alumni who chose to respond were White; fifteen percent were African American; and the remaining five percent of respondents classified themselves as Asian, American Native, Hispanic, or Multi-Racial.



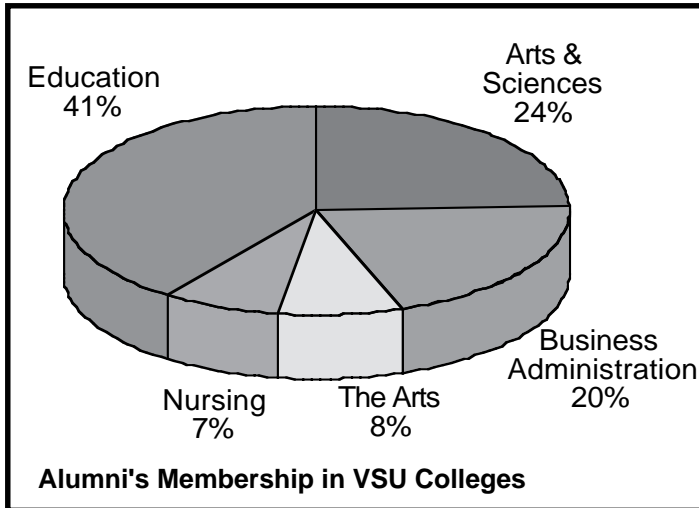
Attendance at VSU

The 1998 alumni were asked to indicate the number of years they attended Valdosta State University. The results showed nearly two percent had attended for one year, and over twenty percent reported attending for two years. Twenty percent had attended for three years and thirty-five percent had attended VSU for the conventional four years. Twenty-three percent of the alumni had attended for five or more years.



Degrees Beyond VSU

Twenty-eight percent of the 1998 alumni reported seeking further education beyond the Baccalaureate earned at Valdosta State University. Of those seeking another degree, eleven percent sought an additional Bachelor's degree; seventy-nine percent sought Master's degrees; three percent were enrolled in Specialist programs; five percent in professional programs and two percent in doctoral programs.



Membership in VSU Colleges

Forty percent of the 1998 alumni identified their college as Education, with another twenty-four percent identifying their college as Arts and Sciences. Twenty percent of the alumni reported majoring in the College of Business Administration. The remaining fifteen percent of the alumni were distributed between the Colleges of Nursing and The Arts as displayed in the circle graph to the left.

Preparation for Future Education

Two indicators of how well Valdosta State University has prepared its graduates after leaving the institution are found in the Alumni Questionnaire.

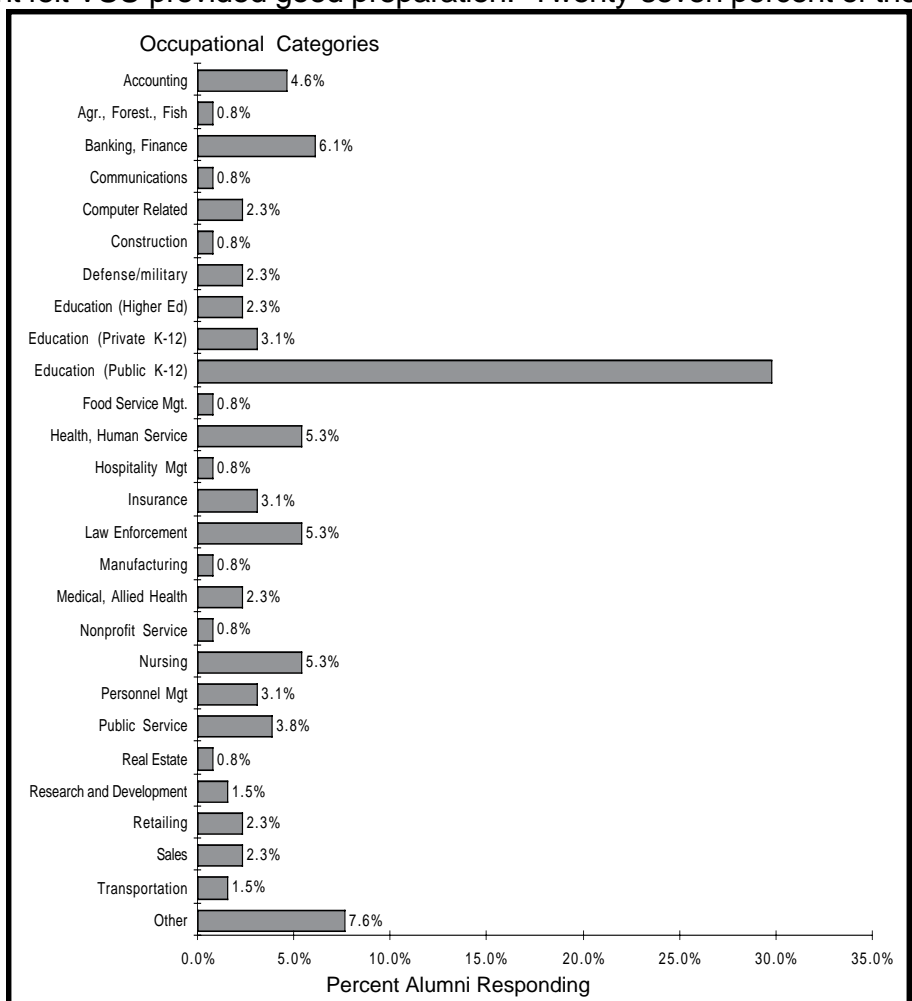
One indicator is how courses in the respondents' major field of study adequately prepared them for further education. As a measure of how courses in the respondents' major field of study were helpful in gaining admission to a professional school, fifty-three percent of the alumni answered definitely yes; forty-two percent answered probably yes; and six percent responded probably no. Along the same line, thirty-two percent reported that overall Valdosta State University was excellent preparation for additional University work; thirty-eight percent felt VSU provided good preparation. Twenty-seven percent of the alumni reported that Valdosta State University was adequate preparation for additional University work and three percent felt VSU provided inadequate preparation.

Preparation for Employment

The second indicator is how well Valdosta State University has prepared graduates for employment. Ninety-one percent of the respondents were employed at least part time. Eighty-one percent of the 1998 alumni reported courses in their major field of study were definitely to probably helpful in obtaining employment; nine percent felt their major courses probably had not helped in gaining employment, while ten 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 Val-



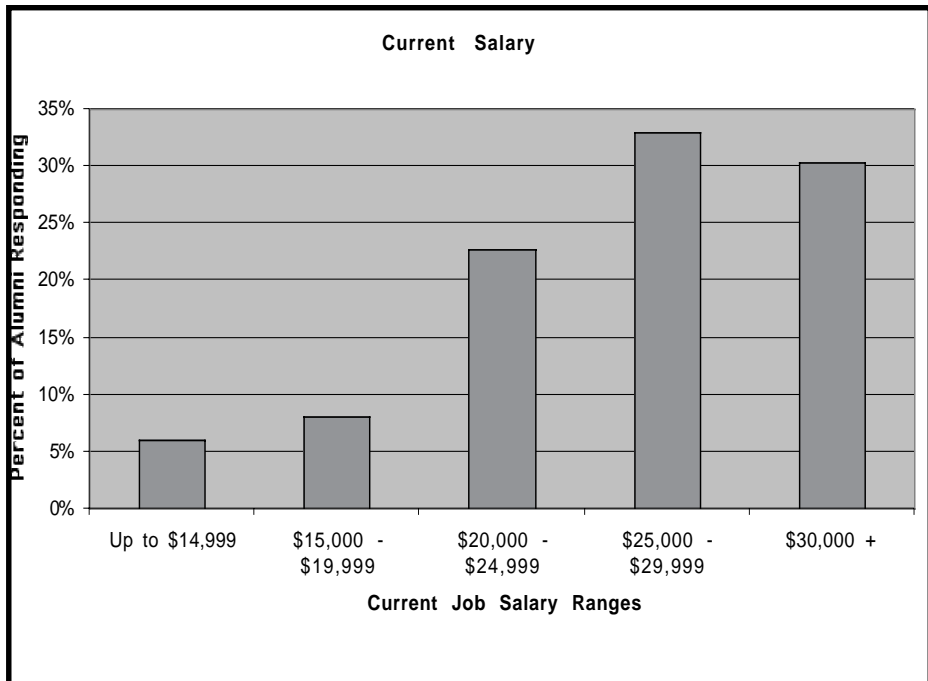
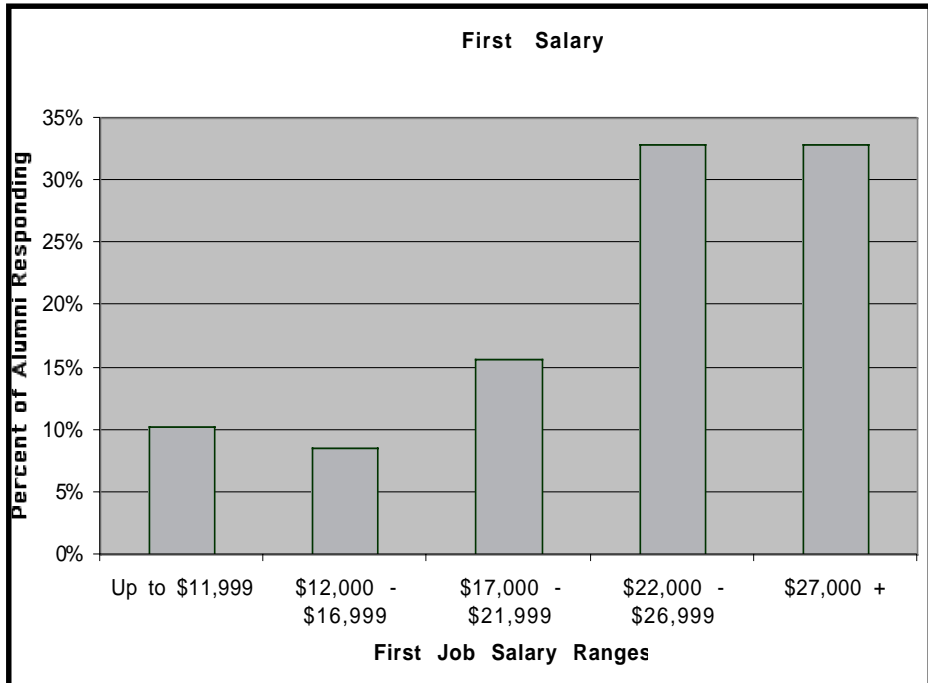
dosta State University alumni are currently employed. As shown by the graph on the bottom of page five, twenty-two percent of the 1998 alumni are employed by public school systems grades K through 12. Seventeen percent of the alumni are employed in health related fields, and fourteen percent are employed in management, accounting, banking and other business related fields. Ten percent of the alumni are employed in the public sector and the remaining thirty-seven percent of the alumni are distributed among the other occupational areas listed.

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

Annual Salary History

The 1998 alumni were asked to list their annual salary range for their first job. Ten percent of the respondents had a salary below \$12,000; eight percent indicated their salary range was between \$12,000-\$16,999; fifteen percent reported an annual salary range between \$17,000-\$21,999; thirty-three percent reported a range between \$22,000-\$26,999; and thirty-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, six percent of the 1998 alumni are making below \$15,000. Eight percent are earning between \$15,000 and \$19,999; twenty-two percent are earning an annual salary range between \$20,000-\$24,999; thirty-three percent are earning between \$25,000 and \$29,999; and thirty percent are earning above \$30,000.

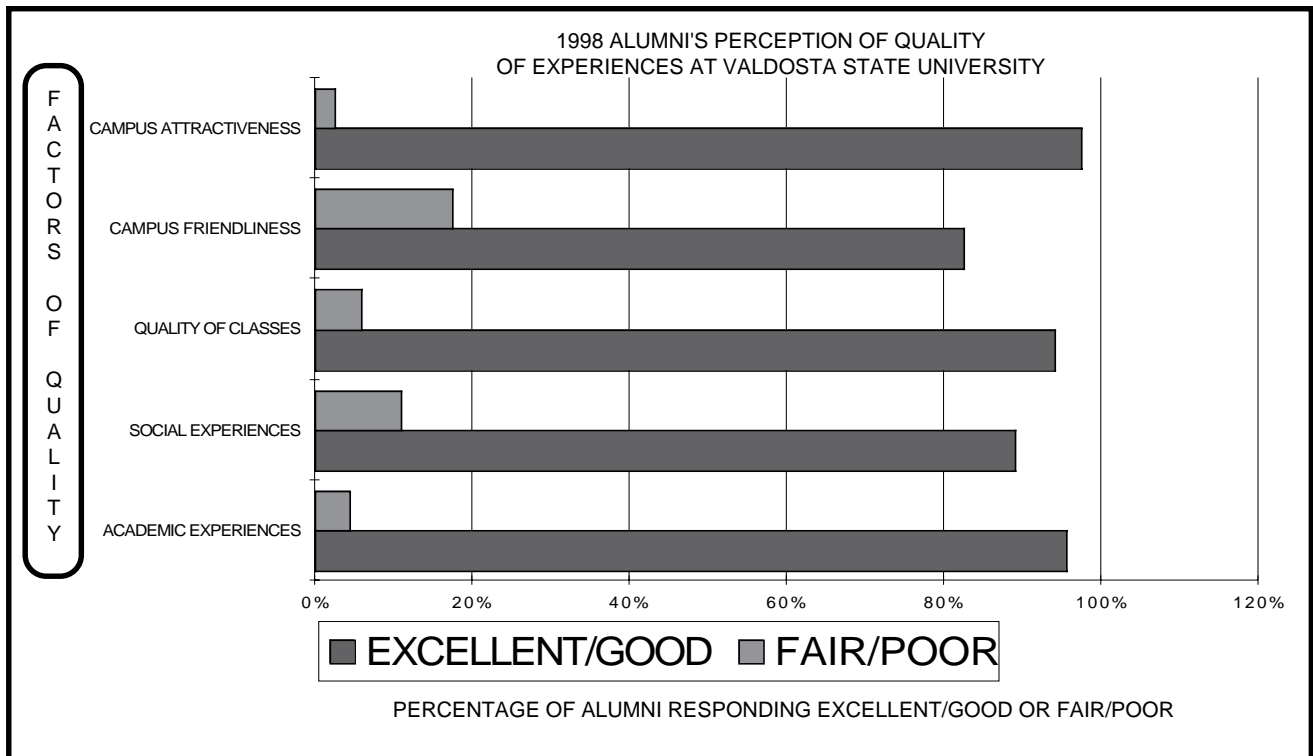


How Effective is Valdosta State University in Creating an Overall Atmosphere for Learning?

As an indicator of how effective the University is in creating an environment that is attractive and conducive to learning, the 1998 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-five percent of the 1998 alumni. Eighty-nine percent of the 1998 alumni rated their social experiences as excellent to good. Ninety-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 eighty-three percent of the 1998 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	82	2.67	0.72	9%	56%	29%	6%
2. Sororities & fraternities	53	3.25	0.76	43%	38%	19%	0%
3. Clubs & student organizations	108	2.87	0.63	12%	65%	21%	2%
4. Intramural program & services	82	3.09	0.55	20%	70%	11%	0%
5. Athletic facilities	123	2.85	0.72	15%	58%	23%	4%
6. Health services	148	2.79	0.76	16%	51%	29%	4%
7. VSU Food Services	143	2.78	0.67	11%	59%	27%	3%
8. VSU Bulletin/Catalog	187	3.10	0.64	25%	62%	13%	1%
9. Cooperative education program	52	2.92	0.68	15%	65%	15%	4%
10. University work-study program	45	3.18	0.75	36%	49%	13%	2%
11. Career planning services	101	2.73	0.75	12%	55%	27%	6%
12. Job placement services	61	2.49	0.79	7%	48%	34%	12%
13. Counseling center services	47	2.87	0.82	19%	57%	15%	9%
14. Testing services	106	2.81	0.59	9%	65%	26%	1%
15. Campus student employment	62	2.92	0.80	23%	52%	21%	5%
16. Minority counseling	23	2.70	0.82	13%	52%	26%	9%
17. Veterans services	16	2.94	0.93	25%	56%	6%	13%
18. Public safety	167	2.53	0.86	11%	45%	31%	14%
19. Bookstore	199	2.75	0.76	14%	54%	27%	6%
20. Post office	111	3.00	0.59	14%	54%	27%	6%
21. Office of the President	60	3.05	0.57	15%	78%	3%	3%
22. Office of Vice President for Academic Affairs	65	3.03	0.53	14%	77%	8%	2%
23. Office of Vice President for Business & Finance	80	2.93	0.63	15%	64%	20%	1%
24. Office of Vice President for Student Affairs	77	2.96	0.62	16%	66%	17%	1%
25. Dean's Office (of my school)	151	3.03	0.76	26%	53%	17%	3%
26. Admissions Office	198	2.83	0.67	11%	65%	20%	4%
27. Registrar's Office	198	2.65	0.82	12%	53%	25%	11%
28. Financial Aid Office	166	2.62	0.91	16%	43%	28%	13%
29. Residence Life Office	58	2.71	0.68	9%	57%	31%	3%
30. Honors Program	31	3.13	0.76	32%	52%	13%	3%
31. Continuing Education Office	33	3.12	0.65	24%	67%	6%	3%
32. Alumni Office	42	2.88	0.55	10%	69%	21%	0%
33. Handicapped facilities	12	2.92	0.67	17%	58%	25%	0%
34. Special Services	7	3.14	0.69	29%	57%	14%	0%
35. Distance learning courses	41	3.07	0.75	27%	59%	10%	5%

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

Alumni's Rating of Their 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	202	3.26	0.81	45%	41%	11%	4%
2. Helpfulness of advisor	202	3.24	0.89	48%	34%	11%	6%
3. Quality of printed information about program	201	3.02	0.72	23%	59%	14%	4%
4. Courses as preparation for a liberal education	128	2.99	0.69	23%	55%	22%	1%
5. Courses as preparation for employment	193	2.91	0.80	22%	51%	21%	5%
6. Courses as preparation for graduate school	130	3.05	0.79	29%	52%	15%	5%
7. Organization of the curriculum	202	2.99	0.69	20%	61%	15%	3%
8. Quality of lower division courses (core)	170	2.89	0.63	15%	61%	24%	1%
9. Quality of upper division courses (major)	201	3.29	0.65	38%	55%	6%	2%
10. Fairness of grading	201	3.11	0.72	28%	59%	9%	4%
11. Opportunities for interaction with faculty	199	3.15	0.75	33%	53%	11%	4%
12. Practicum or internship experiences	132	3.25	0.79	42%	44%	10%	4%
13. Library collection/resources (for major)	193	2.88	0.81	21%	53%	20%	7%
14. Library facilities (as relate to major)	192	2.85	0.85	21%	51%	20%	8%
15. Classroom facilities	201	3.00	0.71	22%	59%	16%	3%
16. Laboratory facilities	141	2.77	0.63	8%	64%	26%	3%
17. Quality of computer labs	190	3.00	0.72	24%	55%	20%	2%
18. Availability of computer labs	189	2.70	0.91	19%	43%	26%	12%
19. Overall attitude of faculty toward students	201	3.12	0.75	32%	51%	14%	3%
20. Overall quality of faculty	202	3.22	0.66	34%	56%	8%	2%

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

Academic Experiences: Major Field of Study College of Arts & Sciences	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	49	3.43	0.65	49%	47%	2%	2%
2. Helpfulness of advisor	49	3.51	0.68	59%	35%	4%	2%
3. Quality of printed information about program	49	3.08	0.76	29%	55%	12%	4%
4. Courses as preparation for a liberal education	38	3.16	0.68	32%	53%	16%	0%
5. Courses as preparation for employment	46	2.67	0.94	17%	48%	20%	15%
6. Courses as preparation for graduate school	34	3.03	0.80	27%	56%	12%	6%
7. Organization of the curriculum	49	3.12	0.70	29%	57%	12%	2%
8. Quality of lower division courses (core)	44	2.86	0.70	16%	57%	25%	2%
9. Quality of upper division courses (major)	49	3.37	0.64	45%	47%	8%	0%
10. Fairness of grading	48	3.19	0.64	31%	56%	13%	0%
11. Opportunities for interaction with faculty	49	3.29	0.71	41%	49%	8%	2%
12. Practicum or internship experiences	25	3.08	0.86	32%	52%	8%	8%
13. Library collection/resources (for major)	48	2.69	0.88	19%	40%	33%	8%
14. Library facilities (as relate to major)	47	2.77	0.91	23%	38%	30%	9%
15. Classroom facilities	48	3.00	0.65	21%	58%	21%	0%
16. Laboratory facilities	36	2.75	0.65	11%	53%	36%	0%
17. Quality of computer labs	47	2.91	0.72	21%	49%	30%	0%
18. Availability of computer labs	46	2.61	0.91	15%	44%	28%	13%
19. Overall attitude of faculty towards students	48	3.21	0.68	35%	50%	15%	0%
20. Overall quality of faculty	49	3.39	0.61	45%	49%	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	41	3.22	0.69	37%	49%	15%	0%
2. Helpfulness of advisor	41	3.17	0.77	37%	46%	15%	2%
3. Quality of printed information about program	41	2.98	0.57	12%	76%	10%	2%
4. Courses as preparation for a liberal education	21	2.90	0.44	5%	81%	14%	0%
5. Courses as preparation for employment	40	2.85	0.58	10%	65%	25%	0%
6. Courses as preparation for graduate school	21	2.71	0.72	10%	57%	29%	5%
7. Organization of the curriculum	41	2.88	0.64	2%	20%	66%	12%
8. Quality of lower division courses (core)	31	2.74	0.63	10%	55%	36%	0%
9. Quality of upper division courses (major)	41	3.20	0.51	24%	71%	5%	0%
10. Fairness of grading	41	3.24	0.49	27%	71%	2%	0%
11. Opportunities for interaction with faculty	41	3.24	0.62	34%	56%	10%	0%
12. Practicum or internship experiences	10	2.90	0.57	10%	70%	20%	0%
13. Library collection/resources (for major)	38	2.76	0.82	11%	68%	8%	13%
14. Library facilities (as relate to major)	38	2.79	0.87	16%	61%	11%	13%
15. Classroom facilities	41	3.20	0.68	34%	51%	15%	0%
16. Laboratory facilities	23	2.83	0.49	4%	74%	22%	0%
17. Quality of computer labs	39	3.18	0.60	28%	62%	10%	0%
18. Availability of computer labs	39	2.87	0.83	23%	46%	26%	5%
19. Overall attitude of faculty toward students	41	3.17	0.74	34%	51%	12%	2%
20. Overall quality of faculty	41	3.22	0.57	29%	63%	7%	

**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	16	3.63	0.50	63%	38%	0%	0%
2. Helpfulness of advisor	16	3.56	0.73	69%	19%	13%	0%
3. Quality of printed information about program	16	2.88	0.81	19%	56%	19%	6%
4. Courses as preparation for a liberal education	14	2.64	0.93	21%	29%	43%	7%
5. Courses as preparation for employment	15	2.80	0.86	20%	47%	27%	7%
6. Courses as preparation for graduate school	8	2.75	1.04	25%	38%	25%	13%
7. Organization of the curriculum	16	2.88	0.50	6%	75%	19%	0%
8. Quality of lower division courses (core)	16	2.88	0.62	13%	63%	25%	0%
9. Quality of upper division courses (major)	16	3.56	0.51	56%	44%	0%	0%
10. Fairness of grading	16	3.13	0.81	31%	56%	6%	6%
11. Opportunities for interaction with faculty	16	3.19	0.91	44%	38%	13%	6%
12. Practicum or internship experiences	15	3.33	1.11	67%	13%	7%	13%
13. Library collection/resources (for major)	16	2.69	0.87	19%	38%	38%	6%
14. Library facilities (as relate to major)	15	2.53	1.06	20%	33%	27%	20%
15. Classroom facilities	16	2.75	0.77	13%	56%	25%	6%
16. Laboratory facilities	13	2.77	0.83	15%	54%	23%	8%
17. Quality of computer labs	15	2.53	0.64	7%	40%	53%	0%
18. Availability of computer labs	16	2.25	0.93	6%	38%	31%	25%
19. Overall attitude of faculty toward students	16	3.19	0.91	44%	38%	13%	6%
20. Overall quality of faculty	16	3.19	0.54	25%	69%	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 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	15	2.87	0.92	27%	40%	27%	7%
2. Helpfulness of advisor	15	2.80	1.08	33%	27%	27%	13%
3. Quality of printed information about program	15	2.93	0.80	20%	60%	13%	7%
4. Courses as preparation for a liberal education	8	2.88	0.35	0%	13%	88%	0%
5. Courses as preparation for employment	14	3.14	0.53	21%	71%	7%	0%
6. Courses as preparation for graduate school	6	3.50	0.55	50%	50%	0%	0%
7. Organization of the curriculum	15	2.87	0.74	13%	67%	13%	7%
8. Quality of lower division courses (core)	12	3.08	0.51	17%	75%	8%	0%
9. Quality of upper division courses (major)	15	3.00	0.53	13%	73%	13%	0%
10. Fairness of grading	15	2.60	1.06	20%	40%	20%	20%
11. Opportunities for interaction with faculty	15	3.13	0.74	27%	67%	7%	0%
12. Practicum or internship experiences	14	2.86	0.77	14%	64%	14%	7%
13. Library collection/resources (for major)	15	3.27	0.59	33%	60%	7%	0%
14. Library facilities (as relate to major)	15	3.20	0.56	27%	67%	7%	0%
15. Classroom facilities	15	2.93	0.59	7%	87%	7%	0%
16. Laboratory facilities	13	2.69	0.63	77%	15%	8%	0%
17. Quality of computer labs	13	3.00	0.82	23%	62%	8%	8%
18. Availability of computer labs	13	2.69	0.95	15%	54%	15%	15%
19. Overall attitude of faculty toward students	15	3.20	0.56	27%	67%	7%	0%
20. Overall quality of faculty	15	3.20	0.68	33%	53%	13%	0%

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

Academic Experiences: Major Field of Study College of Education	N	Mean	SD	Quality of Service			
				Excel(4)	Good(3)	Fair(2)	Poor(1)
1. Availability of advisor	81	3.17	0.93	46%	33%	14%	7%
2. Helpfulness of advisor	81	3.12	1.00	46%	32%	11%	11%
3. Quality of printed information about program	80	3.06	0.74	28%	54%	16%	3%
4. Courses as preparation for a liberal education	47	3.02	0.74	28%	47%	26%	0%
5. Courses as preparation for employment	78	3.05	0.80	32%	44%	22%	3%
6. Courses as preparation for graduate school	61	3.16	0.76	34%	51%	12%	3%
7. Organization of the curriculum	81	3.01	0.73	24%	58%	15%	4%
8. Quality of lower division courses (core)	67	2.96	0.61	16%	63%	21%	0%
9. Quality of upper division courses (major)	80	3.29	0.73	41%	50%	5%	4%
10. Fairness of grading	81	3.10	0.75	28%	58%	9%	5%
11. Opportunities for interaction with faculty	78	3.00	0.79	26%	54%	15%	5%
12. Practicum or internship experiences	68	3.43	0.65	52%	40%	9%	0%
13. Library collection/resources (for major)	76	3.01	0.76	25%	55%	16%	4%
14. Library facilities (as relate to major)	77	2.92	0.79	22%	53%	20%	5%
15. Classroom facilities	81	2.98	0.76	22%	58%	15%	5%
16. Laboratory facilities	56	2.77	0.63	7%	66%	23%	4%
17. Quality of computer labs	76	3.05	0.75	26%	57%	13%	4%
18. Availability of computer labs	75	2.76	0.93	23%	41%	25%	11%
19. Overall attitude of faculty toward students	81	3.01	0.80	27%	52%	16%	5%
20. Overall quality of faculty	81	3.14	0.74	31%	56%	10%	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

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	0.59	47%	50%	2%	1%
2. VSU provided an environment for free and open exchange of ideas	201	3.38	0.68	47%	46%	5%	2%
3. VSU helped me acquire and draw upon knowledge embodied in the liberal arts	199	3.21	0.73	37%	49%	12%	2%
4. VSU helped me function in a professional setting & act with ethical awareness	200	3.45	0.64	52%	44%	4%	2%
5. VSU helped me expand my range of human experiences	192	3.29	0.72	42%	47%	9%	2%
6. If I started college over, I would choose to attend VSU	202	3.35	0.70	46%	44%	8%	2%
7. I would recommend VSU to others	201	3.47	0.66	54%	40%	4%	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 . . .	202	3.25	0.54	30%	66%	4%	1%
9. I would rate my social experiences at VSU as . . .	202	3.24	0.65	35%	54%	10%	1%
10. The classes I took were . . .	202	3.16	0.52	22%	72%	5%	1%
11. The friendliness of the university was . . .	201	3.09	0.69	27%	55%	16%	1%
12. The general campus attractiveness was . . .	201	3.61	0.54	64%	34%	3%	0%

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

Alumni's Comments

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

- ◆ I feel the university could improve its satellite courses in the Kings Bay area by offering more upper level courses in more departments and adding a graduate program in the Sociology, Anthropology, & Criminal Justice department.
- ◆ Offer internet courses for those attempting to work full-time, raise a family and obtain a Masters Degree.
- ◆ As always, more parking would be nice. Why not a parking garage on Oak Street? Second, is it possible for those who do not participate in or attend athletic events to have the option to not pay athletic fees as a part of tuition? Maybe pay full price per event.
- ◆ I think VSU is a great school.
- ◆ The Communication Art department needs to focus on more of a broad band type of degree. I received a degree

in Theatre Arts with an emphasis in Telecommunications. I feel like the courses should not only be geared toward television and radio but what about corporate communications? There is a lot more to telecommunications. It could really be a good degree.

- ◆ Overall, VSU was a good school. There are some things that could be changed: (1) All of the red tape students have to go through in order to get anything done. (2) Faculty's attitude towards the students in most cases is very poor. Students are the reason they are here. They act as if they are doing us a favor by teaching us. There are other universities who make their students feel much better. (3) Faculty and staff need more pride in the school, they should stop complaining and whining in front of the

Alumni's Comments

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

students. This is a direct reflection of the school. I have had two teachers tell the class on the first day that they were going to make this the toughest class we ever had and that we should all drop. Students started complaining....their answer was "I don't care what you say, I have tenure. I hope that everyone in the class drops so that I don't have to come past the drop date." This put a sour taste in my mouth.

◆ Raise VSU's respect in the community and in the region.

-Initiate first of a kind programs

-raise standards and expectations for both students and teachers

- make VSU more attractive to students serious about their education

◆ Give the sororities and fraternities a better image on campus. They do a lot for the community and campus and get horrible reputations.

◆ I chose VSU only because they hold classes in Kings Bay (at the sub base). I was on active duty at the time, using tuition assistance and the Pell Grant. I have recommended VSU to several people, due to class schedule and split semesters (terms A&B). I am in my last class for my MED (VOCED) and have applied for admission to Ed Specialist - Instructional Technology (because it is online). If it weren't online or at Kings Bay I would have never applied. I wouldn't continue if I had to drive to Valdosta (2-1/2 hours) even once per week.

◆ Better flexibility in class scheduling and availability for non-traditional students. Curriculum should reflect the reality of our society and work place more accurately.

◆ My degree has not helped me at all. I am still at the same job doing the same thing. I just have a large bill to pay off.

◆ Poor distance learning facilities at satellite campuses during my distance learning education 97-98. I have since heard that the equipment has been updated and improved.

◆ Many offices have rude secretaries. Many of the receptionists in the Registrar's office are rude and often scatterbrained. With the exception of two professors in the English department from whom I learned nothing, the English department was my favorite part of VSUotherwise the rude College of Education, rude library staff, and problematic Registrar's Office would've made my 4 hours a day 3-5 days a week commute as well as my long days (sometimes 7:30am - 10:00pm) less than tolerable and almost hellish.

◆ While I do feel that I received a better than adequate education I do feel that it could have been more academically challenging. One got the impression that VSU aimed to be a university for all, more concerned about helping all who were enrolled to graduate (at whatever the cost) rather than being concerned about improving the academic atmosphere - making it more challenging - your standards and expectations were too low (much to the dismay of a number of my professors). You also needed to replace the maps in the History classrooms.

◆ Loved my time there! I am homesick for it! I would do it all over again and not change a thing ... except stay longer!!

◆ Too bad more real life situations can't be taught at VSU. Especially in the business school. All of the classes that deal with ethics are so far out from real life situations that you would not find them in the job market. Have a few classes that teach real life situations.

◆ No form of job placement or application was mentioned. Neither were any services for the application of graduate

Alumni's Comments, continued

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

programs. One course of preparation is required in my field for graduation with portfolio, but it is only taught to those about to graduate. This class comes 6 months after all applications for graduate schools and most occupational fields are due. Such classes need to be more accessible and available for what they are required.

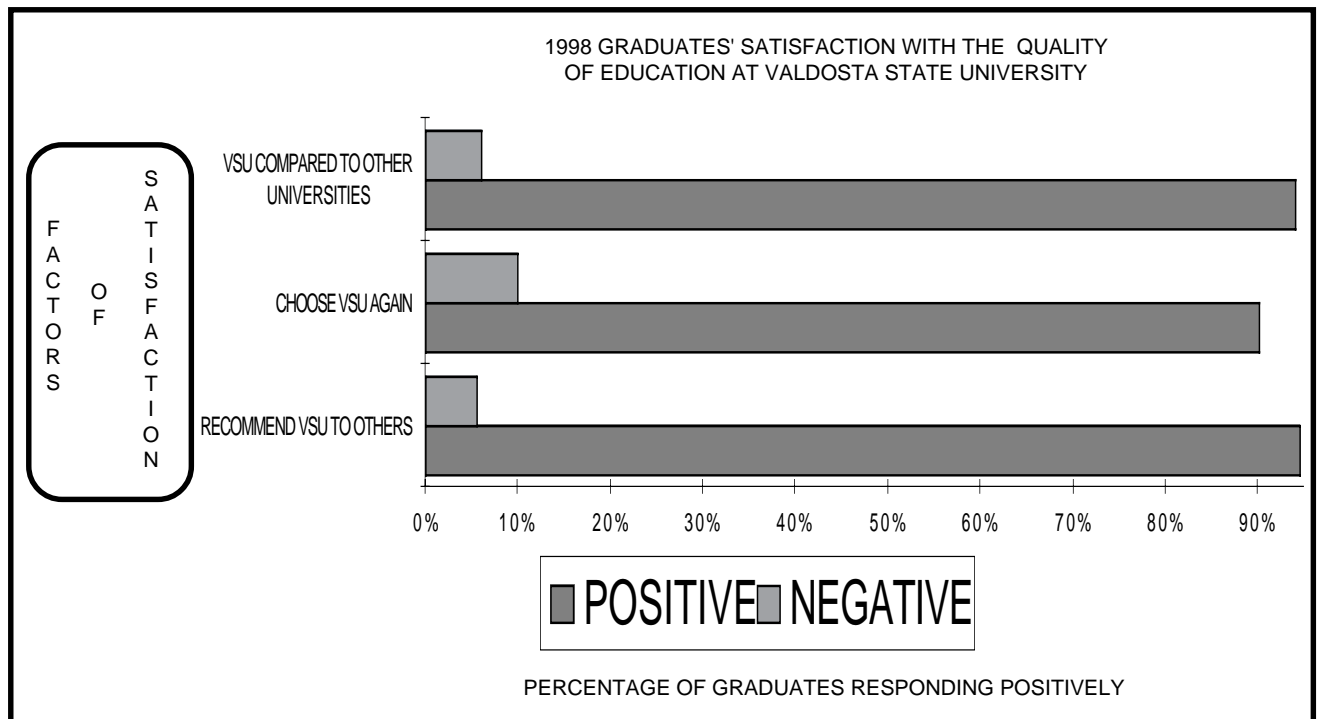
- ◆ Incorporate Microsoft Access and Excel into the Communication curriculum.
- ◆ I continually recommend VSU to younger friends and family. I am interested in getting my master's and wish I could attend VSU, but living in Florida I am unable to. I really enjoyed and greatly benefited from my education at VSU! Thank You!
- ◆ More computer labs need to be installed because when I was attending VSU there was a lack of availability. Residence halls need to be renovated room to room instead of certain things being done. Whenever someone new moves into the residence hall they should get a new mattress. (It is unsanitary to continuously sleep on used mattresses. You never know what a person has done to the mattress before you, the next person, sleeps on it.)
- ◆ I would encourage VSU to keep up the job of recruiting a diverse group of students who will add to VSU's reputation as a wonderful institution of learning and growing. I am proud to say that I attended VSU and will have a family member attending VSU in the Fall of 2000.
- ◆ The University staff should be held accountable for information given to students. Offices should be linked by computer so students would not have to continually hear the excuses from staff and get sent from office to office with no one willing to help.
- ◆ Improve student activities. Work to improve Greek life at VSU. Provide more support to fraternities and sororities. Build a campus recreation center for students. Work to

- promote and improve student support of athletics.
- ◆ Dorm rooms could and need to be as cozy and "like home" and convenient just as Langdale Hall. Classrooms were cramped because of the overload of students. Learning was more relaxing with such an environment as the snack bar in the Education Center. It provided food to help with learning. Also, the prices were very fair.
 - ◆ You need to give an in-depth diversity training class to your staff members. They need to realize that other cultures, races, etc. do exist other than their own. And that there are differences in students.
 - ◆ Relate core classes to the student's major.
 - ◆ I recently graduated from a MBA school in Atlanta. The business school there had 3 major (conference) rooms. Each classroom did not have the technology that the individual classrooms at VSU had.
 - ◆ Since I graduated from college, I haven't been able to get a job in my field, Sociology, because I don't have 1 or 2 years of experience, and I did an intern for 6 months.

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 1998 were asked to indicate their preferences on three factors which are related to overall satisfaction with the University program.

The results showing the percentages of graduates who responded to the three factors are graphically displayed below. First, the graduates were asked to indicate if they would recommend Valdosta State University to others. Ninety-five percent of the 1998 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, ninety 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 four 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 1998 VSU Alumni

- The three Services/Facilities with the highest quality of service ratings were:
 - Sororities and fraternities
 - University Work-Study Program
 - Special Services Office

- The three top-rated academic experiences for the Major Field of Study were:
 - Quality of upper division courses
 - Availability of the Advisor
 - Practicum or Internship experiences

- The Average Annual Salary for First Job:
 - 33% earning \$27,000 or more
 - 16% earning between \$17,000 and \$21,999

- The Average Annual Salary for Present Job:
 - 30% earning \$30,000 or more
 - 6% earning less than \$15,000

- Satisfaction with VSU was indicated by:
 - 90% would choose to attend VSU again
 - 95% would recommend VSU to others
 - 95% rated their overall academic experience at VSU as Excellent to Good