

1998 - 1999 SENIORS'
PERCEPTIONS OF THEIR
VALDOSTA STATE UNIVERSITY EXPERIENCES

SUMMARY RESULTS FROM THE
VALDOSTA STATE UNIVERSITY
SENIOR EXIT QUESTIONNAIRE

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This report is a descriptive summary of the 1,228 seniors who graduated during the 1998-1999 academic year and completed the Valdosta State University Senior Exit Questionnaire. 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 supplement that provides summary statistics of its seniors' 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 Willis, Alana Bryan, Cuneyt Ulug, and Alda Willis coded all of the questionnaires, validated the data entry and proofed the report for accuracy. The report was prepared by Linda Gooden, Research Associate, under the guidance of the Director of Institutional Research and Policy Analysis, Michael R. Crowe and the Assistant Director, Ruth Salter. The report is organized as follows :

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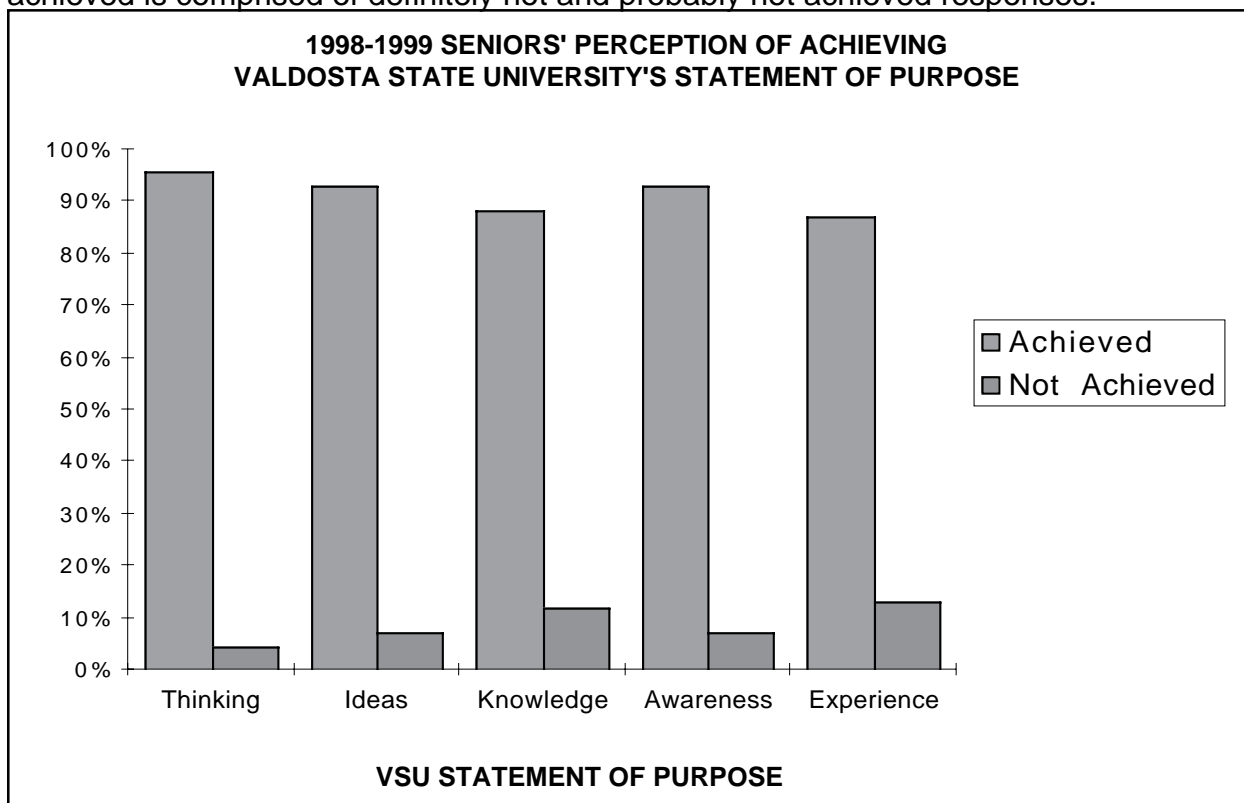
How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness is from the 1998-99 seniors who were asked to rate the extent to which their experiences at VSU contributed to achieving the following purposes of the University . . .

1. Encouraged thinking critically and independently.
2. Provided an environment for free and open exchange of ideas.
3. Encouraged acquiring and drawing upon knowledge embodied in the liberal arts.
4. Provided an opportunity to function in a professional setting and to act with ethical awareness.
5. Encouraged expanding the range of human experience through personal relationships, cultural experiences, social events, artistic activities, and political exchanges.

The results are graphically depicted below. Ninety-six percent of the 1998-1999 graduating seniors believed their experiences at the University helped them to achieve the purpose of thinking critically and independently, and ninety-three percent believed the University provided an environment for free and open exchange of ideas. Eighty-eight percent of the seniors believed that the University helped them to acquire and draw upon knowledge from the liberal arts. Ninety-three percent of the seniors believed they had the opportunity to function in a professional setting and act with ethical awareness, and eighty-seven percent believed the University expanded their range of human experience.

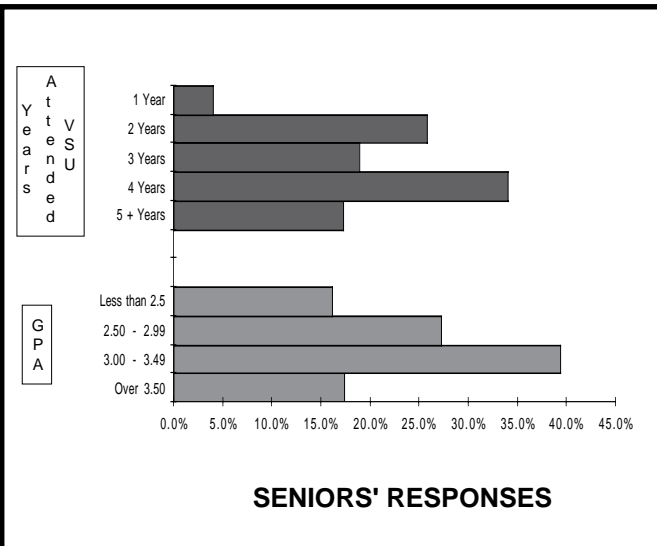
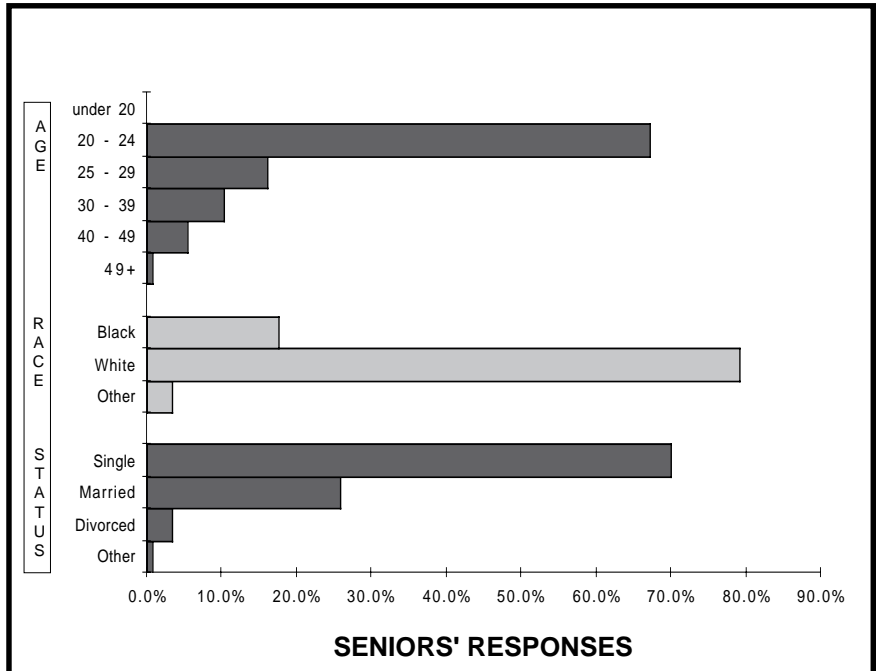
Goal achievement scales are composed of two scales: achieved and not achieved. The achieved scale is comprised of definitely and probably responses. The scale of not achieved is comprised of definitely not and probably not achieved responses.



A Demographic Summary

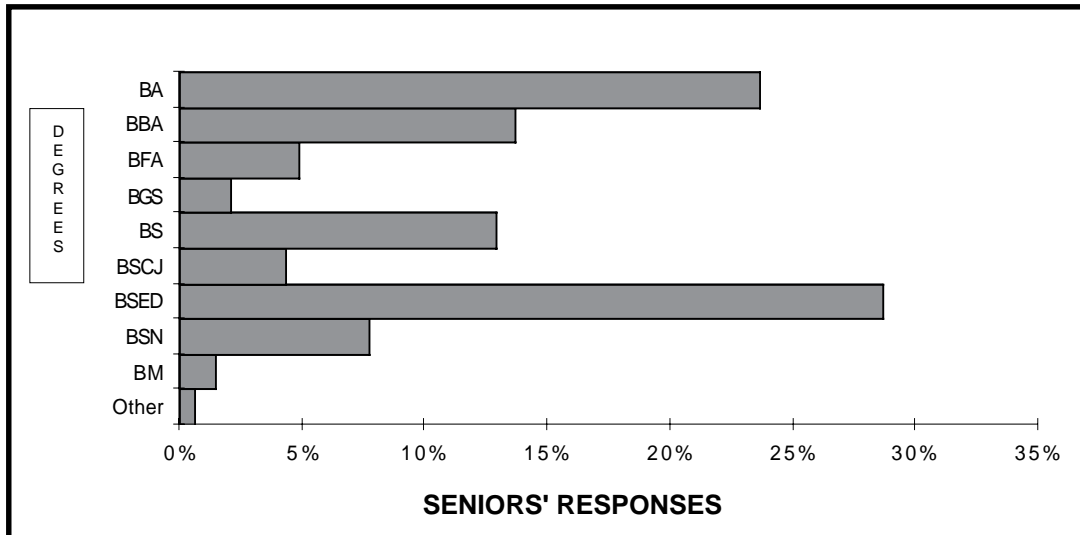
In order for Valdosta State University to maintain its quality of education and assess its strengths and weaknesses, the Senior Exit Questionnaire was developed to evaluate students' overall experiences at Valdosta State University. The seniors were polled during the 1998-1999 fiscal year which corresponds to Summer Quarter 1998 through Spring Semester 1999. These seniors were asked to respond by taking into consideration their total experiences at VSU. Background information for these seniors is discussed below.

Based on the results of 1,228 seniors who completed the questionnaire, the age category reveals that less than one percent were under age 20, sixty-seven percent of the existing seniors were between 20-24 years of age; sixteen percent were 25-29 years of age; ten percent were 30-39 years of age; six percent were 40-49; and one percent were over 49 years of age. Sixty-five percent of the respondents were females, and the remaining thirty-five percent were males. Distributions for race revealed eighteen percent of the seniors polled were Black, seventy-nine percent White, and three percent indicated Other. Seventy percent of the seniors were single, twenty-six percent were married, three percent reported being divorced, and one percent indicated other.

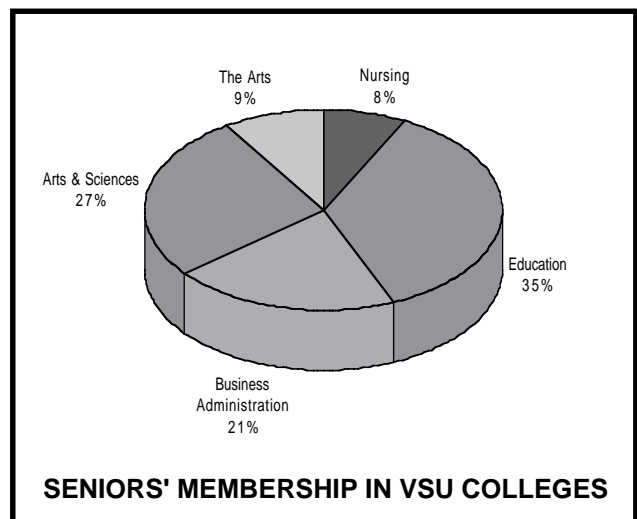


The 1998-1999 seniors were asked to indicate the number of years of attendance at VSU. The results showed that four percent had attended for one year or less; twenty-six percent had attended for two years; nineteen percent had attended for three years; thirty-four percent had attended for the conventional four years. Seventeen percent had attended for five or more years. Interestingly enough, sixty-seven percent of the seniors polled had never lived on campus. Twenty-five percent lived on-campus from 1-2 years; nine percent had resided on campus for 3-4 years, and no one reported having lived on campus five or more years. For overall Grade Point Average, the results showed seventeen percent of the seniors reported to having a GPA of 3.5 or higher, thirty-nine percent reported having a GPA between 3.00 and 3.49, twenty-seven percent reported having a GPA between 2.50 and 2.99, and the remaining sixteen percent reported having a GPA of less than 2.5.

The number of students who identified their degree received or anticipated are graphically shown below. Twenty-nine percent of the seniors expected to receive a BSED degree. Twenty-four percent of the seniors anticipated receiving a BA degree, with the remaining students receiving degrees from one of the other eight categories.



Twenty-seven percent of the seniors identified their college as Arts and Sciences with another twenty-one percent belonging to the College of Business Administration. Over one-third of the seniors were enrolled in the College of Education. The remaining seventeen percent of the seniors were divided between the College of The Arts and the College of Nursing as displayed in the circle graph to the right.



Upon graduation, forty-five percent of the seniors plan on seeking employment while eleven percent look forward to continuing their current career. Sixty-seven percent of the seniors want to work full-time, and nine percent want to work part-time. Twenty-six percent of the seniors listed attending graduate school full-time as a future plan with another twenty-six percent preparing to attend on a part-time basis. Four percent anticipate beginning or continuing military service, while twenty-six percent of the seniors expect to be caring for a home or family.

As an indicator of future economic growth in this region, forty-one percent of the graduating seniors plan to reside and work in the South Georgia area. Thirty percent plan to leave the South Georgia region; however, they plan to remain in the state of Georgia. Approximately twenty-nine percent of the seniors plan to leave the state of Georgia.

Seniors' Ratings of The University's Services and Facilities

University Services and Facilities Responses of All Seniors	N	Mean	SD	Quality of Service			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
1 Housing and residence halls	417	2.437	0.706	4%	45%	42%	9%
2 Sororities and fraternities	236	3.158	0.904	44%	34%	16%	6%
3 Clubs and student organizations	529	2.968	0.700	20%	58%	19%	2%
4 Intramural program and services	347	2.821	0.757	17%	52%	27%	4%
5 Athletic and recreation facilities	594	2.783	0.710	13%	57%	26%	4%
6 VSU undergraduate Bulletin/Catalog	939	3.026	0.639	21%	63%	16%	1%
7 VSU food services	1061	2.430	0.804	7%	41%	39%	13%
8 Support services for international students	21	2.286	0.987	11%	31%	31%	26%
9 Parking	349	1.402	0.655	1%	7%	24%	68%
10 Shuttle bus services	216	2.550	0.829	11%	43%	35%	10%
11 Cooperative education program	224	2.731	0.785	12%	57%	22%	8%
12 University work-study program	49	2.889	0.785	21%	52%	22%	5%
13 Campus student employment	95	3.051	0.774	28%	53%	15%	4%
14 Career planning services	368	2.807	0.755	16%	54%	26%	5%
15 Job placement services	231	2.643	0.790	12%	49%	32%	8%
16 Counseling center services	187	2.939	0.827	28%	42%	27%	3%
17 Testing services	387	2.771	0.691	12%	55%	30%	3%
18 Minority programs/counseling	74	2.946	0.790	24%	51%	21%	4%
19 Veterans services	86	2.982	0.902	33%	39%	22%	6%
20 Public safety services	474	2.422	0.902	10%	40%	31%	18%
21 Bookstore	1153	2.525	0.828	9%	47%	31%	13%
22 Post office	478	2.920	0.740	20%	57%	19%	4%
23 Handicapped accessibility for VSU facilities	37	2.614	0.840	12%	47%	30%	11%
24 Services for special needs	52	2.880	0.753	20%	51%	27%	3%
25 Health services	726	2.779	0.759	15%	53%	27%	5%
26 VSU home page	313	3.140	0.647	29%	57%	14%	30%

NOTE: N = the number of seniors 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.

Seniors' Ratings of the University's Procedures

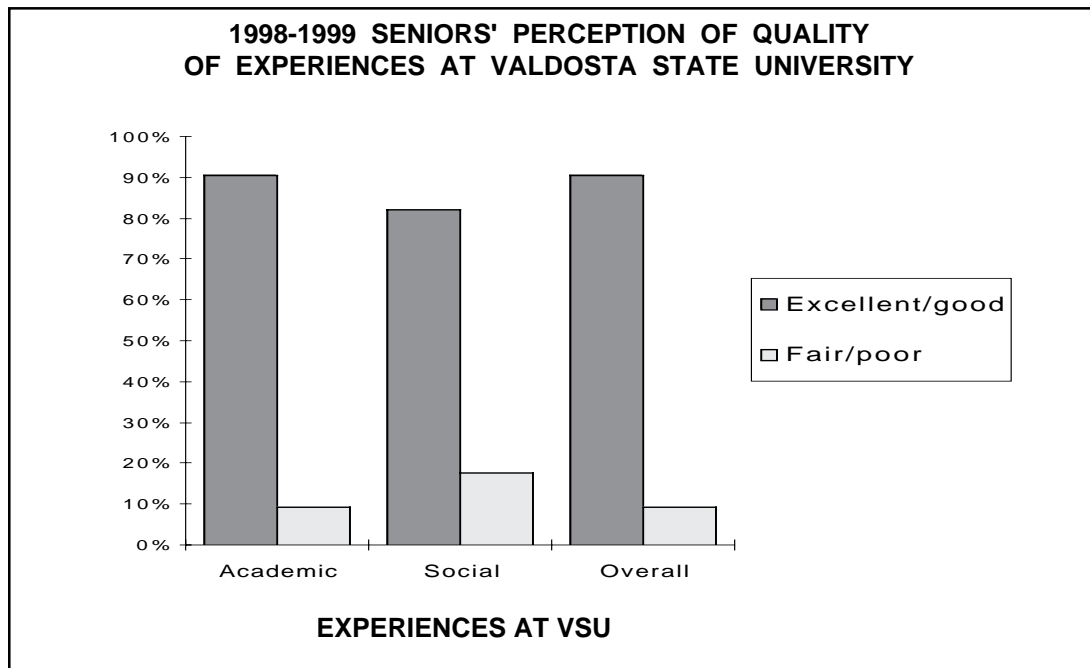
University Services and Facilities Responses of All Seniors	N	Mean	SD	Quality of Service			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
1 Admissions	1141	2.941	0.784	23%	53%	19%	5%
Yes - Procedures Clear	911	3.150	0.644	28%	59%	11%	1%
No - Procedures Not Clear	230	2.100	0.720	1%	27%	52%	20%
2 VSU orientation program	824	2.880	0.818	22%	50%	22%	6%
Yes - Procedures Clear	697	3.040	0.730	26%	55%	17%	3%
No - Procedures Not Clear	127	2.000	0.750	2%	22%	50%	26%
3 Registering for courses	1189	2.627	0.931	19%	39%	30%	13%
Yes - Procedures Clear	909	2.840	0.880	24%	45%	23%	8%
No - Procedures Not Clear	280	1.920	0.720	1%	18%	51%	29%
4 Dropping - Adding courses	1071	2.730	0.877	19%	44%	27%	9%
Yes - Procedures Clear	825	2.960	0.790	25%	52%	19%	5%
No - Procedures Not Clear	246	1.930	0.670	0%	18%	55%	26%
5 Paying fees	1161	2.766	0.890	21%	43%	26%	9%
Yes - Procedures Clear	867	3.010	0.790	28%	50%	18%	4%
No - Procedures Not Clear	294	2.010	0.750	2%	21%	51%	26%
6 Student grants	706	2.778	0.942	25%	40%	25%	11%
Yes - Procedures Clear	449	3.170	0.760	36%	48%	13%	3%
No - Procedures Not Clear	257	2.020	0.810	3%	24%	45%	28%
7 Student loans	789	2.790	0.909	24%	41%	26%	9%
Yes - Procedures Clear	504	3.150	0.750	34%	49%	13%	3%
No - Procedures Not Clear	285	2.100	0.790	4%	25%	48%	23%
8 Scholarships	566	2.699	0.965	23%	38%	26%	13%
Yes - Procedures Clear	352	3.110	0.800	34%	47%	15%	4%
No - Procedures Not Clear	214	1.990	0.820	4%	21%	45%	30%
9 Work-study program	280	2.823	0.885	22%	48%	20%	10%
Yes - Procedures Clear	200	3.070	0.760	29%	53%	14%	4%
No - Procedures Not Clear	80	2.020	0.750	0%	28%	46%	26%

NOTE: N = the number of seniors 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.

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

One major purpose of the University is to create and maintain an environment for students that is attractive and conducive for learning. As an indicator of how effective the University is in creating an atmosphere for learning, the 1998-1999 seniors were asked to rate the quality of their experiences at Valdosta State University in three areas: academic, social, and overall experiences.

The results are displayed in the table below. The academic experiences were rated as excellent to good by nearly ninety-one percent of the seniors and as fair to poor by almost ten percent. The poor category was chosen by only .6 percent of the seniors. Eighty-two percent of the seniors rated their social experiences as excellent to good while eighteen percent rated them as fair to poor. Overall, seniors had high marks for Valdosta State University as ninety-one percent rated their total experience as excellent to good. Less than ten percent felt their experience was fair to poor.



There are two indicators of the University's effectiveness in creating an atmosphere for learning. One is the seniors' rating for the quality of instruction. Second is their rating of the overall quality of faculty. The quality of instruction was rated by seventy-seven percent of the seniors as excellent to good and by twenty-three percent as fair to poor. Twelve percent of the seniors rated the overall quality of the faculty in their majors as fair to poor, while eighty-eight percent rated the quality of faculty as excellent to good. A final indicator of the University's effectiveness in this area is that ninety-two percent of the seniors would recommend Valdosta State University to others. There are, as always, specific areas that require improvements; however, the 1998-99 seniors indicated, based on these factors, the University is doing a good job of creating a positive atmosphere for learning.

Seniors' Ratings of Their Academic Experiences in the Core Curriculum

Academic Experiences Core Curriculum -- All Seniors		N	Mean	SD	Quality of Service			
					Excel (4)	Good (3)	Fair (2)	Poor (1)
VSU PERSONNEL SUPPORT								
1	Availability of academic advisor	1027	3.059	0.880	35%	42%	16%	7%
2	Helpfulness of academic advisor	1019	3.031	0.934	37%	36%	19%	8%
3	Helpfulness of departmental office staff	976	2.887	0.849	25%	44%	25%	6%
4	Opportunities for interaction with faculty	1005	2.840	0.856	23%	45%	25%	7%
5	Overall attitude of faculty toward students	1030	2.904	0.759	21%	52%	24%	3%
6	Overall quality of faculty	1032	2.993	0.691	22%	57%	19%	2%
VSU INSTRUCTIONAL SUPPORT								
7	Courses as preparation for liberal education	845	2.859	0.687	16%	57%	26%	2%
8	Courses as preparation for initial employment	895	2.771	0.803	17%	49%	27%	6%
9	Courses as preparation for graduate school	738	2.827	0.797	19%	51%	25%	6%
10	Getting into required courses	1012	2.764	0.873	20%	46%	25%	9%
11	Getting into elective courses	987	2.855	0.780	19%	51%	24%	5%
12	Organization of the curriculum	1006	2.821	0.748	16%	53%	26%	4%
13	Quality of instruction	1017	2.962	0.693	21%	56%	22%	1%
14	Fairness of grading	1016	2.970	0.700	20%	59%	18%	3%
15	Practicum or internship experiences	446	2.901	0.834	24%	49%	21%	7%
16	Study abroad experiences	78	2.885	0.773	19%	55%	21%	5%
17	Appearance of printed information about program	929	2.874	0.753	19%	54%	23%	4%
18	Usefulness of printed information about program	250	2.832	0.685	13%	60%	24%	3%
19	Availability of research support	232	2.823	0.732	15%	58%	23%	5%
20	Usefulness of research support	226	2.796	0.720	14%	56%	26%	4%
21	Quality of distance learning courses	100	2.880	0.700	16%	59%	22%	3%
VSU FACILITIES								
22	Library collection/resources	960	2.833	0.792	19%	52%	24%	6%
23	Library facilities	979	2.909	0.742	20%	56%	21%	4%
24	Computer lab facilities	947	2.937	0.767	22%	53%	21%	4%
25	Computer lab availability	944	2.564	0.907	15%	40%	31%	14%
26	Classroom facilities	1012	2.844	0.722	16%	56%	25%	3%
27	Laboratory facilities (not computer)	815	2.762	0.715	13%	53%	30%	3%

Seniors' Ratings of Their Academic Experiences in the Major Field of Study

Academic Experiences Major Field of Study -- All Seniors		N	Mean	SD	Quality of Service			
					Excel (4)	Good (3)	Fair (2)	Poor (1)
VSU PERSONNEL SUPPORT								
1	Availability of academic advisor	1192	3.272	0.809	46%	38%	12%	4%
2	Helpfulness of academic advisor	1190	3.265	0.851	48%	35%	12%	5%
3	Helpfulness of departmental office staff	1156	3.134	0.805	37%	43%	17%	3%
4	Opportunities for interaction with faculty	1174	3.180	0.777	38%	46%	14%	3%
5	Overall attitude of faculty toward students	1182	3.153	0.743	34%	50%	14%	2%
6	Overall quality of faculty	1186	3.238	0.676	37%	51%	11%	1%
VSU INSTRUCTIONAL SUPPORT								
7	Courses as preparation for liberal education	976	3.072	0.662	25%	59%	16%	1%
8	Courses as preparation for initial employment	1080	3.098	0.738	30%	53%	14%	3%
9	Courses as preparation for graduate school	936	3.156	0.701	32%	54%	13%	2%
10	Getting into required courses	1172	3.122	0.793	35%	47%	15%	4%
11	Getting into elective courses	1131	3.152	0.715	32%	52%	14%	2%
12	Organization of the curriculum	1169	3.027	0.761	27%	53%	16%	4%
13	Quality of instruction	1172	3.216	0.688	36%	52%	12%	1%
14	Fairness of grading	1178	3.139	0.717	31%	54%	13%	2%
15	Practicum or internship experiences	681	3.170	0.765	36%	48%	13%	3%
16	Study abroad experiences	100	3.230	0.679	35%	55%	8%	2%
17	Appearance of printed information about program	1108	3.017	0.740	26%	53%	18%	3%
18	Usefulness of printed information about program	326	3.058	0.665	24%	60%	15%	2%
19	Availability of research support	296	2.990	0.743	23%	58%	15%	4%
20	Usefulness of research support	287	3.014	0.738	24%	58%	14%	4%
21	Quality of distance learning courses	139	2.971	0.816	26%	51%	17%	6%
VSU FACILITIES								
22	Library collection/resources	1073	2.913	0.801	23%	51%	21%	5%
23	Library facilities	1101	2.966	0.748	23%	54%	19%	3%
24	Computer lab facilities	1093	3.006	0.807	28%	50%	17%	5%
25	Computer lab availability	1089	2.692	0.929	20%	41%	26%	12%
26	Classroom facilities	1149	2.957	0.744	22%	54%	20%	3%
27	Laboratory facilities (not computer)	796	2.889	0.736	19%	55%	23%	3%

NOTE: N = the number of seniors 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.

Seniors' Ratings of Their Academic Experiences in the Major Field of Study
College of Arts & Sciences

Academic Experiences: Major Field of Study College of Arts and Sciences	N	Mean	SD	Quality of Service			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
VSU PERSONNEL SUPPORT							
1 Availability of academic advisor	308	3.351	0.807	52%	36%	7%	5%
2 Helpfulness of academic advisor	309	3.314	0.858	52%	33%	9%	6%
3 Helpfulness of departmental office staff	301	3.146	0.778	36%	46%	16%	3%
4 Opportunities for interaction with faculty	303	3.254	0.762	42%	44%	12%	3%
5 Overall attitude of faculty toward students	309	3.201	0.755	38%	46%	14%	2%
6 Overall quality of faculty	309	3.272	0.696	40%	47%	11%	1%
VSU INSTRUCTIONAL SUPPORT							
7 Courses as preparation for liberal education	254	3.087	0.712	28%	56%	14%	2%
8 Courses as preparation for initial employment	280	2.946	0.808	24%	52%	18%	6%
9 Courses as preparation for graduate school	256	3.047	0.771	28%	52%	16%	4%
10 Getting into required courses	302	2.977	0.860	29%	47%	17%	7%
11 Getting into elective courses	301	3.043	0.754	28%	52%	17%	3%
12 Organization of the curriculum	300	2.980	0.771	24%	54%	18%	4%
13 Quality of instruction	301	3.213	0.664	34%	53%	12%	1%
14 Fairness of grading	304	3.148	0.661	29%	59%	11%	2%
15 Practicum or internship experiences	150	3.093	0.789	32%	49%	15%	4%
16 Study abroad experiences	46	3.109	0.737	28%	59%	9%	4%
17 Appearance of printed information about program	275	2.989	0.717	23%	56%	19%	3%
18 Usefulness of printed information about program	124	3.000	0.650	19%	63%	16%	2%
19 Availability of research support	119	2.950	0.769	22%	56%	17%	5%
20 Usefulness of research support	112	3.000	0.783	26%	53%	17%	4%
21 Quality of distance learning courses	54	2.796	0.877	20%	48%	22%	9%
VSU FACILITIES							
22 Library collection/resources	288	2.774	0.844	19%	47%	26%	8%
23 Library facilities	298	2.856	0.793	19%	52%	22%	6%
24 Computer lab facilities	293	2.911	0.767	20%	55%	20%	5%
25 Computer lab availability	295	2.620	0.891	15%	44%	28%	13%
26 Classroom facilities	294	2.915	0.727	19%	56%	22%	3%
27 Laboratory facilities (not computer)	216	2.847	0.722	17%	54%	26%	3%

Seniors' Ratings 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)
VSU PERSONNEL SUPPORT							
1 Availability of academic advisor	241	3.253	0.735	41%	45%	12%	2%
2 Helpfulness of academic advisor	240	3.217	0.815	43%	39%	15%	3%
3 Helpfulness of departmental office staff	231	3.221	0.703	37%	48%	13%	1%
4 Opportunities for interaction with faculty	239	3.029	0.780	28%	52%	16%	4%
5 Overall attitude of faculty toward students	239	3.121	0.653	27%	60%	12%	1%
6 Overall quality of faculty	240	3.183	0.607	29%	60%	11%	0%
VSU INSTRUCTIONAL SUPPORT							
7 Courses as preparation for liberal education	179	2.905	0.597	13%	64%	23%	0%
8 Courses as preparation for initial employment	215	3.023	0.687	22%	60%	15%	2%
9 Courses as preparation for graduate school	169	3.083	0.658	24%	62%	12%	2%
10 Getting into required courses	234	2.996	0.783	26%	52%	18%	4%
11 Getting into elective courses	233	3.077	0.684	26%	58%	15%	2%
12 Organization of the curriculum	233	3.013	0.653	19%	65%	13%	3%
13 Quality of instruction	234	3.124	0.619	26%	60%	14%	0%
14 Fairness of grading	236	3.085	0.640	25%	60%	15%	0%
15 Practicum or internship experiences	93	3.011	0.840	28%	53%	12%	8%
16 Study abroad experiences	18	2.944	0.639	17%	61%	22%	0%
17 Appearance of printed information about program	222	3.018	0.659	22%	59%	18%	1%
18 Usefulness of printed information about program	73	2.890	0.591	11%	68%	19%	1%
19 Availability of research support	68	2.897	0.672	15%	63%	19%	3%
20 Usefulness of research support	66	2.924	0.615	14%	67%	18%	2%
21 Quality of distance learning courses	33	2.848	0.795	18%	55%	21%	6%
VSU FACILITIES							
22 Library collection/resources	211	2.910	0.715	19%	55%	23%	2%
23 Library facilities	218	2.954	0.691	20%	56%	22%	1%
24 Computer lab facilities	224	3.138	0.742	33%	50%	15%	2%
25 Computer lab availability	222	2.905	0.880	27%	45%	21%	8%
26 Classroom facilities	235	3.098	0.700	29%	54%	16%	1%
27 Laboratory facilities (not computer)	140	2.914	0.725	20%	54%	24%	2%

NOTE: N = the number of seniors 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.

**Seniors' Ratings 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)
VSU PERSONNEL SUPPORT							
1 Availability of academic advisor	112	3.393	0.787	55%	31%	11%	3%
2 Helpfulness of academic advisor	110	3.309	0.843	52%	31%	14%	4%
3 Helpfulness of departmental office staff	109	3.248	0.830	46%	37%	14%	4%
4 Opportunities for interaction with faculty	111	3.450	0.684	56%	33%	11%	0%
5 Overall attitude of faculty toward students	110	3.364	0.700	48%	41%	10%	1%
6 Overall quality of faculty	111	3.405	0.623	48%	45%	7%	0%
VSU INSTRUCTIONAL SUPPORT							
7 Courses as preparation for liberal education	100	3.150	0.687	3%	51%	17%	0%
8 Courses as preparation for initial employment	104	3.096	0.782	34%	44%	20%	2%
9 Courses as preparation for graduate school	89	3.135	0.741	34%	47%	18%	1%
10 Getting into required courses	110	3.300	0.685	42%	47%	10%	1%
11 Getting into elective courses	108	3.296	0.659	40%	51%	8%	1%
12 Organization of the curriculum	110	3.082	0.780	32%	47%	18%	3%
13 Quality of instruction	110	3.364	0.751	51%	36%	11%	2%
14 Fairness of grading	111	3.333	0.692	45%	44%	10%	1%
15 Practicum or internship experiences	63	3.079	0.848	35%	43%	17%	5%
16 Study abroad experiences	7	3.429	0.535	43%	57%	0%	0%
17 Appearance of printed information about program	103	3.039	0.766	28%	50%	18%	3%
18 Usefulness of printed information about program	28	3.214	0.686	32%	61%	4%	4%
19 Availability of research support	23	3.217	0.600	30%	61%	9%	0%
20 Usefulness of research support	23	3.174	0.650	30%	57%	13%	0%
21 Quality of distance learning courses	11	3.182	0.603	27%	64%	9%	0%
VSU FACILITIES							
22 Library collection/resources	106	2.858	0.856	23%	48%	22%	8%
23 Library facilities	108	2.861	0.767	19%	54%	23%	5%
24 Computer lab facilities	101	2.901	0.878	27%	44%	23%	7%
25 Computer lab availability	99	2.404	1.059	18%	29%	27%	25%
26 Classroom facilities	111	2.730	0.863	16%	51%	22%	11%
27 Laboratory facilities (not computer)	92	2.685	0.824	15%	46%	32%	8%

**Seniors' Ratings 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)
VSU PERSONNEL SUPPORT							
1 Availability of academic advisor	92	3.141	0.779	35%	48%	14%	3%
2 Helpfulness of academic advisor	92	3.141	0.806	37%	43%	16%	3%
3 Helpfulness of departmental office staff	88	2.920	0.834	24%	51%	18%	7%
4 Opportunities for interaction with faculty	91	3.143	0.724	32%	53%	13%	2%
5 Overall attitude of faculty toward students	91	3.033	0.752	26%	54%	16%	3%
6 Overall quality of faculty	91	3.044	0.698	24%	58%	15%	2%
VSU INSTRUCTIONAL SUPPORT							
7 Courses as preparation for liberal education	82	2.988	0.555	15%	70%	16%	0%
8 Courses as preparation for initial employment	82	3.061	0.616	21%	66%	12%	1%
9 Courses as preparation for graduate school	75	3.107	0.628	24%	64%	11%	1%
10 Getting into required courses	92	3.391	0.628	46%	49%	4%	1%
11 Getting into elective courses	90	3.267	0.614	36%	56%	9%	0%
12 Organization of the curriculum	92	2.804	0.774	16%	53%	25%	5%
13 Quality of instruction	92	2.989	0.832	26%	54%	12%	8%
14 Fairness of grading	92	2.685	0.901	16%	49%	22%	13%
15 Practicum or internship experiences	77	3.234	0.647	34%	57%	8%	1%
16 Study abroad experiences	5	3.400	0.548	40%	60%	0%	0%
17 Appearance of printed information about program	92	3.076	0.650	23%	64%	11%	2%
18 Usefulness of printed information about program	14	3.143	0.535	21%	71%	7%	0%
19 Availability of research support	12	3.083	0.793	25%	67%	0%	8%
20 Usefulness of research support	13	3.000	0.816	23%	62%	8%	8%
21 Quality of distance learning courses	8	3.250	0.707	38%	50%	13%	0%
VSU FACILITIES							
22 Library collection/resources	89	3.000	0.754	25%	54%	18%	3%
23 Library facilities	89	3.101	0.675	27%	57%	15%	1%
24 Computer lab facilities	85	2.800	0.842	20%	47%	26%	7%
25 Computer lab availability	85	2.612	0.914	16%	41%	29%	13%
26 Classroom facilities	89	3.022	0.657	22%	57%	20%	0%
27 Laboratory facilities (not computer)	77	2.987	0.678	21%	58%	19%	1%

NOTE: N = the number of seniors 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.

Seniors' Ratings 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)
VSU PERSONNEL SUPPORT							
1 Availability of academic advisor	433	3.226	0.855	46%	36%	14%	5%
2 Helpfulness of academic advisor	433	3.270	0.878	50%	34%	11%	6%
3 Helpfulness of departmental office staff	422	3.095	0.853	38%	38%	21%	4%
4 Opportunities for interaction with faculty	426	3.150	0.795	37%	45%	15%	4%
5 Overall attitude of faculty toward students	428	3.107	0.773	33%	48%	16%	3%
6 Overall quality of faculty	430	3.240	0.694	38%	49%	12%	1%
VSU INSTRUCTIONAL SUPPORT							
7 Courses as preparation for liberal education	357	3.137	0.658	29%	57%	13%	1%
8 Courses as preparation for initial employment	393	3.257	0.691	39%	50%	10%	1%
9 Courses as preparation for graduate school	344	3.288	0.654	40%	50%	10%	0%
10 Getting into required courses	428	3.185	0.775	39%	44%	15%	2%
11 Getting into elective courses	394	3.206	0.725	37%	49%	13%	2%
12 Organization of the curriculum	428	3.096	0.785	32%	49%	15%	4%
13 Quality of instruction	429	3.277	0.666	39%	49%	11%	0%
14 Fairness of grading	430	3.205	0.719	36%	50%	11%	2%
15 Practicum or internship experiences	296	3.260	0.729	42%	44%	13%	1%
16 Study abroad experiences	24	3.583	0.504	58%	42%	0%	0%
17 Appearance of printed information about program	411	3.015	0.805	29%	47%	20%	4%
18 Usefulness of printed information about program	87	3.218	0.722	38%	47%	14%	1%
19 Availability of research support	74	3.054	0.792	28%	54%	12%	5%
20 Usefulness of research support	73	3.068	0.788	27%	59%	7%	7%
21 Quality of distance learning courses	33	3.242	0.751	39%	48%	9%	3%
VSU FACILITIES							
22 Library collection/resources	376	3.013	0.795	27%	51%	16%	5%
23 Library facilities	385	3.055	0.743	27%	54%	16%	3%
24 Computer lab facilities	387	3.070	0.829	32%	48%	14%	6%
25 Computer lab availability	385	2.709	0.929	21%	40%	28%	11%
26 Classroom facilities	416	2.957	0.743	23%	53%	21%	3%
27 Laboratory facilities (not computer)	268	2.951	0.725	21%	57%	19%	3%

Seniors' Ratings 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 helped me develop & demonstrate my ability to think critically & independently	1206	3.396	0.593	44%	51%	3%	1%
2 VSU helped me to engage in free and open exchange of ideas	1207	3.338	0.627	42%	52%	6%	1%
3 VSU helped me to acquire and draw upon knowledge embodied in the liberal arts	1170	3.202	0.686	34%	55%	10%	2%
4 VSU helped me to function in a professional setting and to act with ethical awareness	1195	3.399	0.662	48%	45%	6%	1%
5 VSU encouraged me to expand my range of human experience personally, culturally, socially, artistically, and politically	1163	3.265	0.753	42%	45%	10%	3%
6 If I started college over, I would choose to attend VSU	1204	3.103	0.799	33%	49%	14%	4%
7 I would recommend VSU to others	1199	3.334	0.686	43%	49%	5%	2%
	N	Mean	SD	Quality of Ratings			
				Excel (4)	Good (3)	Fair (2)	Poor (1)
8 I would rate my academic experience at VSU as...	1207	3.238	0.627	34%	57%	9%	1%
9 I would rate my social experience at VSU as...	1197	3.109	0.739	31%	51%	15%	2%
10 I would rate my overall experience at VSU as...	1200	3.208	0.626	31%	59%	9%	1%

NOTE: N = the number of seniors 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.

Seniors' Comments

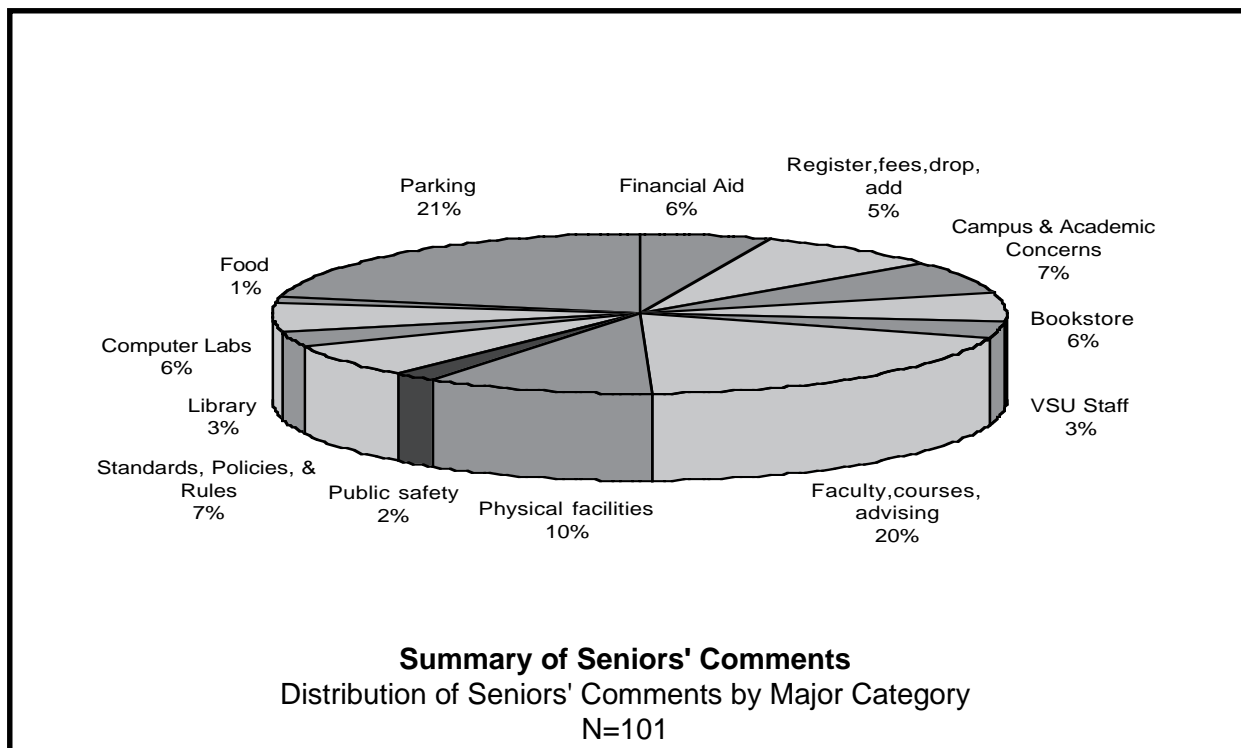
All of the seniors' comments are represented; minor editing has been applied to a few comments. Comments which occur repeatedly have been summarized and are followed with the count of similar comments in parentheses

- Parking is a problem/bad, need more/better parking. (9)
- Too many parking tickets are given. (4)
- The handicap accessibility here is very inconvenient.
- The bookstore rips off students with books. I have bought books for 70-80 dollars and they want to give me \$22-25 at the end of the quarter- that is a total rip off. I'd rather give the book to another student. And we say that VSU is here to help the students-not the bookstore.
- Computers and projectors for Power Point presentations should be made available for students in Technical Trade and Industrial Education Program at Kings Bay.
- Library facility at Kings Bay should be maintained.
- The parking lot at Valdosta State University is ridiculous. For the number of students Valdosta State accepts every semester, there needs to be some kind of realistic parking accommodations. Also, it is not right that decals cost \$50.00. Parking decals used to be \$15.00, when the price went up, I thought, as did many other students that parking would improve. I was wrong! Have you ever thought about multilevel parking? If the ground can hold a huge building and tons of people, it can also hold cars.
- The computer labs need better chairs and more computer rooms. Those students working on projects requiring the computer need another room so students who need quiet time to concentrate on their assignment can be able to do so.
- The bookstore should offer books for business students at a location on North Campus.
- I had wonderful opportunities to learn under very knowledgeable and caring instructors, although, I was particularly not pleased with the teachings of one professor in particular within the Psychology Department. This professor came across very rude and offensive. I am sorry to have to say this, however, I feel that something should be done about this prolonged problem. Overall, my experience with Valdosta State University has been very good and worthwhile. Keep up the good work!
- It is very difficult to get the classes needed to graduate. Either not enough classes are open for the number of students or else the classes conflict with each other.
- One individual was an integral part of my financial aid history and I could have never made it through the maze of procedures without his help.
- Something needs to be done about the registration system. There needs to be more registration lines or a new system.
- I was sick for two days after eating a chicken salad sandwich --mayo or chicken may have been left out too long or was old.
- Tighten admission standards! Make the school's name synonymous with academia and excellence, not the school that anybody can get in to.
- The Oak Street Parking can be built into a multilevel parking garage. The argument has been made that because that area is considered wetlands, it will not support the weight of a parking garage. It has been researched that with the use of pilings the project is more than doable. The job would cost about \$4 million, which could be paid for over a period of years and by increasing parking fees modestly. I believe students would happily pay a little extra to know that they can park on campus at any time of the day without having to drive around for twenty minutes looking for a space. I realize this was just a waste of ink because nothing is going to be done to improve the parking any time soon. But hey, why make things easier for the students, right? We only pay tuition for everybody's salaries, including Public Safety and Parking and Transportation.
- We need more faster computers.
- Need bigger classroom desks.
- Increase the capacity of the system so that processing time is increased and getting in time is decreased.
- I have been left in the parking lot for over an hour waiting for an escort at 3:00 am.
- I transferred to Valdosta State University from New Mexico State University, I found that the new student orientation was designed for Freshman only, with no consideration for continuing students. By the time I attended orientation and was allowed to register for classes all of the classes I needed were closed causing a delay in my starting at Valdosta State University.
- During my stay at Valdosta State University, I found many classes fair and open to comments toward all aspects of the course. However, I have one class that sticks in my mind. During my junior year, I took a class in which the teacher missed many days and the final. I failed the class because of this. With the help of a professor, I attempted to appeal my grade but was denied. I eventually gave up because of the bureaucracy. If I am asked, in the future, to give financial gifts to Valdosta State University I will be sure to exclude this one department.
- I have had trouble getting in touch with my advisor and when I do he does not seem to know what is going on with scheduling.
- The bookstore was terribly inefficient both time-wise and financially. The lines and prices are consistently outrageous.
- Most professors are more worried about marking wrong technical errors in writing and not teaching the student what he or she does wrong.
- The transition to the semester system was horrible. The classes were very unorganized.
- I feel that all policies and procedures should be spelled out in the handbook. Students are sent to multiple sources to find out what to do in a given situation.
- I was never able to acquire any work-study even though I was on full grants. I never got an answer that made sense.
- More classes should be offered in business.

- Parking would not be such a problem if those students who live on campus were made to park in a parking lot that is further away from the school.
- In general, those who work at the Bursary are rude. They were even rude to my mother.
- Applications for degrees need to be updated.
- I feel that when classes are taught in the computer lab, it takes away from students who need to use them. This is especially true for the computer lab in the Fine Arts Building. Rarely is there not a class in there when I need to use the computer.
- I feel that class attendance should not be mandatory and that it should not, in any way, affect your final grade. If a person can make straight A's without attending class, why should attendance matter? This is not high school.
- Being at Kings Bay really makes it hard to seek help from advisors.
- The process for Add/Drop is usually a fiasco at Kings Bay.
- Periodicals, journals, and new releases are needed at Kings Bay.
- Please recognize some of your students that have, in fact, been out in real life and working full-time jobs will be attending classes full-time. Our needs and concerns are often ignored. Please recognize that everyone does not live on campus.
- I have been at Valdosta State University for six years and I remain at awe at the academic progress that thrives within this school. For me, this school helped me to become the individual that I am today. I have taken my time through school but am proud to say that I have attended this school. I know many people at more prestigious and even Ivy League colleges but have the same knowledge as them. I would like to give Valdosta State University a cheer because even though I did not move away to go to school I have received a quality, traditional, and also liberal education.
- Shuttle buses have improved a lot since I first came here.
- Work-study should be rewarded on the basis of those that have already received it.
- Employees should not act as though you owe them something.
- Doctors should act more concerned about attendance.
- I understand that the improvement of accessibility on this campus is a working progress, but there are some things that need immediate attention. There should be visible bathrooms. In most buildings the first thing that you see when you walk in the door is stairs. There should also be an elevator in every building that is over one story.
- The Valdosta State University Police harass many students due to race, color and hair length. I know many students that drop out or refuse to attend due to the notorious police.
- This school could use additional facilities.
- Why not keep the writing center open only for students, while using the classroom (next door) for class activities?
- I support allowing alumni to use the new Recreation Center, as it is being financed through our increased activity fees.
- Valdosta State University's support towards the Greek system is very poor.
- Please teach the language and do not expect everyone to be able to speak it right off.
- One course that I believe could be handled differently is CISM 345. I do not believe that an overview of Windows NT is appropriate for a required course. I would rather see this course offered to overview software packages used in my major. No employer is going to allow a recent college graduate with one class in NT alter their system.
- I recently took a business writing course through distance learning. This was a horrible experience. Writing classes need to be held in a computer lab not a distance learning room. I found that, with a paper due every week, I never had enough lab time. Distance learning caused the class to be too large for the professor to keep track of everyone's paper.
- Registration is awful!
- All dorms should be alike.
- The Fine Arts labs are too small and poorly ventilated, the painting studio is a prime example of this.
- Many of the residence halls are in an awful state of disrepair. I would not recommend any of the male halls to any interested parties.
- The whole process is very confusing and frustrating. A short, step-by-step brochure that explains the process in simple English would be very helpful.
- Parking is something that must be improved to ensure the continued success of this institution.
- The parking is not great! Why do the people that live on campus not park in Sustella?
- Compared to my prior attended university, I felt that Valdosta State University did not challenge its students. The students are lazy and the teachers or professors tend to baby the students. I really enjoyed the business and accounting professors; however, they seemed to continually give second chances. Why? If the student doesn't do the work, then they shouldn't pass the class. Why should they get to take the test over or rewrite the paper? It really is a disgrace. It must be that Valdosta State University has to pass a certain number of students in order to be eligible for Hope or some other funding. I don't know.
- Some Resident Assistants do not enforce rules strictly. Noise levels are extremely too high for all students, especially those who are seriously interested in advancing their education. I have lived in the dorms for three years and in Converse Hall for two years. They are too noisy. Converse is a 24 hour quiet zone. This is not enforced. I pay an awful lot of money and have to put up with a great deal of noise. If students cannot abide by the rules, they should not be allowed to stay in the dorms and apartments.

- I feel that quality of teaching was very good; although, I thought that I got more out of a class if the teacher was teaching that class as a second occupation. For instance, lawyers that teach classes seem to be more real world instructors about my area of study. Professors that have only gone to school and have never worked in that profession were less appealing to me. I suggest getting more interactive teachers, those who are based in the local community functions, to help teach students about the realities.
- I realize that you get out what you put into anything. So I don't think that I put all that I could into here. I also don't think my education here so far has prepared me to teach. Social interaction and critical thinking have been good here. I probably grew more in these areas. I am thankful for that.
- The Art Department has great professors. It has very professional professors; they were very challenging and intellectually stimulating.
- At the beginning of every semester, it is impossible to find parking. I feel that if we pay \$50 for a permit, we should be able to find a parking place.
- In the Education Building the room temperature during the summer months is extremely cold and in the winter it is so hot that it is hard to breathe. This makes it very hard to test and concentrate.
- Parking is very bad for students who work during the day and do not live on campus. There should be alterna-

- tives available for the nontraditional students when it comes to financial aid, buying books, and scheduling.
- I have received rude and uncaring attitudes from employees.
- I hate to buy books. The bookstore raises their prices too high and cheats people out of their money.
- In my opinion students pay a rather large parking fee, which would be fine if Valdosta State University had enough parking for all of its students. We are forced to pay the initial fee, then we have to pay for parking fines we get due to the lack of student parking spaces which is Valdosta State University's fault.
- Students should be allowed to leave drop-add forms with their professors instead of taking them to the Registrar's Office to avoid parking difficulties and/or fines.
- Any extra financial aid should be made available to students immediately for bookstore use; activation of the flex account and the endless lines are unnecessary. (We also need parking at the bookstore.) Any money left on the flex account should automatically be mailed to the students.
- Some courses, like biology, are completely not necessary for some majors, like business.
- Buses need to run on a better schedule.
- A larger bookstore is needed and also, better service.
- Need more courses related to work fields.
- Internships should be required, not electives.
- The library needs more resources for Criminal Justice, Anthropology, and Women Studies.



Summary Highlights From 1998-99 VSU Seniors

- The three Services/Facilities most frequently used were¹:
 - Bookstore
 - VSU food services
 - VSU Bulletin / Catalog

- The three Services/Facilities with highest quality of service rating were²:
 - Sororities & Fraternities
 - VSU home page
 - Campus student employment

- The clearest University procedures were found for²:
 - Student grants
 - Admissions
 - Student loans

- The four top-rated academic experiences for the Core Curriculum were²:
 - Availability of advisor
 - Helpfulness of advisor
 - Overall quality of the faculty
 - Fairness of grading

- The three top-rated academic experiences for the Major Field of Study²:
 - Availability of advisor
 - Helpfulness of advisor
 - Overall quality of the faculty

- Satisfaction with VSU was indicated by:
 - 82% would choose to attend VSU again
 - 92% would recommend VSU to others

¹Determined by number of seniors responding

²Determined by mean of quality of service rating given by seniors

_____ Bookstore

_____ Campus & Academic Affairs

_____ Computer Labs

_____ Faculty, Courses, Advising

_____ Financial Aid

_____ Food

_____ Library

_____ Off-campus

_____ Parking

_____ Physical Facilities

_____ Public Safety

_____ Registration, Drop/Add, Fees

_____ Student Services

_____ Other

