

1999 - 2000 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 1,156 seniors who graduated during the 1999-2000 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 Morris, 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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| Appendix A: Summary of 1999-2000 Seniors' Academic Experiences | |

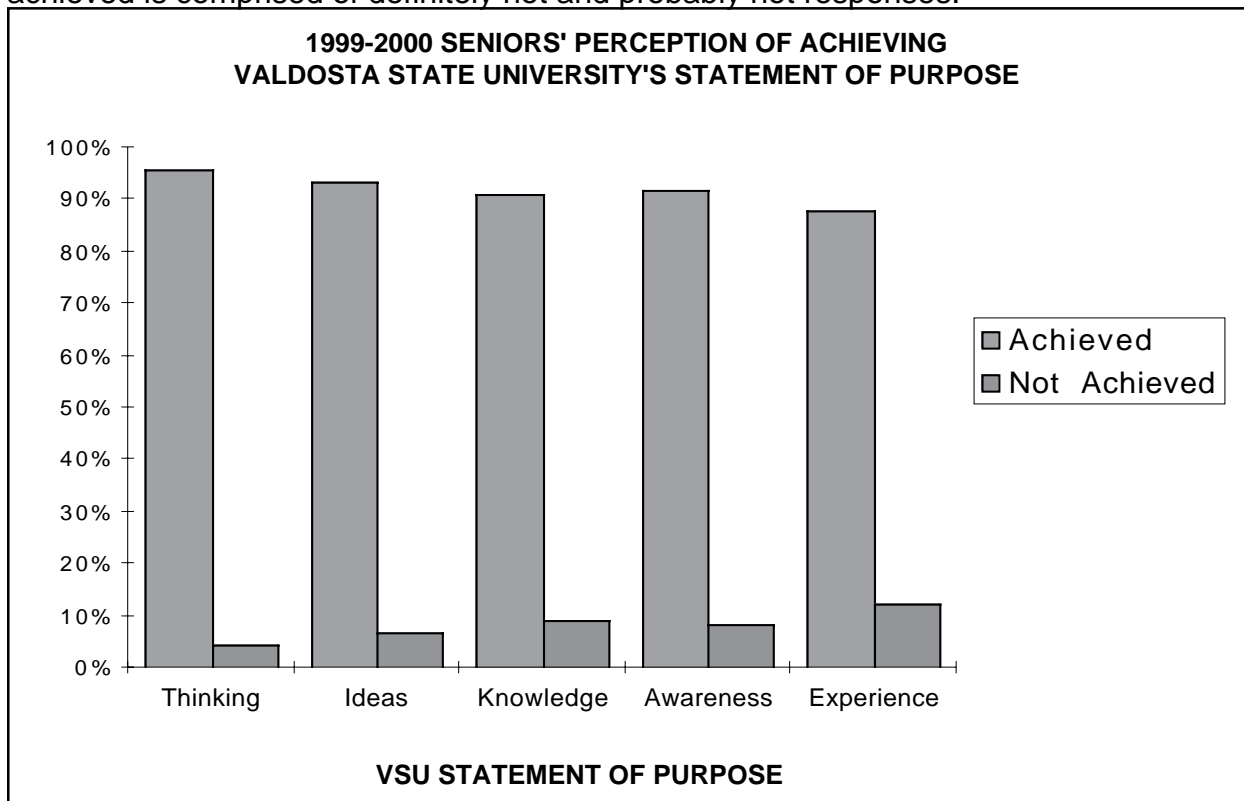
How Effective is Valdosta State University in Achieving Its Statement of Purpose?

One indicator of the University's effectiveness is from the 1999-2000 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 1999-2000 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. Ninety-one percent of the seniors believed that the University helped them to acquire and draw upon knowledge from the liberal arts. Ninety-two percent of the seniors believed they had the opportunity to function in a professional setting and act with ethical awareness, and eighty-eight percent believed the University expanded their range of human experience.

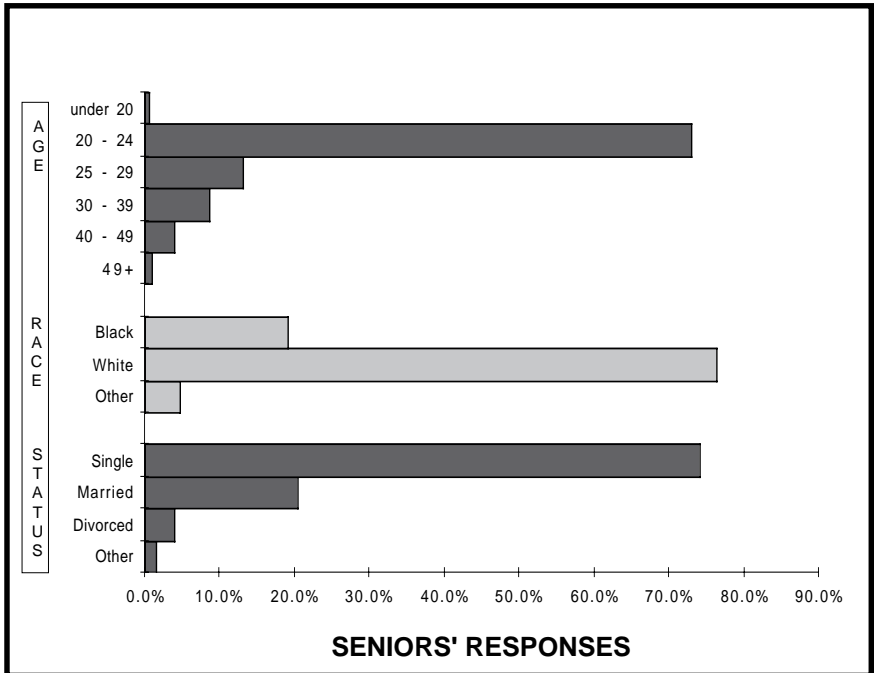
Goal achievement scales are composed of two scales: achieved and not achieved. The achieved scale is comprised of definitely and probably responses. The scale of not achieved is comprised of definitely not and probably not responses.



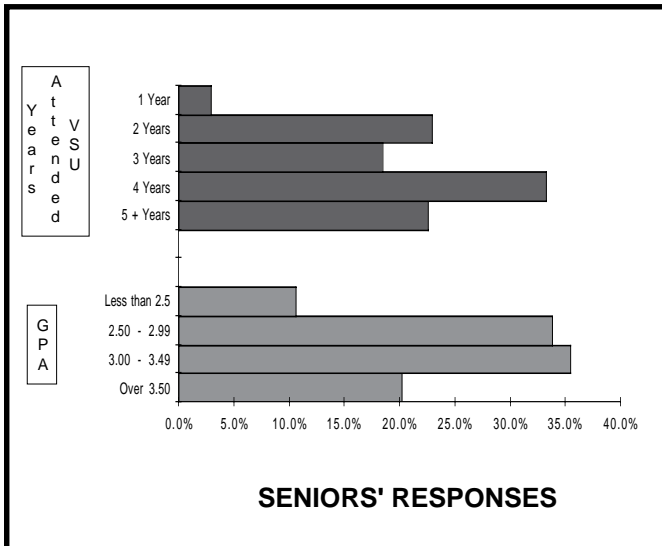
A Demographic Summary

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 1999-2000 fiscal year which corresponds to Summer Semester 1999 through Spring Semester 2000. 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, seventy-three percent of the existing seniors were between 20-24 years of age; thirteen percent were 25-29 years of age; eight percent were 30-39 years of age; four percent were 40-49; and one percent were over 49 years of age. Sixty-four percent of the respondents were females, and the remaining thirty-six percent were males. Distributions for race revealed nineteen percent of the seniors polled were Black, seventy-six percent White, and five percent indicated Other. Seventy-four percent of the seniors were single, twenty percent were married, four percent reported being divorced, and two percent indicated Other.

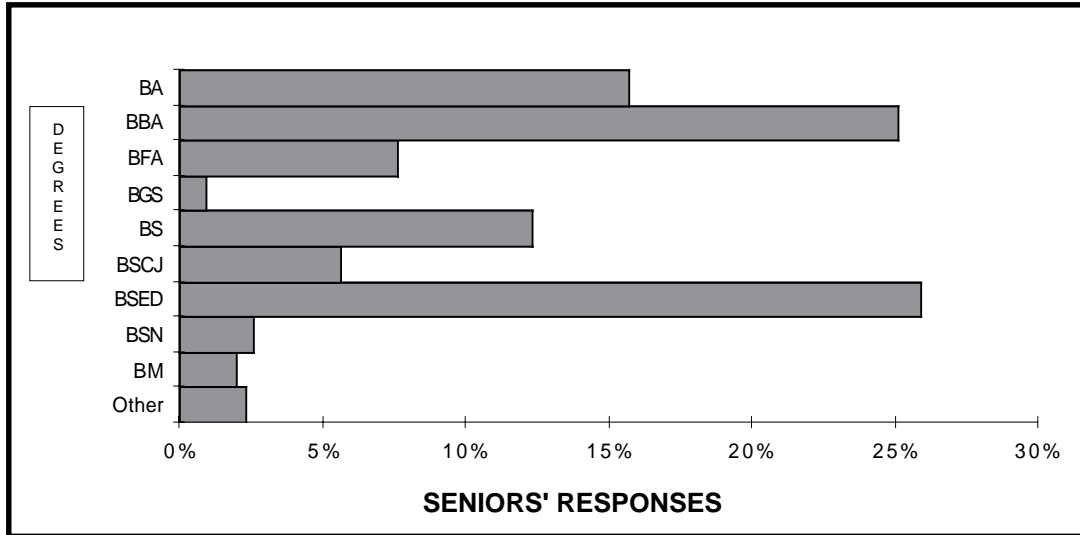


The 1999-2000 seniors were asked to indicate the number of years of attendance at VSU. The results showed that three percent had attended for one year or less; twenty-three percent had attended for two years; eighteen percent had attended for three years; thirty-three percent had attended for the conventional four years. Twenty-three percent had attended for five or more years. Interestingly enough, sixty-three percent of the seniors polled had never lived on campus. Twenty-nine percent lived on-campus from 1-2 years; eight 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 twenty percent of the seniors reported to having a GPA of 3.5 or higher, thirty-five percent reported having a GPA between 3.00 and 3.49, thirty-four percent reported having a GPA between 2.50 and 2.99, and the remaining eleven percent reported having a GPA of less than 2.5.

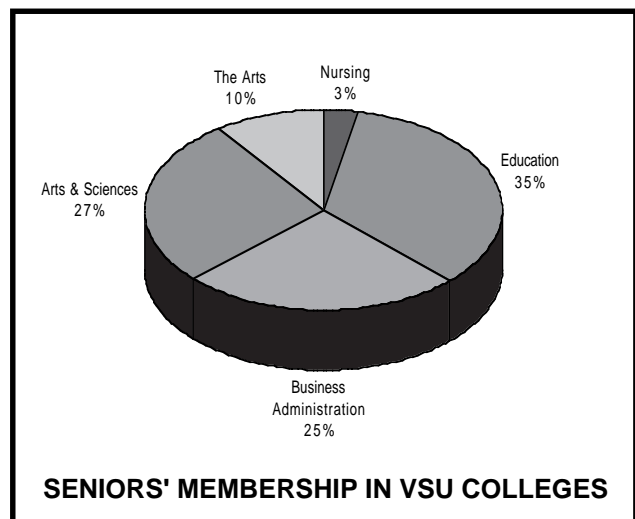


thirty-five percent reported having a GPA between 3.00 and 3.49, thirty-four percent reported having a GPA between 2.50 and 2.99, and the remaining eleven percent reported having a GPA of less than 2.5.

The number of students who identified their degree received or anticipated are graphically shown below. Twenty-six percent of the seniors expected to receive a BSED degree. Sixteen 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-five percent belonging to the College of Business Administration. Over one-third of the seniors were enrolled in the College of Education. The remaining thirteen 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, eighty-four percent of the seniors plan on working, they will either be seeking new employment or continuing their current career. Eighty-two percent of the seniors want to work full-time, and eighteen percent want to work part-time. Forty-three percent of the seniors listed attending graduate school full-time as a future plan with another fifty-seven percent preparing to attend on a part-time basis. Seven percent anticipate beginning or continuing military service, while forty-nine percent of the seniors expect to be caring for a home or family.

As an indicator of future economic growth in this region, fifty percent of the graduating seniors plan to reside and work in the South Georgia area. Twenty-seven percent plan to leave the South Georgia region; however, they plan to remain in the state of Georgia. Approximately twenty-three 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 | 438 | 2.460 | 0.770 | 6% | 45% | 37% | 11% |
| 2 Sororities and fraternities | 256 | 3.260 | 0.880 | 49% | 34% | 11% | 6% |
| 3 Clubs and student organizations | 487 | 3.120 | 0.670 | 27% | 59% | 13% | 1% |
| 4 Intramural program and services | 347 | 3.040 | 0.660 | 22% | 62% | 14% | 2% |
| 5 Athletic and recreation facilities | 573 | 2.820 | 0.770 | 16% | 55% | 23% | 6% |
| 6 VSU undergraduate Bulletin/Catalog | 967 | 3.100 | 0.640 | 25% | 62% | 12% | 1% |
| 7 VSU food services | 777 | 2.550 | 0.780 | 9% | 47% | 35% | 9% |
| 8 Support services for international students | 117 | 2.390 | 0.990 | 14% | 35% | 28% | 23% |
| 9 Parking | 1002 | 1.510 | 0.750 | 2% | 11% | 25% | 63% |
| 10 Shuttle bus services | 656 | 2.570 | 0.810 | 11% | 45% | 35% | 9% |
| 11 Cooperative education program | 223 | 2.870 | 0.860 | 25% | 44% | 25% | 7% |
| 12 University work-study program | 126 | 3.000 | 0.750 | 24% | 56% | 16% | 4% |
| 13 Campus student employment | 296 | 3.070 | 0.780 | 30% | 51% | 16% | 4% |
| 14 Career planning services | 305 | 2.940 | 0.750 | 20% | 58% | 17% | 5% |
| 15 Job placement services | 169 | 2.770 | 0.790 | 13% | 60% | 17% | 10% |
| 16 Counseling center services | 179 | 3.060 | 0.790 | 31% | 49% | 17% | 4% |
| 17 Testing services | 379 | 2.800 | 0.730 | 14% | 57% | 25% | 5% |
| 18 Minority programs/counseling | 100 | 3.120 | 0.890 | 39% | 41% | 13% | 7% |
| 19 Veterans services | 78 | 3.220 | 0.830 | 44% | 39% | 14% | 4% |
| 20 Public safety services | 379 | 2.610 | 0.830 | 11% | 50% | 27% | 11% |
| 21 Bookstore | 1111 | 2.610 | 0.800 | 11% | 49% | 31% | 9% |
| 22 Post office | 478 | 3.000 | 0.670 | 20% | 63% | 15% | 3% |
| 23 Handicapped accessibility for VSU facilities | 57 | 2.510 | 0.980 | 16% | 39% | 26% | 19% |
| 24 Services for special needs | 73 | 2.750 | 0.920 | 23% | 38% | 29% | 10% |
| 25 Health services | 672 | 2.780 | 0.820 | 18% | 48% | 28% | 6% |
| 26 VSU home page | 1009 | 3.220 | 0.640 | 34% | 55% | 11% | 0% |

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

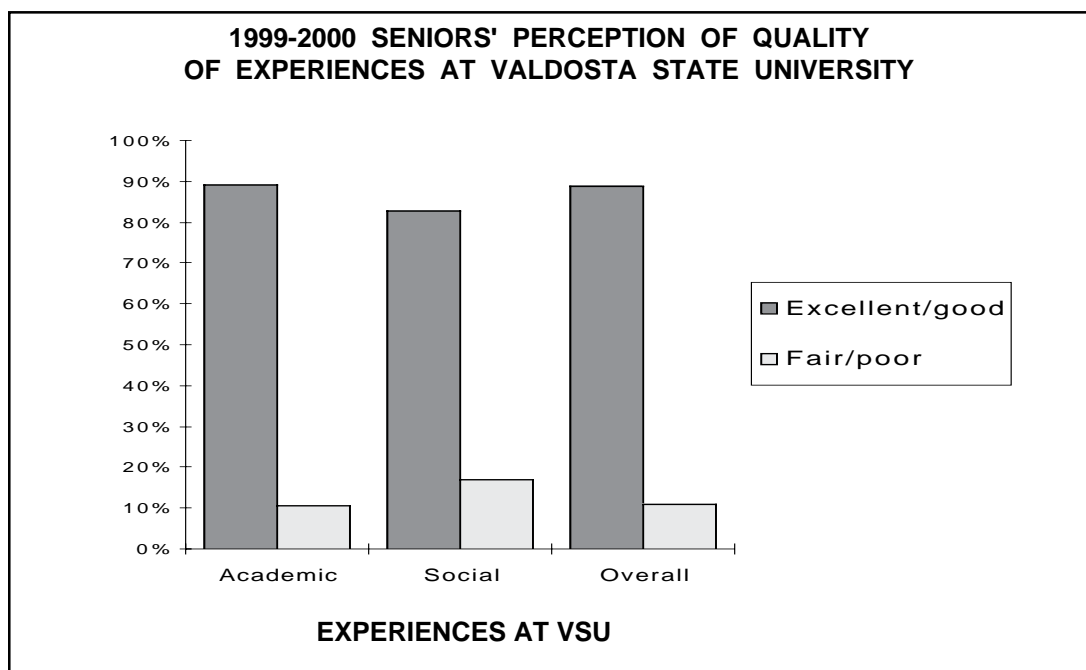
| University Services and Facilities Responses of All Seniors | N | Mean | SD | Quality of Service | | | |
|---|------|-------|-------|--------------------|----------|----------|----------|
| | | | | Excel (4) | Good (3) | Fair (2) | Poor (1) |
| 1 Admissions | 1123 | 3.130 | 0.720 | 30% | 56% | 11% | 3% |
| Yes - Procedures Clear | 1018 | 3.220 | 0.630 | 32% | 59% | 8% | 1% |
| No - Procedures Not Clear | 82 | 1.980 | 0.790 | 1% | 26% | 43% | 31% |
| 2 VSU orientation program | 940 | 3.050 | 0.760 | 28% | 52% | 17% | 3% |
| Yes - Procedures Clear | 851 | 3.130 | 0.700 | 30% | 54% | 15% | 1% |
| No - Procedures Not Clear | 56 | 1.860 | 0.770 | 4% | 13% | 50% | 34% |
| 3 Registering for courses | 1115 | 2.730 | 0.920 | 21% | 42% | 26% | 11% |
| Yes - Procedures Clear | 966 | 2.840 | 0.880 | 24% | 44% | 24% | 8% |
| No - Procedures Not Clear | 115 | 1.860 | 0.840 | 4% | 18% | 39% | 39% |
| 4 Dropping - Adding courses | 1054 | 2.890 | 0.820 | 23% | 50% | 22% | 6% |
| Yes - Procedures Clear | 937 | 2.980 | 0.770 | 25% | 53% | 19% | 4% |
| No - Procedures Not Clear | 88 | 1.890 | 0.700 | 2% | 13% | 57% | 28% |
| 5 Paying fees | 1110 | 2.910 | 0.860 | 25% | 50% | 18% | 8% |
| Yes - Procedures Clear | 947 | 3.070 | 0.750 | 28% | 54% | 14% | 4% |
| No - Procedures Not Clear | 128 | 1.770 | 0.690 | 1% | 13% | 50% | 37% |
| 6 Student grants | 696 | 2.790 | 0.890 | 21% | 46% | 23% | 10% |
| Yes - Procedures Clear | 529 | 3.040 | 0.750 | 27% | 53% | 17% | 3% |
| No - Procedures Not Clear | 135 | 1.800 | 0.710 | 2% | 13% | 50% | 36% |
| 7 Student loans | 748 | 2.810 | 0.910 | 23% | 45% | 22% | 10% |
| Yes - Procedures Clear | 594 | 3.050 | 0.760 | 28% | 52% | 16% | 3% |
| No - Procedures Not Clear | 132 | 1.740 | 0.730 | 2% | 10% | 48% | 40% |
| 8 Scholarships | 580 | 2.700 | 0.950 | 21% | 40% | 25% | 13% |
| Yes - Procedures Clear | 405 | 3.040 | 0.770 | 28% | 51% | 17% | 4% |
| No - Procedures Not Clear | 144 | 1.810 | 0.790 | 4% | 11% | 47% | 38% |
| 9 Work-study program | 299 | 2.600 | 0.970 | 18% | 42% | 23% | 17% |
| Yes - Procedures Clear | 194 | 3.010 | 0.770 | 25% | 56% | 15% | 5% |
| No - Procedures Not Clear | 72 | 1.720 | 0.740 | 1% | 13% | 43% | 43% |

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 1999-2000 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 eighty-nine percent of the seniors and as fair to poor by almost eleven percent. The poor category was chosen by less than one percent of the seniors. Eighty-three percent of the seniors rated their social experiences as excellent to good while seventeen percent rated them as fair to poor. Overall, seniors had high marks for Valdosta State University as eighty-nine percent rated their total experience as excellent to good. Eleven 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 eighty percent of the seniors as excellent to good and by twenty percent as fair to poor. Ten percent of the seniors rated the overall quality of the faculty in their majors as fair to poor, while ninety 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 1999-2000 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 | 944 | 3.010 | 0.850 | 32% | 43% | 20% | 5% |
| 2 Helpfulness of academic advisor | 909 | 2.990 | 0.900 | 33% | 40% | 20% | 7% |
| 3 Helpfulness of departmental office staff | 867 | 2.940 | 0.790 | 24% | 51% | 21% | 4% |
| 4 Opportunities for interaction with faculty | 884 | 2.920 | 0.790 | 24% | 49% | 24% | 4% |
| 5 Overall attitude of faculty toward students | 916 | 2.970 | 0.730 | 22% | 56% | 19% | 3% |
| 6 Overall quality of faculty | 916 | 3.050 | 0.680 | 24% | 58% | 16% | 2% |
| VSU INSTRUCTIONAL SUPPORT | | | | | | | |
| 7 Courses as preparation for liberal education | 780 | 2.860 | 0.620 | 11% | 66% | 21% | 2% |
| 8 Courses as preparation for initial employment | 798 | 2.720 | 0.720 | 11% | 56% | 28% | 5% |
| 9 Courses as preparation for graduate school | 700 | 2.780 | 0.710 | 12% | 58% | 26% | 4% |
| 10 Getting into required courses | 902 | 2.740 | 0.780 | 14% | 53% | 26% | 7% |
| 11 Getting into elective courses | 885 | 2.860 | 0.700 | 15% | 59% | 22% | 4% |
| 12 Organization of the curriculum | 892 | 2.810 | 0.670 | 12% | 61% | 24% | 3% |
| 13 Quality of instruction | 908 | 2.940 | 0.620 | 15% | 65% | 18% | 1% |
| 14 Fairness of grading | 898 | 2.980 | 0.620 | 17% | 66% | 16% | 1% |
| 15 Practicum or internship experiences | 354 | 2.930 | 0.740 | 20% | 59% | 17% | 5% |
| 16 Study abroad experiences | 222 | 2.960 | 0.700 | 20% | 58% | 20% | 2% |
| 17 Appearance of printed information about program | 730 | 2.860 | 0.660 | 13% | 64% | 21% | 3% |
| 18 Usefulness of printed information about program | 697 | 2.850 | 0.670 | 12% | 64% | 20% | 4% |
| 19 Availability of research support | 624 | 2.790 | 0.700 | 11% | 63% | 21% | 5% |
| 20 Usefulness of research support | 615 | 2.790 | 0.690 | 11% | 63% | 22% | 5% |
| 21 Quality of distance learning courses | 276 | 2.720 | 0.800 | 13% | 55% | 23% | 9% |
| VSU FACILITIES | | | | | | | |
| 22 Library collection/resources | 872 | 2.930 | 0.750 | 21% | 57% | 19% | 4% |
| 23 Library facilities | 890 | 3.000 | 0.710 | 23% | 57% | 17% | 3% |
| 24 Computer lab facilities | 892 | 2.940 | 0.760 | 22% | 55% | 20% | 4% |
| 25 Computer lab availability | 891 | 2.670 | 0.850 | 16% | 44% | 31% | 9% |
| 26 Classroom facilities | 896 | 2.890 | 0.670 | 15% | 61% | 21% | 3% |
| 27 Laboratory facilities (not computer) | 758 | 2.830 | 0.730 | 15% | 58% | 23% | 5% |

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 | 1110 | 3.330 | 0.750 | 47% | 41% | 9% | 2% |
| 2 Helpfulness of academic advisor | 1101 | 3.350 | 0.810 | 53% | 33% | 10% | 4% |
| 3 Helpfulness of departmental office staff | 1085 | 3.300 | 0.710 | 43% | 47% | 9% | 2% |
| 4 Opportunities for interaction with faculty | 1070 | 3.290 | 0.720 | 44% | 44% | 12% | 1% |
| 5 Overall attitude of faculty toward students | 1104 | 3.270 | 0.700 | 40% | 48% | 10% | 2% |
| 6 Overall quality of faculty | 1104 | 3.330 | 0.670 | 43% | 48% | 9% | 1% |
| VSU INSTRUCTIONAL SUPPORT | | | | | | | |
| 7 Courses as preparation for liberal education | 917 | 3.130 | 0.640 | 26% | 62% | 11% | 1% |
| 8 Courses as preparation for initial employment | 987 | 3.160 | 0.690 | 31% | 55% | 12% | 2% |
| 9 Courses as preparation for graduate school | 916 | 3.190 | 0.690 | 34% | 54% | 11% | 2% |
| 10 Getting into required courses | 1082 | 3.080 | 0.840 | 34% | 44% | 17% | 5% |
| 11 Getting into elective courses | 1049 | 3.120 | 0.740 | 32% | 52% | 14% | 3% |
| 12 Organization of the curriculum | 1078 | 3.050 | 0.730 | 27% | 54% | 17% | 3% |
| 13 Quality of instruction | 1088 | 3.230 | 0.660 | 35% | 55% | 9% | 1% |
| 14 Fairness of grading | 1074 | 3.190 | 0.640 | 30% | 59% | 9% | 1% |
| 15 Practicum or internship experiences | 572 | 3.220 | 0.720 | 37% | 51% | 11% | 2% |
| 16 Study abroad experiences | 258 | 3.190 | 0.700 | 35% | 52% | 12% | 2% |
| 17 Appearance of printed information about program | 945 | 3.050 | 0.670 | 23% | 60% | 14% | 2% |
| 18 Usefulness of printed information about program | 914 | 3.060 | 0.670 | 24% | 61% | 13% | 2% |
| 19 Availability of research support | 828 | 2.990 | 0.710 | 21% | 60% | 16% | 3% |
| 20 Usefulness of research support | 809 | 3.000 | 0.680 | 20% | 62% | 15% | 3% |
| 21 Quality of distance learning courses | 360 | 3.010 | 0.750 | 25% | 55% | 16% | 4% |
| VSU FACILITIES | | | | | | | |
| 22 Library collection/resources | 1016 | 2.990 | 0.780 | 25% | 54% | 16% | 5% |
| 23 Library facilities | 1039 | 3.080 | 0.700 | 27% | 57% | 14% | 2% |
| 24 Computer lab facilities | 1038 | 3.070 | 0.770 | 30% | 52% | 15% | 4% |
| 25 Computer lab availability | 1034 | 2.830 | 0.850 | 22% | 47% | 24% | 7% |
| 26 Classroom facilities | 1049 | 3.030 | 0.670 | 22% | 61% | 15% | 2% |
| 27 Laboratory facilities (not computer) | 692 | 2.930 | 0.780 | 21% | 57% | 16% | 6% |

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 | 301 | 3.400 | 0.730 | 53% | 37% | 9% | 2% |
| 2 Helpfulness of academic advisor | 300 | 3.370 | 0.800 | 54% | 33% | 10% | 3% |
| 3 Helpfulness of departmental office staff | 297 | 3.260 | 0.710 | 40% | 47% | 12% | 1% |
| 4 Opportunities for interaction with faculty | 293 | 3.280 | 0.740 | 44% | 42% | 13% | 1% |
| 5 Overall attitude of faculty toward students | 299 | 3.310 | 0.680 | 43% | 46% | 11% | 1% |
| 6 Overall quality of faculty | 299 | 3.360 | 0.670 | 46% | 45% | 8% | 1% |
| VSU INSTRUCTIONAL SUPPORT | | | | | | | |
| 7 Courses as preparation for liberal education | 264 | 3.130 | 0.660 | 28% | 58% | 13% | 1% |
| 8 Courses as preparation for initial employment | 273 | 3.070 | 0.710 | 26% | 58% | 13% | 3% |
| 9 Courses as preparation for graduate school | 263 | 3.160 | 0.720 | 32% | 57% | 13% | 3% |
| 10 Getting into required courses | 289 | 2.940 | 0.890 | 29% | 45% | 18% | 8% |
| 11 Getting into elective courses | 290 | 3.060 | 0.790 | 31% | 48% | 17% | 4% |
| 12 Organization of the curriculum | 292 | 3.010 | 0.740 | 25% | 55% | 17% | 3% |
| 13 Quality of instruction | 294 | 3.250 | 0.650 | 35% | 56% | 7% | 2% |
| 14 Fairness of grading | 290 | 3.200 | 0.650 | 31% | 59% | 8% | 2% |
| 15 Practicum or internship experiences | 150 | 3.130 | 0.740 | 31% | 54% | 11% | 3% |
| 16 Study abroad experiences | 93 | 3.310 | 0.660 | 41% | 51% | 8% | 1% |
| 17 Appearance of printed information about program | 250 | 3.000 | 0.720 | 22% | 60% | 15% | 4% |
| 18 Usefulness of printed information about program | 250 | 3.030 | 0.700 | 23% | 60% | 14% | 3% |
| 19 Availability of research support | 238 | 2.950 | 0.730 | 20% | 61% | 15% | 5% |
| 20 Usefulness of research support | 233 | 2.970 | 0.720 | 20% | 62% | 14% | 4% |
| 21 Quality of distance learning courses | 91 | 3.080 | 0.720 | 25% | 62% | 9% | 4% |
| VSU FACILITIES | | | | | | | |
| 22 Library collection/resources | 284 | 2.900 | 0.830 | 22% | 53% | 17% | 7% |
| 23 Library facilities | 290 | 3.030 | 0.740 | 26% | 55% | 17% | 3% |
| 24 Computer lab facilities | 284 | 2.950 | 0.800 | 24% | 53% | 17% | 6% |
| 25 Computer lab availability | 283 | 2.690 | 0.860 | 16% | 46% | 28% | 10% |
| 26 Classroom facilities | 287 | 2.960 | 0.690 | 19% | 60% | 18% | 2% |
| 27 Laboratory facilities (not computer) | 212 | 2.820 | 0.820 | 18% | 53% | 20% | 8% |

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 | 286 | 3.280 | 0.670 | 39% | 52% | 8% | 1% |
| 2 Helpfulness of academic advisor | 280 | 3.250 | 0.800 | 44% | 41% | 11% | 4% |
| 3 Helpfulness of departmental office staff | 274 | 3.320 | 0.650 | 41% | 53% | 6% | 2% |
| 4 Opportunities for interaction with faculty | 272 | 3.240 | 0.690 | 37% | 52% | 10% | 2% |
| 5 Overall attitude of faculty toward students | 282 | 3.220 | 0.600 | 31% | 61% | 8% | 0% |
| 6 Overall quality of faculty | 282 | 3.250 | 0.590 | 32% | 61% | 6% | 1% |
| VSU INSTRUCTIONAL SUPPORT | | | | | | | |
| 7 Courses as preparation for liberal education | 223 | 2.990 | 0.620 | 18% | 66% | 16% | 1% |
| 8 Courses as preparation for initial employment | 251 | 3.030 | 0.610 | 20% | 64% | 16% | 0% |
| 9 Courses as preparation for graduate school | 213 | 3.050 | 0.650 | 23% | 59% | 17% | 1% |
| 10 Getting into required courses | 279 | 2.810 | 0.820 | 19% | 49% | 25% | 7% |
| 11 Getting into elective courses | 274 | 2.960 | 0.670 | 18% | 62% | 18% | 2% |
| 12 Organization of the curriculum | 275 | 2.990 | 0.660 | 20% | 61% | 18% | 2% |
| 13 Quality of instruction | 277 | 3.120 | 0.630 | 26% | 62% | 12% | 1% |
| 14 Fairness of grading | 269 | 3.100 | 0.610 | 23% | 65% | 11% | 1% |
| 15 Practicum or internship experiences | 105 | 2.960 | 0.690 | 19% | 61% | 17% | 3% |
| 16 Study abroad experiences | 65 | 2.970 | 0.680 | 20% | 59% | 20% | 2% |
| 17 Appearance of printed information about program | 239 | 3.000 | 0.610 | 17% | 68% | 13% | 2% |
| 18 Usefulness of printed information about program | 230 | 2.990 | 0.630 | 17% | 69% | 11% | 3% |
| 19 Availability of research support | 217 | 2.910 | 0.640 | 14% | 66% | 17% | 3% |
| 20 Usefulness of research support | 213 | 2.880 | 0.640 | 12% | 68% | 17% | 3% |
| 21 Quality of distance learning courses | 100 | 2.880 | 0.640 | 14% | 61% | 24% | 1% |
| VSU FACILITIES | | | | | | | |
| 22 Library collection/resources | 255 | 2.950 | 0.770 | 23% | 54% | 19% | 4% |
| 23 Library facilities | 266 | 3.010 | 0.700 | 22% | 59% | 16% | 3% |
| 24 Computer lab facilities | 273 | 3.130 | 0.720 | 32% | 52% | 15% | 2% |
| 25 Computer lab availability | 273 | 2.950 | 0.820 | 27% | 45% | 24% | 4% |
| 26 Classroom facilities | 274 | 3.070 | 0.640 | 23% | 62% | 14% | 1% |
| 27 Laboratory facilities (not computer) | 139 | 2.940 | 0.690 | 19% | 59% | 20% | 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 | 109 | 3.520 | 0.690 | 62% | 28% | 8% | 1% |
| 2 Helpfulness of academic advisor | 108 | 3.570 | 0.640 | 65% | 29% | 6% | 1% |
| 3 Helpfulness of departmental office staff | 107 | 3.520 | 0.600 | 57% | 39% | 3% | 1% |
| 4 Opportunities for interaction with faculty | 107 | 3.590 | 0.660 | 67% | 25% | 7% | 1% |
| 5 Overall attitude of faculty toward students | 109 | 3.560 | 0.600 | 62% | 33% | 6% | 0% |
| 6 Overall quality of faculty | 110 | 3.560 | 0.600 | 62% | 33% | 6% | 0% |
| VSU INSTRUCTIONAL SUPPORT | | | | | | | |
| 7 Courses as preparation for liberal education | 94 | 3.290 | 0.600 | 36% | 56% | 7% | 0% |
| 8 Courses as preparation for initial employment | 100 | 3.310 | 0.690 | 43% | 46% | 10% | 1% |
| 9 Courses as preparation for graduate school | 93 | 3.220 | 0.760 | 39% | 47% | 11% | 3% |
| 10 Getting into required courses | 110 | 3.260 | 0.760 | 45% | 38% | 16% | 1% |
| 11 Getting into elective courses | 107 | 3.220 | 0.780 | 42% | 40% | 16% | 2% |
| 12 Organization of the curriculum | 111 | 3.130 | 0.730 | 32% | 51% | 15% | 2% |
| 13 Quality of instruction | 111 | 3.410 | 0.610 | 48% | 46% | 6% | 0% |
| 14 Fairness of grading | 110 | 3.290 | 0.640 | 39% | 51% | 10% | 0% |
| 15 Practicum or internship experiences | 53 | 3.490 | 0.640 | 57% | 36% | 8% | 0% |
| 16 Study abroad experiences | 23 | 3.130 | 0.920 | 44% | 30% | 22% | 4% |
| 17 Appearance of printed information about program | 93 | 3.140 | 0.720 | 31% | 54% | 13% | 2% |
| 18 Usefulness of printed information about program | 87 | 3.100 | 0.670 | 26% | 59% | 14% | 1% |
| 19 Availability of research support | 79 | 2.950 | 0.810 | 25% | 49% | 20% | 5% |
| 20 Usefulness of research support | 76 | 3.030 | 0.770 | 26% | 54% | 16% | 4% |
| 21 Quality of distance learning courses | 34 | 2.940 | 0.810 | 27% | 44% | 27% | 3% |
| VSU FACILITIES | | | | | | | |
| 22 Library collection/resources | 108 | 3.030 | 0.810 | 31% | 45% | 20% | 4% |
| 23 Library facilities | 109 | 3.100 | 0.740 | 31% | 50% | 17% | 2% |
| 24 Computer lab facilities | 107 | 3.000 | 0.820 | 29% | 47% | 20% | 5% |
| 25 Computer lab availability | 107 | 2.720 | 0.960 | 23% | 37% | 27% | 12% |
| 26 Classroom facilities | 109 | 2.900 | 0.780 | 21% | 52% | 22% | 5% |
| 27 Laboratory facilities (not computer) | 84 | 2.870 | 0.860 | 23% | 50% | 19% | 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 | 32 | 2.970 | 0.930 | 31% | 44% | 16% | 9% |
| 2 Helpfulness of academic advisor | 32 | 3.060 | 0.950 | 38% | 41% | 13% | 9% |
| 3 Helpfulness of departmental office staff | 32 | 3.030 | 0.860 | 28% | 56% | 6% | 9% |
| 4 Opportunities for interaction with faculty | 32 | 2.970 | 0.860 | 31% | 38% | 28% | 3% |
| 5 Overall attitude of faculty toward students | 32 | 2.660 | 0.970 | 22% | 34% | 31% | 13% |
| 6 Overall quality of faculty | 32 | 2.780 | 0.870 | 25% | 31% | 41% | 3% |
| VSU INSTRUCTIONAL SUPPORT | | | | | | | |
| 7 Courses as preparation for liberal education | 25 | 2.840 | 0.750 | 12% | 68% | 12% | 8% |
| 8 Courses as preparation for initial employment | 25 | 2.840 | 0.690 | 12% | 64% | 20% | 4% |
| 9 Courses as preparation for graduate school | 22 | 2.860 | 0.640 | 14% | 59% | 27% | 0% |
| 10 Getting into required courses | 29 | 3.450 | 0.570 | 48% | 48% | 3% | 0% |
| 11 Getting into elective courses | 18 | 3.330 | 0.490 | 33% | 67% | 0% | 0% |
| 12 Organization of the curriculum | 28 | 2.570 | 0.880 | 14% | 39% | 36% | 11% |
| 13 Quality of instruction | 29 | 2.480 | 0.870 | 7% | 52% | 24% | 17% |
| 14 Fairness of grading | 28 | 2.610 | 0.740 | 7% | 54% | 32% | 7% |
| 15 Practicum or internship experiences | 22 | 3.230 | 0.610 | 32% | 59% | 9% | 0% |
| 16 Study abroad experiences | 10 | 3.200 | 0.630 | 30% | 60% | 10% | 0% |
| 17 Appearance of printed information about program | 26 | 2.920 | 0.690 | 15% | 65% | 15% | 4% |
| 18 Usefulness of printed information about program | 27 | 2.930 | 0.730 | 19% | 59% | 19% | 4% |
| 19 Availability of research support | 24 | 3.130 | 0.610 | 25% | 63% | 13% | 0% |
| 20 Usefulness of research support | 23 | 3.090 | 0.510 | 17% | 74% | 9% | 0% |
| 21 Quality of distance learning courses | 12 | 3.330 | 0.490 | 33% | 67% | 0% | 0% |
| VSU FACILITIES | | | | | | | |
| 22 Library collection/resources | 29 | 3.280 | 0.530 | 31% | 66% | 3% | 0% |
| 23 Library facilities | 30 | 3.200 | 0.480 | 23% | 73% | 3% | 0% |
| 24 Computer lab facilities | 28 | 3.000 | 0.720 | 21% | 61% | 14% | 4% |
| 25 Computer lab availability | 27 | 2.890 | 0.850 | 22% | 52% | 19% | 7% |
| 26 Classroom facilities | 28 | 3.000 | 0.720 | 21% | 61% | 14% | 4% |
| 27 Laboratory facilities (not computer) | 26 | 3.080 | 0.690 | 23% | 65% | 8% | 4% |

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 | 382 | 3.290 | 0.790 | 47% | 39% | 11% | 3% |
| 2 Helpfulness of academic advisor | 381 | 3.360 | 0.860 | 56% | 29% | 10% | 5% |
| 3 Helpfulness of departmental office staff | 375 | 3.270 | 0.750 | 43% | 44% | 10% | 3% |
| 4 Opportunities for interaction with faculty | 366 | 3.280 | 0.710 | 42% | 45% | 11% | 1% |
| 5 Overall attitude of faculty toward students | 382 | 3.250 | 0.740 | 41% | 47% | 10% | 3% |
| 6 Overall quality of faculty | 381 | 3.340 | 0.690 | 45% | 45% | 9% | 1% |
| VSU INSTRUCTIONAL SUPPORT | | | | | | | |
| 7 Courses as preparation for liberal education | 311 | 3.210 | 0.600 | 30% | 62% | 7% | 1% |
| 8 Courses as preparation for initial employment | 338 | 3.300 | 0.680 | 41% | 49% | 8% | 2% |
| 9 Courses as preparation for graduate school | 325 | 3.330 | 0.640 | 42% | 50% | 8% | 1% |
| 10 Getting into required courses | 375 | 3.290 | 0.780 | 46% | 41% | 10% | 3% |
| 11 Getting into elective courses | 360 | 3.260 | 0.700 | 39% | 49% | 9% | 2% |
| 12 Organization of the curriculum | 372 | 3.130 | 0.750 | 33% | 49% | 16% | 2% |
| 13 Quality of instruction | 377 | 3.290 | 0.650 | 39% | 52% | 8% | 1% |
| 14 Fairness of grading | 377 | 3.250 | 0.610 | 34% | 58% | 8% | 1% |
| 15 Practicum or internship experiences | 242 | 3.310 | 0.700 | 43% | 46% | 9% | 2% |
| 16 Study abroad experiences | 67 | 3.250 | 0.680 | 37% | 52% | 9% | 2% |
| 17 Appearance of printed information about program | 337 | 3.110 | 0.670 | 28% | 57% | 15% | 1% |
| 18 Usefulness of printed information about program | 320 | 3.130 | 0.670 | 29% | 57% | 13% | 1% |
| 19 Availability of research support | 270 | 3.080 | 0.710 | 27% | 57% | 14% | 3% |
| 20 Usefulness of research support | 264 | 3.100 | 0.660 | 26% | 60% | 13% | 2% |
| 21 Quality of distance learning courses | 123 | 3.050 | 0.850 | 32% | 48% | 14% | 7% |
| VSU FACILITIES | | | | | | | |
| 22 Library collection/resources | 340 | 3.070 | 0.750 | 28% | 56% | 13% | 4% |
| 23 Library facilities | 344 | 3.160 | 0.670 | 30% | 58% | 10% | 2% |
| 24 Computer lab facilities | 346 | 3.150 | 0.750 | 33% | 52% | 12% | 3% |
| 25 Computer lab availability | 344 | 2.890 | 0.830 | 22% | 51% | 20% | 7% |
| 26 Classroom facilities | 351 | 3.100 | 0.610 | 24% | 64% | 12% | 1% |
| 27 Laboratory facilities (not computer) | 231 | 3.030 | 0.750 | 24% | 60% | 10% | 6% |

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 | 1135 | 3.390 | 0.600 | 44% | 52% | 3% | 1% |
| 2 VSU helped me to engage in free and open exchange of ideas | 1147 | 3.350 | 0.630 | 42% | 51% | 6% | 1% |
| 3 VSU helped me to acquire and draw upon knowledge embodied in the liberal arts | 1142 | 3.260 | 0.660 | 36% | 55% | 7% | 2% |
| 4 VSU helped me to function in a professional setting and to act with ethical awareness | 1139 | 3.390 | 0.660 | 48% | 44% | 7% | 1% |
| 5 VSU encouraged me to expand my range of human experience personally, culturally, socially, and politically | 1117 | 3.310 | 0.730 | 45% | 43% | 10% | 2% |
| 6 If I started college over, I would choose to attend VSU | 1124 | 3.080 | 0.840 | 34% | 47% | 14% | 6% |
| 7 I would recommend VSU to others | 1128 | 3.300 | 0.710 | 42% | 49% | 6% | 3% |
| | N | Mean | SD | Quality of Ratings | | | |
| | | | | Excel (4) | Good (3) | Fair (2) | Poor (1) |
| 8 I would rate my academic experience at VSU as | 1142 | 3.200 | 0.640 | 32% | 57% | 10% | 1% |
| 9 I would rate my social experience at VSU as | 1137 | 3.130 | 0.750 | 33% | 50% | 14% | 3% |
| 10 I would rate my overall experience at VSU as | 1141 | 3.200 | 0.650 | 32% | 57% | 10% | 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 bad/needs improvement. (61)
- VSU needs more/better parking. (40)
- VSU needs better advisors/advisor was not good. (17)
- Bookstore prices are too high. (11)
- VSU was great/excellent. (10)
- VSU needs more computers/computer labs. (10)
- VSU needs a parking deck/garage. (10)
- Library needs updated/better resources. (9)
- Financial Aid is unorganized/bad/needs improvement. (9)
- I attended orientation, but was left feeling very confused about where to go and what to do. I found myself asking more questions after attending orientation than I had before attending orientation. In my past experience with college orientation, we were split into groups and walked to each area of campus and explained where the offices were located. These programs were much more in depth (i.e. check out Florida State University's orientation program. It was much more helpful than VSU). Also, the campus map is very confusing and there is a lot of information left out. I think it is time the maps were updated to be easier to read and understood by students who are not familiar with the state of Georgia and least of all Valdosta, Georgia.
- I am very disappointed in Valdosta State University's Public Safety office. I have seen the VSU PD victimize the victims. The officers need more training.
- 3400 - This course should have lesson plan workshops. Math 3160/3300 - Math for elementary teachers and methods should be taught together. Sci 3000/FCED 3330 - Science and science methods should be taught together.
- I think the faculty needs to improve in their service (ECE Dean's Office). I also feel they can be more friendly and thoughtful with students. I truly believe the staff suffers from burnout and their attitudes have affected their performance as professionals. I hope you will evaluate the staff and prevent this type of treatment from happening to future students. Furthermore, I feel that some of the money used to improve the construction of the campus needs to go toward remodeling the minds and spirits of VSU teachers. I would like to close by saying I am very pleased with my current advisor. He is truly more than a professor, but a mentor as well.
- Better preparations should be made to have more availability of required courses for incoming freshmen.
- One professor really put a damper on my opinion. She made me feel as if I had no rights in the classroom, and she also belittled me and other members of the class many times. As a student I feel like I have the right and the responsibility to question as often as I feel necessary the content of a class. I feel like that is how I learn. Therefore, I think the VSU staff should support and encourage interaction in the classroom between teacher and student.
- Public Safety needs to be better aware of hours needed in the studio by Art students. Hours in studio should be expanded outside of class.
- More space for the painting studio and more space to store student work (many have nowhere else to store their work).
- I thoroughly enjoyed my experiences at VSU. I will certainly be sad to leave. I have not only received a wonderful education, but I received it on a personal level that I would not have received if I had attended a larger university. There are several things VSU should work on: 1) parking - not only is the price for a decal outrageous, but where are the

spaces I am paying for? As a business major, my classes are at North Campus where parking is usually abundant, but where can I park when that lot is full? 2) Financial Aid - Registrars - Bursary communication. I have had many problems regarding fee payments and HOPE Scholarships. I have received the run around from the above mentioned offices. They need to coordinate and supply the same information.

- Courses for Secondary Education - Math is not adequate in preparing students for both the Praxis and teaching. Teach us more about how to teach, not just how to do math.

- Living out of town, it is very hard to get all admission procedures completed. I had to send transcripts from Waycross College three or four times before Valdosta stated they received them. Departments that required different paperwork do not know what other departments need. Example: Advisor says for you to do one thing, Registrar says something else, then Financial Aid might tell you something totally different. The left hand does not seem to know what the right hand is doing. Overall, most people in each department tried to be helpful.

- Valdosta State University does a horrible job of supporting the Greek system. If I had never joined Kappa Sigma, I would have failed out. They changed my life and all the Greek system gets is ridiculed and harrassed. Greeks graduate a greater percentage of their members than the athletic departments or independents. VSU needs to use Georgia Southern University as an example of how to treat Greeks on campus. Without Greeks there is no VSU!

- Food was usually horrible. Very little selection among foods. Did not have caffeine-free tea or coke - some of us have medical conditions that require no caffeine.

- Public Safety is unresponsive to calls and very rude to students. It would be easier to call a sheriff because our cops can not do their jobs.

- I was misdiagnosed by a physician in the infirmary and ended up in another doctor's office and they could not believe what they did - they were appalled. Get real! Don't diagnose based on what the rest of the school has.

- Your professors seem to have the assumption that the students do not care and condescendly talk to them. I found this appalling! I think wiser and more experienced professors should from time to time observe the new professors.

- The professor does not fulfill his job requirement of teaching. Fifteen - twenty minutes is spent on a chapter and the student is expected to learn from that. The teacher is not positive towards students when they ask for help. Parts of the test do not include things we have gone over or read in the book. I think this teacher should be evaluated to see the way he represents his class and school.

- I would like to see more ethnic activities implemented. I would like more activities to be compatible with North Campus location and class times. Business texts should be sold at North Campus at the beginning of each term.

- My advisor went beyond what I believe his duties required to help me get registered for classes. He worked with me living out of town in order to get things done. He is very knowledgeable, and seemed always willing to help.

- At King's Bay, the counselors are great, but are hard to set appointments with. I have also found that it would be nice if the King's Bay branch campus would offer a bachelor's degree in business administration. I also ran into some problems getting

the classes I needed during the summer semester. I would recommend two terms during the summer.

- There is a lot of disorganization and stress on the student.
- The Business faculty at VSU are truly sensational. I cannot express the true admiration I have for the professors. They were very helpful and expressed true concern about the welfare of the students.
- I loved the school so much that I plan to attend for a couple more years to obtain my M.B.A. degree.
- Important information and requirements were given if asked for and not voluntarily. Some faculty could not answer questions about their own department.
- I think there should be more senior level courses available. Some classes are only offered one time a day and if you need another class at that time, you are in a mess.
- VSU's study abroad is a major plus. I loved every minute of my opportunity in London, England.
- Registering for classes in Freshman/Sophomore years is extremely difficult. There are never any classes left.
- I would like to see the Business department encourage more students to co-op and intern.
- As an evening student, I found getting the upper level classes I needed was difficult since most were offered only one time a year in the evenings and there were many conflicts with most classes offered at the same time. More flexibility is needed.
- Please contract some fast food restaurant into dining hall. Example: Wendy's, McDonald's, Burger King.
- Get more students informed on how to register on-line.
- The study abroad program needs to have a smoother transition to VSU as far as grading and transcripts being completed faster.
- I feel that the bookstore is in a very convenient location on campus for students either on or off campus.
- Have seminar teaching advisors what to advise, how to encourage/praise students for good work, suggest/refer to possible scholarships, and keep students updated with changes in program.
- The classroom facilities for the Art department are really poor. There was not enough room to perform our schoolwork efficiently. There were times when there wasn't enough room to paint, draw, etc. Because of this, we had to draw in the halls to complete our projects. I believe the art studio classrooms need to be remodeled to equip the students with more room to complete projects.
- Great programs and great university. I would recommend this university to anyone.
- Course availability is too limited. More night courses of necessary classes should be offered.
- Overnight parking should be restricted to the Sustella Lot to free up over 500 spaces at the Oak Street Lot for those attending classes there.
- The availability of the computer lab should be improved; there should be weekend hours as well as later weekday hours.
- Buses should run on a better schedule and include a wider range of pickup points.
- There are not enough classes offered and too little faculty in the Criminal Justice department.
- The classrooms are too small and need to have updated technology such as Power Point. There is a real need for a classroom with the technology to use different computer programs.
- There is a real need for educational programs within each department to aid in understanding the need for accessibility. There should be an awareness to departments with vehicles that block access to persons in wheelchairs, such as parking on sidewalks, in front of ramps, in front of doors. As new buildings are being

constructed accessibility should be considered at that time and not as an afterthought because it does not conform with ADA guidelines.

- Special Services has made great improvements in the last few years. Qualified leaders do make a difference.
- I think instructors should have better attitudes toward students. This does not include all instructors but some make personal judgments about you and it stays with you until you leave and this is not fair. I would like to see instructors actually lecturing again and create positive atmospheres to promote learning experiences.
- Conversion to semesters caused immense problems with hours conflicting to graduate. This school performed conversions in a very poor and unprofessional manner.
- The bookstore needs more art supplies.
- An internship in the Art department is needed.
- Better financial aid counseling is needed.
- The staff I have dealt with in the Dean's office in the Education Center was of poor quality. Everytime I have been in that office everyone has shown me nothing but attitude. All I was trying to do was ask questions. I don't think someone sitting behind a desk that says "assistance" should be someone who hates to have to help anyone! I'm not talking about just one incident either. I'm talking about years. Every question I asked was responded to with an attitude that I should have been smart enough to figure out the answers myself. If a person is not available to help students he or she should not work in an office where students can come to ask questions.
- North Campus needs to implement a food/beverage facility comparable to Main Campus and University Center. With semesters, many students are at North Campus many hours a day. It would be nice to have more to choose from than just a few vending machines. VSU is missing a great business opportunity! Think of all the hungry mouths!
- I know that e-mail is the coming thing, but some of us do not have it on our computers because of teenage children. I found that most of my teachers depended on this for communication between them and students. Those of us who relied on the telephone were days late getting callbacks.
- Availability of courses are poor. More should be offered.
- I wanted to pledge a sorority, but they were suspended my senior year for 2 years. I always wanted to be a part of that organization.
- In the future, I would like to see a variety of food for the students on campus.
- More copiers are needed at the COBA.
- More management courses should be available. These courses should be related to duties of managers to prepare students for future employment.
- A computer lab that is open 24 hours a day, seven days a week. People have to work and the computer lab hours are unrealistic for working people.
- Many times it was hard to find someone that could answer my questions.
- If I had to start over again I would probably have chosen a school that my friends went to and checked into the programs before I started. I did make new friends and had a pretty good experience while pursuing my degree at VSU. It taught me that I have to take responsibility for myself and not depend on others. I gained initiative to begin new projects and used the knowledge from my education to see me through the projects.
- In the ITT course, I have learned a great deal. I was very impressed by the professionalism of instructors. I was especially impressed in one of the courses where there were actually two instructors. They complimented each other very well!

- I had to beg and plead to get my necessary classes. I had to run around campus and wait on and track down teachers to ask for a seat in the class several times due to registration/faculty error.
- The times I used the library for research on papers/projects, I found myself spending hours of wasted time, even with the librarian's help. They weren't very good at pinpointing necessary information.
- Classrooms are too small!
- There are too many students, not enough faculty!
- There should be an IVPHC counsel, IFS and ISC is directly historically white sororities and fraternities which never focuses on blacks.
- The ramps are very steep and all buildings on campus are not accessible to all students. VSU really needs to look at that.
- Shuttle bus drivers need to drive as if they have a destination, not like we are on a campus tour.
- The librarians are great and I appreciate how helpful they are even though there is a lack of resources.
- VSU needs to look at professors' attitudes towards students, professors should not just be here for the pay!
- Dorms need work. I had troubles the whole time.
- Computers are excellent, most helpful having convenience.
- Classrooms are very nice and cool.
- My department was great. There was always someone to provide assistance to real world experiences.
- Some required courses are not offered but once per year. This is a definite hassle! It has kept me from getting my double major at graduation because of one class that is not taught but once a year. (Econ 3100) I could not substitute it or do a directed study so that I could graduate, because of one professors unwillingness to help out a student. I had planned my schedule for my senior year a full year in advance and check with each department head to make sure that each class would be offered at the semester of registration, but there was not enough funding for that one class to be taught Fall semester, so I will only graduate with my finance degree.
- I am a transfer student as well as a non-traditional student; therefore, I feel that my experiences were pre-defined before entering. I also feel that my past experiences have helped younger classmates.
- I would have liked to see a couple of opportunities as a junior or senior to mix and mingle with the Business school faculty.
- The availability of handicapped facilities is horrible.
- I am a student with a learning disability (ADD). There was no one to diagnose or test disabilities. There is not continuous care or clinical help. For a student away from home and on a fixed income, it would be good to have my prescriptions prescribed and administered here.
- The sociology program at VSU needs much improvement. It's based upon theory and research, which no one will ever use, unless one is a researcher. The programs needs to be more applied and clinical, not to wait to do senior internship. The instructors need to be more courteous to the students and more understanding, being that sociology is based on dealing with people. The theory and research need to be taught at a lower level more than upper level, because by the time a student has reached the upper level theory and research they should already have taken it. Also, the program is so repetitious, from upper level subject to another. The instructors need to do research themselves to improve the program.
- We need a decent football stadium!
- I spent all these years hurriedly copying off the board that I had no time to listen to the teachers. Afterwards, I would find what I copied off the board was close to what was in the textbook. I should have been given a chance to work and think about problems in class. Professors shouldn't say "read all of Chapters 2,3,4 for tomorrow." I can't read

five textbooks in a semester. We should read the pertinent information and only that before each class. Then we should work problems in class, allowing students ample time and not going at the pace of the fastest man. Instead we now copy, copy, copy for fifty minutes.

- I would like to see upper Biology classes offered during the evening.
- VSU needs to revise room assignment policies (not assign rooms based on race).
- I feel that the bus should run more often.
- The red bus often runs too slowly. I was late to class several times because of the tardiness of the red bus.
- The only comment I have is about teachers with tenure who do not care about the quality of education the students need and seek to receive. Tenure should be an honor, justified by the longevity of being employed in the school system. However, I have sat in class where my valuable resources (time and money) have been wasted. This in particular needs to be addressed to the Board of Regents. If a teacher with tenure is burnt out from teaching - get rid of him - I'm sure there are other willing and deserving applicants just waiting for a teaching opportunity. Observe it and make a change!
- Everyone has an ethnic group listed except for caucasians - white? Why not say brown, yellow, etc.
- Need more phone lines to facilitate registering by phone. It's always busy.
- Shuttle bus routes are good, but you never know what time the bus will come. Need to be on better, accurate, time schedules.
- Buses are unreliable.
- The art studios are too small, especially the painting studios.
- From my first year at VSU, getting into required courses was a constant struggle. Either get the number of seats needed to accommodate students in core and lower level major classes or stop taking students' money and giving them nothing in the way of required classes. This reason alone is the main cause of my not coming back or recommending VSU to others.
- The availability of the Fine Arts computer lab is terrible! Maybe two hours of the day might be available, compared to nearly full-time availability at North Campus.
- Closer parking should be made near Financial Aid and Registrar's Offices, with a least a 1/2 hour time limit. This would help the older students who have to visit these offices with younger children.
- Registering for courses! It lets some people register too early, but not everybody. People who were behind me registered before I did and I did not get any other classes I wanted. Plus, when it was time to register I was not allowed to do so because it said I had a flag, which was not true! I spoke with others and they told me that something to the computers and it was not their fault. Therefore, I did not get the classes that I wanted because the registering system malfunctioned. I just transferred here from Georgia Southern University and I never had a problem getting the classes I needed, and if the classes were full it was simply because it was full, not because others registered too early or because the "computers messed up."
- Applying for loans is a very arduous process. I cannot count the number of times the people in there told me I was set and then I had to go back in there and redo what was supposed to be taken care of in the first place. And nine times out of ten, I got hassled by that aggravating parking patrol crew while trying to do so.
- A student shouldn't be required to pay a parking permit when its benefit does not outweigh the cost.
- More marketing electives need to be offered.
- More information and advising needs to be available to students transferring.

- I am an off-campus student and I would appreciate a questionnaire pertaining to off-campus classes.
- Registrar needs to inform those who are graduating that forms such as these need to be filled out. Many students hear about these forms through word of mouth and in most cases at the last minute.
- More studio space is needed in the Fine Art department, especially in painting. More funds should be sent to studio classes and less to Art Education.
- VSU needs a central place to pay graduate fees and turn in paper work!
- Giving out tickets at 1:00 or 2: 00 in the morning is ridiculous. Also, students who graduate in the Fall shouldn't have to buy a full year parking pass. That's just another way this school tries to get more money out of you.
- I feel races are still divided among campus. We need more interaction.
- Perhaps the primary task of a college is to teach a person how to think clearly and critically, and how to solve problems. In retrospect, it appears to me that the majority of my classes taught me nothing more but how to regurgitate facts. I regret having to characterize the majority of my undergraduate academic experience as such.
- Need to have a 24-hour study room.
- I think students living on campus should have to park in the Sustella parking lot to make parking more convenient for commuting students.
- There need to be more shuttle buses, especially for the route to the baseball field to main campus. The wait between those buses is extremely too long.
- I would definitely like to see an improvement in the availability of senior college curriculum classes and advising after 4 p.m.
- I do not feel that argumentation and debate should be included in the organization community curriculum. I believe it is completely irrelevant to this major and I feel that it should be an elective. The quality of this course was very poor. I learned nothing valuable!
- I work for Campus Activities Board and I disagree with the fact that we must go through Food Services to cater our events. I think that CAB ought to have the right to order catering through whomever they choose.
- Limited presentation apparatus in classrooms for instructors.
- Outdated equipment and lack of many educational devices in lab.
- As a freshman it was not clear where to pay fees; need more notices or signs for the new kids.
- When we drop below the hours for loans then I think we should be warned before our money is cancelled. I had to struggle to feed my family for three months because my loan was cancelled and no one seemed to care.
- Distance learning programs and their participants are not offered the same support as on-campus programs. For example, some departments cannot and/or will not work with students in the distance learning programs if they are unable to travel to the main campus. Valdosta State University must learn how to better deal with non-traditional students and their needs.
- Timed spaces should be increased to an hour. Seniors and graduates should have designated parking spaces closer to the buildings.
- Make sure the Bookstore orders the right books and have extra copies.
- Dean's Office could be a little more tolerant of a student's needs.
- Many of my classes have been cancelled at the last minute without notification.
- I would probably not attend VSU again because if I had known I would have had this much trouble I would have gone somewhere closer to home.
- I don't feel informed or prepared for graduate school.
- Procedure was unclear, need to find a way to inform the students of these.
- Unorganized - had to make way too many unnecessary trips back and forth.
- There were some classes that I had to work a long time for, and some that I was never able to take.
- The campus police are terrible. There are too many. They treat students like enemies. Their only purpose, from what I have seen in the past four years, is to generate revenue for the Parking and Transportation department.
- My advisor was helpful and would have been more helpful had he been supplied with more documentation of the major program of my choice, namely Computer Science.
- I heard a lot of whining about parking, but it wasn't that bad. However, the parking regulation could be improved insofar as precision is concerned. They are, in points, implicitly ambiguous. Perhaps a lawyer, philosopher, or computer scientist could advise in the improvement of said document's precision.
- There aren't enough CS professors with experience.
- There is good parking on North Campus.
- Student loans are always impossible to deal with. Either information is lost, not done correctly by the school, or they do not tell you about additional forms or information that is necessary.
- Office personnel at the Business school, student secretaries, and student assistants are of no help and ought to be eliminated.
- There needs to be more unity throughout the university. You can call one office and get an answer and call someone else and get a different answer. Registration via the internet is much better than phone registration.
- A better atmosphere (in terms of noise and climate) would be nice.
- My major advisor has been very helpful. Keep all advisors that way!
- The foreign language requirement for English majors in unfair. Two semesters, not four, should be plenty!
- One of my grades was not turned in. It sure is funny that I took the class and was on his role, but a year later, when I went to graduate school it was nowhere to be found. Now I need my diploma for a job and I don't have it. But you bet that that class was paid for upfront.
- The Communication department is first rate. I have had other majors and they are the most knowledgeable and helpful.
- Computer labs were full at night and closed early on the weekend — 7 p.m.?
- It is sad that the laboratory facilities for EVG majors are not capable for reinforcing concepts in the classroom.
- Many of the students have to join the YMCA or other gyms in town. As far as I know, many other colleges have a recreation/gym provided for their students. Maybe in the future, funding could be planned for a gym.
- The computers are usually filled at the library and to get on from home, there are 14 lines for almost 12,000 students! After trying for two weeks I have to result to paying for an internet server.
- I lived in Patterson Hall my freshman year, it needs to be totally renovated.
- Buses were never on time, I was always late for classes.
- Registration is ridiculous over the phone. VSU needs to implement a new system.
- The clerks at the Bursary are very rude. Hire people with better attitudes.
- The workers in the library never could help me when I asked for

information. The school should hire better educated librarians.

- The parking and transportation workers should not be favorable with giving tickets. They never give citations to their friends!! Rules are rules, no matter what.
- Parking and Transportation: The parking policies need to be advised, (i.e. you have three hours to get a parking permit if you receive a ticket for expired permit, not enough time to get money). Parking at the Business School is in need for attention. The shuttle bus system also needs to attempt to implement a set schedule for buses to drop-off and pick-up students. With a guarantee that students can be at class on time, more use of the buses will be implemented by students.
- I would like to see materials stamped with the current date. In the event that I hand in papers and they were lost and then found later, the fault would not rest on me, but rather on VSU.
- Overall, as a Nursing student, it is not fair to these students that the cost of paper is not included in the budget. We are the only school that has to pay for paper and it puts the responsibility on the GANS student organization. This in turn, produces animosity towards the organization RT, for asking for more money.
- The BSU is great, but they need a place to meet.
- Professors should be trained in how to use the equipment.
- You should still bill out what people owe.
- Registration did improve over the years, but it is very frustrating to get advised for classes and then not be able to register because your advisor forgot to lift the flag. It may be necessary to come up with a more efficient method.
- When I applied for re-advising in the Spring of 1999, the admissions office "promptly" lost my paperwork. By the time I caught this error, most of the classes I needed for Summer semester were full and I had trouble getting into them.
- Graphic Design was on the top 10 jobs of today. CNN stated that graphic design is a good field to go into, but the co-op doesn't hardly seem to have any links to any graphic design companies. Excuse me, they had two. I think the lack of association with graphic design is ridiculous. I tried for two years to get an internship through the school and the opportunity never arrived. I tried on my own, but most agencies go through the school. Thanks VSU, I hope I get a job, because you guys sure haven't helped much!
- I think the University could do much more to support the Greek system. Something as small as putting a brochure in with the packet that is sent to incoming Freshmen would at least let the students know we exist.
- The Biology department was not helpful to me at all, everytime I came in and asked questions about class, they acted as if they did not have time for my questions. They were not very concerned about the questions I had about the class.
- The registration process at VSU is terrible! More phone lines need to be opened so students don't have to stay up till 4 a.m. trying to register for classes.
- The post office needs to start selling money orders. Everyone at VSU does not have cars; therefore, cannot travel off campus to buy money orders.
- The Bookstore itself was okay, except for when books are out that are required for a class.
- I would like to see the support services, especially Financial Aid and Career Services, be more customer service oriented. I think it is absolutely horrible the way they treat students. It is a disgrace to the university.
- If I were to stay in GA - VSU would definitely be the school I would pick from this state. It is the best for Theatre. However, my desire for

Musical Theatre, I may have chosen another school outside the state.

- The instructors are very ethical and show it in class, but the class atmosphere is casual, not professional.
- There are some types of students I would recommend to attend VSU, but if a student wants a broader, more rigorous education, I would recommend a university with a stronger program. The expectations of the professors in about 50% of the business school are not very high. On the other hand, the other 50% demand quality work. I think it is better for a professor to expect the students to meet their standards instead of designing the class expectations to suit the young students. This includes quality of work as well as grading standards!
- Getting into required courses is difficult since there are so few choices each semester. In some cases, students are forced to take and pay for courses in which they have no interest. This has been very frustrating and the faculty does very little to help work these problems out to a satisfactory end for the student.
- Class discussion not encouraged but professors will answer questions.
- Every year that I've been here, I've been on scholarship and the Bursary and the Financial Aid department has never been on the same wavelength. I always have received conflicting information from those departments.
- Psychology majors need a more "hands-on" approach to the field, not so much book learning.
- Improve the dorms, they are run down and dirty.
- Greek Life has gone down. We need a Greek row to attract more students.
- Intramurals are unorganized, need to encourage more participants.
- Athletic facilities are poor, we need a student recreational center.
- I felt that a few teachers graded some of their students by how much they liked them outside of the classroom. Also, I felt that females got special treatment that the males did not get. However, I found this to be true only with a couple of teachers.
- It should be made clearer to the students the exact procedure for moving off campus. I personally got the run around from Housing and the Bursary on the issue of the amount of money I would have to pay if I chose to move off. I hated it and I wanted to say to all those people and to those people over them that they should be fired or placed in training for efficiency.
- The painting studio in Fine Arts needs to be larger. More facility space is needed in the Fine Arts building.
- There needs to be priority for people who need classes to graduate to be able to get in the class.
- READ 4100 - For only a 2 hour class, it seems very difficult to get twenty lesson plans, while completing a practicum and doing a running record.
- I would like to see more classes available to the students at the King's Bay campus. Expanding the students' options would make scheduling easier.
- As a Business Management student, you don't have a set advisor, which doesn't let you have a relationship with a set advisor who knows you and your future plans. This assists in helping decide which classes to take.
- Once you began taking courses that are required, you noticed that most professors didn't really care if you understood or not. They teach the class as if they are reviewing themselves.
- My first two years here were okay. I didn't like the town but the campus wasn't bad. The professors were really helpful and I had a positive outlook on life. Once I started my major classes, the professors were horrible. I had to struggle to get classes I needed to graduate. Considering all the Biology majors that are enrolled,

why offer a class that only 10-15 students can take out of 300 Biology students? I'm not sure if all departments are like the Biology department, but I wouldn't recommend anyone to Valdosta State's department, not if they really care about the subject. They wouldn't get any support from their professors. Most of the professors look like they don't want to be here either.

- The only suggestion I might have is to offer more choices of when graduate classes are offered.
- Larger seats for classrooms with desks and cleaning them more often so bubble gum doesn't ruin clothes.
- More computer courses as electives or requirements because a lot of older students do not have the best, if any, experience in computers.
- The semester conversion was very difficult and confusing for everyone involved. More careful planning should be done so students will know exactly what they are to be doing, so they will graduate on time. It seems as if nobody knows exact answers to questions. One person says one thing, another person says another. I understand it is difficult but everyone needs to be made clear on what is going on so students will not be guided in the wrong direction.
- I had an unpleasurable encounter with the health services program. The staff, nurses, P.A., and the doctor seemed inexperienced. The P.A. nor the doctor were able to diagnose a rash I had. I paid for a culture and fifty dollars for a creme that worsened my condition. After going to the emergency room for an unrelated problem, the ER doctor informed me it was a ringworm. He wrote me a prescription that cleared it up in a week. Due to their negligence, the ringworm became very infected and left a scar.
- Advisors need to be there when they are scheduled to be in office. They are helpful, but not always available.
- Had to buy syllabus. The copies of printed information about my program were always too short.
- Extensive information for short period of time. It may be good to extend a course for one more year.
- Great Business Education program.
- More dorm rooms should be built.
- Departments needs to set clear guidelines in regards to acceptable electives, and then communicate these to the students.
- For students returning to seek a second degree, Admissions and Financial Aid departments need to have more knowledge in order to assist students properly. Too much guess work is used and generally the student suffers because of it.
- When programs of study are altered, departments need to coordinate with one another to better serve the student. I have a degree. I've returned to complete another area of study at the master's level. The new Special Education program is now a five year program. But the graduate book does not recognize it as such. To be accepted at the graduate level you must possess a teacher's certificate. But 5 year Special Education students will not be allowed to apply for their teaching certificate until they complete their master level courses. So, how can you, if you can't be accepted?
- Attended BSU, didn't like band. Everything else about BSU was okay.
- Quality basketball gym, needs to improve football field and weight room. VSU needs to move up to Division IA or IAA school.
- Recommend that VSU combine Education and Business departments at North Campus. This would increase parking availability at Main Campus and increase social experience.
- Advisor was very helpful with advising,
- North Campus needs major improvements. I feel it is not structurally safe. I'd suggest build a new facility on field behind

North Campus, tear down the old building and pave a parking lot there and pave grass field between North Campus and the hospital. New building could hold Business as well as Education departments. This would help with parking on Main Campus and help with overall school environment at VSU.

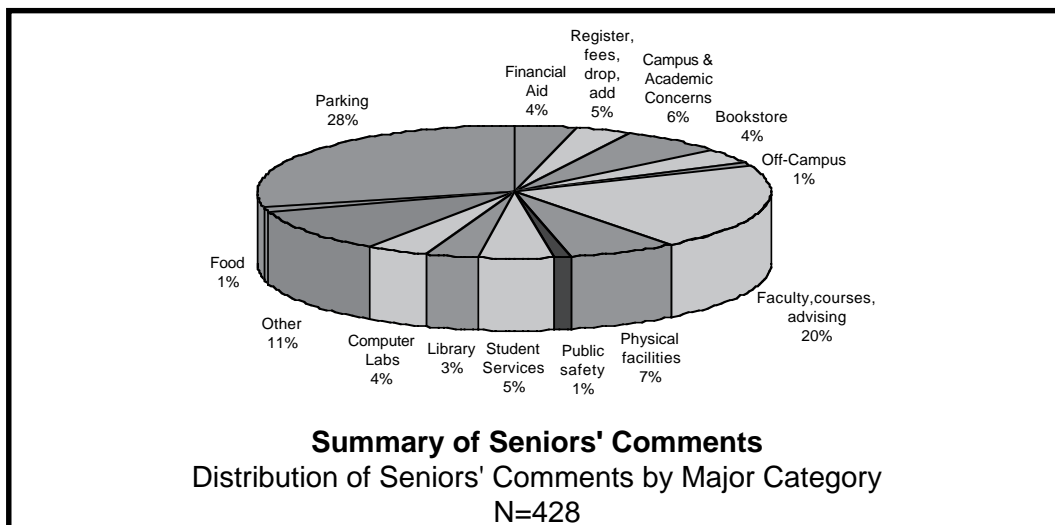
- Need to offer more courses on North Campus. Hire additional professors.
- We need more support for research. We keep losing good teachers.
- At times it was unclear of which classes would count toward my degree. Received conflicting answers.
- Offering required courses only once per school year is not beneficial to students.
- Faculty and department heads should make scholarship offerings known to students. My Business Environment teacher did a great job in doing so.
- Comment is intended for Admission. I would like to see an improvement in the Admission offices for new students.
- I would like to see the classes get bigger, so more students can take certain classes.
- I would like more experience in the classroom, instead of learning theories. I find it very disturbing that I won't learn lesson plans until the last semester of my program.
- The faculty here, not all of them, place themselves on a level that makes students uncomfortable to interact with them or approach them, this is unrealistic. We are all worthy of respect until we demonstrate otherwise. I've had the good fortune of meeting four faculty members here, out of all the faculty I know, that were not like that, and learning from them was fun and real.
- I have an overall concern with the availability of information. In general, when I would call the school looking for information (on varying subjects), there seemed to be no answer. I got transferred around a couple of times until I finally ended up with someone who could not give me a direct answer. The vagueness of almost everyone that I have ever talked to, be it over the phone or in person, has infuriated me several times. Someone must know the answer!
- The financial aid situations at VSU have bothered me since I have attended here. I am specifically referring to the distribution of excess checks. Some of us do not live off of mommy and daddy here at college. I have struggled year after year at the beginning of each semester because VSU decided to hold my loan money. I have held a job the entire time in school but rely heavily on financial aid to make ends meet. I understand that some get loans and then drop their classes, but that it between those people and the US government. VSU is not the loan provider and should not hold others' money. I am saddened by the lack of concern for and the obvious discrimination against poor people.
- I didn't like the transition from quarters to semesters. Too much confusion.
- Registering over the phone is aggravating and needs changing. Look at UGA's way of registering. Each student has a particular time to register and they do it on a campus computer.
- Many teachers are not teaching at an undergraduate level, but at a master's level.
- My experience for getting into my required classes was always scary. I never knew if I would be able to get in or not. Most of the time, I would register as soon as possible and I would hardly ever get in. There seems to be a shortage of sections in the required courses.
- I really worked hard at studying while I have been here. My Physics teacher walked in to class on the first day and said that "whatever we go into the final with, you will drop a full letter grade after the final." For the two semesters I had him, I went into the final with very high B's and ended up with two C's. The only C's I have ever made in college. On

top of that, when I took the MCAT, my weakest subject was Physics.

- I thought that registration was quick and easy. The web register was the best.
- The faculty in general at the College of Nursing are intimidating and often rude. In general, there is no respect for students' time on outside requirements. With only a few exceptions, the faculty seems to deliberately antagonize and/or patronize students. This matter has been brought before the Dean, but little has been done to correct the situation.
- Co-Op Office has not provided university level service in a timely manner.
- I hate the way this school organizes things. My schedule got dropped from every quarter and semester for no reason.
- I feel more classroom structure needs to be geared toward non-traditional students at VSU. I have taken several classes where professors have not taken into consideration the fact that I have children and a job, which interferes, at times, in attendance. There also needs to be more evening classes in order to accommodate non-traditional students.
- Social experience at VSU is difficult unless a student is of the traditional college age. Maybe a few activities, or clubs, need to be formed for the older, non-traditional students at VSU.
- Psychology students are required to perform much research, and the library is very limited in psychological research journals.
- Bookstore at King's Bay is not stocked with the needed books for students attending courses at this location. This is usually worse between the summer and fall terms.
- The Vocational Education and major course requirements are spread too far out. Too many students in the class take away from the one-on-one interaction between the students and the professors.
- Library hours are not always adequate especially when you work second shift for the Navy (3:30-11:30). Library hours are 3:00-9:00.
- First, I would like to say the parking could be better, but it's okay. Second, I do not appreciate the close-mindedness of many of the students and faculty. Some teachers here are liberal, but for the most part they are super-conservative. I do not appreciate the Business School having excellent classroom facilities when Fine Arts does not. I don't like the fact that VSU does not recycle. VSU fools the entire campus by putting recycling containers around campus. This is the only institution in the nation that doesn't. VSU is not environmentally friendly. VSU says they don't have budget for plant operations, I find that hard to believe. It is very expensive to go to school for 4.5 years. I'm sure there is enough for plant operations. VSU needs to consider the needs of the environ-

ment and the need to make every school equal in accommodations.

- More of each line of buses is needed. There is too long of waiting between buses.
- Off-campus classes were often not published until late, classes were often cancelled, no cycle was set up for Waycross, no proposed schedule for classes was given to Waycross students. Waycross students have to drive to VSU for classes if they wish to finish their degree within a reasonable time. Other programs (off-campus) have received precedence over the Waycross program.
- The Geosciences do not have nearly enough lab equipment to learn thoroughly and effectively.
- Make transfer orientation a little easier. Don't just sit someone down in front of a computer and tell him/her to find classes.
- The Department of Education needs to improve communication skills between departments.
- Only used at MCLB due to conditions. Staff was excellent.
- The process of applying for student loans needs to be made clearer to the student.
- Professor outlined grading policy in class. Two students of political status failed one of the class projects. The project was a computer software game. Finishing score was to indicate grade. My group finished with a 95. The other group finished with a 13. The project represented 40% of our final grade. They finished with A's in the class. Very unhappy about that experience. They had A averages overall for the program. Not sure what kind of games were played to save their hides in that class!
- Although this does not apply to me, I think Valdosta State University has done a very poor job in making the campus accessible to handicap students. I cannot count the number of times I have seen physically challenged people/students struggle with doors or battling potentially head-splitting accidents due to uneven sidewalks. We can do better.
- Fee payment procedures for May and Summer "mesters" are abysmal and confusing.
- Valdosta desperately needs a bus system that will work between the school and the community.
- I would consider the curriculum of the Health and Physical Education masters program more geared toward Exercise Science. The four semesters I attended class, the only real "education" classes we were required to take were pedagogy and curriculum. Personally I would like the educational experience more related to teaching and classes that require us to do more hands on teaching.
- One professor in the MSCJ program is the only reason for the success of the program. Without him, the entire department would be non-existent.



Summary Highlights From 1999-2000 VSU Seniors

- The three Services/Facilities most frequently used were¹:
 - Bookstore
 - VSU home page
 - Parking

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

- The clearest University procedures were found for²:
 - Admissions
 - Orientation Program
 - Paying Fees

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

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

- Satisfaction with VSU was indicated by:
 - 81% would choose to attend VSU again
 - 91% would recommend VSU to others

¹Determined by number of seniors responding

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