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ABSTRACT

In the winter and spring of 1988, a graduate survey was conducted at Piedmont Virginia Community College (PVCC) to determine graduates' employment and education activities and the impact PVCC had on their further education or careers. Surveys were mailed to all 227 students who graduated from PVCC in 1986-87, requesting information on the jobs the graduates had obtained, the schools they were attending, their salaries and job satisfaction, and their evaluation of PVCC. Major findings, based on a 61.2% response rate, included the following: (1) over 60% of the respondents were employed in full-time jobs related to their field of study; (2) 56.6% of the employed graduates were satisfied with their current job, and an additional 27.4% were very satisfied; (3) the average annual salary of the respondents was \$18,933, with a range between \$1,702 and \$50,000; (4) over 90% believed that PVCC provided them with "excellent" or "good" academic preparation for their jobs, and almost all felt that they were as well prepared or better prepared than other new employees in their fields; (5) 33 PVCC graduates had transferred to four-year colleges and most were in good academic standing at the time of the survey; and (6) 87.5% of the transfer students believed that PVCC provided "excellent" or "good" academic preparation for transfer. Appendixes provide the survey instrument and selected comments by respondents. (AJL)

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1986-1987

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RESULTS OF THE FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1986-1987

This brief highlights key findings reported in *Follow-up Survey of PVCC Graduates of the Class of 1986-1987* (PVCC Institutional Research Report No. 9-88, November 1988). Students graduating from PVCC in Summer Quarter 1986, Fall Quarter 1986, Winter Quarter 1987, and Spring Quarter 1987 were surveyed in the winter and spring of 1988 to determine what jobs they had obtained, which schools they were attending, how much they were paid, how satisfied they were, and what impact PVCC had upon their careers and education. Because of a fairly high survey response rate (61.2%), and because demographic and enrollment characteristics of survey respondents mirrored those of all graduates, findings can be reasonably assumed to be representative of all 1986-1987 graduates.

Major findings included:

1. Most 1986-1987 PVCC graduate survey respondents found meaningful and satisfying employment. Over 60% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Eighty-four percent were either very satisfied (27.4%) or satisfied (56.6%) with their current jobs, and over 60% planned to pursue these jobs as long-range careers.
2. Jobs held by survey respondents included nurse (22.7%), secretary (14.5%), accountant (5.4%), business manager (3.6%), law enforcement official (3.6%), and respiratory therapist (3.6%).
3. The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was \$18,933, and the median midpoint, salary was \$18,500. The highest salary reported was \$50,000 and the lowest \$1,702. The distribution of salaries was fairly normal with nearly 80% of all respondents earning between \$10,000 and \$25,000. Males earned more than females, and older respondents earned more than younger respondents.
4. Over 90% of the survey respondents believed that PVCC provided excellent (34.6%) or good (58.9%) academic preparation for jobs. Only 3.4% believed PVCC

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provided fair academic preparation, and only 2.8% believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (49.5%) or equally (48.5%) prepared in comparison to other new employees within the same career fields. Only 2% felt they were not as well prepared.

6. More 1986-1987 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to Mary Baldwin College than to any other institution. Nearly all of these were enrolled in the joint adult degree program between Mary Baldwin and PVCC. Two other institutions enrolled large numbers of survey respondents: the University of Virginia (24.2%) and James Madison University (15.2%). By far the most popular field of study at four-year institutions was business. Over 30% of the respondents attending four-year schools were enrolled in business programs.

7. Most 1986-1987 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.210. The lowest GPA reported was 2.000 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (40.6%) or good (46.9%) academic preparation for transfer. None felt that PVCC provided poor preparation. Most respondents also believed they were better (40.7%) or equally (33.3%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that both colleges had equally strict grading practices, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1986-1987

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other institutions of higher education, and the impact PVCC has had upon the career or educational progress of the graduates. The information is used to improve academic programs and college services.

This study reports the results of the twelfth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1986-1987 (those students graduating from PVCC in Summer Quarter 1986, Fall Quarter 1986, Winter Quarter 1987, and Spring Quarter 1987).

METHODOLOGY

In terms of format and content, this year's report is similar to last year's. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

As was the case with 1985-1986 graduates, 1986-1987 graduates were surveyed twice. The first survey was conducted during graduation rehearsal. The major purpose of this survey was to obtain correct addresses for all graduates. Seven months after graduation, the graduates were sent the follow-up survey (see Appendix A). Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 227 graduates of the class of 1986-1987, 139 returned completed surveys for a response rate of 61.2%. This was less than the 70.5% response rate for 1985-1986 graduates but still represents a decent rate of return. Of course, some graduates received more than one award (associate degree or certificate). In all, 238 awards were given to these graduates, and the response rate by award was 60.9%.

As can be seen in Tables 1 and 2, the response rates by sex, race, age, residence, and academic program enrollment were for the most part consistent with the

overall response rate. Females were more likely to complete surveys than males, and college transfer graduates were more likely to complete surveys than occupational/technical graduates.¹

Demographic and enrollment characteristics of survey respondents were in most cases the same as those of all graduates. In terms of sex, most graduates were female

(60.8% of graduates and 70.5% of respondents), and in terms of race, most were white (89% of graduates and 89.2% of respondents). The mean age for graduates was 30, and the mean age for respondents was 31. Over one-third of the graduates were

TABLE 1: NUMBER OF 1986-1987 PVCC GRADUATE AND GRADUATE SURVEY RESPONDENTS BY DEMOGRAPHIC CHARACTERISTICS

CATEGORY	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
SEX			
Male	89	41	46.1%
Female	138	98	71.0%
RACE			
White	202	124	61.4%
Black	19	7	36.8%
Indian	1	1	100.0%
Asian	0	0	0.0%
Hispanic	4	2	50.0%
Other	1	1	100.0%
AGE			
Under 18	0	0	0.0%
18-22	35	25	71.4%
22-25	44	24	54.5%
25-35	85	50	58.8%
35-45	40	23	57.5%
45-60	22	16	72.7%
60 & Over	1	1	100.0%
RESIDENCE			
Albemarle	--	46	--
Buckingham	--	6	--
Fluvanna	--	5	--
Greene	--	6	--
Louisa	--	8	--
Nelson	--	8	--
Charlottesville	--	37	--
TOTAL-IN-DISTRICT	--	116	--
Out-of-District	--	16	--
Out-of-State	--	1	--
TOTAL	227	139	61.2%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS Graduate Booklet, 1986-1987. Note that data on residence were not available from the Graduate Booklet.

¹College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

between the ages of 25 and 35 (37.4% of graduates and 33% of respondents). The youngest graduate was 19 years old, and the oldest was 64. Both the youngest and oldest graduates responded to the survey.

TABLE 2: NUMBER OF 1986-1987 PVCC GRADUATE AWARDS AND GRADUATE SURVEY RESPONDENT AWARDS BY PROGRAM ENROLLMENT AND DEGREE

PROGRAM	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
Liberal Arts	14	8	57.1%
Fine Arts	5	4	80.0%
A.A. DEGREE	19	12	63.2%
Business Administration	24	16	66.7%
Education	9	7	77.8%
General Studies	23	16	69.6%
Science	6	4	66.7%
A.S. DEGREE	62	43	69.4%
Accounting	6	4	66.7%
Computer Programming	7	5	71.4%
Drafting & Design	9	4	44.4%
Electronics	8	4	50.0%
Management	9	3	33.3%
Marketing	2	0	0.0%
Nursing	39	27	69.2%
Police Science	9	4	44.4%
Respiratory Therapy	9	4	44.4%
Science Laboratory	1	1	100.0%
Secretarial Science	6	5	83.3%
A.A.S. DEGREE	105	61	58.1%
Arts & Crafts	3	2	66.7%
Clerical Studies	3	1	33.3%
Drafting	3	3	100.0%
Electronics Servicing	3	3	100.0%
Law Enforcement	1	0	0.0%
Career Studies	39	20	51.3%
CERTIFICATE	52	29	55.8%
TOTAL	238	145	60.9%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS Graduate Booklet, 1986-1987.

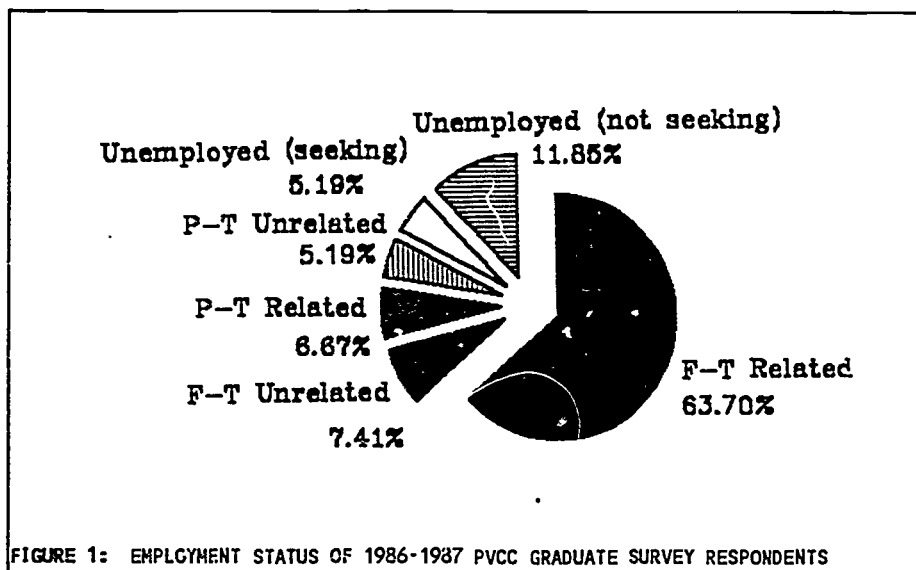
AAS degrees were received by nearly half of all graduates (44.1% of graduates and 42.1% of respondents). Over one-quarter received AS degrees (26.1% of graduates and 29.7% of respondents), and approximately one-fifth received certificates (21.8% of graduates and 20% of respondents). Less than 10% received AA degrees (8% of graduates and 8.3% of respondents).

The typical graduate attended PVCC for nearly 12 quarters before receiving his or her degree (11.5 for graduates and 11.9 for respondents). The minimum number of quarters in attendance by any graduate was one, and by any respondent three. The maximum number of quarters in attendance by any graduate or respondent was 34. Approximately half of all graduates attended at least one quarter at the college as full-time students (49.1% of graduates and 46% of respondents), but the proportion of full-time to part-time quarters was much lower. Eleven percent of the quarters attended by survey respondents, and 12.8% of the quarters attended by graduates, were full-time (twelve or more credit hours of course work).

Because of the fairly high response rate, and because the demographic and enrollment characteristics of the respondents mirror those of all graduates, the author of this report is confident that most information contained in this study is representative of all graduates of the class of 1986-1987.

EMPLOYMENT

Over 60% of the 1986-1987 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1). Slightly over 7% were employed in full-time jobs unrelated to their study at the college, and nearly 13% were employed in part-time jobs. More of the part-time employees worked in jobs related to their study at PVCC than worked in jobs unrelated to their



study (6.7% of all respondents had part-time, related jobs and 5.2% had part-time, unrelated jobs).

Slightly under 20%

of the survey respondents declared that they were unemployed, but most of these were not seeking jobs. Unemployed and not seeking employment were 11.8% of all respondents, and unemployed and seeking employment were 5.2% of all respondents. Those not seeking employment were typically full-time students, homemakers, or retired persons.

The average number of hours worked per week by respondents holding full-time jobs was 39.8. This average number was the same for respondents with full-time jobs both related and unrelated to their fields of study at PVCC. The average number of hours worked per week by respondents with part-time jobs was 17.4 for those with jobs related to their fields of study and 28 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. Please note that the total percentage figures in this table

TABLE 3: EMPLOYMENT STATUS OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE AND PROGRAM

PROGRAM	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	0	0.0%	1	16.7%	0	0.0%	1	16.7%	0	0.0%	4	66.7%
Fine Arts	0	0.0%	0	0.0%	0	0.0%	2	66.7%	0	0.0%	1	33.3%
A.A. DEGREE	0	0.0%	1	11.1%	0	0.0%	3	33.3%	0	0.0%	5	55.6%
Business Administration	8	50.0%	1	6.3%	0	0.0%	3	18.8%	1	6.3%	3	18.8%
Education	0	0.0%	1	14.3%	1	14.3%	1	14.3%	1	14.3%	3	42.9%
General Studies	3	20.0%	3	20.0%	5	33.3%	0	0.0%	1	6.7%	3	20.0%
Science	1	33.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	1	33.3%
A.S. DEGREE	12	29.3%	5	12.2%	6	14.6%	4	9.8%	4	9.8%	10	24.4%
Accounting	2	50.0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
Computer Programming	4	80.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%	0	0.0%
Drafting & Design	3	75.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%
Electronics	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management	1	33.3%	0	0.0%	0	0.0%	1	33.3%	1	33.3%	0	0.0%
Nursing	25	92.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	7.4%
Police Science	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Respiratory Therapy	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Secretarial Science	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Arts & Crafts	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
Electronics Servicing	4	80.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Career Studies (total)	14	73.7%	3	15.8%	1	5.3%	0	0.0%	1	5.3%	0	0.0%
Air Conditioning	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Business & Office	8	72.7%	1	9.1%	1	9.1%	0	0.0%	1	9.1%	0	0.0%
Child Care	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management (Banking)	5	83.3%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%

Note that percentage figures are by row (program).

do not agree with those in Figure 1. The reason for this is that several respondents indicated their employment status but not their academic program; these respondents were excluded from Table 3.

As has been the case with all graduating classes, the percentage of college

transfer
graduate
respond-
ents (AA
and AS
degrees)
employed
in full-time
jobs was
much low-
er than
that of
occupa-
tional-
/technical
respond-
ents (AAS
degree or
certifi-
cate), and

TABLE 4: EMPLOYMENT STATUS OF PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE

YEAR/DEGREE	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980												
AA/AS	4	10.8%	11	29.7%	4	10.8%	9	24.3%	0	0.0%	9	24.3%
AAS	41	73.2%	8	14.3%	7	12.5%	0	0.0%	0	0.0%	0	0.0%
Diploma/Certificate	4	50.0%	1	12.5%	1	12.5%	0	0.0%	1	12.5%	1	12.5%
TOTAL	49	48.5%	20	19.8%	12	11.9%	9	8.9%	1	1.0%	10	9.9%
1980-1981												
AA/AS	5	12.8%	8	20.5%	3	7.7%	7	17.9%	3	7.7%	13	33.3%
AAS	33	58.9%	13	23.2%	5	8.9%	1	1.8%	4	7.1%	0	0.0%
Diploma/Certificate	8	61.5%	2	15.4%	1	7.7%	0	0.0%	1	7.7%	1	7.7%
TOTAL	46	42.6%	23	21.3%	9	8.3%	8	7.4%	8	7.4%	14	13.0%
1981-1982												
AA/AS	10	19.2%	6	11.5%	1	1.9%	12	23.1%	2	3.8%	21	40.4%
AAS	44	63.8%	12	17.4%	5	7.2%	4	5.8%	2	2.9%	2	2.9%
Diploma/Certificate	10	66.7%	3	20.0%	0	0.0%	0	0.0%	2	13.3%	0	0.0%
TOTAL	64	47.1%	21	15.4%	6	4.4%	16	11.8%	6	4.4%	23	16.9%
1982-1983												
AA/AS	8	18.6%	9	20.9%	1	2.3%	11	25.6%	1	2.3%	13	30.2%
AAS	60	84.5%	4	5.6%	3	4.2%	0	0.0%	2	2.8%	2	2.8%
Diploma/Certificate	5	50.0%	3	30.0%	1	10.0%	0	0.0%	0	0.0%	1	10.0%
TOTAL	73	58.9%	16	12.9%	5	4.0%	11	8.9%	3	2.4%	16	12.9%
1983-1984 (A follow-up survey was not conducted for the class of 1983-1984)												
1984-1985												
AA/AS	7	21.2%	4	12.1%	3	9.1%	4	12.1%	3	9.1%	12	36.4%
AAS	46	71.9%	5	7.8%	8	12.5%	0	0.0%	4	6.3%	1	1.6%
Diploma/Certificate	20	76.9%	3	11.5%	0	0.0%	0	0.0%	1	3.8%	2	7.7%
TOTAL	73	59.3%	12	9.8%	11	8.9%	4	3.3%	8	6.5%	15	12.2%
1985-1986												
AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
Diploma/Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-1987												
AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Diploma/Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%

Note that percentage figures are by row (award).

the unemployment much higher. This is because the purpose of all college transfer curricula is to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year college or universities.

The employment status of 1986-1987 graduates was similar to that of previous graduating classes.

As can be seen in Table 4, the percentage of respondents employed in full-time, related jobs was very similar to that of 1985-1986 graduates. During the past seven or eight years, the percentage of graduates in each category (full-time, rela-

TABLE 5: EMPLOYMENT STATUS OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	4	66.7%	0	0.0%	2	33.3%	0	0.0%
Artist	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Manager	2	50.0%	0	0.0%	2	50.0%	0	0.0%
Child Care Worker	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Computer Programmer	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Construction Worker	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Data Entry Operator	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Draftsman	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Draftsman (Computer-Aided)	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics Worker	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Laboratory Technician	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Law Enforcement Official	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	25	100.0%	0	0.0%	0	0.0%	0	0.0%
Respiratory Technician	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Secretary	11	68.8%	3	18.5%	1	6.3%	1	6.3%
Systems Analyst	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Typist	0	0.0%	0	0.0%	0	0.0%	1	100.0%
OTHER	19	57.6%	6	18.2%	3	9.1%	5	15.2%
TOTAL	84	76.4%	10	9.1%	9	8.2%	7	6.4%

Note: that percentage figures are by row (job category).

ted; full-time, unrelated; part-time, related; part-time, unrelated; unemployed, seeking

employment; and unemployed, not seeking employment) has remained relatively stable.

The employment status of 1986-1987 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (76.4%). As was the case last year, more respondents were employed as nurses than as anything else (22.7%). Other jobs held by more than three respondents included secretary (14.5%), accountant (5.4%), business manager (3.6%), law enforcement official (3.6%), and respiratory therapist (3.6%). Thirty-three respondents (30%) checked "OTHER" for job category. Respondents checking "OTHER" held such jobs as contracts administrator, radiography technician, bank teller supervisor, or applications specialist for Roentgen (x-ray) systems.

Twenty-eight survey respondents (24.1%) indicated they obtained their jobs before attending PVCC, 45 (38.8%) indicated they obtained their jobs while attending PVCC, and 43 (37.1%) indicated they obtained their jobs after graduating from PVCC. A much larger percentage of 1986-1987 college transfer respondents (AA/AS) obtained their jobs either while attending PVCC or after graduation than did previous graduating classes (see Table 6). The percentages of occupational/technical respondents obtaining their jobs before, during, or after PVCC were similar to those of previous graduating classes.

Thirty-six survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. Two indicated they had obtained their jobs as a direct result of participation in Co-op. One was employed

as a computer operator, the other as a laboratory technician.

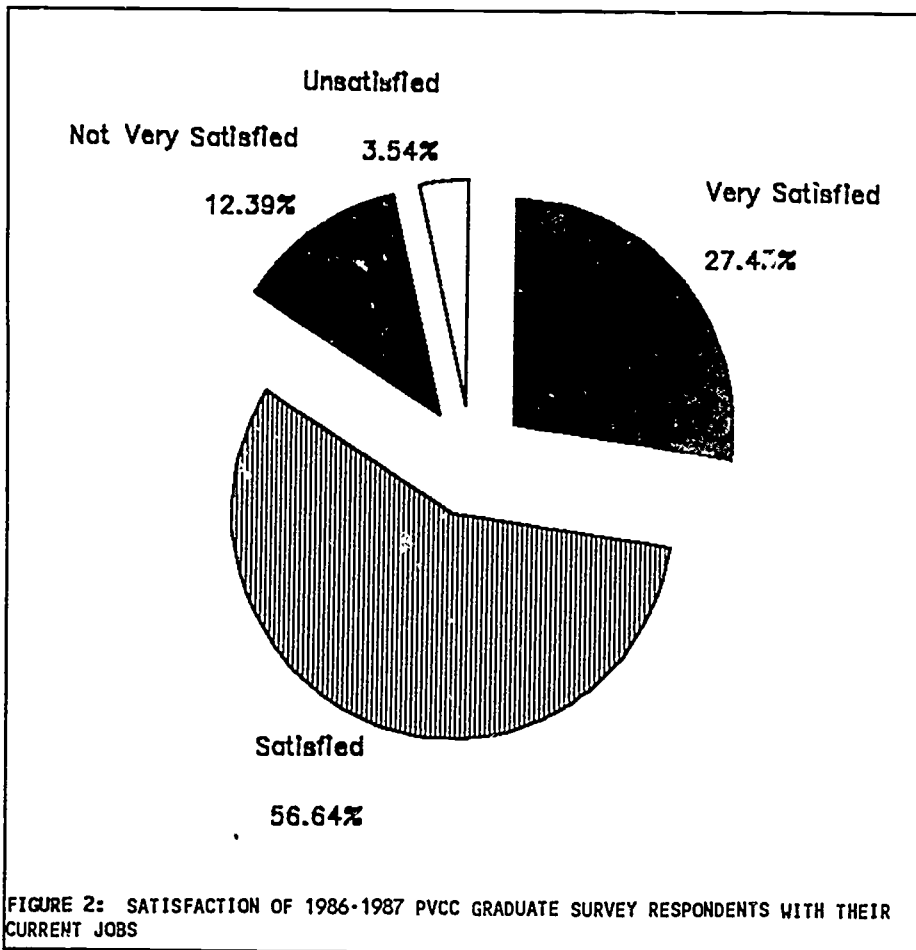
TABLE 6: WHEN CURRENT JOBS WERE OBTAINED BY PVCC GRADUATE SURVEY RESPONDENTS

YEAR/DEGREE	Before attending PVCC		While attending PVCC		After attending PVCC	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980 (AAS only)	8	14.3%	15	26.8%	33	58.9%
1980-1981 (AAS only)	17	34.0%	8	16.0%	25	50.0%
1981-1982 (AAS only)	11	16.9%	14	21.5%	40	61.5%
1982-1983 (AAS only)	16	22.2%	17	23.6%	39	54.2%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	6	30.0%	4	20.0%	10	50.0%
AAS	17	29.3%	11	19.0%	30	51.7%
Diploma/Certificate	10	90.9%	1	9.1%	0	0.0%
TOTAL	33	37.1%	16	18.0%	40	44.9%
1985-1986						
AA/AS	10	45.5%	5	22.7%	7	31.8%
AAS	9	13.4%	26	38.8%	32	47.8%
Diploma/Certificate	17	58.6%	6	20.7%	6	20.7%
TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-1987						
AA/AS	4	13.3%	12	40.0%	14	46.7%
AAS	7	12.1%	24	41.4%	27	46.6%
Diploma/Certificate	17	60.7%	9	32.1%	2	7.1%
TOTAL	28	24.1%	45	38.8%	43	37.1%

Note that percentage figures are by row (award).

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of survey respondents



was quite high (see Figure 2). Eighty-four percent of the respondents reported they were either very satisfied (27.4%) or satisfied (56.6%) with their current jobs. Only four respondents (3.5%) indicated they were dissatisfied, and 14 indicated

they were not very satisfied (12.4%).

The 1986-1987 graduate survey respondents were slightly less satisfied with their jobs than were respondents from previous PVCC graduating classes. Nearly twice as many 1986-1987 respondents were either not very satisfied or dissatisfied with their jobs

as were respondents from the two previous graduating classes. However, as can be seen in Table 7, overall percentages by category did not differ that much from previous graduating classes. In comparing 1986-1987 graduate respondents with 1985-1986 graduate respondents, the percentage who were very satisfied was slightly higher, the percentage of those satisfied was lower,

TABLE 7: SATISFACTION OF PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

YEAR/DEGREE	Very Satisfied		Satisfied		Not Very Satisfied		Dissatisfied	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980								
AA/AS	(not available)							
AAS	17	30.9%	35	63.6%	2	3.6%	1	1.8%
Diploma/Certificate	1	16.7%	3	50.0%	2	33.3%	0	0.0%
TOTAL	18	29.5%	38	62.3%	4	6.6%	1	1.6%
1980-1981								
AA/AS	(not available)							
AAS	14	32.6%	28	65.1%	1	2.3%	0	0.0%
Diploma/Certificate	2	20.0%	7	70.0%	1	10.0%	0	0.0%
TOTAL	16	30.2%	35	66.0%	2	3.8%	0	0.0%
1981-1982								
AA/AS	(not available)							
AAS	14	21.5%	42	64.6%	9	13.8%	0	0.0%
Diploma/Certificate	2	16.7%	9	75.0%	1	8.3%	0	0.0%
TOTAL	16	20.8%	51	66.2%	10	13.0%	0	0.0%
1982-1983								
AA/AS	(not available)							
AAS	21	31.3%	39	58.2%	7	10.4%	0	0.0%
Diploma/Certificate	1	12.5%	6	75.0%	1	12.5%	0	0.0%
TOTAL	22	29.3%	45	60.0%	8	10.7%	0	0.0%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	8	40.0%	11	55.0%	1	5.0%	0	0.0%
AAS	16	26.7%	38	63.3%	6	10.0%	0	0.0%
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	27	29.0%	57	61.3%	8	8.6%	1	1.1%
1985-1986								
AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
Diploma/Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987								
AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
Diploma/Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%

Note that percentage figures are by row (award).

and the percentage who were not very satisfied was slightly higher.

The job satisfaction of 1986-1987 survey respondents by job category is pre-

sented in Table 8.

TABLE 8: JOB SATISFACTION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	Very Satisfied		Satisfied		Not Very Satisfied		Dissatisfied	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	2	33.3%	4	66.7%	0	0.0%	0	0.0%
Artist	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Manager	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Child Care Worker	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Data Entry Operator	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Draftsman	0	0.0%	2	66.7%	0	0.0%	1	33.3%
Draftsman (Computer-Aided)	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Electronics Worker	1	33.3%	1	33.3%	1	33.3%	0	0.0%
Laboratory Technician	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Law Enforcement Official	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Nurse	10	40.0%	13	52.0%	2	8.0%	0	0.0%
Respiratory Technician	0	0.0%	3	75.0%	0	0.0%	1	25.0%
Secretary	3	18.8%	11	68.8%	2	12.5%	0	0.0%
Systems Analyst	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Typist	1	100.0%	0	0.0%	0	0.0%	0	0.0%
OTHER	8	25.0%	15	46.9%	7	21.9%	2	6.3%
TOTAL	31	22.7%	60	55.6%	13	12.0%	4	3.7%

Note that percentage figures are by row (job category).

In all categories, over half of the respondents indicated they were either very satisfied or satisfied.

Closely related to job satisfaction is career stability.

Those satisfied with their jobs are likely

to continue working within the same career field, while those dissatisfied will probably change not just jobs but careers as well. Not only were most 1986-1987 survey respondents satisfied with their jobs, but the majority planned to continue within the same career fields.

However, as can be seen in Table 9, a larger percentage of 1986-1987 respondents than of 1985-1986 respondents did not intend to pursue their jobs as long-range

careers. While only 22.1% of the 1985-1986 respondents did not plan to pursue their jobs as long-range careers, 38.5% of the 1987-1988 respondents did not plan to pursue their jobs as long-range careers. This larger percentage relates closely to the fact that nearly twice as many 1986-1987 respondents as 1985-1986 respondents were not very satisfied or dissatisfied with their jobs.

TABLE 9: INTENTION OF PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS

YEAR/DEGREE	Will pursue		Will not pursue		Undecided	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980						
AA/AS			(not available)			
AAS	46	82.1%	4	7.1%	6	10.7%
Diploma/Certificate	6	54.5%	3	27.3%	2	18.2%
TOTAL	52	77.6%	7	10.4%	8	11.9%
1980-1981						
AA/AS			(not available)			
AAS	35	68.6%	4	7.8%	12	23.5%
Diploma/Certificate	7	70.0%	0	0.0%	3	30.0%
TOTAL	42	68.9%	4	6.6%	15	24.6%
1981-1982						
AA/AS			(not available)			
AAS	43	66.2%	11	16.9%	11	16.9%
Diploma/Certificate	8	66.7%	1	8.3%	3	25.0%
TOTAL	51	66.2%	12	15.6%	14	18.2%
1982-1983						
AA/AS			(not available)			
AAS	47	69.1%	11	16.2%	10	14.7%
Diploma/Certificate	4	50.0%	1	12.5%	3	37.5%
TOTAL	51	67.1%	12	15.8%	13	17.1%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	13	61.9%	6	28.0%	2	9.5%
AAS	44	73.3%	4	6.7%	12	20.0%
Diploma/Certificate	10	76.9%	1	7.7%	2	15.4%
TOTAL	67	71.3%	11	11.7%	16	17.0%
1985-1986						
AA/AS	10	50.0%	10	50.0%	--	--
AAS	50	84.7%	9	15.3%	--	--
Diploma/Certificate	21	84.0%	4	16.0%	--	--
TOTAL	81	77.9%	23	22.1%	--	--
1986-1987						
AA/AS	10	35.7%	18	64.3%	--	--
AAS	39	69.6%	17	30.4%	--	--
Diploma/Certificate	18	72.0%	7	28.0%	--	--
TOTAL	67	61.5%	42	38.5%	--	--

Note that percentage figures are by row (award).

The intention of 1986-1987 graduate survey respondents to pursue their current

jobs as long-range careers by job category is presented in Table 10. Jobs which all respondents saw as long-range careers included child care worker, computer programmer, construction worker, electronics worker, laboratory techni-

TABLE 10: INTENTION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS BY JOB CATEGORY

JOB CATEGORY	Will pursue		Will not pursue		Undecided	
	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	3	50.0%	3	50.0%	--	--
Artist	0	0.0%	0	0.0%	--	--
Business Manager	0	0.0%	4	100.0%	--	--
Child Care Worker	1	100.0%	0	0.0%	--	--
Computer Programmer	2	100.0%	0	0.0%	--	--
Construction Worker	1	100.0%	0	0.0%	--	--
Data Entry Operator	0	0.0%	0	0.0%	--	--
Draftsman	1	33.3%	2	66.7%	--	--
Draftsman (Computer-Aided)	1	50.0%	1	50.0%	--	--
Electronics Worker	3	100.0%	0	0.0%	--	--
Laboratory Technician	1	100.0%	0	0.0%	--	--
Law Enforcement Official	3	75.0%	1	25.0%	--	--
Nurse	20	83.3%	4	16.7%	--	--
Respiratory Technician	2	66.7%	1	33.3%	--	--
Secretary	7	46.7%	8	53.3%	--	--
Systems Analyst	1	100.0%	0	0.0%	--	--
Typist	0	0.0%	1	100.0%	--	--
OTHER	18	54.5%	15	45.5%	--	--
TOTAL	64	61.5%	40	38.5%	0	0.0%

Note that percentage figures are by row (job category).

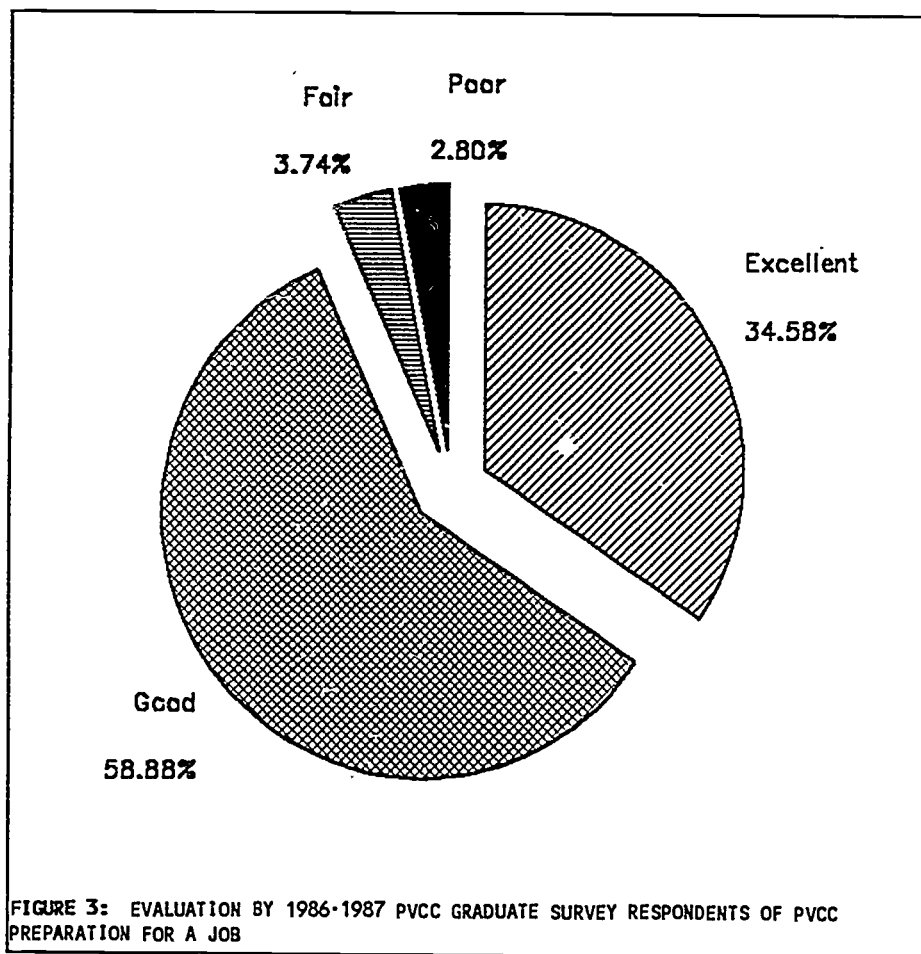
cian, and systems analyst. Jobs which over half of the respondents did not see as long-range careers included business manager, typist, draftsman, and secretary. The job category with the most respondents, nurse, was generally viewed as a long-range career. Over 80% of the nurses reported they would pursue their jobs as long-range careers.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1986-1987 graduate survey respondents. Over one-third of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3).

Slightly under 60% indicated that the academic preparation was good. Only 3.7% indicated that the academic preparation was fair, and only 2.8% indicated it was poor.

The evaluation of academic preparation for em-



ployment by academic program by 1986-1987 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good

TABLE 11: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY ACADEMIC PROGRAM

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Fine Arts	1	50.0%	0	0.0%	0	0.0%	1	50.0%
A.A. DEGREE	2	50.0%	1	25.0%	0	0.0%	1	25.0%
Business Administration	3	25.0%	8	66.7%	0	0.0%	1	8.3%
Education	1	33.3%	2	66.7%	0	0.0%	0	0.0%
General Studies	5	45.5%	5	45.5%	0	0.0%	1	9.1%
Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
A.S. DEGREE	9	33.3%	16	59.3%	0	0.0%	2	7.4%
Accounting	3	75.0%	1	0.0%	0	0.0%	0	0.0%
Computer Programming	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	3	100.0%	0	0.0%	0	0.0%
Management	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	13	54.2%	10	41.7%	1	4.2%	0	0.0%
Police Science	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Respiratory Therapy	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Science Laboratory	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Secretarial Science	0	0.0%	4	100.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Arts & Crafts	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Clerical Studies	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Drafting	0	0.0%	1	33.3%	2	66.7%	0	0.0%
Electronics Servicing	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Career Studies (total)	6	33.3%	12	66.7%	0	0.0%	0	0.0%
Air Conditioning	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Business & Office	4	36.4%	7	63.6%	0	0.0%	0	0.0%
Child Care	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Management (Banking)	1	20.0%	4	80.0%	0	0.0%	0	0.0%
CERTIFICATE	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%

Note that percentage figures are by row (program).

preparation for their current jobs. In only one program, drafting, did over one-half of the respondents feel the academic preparation was either fair or poor. One should remember, however, that the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

The evaluation of their academic preparation for employment by the 1986-1987 graduate survey respondents was similar to that by the 1985-1986 survey respondents (see Table 12). Over 90% of the survey respondents for both graduating classes rated

their academic preparation as either excellent or good. Slightly more 1986-1987 respondents than 1985-1986 respondents rated their academic preparation as excellent, but then slightly more also rated their academic preparation as poor.

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their

TABLE 12: EVALUATION BY PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION BY PVCC FOR EMPLOYMENT

YEAR/DEGREE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980								
AA/AS	(not available)							
AAS	18	34.0%	27	50.9%	7	13.2%	1	1.9%
Diploma/Certificate	2	50.0%	1	25.0%	1	25.0%	0	0.0%
TOTAL	20	35.1%	28	49.1%	8	14.0%	1	1.8%
1980-1981								
AA/AS	(not available)							
AAS	20	41.7%	17	35.4%	11	22.9%	0	0.0%
Diploma/Certificate	2	25.0%	3	37.5%	3	37.5%	0	0.0%
TOTAL	22	39.3%	20	35.7%	14	25.0%	0	0.0%
1981-1982								
AA/AS	(not available)							
AAS	20	36.4%	23	41.8%	11	20.0%	1	1.8%
Diploma/Certificate	2	20.0%	5	50.0%	3	30.0%	0	0.0%
TOTAL	22	33.8%	28	43.1%	14	21.5%	1	1.5%
1982-1983								
AA/AS	(not available)							
AAS	18	27.3%	31	47.0%	16	24.2%	1	1.5%
Diploma/Certificate	0	0.0%	4	66.7%	2	33.3%	0	0.0%
TOTAL	18	25.0%	35	48.6%	18	25.0%	1	1.4%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	6	35.3%	6	35.3%	5	29.4%	0	0.0%
AAS	19	33.3%	31	54.4%	7	12.3%	0	0.0%
Diploma/Certificate	5	41.7%	4	33.3%	3	25.0%	0	0.0%
TOTAL	30	34.9%	41	47.7%	15	17.4%	0	0.0%
1985-1986								
AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
AAS	21	33.9%	30	61.3%	3	4.8%	0	0.0%
Diploma/Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-1987								
AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Diploma/Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%

Note that percentage figures are by row (award).

education has prepared them are more likely to rate an educational institution highly than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those high satisfied with their jobs.

In last year's study, these expectations were not true. PVCC's academic preparation was rated more highly by 1985-1986 survey respondents with jobs unrelated to their fields of study at the college than by those with jobs related to their fields. The only 1985-1986 respondent who rated his or her academic preparation as poor was very satisfied with his or her job, and one of two respondents dissatisfied with his or her job rated his or her academic preparation as excellent.

In this year's study, the expectations were true. As can be seen in Table 13, over 90% of those respondents in either full-time or part-time jobs related to their fields of study at PVCC rated their academic preparation at the college as either

TABLE 13: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY EMPLOYMENT STATUS AND JOB SATISFACTION

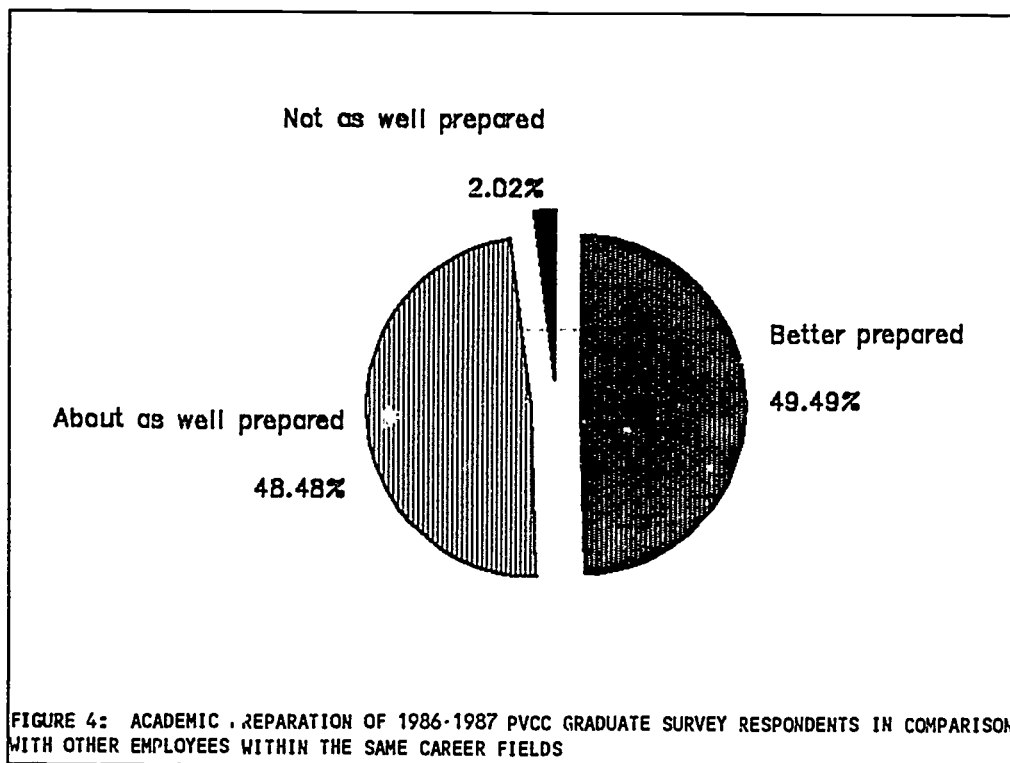
CATEGORY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
EMPLOYMENT STATUS								
Full-Time, Related	27	32.5%	51	61.4%	4	4.8%	1	1.2%
Full-Time, Unrelated	3	42.9%	3	42.9%	0	0.0%	1	14.3%
Part-Time, Related	4	44.4%	5	55.6%	0	0.0%	0	0.0%
Part-Time, Unrelated	3	42.9%	3	42.9%	0	0.0%	1	14.3%
JOB SATISFACTION								
Very Satisfied	9	31.0%	20	69.0%	0	0.0%	0	0.0%
Satisfied	22	37.3%	34	57.6%	2	3.4%	1	1.7%
Not Very Satisfied	5	41.7%	5	41.7%	1	8.3%	1	8.3%
Dissatisfied	1	25.0%	1	25.0%	1	25.0%	1	25.0%

Note that percentage figures are by row (category).

excellent or good; nearly 15% in either full-time or part-time jobs *not* related to their fields of study at PVCC rated their academic preparation as poor. With respect to job satisfaction, none of the survey respondents very satisfied with their jobs rated their academic preparation as either fair or poor; 5.1% of the respondents satisfied with their jobs rated their academic preparation as either fair or poor; 16.6% of the respondents not very satisfied with their jobs rated their academic preparation as either fair or poor; and 50% of the respondents dissatisfied with their jobs rated their academic preparation as either fair or poor.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically

than other employees within the same jobs and career fields. As can be seen in Figure 4, the



vast majority of 1986-1987 graduate survey respondents felt they were better or equally prepared.

Only 2% of the survey respondents felt they were not as well prepared as other new employees

within the same career fields. All

other respondents

were fairly evenly

divided between

feeling they were

better prepared

(49.5%) or about as

well prepared

(48.5%) as other

new employees.

Comparisons with

other employees by

PVCC academic

program are pre-

sented in Table 14.

TABLE 14: ACADEMIC PREPARATION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY ACADEMIC PROGRAM

PROGRAM	Better Prepared		About As Well Prepared		Not As Well Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	2	100.0%	0	0.0%	0	0.0%
Fine Arts	1	50.0%	1	50.0%	0	0.0%
A.A. DEGREE	3	75.0%	1	25.0%	0	0.0%
Business Administration	4	40.0%	5	50.0%	1	10.0%
Education	1	50.0%	1	50.0%	0	0.0%
General Studies	8	72.7%	3	27.3%	0	0.0%
Science	1	100.0%	0	0.0%	0	0.0%
A.S. DEGREE	14	58.3%	9	37.5%	1	4.2%
Accounting	3	75.0%	1	25.0%	0	0.0%
Computer Programming	2	50.0%	2	50.0%	0	0.0%
Drafting & Design	4	100.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	3	100.0%	0	0.0%
Management	1	100.0%	0	0.0%	0	0.0%
Nursing	8	34.8%	14	60.9%	1	4.3%
Police Science	3	100.0%	0	0.0%	0	0.0%
Respiratory Therapy	0	0.0%	3	100.0%	0	0.0%
Science Laboratory	0	0.0%	1	100.0%	0	0.0%
Secretarial Science	1	20.0%	4	80.0%	0	0.0%
A.A.S. DEGREE	22	43.1%	28	54.9%	1	2.0%
Arts & Crafts	1	100.0%	0	0.0%	0	0.0%
Clerical Studies	0	0.0%	1	100.0%	0	0.0%
Drafting	1	33.3%	2	66.7%	0	0.0%
Electronics Servicing	1	50.0%	1	50.0%	0	0.0%
Career Studies (total)	10	50.0%	10	50.0%	0	0.0%
Air Conditioning	1	100.0%	0	0.0%	0	0.0%
Business & Office	4	44.4%	5	55.6%	0	0.0%
Child Care	1	20.0%	4	80.0%	0	0.0%
Management (Banking)	4	80.0%	1	20.0%	0	0.0%
CERTIFICATE	13	48.1%	14	51.9%	0	0.0%
TOTAL	52	49.1%	52	49.1%	2	1.9%

Note that percentage figures are by row (program).

Respondents in all but two programs felt they were better or equally prepared in comparison to other new employees. In business administration, one employee (10%) felt not as well prepared, and in nursing, one (4.3%) felt not as well prepared. In liberal arts, science, drafting and design, management, police science, arts and crafts, and air conditioning (career studies) all respondents felt better prepared than other new employees.

The academic preparation of survey respondents in comparison to other new employees by job

category is presented in Table 15.

In only one of the regular job categories, nurse, did a respondent indicate

that he or she was not as well prepared

as other new employees, and over

95% of all nurses indicated they were

better or equally prepared as other new employees. Job categories in which all

TABLE 15: ACADEMIC PREPARATION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY JOB CATEGORY

JOB CATEGORY	Better Prepared		About As Well Prepared		Not As Well Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	5	83.3%	1	16.7%	0	0.0%
Business Manager	2	50.0%	2	50.0%	0	0.0%
Child Care Worker	1	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	2	100.0%	0	0.0%
Construction Worker	0	0.0%	1	100.0%	0	0.0%
Data Entry Operator	0	0.0%	1	100.0%	0	0.0%
Draftsman	2	66.7%	1	33.3%	0	0.0%
Draftsman (Computer-Aided)	1	50.0%	1	50.0%	0	0.0%
Electronics Worker	0	0.0%	3	100.0%	0	0.0%
Laboratory Technician	1	50.0%	1	50.0%	0	0.0%
Law Enforcement Official	3	100.0%	0	0.0%	0	0.0%
Nurse	8	34.8%	14	60.9%	1	4.3%
Respiratory Technician	0	0.0%	3	100.0%	0	0.0%
Secretary	4	33.3%	8	66.7%	0	0.0%
Systems Analyst	1	100.0%	0	0.0%	0	0.0%
Typist	1	100.0%	0	0.0%	0	0.0%
OTHER	19	65.5%	9	31.0%	1	3.4%
TOTAL	48	49.5%	47	48.5%	2	2.1%

Note that percentage figures are by row (job category).

respondents indicated they were better prepared than other new employees were child care worker, law enforcement official, systems analyst, and typist.

With respect to career assistance, 13 respondents indicated they received direct job assistance from PVCC. Five of these 13 respondents received the AAS degree in nursing; 2 received the AAS degree in computer programming; the remaining 6 received degrees in liberal arts (AA), fine arts (AA), business administration (AS), education (AS), respiratory therapy (AAS), and science laboratory technology (AAS).

Table 16 presents the evaluation by 1986-1987 graduate survey respondents of various career assistance services offered by the college. As can be seen, the majority of

TABLE 16: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF CAREER ASSISTANCE SERVICES AT THE COLLEGE

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	9	16.1%	31	55.4%	12	21.4%	4	7.1%
Academic Program	23	29.5%	48	61.5%	3	3.8%	4	5.1%
Faculty	41	52.6%	32	41.0%	2	2.6%	3	3.8%
Co-operative Education	14	38.9%	14	38.9%	4	11.1%	4	11.1%
OTHER	1	50.0%	1	50.0%	0	0.0%	0	0.0%

Note that percentage figures are by row (service).

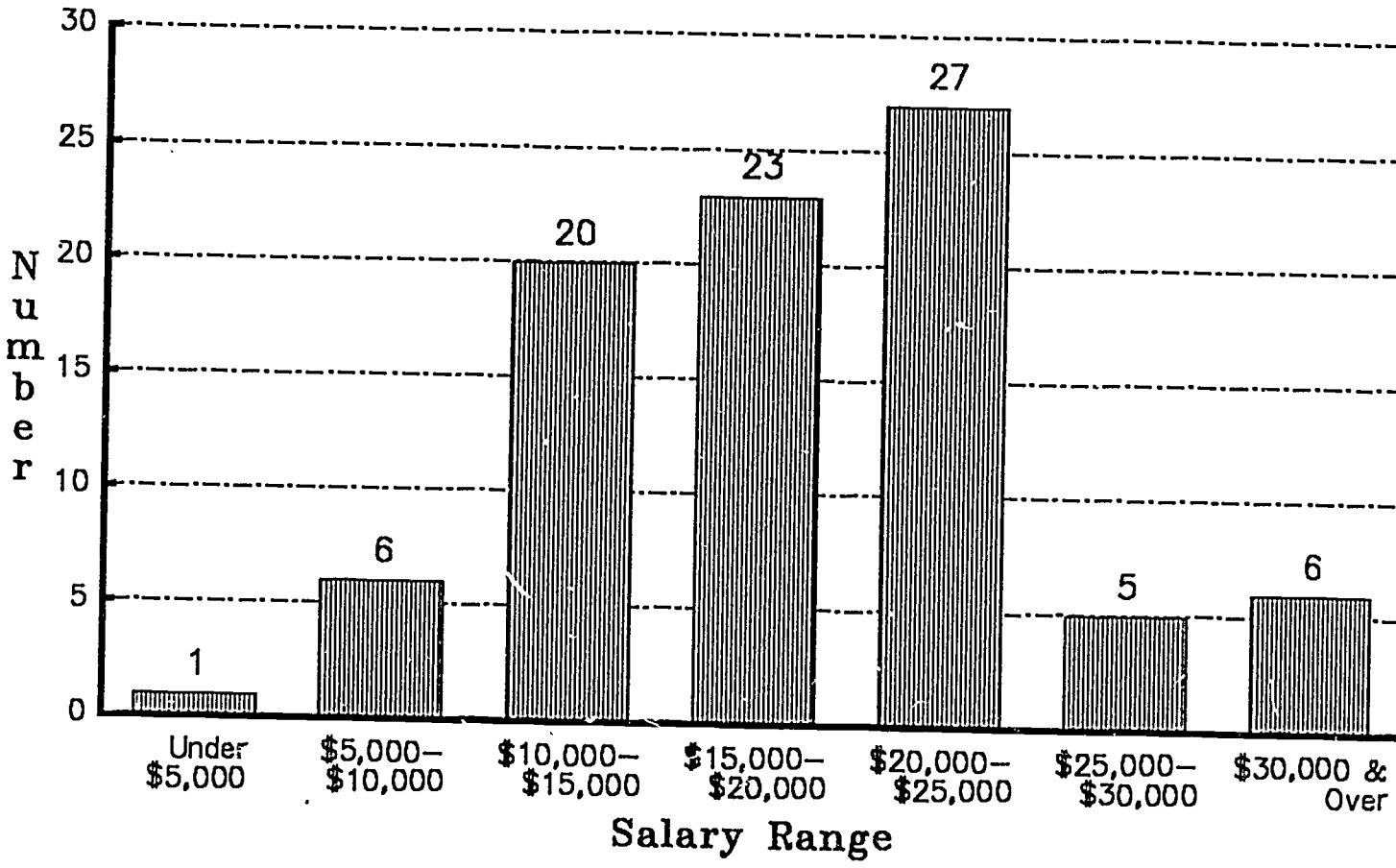
respondents rated all services as at least good. Faculty were rated most highly by respondents, with 52.6% rating faculty as excellent and 41% rating them as good. Only 2.6% of the respondents rated faculty as fair, and only 3.8% rated them as poor. Academic programs were also rated highly by the respondents. Over 90% of the respondents rated academic programs as either excellent (29.5%) or good (61.5%).

Co-op was rated as excellent by 38.9% of the respondents, as good by 38.9%, as fair by 11.1%, and as poor by 11.1%. Student services was rated as excellent by 16.1% of the respondents, as good by 55.4%, as fair by 21.4%, and as poor by 7.1%. Two respondents indicated "OTHER" for the service being rated. One rated "other students/grads" as excellent, and the other rated "Katharine Gibbs School" as good!

SALARIES

The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was \$18,933, and the median, or midpoint, salary was \$18,500. The highest salary reported was \$50,000 and the lowest \$1,702. As can be seen in Figure 5, the distribution of salaries was fairly normal with nearly 80% of all respondents earning between \$10,000 and \$25,000.

FIGURE 5: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS



The salaries of the respondents by degree and academic program is presented in Table 17. Salaries for those earning the AAS degree were higher than salaries for those earning the AA degree, the AS degree, or certificates.

The mean salary for respondents earning the AS degree was slightly higher than that for those earning the AAS degree (AS = \$19,931; AAS = \$19,296), but the median salary was much lower (AS = \$13,900; AAS = \$20,000). The reason for the discrepancy between the mean and

TABLE 17: SALARIES OF 1986-1987 PVCC GRADUATES SURVEY RESPONDENTS BY ACADEMIC DEGREE AND PROGRAM

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Liberal Arts	2	\$9,680	\$9,680	\$9,360	\$10,000
Fine Arts	0	..	..	..	..
A.A. DEGREE	2	\$9,680	\$9,680	\$9,360	\$10,000
Business Administration	11	\$19,356	\$18,000	\$8,000	\$47,800
Education	3	\$8,354	\$9,360	\$1,702	\$14,000
General Studies	6	\$20,000	\$17,000	\$8,400	\$38,000
Science	1	\$50,000	\$50,000	\$50,000	\$50,000
A.S. DEGREE	21	\$19,931	\$13,900	\$1,702	\$50,000
Accounting	2	\$15,800	\$15,800	\$11,000	\$20,600
Computer Programming	3	\$18,819	\$20,000	\$14,656	\$21,800
Drafting & Design	4	\$18,079	\$12,626	\$6,864	\$24,200
Electronics	4	\$21,875	\$19,750	\$17,000	\$31,000
Management	1	\$22,400	\$22,400	\$22,400	\$22,400
Nursing	21	\$21,110	\$20,800	\$14,000	\$28,000
Police Science	3	\$22,300	\$22,300	\$19,600	\$25,000
Respiratory Therapy	4	\$17,225	\$16,250	\$14,400	\$21,000
Science Laboratory	1	\$11,700	\$11,700	\$11,700	\$11,700
Secretarial Science	5	\$13,590	\$13,800	\$10,400	\$16,752
A.A.S. DEGREE	48	\$19,296	\$20,000	\$6,864	\$31,000
Arts & Crafts	1	\$16,500	\$16,500	\$16,500	\$16,500
Clerical Studies	1	\$17,500	\$17,500	\$17,500	\$17,500
Drafting	3	\$17,882	\$16,200	\$15,446	\$22,000
Electronics Servicing	3	\$19,257	\$14,722	\$12,000	\$31,000
Career Studies (total)	13	\$17,822	\$17,126	\$14,000	\$33,800
Air Conditioning	1	\$20,000	\$20,000	\$20,000	\$20,000
Business & Office	9	\$16,756	\$17,500	\$14,000	\$19,147
Management (Banking)	3	\$14,967	\$14,989	\$14,133	\$15,780
CERTIFICATE	21	\$16,120	\$15,783	\$12,000	\$33,800
TOTAL	92	\$18,933	\$18,500	\$1,702	\$50,000

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

median salaries for AAS survey respondents is that both the high and low salaries were earned by respondents in this category. In such a case, the median salary is a better indicator of average salary than the mean salary.

Salaries of 1986-1987 survey respondents by job category are presented in Table 18. The highest average (mean) salary was earned in the job category of systems analyst (\$38,000); the lowest was earned in the category of laboratory technician (\$11,700). Job categories with

TABLE 18: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Accountant	4	\$16,875	\$17,945	\$11,000	\$20,600
Business Manager	3	\$17,800	\$18,000	\$8,400	\$27,000
Computer Programmer	1	\$21,580	\$21,580	\$21,580	\$21,580
Construction Worker	1	\$17,500	\$17,500	\$17,500	\$17,500
Data Entry Operator	1	\$14,400	\$14,400	\$14,400	\$14,400
Draftsman	3	\$19,067	\$19,000	\$16,200	\$22,000
Draftsman (Computer-Aided)	2	\$18,849	\$18,849	\$15,446	\$22,251
Electronics Worker	3	\$17,758	\$17,000	\$14,772	\$21,500
Laboratory Technician	1	\$11,700	\$11,700	\$11,700	\$11,700
Law Enforcement Official	3	\$22,300	\$22,300	\$19,600	\$25,000
Nurse	21	\$21,110	\$20,800	\$14,000	\$23,000
Respiratory Technician	4	\$17,225	\$16,250	\$14,400	\$21,000
Secretary	14	\$15,224	\$15,000	\$10,400	\$18,500
Systems Analyst	1	\$38,000	\$38,000	\$38,000	\$38,000
OTHER	25	\$19,769	\$17,000	\$1,702	\$50,000
TOTAL	87	\$18,933	\$18,500	\$1,702	\$50,000

mean salaries exceeding \$20,000 were systems analyst (\$38,000), law enforcement official (\$22,300), computer programmer (\$21,580), and nurse (\$21,110).

As might be expected, salaries earned by graduates employed part-time were considerably lower than those of graduates employed full-time. However, as can be seen in Table 19, only 8% of the respondents reporting their salaries were employed part-time. Survey respondents with jobs related to their fields of study at PVCC earned

slightly higher salaries than those with jobs unrelated to their fields of study. This was true for respondents with both full-time and part-time jobs.

TABLE 19: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY EMPLOYMENT STATUS AND JOB SATISFACTION

CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	73	\$20,247	\$20,000	\$9,600	\$50,000
Full-Time, Unrelated	8	\$17,085	\$15,090	\$10,000	\$31,000
Part-Time, Related	4	\$9,401	\$9,700	\$1,702	\$16,500
Part-Time, Unrelated	3	\$8,241	\$8,500	\$6,864	\$9,360
JOB SATISFACTION					
Very Satisfied	24	\$23,806	\$21,350	\$8,500	\$50,000
Satisfied	50	\$17,777	\$17,790	\$9,360	\$31,380
Not Very Satisfied	11	\$15,542	\$16,500	\$6,864	\$22,400
Dissatisfied	2	\$18,200	\$18,200	\$14,400	\$22,000

Although the survey respondent earning the highest salary was very satisfied with his or her job, there did not seem to be a high correlation between salary and job satisfaction. The mean and median salaries of those dissatisfied with their jobs were higher than the salaries of those either satisfied or not very satisfied with their jobs and were only slightly lower than the salaries of those very satisfied with their jobs.

Males graduate survey respondents earned higher salaries than female respondents, and white respondents earned slightly higher salaries than minority respondents (see Table 20). Older graduates earned higher salaries than younger graduates.

The mean salary for males was over \$4,000 higher than the mean salary for females. This was in contrast to salaries for 1985-1986 survey respondents. Females of the class of 1985-1986 earned \$2,000 higher mean salaries than males.

With respect to race, whites earned a mean salary nearly \$3,000 higher than that for blacks and nearly \$4,000 higher than that for minorities other than black. It should

be noted, though, that only two black survey respondents, and only three minority respondents other than black, reported salary information.

With respect to age, the highest

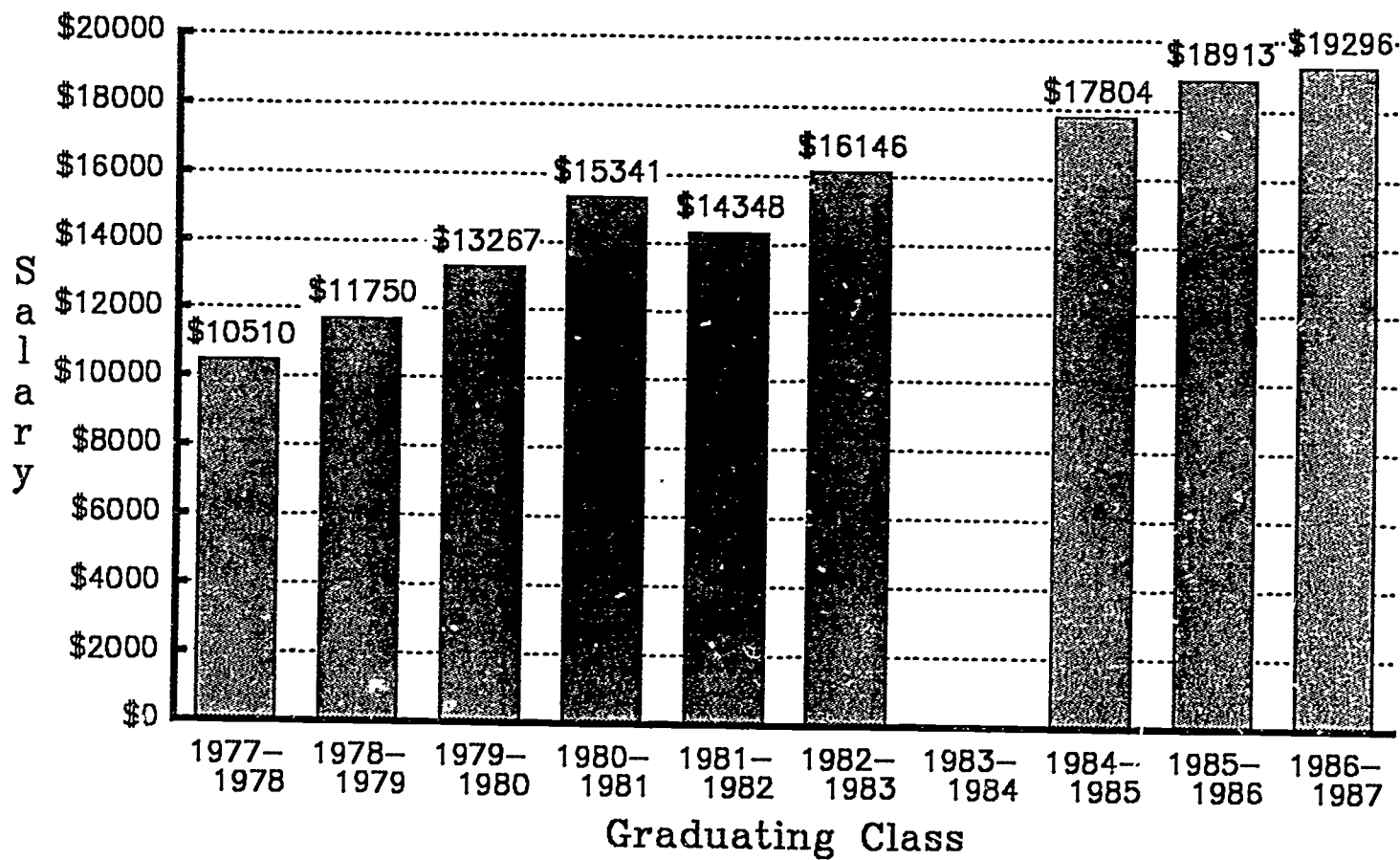
TABLE 20: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY SEX, RACE, AND AGE

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX					
Male	30	\$21,879	\$20,300	\$6,864	\$50,000
Female	59	\$17,436	\$18,000	\$1,702	\$31,380
RACE					
White	80	\$19,131	\$19,074	\$1,702	\$50,000
Black	2	\$16,290	\$16,290	\$15,000	\$17,580
Other	3	\$15,233	\$14,400	\$9,600	\$21,700
AGE					
Under 18	0	--	--	--	--
18-22	13	\$14,338	\$14,700	\$8,000	\$19,600
22-25	12	\$17,115	\$16,723	\$1,702	\$27,000
25-35	40	\$17,897	\$17,500	\$6,864	\$38,000
35-45	14	\$26,057	\$21,850	\$14,000	\$53,000
45-60	10	\$19,840	\$20,000	\$14,000	\$31,000
60 & Over	0	--	--	--	--

salaries were earned by respondents 35 to 45 years of age (mean = \$26,057; median = \$21,850). The next highest salaries were earned by respondents 45 to 60 years of age (mean = \$19,840; median = \$20,000). As might be expected, the lowest salaries were earned by respondents 18 to 22 years of age (mean = \$14,338; median = \$14,700).

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1977-1978 through 1986-1987.

FIGURE 6: AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS



AAS graduate survey respondents of the class of 1986-1987 earned a 2% higher mean salary than their counterparts of the class of 1985-1986. This is lower than the 6.2% increase enjoyed by the 1985-1986 survey respondents and the roughly 10% increase enjoyed by graduating classes from 1977-1978 to 1980-1981.

However, the mean salary for all 1986-1987 survey respondents, \$18,933, was 10.5% higher than the mean salary for all 1985-1986 survey respondents. This is in marked contrast to the fact that the mean salary for 1985-1986 survey respondents was 5.8% lower than the mean salary for all 1984-1985 graduate survey respondents (\$18,200).

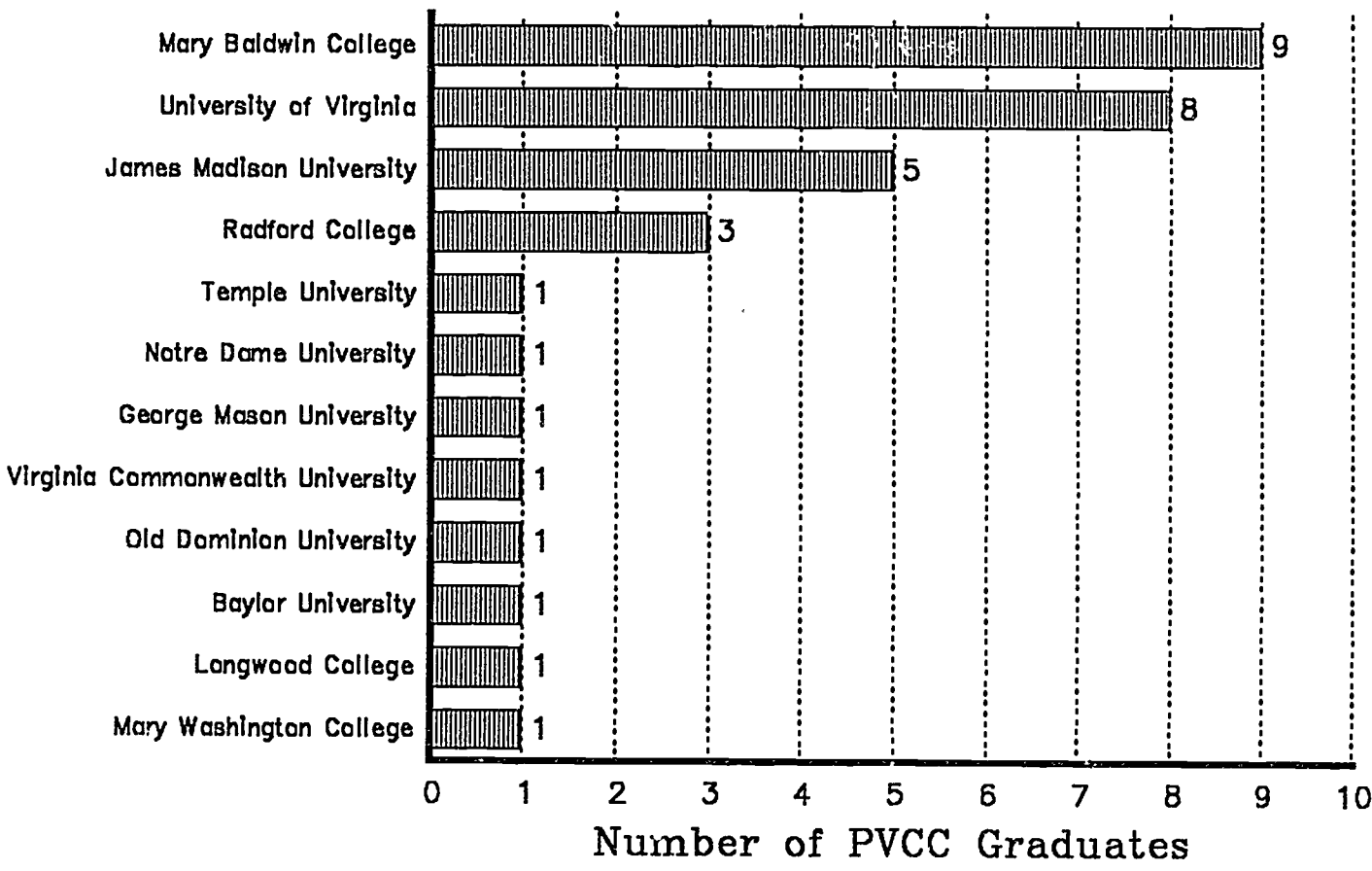
FURTHER EDUCATION

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the largest number usually transfer to the University of Virginia. With the advent of the joint adult degree program between Mary Baldwin College and PVCC, an increasingly larger number of graduates has transferred each year to Mary Baldwin. Another institution which has enrolled large numbers of PVCC graduates each year has been James Madison University.

Figure 7 shows to which schools 1986-1987 graduate survey respondents transferred.

FIGURE 7: FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS

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Unexpectedly, the University of Virginia was not selected by the largest percentage of survey respondents. Mary Baldwin College was selected by 9 respondents (27.3%), the University of Virginia by 8 (24.2%), James Madison University by 5 (15.2%), Radford by 3 (9.1%), and 8 other institutions by 1 respondent each (3% each). The popularity of Mary Baldwin attests to the success of the joint adult degree program between PVCC and Mary Baldwin. Graduates can enroll at Mary Baldwin either full-time or part-time, in day classes or evening classes, and can take some of their third- or fourth-year courses at PVCC.

In most cases, the institutions to which the survey respondents transferred were their first choices. George Mason University and Longwood College were the second choices of the two respondents transferring to these institutions. Of the 9 respondents transferring to Mary Baldwin, one listed it as second choice, and another listed it as third choice.

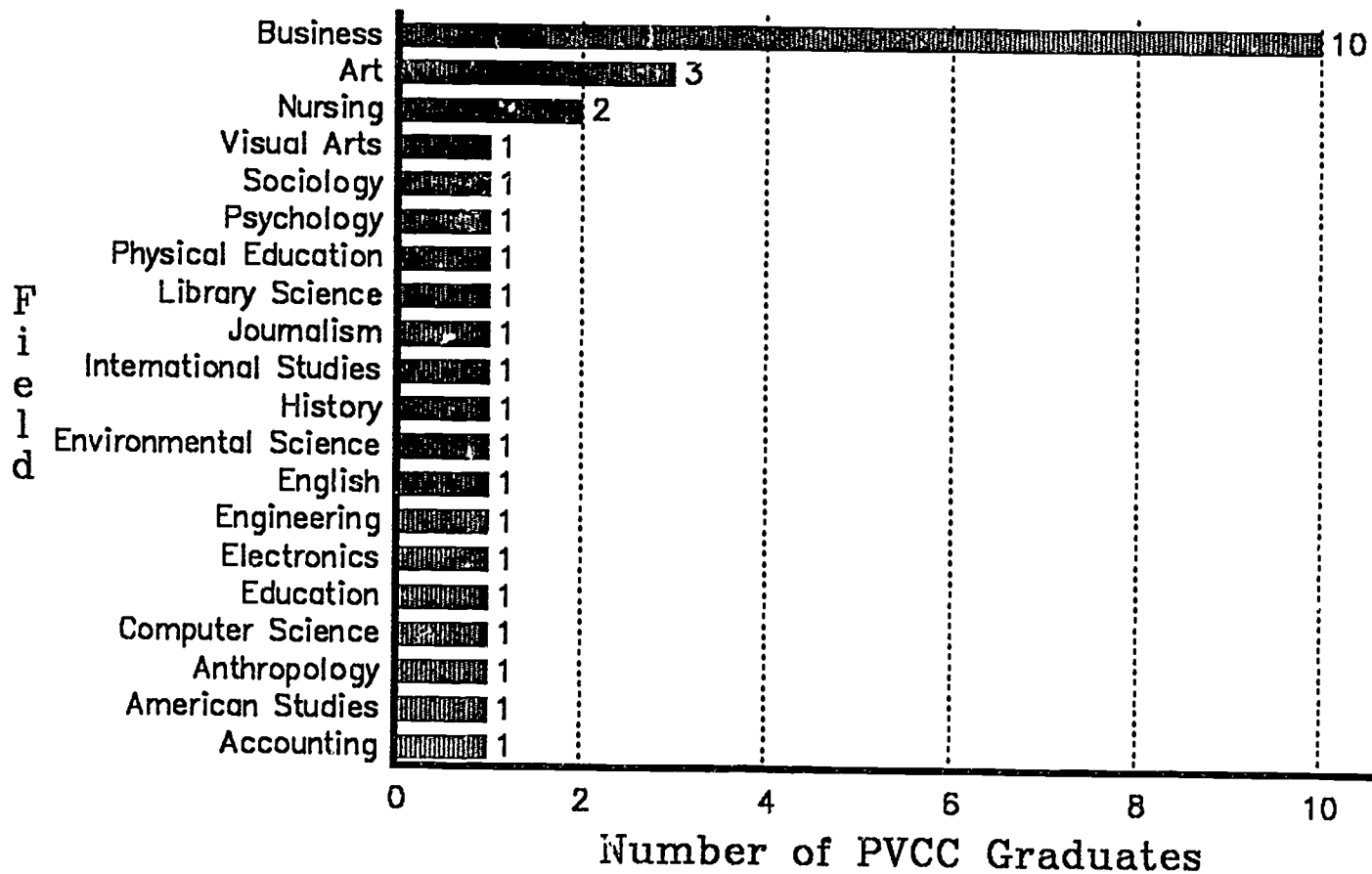
Most graduates studied full-time at the colleges or universities to which they transferred (86.2%). Three respondents studied part-time at Mary Baldwin and one studied part-time at Mary Washington College.

Unlike 1985-1986 survey respondents, 56.7% of which were men, most 1986-1987 survey respondents were women (78.8%). All but two respondents were white (90.9%). Of the two, one was black and one was hispanic. Ten of the respondents were less than 22 years old, 6 were between 22 and 25, 11 were between 25 and 35, 4 were between 35 and 45, and 2 were between 45 and 60.

Eighteen of the respondents received the AS degree at PVCC (56.3%), 9 received the AA degree (28.1%), 4 received the AAS degree (12.5%), and one received a certificate (3.1%). The academic programs at PVCC in which these respondents enrolled were liberal arts (n=7), education (n=6), general studies (n=6), business administration (n=5), science (n=3), fine arts (n=2), accounting (n=2), nursing (n=1), police science (n=1), and electronics servicing (n=1).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. Business was by far the most popular field of study, 10 respondents choosing it. Three respondents chose art, two chose nursing, and 17 different fields were chosen by one respondent each.

FIGURE 8: FIELDS OF STUDY SELECTED BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS TRANSFERRING TO FOUR-YEAR COLLEGES AND UNIVERSITIES



Fields of study by four-year institution are presented in Table 21.

TABLE 21: FIELDS OF STUDY AT FOUR-YEAR COLLEGES OR UNIVERSITIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS

FIELD OF STUDY	Mary Baldwin	UVa	JMU	Radford	Temple	Notre Dame	GMU	VCU	ODU	Baylor	Longwood	MHC	TOTAL
Accounting	0	0	1	0	0	0	0	0	0	0	0	0	1
American Studies	1	0	0	0	0	0	0	0	0	0	0	0	1
Anthropology	0	0	1	0	0	0	0	0	0	0	0	0	1
Art	1	0	1	0	0	0	0	1	0	0	0	0	3
Business	6	1	1	0	0	0	0	0	0	0	1	1	10
Computer Science	0	0	0	1	0	0	0	0	0	0	0	0	1
Education	0	0	1	0	0	0	0	0	0	0	0	0	1
Electronics	0	1	0	0	0	0	0	0	0	0	0	0	1
Engineering	0	1	0	0	0	0	0	0	0	0	0	0	1
English	0	0	0	1	0	0	0	0	0	0	0	0	1
Environmental Science	0	1	0	0	0	0	0	0	0	0	0	0	1
History	0	1	0	0	0	0	0	0	0	0	0	0	1
International Studies	0	1	0	0	0	0	0	0	0	0	0	0	1
Journalism	0	0	0	0	0	0	0	0	0	1	0	0	1
Library Science	0	0	0	1	0	0	0	0	0	0	0	0	1
Nursing	0	1	0	0	0	1	0	0	0	0	0	0	2
Physical Education	0	0	0	0	0	0	0	0	1	0	0	0	1
Psychology	0	1	0	0	0	0	0	0	0	0	0	0	1
Sociology	1	0	0	0	0	0	0	0	0	0	0	0	1
Visual Arts	0	0	0	0	1	0	0	0	0	0	0	0	1
TOTAL	9	8	5	3	1	1	--	1	1	1	1	1	32

Ninety-one percent of the respondents reported that their PVCC credits were accepted as expected by the institutions to which they transferred. Three respondents, one each at Mary Baldwin, the University of Virginia, and James Madison, reported that their credits did not transfer as expected. One was enrolled in education, one in psychology, and one in sociology. As has happened with previous graduating classes, a number of respondents noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Most survey respondents seemed to be performing quite well academically at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 3.210. The lowest GPA reported was 2.000 and the highest was 4.000. Grade point averages by four-year institutions are presented in Table

22, and grade point averages by four-year fields of study are presented in Table 23.

The institution with the highest average GPA was Mary Baldwin College (3.831), and

the one with the lowest was Old Dominion University (2.800). Respondents at 5 institutions, Mary Baldwin, Virginia Commonwealth University, Radford College, Baylor University, and Mary Washington Colleges, had average GPA's over 3.000. Respondents studying business and art, the only fields with more than one respondent reporting GPA, had high grade point averages.

TABLE 22: AVERAGE GPA'S OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
Mary Baldwin	8	3.831	3.300	4.000
University of Virginia	8	2.888	2.050	3.700
James Madison	5	2.891	2.000	3.400
Radford	3	3.474	3.100	4.000
Temple	1	2.500	2.500	2.500
Notre Dame	--	--	--	--
George Mason	--	--	--	--
Virginia Commonwealth	1	3.830	3.830	3.830
Old Dominion	1	2.280	2.280	2.280
Baylor	1	3.200	3.200	3.200
Longwood	1	2.300	2.300	2.300
Mary Washington	1	3.020	3.020	3.020
TOTAL	30	3.210	2.000	4.000

TABLE 23: AVERAGE GPA'S OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES OR UNIVERSITIES BY FOUR-YEAR FIELD OF STUDY

FIELD OF STUDY	No.	Average GPA	Minimum GPA	Maximum GPA
Accounting	1	2.400	2.400	2.400
American Studies	1	3.500	3.500	3.500
Anthropology	1	3.400	3.400	3.400
Art	3	3.546	3.200	3.830
Business	9	3.657	2.300	4.000
Computer Science	1	4.000	4.000	4.000
Education	1	2.000	2.000	2.000
Electronics	1	3.700	3.700	3.700
Engineering	1	2.050	2.050	2.050
English	1	3.100	3.100	3.100
Environmental Science	1	2.895	2.895	2.895
History	1	2.700	2.700	2.700
International Studies	1	3.200	3.200	3.200
Journalism	1	3.200	3.200	3.200
Library Science	1	3.300	3.300	3.300
Nursing	1	3.647	3.647	3.647
Physical Education	1	2.280	2.280	2.280
Psychology	1	3.300	3.300	3.300
Sociology	1	3.500	3.500	3.500
Visual Arts	1	2.500	2.500	2.500
TOTAL	30	3.210	2.000	4.000

Females earned slightly higher grade point averages than males (see Table 24). Because only one respondent was black and only one was another minority, it is difficult to draw any meaningful conclusions with

respect to race and GPA. With respect to age, however, generally the older the respondent was, the better GPA he or she earned. The average GPA of respondents 21 years

TABLE 24: AVERAGE GPA'S OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES BY SEX, RACE, AND AGE

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	7	3.057	2.700	4.000
Female	23	3.279	2.000	4.000
RACE				
White	27	3.210	2.050	4.000
Black	1	2.000	2.000	2.000
Other	1	3.200	3.200	3.200
AGE				
Under 18	0	--	--	--
18-22	10	2.845	2.000	4.000
22-25	6	3.039	2.280	3.647
25-35	10	3.652	2.400	4.000
35-45	3	3.141	2.050	3.830
45-60	1	3.600	3.600	3.600
60 & Over	0	--	--	--

of age and younger was 2.845; the average GPA of respondents between 22 and 25 years of age was 3.039; the average GPA of respondents between 25 and 35 years of age was 3.652; the average GPA of respondents between 35 and 45 years of age was 3.141; and the GPA of the one respondent over 45 years of age was 3.600.

Academically, as measured by GPA, 1986-1987 survey respondents performed about as well as previous graduating classes. The average GPA of 1986-1987 survey respondents (3.210) was lower than the average GPA of 1985-1986 respondents (3.371), but was higher than the average GPA of any other class except that of 1978-1979 (3.250).

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year

colleges or universities. A number return to community colleges or other educational institutions. Fourteen 1986-1987 survey respondents indicated they had continued their edu-

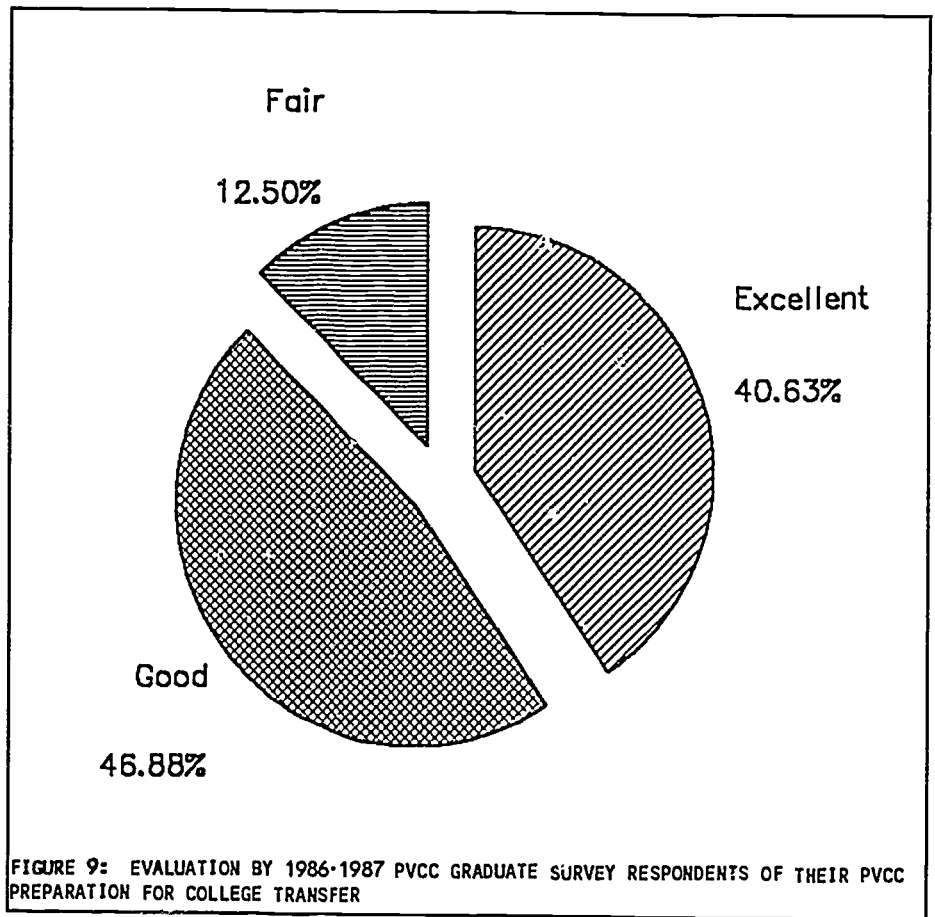
TABLE 25: FIELDS OF STUDY AT TWO-YEAR AND SPECIALIZED INSTITUTIONS OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS

FIELD OF STUDY	Campbell Va. School		TOTAL
	PVCC Fork School	Cosmetology	
Accounting	2	0	2
Art	1	0	1
Arts & Crafts	0	1	1
Business	1	0	1
Computer Science	1	0	1
Cosmetology	0	1	1
Drafting	1	0	1
Electronics	1	0	1
Engineering	1	0	1
General Studies	1	0	1
Marketing	1	0	1
Mechanical Technology	2	0	2
Nursing	1	0	1
Psychology	1	0	1
TOTAL	14	1	16

cation at PVCC, one indicated he or she was studying at Campbell-Fork School, and one indicated he or she was enrolled in the Virginia School of Cosmetology. All 14 of the respondents who had returned to PVCC were studying part-time. The programs in which these respondents enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the vast majority of 1986-1987 graduate survey respondents were satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by 40.6% of



the respondents, good by 46.9%, and fair by 12.5%. No respondent rated PVCC as poor.

These evaluations are broken down by degree and academic program in Table

TABLE 26: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY ACADEMIC PROGRAM

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	3	42.9%	4	57.1%	0	0.0%	0	0.0%
Fine Arts	2	66.7%	1	33.3%	0	0.0%	0	0.0%
A.A. DEGREE	5	50.0%	5	50.0%	0	0.0%	0	0.0%
Business Administration	3	50.0%	1	16.7%	2	33.3%	0	0.0%
Education	2	33.3%	3	50.0%	1	16.7%	0	0.0%
General Studies	1	20.0%	3	60.0%	1	20.0%	0	0.0%
Science	1	33.3%	1	33.3%	1	33.3%	0	0.0%
A.S. DEGREE	7	35.0%	8	40.0%	5	25.0%	0	0.0%
Accounting	0	0.0%	2	0.0%	0	0.0%	0	0.0%
Nursing	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	3	60.0%	2	40.0%	0	0.0%	0	0.0%
Electronics Servicing	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CERTIFICATE	0	0.0%	1	100.0%	0	0.0%	0	0.0%
TOTAL	15	41.7%	16	44.4%	5	13.9%	0	0.0%

Note that percentage figures are by row (program).

26. One-half of the respondents earning the AA degree rated their academic preparation as excellent, and one-half rated it as good. Thirty-five percent of those earning the AS degree rated their academic preparation as excellent, 40% rated it as good, and 25%

rated it as fair. Sixty percent of those earning the AAS degree rated their academic preparation as excellent, and 40% rated it as good. The only respondent earning a certificate rated his or her academic preparation as good. Academic programs which half or more of the respondents rated as excellent were nursing (100%), police science

(100%), and fine arts (66.7%).

Evaluations of academic preparation for college transfer are presented by four-year institution in

Table 27 and by

four-year field of

study in Table 28.

Colleges or universi-

ties attended by

PVCC graduates at

which half or more

of the respondents

rated their PVCC

academic prepara-

tion as excellent were Radford College (100%), Notre Dame University (100%), Virginia Commonwealth University (100%), and Mary Baldwin College (66.7%). The only institution not receiving any excellent or good ratings was Old Dominion University (the sole respondent rated it as fair).

Four-year academic programs in which PVCC graduates were enrolled and in which half or more of the respondents rated their PVCC academic preparation as excellent were American Studies (100%), Computer Science (100%), English (100%), Library Science (100%), Nursing (100%), Psychology (100%), Sociology (100%), and Art

TABLE 27: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR COLLEGE OR UNIVERSITY

COLLEGE OR UNIVERSITY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	6	66.7%	3	33.3%	0	0.0%	0	0.0%
University of Virginia	2	25.0%	4	50.0%	2	25.0%	0	0.0%
James Madison	0	0.0%	4	80.0%	1	20.0%	0	0.0%
Radford	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Temple	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Notre Dame	1	100.0%	0	0.0%	0	0.0%	0	0.0%
George Mason	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Virginia Commonwealth	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Old Dominion	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Baylor	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Longwood	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Mary Washington	--	--	--	--	--	--	--	--
TOTAL	13	40.6%	15	46.9%	4	12.5%	0	0.0%

Note that percentage figures are by row (college or university).

(66.7%). Three fields did not receive any excellent or good ratings. The sole respondents in accounting, engineering, and physical education rated their PVCC preparation as fair.

These evaluations are comparable to those of previous graduating classes. As can be seen in Table 29, the percentages of 1986-1987 AA/AS respondents rating their

PVCC preparation as excellent and good were slightly higher than those of 1985-1986 respondents, and the percentage rating their PVCC preparation as fair was slightly lower.

As can be seen in Figure 10, most respondents believed they were better or

equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred. Over

TABLE 28: EVALUATION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR FIELD OF STUDY

FIELD OF STUDY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	0	0.0%	0	0.0%	1	100.0%	0	0.0%
American Studies	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Anthropology	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Art	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Business	3	33.3%	5	55.6%	1	11.1%	0	0.0%
Computer Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Engineering	0	0.0%	0	0.0%	1	100.0%	0	0.0%
English	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Environmental Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
History	0	0.0%	1	100.0%	0	0.0%	0	0.0%
International Studies	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Journalism	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Library Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Physical Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Psychology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Sociology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Visual Arts	0	0.0%	1	100.0%	0	0.0%	0	0.0%
TOTAL	13	41.9%	14	45.2%	4	12.9%	0	0.0%

Note that percentage figures are by row (field of study).

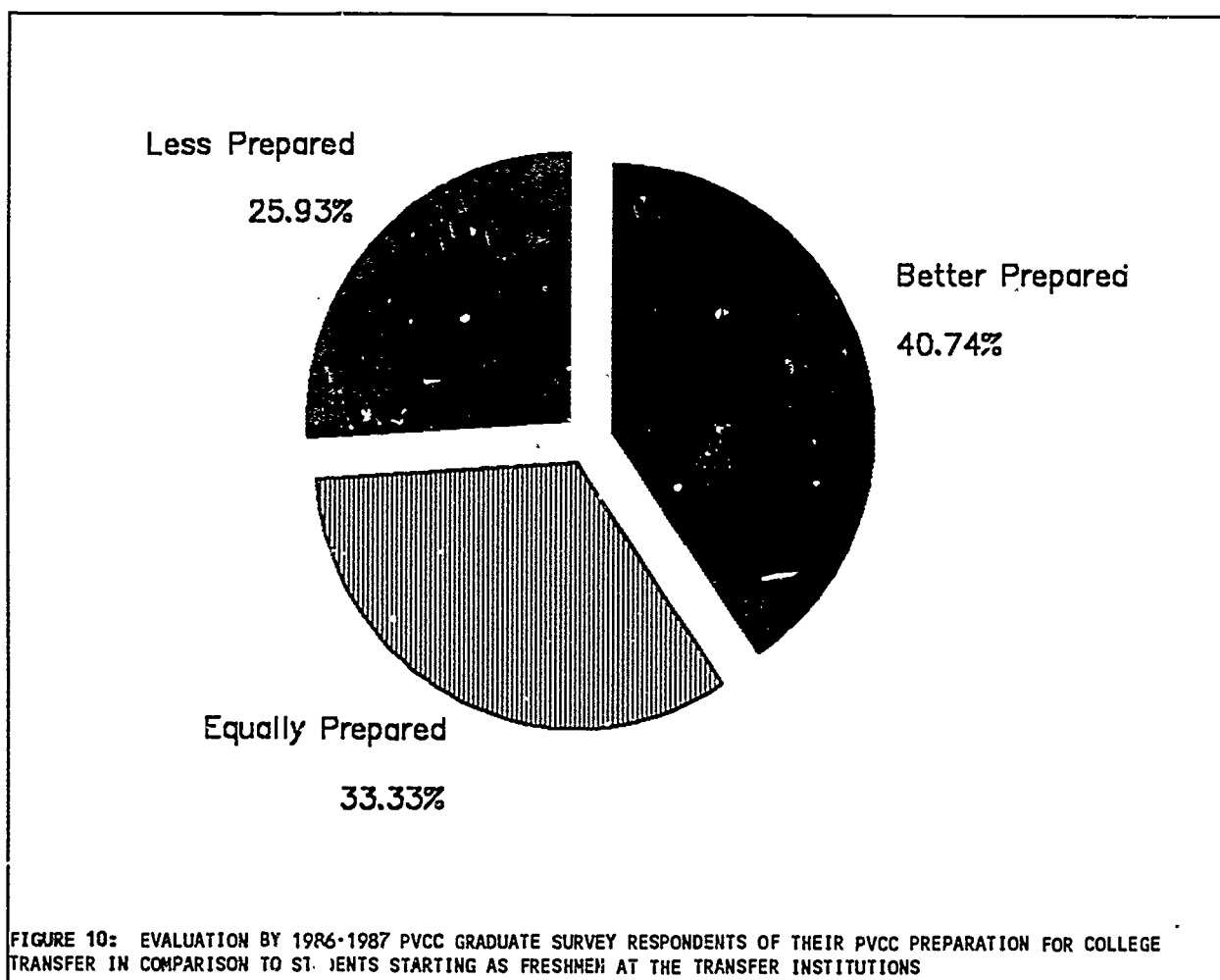
forty percent felt they were better prepared, 33.3% felt they were about as well prepared, and 25.9% felt they were less prepared.

These evaluations are broken down by PVCC degree and academic program in Table 30.

TABLE 29: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER

YEAR	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	6	35.3%	9	52.9%	2	11.8%	0	0.0%
1980-1981	8	33.3%	14	58.3%	2	8.3%	0	0.0%
1981-1982	11	37.9%	15	51.7%	3	10.3%	0	0.0%
1982-1983	10	34.5%	10	34.5%	9	31.0%	0	0.0%
1983-1984	(A follow-up survey was not conducted)							
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	0.0%
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%

Note that percentage figures are by row (year).



Sixty percent of those earning the AA degree claimed they were better prepared academically than students beginning as freshmen at the four-year schools to which they transferred. Thirty percent claimed they were about as well prepared, and 10% that they were less prepared. Those earning the AS degree felt less confident. Twenty-nine and four-tenths percent felt they were better prepared, 23.5% felt they were about as well prepared, and 47.1% felt they were less prepared. The most confident of all were respondents earning the AAS degree. Two-thirds felt better prepared and one-

third felt about as well prepared.

PVCC programs in which half or more of the respondents indicated they were better prepared than students beginning as freshmen at the four-year transfer schools were nursing (100%) and liberal

arts (71.4%). Programs in which half or more the respondents indicated they were less prepared were general studies (75%) and science (66.7%).

These evaluations are presented by four-year institutions in Table 31 and by four-year fields of study in Table 32. All respondents at four institutions (Temple University, Notre Dame University, Baylor University, and Longwood College) felt better prepared academically in comparison to students who began as freshmen at these four institutions. All respondents at three institutions (George Mason University, Virginia Commonwealth University, and Old Dominion University) felt less prepared. It should be noted

TABLE 30: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC BY ACADEMIC PROGRAM FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

PROGRAM	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	5	71.4%	2	28.6%	0	0.0%
Fine Arts	1	33.3%	1	33.3%	1	33.3%
A.A. DEGREE	6	60.0%	3	30.0%	1	10.0%
Business Administration	2	50.0%	0	0.0%	2	50.0%
Education	2	33.3%	3	50.0%	1	16.7%
General Studies	1	25.0%	0	0.0%	3	75.0%
Science	0	0.0%	1	33.3%	2	66.7%
A.S. DEGREE	5	29.4%	4	23.5%	8	47.1%
Accounting	0	0.0%	1	100.0%	0	0.0%
Nursing	2	100.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	2	66.7%	1	33.3%	0	0.0%
Electronics Servicing	0	0.0%	1	100.0%	0	0.0%
CERTIFICATE	0	0.0%	1	100.0%	0	0.0%
TOTAL	13	41.9%	9	29.0%	9	29.0%

Note that percentage figures are by row (program).

TABLE 31: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR INSTITUTION OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

COLLEGE OR UNIVERSITY	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	4	80.0%	1	20.0%	0	0.0%
University of Virginia	1	12.5%	5	62.5%	2	25.0%
James Madison	1	25.0%	1	25.0%	2	50.0%
Radford	1	33.3%	2	66.7%	0	0.0%
Temple	1	100.0%	0	0.0%	0	0.0%
Notre Dame	1	100.0%	0	0.0%	0	0.0%
George Mason	0	0.0%	0	0.0%	1	100.0%
Virginia Commonwealth	0	0.0%	0	0.0%	1	100.0%
Old Dominion	0	0.0%	0	0.0%	1	100.0%
Baylor	1	100.0%	0	0.0%	0	0.0%
Longwood	1	100.0%	0	0.0%	0	0.0%
Mary Washington	--	--	--	--	--	--
TOTAL	11	40.7%	9	33.3%	7	25.9%

Note that percentage figures are by row (college or university).

that data for each of these seven institutions are limited to that reported by one respondent. In this sense, care should be exercised in arriving at conclusions. At the school with the most respondents, Mary

Baldwin College, 80% of the respondents felt better prepared than students beginning as freshmen, and 20% felt about as well prepared. At the University of Virginia, only 12.5% felt better prepared, 62.5% felt equally prepared, and 25% felt less prepared.

All respondents in six four-year fields of study (American studies, education, English, journalism, nursing, and visual arts) felt better prepared academically in comparison to students who began as freshmen at four-year institutions. All res-

TABLE 32: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR FIELD OF STUDY OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

FIELD OF STUDY	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	0	0.0%	0	0.0%	1	100.0%
American Studies	1	100.0%	0	0.0%	0	0.0%
Anthropology	0	0.0%	0	0.0%	1	100.0%
Art	1	33.3%	1	33.3%	1	33.3%
Business	3	60.0%	1	20.0%	1	20.0%
Computer Science	0	0.0%	1	100.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	1	100.0%	0	0.0%
Engineering	0	0.0%	0	0.0%	1	100.0%
English	1	100.0%	0	0.0%	0	0.0%
Environmental Science	0	0.0%	1	100.0%	0	0.0%
History	0	0.0%	1	100.0%	0	0.0%
International Studies	0	0.0%	1	100.0%	0	0.0%
Journalism	1	100.0%	0	0.0%	0	0.0%
Library Science	0	0.0%	1	100.0%	0	0.0%
Nursing	2	100.0%	0	0.0%	0	0.0%
Physical Education	0	0.0%	0	0.0%	1	100.0%
Psychology	0	0.0%	1	100.0%	0	0.0%
Sociology	--	--	--	--	--	--
Visual Arts	1	100.0%	0	0.0%	0	0.0%
TOTAL	11	42.3%	9	34.6%	6	23.1%

Note that percentage figures are by row (field of study).

pondents in four fields (accounting, anthropology, engineering, and physical education) felt less prepared. Again, because only one respondent reported data for each of these 10 fields, care should be exercised in arriving at conclusions. In the field with the most respondents, business, 60% of the respondents believed they were better prepared, and 20% believed they were equally prepared.

These evaluations are somewhat different than those of previous graduating classes. As can be seen in Table 33, a larger percentage of 1986-1987 respondents

TABLE 33: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

YEAR	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	4	22.2%	11	61.1%	3	16.7%
1980-1981	4	16.7%	17	70.8%	3	12.5%
1981-1982	8	28.6%	14	50.0%	6	21.4%
1982-1983	10	32.3%	15	48.4%	6	19.4%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	6	28.6%	9	42.9%	6	28.6%
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%

Note that percentage figures are by row (year).

receiving the AA or AS degrees considered themselves better prepared than students beginning as freshmen at four-year colleges and universities, a smaller percentage considered them-

selves equally prepared, and a larger percentage considered themselves less prepared. In this respect, 1986-1987 respondents were more polarized than previous graduating classes, feeling either better prepared or less prepared than students who started as freshmen at four-year institutions.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, two-thirds of the survey respondents felt the quality was the same at both institutions. Slightly over 20% felt PVCC offered better quality instruction, and approximately 11% felt the four-year college offered better quality instruction. The evaluation of quality of instruction by four-year institution is presented in Table 34.

TABLE 34: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	1	20.0%	4	80.0%	0	0.0%
University of Virginia	3	42.9%	3	42.9%	1	14.3%
James Madison	1	20.0%	3	60.0%	1	20.0%
Radford	0	0.0%	2	66.7%	1	33.3%
Temple	0	0.0%	1	100.0%	0	0.0%
Notre Dame	0	0.0%	1	100.0%	0	0.0%
George Mason	0	0.0%	1	100.0%	0	0.0%
Virginia Commonwealth	0	0.0%	1	100.0%	0	0.0%
Old Dominion	0	0.0%	1	100.0%	0	0.0%
Baylor	0	0.0%	1	100.0%	0	0.0%
Longwood	1	100.0%	0	0.0%	0	0.0%
Mary Washington	--	--	--	--	--	--
TOTAL	6	22.2%	18	66.7%	3	11.1%

Note that percentage figures are by row (college or university).

TABLE 35: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	6	33.3%	8	44.4%	4	22.2%
1980-1981	2	8.7%	17	73.9%	4	17.4%
1981-1982	5	18.5%	14	51.9%	8	29.6%
1982-1983	10	31.3%	16	50.0%	6	18.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	2	9.1%	12	54.5%	8	36.4%
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%

Note that percentage figures are by row (year).

In comparison to previous graduating classes, more 1986-1987 survey respondents who had earned the AA or AS degrees at PVCC felt both PVCC and their four-year schools

were the same, and less felt that either PVCC or the four-year schools offered better quality instruction. In this respect, 1986-1987 respondents were not as polarized as some of the recent graduating classes, most feeling both schools offered quality instruction.

With respect to the strictness of grading practices, most of the respondents (60.7%) felt that PVCC and the four-years schools to which they had transferred were about the same (see

Table 36). Thirty-two and one-tenth percent felt that PVCC was less strict in its grading practices, and 7.1% felt that it was stricter.

TABLE 36: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	0	0.0%	5	100.0%	0	0.0%
University of Virginia	1	12.5%	3	37.5%	4	50.0%
James Madison	0	0.0%	3	60.0%	2	40.0%
Radford	0	0.0%	2	66.7%	1	33.3%
Temple	0	0.0%	1	100.0%	0	0.0%
Notre Dame	0	0.0%	1	100.0%	0	0.0%
George Mason	0	0.0%	0	0.0%	1	100.0%
Virginia Commonwealth	0	0.0%	1	100.0%	0	0.0%
Old Dominion	0	0.0%	0	0.0%	1	100.0%
Saylor	1	100.0%	0	0.0%	0	0.0%
Longwood	0	0.0%	1	100.0%	0	0.0%
Mary Washington	--	--	--	--	--	--
TOTAL	2	7.1%	17	60.7%	9	32.1%

Note that percentage figures are by row (college or university).

TABLE 37: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	1	5.6%	7	38.9%	10	55.6%
1980-1981	0	0.0%	8	36.4%	14	63.6%
1981-1982	0	0.0%	13	46.4%	15	53.6%
1982-1983	2	6.1%	21	63.6%	10	30.3%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%

Note that percentage figures are by row (year).

These evaluations are somewhat similar to those of previous PVCC graduating classes. As can be seen in Table 37, slightly fewer 1986-1987 respondents who had earned the AA

or AS degree than 1985-1986 respondents felt PVCC had stricter grading practices.

With respect to student competitiveness, 46.4% of the graduate survey respondents thought PVCC was less competitive than the four-year school to which they transferred, 46.4% thought both schools were equally competitive, and 7.1% thought PVCC was more competitive. As can be seen in Table 38, all respondents at George Mason, Virginia Commonwealth, and Old Dominion Universities felt that students at these schools were more competitive than students at PVCC.

The responses of 1986-1987 PVCC graduates earning the AA or AS degree to the question of student competitiveness were quite different than those of previous graduat-

TABLE 38: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	1	20.0%	3	60.0%	1	20.0%
University of Virginia	0	0.0%	3	37.5%	5	62.5%
James Madison	0	0.0%	2	40.0%	3	60.0%
Radford	1	33.3%	1	33.3%	1	33.3%
Temple	0	0.0%	1	100.0%	0	0.0%
Notre Dame	0	0.0%	1	100.0%	0	0.0%
George Mason	0	0.0%	0	0.0%	1	100.0%
Virginia Commonwealth	0	0.0%	0	0.0%	1	100.0%
Old Dominion	0	0.0%	0	0.0%	1	100.0%
Baylor	0	0.0%	1	100.0%	0	0.0%
Longwood	0	0.0%	1	100.0%	0	0.0%
Mary Washington	..	..	..	..	..	..
TOTAL	2	7.1%	13	46.4%	13	46.4%

Note that percentage figures are by row (college or university).

TABLE 39: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	0	0.0%	5	27.8%	13	72.2%
1980-1981	0	0.0%	4	20.0%	16	80.0%
1981-1982	3	11.1%	7	25.9%	17	63.0%
1982-1983	0	0.0%	10	31.3%	22	68.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%

Note that percentage figures are by row (year).

ing classes. Previously, in only one graduating class, that of 1981-1982, did respondents indicate PVCC was more competitive. Also, a smaller percentage of 1986-1987 respondents felt

PVCC was less competitive in comparison to previous graduating classes.

While, generally, survey respondents felt that students were less competitive at PVCC than at four-year colleges or universities, they felt that PVCC faculty and staff were friendlier than

faculty and staff at

their four-year

schools. As can be

seen in Table 40,

over half of the res-

pondents felt PVCC

faculty and staff

were friendlier, and

no respondents felt

that their four-year

faculty and staff were friendlier.

Although the evaluation of faculty and staff friendliness by 1986-1987 PVCC graduates earning the AA or AS degree was similar to that of previous graduating classes, it was less positive than the evaluation by 1985-1986 respondents (see Table 41). One-half of the 1986-1987 respondents felt PVCC faculty and staff were friendlier as compared to 63% of the 1985-1986 respondents.

TABLE 40: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	3	50.0%	3	50.0%	0	0.0%
University of Virginia	6	75.0%	2	25.0%	0	0.0%
James Madison	3	60.0%	2	40.0%	0	0.0%
Radford	2	66.7%	1	33.3%	0	0.0%
Temple	0	0.0%	1	100.0%	0	0.0%
Notre Dame	0	0.0%	1	100.0%	0	0.0%
George Mason	0	0.0%	1	100.0%	0	0.0%
Virginia Commonwealth	1	100.0%	0	0.0%	0	0.0%
Old Dominion	0	0.0%	1	100.0%	0	0.0%
Baylor	0	0.0%	1	100.0%	0	0.0%
Longwood	1	100.0%	0	0.0%	0	0.0%
Mary Washington	--	--	--	--	--	--
TOTAL	16	55.2%	13	44.8%	0	0.0%

Note that percentage figures are by row (college or university).

TABLE 41: EVALUATION BY AA/AS PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	8	47.1%	9	52.9%	0	0.0%
1980-1981	15	65.2%	6	26.1%	2	8.7%
1981-1982	14	50.0%	11	39.3%	3	10.7%
1982-1983	22	68.8%	10	31.3%	0	0.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	10	45.5%	12	54.5%	0	0.0%
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%

Note that percentage figures are by row (year).

Nearly 60% (58.6%) of the 1986-1987 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Slightly

over 30% (34.5%) felt individual attention shown to students was the same at both colleges, and 6.9% felt that more individual attention was shown students at their

TABLE 42: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	3	50.0%	1	16.7%	2	33.3%
University of Virginia	6	75.0%	2	25.0%	0	0.0%
James Madison	4	80.0%	1	20.0%	0	0.0%
Randolph	2	66.7%	1	33.3%	0	0.0%
Temple	1	100.0%	0	0.0%	0	0.0%
Notre Dame	0	0.0%	1	100.0%	0	0.0%
George Mason	0	0.0%	1	100.0%	0	0.0%
Virginia Commonwealth	0	0.0%	1	100.0%	0	0.0%
Old Dominion	0	0.0%	1	100.0%	0	0.0%
Baylor	0	0.0%	1	100.0%	0	0.0%
Longwood	1	100.0%	0	0.0%	0	0.0%
Mary Washington	..	..	..	..	..	..
TOTAL	17	66.6%	10	34.5%	2	6.9%

Note that percentage figures are by row (college or university).

four-year school than at PVCC (see Table 42).

The evaluation by 1986-1987 AA and AS graduate survey respondents with respect to individual student attention was slightly less positive than that of previous graduating classes

TABLE 43: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	14	77.8%	3	16.7%	1	5.6%
1980-1981	16	69.6%	3	13.0%	4	17.4%
1981-1982	18	64.3%	8	28.6%	2	7.1%
1982-1983	22	66.7%	10	30.3%	1	3.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	15	68.2%	5	22.7%	2	9.1%
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%

Note that percentage figures are by row (year).

(see Table 43).

Fewer respondents in 1986-1987 indicated PVCC shows more individual student attention.

Most 1986-1987 graduate survey respondents believed that the college

transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and Co-op. Respondents were also provided the opportunity to list other college transfer services.

None of the respondents rated any service as poor. Two-thirds of those evaluating Co-op college transfer services rated them as excellent, and one-third rated

them as good. With respect to academic programs, 57.1% of the respondents rated them as excellent, 28.6% rated them as good, and 14.3% rated them as fair. Faculty services were rated excellent by 47.4% of the respondents, good by 47.4%, and fair by 5.3%. College transfer assistance by Student Services was rated as excellent by 25% of the respondents, good by 37.5%, and fair by 37.5%.

TABLE 44: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF COLLEGE TRANSFER ASSISTANCE SERVICES AT THE COLLEGE

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	2	25.0%	3	37.5%	3	37.5%	0	0.0%
Academic Program	8	57.1%	4	28.6%	2	14.3%	0	0.0%
Faculty	9	47.4%	9	47.4%	1	5.3%	0	0.0%
Co-operative Education	4	66.7%	2	33.3%	0	0.0%	0	0.0%
OTHER	0	0.0%	2	100.0%	0	0.0%	0	0.0%

Note that percentage figures are by row (service).

CONCLUSIONS

Major findings of this study included:

1. Most 1986-1987 PVCC graduate survey respondents found meaningful and satisfying employment. Over 60% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Eighty-four percent were either very satisfied (27.4%) or satisfied (56.6%) with their current jobs, and over 60% planned to pursue these jobs as long-range careers.
2. Jobs held by survey respondents included nurse (22.7%), secretary (14.5%), accountant (5.4%), business manager (3.6%), law enforcement official (3.6%), and respiratory therapist (3.6%).
3. The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was \$18,933, and the median, or midpoint, salary was \$18,500. The highest salary reported was \$50,000 and the lowest \$1,702. The distribution of salaries was fairly normal with nearly 80% of all respondents earning between \$10,000 and \$25,000. Males earned more than females, and older respondents earned more than younger respondents.

4. Over 90% of the survey respondents believed that PVCC provided excellent (34.6%) or good (58.9%) academic preparation for jobs. Only 3.4% believed PVCC provided fair academic preparation, and only 2.8% believed it provided poor academic preparation.
5. Almost all survey respondents felt they were academically better (49.5%) or equally (48.5%) prepared in comparison to other new employees within the same career fields. Only 2% felt they were not as well prepared.
6. More 1986-1987 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to Mary Baldwin College than to any other institution. Most of these are enrolled in the joint adult degree program between Mary Baldwin and PVCC. Two other institutions enrolled large numbers of survey respondents: the University of Virginia (24.2%) and James Madison University (15.2%). By far the most popular field of study at four-year institutions was business. Over 30% of the respondents attending four-year schools were enrolled in business programs.
7. Most 1986-1987 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was

3.210. The lowest GPA reported was 2.000 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (40.6%) or good (46.9%) academic preparation for transfer. None felt that PVCC provided poor preparation. Most respondents also believed they were better (40.7%) or equally (33.3%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that both colleges had equally strict grading practices, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

APPENDIX A

GRADUATE SURVEY

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Piedmont Virginia Community College Graduate Survey Form

Name: _____

Address: _____

Telephone #: _____ Social Security Number: _____

Instructions: Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. Employment

1. Currently I am:

- Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
- Employed PART-TIME in a career field RELATED to my field of study at PVCC.
- Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
- Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
- Serving in the military full-time.
- Serving as a homemaker full-time.
- Unemployed (seeking employment).
- Unemployed (NOT seeking employment).

If you checked one of these, skip ahead to section II.

2. My job is:

- | | | |
|--|---|--|
| <input type="checkbox"/> Artist | <input type="checkbox"/> Electronics Worker | <input type="checkbox"/> Educator |
| <input type="checkbox"/> Computer programmer | <input type="checkbox"/> Child Care Worker | <input type="checkbox"/> Drama/Theatre worker |
| <input type="checkbox"/> Data Entry Operator | <input type="checkbox"/> Law Enforcement Official | <input type="checkbox"/> Musician |
| <input type="checkbox"/> Systems Analyst | <input type="checkbox"/> Draftsman | <input type="checkbox"/> Laboratory Technician |
| <input type="checkbox"/> Business Manager | <input type="checkbox"/> Draftsman (computer-aided) | <input type="checkbox"/> Engineer Technician |
| <input type="checkbox"/> Sales Clerk | <input type="checkbox"/> Health Technician | <input type="checkbox"/> Journalist |
| <input type="checkbox"/> Secretary | <input type="checkbox"/> Respiratory Technician | <input type="checkbox"/> Construction worker |
| <input type="checkbox"/> Typist | <input type="checkbox"/> Nurse | <input type="checkbox"/> OTHER (please list) _____ |
| <input type="checkbox"/> Electrician | <input type="checkbox"/> Accountant | |

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct an employer follow-up survey? Yes No.

6. My annual salary is _____ (based on approx. _____ hrs./week).

7. My job is

- | | |
|--|--|
| <input type="checkbox"/> Very satisfying
(a superior job) | <input type="checkbox"/> Not very satisfying
(a fair job) |
| <input type="checkbox"/> Satisfying
(a good job) | <input type="checkbox"/> Unsatisfying
(a poor job). |

8. I do do not intend to pursue this job as a long-range career.

9. I obtained this job:

- Before attending PVCC
- While attending PVCC
- After graduating from PVCC.

10. I received assistance from PVCC in obtaining this job: Yes No.

11. Rate the quality of career assistance received from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list)	_____	_____	_____	_____	_____

12. Overall, in relation to my present job, the academic preparation I received from PVCC was:

- | | | | |
|-----------|-------|-------|-------|
| EXCELLENT | GOOD | FAIR | POOR |
| _____ | _____ | _____ | _____ |

13. I participated in the Co-op. program Yes No.

I obtained my job after graduation through the Co-op. program Yes No.

14. Compared educationally to other employees beginning their careers in my job field, I was _____ not as well prepared _____ about as well prepared _____ better prepared.

- OVER -

APPENDIX B

SURVEY COVER LETTERS

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January 10, 1988

Dear PVCC Graduate:

If you attended graduation rehearsal last June, you will remember I told you that one of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates conducted each year. The results of the survey are used in making decisions concerning what programs are offered and how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education.

Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research
and Planning

encl

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February 22, 1988

Dear PVCC Graduate:

A month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. We need this information so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Please help us gather accurate and reliable information. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research
and Planning

encl

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March 31, 1988

Dear PVCC Graduate:

In January, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In February, I wrote again asking you to return the questionnaire. It is now nearly April and I still have not received a completed questionnaire from you.

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont an even better educational institution.

Please help us gather accurate and reliable information. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research
and Planning

encl

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APPENDIX C

SELECTED COMMENTS BY SURVEY RESPONDENTS

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GENERAL

I have thought long and hard about my two years (and 2 summers) at PVCC. I have looked for a flaw--any flaw--in hopes of providing constructive criticisms for the improvement of an already fine college. In all sincerity, my only comment is: why can't it be a four-year college? I know this is not possible so I will have to be satisfied with to know that I was able to enjoy two well-spent years at PVCC, and will hang my associates degree very proudly beside my Bachelor's degree next May.

I enjoyed my four years as a part-time student at PVCC. I was 50 when I had the chance to return to school and was naturally somewhat apprehensive, especially when I noticed that some of my instructors were about the age of my children. I can now say that I received total acceptance from all staff, made many friends and "got along" fine with just about all "the kids." Perhaps the above comments have not much to do with the curriculum and services in general, but I feel that it was the friendly, helpful atmosphere at PVCC that encouraged me to do my best and have fun doing it. The only improvement I can think of is to make PVCC a four year school, so that students like myself could continue their education while working and taking care of a family.

No additional comments other than the fact that I feel PVCC is an excellent junior college and I am proud to have graduated from it. I look forward to taking other courses from PVCC where applicable towards the Mary Baldwin program.

Make PVCC a four year college! I would like to take classes through PVCC and enroll at Mary Baldwin in the adult degree program in the fall of 88. PVCC is a good school. Thanks!!

It has been my unfortunate experience to attend classes with students who were, in my opinion, functionally illiterate. I was shocked during one class when a student reading out loud became stuck on every third word--words such as "obviously," "accepted," and the like. He had to be told what the word was before he could continue. I couldn't believe my ears. How can an individual read a textbook or take an exam if he's illiterate, not to mention pass the course? How did someone who's illiterate get into the class? I believe that this situation hurts the student, because he must struggle with his problem (and compensate for it in what are not always the most ethical of ways) rather than learning to read before continuing with regular college work. This situation hurts the school, because the school awards a degree to an illiterate person, that illiterate person gets a job on the basis of that degree, and the employer finds out eventually that the degree was awarded to an illiterate person. Consequently, he wonders what kind of school PVCC is. A few graduates like that can easily spoil the reputation of the school. The situation hurts other PVCC students as well, because it "cheapens" their degrees by association. When I first noticed this problem in one class, I kept track of

the situation by observation when I had had additional classes with that same person. I initially felt certain that he would never be able to get through school, but he did, and he graduated with an AAS degree in 1987, along with me and numerous others (you no doubt sent him a survey to complete as well). Obviously, either the screening process is inadequate, or the school believes that a person can tackle college level coursework at the same time he is learning to read (or maybe he learns to read by taking college courses). This brings me to another point I would like to make, and although I am certain that PVCC is merely abiding by state-mandated guidelines, I feel that I must make my feelings known about this matter anyway. If you have ever taken a course in which a fellow classmate earns a "D" grade, you probably know that that person leaves that class without having learned a thing. At PVCC, when a person earns a "D" he is still given credit for that course towards a degree, but this simply should not be. To give that person credit implies that competency has been achieved in the course, and since many employers don't look at grade transcripts but rely on the fact that the employee has "earned" a degree from PVCC, this again tells the world that PVCC awards diplomas to anyone. Finally, there is one more area of concern, and it is one that I hesitate to discuss but feel that I must. While I have been immensely satisfied with 99% of the faculty that I have dealt with at PVCC (and I have dealt with a considerable number of them, especially within the Business & Technologies Division), I have been greatly disappointed with some of the Data Processing courses that I have taken. I don't think I am alone in feeling this way, since many students I have spoken with are now avoiding certain courses, because they don't want to deal with the hassles they know that they will encounter. Other "hard core" DP students are simply grinning and bearing it. I don't want this criticism to reflect badly on the Data Processing Department as a whole, because I have received excellent help from many of the faculty, and have never taken courses from many of the others. But the courses in computer programming that I have taken have been very disappointing. I completed the courses requirements and earned an "A" in each, but they may as well have been independent study classes. We received no clear direction, no feedback on the quality of our programming projects, and class time was mostly confusing. What makes it worse, in a way, to raise these criticisms, is that the professor is a very nice person and has the knowledge, but has not been able to communicate this knowledge in a coherent manner to the students, so that the puzzle can be pieced together to form the Big Picture of the course. Finally, let me say, Thank Heavens you're instituting the Semester System!

I think that PVCC was a really great college to attend.

Help students to earn wages to better finance their education. I turned to the Army as a means to better myself and receive funding to continue college in order to earn my bachelor's degree. My decision turned out to be a very bad one.

PVCC encouraged me in all ways--as a person, student, member of the community. They contributed to my increased feelings of self-worth. I enjoyed my studies and my instructors very much and plan to further my education through PVCC.

I merely received my certificate at graduation and am now working on my associate degree in same area of study.

In my opinion, the school served my needs well. I enjoyed the time I spent there and hope to be able to continue my education further.

I plan to return to PVCC next school period and enter the Mary Baldwin Adult Degree program to continue my education.

I found PVCC to be very flexible which was important for someone older than a typical college student. I will always feel comfortable taking classes through PVCC.

I plan to register at Mary Baldwin within the next few months. I am very pleased to have the PVCC degree and I am looking forward to further educational opportunities, some at PVCC through the Adult Ed. program.

I was working on a degree in Business Management, but I did not complete it. I have about 70 credits toward a degree. I took all the Air Conditioning and Heating courses and they help a great deal in my job. I will say that PVCC helps to prepare to go out and meet the public better than I was before I started PVCC.

I really feel I learned much from the courses taken. It was nice to be included in the PVCC graduating class. I am 44 years old and still have a son at home. I hope to pursue some type of degree in the future and am very much interested in furthering my education in any possible way.

PVCC gave me an excellent start in receiving my college education. I would recommend it to anyone.

I am presently working full-time, and taking several classes at Piedmont. I am in the process of applying for transfer to one of several four-year schools. I would like to pursue accounting, but had not decided upon this until after I had completed my associates degree in liberal arts at PVCC.

One drawback was that I commuted from Harrisonburg and Staunton. On snowy days it was very hard to get information about school closings early in the morning as I had to leave before 6 A.M.

As an adult student, I feel PVCC should offer more 5:30-7:00 classes, so 2 classes can be taken per night, reducing nights spent at PVCC per week.

I was employed at North Anna Power station in 1981 after spending 6 years in the USAF in a related field. I had taken approximately 1.5 years of a 2 year degree before returning to Virginia. When I got in a position to again start school the faculty at PVCC was very helpful. I feel that the courses I have taken at PVCC have made me a better employee and has given me confidence to take on new challenges.

Assuming you still have city bus transportation, I think PVCC is doing all it can to serve the community and the mailings and radio ads, etc. are effective. I can't think of anything [else]--I was very satisfied and proud to graduate from PVCC.

TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES

I am contemplating going to PVCC full time this fall for one year and transferring to get a four-year degree. This would not be necessary if my degree would transfer more courses. But unfortunately it doesn't. That is my only regret--But hey! I am grateful for my two-year degree.

PVCC is a small school compared to Radford. I liked the attention at PVCC and student-teacher relations at Piedmont.

Perhaps better contact with four-year institutions instead of relying so heavily on only the catalogs, etc., for better or equal transfer of credits--i.e., end PVCC as a second-year and start as third-year at four-year institution as strictly third-year and not having to integrate first, second, and third-year all together.

I would like to clarify "Strictness of Grading Practice". At my new school there is a different grading scale in many classes. They use a 7-point scale. So the teachers make it harder to get higher grades. Also the teachers here give fewer assignments in comparison and therefore make it harder to pull up a bad grade. I feel that the education I received at PVCC was excellent. I feel that it prepared me very well for my course work here.

I feel that my time at PVCC gave me a broader scope, a wider selection of an education. I had a diversified selection of classes which allowed me to better choose my majors. I expected Baylor to be harder, maybe because it was a four-year college but it wasn't. I was prepared for it better than I expected.

Please check other institutions for their classes required. I had to either retake or play catch-up with my first year of school at ODU. This extended my years at ODU thus forestalling my future.

I am disappointed in the lack of an advisor at PVCC. Especially in the transfer program. Most of the courses I took would transfer, unfortunately the number actually fitting into JMU's requirements for a BS in art were not optimal. In order to graduate with my class I am forced to take 19 credit hours for 4 semesters at JMU. I would seriously recommend making the transfer guide more readily available to your students, or at least some guidance in choosing courses.

I would recommend that someone look into the appropriate science that the majority of college will take as transfer credit. For example, JMU prefers Human Biology 105 which is similar to NASC 111, 112, 113 Health Science which is taught at PVCC. They give you credit for taking the General Biology but it is not credit towards one degree. I realize it may depend on which major one is in but I have a roommate in the similar position who also attended PVCC and they would not accept her General Biology either but since she had taken College Chemistry 111, 112, 113 at PVCC they gave her full credit to complete her science requirements.

I think going to the semester system would be of great help to transferring students. My credits transferred as I expected because I had been forewarned by other students that they wouldn't transfer. The reason I lost so many credits is that Temple took part 2 and 3 of class together for 3 credits and gave only 2 credits for the first.

I had a problem with Mary Baldwin's Adult Degree Program, and will possibly be forced to pay back \$1,500. No one stood up for me and I received no credits from Mary Baldwin. I feel that this program should be investigated. Also other colleges should be used rather than just Mary Baldwin. I feel that black colleges should be pulled into this Adult Degree Program. I feel that, rather than to educate, Mary Baldwin's goals are to make money regardless as to how.

EMPLOYMENT

I was hoping for some kind of help from someone in obtaining the best possible [job] with my degree--but assistance was poor and I had to settle for an underclass job that doesn't pertain to my degree to help me have money (little at that) to get by.

The first suggestions that I have is to have some type of job placement at PVCC. Perhaps associated with UVA, Albemarle County; the city and other areas and communities where the PVCC graduate would be really helped. Presently this does not exist. A degree from PVCC is a great degree, however, when you have great trouble in finding a good job, degree-related type of work, help is needed.

It took me approximately 4 to 5 months after graduating from PVCC to get a job. Every secretarial position that I tried for the employer was looking for someone with more experience. I did have a secretary position but I turned it down because I didn't feel comfortable with the environment. Attending PVCC did give me extra skills that I didn't have beforehand, and I am glad that I took off two years to go there.

I am continuing part-time at PVCC with the possibility of participating in the Mary Baldwin Adult Degree Program. My AAS in Computer-Aided Drafting and Design has not been useful in obtaining employment. This is perhaps more difficult because I choose not to relocate at this time. The follow up placement assistance has not been helpful, although there may be educationally relevant jobs in other areas out of the state.

I obtained my associate degree in an effort to get out of operations into programming but Centel is currently in the process of moving its programming department to Chicago--I am unhappy with my position as a computer operator because, in this company, it is a dead-end job. The service dates of our operators span from a minimum of one year to a maximum of 22 years employment with Centel. Thirteen of the fourteen operators I have worked for the company for a minimum of 6 years.

PVCC FACULTY AND STAFF

I must say that at Piedmont I have found a lot of caring and considerate faculty. However, I have also ran across a lot of uncaring and unconsiderate administration and some faculty. However in my case over the past 7 years I feel that the good outnumbers the bad. It is my hope that these suggestions will be used, or at least considered. There are a lot of good people at PVCC; a lot which I admire, a lot that are for real, and a lot that care. If my being a graduate means something then I encourage you to do good, I encourage you to do that which is right and just.

The education I have received at PVCC has prepared me well. In the fall of 82 I will be full time at UVA not just in the ROTC there and I feel I will be ready. The only problem I feel there is at Piedmont is that some instructors are so involved in their individual profession and ideals, they feel all students taking their course must be just as involved. I just want to learn, not constantly indiscreetly be reminded that I am a member of a sex and race that has been so uncaring and racist towards others. Other instructors are extremely good and I learned a lot from them.

Somehow the instructors need to be screened for competency. One or two I had were very poor. On the other hand, there were some very good ones. Some of the classes, especially programming classes, put too much emphasis on tests.

I plan to return to PVCC to continue my degree program. Special thanks to [my teachers] who are so very interested in your learning. In their classes you're still wide awake and interested at 10 P.M. Their enthusiasm is contagious.

PVCC should hire more PVCC graduates. Perhaps make a few new positions if the school's budget allows such. Cut back on the overload of Administrative Personnel and have that money for PVCC graduates. Remember that without the PVCC graduate, what would be the purpose of the school? Some of my other suggestions include hiring persons in the upper offices that are into helping people--all of PVCC's students regardless of race, creed or color. I wonder if there is a problem with race? If there is, this should be looked into.

The faculty at PVCC is especially, repeat, unusually, friendly and helpful.

I believe that more people need to be instructing at PVCC in fields they are related to, such as Nurses in Nursing, Engineers in Engineering and Drafting, etc. These people may not be teachers as such but I believe that they lend insight to students who sometimes are not as well prepared for the "outside world" if they are taught by an instructor who only teaches and doesn't teach and lend insight to relations of the classes to careers and jobs.

The instructors that I had were excellent. In their busy schedules they seemed to take the time to help students out when they were asked. I would like to see the Grading scales be the same in each class; be consistent.

ADVISING AND COUNSELING SERVICES

I was very disappointed with the Counseling Dept. at PVCC. There was hardly ever a follow up from a counselor; you were better off not seeing a counselor. They always appeared to be at meetings--just never around when you needed them. Finally, PVCC is a great college-I would and have recommended it to several people.

The counseling services need to be improved.

No representative ever contacted me to go over what courses were better suitable to my needs; a plan of action.

As a foreign student I found that at PVCC there was not enough staff to guide me along as to what courses to take and how actually the system operates over here. If PVCC has an increase in enrollment of students from foreign countries it would probably make their experience [better] if there were someone who better understood their special needs. As for the curriculum in the classes I took, I found them all very satisfactory. Thank you!

CO-OPERATIVE EDUCATION

Co-op services should be advertised more, especially to adult students, adapting anew to school and possibly displaced in employment.

The degree requirement for co-op is ludicrous if you are simply trying to further your education for the job you already have.

CURRICULUM (GENERAL)

PVCC should include things in their curriculum like an Associate in Hair Care, two-year degree; Barbering, two-year degree; Radio Broadcasting, two-year degree; Associate in English and Lit., two-year degree; Dental Assistant, two-year degree; Auto Mechanics, two-year degree.

Proficiency in research and writing is what a student needs in advanced classes (second two years). Monitor the new "Faculty Advisory" system-- Make sure students actually get informed advice on what classes they need for their long-range plans.

I recommend adding a few courses (optional) in areas such as Management or Business or other indirectly related fields to the Health Care giver curriculums to broaden the job opportunities and variety of work graduates of the programs are qualified for.

The new five-year teacher education program has brought about many requirement changes. The Modern English Grammar and Health 110 may no longer be necessary. An introductory course to the operation of personal computers would be beneficial. I would highly recommend anyone to fulfill the public speaking requirement at PVCC due to the overcrowded situation at UVA.

Add to the curriculum: a 3-quarter 2nd year level Spanish Conversations course, the same for Latin and American History. Require more "writing" emphasis classes in every curriculum.

I am a part-time student at PVCC therefore it's taken quite awhile to graduate. I should be graduating with my degree this year. Prior to this year I had a real problem receiving the class at a time at which I could take them. I am aware that Piedmont will be going to the semester system next year. It would be nice if a system could be established and kept after the new system has been established. In my six years at Piedmont I have experienced two changes in the curriculum which were due to inadequate counseling. I could have very well lost credit for a class. In summary, Piedmont as a community college needs to cater night-time students in the same capacity as full-time day students and establish a set curriculum.

CURRICULUM (HEALTH CARE)

I had a wonderful experience at PVCC. The nursing school at PVCC should be commended! I am definitely ahead of my other classmates at UVA. The personal attention received from the instructors at PVCC far exceed those at UVA - Thanks!

I was in the nursing program and compared to the other fellow employees, I did not receive enough information to pass the state board licensure. Now I find it hard to know just what to study for to pass them the next time. Also I have found many parts of my job that I never saw in training. I would strengthen up the program to better prepare people for the boards in Richmond.

I felt that the nursing department at PVCC was exceptional. The staff would bend over backwards in helping students and I have recommended PVCC nursing to inquiring students.

The nursing program is highly recommended by me but the nursing profession is not! PVCC can not prepare you for the terrible way nurses are treated by the doctors and management. At the school the textbooks and teachers are excellent. I found the program difficult but I know the reasons why. No school can tell about the poor pay and choices and no chance of advancement unless someone dies or quits. I loved my time at PVCC and all my instructors worked with me through the hard times. Thank you!

The nursing program was excellent, particularly for people who have a background in the health care field. I was glad to hear that pharmacology has been added to the curriculum. I feel this was a real deficiency in the program. The faculty are excellent although I felt that they were not always [excellent].

The nursing program was excellent, especially the faculty. More clinical experience is needed with more patients per student to help prepare the new graduates for the "real world."

The best nursing instructor I had is now gone. Some instructors seem to be lacking a lot in clinical skills--it's obvious they know what they're talking about, but never worked in a hospital (or, not long enough) to master certain skills. Some schools require the instructors to work in hospitals during the summer to keep up with the latest--good idea? Comparing nurses from PVCC and ones from UVA--it's obvious who had more clinical experience and seem to be accepted from the present staff better (PVCC!)

While I feel having a degree did not determine my present job, I know it will assist me in pursuing any advancements in the company. As an X-Ray Technologist I find it important for those in my field to obtain associates and bachelor's degrees. The program you have made it convenient for me as a full-time professional to obtain my degree on a part-time basis. Unfortunately, over the past few years there has been a great decline in the health care work force, including Radiologic Technology. I hope one day you might start a full college-based program so the Radiologic Technology student may obtain an Associates degree in two years. I feel this, also with good recruitment will entice young adults back into the health care profession.

PVCC was excellent in the nursing program. At my recent job interview with John Hopkins Hospital they were very impressed with the academics and preparation. Notre Dame will accept everything. I have enjoyed PVCC and the confidence that PVCC gives to the students. Thank you for a great start in my new future and continuing my education.

Respiratory therapy is a very stressful job that also puts many demands on you physically, emotionally and spiritually. It is a very draining field. I have been working steady night shift since I began therefore increasing my activities to EAT-SLEEP-WORK. Needless to say, this is not a rounded rewarding lifestyle. Respiratory therapists mostly deal with end stage dying patients where we help keep them alive in nursing one more day. The doctors with a clear conscience can say they are doing everything possible for the patient. Also the hospital environment is one that respects some very unhealthy character qualities, ie. acting as if you know when you do not. Always being in complete control etc. you are patted and given reasons for behavior that is not necessarily healthy. You should have an intro class explaining the field and what a hospital setting is really like.

Very good nursing program! Excellent faculty! This program prepared me better than many nurses coming from a four-year Bachelor's program. I was very pleased with PVCC and enjoyed attending the school. As far as I am concerned you all don't need any improvement!

Make it easier for students out of the service area to be accepted to the nursing program. We need nurses.

CURRICULUM (COMPUTER SCIENCE)

Although I am not attending school part/full time, I am taking a programming course through the Continuing Ed program at UVA which is Pascal. Plus I've taken other classes of different software packages at work pertaining to programming. Because of my background from PVCC (especially co-op) and these classes I've recently taken, I'm sure I can get a programming job which is very hard because everyone wants a 4-year degree.

Offer more assembler type classes.

I feel that Basic and Pascal in the computer programming degree program should be mandatory to complete beginning and advance course. There needs to be another instructor to teach Database Management. A course in Data Entry skills should also be included because this is usually the first step that 90% of the graduates with the AAS in Computer Programming get jobs.

The third quarter of computer science would have been more helpful if it had been an extension of the first two quarters rather than an introduction to FORTRAN.

CURRICULUM (BUSINESS/ACCOUNTING)

Most of the books used in business classes are too elementary for college level courses.

More PSI classes should be available for adults in particular--the accounting program is excellent and could be applied in 95% of the classes I took. I believe you tend to learn more through PSI than the classroom study, because you tend to cover the material more thoroughly by yourself, not relying on someone else's knowledge to get you through the material.

I would be interested in taking your Cont. Accounting class if it were made available in either the Fall or Spring quarter. It's always scheduled for the Winter quarter.

CURRICULUM (FINE ARTS)

Offer more art classes and craft classes.

I found Piedmont College an excellent school. Students and teachers are very friendly and helpful. The Art Department is superior. My program in Art and Craft production is helping me a lot in my Business (Fiber Art).

CURRICULUM (OTHER)

I think that it's great that Piedmont and UVA together offered the Secretarial/Clerical courses. It gives lower paid employees an opportunity to further their education.

Your Women Studies are absolutely horrendous. The class gets mired down in why society is so unfair to women, and doesn't offer suggestions on how to improve the situation-they tend to be "misery loves company" gripe sessions.

Unfortunately, most Law Enforcement agencies in central Virginia place no value on a college education. [To] most sheriffs in Virginia, any employee with a college education is so often seen as a threat. While I know this may seem rather harsh, I KNOW PVCC has increased my job awareness as well as performance. I think PVCC should solicit more input from Law Enforcement graduates.

I attended UVA in the late sixties seeking a four-year degree in engineering. I found PVCC to be an environment much more conducive to learning than UVA. I realize that I was probably more receptive to working toward my education later in life when attending PVCC but I must also credit the math and engineering departments with stressing the practical aspects of their particular disciplines. Much credit goes to my Calculus teacher for making math so interesting.