DOCUMENT RESUME

ED 382 280 JC 950 265

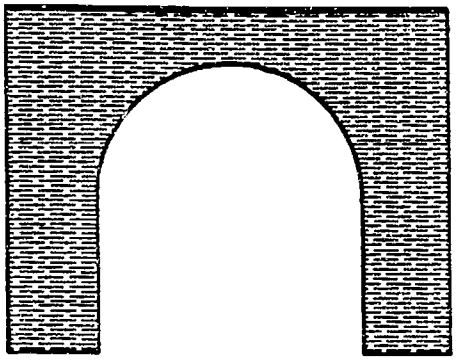
AUTHOR Head, Ronald B.
TITLE Occupational/Technical Programs at Piedmont Virginia Community College, Research Report Number 3-95.
INSTITUTION Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE May 95
NOTE 30p.; For the March 1994 report, see ED 368 442.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Business Education; *College Outcomes Assessment; Community Colleges; Computer Science Education; Employment Opportunities; *Enrollment Rate; *Enrollment Trends; Nursing Education; Police Education; *Program Effectiveness; Program Validation; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS Piedmont Virginia Community College

ABSTRACT

To supplement the academic review process and provide information on trends in occupational/technical (OT) programs, Piedmont Virginia Community College (PVCC) examined student enrollment and completion data and determined occupational opportunities for graduates of the college's OT programs. Student enrollment and graduation data for fall 1992 through fall 1994 were collected from Virginia Community College System publications on enrollment and awards conferred. In addition, current occupational data were collected from the 10th edition of "Guide to Occupations in Virginia." Study findings included the following: (1) for the 3 years under study, slightly more than one-third of all curricular students at PVCC were enrolled in OT programs; (2) and average of 27.8% of these students were classified as Business and Management majors, 20.4% as Nursing, and 16.4% as Computer Systems; (3) 50.7% of all PVCC graduates for the period were OT students; (4) PVCC's Business and Management, Computer Information Systems, and Nursing programs all met state productivity standards for all 3 years in terms of enrollment and graduation of students; (5) the most productive associate of science program was Nursing, producing an average of 45 graduates per year; and (6) projected occupational growth in Virginia from 1988 through 2000 ranged from -2% for bookkeepers to 65% for medical assistants. As in past years, a monitoring system for classifying programs was recommended to ensure more accurate student classification in future. (KP)

PIEDMONT VIRGINIA COMMUNITY COLLEGE



Occupational/Technical Programs at Piedmont Virginia Community College

Office of Institutional Research and Planning
Piedmont Virginia Community College

Research Report
Number 3-95

May 1995

Ronald B. Head (Author)
Coordinator of Institutional Research and Planning
Piedmont Virginia Community College

Brief No. 95-5

May 1995

PVCC Institutional Research Brief

OCCUPATIONAL/TECHNICAL PROGRAMS AT PVCC

This brief highlights the findings in *Occupational/Technical Programs at Piedmont Virginia Community College* (PVCC Institutional Research Report No. 3-95, May 1995), a study designed to examine occupational/technical programs at Piedmont Virginia Community College (PVCC) with respect to student enrollment, student completion, and occupational opportunities for graduates. The study is intended to supplement the academic review process, as currently conducted at the college, and is to be used in conjunction with the annual graduate survey studies and employer survey studies published by the Office of Institutional Research and Planning.

Occupational/technical students typically constitute approximately one-third of all curricular students and FTES enrolled at PVCC.[1] Of these occupational/technical students, nearly one-third are enrolled in the Business and Management program. The next largest programs in terms of student enrollment are Nursing and Computer Information Systems. In terms of student completion, approximately one-half of all graduates receive degrees in occupational/technical areas. Occupational/technical students, in other words, are much more likely to complete their degrees or certificates than are college transfer students.

Measuring AAS programs during a three-year average period against SCHEV productivity standards, four programs--Business and Management, Computer Information Systems, Nursing, and Police Science--met both FTES enrollment and graduation standards.[2] Two programs--Business and Office, and Electronics--met FTES enrollment standards but did not meet graduation standards. Two programs--Mechanical Technology and Respiratory Therapy--met neither FTES enrollment nor graduation standards. Respiratory Therapy was discontinued in 1991-92.

---

[1]One FTES, or full-time equivalent student, is generated for every 15 student credit hours.

[2]The minimum SCHEV productivity standard for AAS degree programs is an average of 7 graduates each year and 17.5 FTES (see *State Council of Higher Education for Virginia Policies and Procedures for the Quantitative Evaluation of Degree Programs*, 13 August 1987, pp. 3-4). Note that these standards are currently under review by SCHEV. Note, too, that the AAS program in Business and Management has three majors: Accounting, Management, and Marketing. Although these are referred to as majors in the college *Catalog*, they are really areas of specialization and not college majors.

(Continued on reverse side)

Generally, the growth rates for occupations for which PVCC occupational/technical programs prepare workers are quite high. Similarly, there seem to be ample job opportunities in occupations for which PVCC occupational/technical programs prepare workers.

OCCUPATIONAL/TECHNICAL PROGRAMS AT PIEDMONT VIRGINIA COMMUNITY COLLEGE

Ronald B. Head (Author)
Coordinator of Institutional Research and Planning
Piedmont Virginia Community College

Office of Institutional Research and Planning
Piedmont Virginia Community College
Charlottesville, Virginia 22901
Research Report No. 3-95

May 1995

TABLE OF CONTENTS

INTRODUCTION 1

OCCUPATIONAL/TECHNICAL PROGRAMS AT PVCC 3

METHODOLOGY AND LIMITATIONS 5

STUDENT ENROLLMENT IN OCCUPATIONAL/TECHNICAL PROGRAMS 8

STUDENT COMPLETION OF OCCUPATIONAL/TECHNICAL PROGRAMS 11

OCCUPATIONAL GROWTH AND DEMAND 15

CONCLUSIONS 21

RECOMMENDATIONS 22

LIST OF TABLES

TABLE 1: NUMBER OF PVCC FALL TERM STUDENTS BY OCCUPATIONAL/TECHNICAL PROGRAM 8

TABLE 2: NUMBER OF PVCC FTES BY OCCUPATIONAL/TECHNICAL PROGRAM . . . 10

TABLE 3: NUMBER OF PVCC GRADUATES BY OCCUPATIONAL/TECHNICAL PROGRAM 13

TABLE 4: OCCUPATIONAL GROWTH BY PVCC OCCUPATIONAL/TECHNICAL PROGRAM 16

TABLE 5: OCCUPATIONAL DEMAND BY PVCC OCCUPATIONAL/TECHNICAL PROGRAM 19

TABLE 6: OCCUPATIONAL DEMAND FOR PVCC OCCUPATIONAL/TECHNICAL PROGRAM GRADUATES AND STUDENTS 20

OCCUPATIONAL/TECHNICAL PROGRAMS AT PIEDMONT VIRGINIA COMMUNITY COLLEGE

INTRODUCTION

In 1989, the Office of Institutional Research and Planning at Piedmont Virginia Community College (PVCC) published a study on occupational/technical programs offered by the college. As noted in the introduction,

> The purpose of this study is to supplement the academic review process by examining PVCC's occupational/technical programs with respect to enrollment, completion, and occupational opportunities. Key trends in both the occupational/technical programs themselves and the professions in which programs graduates are employed are identified, and an attempt is made to apply various criteria by which the programs can be measured. When combined with the annual graduate survey reports and employer survey reports, this study provides a fairly detailed examination of occupational/technical programs and student outcomes.[1]

Three recommendations emerged from the study. First, it was recommended that "efforts . . . be intensified to ensure that students are correctly coded in the VCCS [Virginia Community College System] database with respect to the curriculum in which they are enrolled."[2] The second recommendation was that "a community needs assessment be conducted in the near future."[3] The third recommendation was that the entire academic review process be re-examined and improved.

---

[1]Ronald B. Head, *Occupational/Technical Programs at Piedmont Virginia Community College* (PVCC Institutional Research Report No. 3-89, April 1989), p. 2.

[2]*Ibid.*, p. 21.

[3]*Ibid.*, p. 21.

All three recommendations were acted upon. PVCC's Office of Admissions and Records (A&R), in conjunction with the academic divisions of the college, took steps to insure that students were being correctly coded with respect to their degree programs. A community needs survey was distributed in 1991 and the results were used in formulating college goals and priorities.[4] A new academic program review process was adopted and implemented during the 1990-91 academic year.

A follow-up study was conducted in 1991.[5] Because problems still existed at the college with respect to properly coding students according to their curricula, one recommendation emerged from the follow-up study. The recommendation was that once a year a list of all students enrolled in all curricula be generated by the Office of Administrative Computing and used by instructional services staff to insure that students on the list were properly coded. This recommendation was not adopted.

A second follow-up study was conducted in 1994.[6] The only recommendation emerging from this second follow-up study was essentially the same as that in the 1991 study--namely "to intensify efforts to insure that students are correctly coded in the VCCS SIS database with respect to their curricula."[7] Efforts have been made to do this.

Instructional support staff found the 1994 study particularly useful, especially for curricular planning and review purposes. With this in mind, the Office of Institutional

---

[4]Ronald B. Head, *Serving the Community: Results of the 1991 PVCC Community Survey* (PVCC Institutional Research Report No. 4-91, August 1991).

[5]Ronald B. Head, *Occupational/Technical Programs at Piedmont Virginia Community College* (PVCC Institutional Research Report No. 3-91, May 1991).

[6]Ronald B. Head, *Occupational/Technical Programs at Piedmont Virginia Community College* (PVCC Institutional Research Report No. 3-94, March 1994).

[7]*Ibid.*, p. 22.

Research and Planning agreed to conduct and publish regular follow-up studies. The purpose of these studies is to supplement the academic review process and provide key trends and information concerning occupational/technical programs at PVCC.

OCCUPATIONAL/TECHNICAL PROGRAMS AT PVCC

One of the primary missions of Piedmont Virginia Community College (PVCC) is to provide occupational/technical education for citizens within its service region. As defined in PVCC's mission statement,

> The occupational and technical education programs are designed to meet the increasing demand for technicians, semiprofessional workers, [and] skilled craftsmen for employment in industry, business, the professions, and government. The curricula are planned primarily to provide workers for the region served by the college.[8]

Occupational/technical programs lead to an Associate of Applied Science (AAS) degree, a certificate, or a career studies certificate. Additionally, in the past, PVCC has offered occupational/technical programs leading toward diplomas. Presently, the college offers seven AAS programs, three certificate programs, and seven career studies certificate programs.

The seven AAS programs are (1) Business and Management (with majors in Accounting, General Management [with specializations in Banking and Finance, and Construction Management], and Marketing with a specialization in Real Estate); (2) Business and Office (with a major in Office Systems Technology); (3) Computer Information Systems (with

---

[8] *Piedmont Virginia Community College 1994-1995 Catalog*, p. 2.

specializations in Programming and Microcomputers for Business); (4) Electrical/Electronics Technology (with a specialization in Electronics Technology); (5) Mechanical Technology (with a major in Computer-Aided Drafting and Design); (6) Nursing; and (7) Protective Services (with a major in Police Science).

The three certificate programs are (1) Automotive Technology, (2) Administration of Justice, and (3) Business and Office. A certificate program in Arts and Crafts was formerly offered, but was changed to a Career Studies Certificate program, and then finally eliminated. Despite this, people coded as Arts and Crafts students were attending PVCC as late as Fall Semester 1993. For this reason, the certificate program in Arts and Crafts is included in this study (even though technically it does not exist).

The seven career studies certificate programs are (1) Business and Management, (2) Business and Office, (3) Child Care, (4) Computer Information Systems, (5) Computer-Aided Drafting Technology, (6) Electronics Technology, and (7) Industrial Mechanics (with specializations in the following seven areas: Heating, Air Conditioning, and Refrigeration; Advanced Air Conditioning and Refrigeration; Appliance Repair; Automotive Technology; Building Maintenance; Block and Bricklaying; and Practical Wiring and Electricity).

As noted above, all instructional programs at PVCC, including occupational/technical programs, are subjected to an academic program review process every five years. Academic program review is conducted through the college's Curriculum and Instruction Committee and has been designed to insure that each program is thoroughly reviewed and that the results are used to improve the curriculum. The process includes a review of the program's goals and objectives, enrollment and graduate trends, cost analysis, skills and knowledge acquired from the program, student satisfaction, counseling and advising services, graduate

placement, employer satisfaction with graduates, current and predicted employment opportunities, transfer rates to four-year colleges, faculty qualifications, primary teaching methods, curriculum review procedures, and student outcomes assessment.

METHODOLOGY AND LIMITATIONS

Three major sources of data were used in conducting the study. Student enrollment data were collected from the VCCS Student Enrollment Booklets published electronically each term by the VCCS. Student graduation data were collected from the VCCS Graduation Awards Conferred Booklets published electronically each year by the VCCS. Occupational data were collected from the tenth edition of *Guide to Occupations in Virginia*.[9] The *Guide to Occupations in Virginia* is hereafter referred to as *GOV*.

Although this study provides a great deal of useful information for both instructional support staff and teaching faculty in the occupational/technical areas, several limitations of the study should be noted.

First, and most importantly, the study is not meant to be a rigorous and authoritative evaluation of occupational/technical programs. Rather, the various evaluation criteria used in the study are intended to generate discussion of the strengths and weaknesses of the programs.

Second, although student enrollment and graduation data are authoritative in the sense that they are the sources used by the VCCS to monitor academic programs, student

---

[9]Julia H. Martin *et al.*, *Guide to Occupations in Virginia, Virginia and Central and Northeast*, Virginia and Central and Northeast versions, 10th edition (Charlottesville: Virginia Occupational Information Coordinating Committee, Center for Public Service, Spring 1995).

enrollment, and student program completion, in some cases they are neither valid nor reliable. For instance, PVCC has not offered a diploma in Drafting Design since the early 1980's, yet as late as Fall Semester 1989, one student was classified as enrolled in the diploma program for Drafting Design. And, as noted above, although the certificate program in Arts and Crafts is not currently offered by the college, students were still classified as enrolled in the program as late as Fall Semester 1993.

Clearly, although efforts have been made to correctly classify students, problems still exist. Not only must students be correctly classified upon entry into an instructional program but their classification must be monitored on a regular basis. Without regular monitoring, a change from one curriculum to another will not be reflected in the VCCS student database, and in a worst case scenario, the State Council of Higher Education for Virginia (SCHEV) might recommend that a program be discontinued based upon erroneous data. Monitoring procedures used by A&R should be evaluated periodically, and data reported by A&R should be reviewed by academic administrators and faculty to ensure accuracy.

Another limitation of the study is that data for the career studies certificate are reported in aggregate form only and not by the seven different program areas. In this respect, it was impossible to compare enrollment and graduate data with occupational growth and job openings. Although internal codes are assigned for each career studies certificate program, these codes are not reflected in the VCCS Student Enrollment Booklets.

Still another limitation of the study is that occupational information is reported for the Charlottesville MSA (Metropolitan Service Area), which closely but not exclusively approximates PVCC's service region. The PVCC service region consists of the counties of Albemarle, Fluvanna, Greene, Louisa, and Nelson, the northern half of Buckingham County,

and the city of Charlottesville. The Charlottesville MSA consists of the counties of Albemarle, Fluvanna, and Greene, and the city of Charlottesville.

Finally, occupational data do not in all cases match program data as precisely as might be desired. For instance, while it is easy to relate the major in Accounting in the Business and Management program to the *GOV* category of *Accountant/Auditor*, it is less easy to relate the Arts and Crafts program to *GOV* categories. Although the Arts and Crafts program was not really designed to produce primarily commercial artists, designers, photographers, or performing artists, these were the most relevant *GOV* categories.

STUDENT ENROLLMENT IN OCCUPATIONAL/TECHNICAL PROGRAMS

During any particular academic term, approximately one-third of all curricular students are enrolled in occupational/technical programs.[10] In terms of the number of students enrolled, programs and majors range from 1 or 2 to more than 200. The number of fall term students enrolled in occupational/technical programs during the past three years is presented in Table 1. As can be seen, the three-year average size for AAS degree programs

TABLE 1: NUMBER OF PVCC FALL TERM STUDENTS BY OCCUPATIONAL/TECHNICAL PROGRAM

ACADEMIC PROGRAM	Fall 1992 No.	Fall 1992 Pct.	Fall 1993 No.	Fall 1993 Pct.	Fall 1994 No.	Fall 1994 Pct.	AVERAGE No.	AVERAGE Pct.
Arts & Crafts (Cert.)	2	0.3%	1	0.1%	0	0.0%	1	0.1%
BUSINESS & MANAGEMENT								
Accounting (AAS)	55	7.9%	71	10.0%	51	7.6%	59	8.5%
Management (AAS)	118	17.0%	122	17.1%	108	16.1%	116	16.7%
Marketing (AAS)	21	3.0%	17	2.4%	17	2.5%	18	2.6%
BUSINESS & OFFICE								
Office Systems (AAS)	61	8.8%	60	8.4%	64	9.5%	62	8.9%
Clerical Studies (Cert.)	3	0.4%	7	1.0%	3	0.4%	4	0.6%
Computer Systems (AAS)	111	16.0%	116	16.3%	113	16.8%	113	16.4%
ELECTRONICS								
Electronics (AAS)	60	8.6%	52	7.3%	58	8.6%	57	8.2%
Electronics (Cert.)	1	0.1%	2	0.3%	0	0.0%	1	0.1%
Health Technology (Cert.)	2	0.3%	1	0.1%	0	0.0%	1	0.1%
MECHANICAL TECHNOLOGY								
Drafting & Design (AAS)	30	4.3%	13	1.8%	23	3.4%	22	3.2%
Drafting (Cert.)	0	0.0%	1	0.1%	0	0.0%	0	0.0%
Drafting Design (Diploma)	0	0.0%	0	0.0%	2	0.3%	1	0.1%
Nursing (AAS)	138	19.9%	146	20.5%	140	20.9%	141	20.4%
POLICE SCIENCE								
Police Science (AAS)	61	8.8%	70	9.8%	67	10.0%	66	9.5%
Law Enforcement (Cert.)	3	0.4%	3	0.4%	3	0.4%	3	0.4%
Respiratory Therapy (AAS)	2	0.3%	1	0.1%	0	0.0%	1	0.1%
Auto Technology (Cert.)	1	0.1%	3	0.4%	6	0.9%	3	0.5%
CAREER STUDIES CERTIFICATE	25	3.6%	27	3.8%	16	2.4%	23	3.3%
TOTAL	694	30.0%	713	31.7%	671	30.5%	693	30.8%

SOURCE: PVCC Management Information Book, 1995. Percentages are by column except for the final row which is the percentage of occupational/technical students among all curricular students.

[10]The other two-thirds are enrolled in college transfer programs. College transfer programs are those leading to the Associate in Arts (AA) degree or Associate in Science (AS) degree. The purpose of these programs is "to prepare students for transfer to four-year baccalaureate programs" (PVCC *1993-1994 Catalog*, p. 27).

ranged from 57 (Mechanical Technology) to 193 (Business and Management, which includes specializations in Accounting, Management, and Marketing). Certificate programs were much smaller in size, with an average of only 23 students enrolled in the seven career studies certificate programs, and an average of one to three students in other certificate programs.

It should be noted that the figures in Table 1 refer to the number of students who were officially classified as majors in the various programs. The figures do not refer to the number of students taking classes in the various program areas. This is an important distinction to bear in mind. For instance, during Fall Semester 1994, 113 students were classified as being enrolled in Computer Systems, yet 729 students took computer classes at the college.

Another way to review academic program enrollment is to examine the number of FTES reported for each program. One FTES, or full-time equivalent student, is generated for every 15 student credit hours. FTES enrollment is important for two reasons. First, institutional funding is based upon the number of annualized FTES. Second, one measure of academic program productivity used by SCHEV is to calculate the number of FTES enrolled in each associate degree program. According to SCHEV guidelines, an average of 17.5 FTES should be enrolled in an AAS program each year.[11]

Table 2 presents the number of fall term FTES enrolled in each occupational/technical program at PVCC during the past three years and indicates whether the AAS programs met

---

[11]The minimum SCHEV productivity standard for AAS degree programs is an average of 7 graduates each year and 17.5 FTES (see *State Council of Higher Education for Virginia Policies and Procedures for the Quantitative Evaluation of Degree Programs*, 13 August 1987, pp. 3-4). Note that these standards are currently under review by SCHEV. Note, too, that the AAS program in Business and Management has three majors: Accounting, Management, and Marketing. Although these are referred to as majors in the college *Catalog*, they are really areas of specialization and not college majors.

TABLE 2: NUMBER OF PVCC FTES BY OCCUPATIONAL/TECHNICAL PROGRAM

ACADEMIC PROGRAM	Fall 1992 No.	Fall 1992 Pct.	Fall 1992 Meets SCHEV Standard	Fall 1993 No.	Fall 1993 Pct.	Fall 1993 Meets SCHEV Standard	Fall 1994 No.	Fall 1994 Pct.	Fall 1994 Meets SCHEV Standard	AVERAGE No.	AVERAGE Pct.	AVERAGE Meets SCHEV Standard
Arts & Crafts (Cert.)	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A
BUSINESS & MANAGEMENT			Yes			Yes			Yes			Yes
Accounting (AAS)	22	6.7%		29	8.7%		22	7.1%		24	7.5%	
Management (AAS)	47	14.3%		42	12.7%		42	13.5%		44	13.5%	
Marketing (AAS)	10	3.0%		7	2.1%		7	2.2%		8	2.5%	
BUSINESS & OFFICE												
Office Systems (AAS)	31	9.4%	Yes	32	9.6%	Yes	32	10.3%	Yes	32	9.8%	Yes
Clerical Studies (Cert.)	2	0.6%		2	0.6%		1	0.3%		2	0.5%	
Computer Systems (AAS)	49	14.9%	Yes	60	18.1%	Yes	51	16.3%	Yes	53	16.4%	Yes
ELECTRONICS												
Electronics (AAS)	29	8.8%	Yes	24	7.2%	Yes	28	9.0%	Yes	27	8.3%	Yes
Electronics (Cert.)	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Health Technology (Cert.)	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A
MECHANICAL TECHNOLOGY												
Drafting & Design (AAS)	14	4.3%	No	7	2.1%	No	13	4.2%	No	11	3.5%	No
Drafting (Cert.)	0	0.0%		0	0.0%		1	0.3%		0	0.1%	
Drafting Design (Diploma)	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Nursing (AAS)	82	24.9%	Yes	75	22.6%	Yes	70	22.4%	Yes	76	23.3%	Yes
POLICE SCIENCE												
Police Science (AAS)	36	10.9%	Yes	44	13.3%	Yes	36	11.5%	Yes	39	11.9%	Yes
Law Enforcement (Cert.)	1	0.3%		1	0.3%		2	0.6%		1	0.4%	
Respiratory Therapy (AAS)	0	0.0%	No	0	0.0%	No	0	0.0%	No	0	0.0%	No
Auto Technology (Cert.)	1	0.3%	N/A	2	0.6%	N/A	3	1.0%	N/A	2	0.6%	N/A
CAREER STUDIES CERTIFICATE	5	1.5%	N/A	7	2.1%	N/A	4	1.3%	N/A	5	1.6%	N/A
	329	25.4%		332	27.0%		312	26.2%		324	26.2%	

SOURCE: PVCC Management Information Book, 1995. Percentages are by column except for the final row which is the percentage of occupational/technical FTES among all FTES. SCHEV productivity standards "require that programs have an average of . . . 2.5 times that for graduation" (SCHEV Proposal for Program To Be Initiated in 1992-1994 Biennium, Feb. 9, 1989). Each A.A.S. program, then, requires 18 FTES (7 graduates times 2.5). SCHEV does not set productivity standards for certificates or diplomas.

the SCHEV standard. It should be noted that the FTES figures in Table 2 are generated from the credit hours of students officially classified as occupational/technical students and not from the credit hours of students taking classes in the occupational/technical areas. The distinction is important. For instance, the FTES generated by students taking classes in

Computer Systems during Fall Semester 1994 was 137, while the FTES generated by students officially enrolled in Computer Systems was 51.

As can be seen, the 1992-94 three-year average number of FTES enrolled in occupational/technical programs ranged from 0 in several discontinued certificate programs (Arts and Crafts and Health Technology) to 76 for the AAS program in Business and Management. Occupational/technical program FTES account for fewer than one-third of all curricular FTES. This is a slightly lower figure than that for headcount, indicating that college transfer students normally carry a slightly heavier course load than occupational/technical students.

Examining only the AAS programs, six met SCHEV productivity standards during each of the past three years. These six were Business and Management, Business and Office, Computer Information Systems, Electronics, Nursing, and Police Science. The AAS programs in Mechanical Technology and Respiratory Therapy (discontinued in 1991-92) did not meet the standard during any of the three years. It should be noted that while the program in Mechanical Technology did not meet SCHEV standards in fall 1994, its enrollment nearly doubled between fall 1993 and fall 1994.

STUDENT COMPLETION OF OCCUPATIONAL/TECHNICAL PROGRAMS

Although only about one-third of all curricular students are enrolled in occupational/technical programs, one-half of all PVCC graduates receive degrees in occupational/technical programs (AAS, certificates, and career studies certificates). For instance, while 31.7% of all curricular students during Fall Semester 1993 were enrolled in occupational/technical programs, 51.5% of all graduates during the 1993-94 academic year were occupational/technical graduates.

In other words, occupational/technical students are much more likely to complete their programs than are college transfer students. The reason for this may be that the goal of college transfer students is to transfer to a four-year, baccalaureate-granting institution and not necessarily to receive an associate degree at PVCC. Many of these students, in fact, do transfer to four-year colleges or universities before completing their PVCC degree requirements. Still, it is important for instructional support staff to keep in mind that although fewer students enroll in occupational/technical programs than enroll in college transfer programs, more occupational/technical students graduate.

TABLE 3: NUMBER OF PVCC GRADUATES BY OCCUPATIONAL/TECHNICAL PROGRAM

ACADEMIC PROGRAM	1991-1992 No.	1991-1992 Pct.	1991-1992 Meets SCHEV Standard	1992-1993 No.	1992-1993 Pct.	1992-1993 Meets SCHEV Standard	1993-1994 No.	1993-1994 Pct.	1993-1994 Meets SCHEV Standard	AVERAGE No.	AVERAGE Pct.	AVERAGE Meets SCHEV Standard
Arts & Crafts (Cert.)	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A
BUSINESS & MANAGEMENT			Yes			Yes			Yes			Yes
Accounting (AAS)	7	5.6%		2	1.8%		6	4.9%		5	4.2%	
Management (AAS)	7	5.6%		11	9.9%		10	8.2%		9	7.8%	
Marketing (AAS)	3	2.4%		0	0.0%		2	1.6%		2	1.4%	
BUSINESS & OFFICE												
Office Systems (AAS)	3	2.4%	No	5	4.5%	No	5	4.1%	No	4	3.6%	No
Clerical Studies (Cert.)	1	0.8%		1	0.9%		1	0.8%		1	0.8%	
Computer Systems (AAS)	9	7.2%	Yes	8	7.2%	Yes	9	7.4%	Yes	9	7.3%	Yes
ELECTRONICS												
Electronics (AAS)	2	1.6%	No	3	2.7%	No	1	0.8%	No	2	1.7%	No
Electronics (Cert.)	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Health Technology (Cert.)	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A	0	0.0%	N/A
MECHANICAL TECHNOLOGY												
Drafting & Design (AAS)	2	1.6%	No	1	0.9%	No	1	0.8%	No	1	1.1%	No
Drafting (Cert.)	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Drafting Design (Diploma)	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Nursing (AAS)	37	29.6%	Yes	47	42.3%	Yes	50	41.0%	Yes	45	37.4%	Yes
POLICE SCIENCE												
Police Science (AAS)	4	3.2%	No	13	11.7%	Yes	14	11.5%	Yes	10	8.7%	Yes
Law Enforcement (Cert.)	6	4.8%		9	8.1%		9	7.4%		8	6.7%	
Respiratory Therapy (AAS)	9	7.2%	Yes	1	0.9%	No	0	0.0%	No	3	2.8%	No
Auto Technology (Cert.)	0	0.0%	N/A	1	0.9%	N/A	1	0.8%	N/A	1	0.6%	N/A
CAREER STUDIES CERTIFICATE	35	28.0%	N/A	9	8.1%	N/A	13	10.7%	N/A	19	15.9%	N/A
TOTAL	125	52.5%		111	48.1%		122	51.5%		119	50.7%	

SOURCE: PVCC Management Information Book, 1995. Percentages are by column except for the final row which is the percentage of occupational/technical graduates among all graduates. SCHEV productivity standards required that programs have an average of . . . 7 or more A.A.S. degrees . . . annually" (SCHEV Proposal for Program To Be Initiated in 1992-1994 Biennium, Feb. 9, 1989). SCHEV does not set productivity standards for certificates or diplomas.

As noted earlier, SCHEV has set numerical standards not only for FTES enrollment in occupational/technical programs but also for program completion. Each program leading toward an AAS degree should produce an average of seven graduates per year. Table 3 presents PVCC occupational/technical graduates during the past three years and indicates whether the programs met the SCHEV standard during that time.

As can be seen, only three of the AAS programs met the SCHEV graduation standards during each of the previous three years. These were Business and Management, Computer Information Systems, and Nursing. Another AAS program, Police Science, met the SCHEV standard for two of the three previous years, and still another, Respiratory Therapy, met the standard for one of the three years. The AAS programs in Business and Office, Electronics, and Mechanical Technology did not meet the SCHEV standard during any of the previous three years.

By far the most productive AAS program was Nursing, producing an average of 45 graduates per year. Next was Police Science, with an average of 18 graduates per year; and then Business and Management, with 16 graduates.

Certificate programs typically produce one or two graduates per year, and between 9 and 35 career studies certificates are awarded each year. In 1993-94, one certificate in Auto Technology was awarded, 8 certificates in Administration of Justice (law enforcement), one in Clerical Studies, and 13 in Career Studies.

OCCUPATIONAL GROWTH AND DEMAND

Occupational/technical programs in a community college are provided to meet community needs. Programs designed to provide workers for occupations requiring few workers or having little growth potential may have trouble enrolling students or may produce graduates who have trouble finding jobs, both undesirable outcomes for an educational program. For this reason, occupational/technical programs should be periodically reviewed to ensure they are meeting community needs. This section attempts to provide a limited review of occupational growth and demand with respect to PVCC occupational/technical programs. Career studies certificate programs are not included in this section because they are intended for workers already employed in career fields.

Table 4 presents the occupational growth rate for each *GOV* occupation for which one of PVCC's AAS or certificate programs prepares workers. Occupational growth is expressed as the percentage of change between the years 1988 and 2000 and is shown for both the Charlottesville MSA and the state of Virginia as a whole.

TABLE 4: OCCUPATIONAL GROWTH BY PVCC OCCUPATIONAL/TECHNICAL PROGRAM

ACADEMIC PROGRAM	RELATED OCCUPATION	Percent Change 1990 to 2005 Ch'v MSA	Percent Change 1990 to 2005 Virginia
Arts & Crafts (Cert.)	Artist	31.0%	34.0%
	Designer	27.0%	31.0%
	Photographer	--	32.0%
	Performing Artist	--	30.0%
BUSINESS & MANAGEMENT			
Accounting (AAS)	Accountant/Auditor	32.0%	30.0%
Management (AAS)	Managers (General)	17.0%	18.0%
	Managers (Personnel)	19.0%	22.0%
	Sales Workers/Managers	25.0%	22.0%
	Finance Officers/Managers	25.0%	24.0%
	Bank Tellers/etc.	2.0%	0.0%
Marketing (AAS)	Advertising/Public Relations	24.0%	41.0%
BUSINESS & OFFICE			
Office Systems (AAS)	Managers, Clerical	18.0%	18.0%
Clerical Studies (Cert.)	Secretaries	19.0%	21.0%
	Office Clerks	13.0%	12.0%
	Bookkeepers	3.0%	-2.0%
Computer Systems (AAS)	Programmers and Aides	37.0%	54.0%
	Computer Operator	12.0%	4.0%
	Data Entry Operator	15.0%	10.0%
ELECTRONICS			
Electronics (AAS)	Engineering Tech: Electrical	15.0%	38.0%
Electronics (Cert.)	Electrician	25.0%	20.0%
Health Technology (Cert.)	Medical Assistant	70.0%	65.0%
	Nursing/Medical Aide	40.0%	42.0%
	Radiologic Technologist	52.0%	54.0%
	Health Record Technologist	51.0%	45.0%
MECHANICAL TECHNOLOGY			
Drafting & Design (AAS)	Drafter	-3.0%	5.0%
Drafting (Cert.)			
Drafting Design (Diploma)			
Nursing (AAS)	Registered Nurse	38.0%	35.0%
	Licensed Practical Nurse	29.0%	33.0%
POLICE SCIENCE			
Police Science (AAS)	Corrections/Law Enforcement	62.0%	60.0%
Law Enforcement (Cert.)	Private Guard	29.0%	28.0%
Respiratory Therapy (AAS)	Respiratory Therapist	48.0%	43.0%
Auto Technology (Cert.)	Automobile Mechanic	22.0%	22.0%

SOURCE: Julia H. Martin et al., Guide to Occupations in Virginia, Virginia and Central and Northeast,10th edition (Charlottesville, Virginia Occupational Information Coordinating Committee, Center for Public Service, Spring 1995.

Projected growth rates within the Charlottesville MSA range from -3% for drafters to 70% for medical assistants and within Virginia from -2% for bookkeepers to 65% for medical assistants. Besides medical assistant, which relates to a discontinued certificate program (Health Technology), the occupation relating to a PVCC occupational/technical program with the highest growth rate within the Charlottesville MSA is corrections officers and jailers, which has the 4th highest growth rate of any occupation in the MSA.

Caution should be exercised when examining these figures. For instance, the low growth rate for drafters is somewhat misleading. As noted in *GOV*, "Although economic growth and the increasingly complex design problems of new products and services should spur demand for design services, continued improvements in CAD technology and its proliferation among architects and engineers will dampen employment growth among drafters."[12] PVCC's mechanical technology program, however, is designed to produce CAD system drafters, and these graduates should have an advantage over other drafters trained by conventional means.

Some fields, such as health records technologist, respiratory therapist, and radiologic technologist, have future growth potential but few present job openings. Table 5 presents occupational demand for each *GOV* occupation for which one of PVCC's AAS or certificate programs prepares workers.

Occupational demand is expressed in this table as the average number of annual job openings for both the Charlottesville MSA and the state of Virginia. The average annual job openings listed in Table 5 are conservative estimates. In this study, average annual job openings are defined as

---

[12]*GOV*, p. 107.

. . . the number of openings each year that result from industry growth and from workers who leave their occupations, either by retiring from the labor force or by switching occupations. It does not include vacancies that results from people changing jobs within an occupation (turnover).

These projections only cover workers who earn wages or salaries. They *do not take into account self-employed workers*. This means that for occupations where many people are self-employed, the projections will be understated.[13]

[13] *Ibid.*, p. 5.

TABLE 5: OCCUPATIONAL DEMAND BY PVCC OCCUPATIONAL/TECHNICAL PROGRAM

ACADEMIC PROGRAM	RELATED OCCUPATION	Average Annual Job Openings Ch'v MSA	Average Annual Job Openings Virginia
Arts & Crafts (Cert.)	Commercial Artist	3	151
	Designer	5	283
	Photographer	--	89
	Performing Artist	--	97
BUSINESS & MANAGEMENT			
Accounting (AAS)	Accountant/Auditor	38	1,336
Management (AAS)	Managers (General)	109	4,753
	Managers (Personnel)		
	Sales Workers/Managers	327	13,195
	Finance Officers/Managers	21	1,197
	Bank Teller/etc.	13	772
Marketing (AAS)	Advertising/Public Relations	17	889
BUSINESS & OFFICE			
Office Systems (AAS)	Managers, Clerical	39	1,607
Clerical Studies (Cert.)	Secretaries	104	3,873
	Office Clerks	102	3,745
	Bookkeepers	45	1,839
Computer Systems (AAS)	Programmers and Aides	19	1,454
	Computer Operator	6	277
	Data Entry Operator	9	370
ELECTRONICS			
Electronics (AAS)	Engineering Tech: Electrical	12	755
Electronics (Cert.)	Electrician	23	968
Health Technology (Cert.)	Medical Assistant	3	145
	Nursing/Medical Aide	48	1,455
	Radiologic Technologist	6	260
	Health Record Technologist	4	108
MECHANICAL TECHNOLOGY			
Drafting & Design (AAS)	Drafter	4	296
Drafting (Cert.)			
Drafting Design (Diploma)			
Nursing (AAS)	Registered Nurse	77	2,150
	Licensed Practical Nurse	27	881
POLICE SCIENCE			
Police Science (AAS)	Corrections/Law Enforcement	10	590
	Private Gu.	22	962
Respiratory Therapy (AAS)	Respiratory Therapist	3	74
Auto Technology (Cert.)	Automobile Mechanic	16	848

SOURCE: Julia H. Martin et al., Guide to Occupations in Virginia, Virginia and Central and Northeast, 10th edition (Charlottesville, Virginia Occupational Information Coordinating Committee, Center for Public Service, Spring 1995.

The average annual job openings within the Charlottesville MSA for the occupations listed in Table 5 range from 3 for commercial artists, medical assistants, and respiratory therapists to 327 for sales workers and sales managers. The programs with the fewest average annual job openings are the certificate program in Arts and Crafts and the AAS programs in Mechanical Technology and Respiratory Therapy. The two programs with the most average annual job openings are the program in Business and Management and the program in Business and Office.

TABLE 6: OCCUPATIONAL DEMAND FOR PVCC OCCUPATIONAL/TECHNICAL PROGRAM GRADUATES AND STUDENTS

ACADEMIC PROGRAM	No. PVCC Graduates for each Ch' MSA Job Opening	No. PVCC Students for each Ch' MSA Job Opening
Arts & Crafts (Cert.)	0.0	0.1
BUSINESS & MANAGEMENT		
Accounting (AAS)	0.1	1.6
Management (AAS)	0.0	0.2
Marketing (AAS)	0.1	1.1
BUSINESS & OFFICE Office Systems (AAS) Clerical Studies (Cert.)	0.0	0.2
Computer Systems (AAS)	0.3	3.3
ELECTRONICS Electronics (AAS) Electronics (Cert.)	0.1	1.6
Health Technology (Cert.)	0.0	0.0
MECHANICAL TECHNOLOGY Drafting & Design (AAS) Drafting (Cert.) Drafting Design (Diploma)	0.3	5.8
Nursing (AAS)	0.4	1.4
POLICE SCIENCE Police Science (AAS) Law Enforcement (Cert.)	0.6	2.2
Respiratory Therapy (AAS)	1.1	0.3
Auto Technology (Cert.)	0.0	0.2

NOTE: The number of PVCC graduates and students available for each Charlottesville MSA job opening is calculated by dividing the three-year average number of graduates or students (see Tables 1 or 3) by the average annual job openings (see Table 5).

The occupational demand figures presented in Table 5 are only meaningful when placed in context with PVCC occupational/technical program enrollment and completion figures. Table 6 lists both the number of PVCC graduates and the number of PVCC fall term students for each Charlottesville MSA job opening. The lower the number, the higher the demand for PVCC occupational/technical students and graduates. In Business and Office, for

instance, there are approximately 100 jobs for each PVCC graduate and approximately five jobs for each fall term student; in Mechanical Technology, however, there are roughly three jobs for every graduate, but approximately six fall term students must compete for each job opening.

There does not seem to be an over supply of PVCC graduates in any occupational/technical program. In fact, the demand for PVCC graduates appears to be quite high within the PVCC service region. The program with the highest ratio of graduates to jobs was Respiratory Therapy, but even in that program, 1.1 jobs are available for each graduate. In seven programs, students outnumbered job openings. These programs were Mechanical Technology (5.8 students for each job), Computer Systems (3.3 students for each job), Police Science (2.2 students for each job), Accounting (1.6 students for each job), Electronics (1.6 students for each job), Nursing (1.4 students for each job), and Marketing (1.1 student for each job).

Again, caution should be exercised when examining these figures. Graduate surveys, conversations with faculty, and personal contact with graduates do not necessarily reveal that students earning degrees in these programs have difficulty obtaining jobs.

CONCLUSIONS

Occupational/technical students typically constitute one-third of all curricular students and FTES enrolled at PVCC. Of these occupational/technical students, nearly one-quarter are enrolled in the Business and Management program. The next largest programs in terms of student enrollment are Nursing and Computer Information Systems. In terms of comple-

tion, approximately one-half of all graduates receive degrees or awards in occupational/ technical areas. Occupational/technical students, in other words, are much more likely to complete their degrees or award programs than are college transfer students.

Measuring AAS programs during a three-year average period against SCHEV productivity standards, four programs--Business and Management, Computer Information Systems, Nursing, and Police Science--met both FTES enrollment and graduation standards. Two programs--Business and Office and Electronics--met FTES enrollment standards but did not meet graduation standards. Two programs--Mechanical Technology and Respiratory Therapy--met neither FTES enrollment nor graduation standards. Respiratory Therapy was discontinued in 1991-92.

Generally, the growth rates for occupations for which PVCC occupational/technical programs prepare workers are quite high. Similarly, there seem to be ample job opportunities in occupations for which PVCC occupational/technical programs prepare workers.

RECOMMENDATIONS

Previous studies of occupational/technical programs at PVCC have included recommendations concerning program classification. As noted on page 6,

> Not only must students be correctly classified upon entry into an instructional program but their classification must be monitored on a regular basis. Without regular monitoring, a change from one curriculum to another will not be reflected in the VCCS student database, and in a worst case scenario, the State Council of Higher Education for Virginia (SCHEV) might recommend that a program be discontinued based upon erroneous data. Monitoring procedures used by A&R should be evaluated periodically, and data reported by A&R

should be reviewed by academic administrators and faculty to ensure accuracy.

With this in mind, the same recommendation appearing in both the 1991 and 1994 studies is offered.

Once a year, perhaps in the early fall, a list of all students enrolled in all instructional programs should be generated by the Office of Administrative Computing. The list would be used by the Dean of Instruction and Student Services, division chairs, and program chairs to ensure that every student on the list is actually enrolled in the program listed and that students not appearing on the list but enrolled in a particular program are added. Additionally, once each term, the Office of Administrative Computing would generate a list of all students classified in discontinued programs. This list would be used by the dean, division chairs, program chairs, and the Office of Admissions and Records to correct obvious errors.