

2018-19 PVCC Graduate Exit Survey

Piedmont Virginia Community College

Office of Institutional Research, Planning, and Institutional Effectiveness

July 2019

2018-19 PVCC Graduate Exit Survey

Executive Summary

Piedmont Virginia Community College's (PVCC) Graduate Exit Survey collects information from soon-to-be graduates on their career and education plans for the coming year, satisfaction with PVCC's programs and services, and how well PVCC has helped them further their academic and/or professional goals. The survey was administered online to students completing their studies in Summer 2018, Fall 2018, and Spring 2019. Seven hundred and seventy (770) graduates completed the survey. PVCC continues to be successful in preparing students for work and college transfer. Quantitative findings are supported by comments like these from PVCC's graduates:

As a student aspiring to be an elementary educator, I sought out a program that would allow me to work in the field of elementary education while I worked towards my degree. Because of PVCC, I was able to work as a teaching assistant while taking classes at night and online. This would not have been possible without the flexibility that PVCC provided. I was able to get my foot further into the door with my career and solidify my passion for education. I was even able to reevaluate my transfer options and decide on [College] thanks to the satellite campus! Now I can continue working as a teaching assistant while receiving my bachelors and masters degrees online.

Overall, PVCC really allowed me to get back on track after several failed attempts at completing my associates and transfer requirements. This is my third school since 2012 when I started at [College] and then moved to [College]. I was very refreshed by the atmosphere, faculty, staff, and grounds - I couldn't be happier for what PVCC did for me to get back on the path to success!

My view on the world has changed since coming to PVCC. The stories I have heard from fellow students and professors have changed my life. Every class I took had an impact on me, and all were positive. Coming here was the best decision I have ever made.

Ninety-seven percent (97%) say that PVCC has helped them further their academic and/or professional goals. About two-thirds (66%) expect to enroll in a college or university in the coming year. Of those expecting to enroll in a college or university in the coming year, 77% say their program of study will be related to their PVCC degree, 77% will attend full-time, and 78% anticipate attending their first-choice college or university.

Most graduates are "very much" satisfied with the overall quality of PVCC services and their academic program. Satisfaction is highest with PVCC's Library Services, Learning Center, First Quadrant Math Center, Writing Center, and Services for students with disabilities. PVCC graduates were also satisfied with their academic programs. The areas within their academic programs with the highest level of satisfaction was the learning environment, faculty, staff, and academic advising.

These findings are utilized in assessment of college programs and services, and evaluation of effectiveness in preparing students for work and/or transfer. Supplemental analyses for program review/evaluation will be provided to individual departments and programs.

2018-2019 PVCC Graduate Exit Survey

Introduction

Piedmont Virginia Community College's (PVCC) Graduate Exit Survey collects information from soon-to-be graduates on their career and education plans for the coming year, satisfaction with PVCC's programs and services, and how well PVCC has helped them further their academic and/or professional goals. Survey findings are used in assessment of the College's programs and services, evaluation of the College's success in preparing students for work and/or transfer, reports to external audiences, and preparation of grant proposals.

Methodology

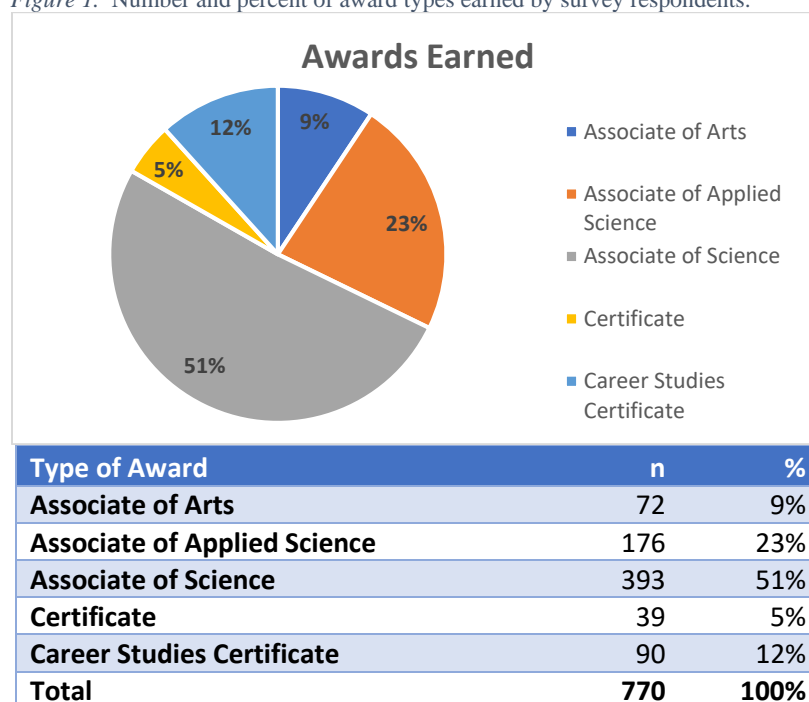
In accordance with PVCC's graduation requirements policy, all Summer 2018, Fall 2018 and Spring 2019 applicants for graduation were required to take the Graduate Exit Survey administered online. In 2018-2019, PVCC had 911 completers. 770 completed the survey for a response rate of 85%. Copies of the survey are available from the Office of Institutional Research, Planning, and Institutional Effectiveness. Graduates'¹ responses are summarized in this report and individual comments are provided to Deans and program heads for use in program review.

Results

Demographics and Overview

Of the awards earned by survey respondents, 9% were Associate of Arts, 51% an Associate of Science, 23% an Associate of Applied Science, 5% a Certificate and 12% a Career Studies Certificate.

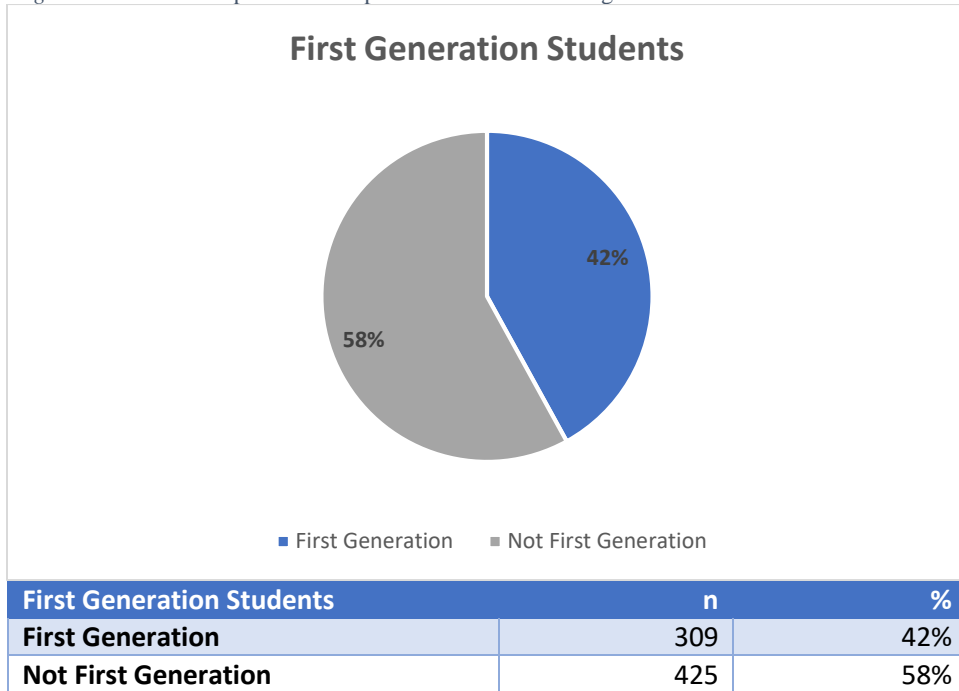
Figure 1. Number and percent of award types earned by survey respondents.



¹ Based on self-report data

Forty-two percent (42%, 309 graduates) were first-generation college graduates.

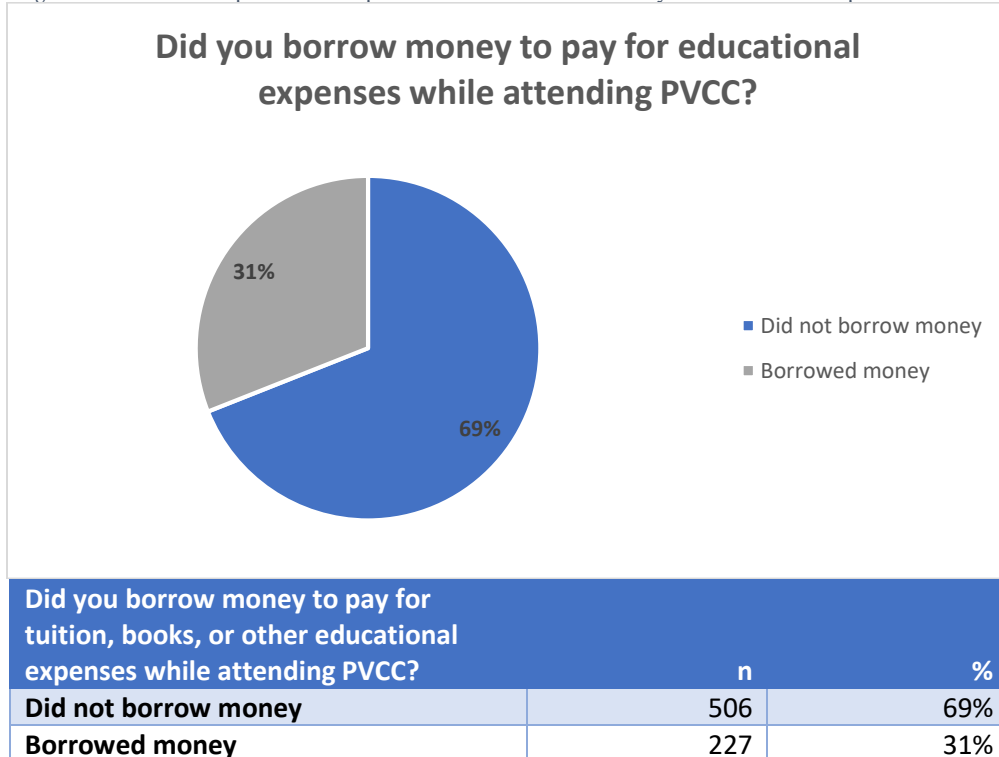
Figure 2. Number and percent of respondents who were first generation students.



36 non-respondents, % based on n=734

Thirty-one percent (31%) borrowed money to attend PVCC with 40% of these borrowing \$5,000 or more.

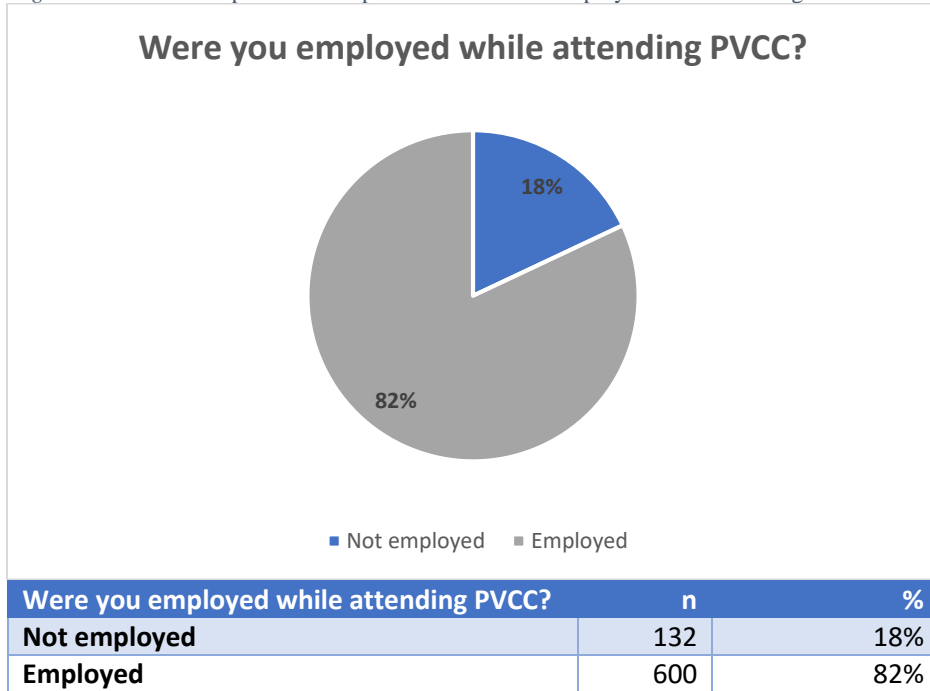
Figure 3. Number and percent of respondents who borrowed money for educational expenses while attending PVCC.



37 non-respondents, % based on n=733

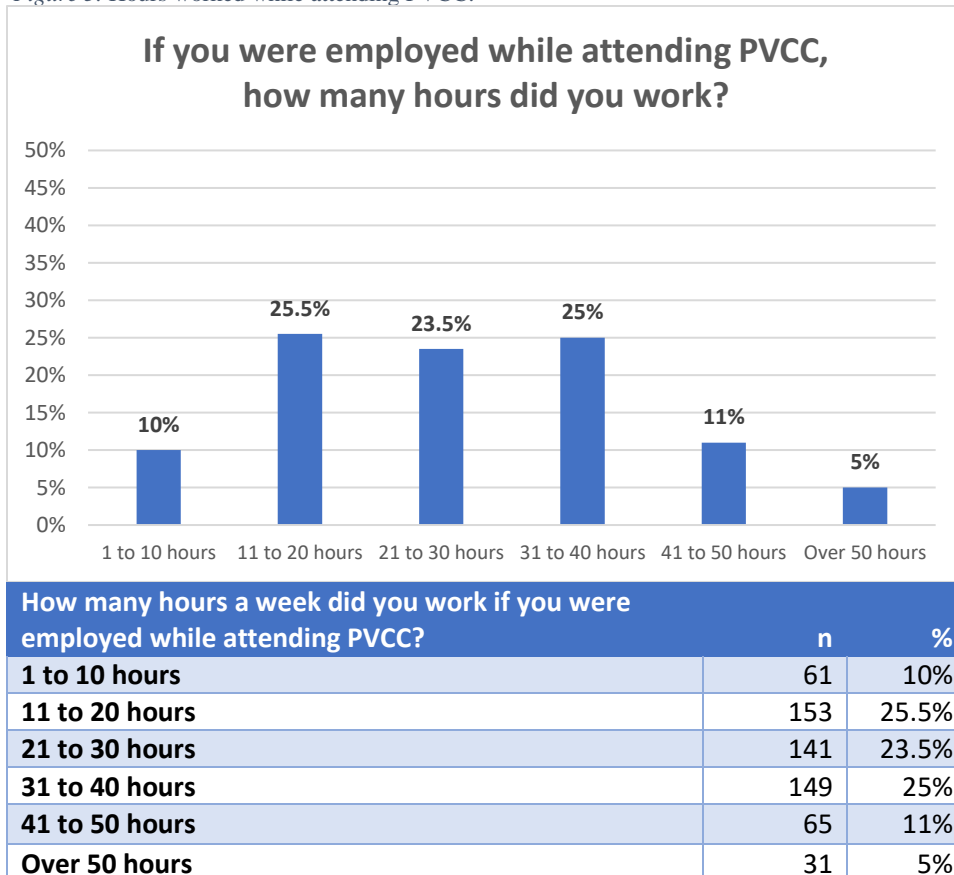
Eighty-two percent (82%) were employed while enrolled at PVCC. Of those employed, 10% were working up to 10 hours per week, 25.5% working 11-20 hours per week, 23.5% working 21-30 hours per week, 25% working 31 to 40 hours per week, 11% working 41 to 50 hours per week, and 5% working over 50 hours per week.

Figure 4. Number and percent of respondents who were employed while attending PVCC.



38 non-respondents, % based on n=732

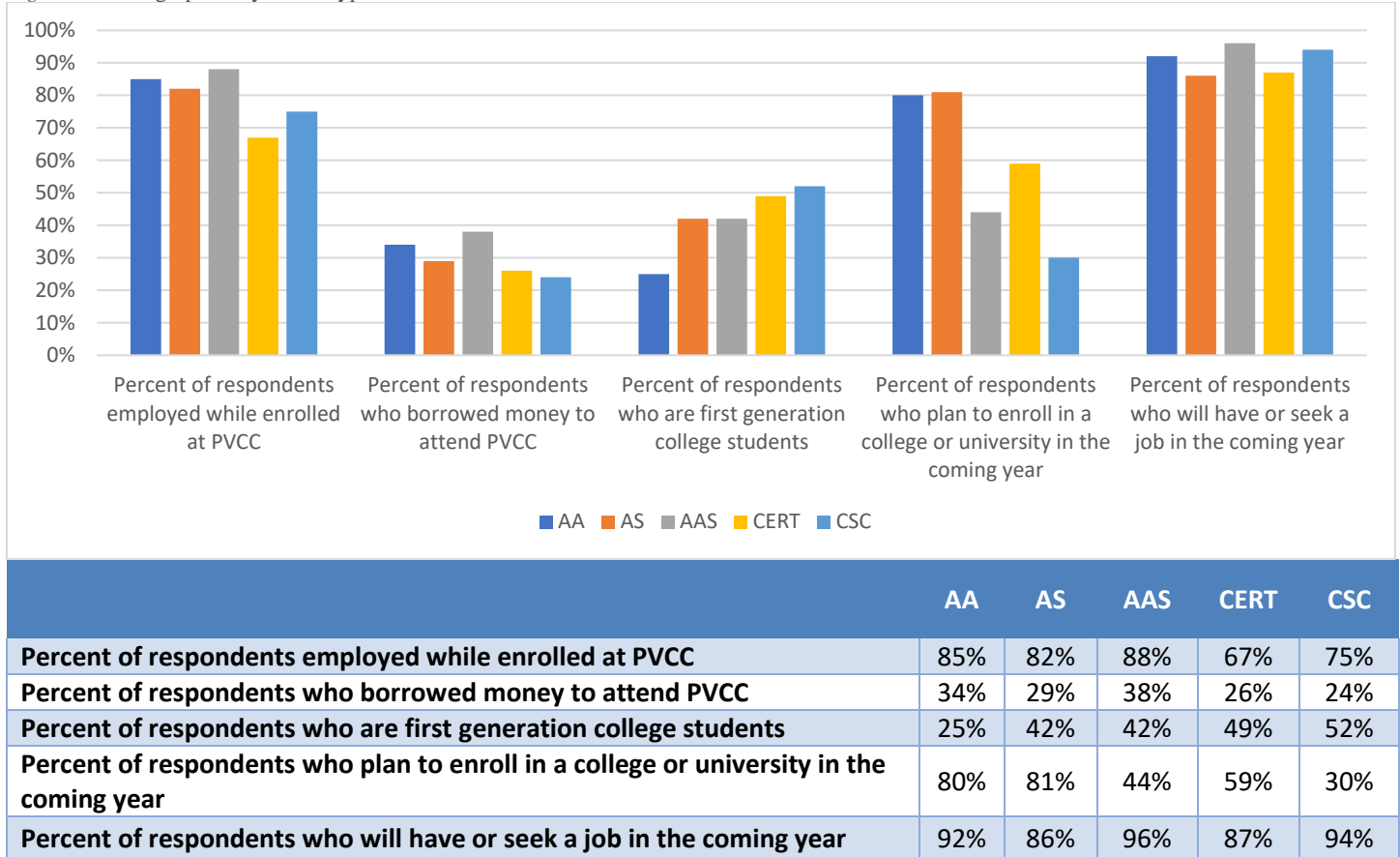
Figure 5. Hours worked while attending PVCC.



% based on n=600

Demographics vary by degree type as shown below. Associate of Applied Science (AAS) students had the highest percentage of students employed while enrolled at PVCC, the highest percent of students who borrow money to attend PVCC, and the highest percent of those who will have or seek a job in the coming year. Career Services Certificate (CSC) students had the highest percentage of first-generation students. Associates of Science (AS) students had the highest percentage of those who planned to enroll in a college or university in the coming year.

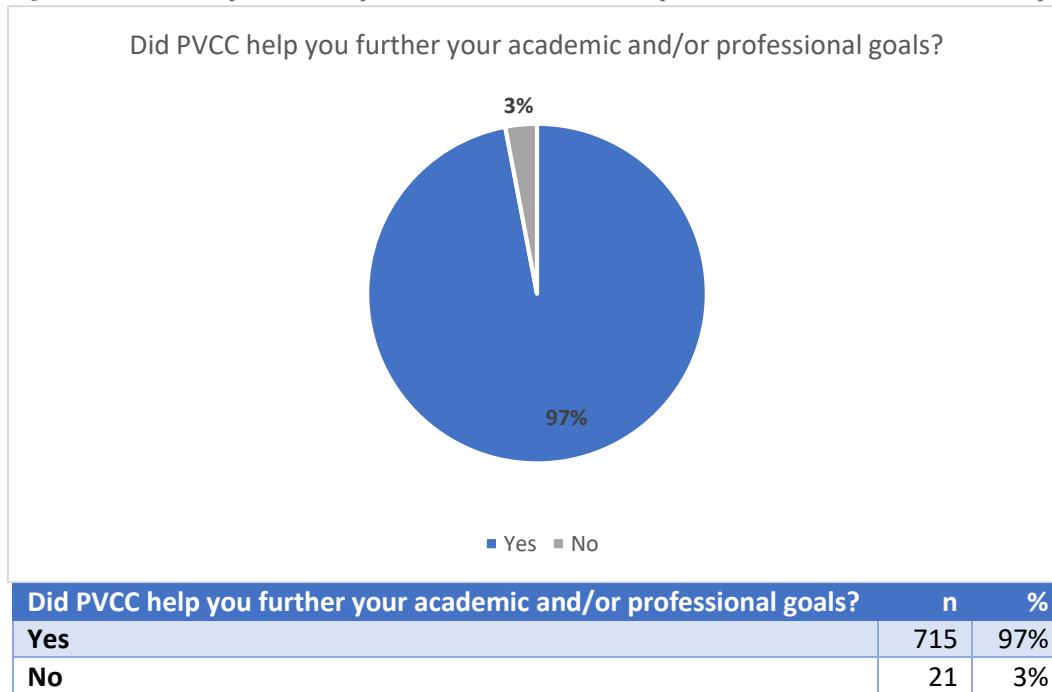
Figure 6. Demographics by award type.



Academic and Professional Goals

Ninety-eight percent (97%) of graduates stated that PVCC helped them further their academic and/or professional goals.

Figure 7. Number and percent of respondents who stated PVCC helped them to further their academic and professional goals.



34 non-respondents, % based on n=736

College and University Enrollment and Transfer

Sixty-six percent (66%) of graduates said they would be enrolled in a college or university in the coming year. Of those who stated they would enroll in higher education in the coming year 27% reported they had already been accepted to college at the time they completed the survey. These colleges include: University of Virginia, James Madison University, Liberty University, Longwood University, Mary Baldwin College, Old Dominion University, Radford University, University of Mary Washington, Virginia Commonwealth University, Virginia Tech, George Mason University, and the College of William and Mary. Several graduates planned to continue their education at a community college.

Of those planning to enroll in a college or university, 84% are planning to pursue a bachelor's degree, 77% say their program of study will be related to their PVCC degree, 77% will attend full-time, and 78% anticipate attending their first-choice college or university. Table 1 gives an overview of areas graduates (n=427) will pursue when they transfer to their chosen college or university.

Table 1. Academic Areas of Study for Students Who Transfer to Other Academic Institutions

Academic Area	n	%
Science (Psychology, Chemistry, Biology, etc.)	122	29%
Liberal Arts (Music, English, Language, History, etc.)	77	18%
Nursing	53	12%
Business (Marketing, Business Administration, Management, etc.)	50	12%
Other	36	8%
Computer Science	30	7%
Education	22	5%
Engineering	16	4%
Criminal Justice and Police Science	16	4%
Political Science (Law and Political Science)	5	1%

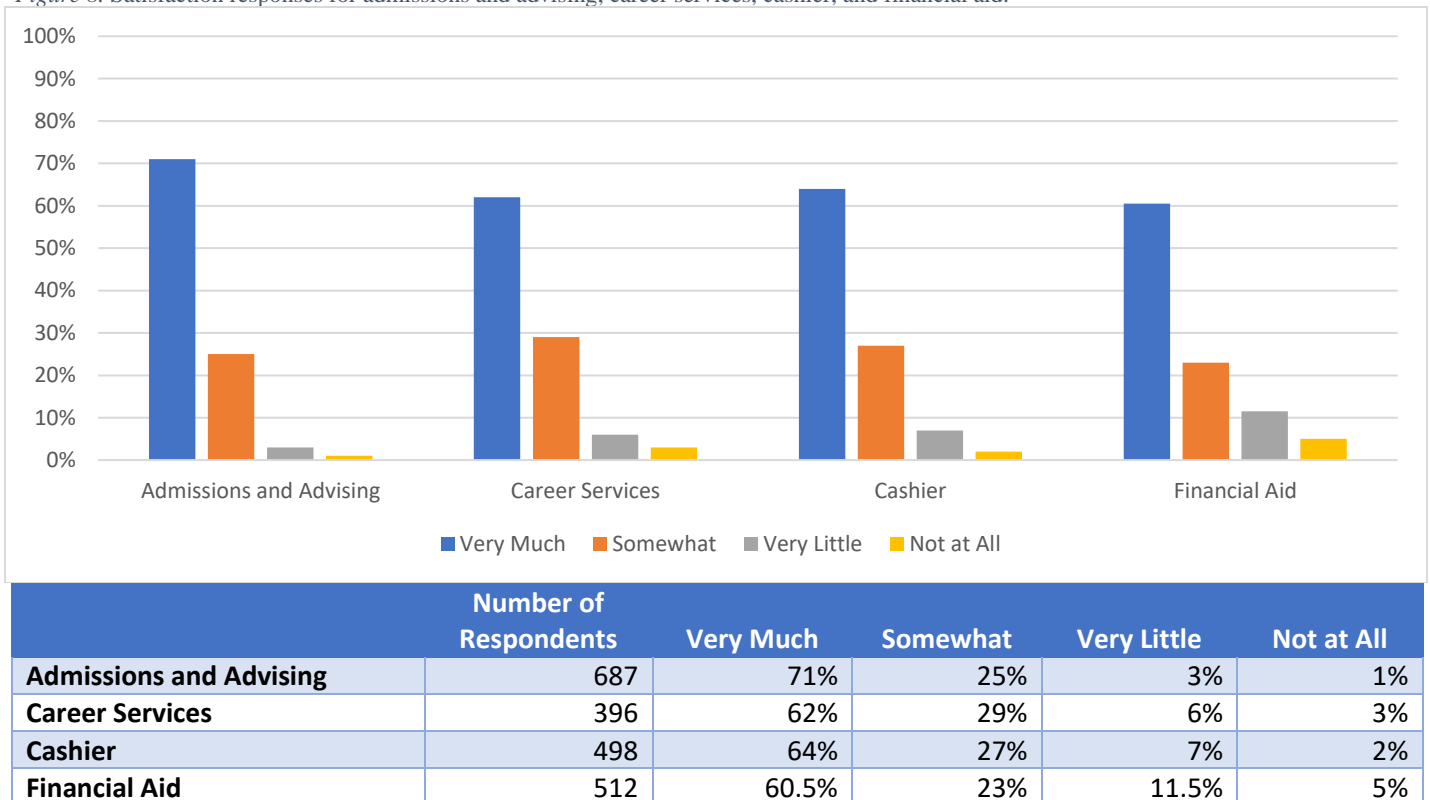
343 non-respondents, % based on n=427

College Services

Graduates were asked to rate how satisfied (i.e., “very much”, “somewhat”, “very little”, or “not at all satisfied”) they were with college services *they had used* at PVCC. The below charts and tables shows the percentage of graduates indicating satisfaction with each service. Students who did not respond or selected “not applicable” were excluded.

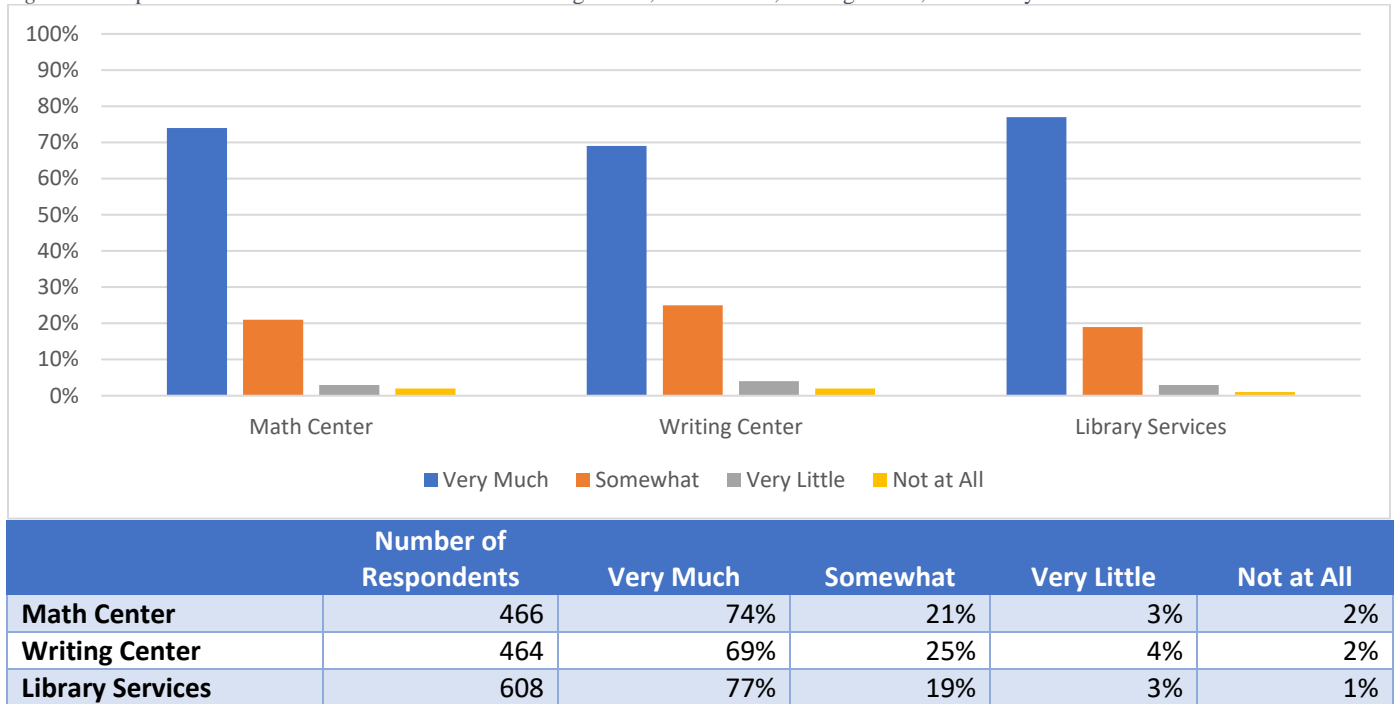
Students were generally satisfied with admissions and advising, career services, cashier, and financial aid. 96% of students stated that they were satisfied (“very much” or “somewhat”) with admissions and advising and 91% were satisfied with career services. 91% were satisfied with the cashier and 83.5% were satisfied with financial aid.

Figure 8. Satisfaction responses for admissions and advising, career services, cashier, and financial aid.



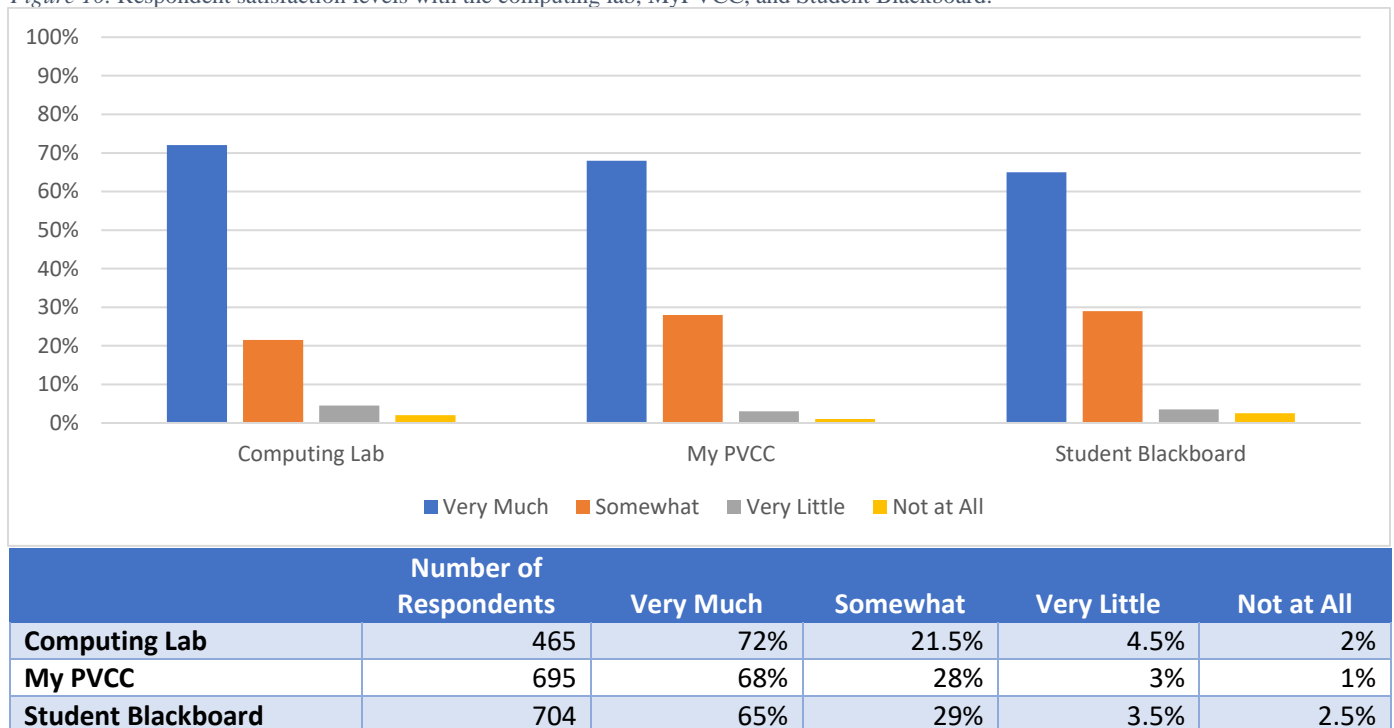
Students were satisfied with the math center, writing center, and library services. 95% indicated satisfaction (“very much” or “somewhat”) with the math center. 94% of the respondents were satisfied with the writing center and 96% were satisfied with the library.

Figure 9. Respondents level of satisfaction with the learning center, math center, writing center, and library services.



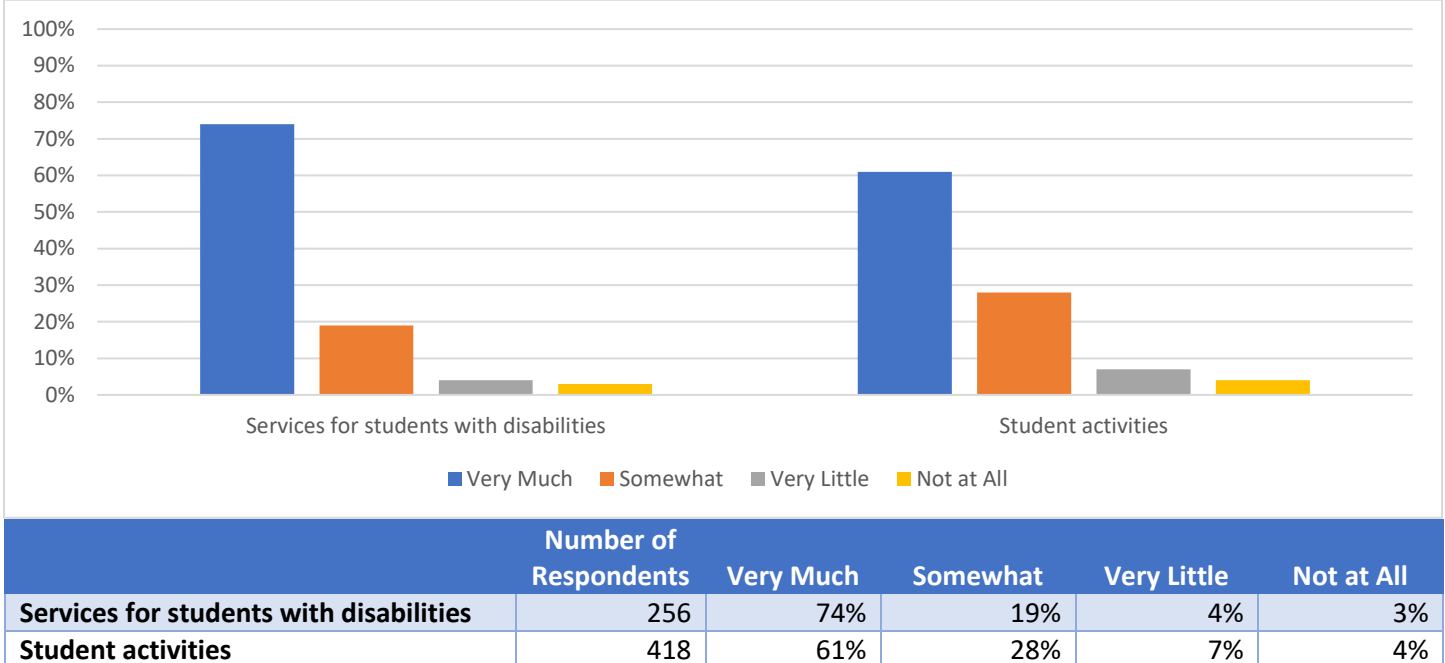
Respondents also indicated high levels of satisfaction with the computing lab, MyPVCC, and Student Blackboard. 93.5% of respondents were satisfied (“very much” or “somewhat”) with the computing lab, 96% with MyPVCC, and 94% with Student Blackboard.

Figure 10. Respondent satisfaction levels with the computing lab, MyPVCC, and Student Blackboard.



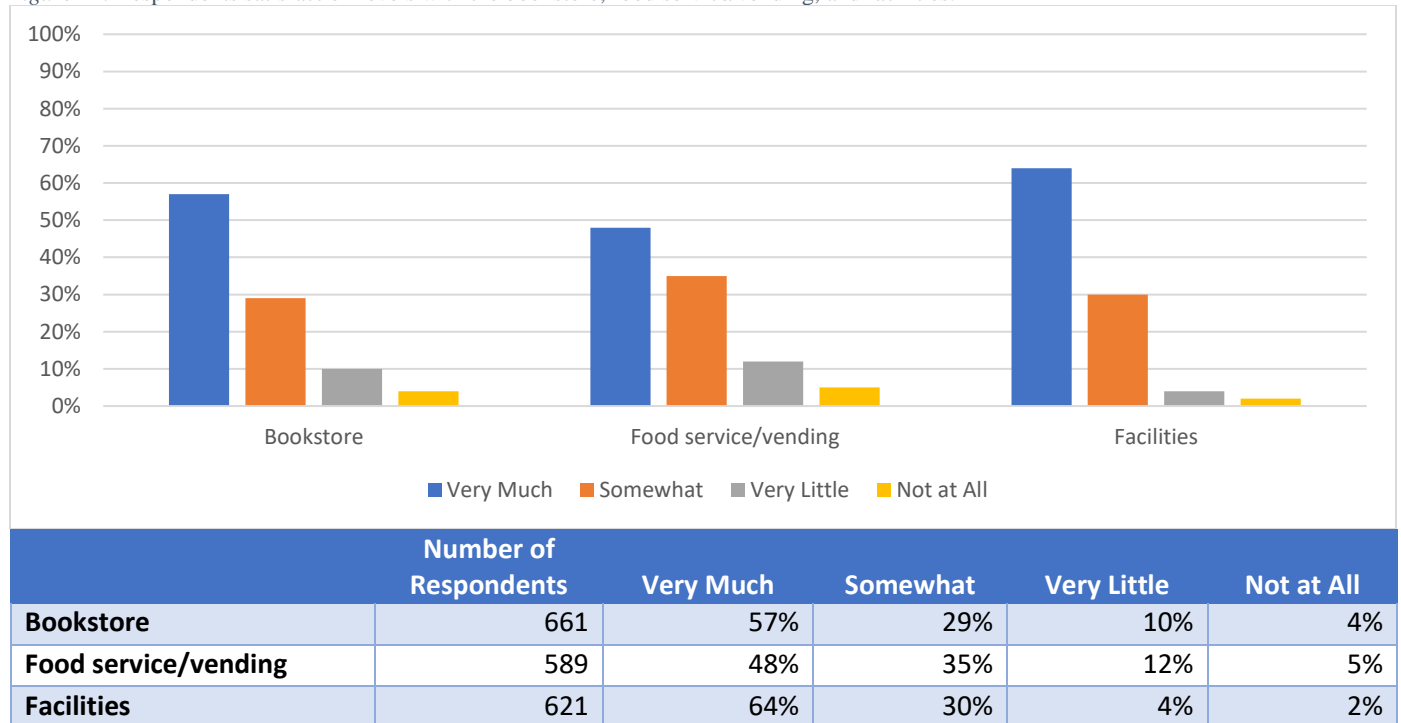
Counseling services, registration services, services for students with disabilities and student activities were also given high levels of satisfaction by respondents. Additionally, 93% of respondents were satisfied (“very much” or “somewhat”) with services for students with disabilities and 89% were satisfied with student activities.

Figure 11. Respondent satisfaction levels with counseling services, registration services, services for students with disabilities, and student activities.



Finally, students ranked their levels of satisfaction with the bookstore and food service/vending at PVCC. 86% were satisfied (“very much” or “somewhat”) with the bookstore, 83% were satisfied with the food service/vending, and 94% were satisfied with the facilities at PVCC.

Figure 12. Respondents satisfaction levels with the bookstore, food service/vending, and facilities.

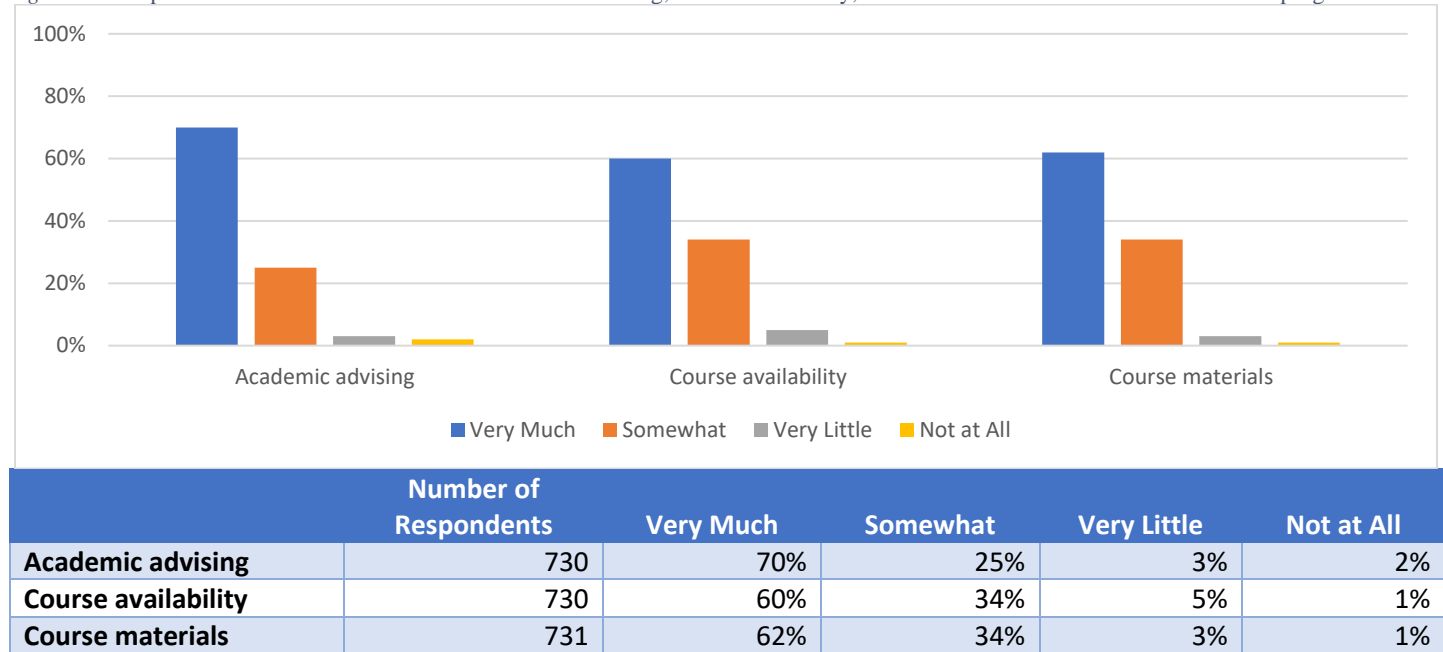


Satisfaction with the Academic Program

Graduates were asked to rate how satisfied (i.e., “very much”, “somewhat”, “very little”, or “not at all satisfied”) they are with various aspects of their academic program. The below tables and graphs display indicated students’ satisfaction.

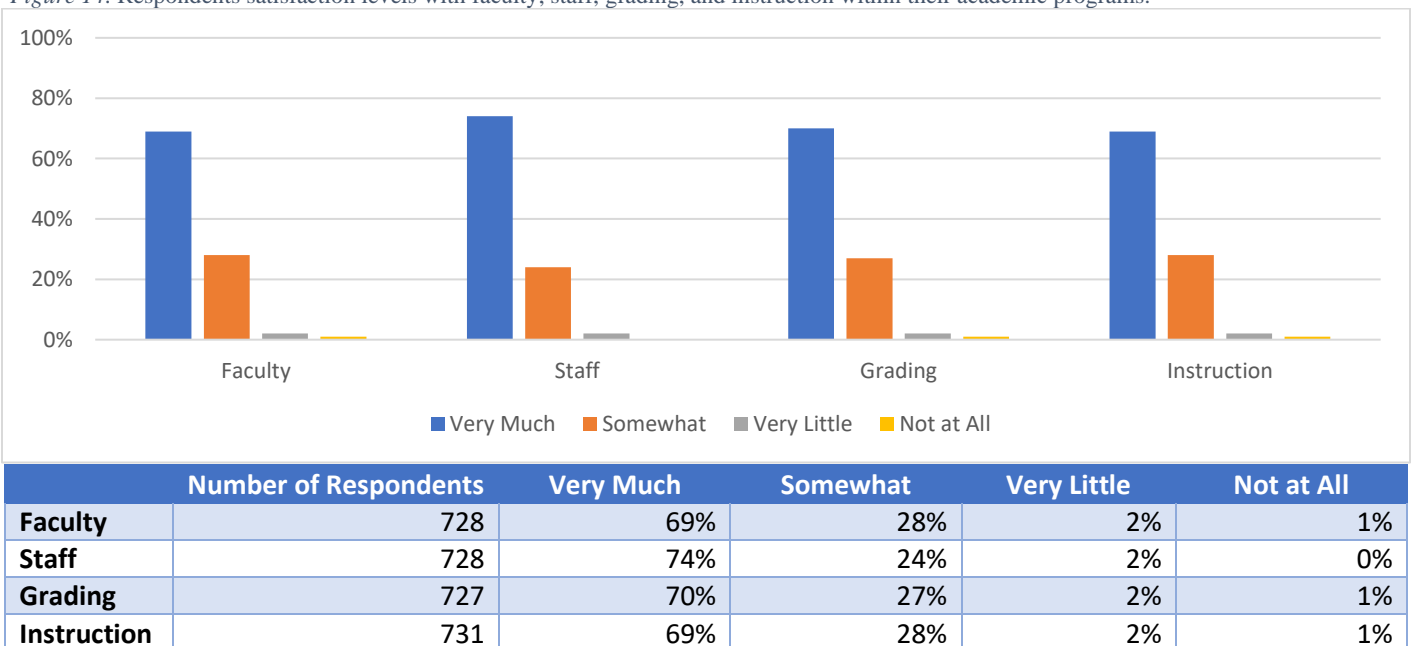
Respondents responded positively in terms of academic advising, course availability, and course materials within their academic program. 95% of respondents were satisfied (“very much” or “somewhat”) with academic advising in their academic program, 94% were satisfied with course availability, and 96% stated satisfaction with the course materials.

Figure 13. Respondents level of satisfaction with academic advising, course availability, and course materials within their academic program.



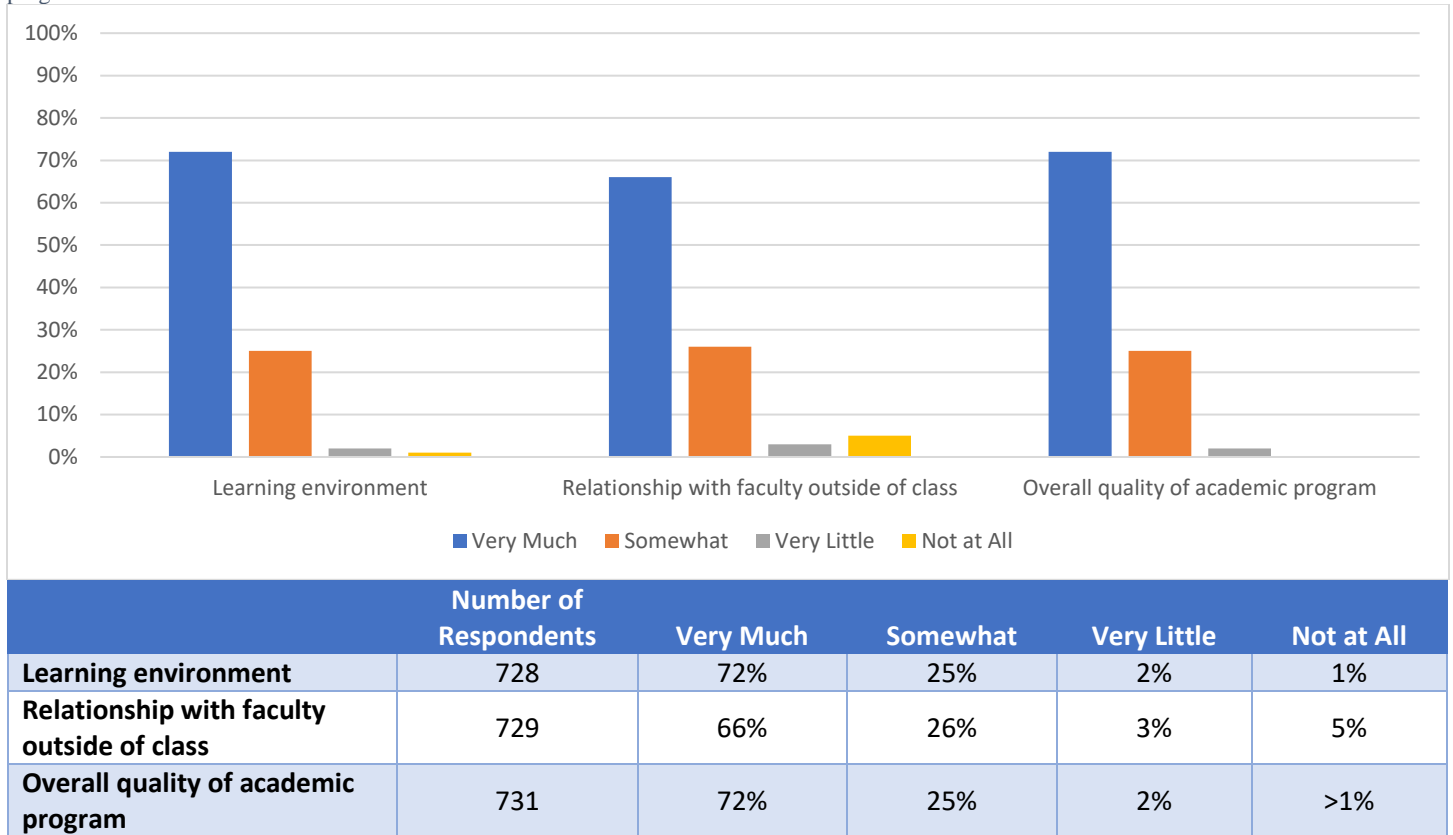
Respondents were also asked to state their level of satisfaction with faculty, staff, grading, and instruction within their academic programs. Regarding faculty in their academic program, 69% of respondents were “very much” satisfied. Additionally, 74% of respondents were “very much” satisfied with staff and 70% were “very much” satisfied with grading, and 69% were “very much” satisfied with instruction.

Figure 14. Respondents satisfaction levels with faculty, staff, grading, and instruction within their academic programs.



Finally, respondents provided their level of satisfaction with the learning environment, relationship with faculty outside of class, and overall quality of their academic program. 97% of respondents were satisfied (“very much” or “somewhat”) with the learning environment, 92% with their relationships with faculty outside of class, and 97% with the overall quality of their academic program.

Figure 15. Respondents satisfaction levels with the learning environment, relationship with faculty outside of class, and overall quality of academic program.

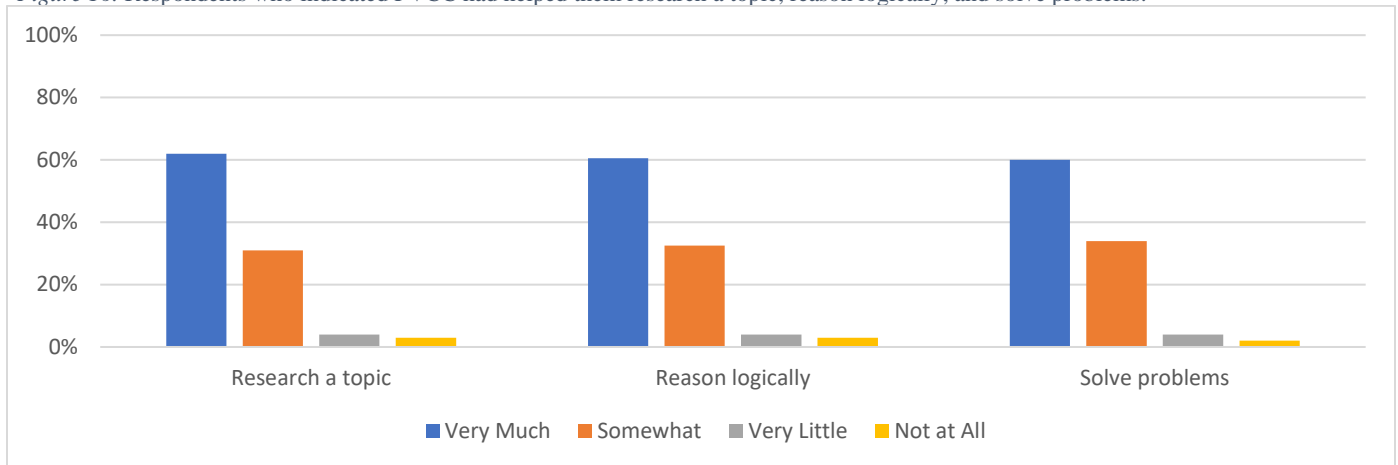


	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Learning environment	728	72%	25%	2%	1%
Relationship with faculty outside of class	729	66%	26%	3%	5%
Overall quality of academic program	731	72%	25%	2%	>1%

General Education

Graduates were asked to indicate the extent to which they felt PVCC had helped them attain outcomes related to general education. The tables and charts below lists the learning outcomes and the percentage of all graduates who indicated that PVCC helped them “very much”, “somewhat”, “very little”, and “not at all” to achieve these outcomes. 93% of respondents stated PVCC helped them (“very much” or “somewhat”) to learn how to research a topic. 93% of respondents stated PVCC taught them to reason logically and 94% stated PVCC educated them on how to solve problems.

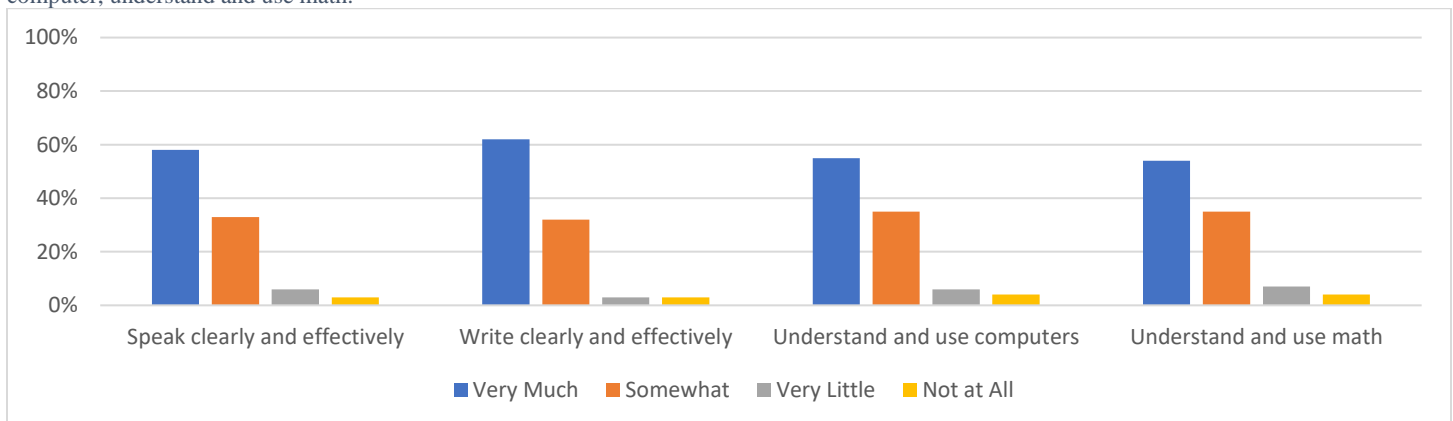
Figure 16. Respondents who indicated PVCC had helped them research a topic, reason logically, and solve problems.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Research a topic	725	62%	31%	4%	3%
Reason logically	725	60.5%	32.5%	4%	3%
Solve problems	722	60%	34%	4%	2%

Respondents stated whether PVCC helped them to speak clearly and effectively, write clearly and effectively, understand and use computer, and understand and use math. 91% of student stated that PVCC helped them speak clearly and effectively and 94% responded that PVCC helped them write clearly and effectively. 90% stated that PVCC helped them understand and use computer and 89% to understand and use math.

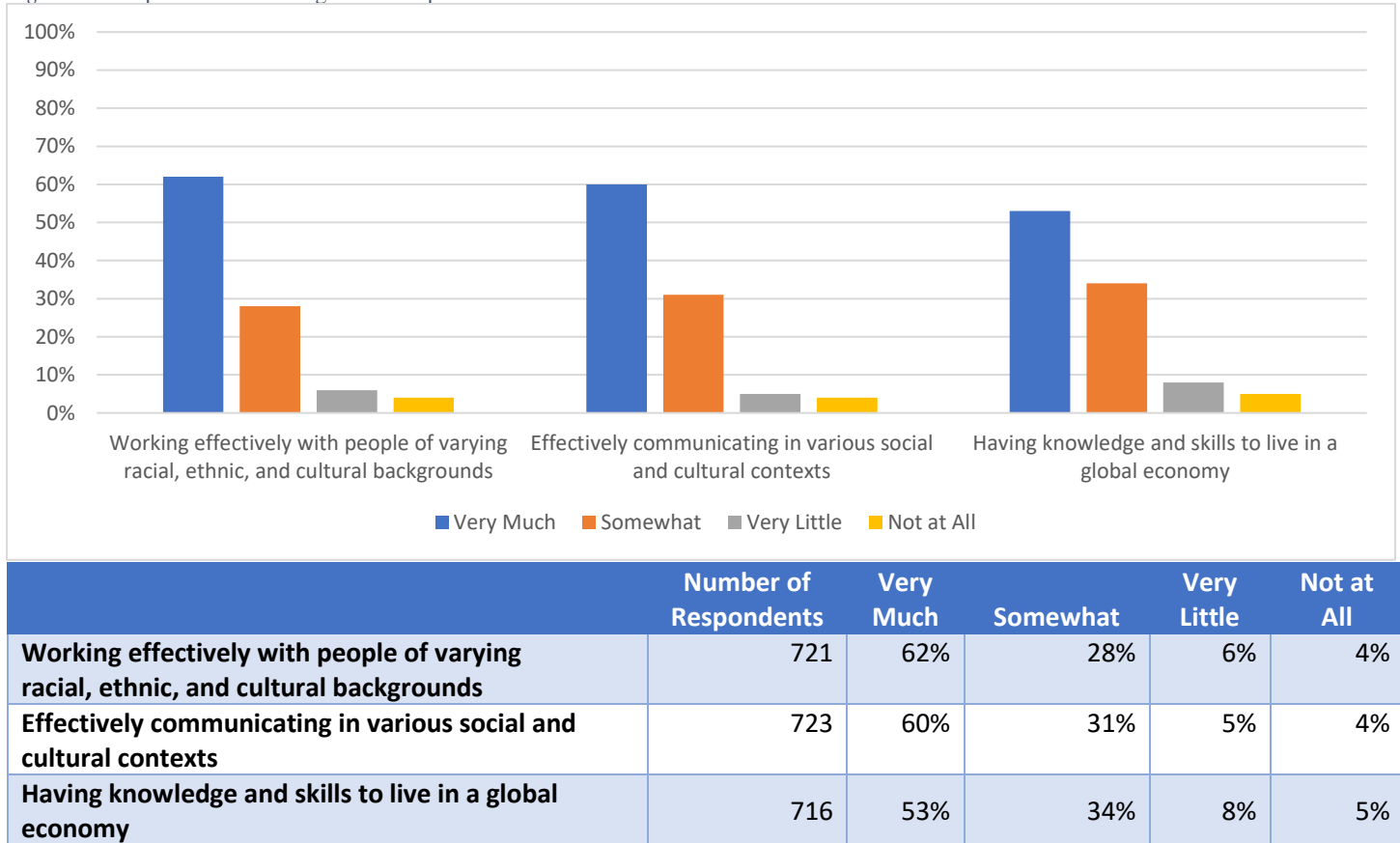
Figure 17. Respondents who indicated PVCC helped them to speak clearly and effectively, write clearly and effectively, understand and use computer, understand and use math.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Speak clearly and effectively	721	58%	33%	6%	3%
Write clearly and effectively	720	62%	32%	3%	3%
Understand and use computers	719	55%	35%	6%	4%
Understand and use math	718	54%	35%	7%	4%

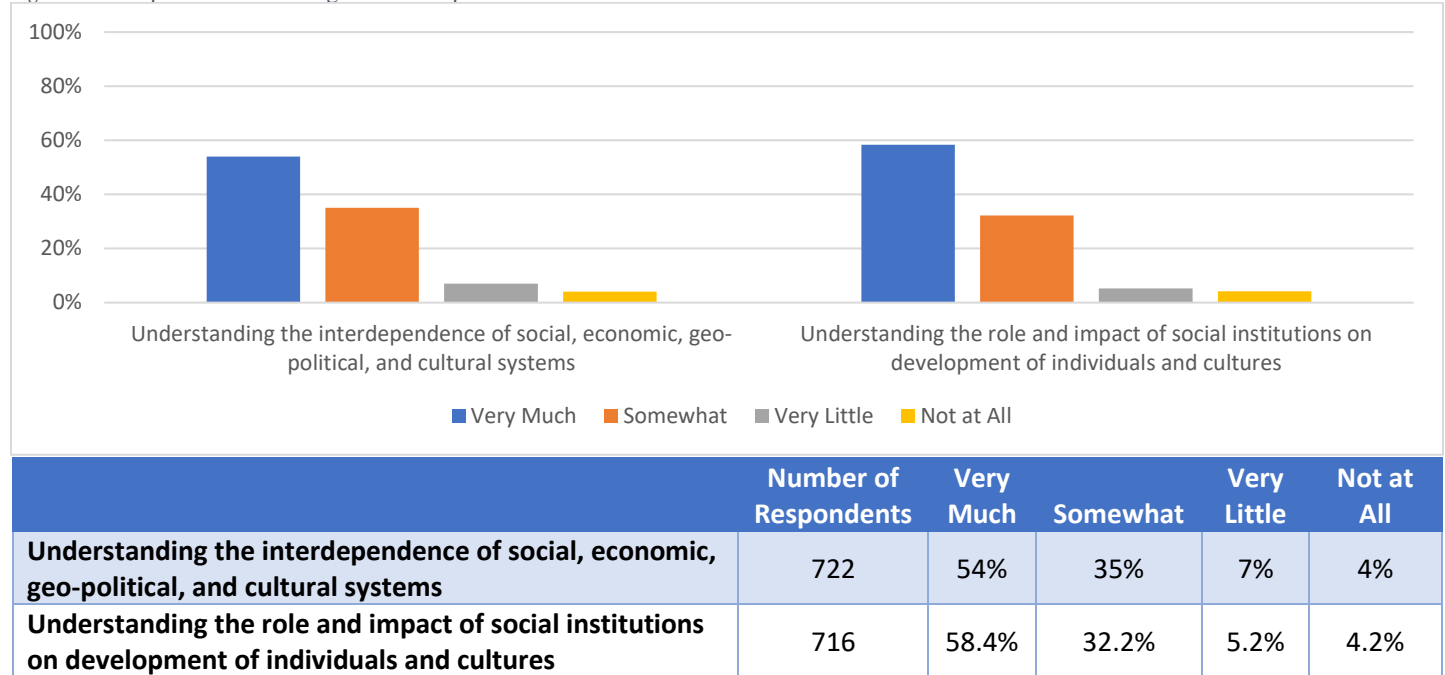
Respondents (90%) stated that PVCC taught them how to work effectively with people of varying racial, ethnic, and cultural background. 91% of respondents indicated that PVCC helped them to effectively communicate in various social and cultural contexts. Additionally, 87% stated that PVCC provided them with the knowledge and skills to live in a global economy.

Figure 18. Respondents indicating PVCC helped them in the stated outcomes.



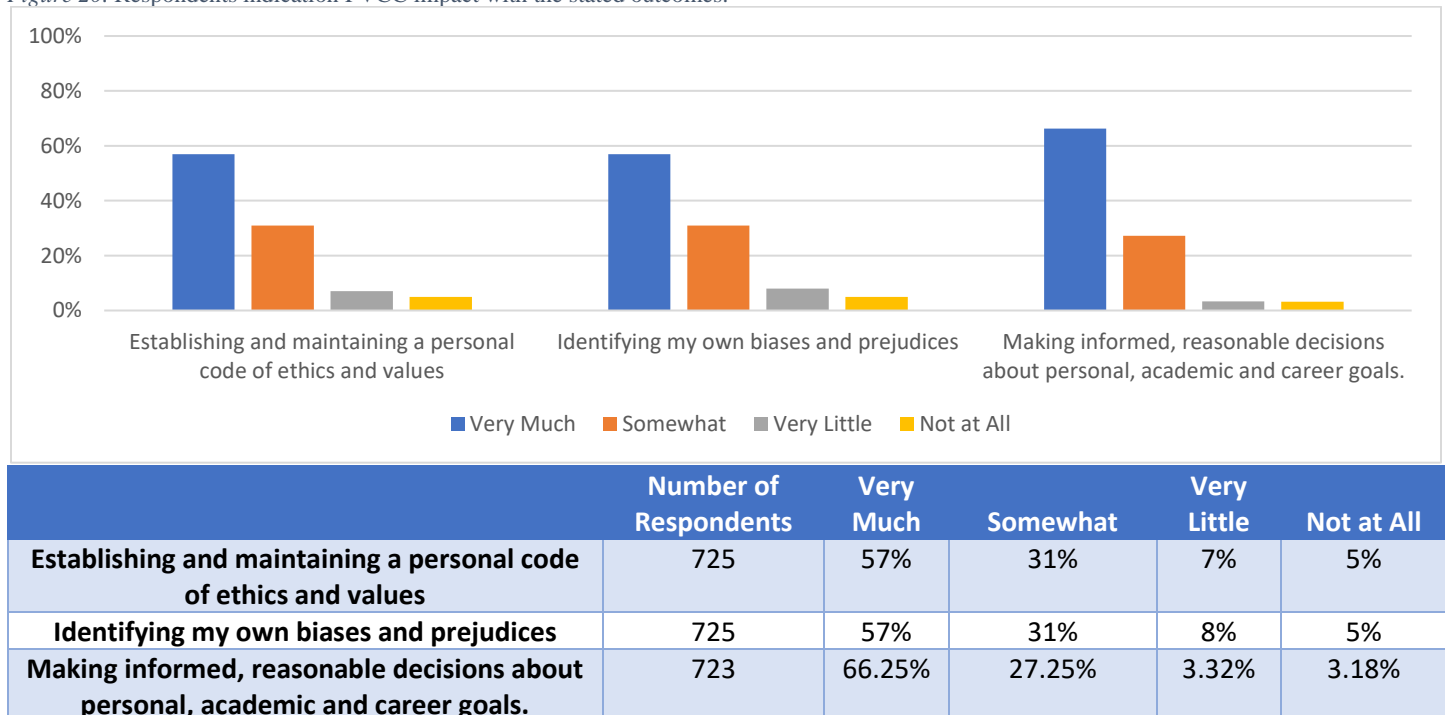
89% of respondents stated that PVCC helped them (“very much” or “somewhat”) understand the interdependence of social, economic, geo-political, and cultural systems. Additionally, 91% indicated that PVCC aided them in understanding the role and impact of social institutions on development of individuals and cultures.

Figure 19. Respondents indicating PVCC's impact on the stated outcomes.



88% of respondents stated that PVCC aided them in establishing and maintaining a personal code of ethics and values. A majority of respondents (88%) also indicated that PVCC helped them to identify their own biases and prejudices and 94% responded that PVCC helped them to make informed, reasonable decisions about their personal, academic, and career goals.

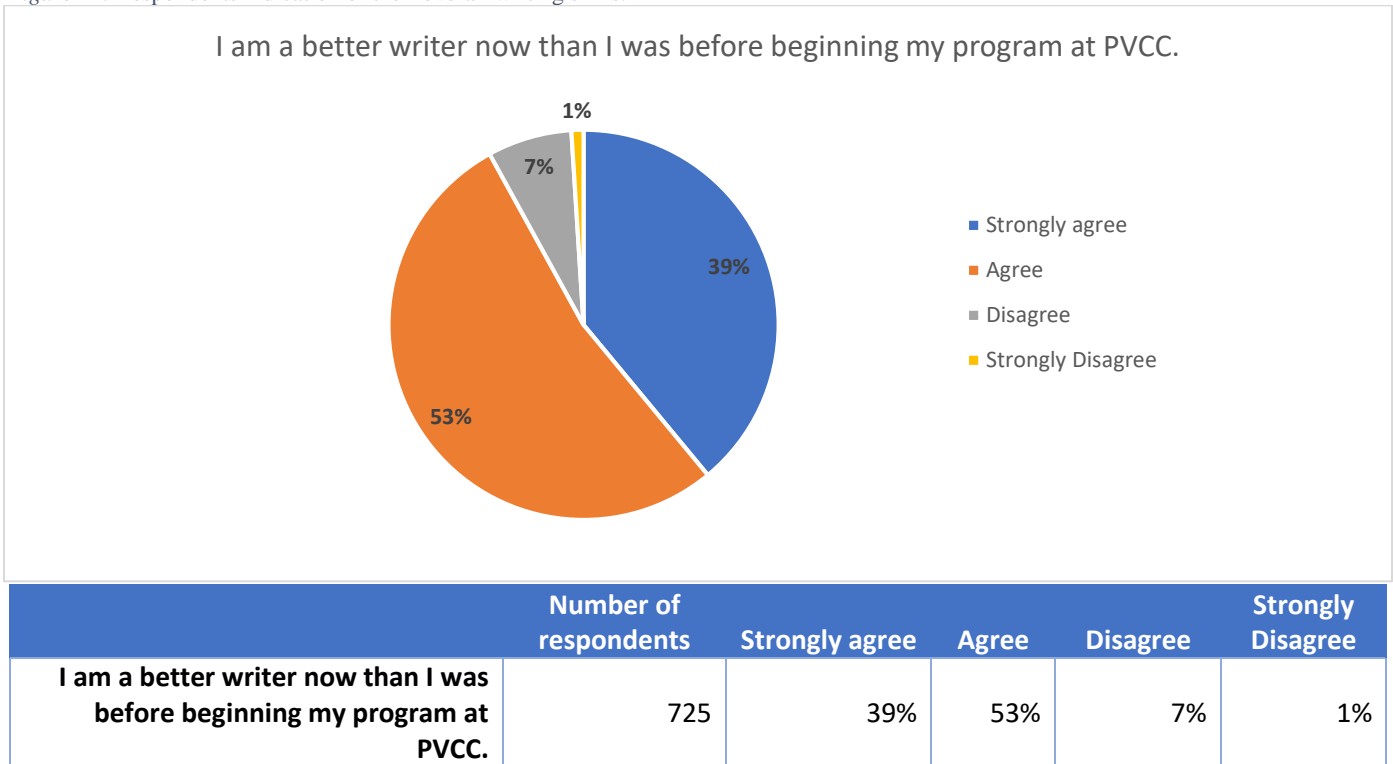
Figure 20. Respondents indication PVCC impact with the stated outcomes.



Focus on Writing

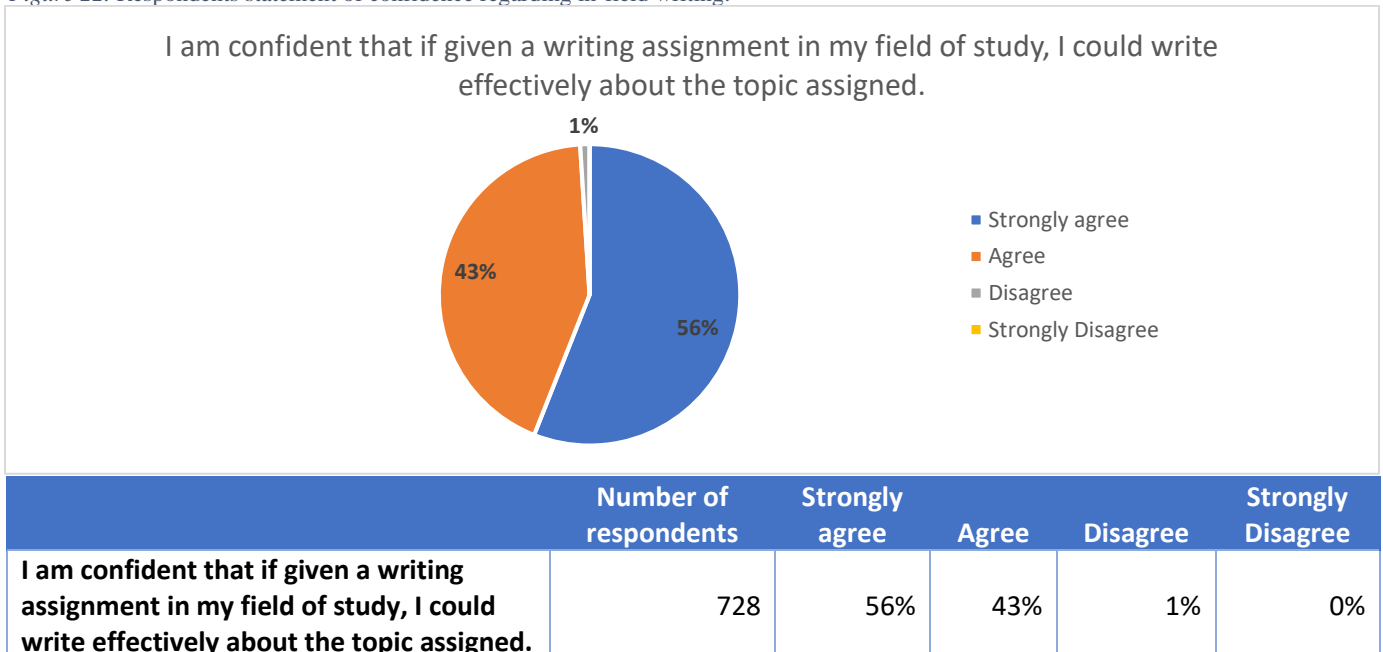
Graduates were asked a series of questions regarding their writing skills and techniques used to proof their work. Thirty-nine percent (39%) of respondents “strongly agree” and 53% “agree” they are a better writer now than they were before starting their program of study at PVCC.

Figure 21. Respondents indication of their overall writing skills.



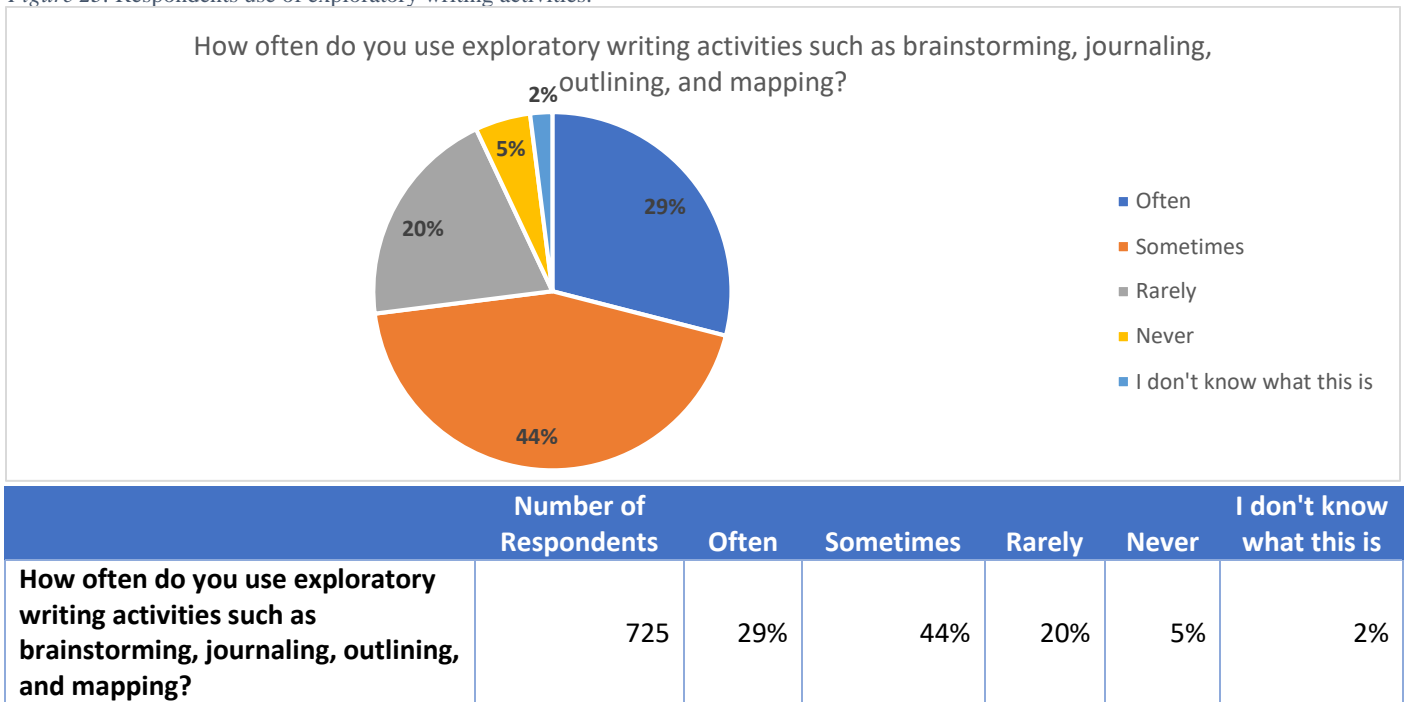
Fifty-six percent (56%) of respondents “strongly agree” that if given a writing assignment in their field of study, they could write effectively about the topic.

Figure 22. Respondents statement of confidence regarding in-field writing.



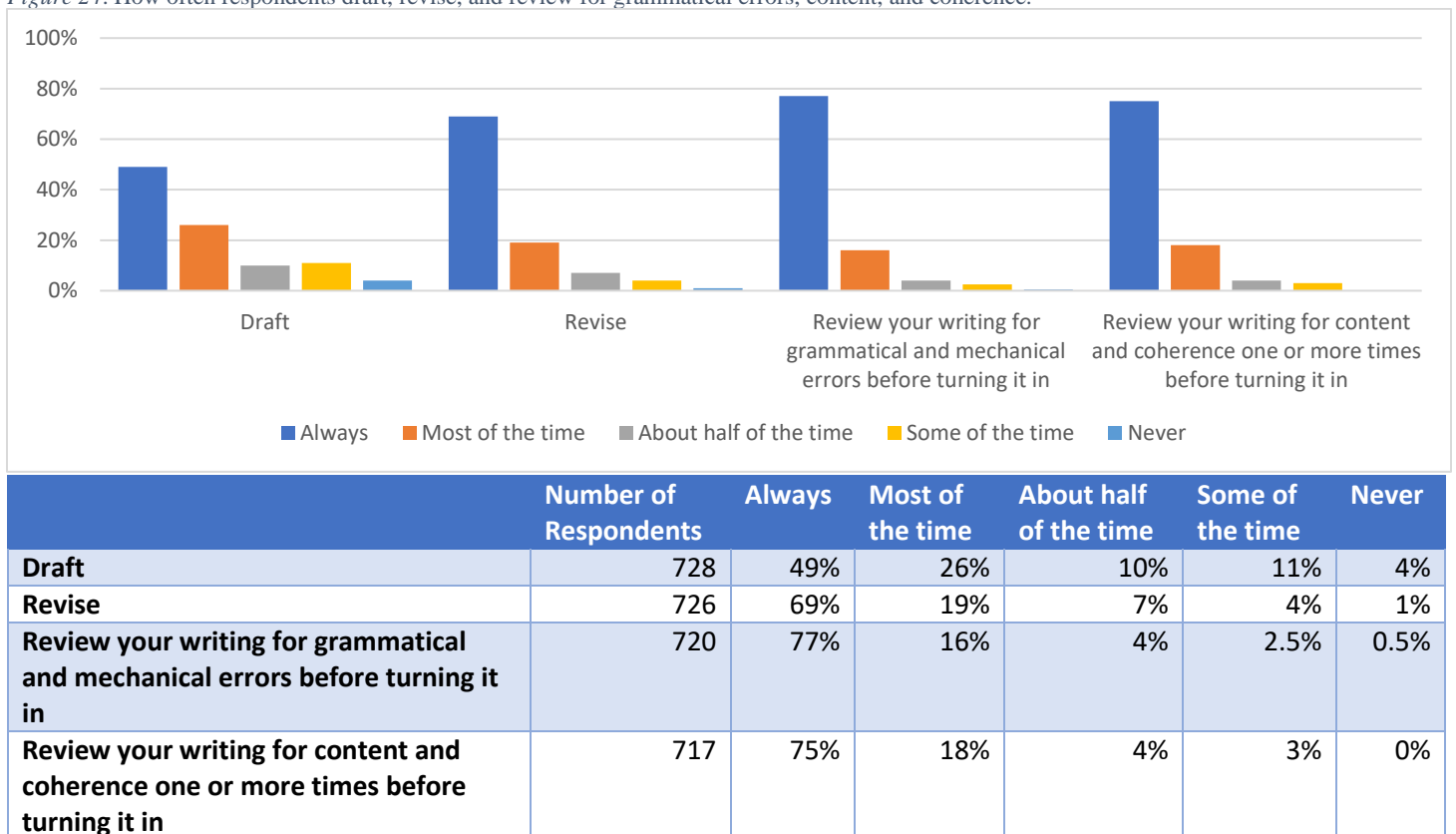
Twenty-nine percent (29%) of students use exploratory writing activities “often”. Exploratory writing includes brainstorming, journaling, outlining and mapping.

Figure 23. Respondents use of exploratory writing activities.



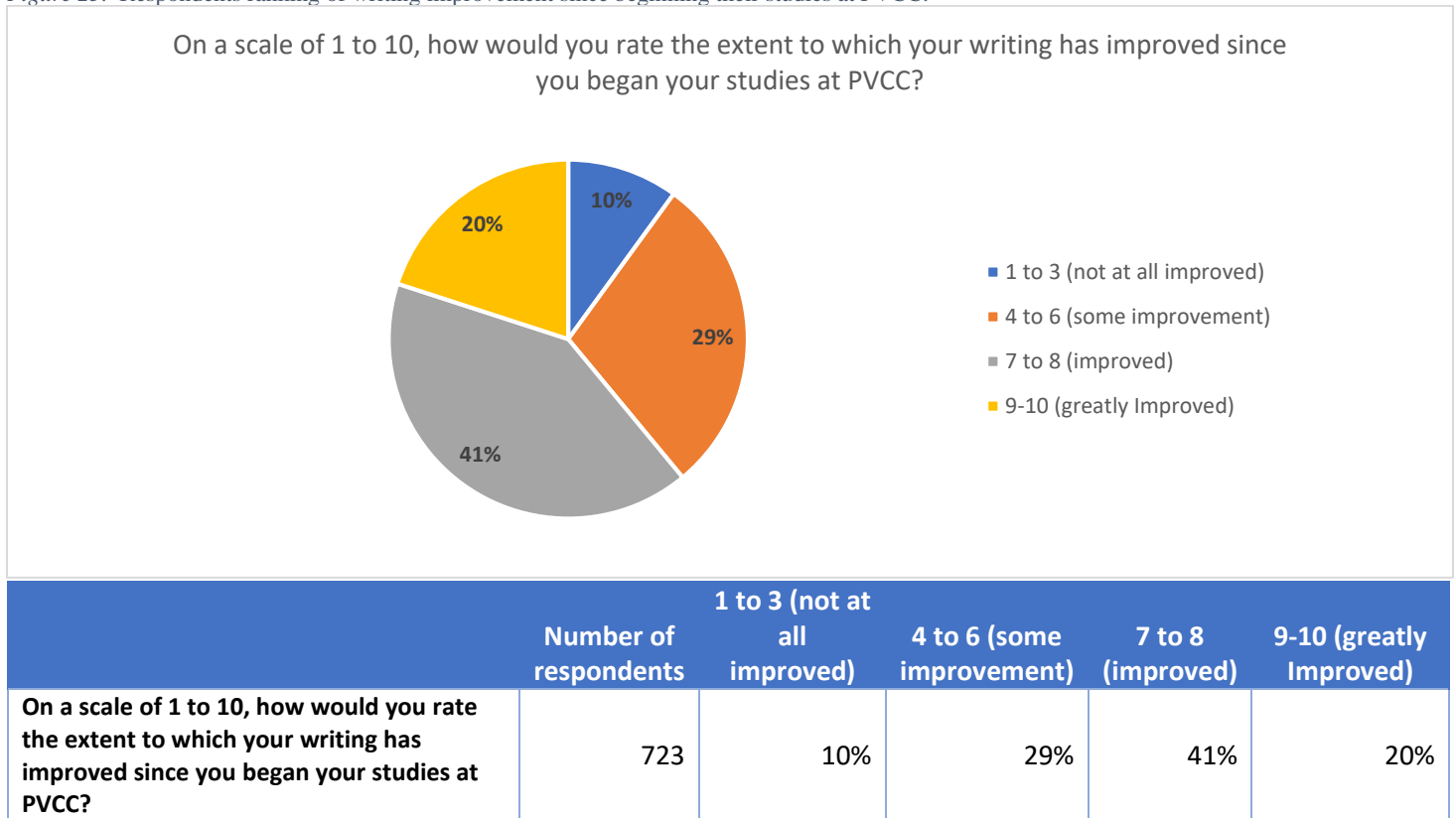
The chart and table below presents results that highlight how often graduates draft, revise, and review for grammatical errors and reviewed content for coherency one or more time. Responses are presented for “always”, “most of the time”, “about half of the time” and “some of the time”.

Figure 24. How often respondents draft, revise, and review for grammatical errors, content, and coherence.



PVCC students rated their writing improvement on a scale of 1-10 (1 being not at all and 10 being greatly improved). Most PVCC student (61%) stated that they had improved in their writing (7 and above).

Figure 25. Respondents ranking of writing improvement since beginning their studies at PVCC.



Overall Comments/Conclusions

Graduates were invited to provide additional comments on any aspect of their PVCC experience. Many graduates expressed satisfaction with their PVCC experience and appreciation for the college’s faculty and opportunities that PVCC provided for furthering their education and career goals. Other graduates suggested improvements to specific courses, services, or programs. Students expressed their desire for more class availability and times being offered to include times such as weekends. Overall, PVCC students were satisfied with the services provided by the College and by their academic programs.