

2019-20 PVCC Graduate Exit Survey

Piedmont Virginia Community College

Office of Institutional Research, Planning, and Institutional Effectiveness

June 2020

2019-20 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 2019, Fall 2019, and Spring 2020. Seven hundred and thirty-seven (737) 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:

I went into my senior year of high school with a 1.7 GPA. My peers thought I was an uneducated buffoon, and I believed them. Entering my senior year, I wanted to prove something. I gave school my all and it paid off, as my lowest grade during senior year was a B+. I carried that momentum into PVCC. I chose Piedmont because it was a place I could get a fresh start. The faculty and students at Piedmont pushed me further than I could have ever imagined. I have learned how to learn, which is the most valuable achievement I have ever obtained. I currently have 3.7 GPA at PVCC, and an A in the class that I am currently taking. I thank PVCC for showing me why I am great. I never believed in myself, and now I believe I can take on anything that stands in my way on the path to success.

I am a prior service member and was a single mother when I first started at PVCC. PVCC has opened doors for me that I never knew possible. I am also a first-generation college student and am so proud of accomplishing my associates and furthering my education for the benefit of my children in the future. I am so very thankful for PVCC!

PVCC taught me how to think and learn in an effective manner that made me enthusiastic about classes that I thought I wouldn't like. There is also an abundance of tools and services that, when I was able to use, helped me guarantee academic success and comprehension. I enjoyed a variety of courses with some of the nicest professors and faculty, for that I am grateful.

Ninety-nine percent (99%, n = 716) say that PVCC has helped them further their academic and/or professional goals. About two-thirds (63%, n = 737) expect to enroll in a college or university in the coming year. Of those planning to enroll in a college or university in the coming year, 77% (n = 457) say their program of study will be related to their PVCC degree, 77% (n = 452) will attend full-time, and 79% (n = 437) 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, Computing Lab, First Quadrant Math Center, Admissions and Advising, and the facilities at PVCC. 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 instruction.

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.

2019-2020 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

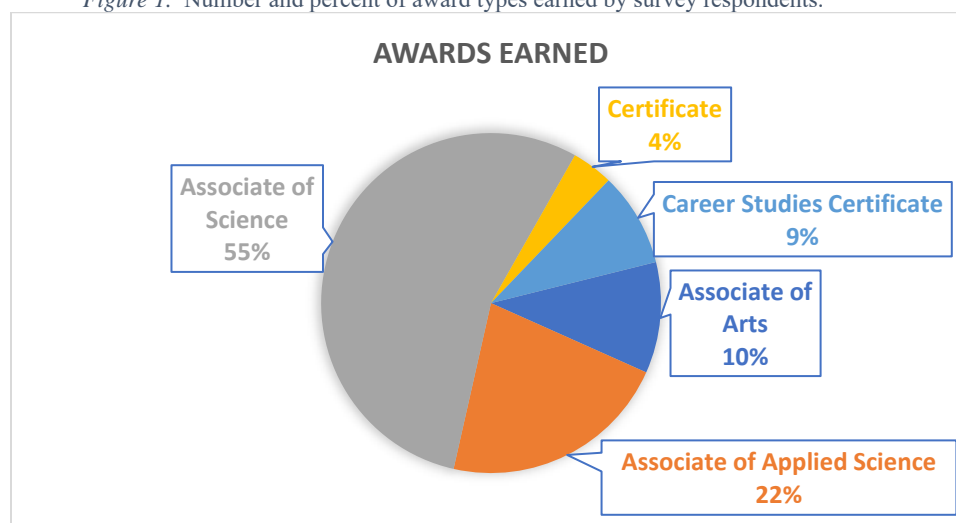
In accordance with PVCC's graduation requirements policy, all Summer 2019, Fall 2019, and Spring 2020 applicants for graduation were required to take the Graduate Exit Survey administered online. In 2019-2020, PVCC had 892 completers. Seven hundred thirty-seven completed the survey for a response rate of 83%. Copies of the survey are available from the Office of Institutional Research, Planning, and Institutional Effectiveness. Graduates¹ 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, 10% were Associate of Arts, 55% an Associate of Science, 22% an Associate of Applied Science, 4% a Certificate, and 9% a Career Studies Certificate.

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

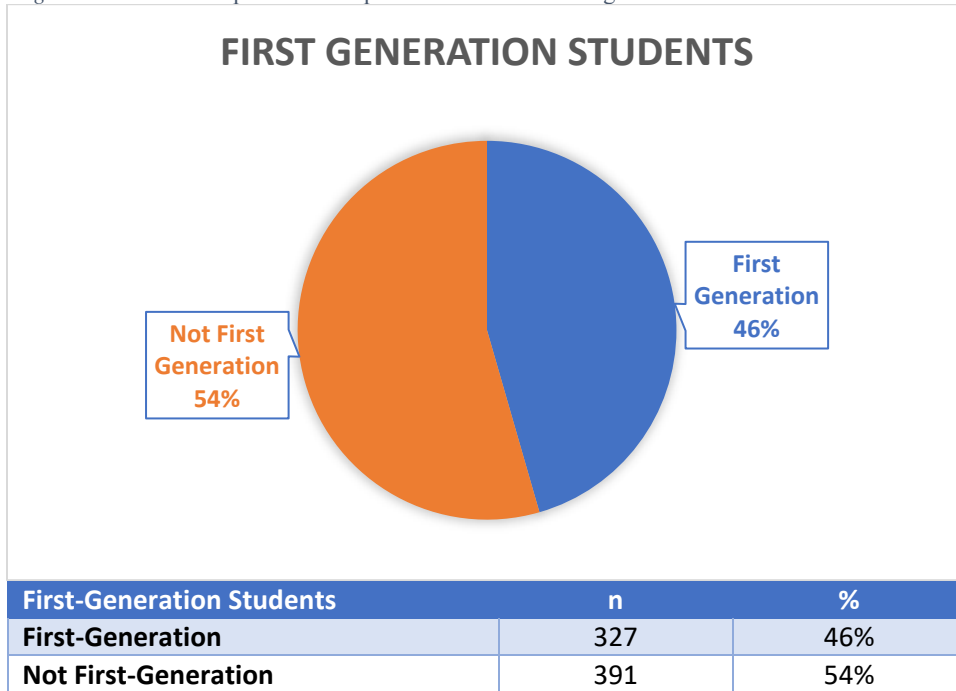


Type of Award	n	%
Associate of Arts	78	10%
Associate of Applied Science	161	22%
Associate of Science	403	55%
Certificate	29	4%
Career Studies Certificate	66	9%
Total	737	100%

¹ Based on self-report data

Forty-six percent (46%, 327 graduates) were first-generation college graduates.

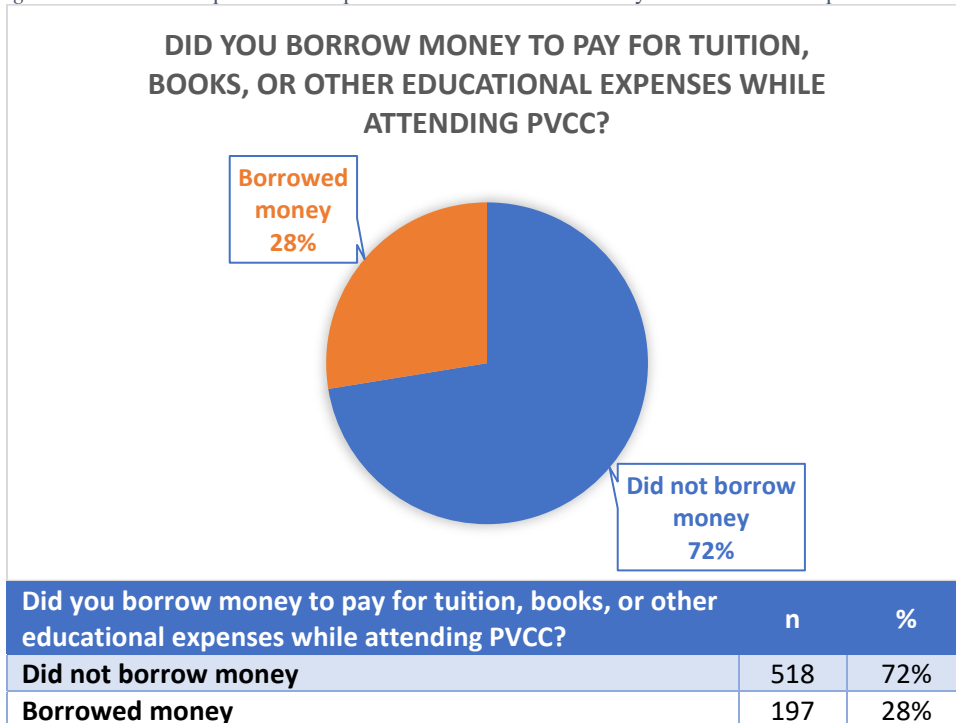
Figure 2. Number and percent of respondents who were first-generation students.



19 non-respondents, % based on n=718

Twenty-eight percent (28%) borrowed money to attend PVCC, with 40% of these borrowing \$5,000 or more.

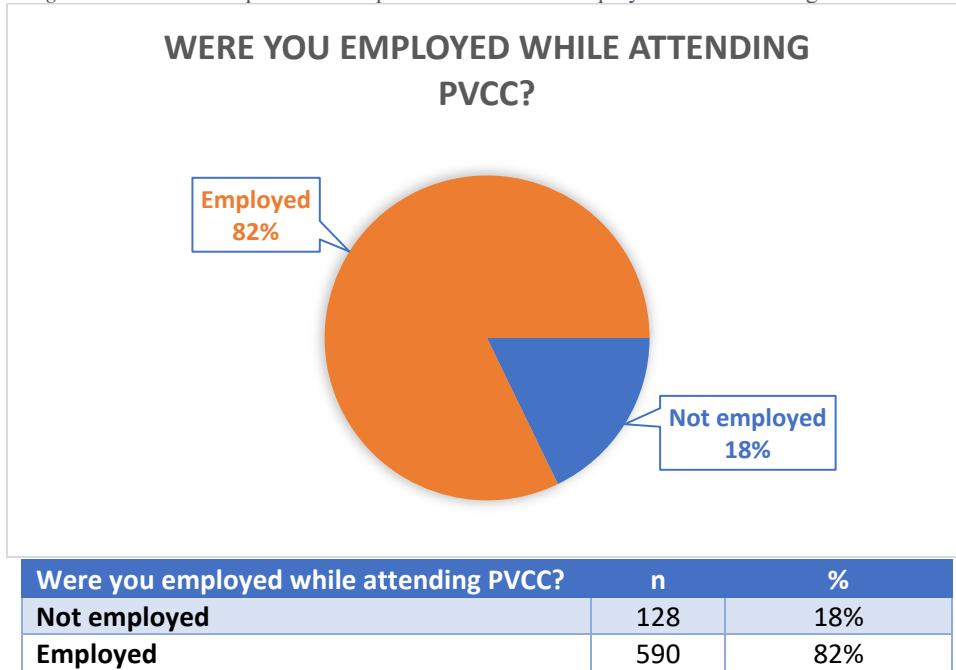
Figure 3. Number and percent of respondents who borrowed money for educational expenses while attending PVCC.



22 non-respondents, % based on n=715

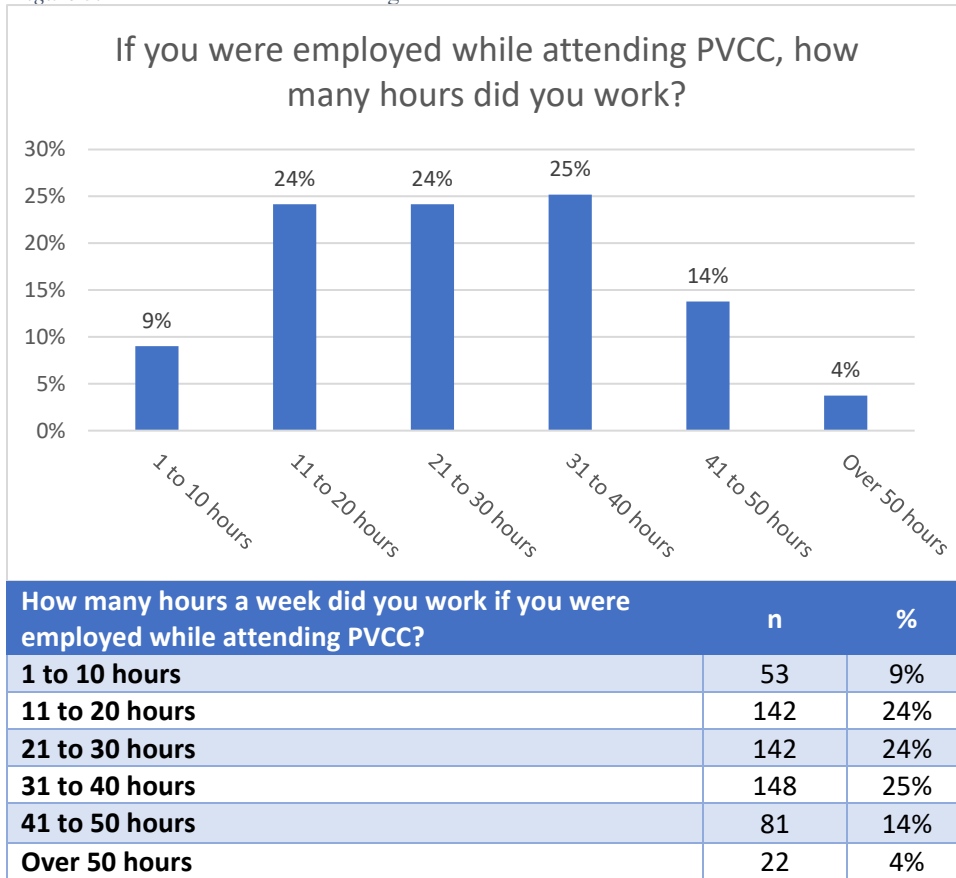
Eighty-two percent (82%) were employed while enrolled at PVCC. Of those employed, 9% were working up to 10 hours per week, 24% working 11-20 hours per week, 24% working 21-30 hours per week, 25% working 31 to 40 hours per week, 14% working 41 to 50 hours per week, and 4% working over 50 hours per week.

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



19 non-respondents, % based on n=718

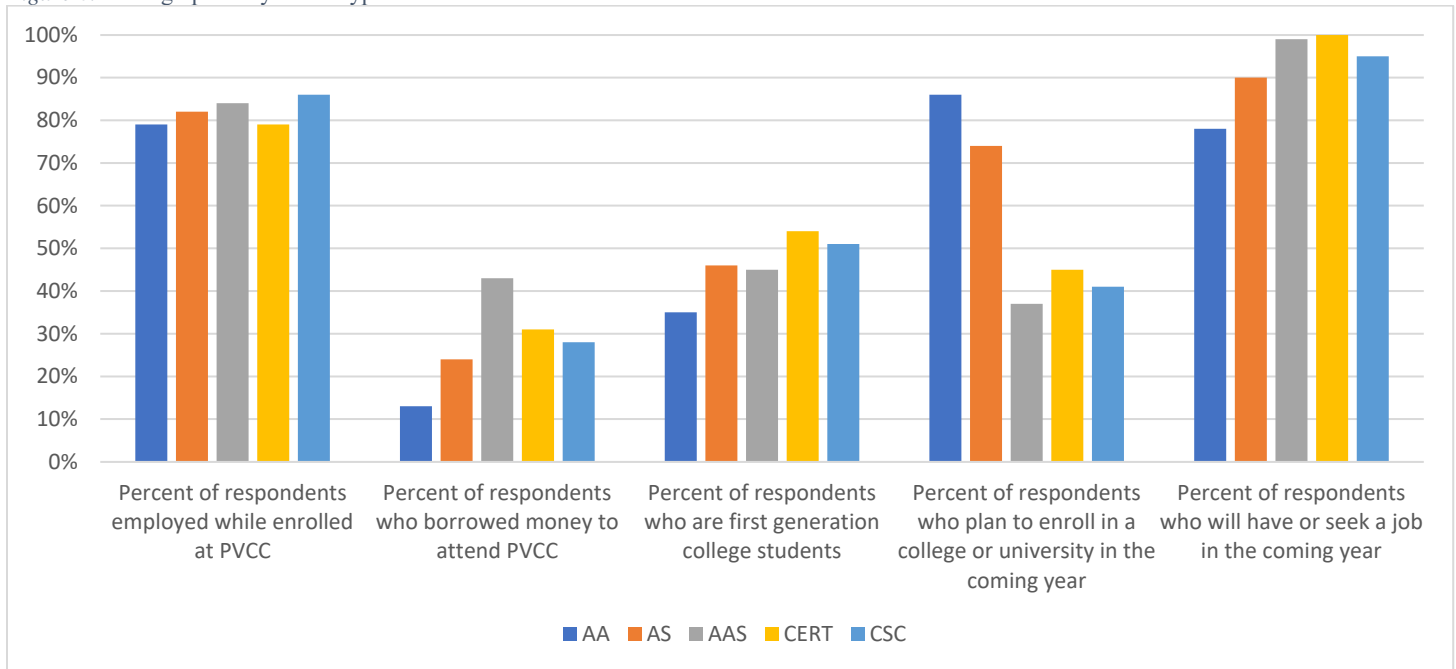
Figure 5. Hours worked while attending PVCC.



149 non-respondents, % based on n=588

Demographics vary by degree type, as shown below. Associate of Applied Science (AAS) students had the highest percentage of those who borrow money to attend PVCC. Career Services Certificate (CSC) students had the highest percentage of students who are employed while enrolled at PVCC. Associates of Arts (AA) 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.



	AA	AS	AAS	CERT	CSC
Percent of respondents employed while enrolled at PVCC	79%	82%	84%	79%	86%
Percent of respondents who borrowed money to attend PVCC	13%	24%	43%	31%	28%
Percent of respondents who are first generation college students	35%	46%	45%	54%	51%
Percent of respondents who plan to enroll in a college or university in the coming year	86%	74%	37%	45%	41%
Percent of respondents who will have or seek a job in the coming year	78%	90%	99%	100%	95%

Academic and Professional Goals

Ninety-nine percent (99%) 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.



College and University Enrollment and Transfer

Sixty-three percent (63%) 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, 28% (n = 465) reported they had already been accepted to college at the time they completed the survey. These colleges include the 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, 86% (n = 453) are planning to pursue a bachelor's degree, 77% (n = 457) say their program of study will be related to their PVCC degree, 77% (n = 452) will attend full-time, and 79% (n = 437) anticipate attending their first-choice college or university. Table 1 gives an overview of areas graduates (n = 397) 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.)	74	19%
Liberal Arts (Music, English, Language, History, etc.)	66	17%
Business (Marketing, Business Administration, Management, etc.)	62	16%
Nursing	54	13%
Other	45	11%
Education	32	8%
Computer Science	27	7%
Political Science (Law and Political Science)	19	5%
Engineering	12	3%
Criminal Justice and Police Science	6	1%

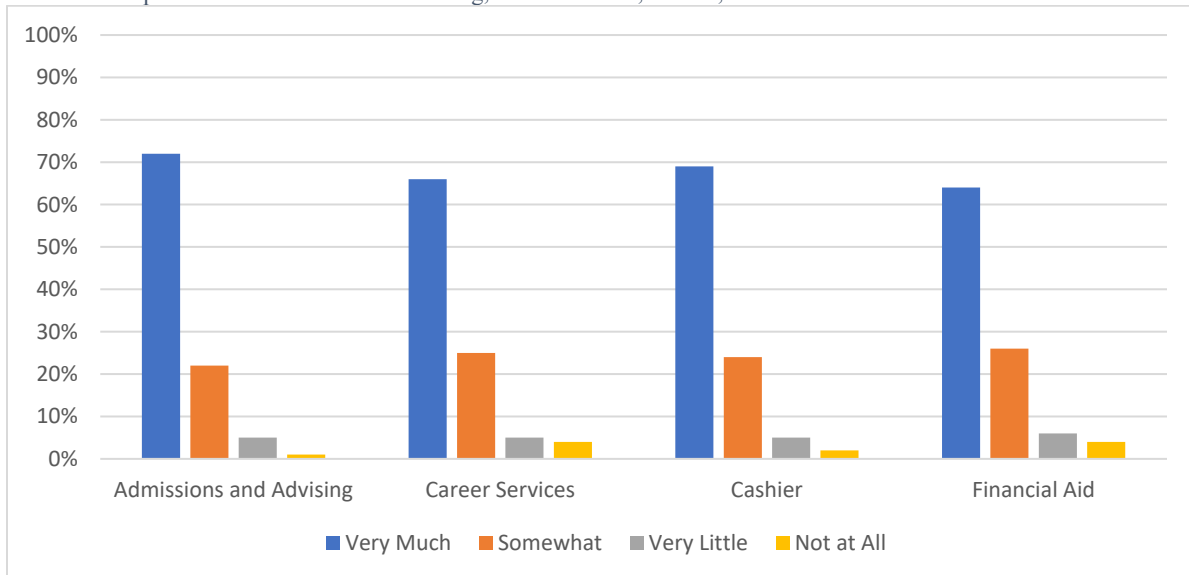
340 non-respondents, % based on n=397

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 show 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. Ninety-four percent of 94% (n = 691) of students stated that they were satisfied ("very much" or "somewhat") with admissions and advising, and 91% (n = 417) were satisfied with career services. Ninety-three percent (93%, n = 498) were satisfied with the cashier, and 90% (n = 536) were satisfied with financial aid.

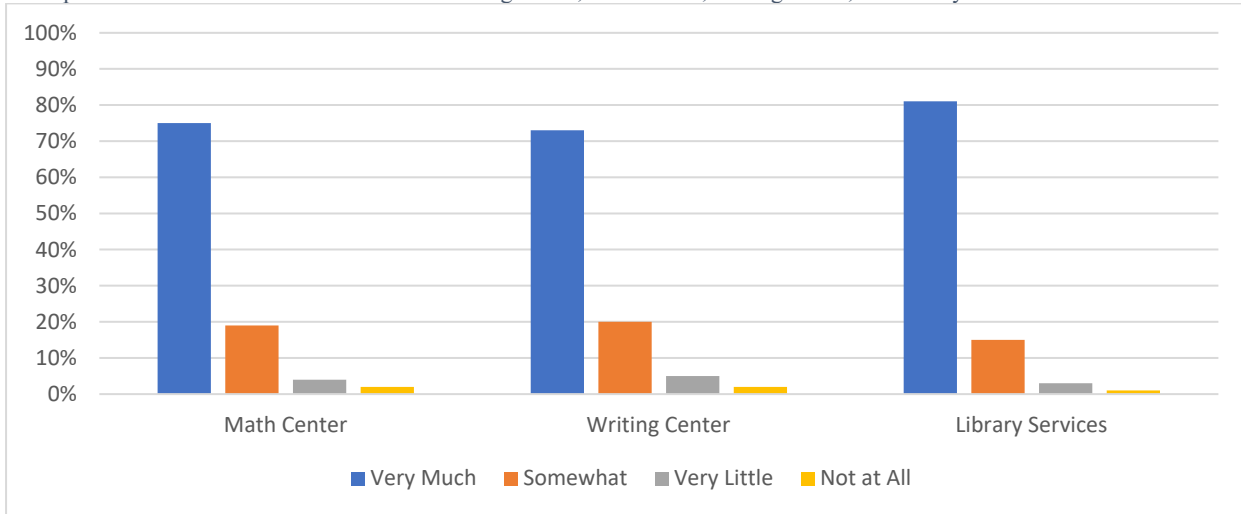
Figure 8. Satisfaction responses for admissions and advising, career services, cashier, and financial aid.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Admissions and Advising	691	72%	22%	5%	1%
Career Services	417	66%	25%	5%	4%
Cashier	498	69%	24%	5%	2%
Financial Aid	536	64%	26%	6%	4%

Students were satisfied with the math center, writing center, and library services. Ninety-four percent (94%, n = 475) indicated satisfaction ("very much" or "somewhat") with the math center. Ninety-three percent (93%, n = 451) of the respondents were satisfied with the writing center, and 96% (n = 588) were satisfied with the library.

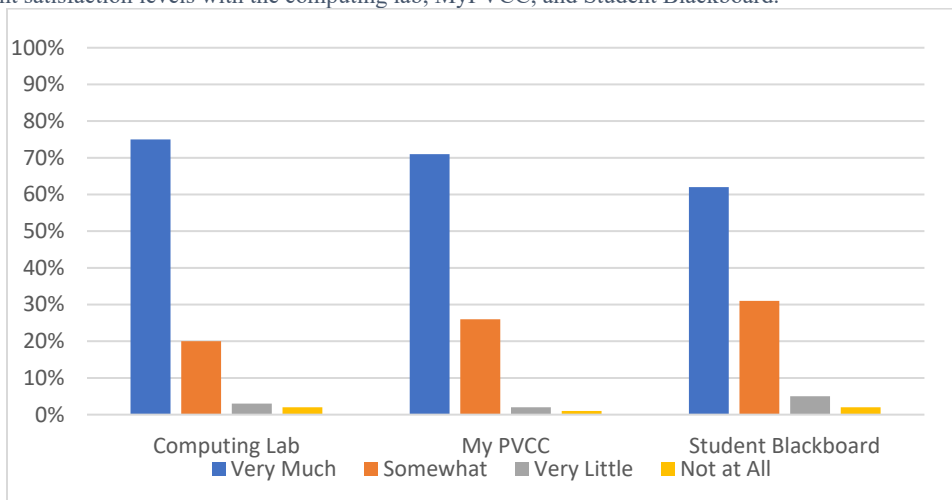
Figure 9. Respondents level of satisfaction with the learning center, math center, writing center, and library services.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Math Center	475	75%	19%	4%	2%
Writing Center	451	73%	20%	5%	2%
Library Services	588	81%	15%	3%	1%

Respondents also indicated high levels of satisfaction with the computing lab, MyPVCC, and Student Blackboard². Ninety-five percent (95%, n = 470) of respondents were satisfied (“very much” or “somewhat”) with the computing lab, 97% (n = 711) with MyPVCC, and 93% (n = 683) with Student Blackboard.

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

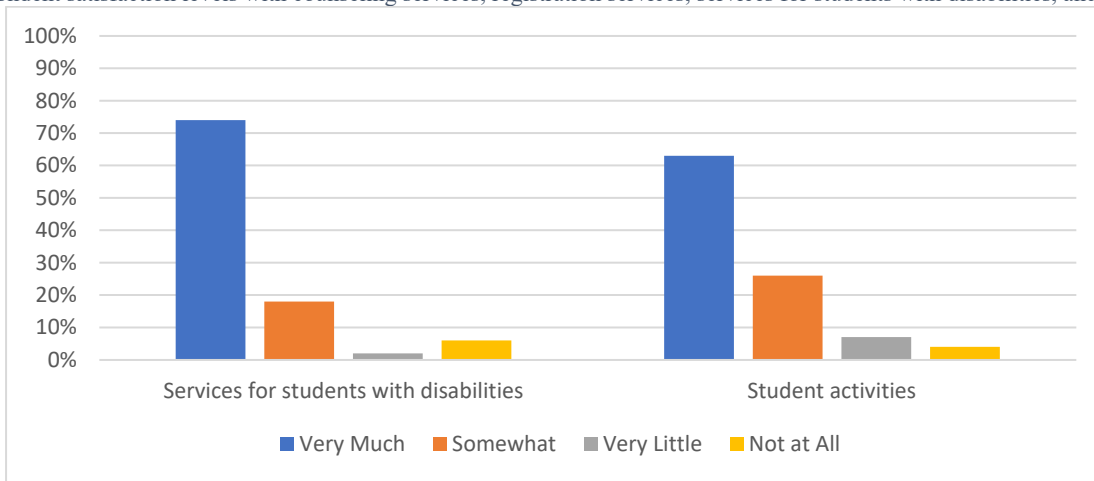


	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Computing Lab	470	75%	20%	3%	2%
My PVCC	711	71%	26%	2%	1%
Student Blackboard	683	62%	31%	5%	2%

² Blackboard was changed to Canvas for the 2019-20 academic year. Since the graduates had more experience with Blackboard, it was kept in the survey
PVCC Office of Institutional Research, Planning, and Institutional Effectiveness June 2020

Counseling services, registration services, services for students with disabilities, and student activities were also given high levels of satisfaction by respondents. Additionally, 92% (n = 267) of respondents were satisfied ("very much" or "somewhat") with services for students with disabilities and 89% (n = 429) were satisfied with student activities.

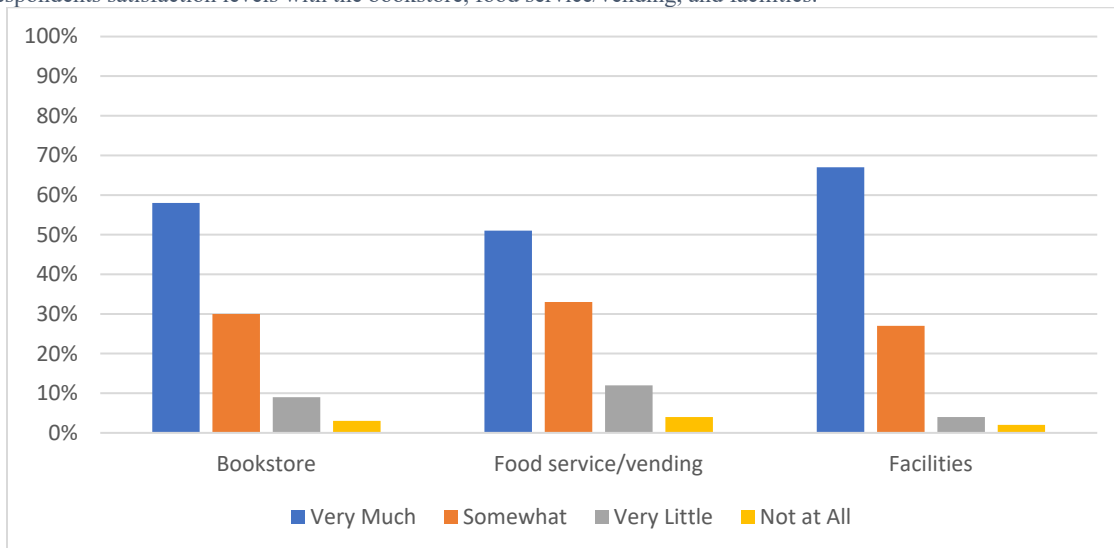
Figure 11. Respondent satisfaction levels with counseling services, registration services, services for students with disabilities, and student activities.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Services for students with disabilities	267	74%	18%	2%	6%
Student activities	429	63%	26%	7%	4%

Finally, students ranked their levels of satisfaction with the bookstore and food service/vending at PVCC. Eighty-eight percent (88%, n = 633) were satisfied ("very much" or "somewhat") with the bookstore, 84% (n = 580) were satisfied with the foodservice/vending, and 94% (n = 594) were satisfied with the facilities at PVCC.

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



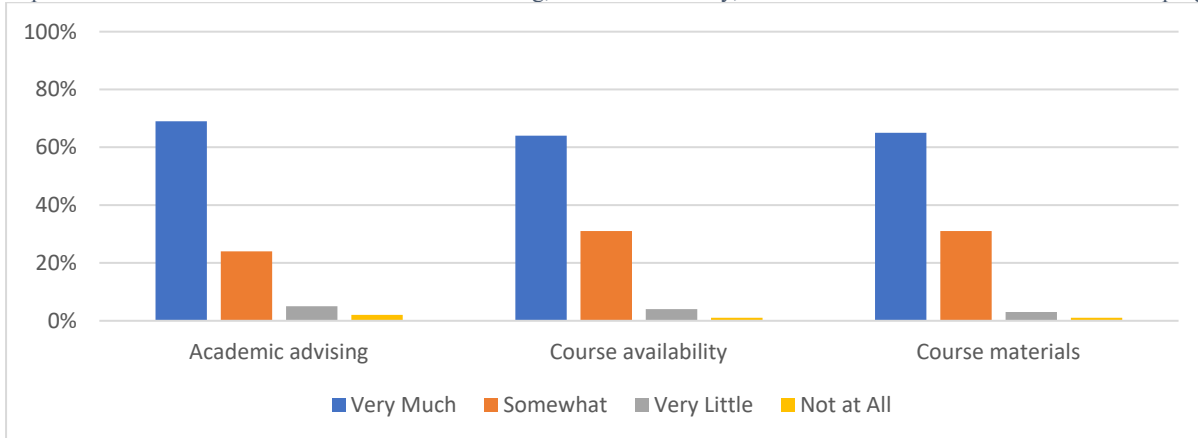
	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Bookstore	633	58%	30%	9%	3%
Food service/vending	580	51%	33%	12%	4%
Facilities	594	67%	27%	4%	2%

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 answered positively in terms of academic advising, course availability, and course materials within their academic program. Ninety-three percent (93%, n = 719) of respondents were satisfied ("very much" or "somewhat") with academic advising in their academic program, 95% (n = 719) were satisfied with course availability, and 96% (n = 716) stated satisfaction with the course materials.

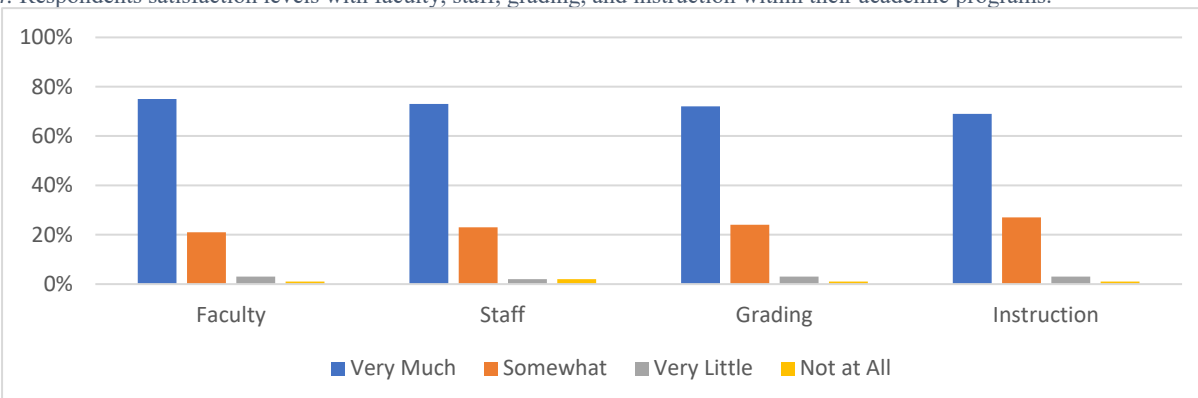
Figure 13. Respondents level of satisfaction with academic advising, course availability, and course materials within their academic program.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Academic advising	719	69%	24%	5%	2%
Course availability	719	64%	31%	4%	1%
Course materials	716	65%	31%	3%	1%

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, 75% (n = 716) of respondents were "very much" satisfied. Additionally, 73% (n = 715) of respondents were "very much" satisfied with staff, 72% (n = 718) were "very much" satisfied with grading, and 69% (n = 718) were "very much" satisfied with instruction.

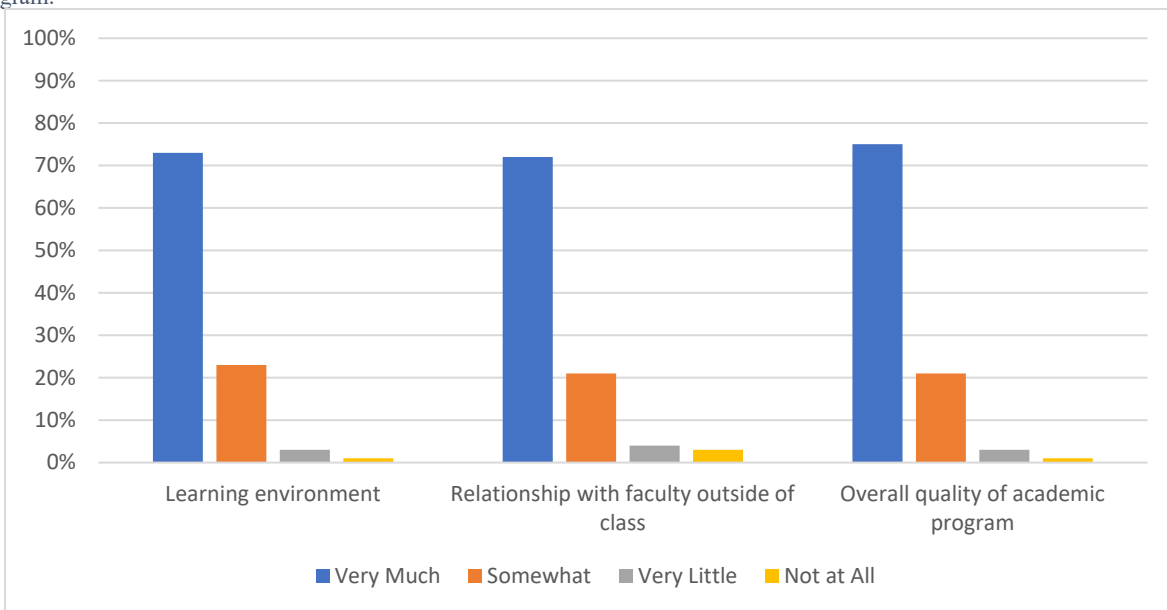
Figure 14. Respondents satisfaction levels with faculty, staff, grading, and instruction within their academic programs.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Faculty	716	75%	21%	3%	1%
Staff	715	73%	23%	2%	2%
Grading	718	72%	24%	3%	1%
Instruction	718	69%	27%	3%	1%

Finally, respondents provided their level of satisfaction with the learning environment, relationship with faculty outside of class, and overall quality of their academic program. Ninety-six percent (96%, n = 720) of respondents were satisfied ("very much" or "somewhat") with the learning environment, 93% (n = 716) with their relationships with faculty outside of class, and 96% (n = 717) 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 the academic program.

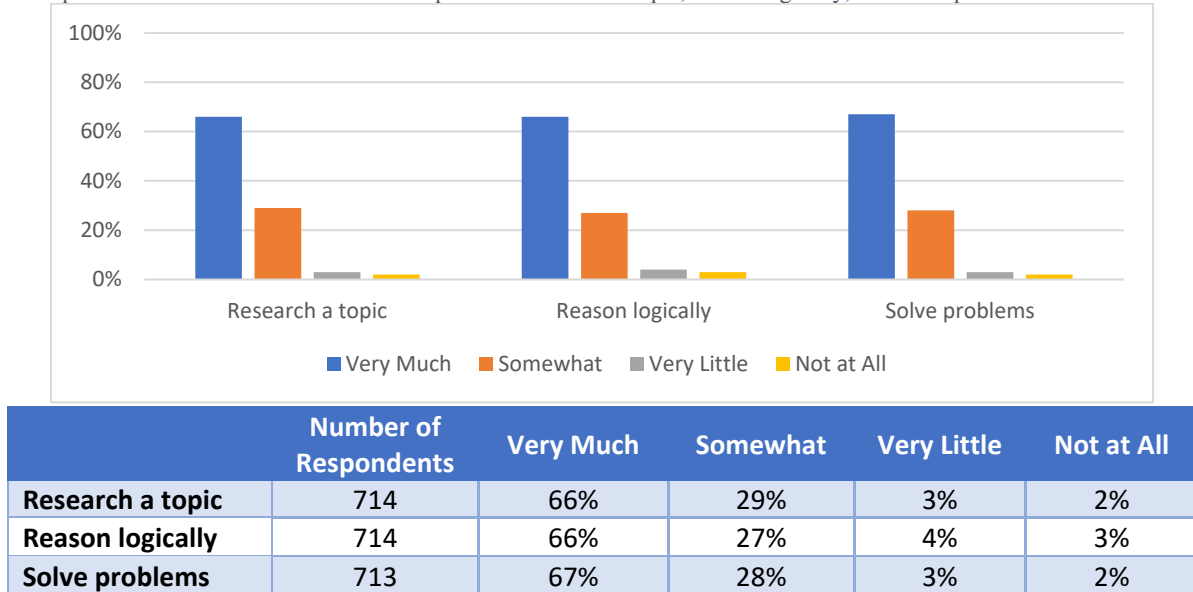


	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Learning environment	720	73%	23%	3%	1%
Relationship with faculty outside of class	716	72%	21%	4%	3%
Overall quality of academic program	717	75%	21%	3%	1%

General Education

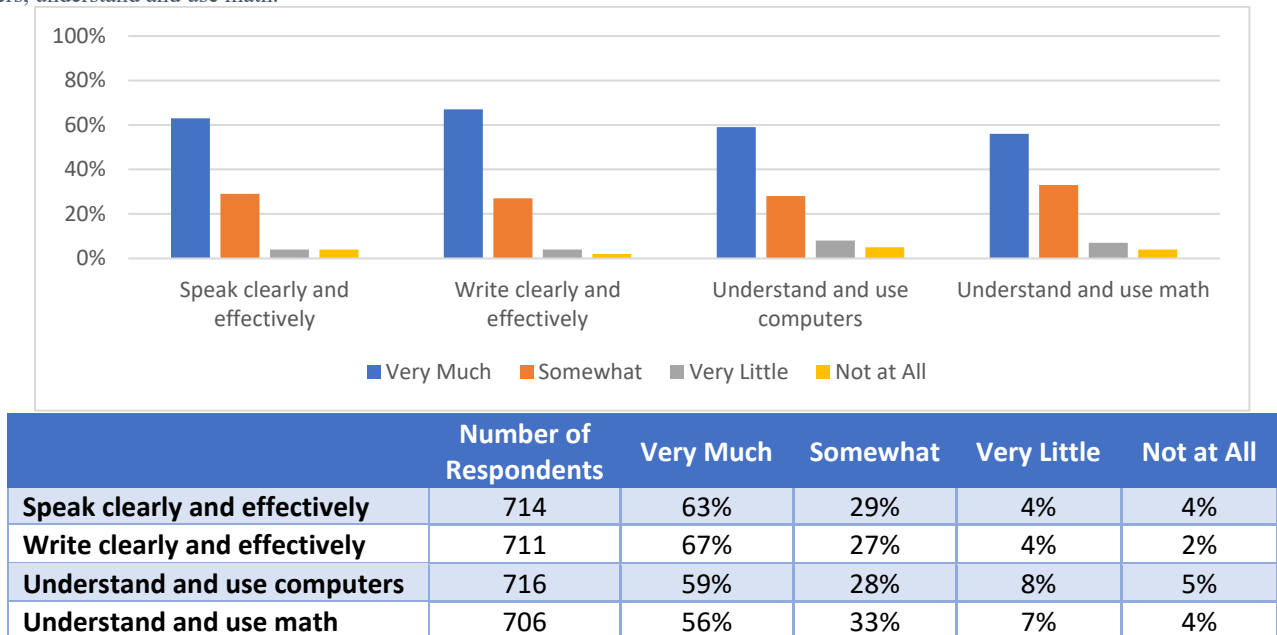
Graduates were asked to indicate the extent to which they felt PVCC had helped them attain outcomes related to general education. The tables and charts below list the learning outcomes and the percentage of all graduates who indicated that PVCC helped them "very much," "somewhat," "very little," and "not at all" to achieve these outcomes. Ninety-five percent (95%, n = 714) of respondents stated PVCC helped them ("very much" or "somewhat") to learn how to research a topic. Ninety-three percent (93%, n = 714) of respondents stated PVCC taught them to reason logically, and 95% (n = 713) said 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.



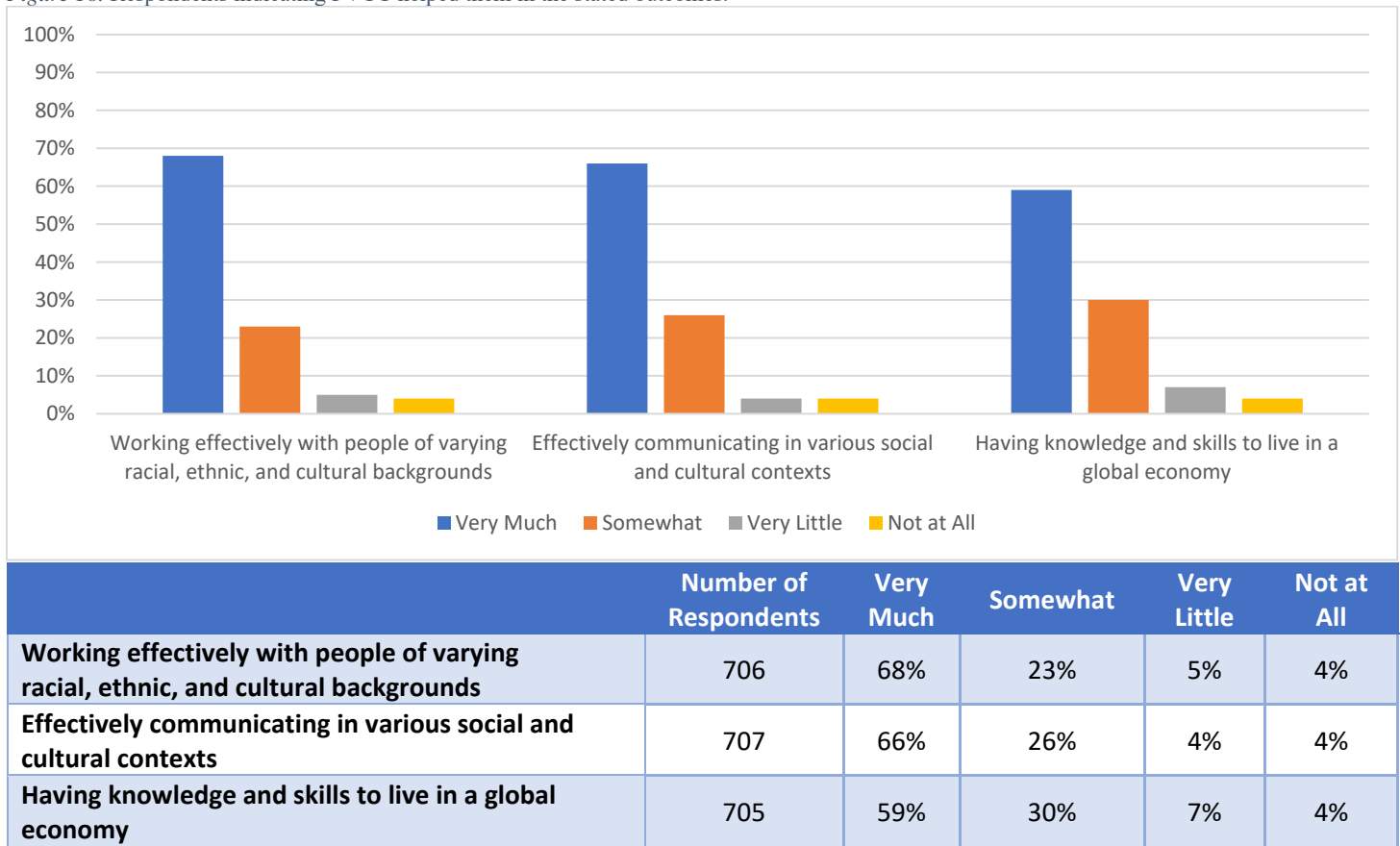
Respondents stated whether PVCC helped them to speak clearly and effectively, write clearly and effectively, understand and use computers, and understand and use math. Ninety-two percent (92%, n = 714) of students stated that PVCC helped them speak clearly and effectively, and 94% (n = 711) responded that PVCC helped them write clearly and effectively. Eighty-seven percent (87%, n = 716) stated that PVCC helped them understand and use computers and 89% (n = 706) 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 computers, understand and use math.



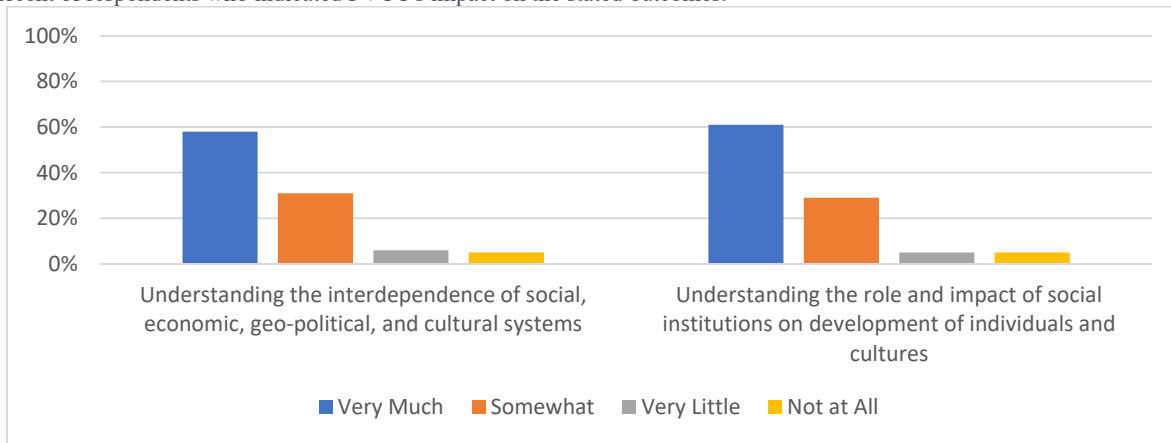
Ninety-one percent (91%, n = 706) of respondents stated that PVCC taught them how to work effectively with people of varying racial, ethnic, and cultural backgrounds. Ninety-two percent (92%, n = 707) of respondents indicated that PVCC helped them to communicate in various social and cultural contexts effectively. Additionally, 89% (n = 705) 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.



Eighty-nine percent (89%, n = 706) of respondents stated that PVCC helped them ("very much" or "somewhat") understand the interdependence of social, economic, geo-political, and cultural systems. Additionally, 90% (n = 699) indicated that PVCC aided them in understanding the role and impact of social institutions on the development of individuals and cultures.

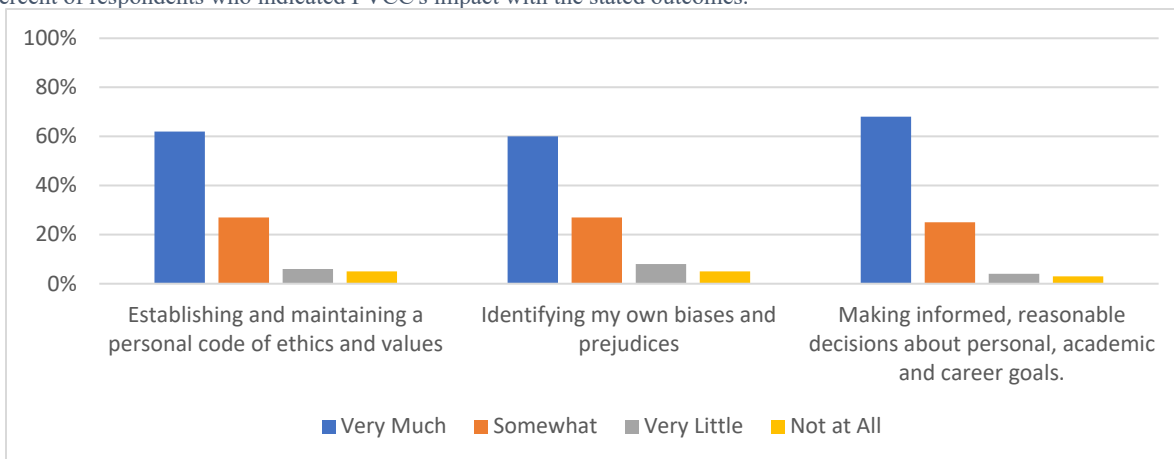
Figure 19. Percent of respondents who indicated PVCC's impact on the stated outcomes.



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Understanding the interdependence of social, economic, geo-political, and cultural systems	706	58%	31%	6%	5%
Understanding the role and impact of social institutions on the development of individuals and cultures	699	61%	29%	5%	5%

Eighty-nine percent (89%, n = 707) of respondents stated that PVCC aided them in establishing and maintaining a personal code of ethics and values. A majority of respondents (87%, n = 708) also indicated that PVCC helped them to identify their own biases and prejudices, and 93% (n = 707) responded that PVCC enabled them to make informed, reasonable decisions about their personal, academic, and career goals.

Figure 20. Percent of respondents who indicated PVCC's impact with the stated outcomes.

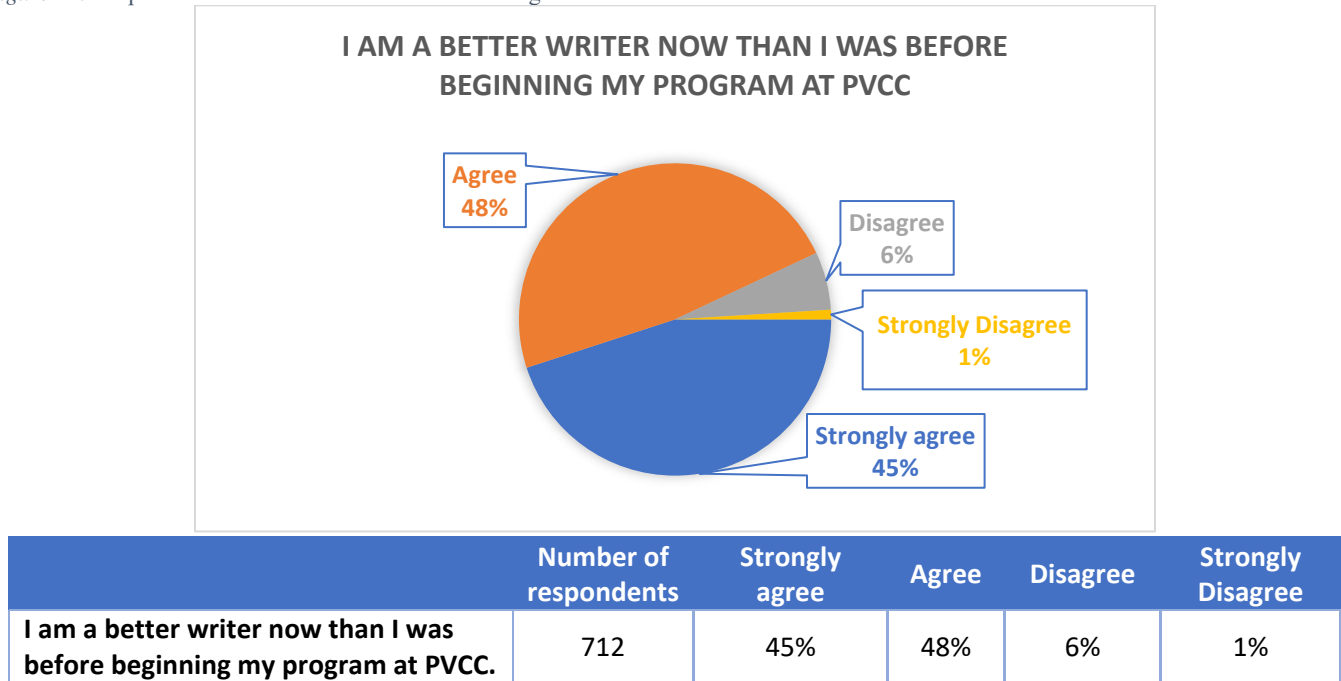


	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Establishing and maintaining a personal code of ethics and values	707	62%	27%	6%	5%
Identifying my own biases and prejudices	708	60%	27%	8%	5%
Making informed, reasonable decisions about personal, academic, and career goals.	707	68%	25%	4%	3%

Focus on Writing

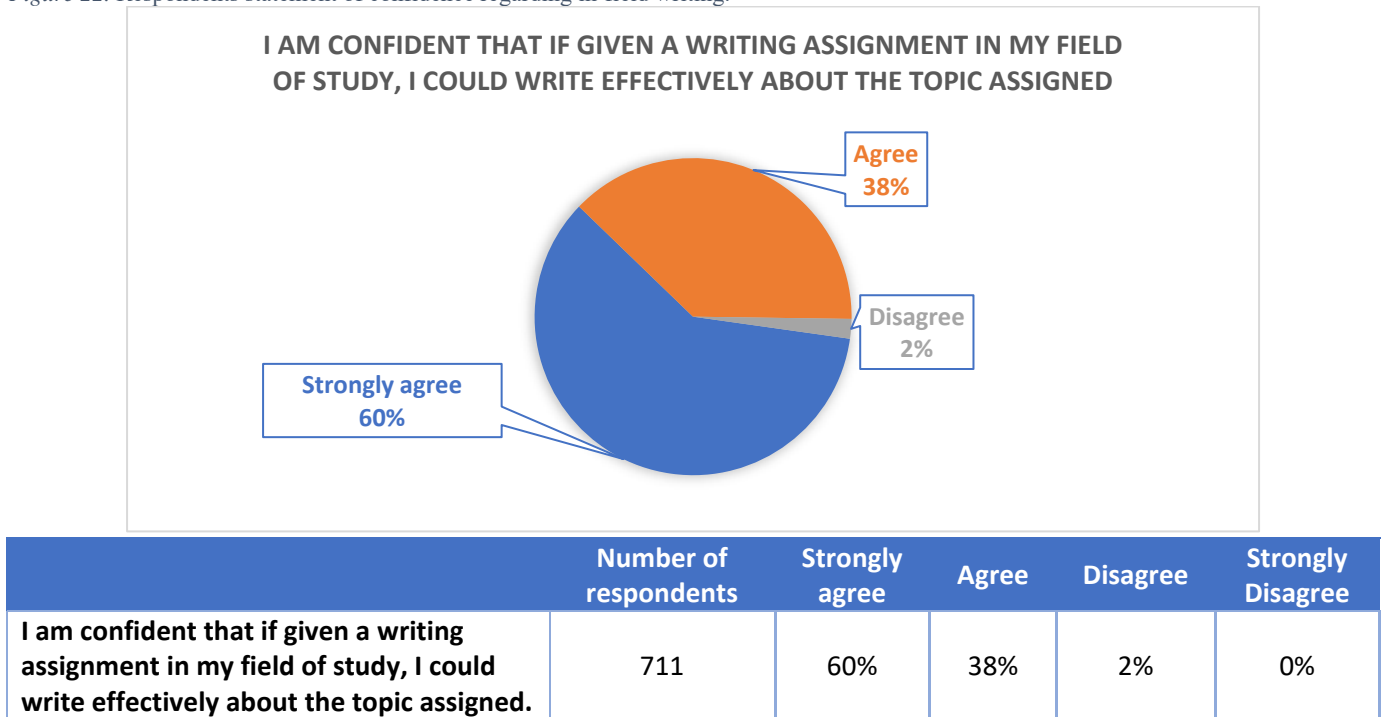
Graduates were asked a series of questions regarding their writing skills and techniques used to proof their work. Forty-five percent (45%, n = 712) of respondents "strongly agree" and 48% (n = 712) "agree" they are a better writer now than they were before starting their program of study at PVCC.

Figure 21. Respondents indication of their overall writing skills.



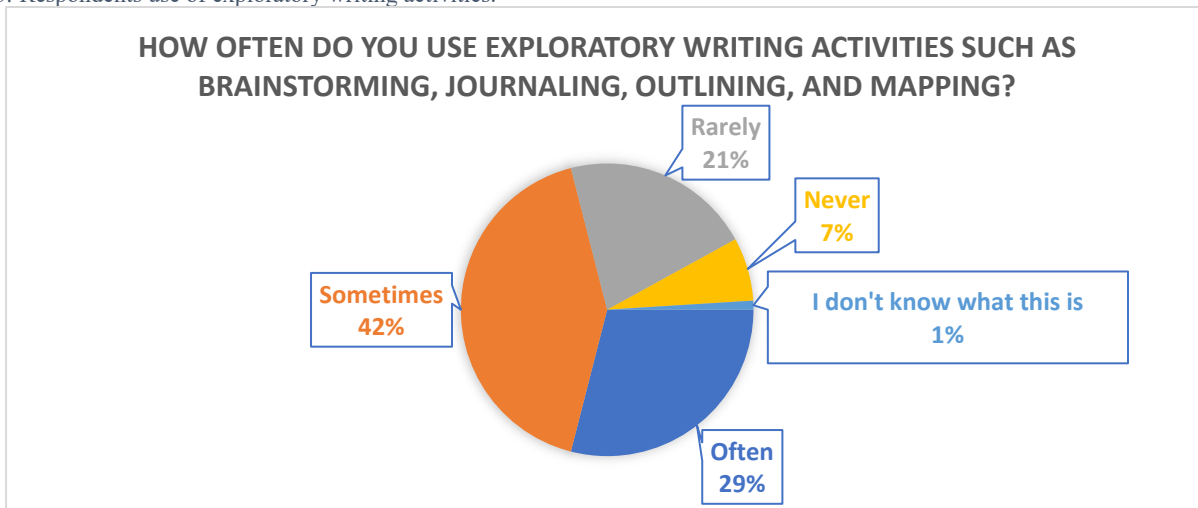
Sixty percent (60%, n = 711) of respondents "strongly agree" that if given a writing assignment in their field of study, they could write effectively about the topic.

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



Twenty-nine percent (29%, n = 709) of students use exploratory writing activities "often". Exploratory writing includes brainstorming, journaling, outlining, and mapping.

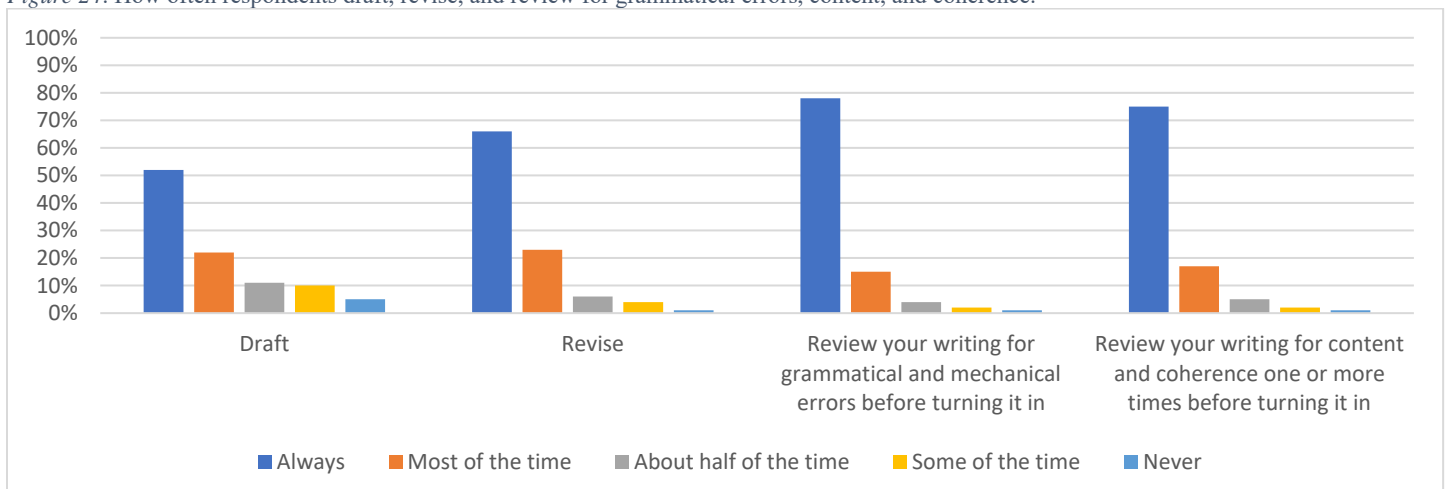
Figure 23. Respondents use of exploratory writing activities.



	Number of Respondents	Often	Sometimes	Rarely	Never	I don't know what this is
How often do you use exploratory writing activities such as brainstorming, journaling, outlining, and mapping?	709	29%	42%	21%	7%	1%

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

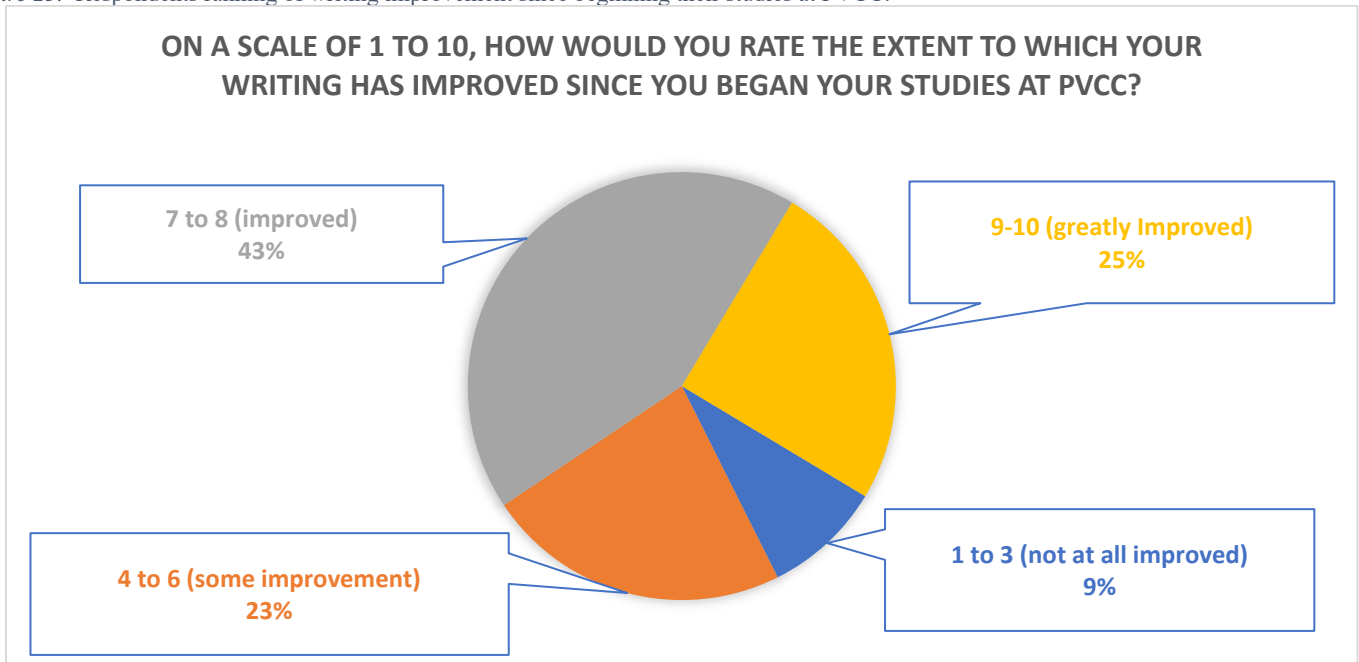
Figure 24. How often respondents draft, revise, and review for grammatical errors, content, and coherence.



	Number of Respondents	Always	Most of the time	About half of the time	Some of the time	Never
Draft	714	52%	22%	11%	10%	5%
Revise	710	66%	23%	6%	4%	1%
Review your writing for grammatical and mechanical errors before turning it in	712	78%	15%	4%	2%	1%
Review your writing for content and coherence one or more times before turning it in	706	75%	17%	5%	2%	1%

PVCC students rated their writing improvement on a scale of 1-10 (1 being not at all and 10 being greatly improved). Most PVCC students (68%, n = 711) stated that they had improved in their writing (7 and above).

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



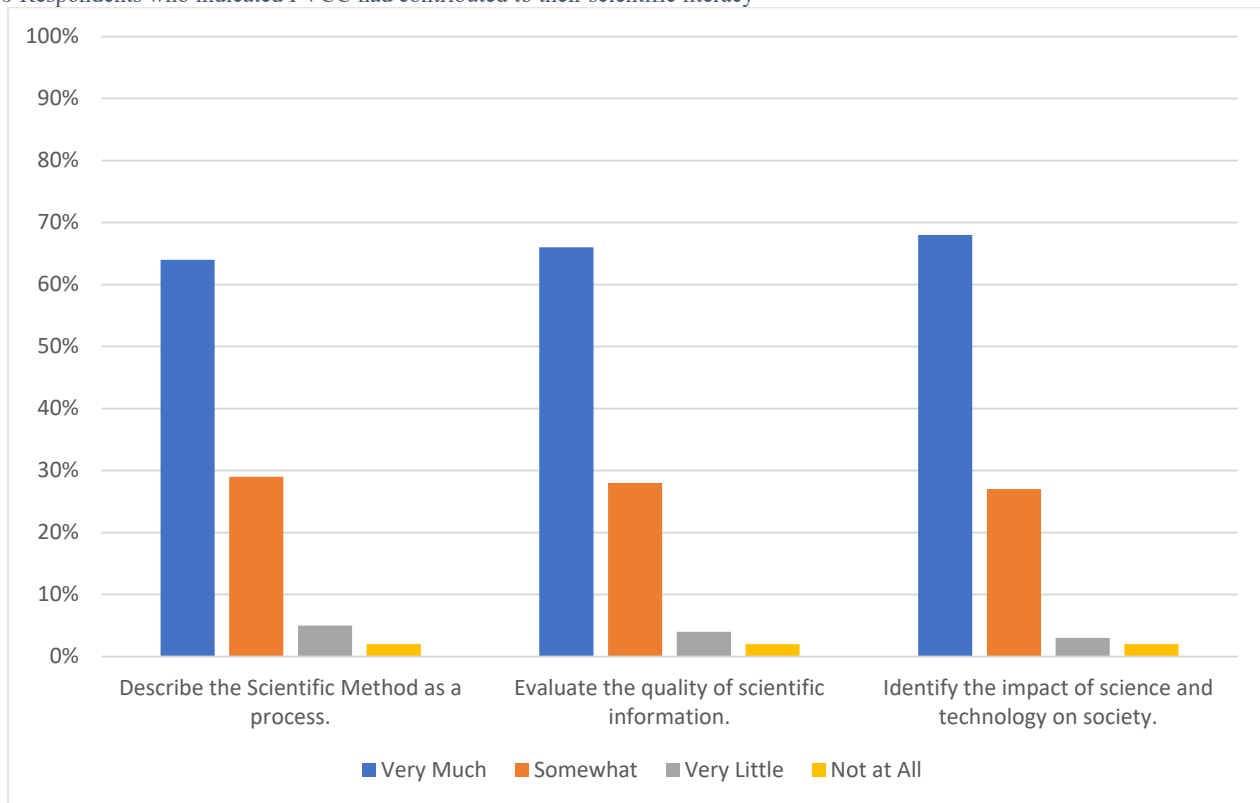
	Number of respondents	1 to 3 (not at all improved)	4 to 6 (some improvement)	7 to 8 (improved)	9-10 (greatly improved)
On a scale of 1 to 10, how would you rate the extent to which your writing has improved since you began your studies at PVCC?	711	9%	23%	43%	25%

New General Education Outcomes

In the spring semester, questions were added to the graduate exit survey to serve as a baseline for the new general education outcomes in the areas of scientific literacy, quantitative literacy, civic engagement, professional readiness, critical thinking, and written communication. The results from this section have a smaller number of respondents since these questions were only asked in the spring semester. The tables and charts below list the learning outcomes and the percentage of all graduates who indicated that PVCC contributed "very much," "somewhat," "very little," and "not at all" in their ability to achieve these outcomes.

Ninety-three percent (93%, n = 372) of respondents stated PVCC contributed ("very much" or "somewhat") to their ability to describe the scientific method as a process. Ninety-four percent (94%, n = 371) stated PVCC helped them evaluate the quality of scientific information, and 95% (n = 368) said PVCC educated them on identifying the impact of science and technology on society.

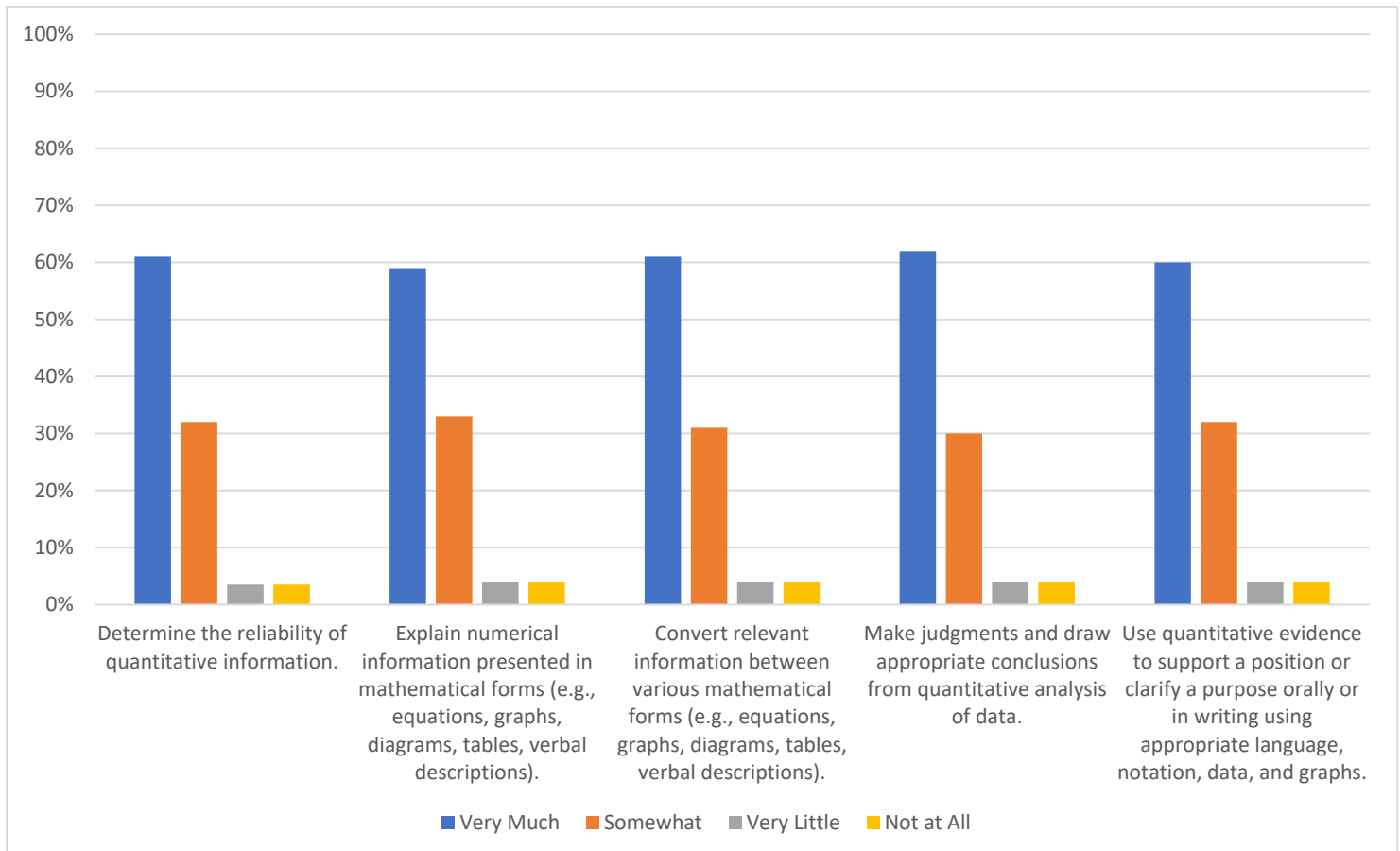
Figure 26 Respondents who indicated PVCC had contributed to their scientific literacy



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Describe the Scientific Method as a process	372	64%	29%	5%	2%
Evaluate the quality of scientific information	371	66%	28%	4%	2%
Identify the impact of science and technology on society	368	68%	27%	3%	2%

Ninety-three percent (93%, n = 373) of respondents stated PVCC contributed ("very much" or "somewhat") to their ability to determine the reliability of quantitative information. Ninety-two percent (92%, n = 373) stated PVCC helped them explain numerical information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, verbal descriptions) and 92% (n = 371) stated PVCC educated them on converting relevant information between various mathematical forms. Ninety-two percent (92%, n = 372) responded that PVCC helped them make judgments and draw appropriate conclusions from quantitative analysis of data and 92% (n = 370) stated PVCC educated them on using quantitative evidence to support a position or clarify a purpose orally or in writing using appropriate language, notation, data, and graphs.

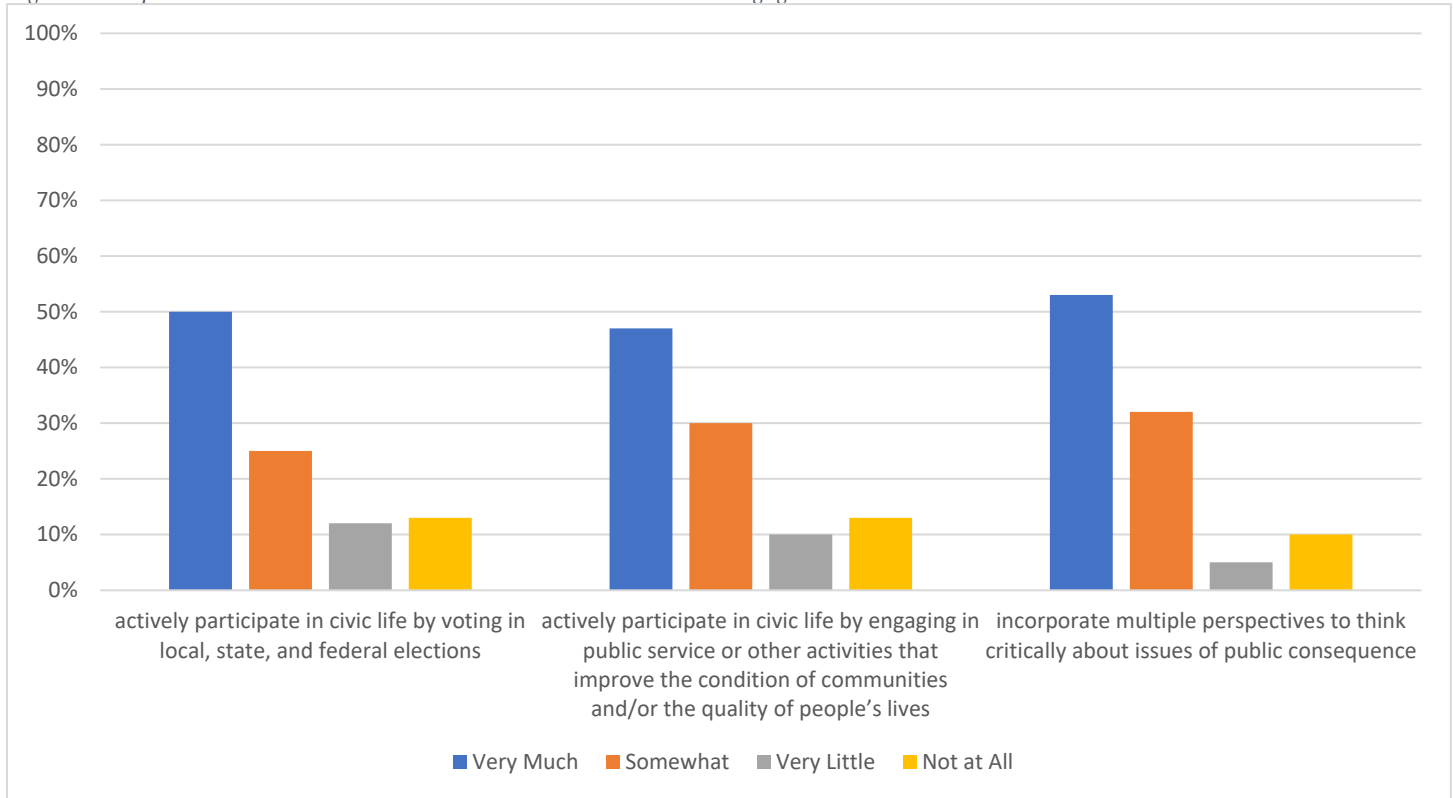
Figure 27 Respondents who indicated PVCC had contributed to their quantitative literacy



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Determine the reliability of quantitative information	373	61%	32%	3.5%	3.5%
Explain numerical information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, verbal descriptions)	373	59%	33%	4%	4%
Convert relevant information between various mathematical forms (e.g., equations, graphs, diagrams, tables, verbal descriptions)	371	61%	31%	4%	4%
Make judgments and draw appropriate conclusions from quantitative analysis of data	372	62%	30%	4%	4%
Use quantitative evidence to support a position or clarify a purpose orally or in writing using appropriate language, notation, data, and graphs	370	60%	32%	4%	4%

In the area of civic engagement, 75% (n = 370) of respondents stated PVCC contributed ("very much" or "somewhat") to their ability to actively participate in civic life by voting in local, state, and federal elections. Seventy-seven percent (77%, n = 372) stated PVCC helped them actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives. Eighty-five percent (85%, n = 368) stated PVCC contributed to the ability to incorporate multiple perspectives to think critically about issues of public consequence.

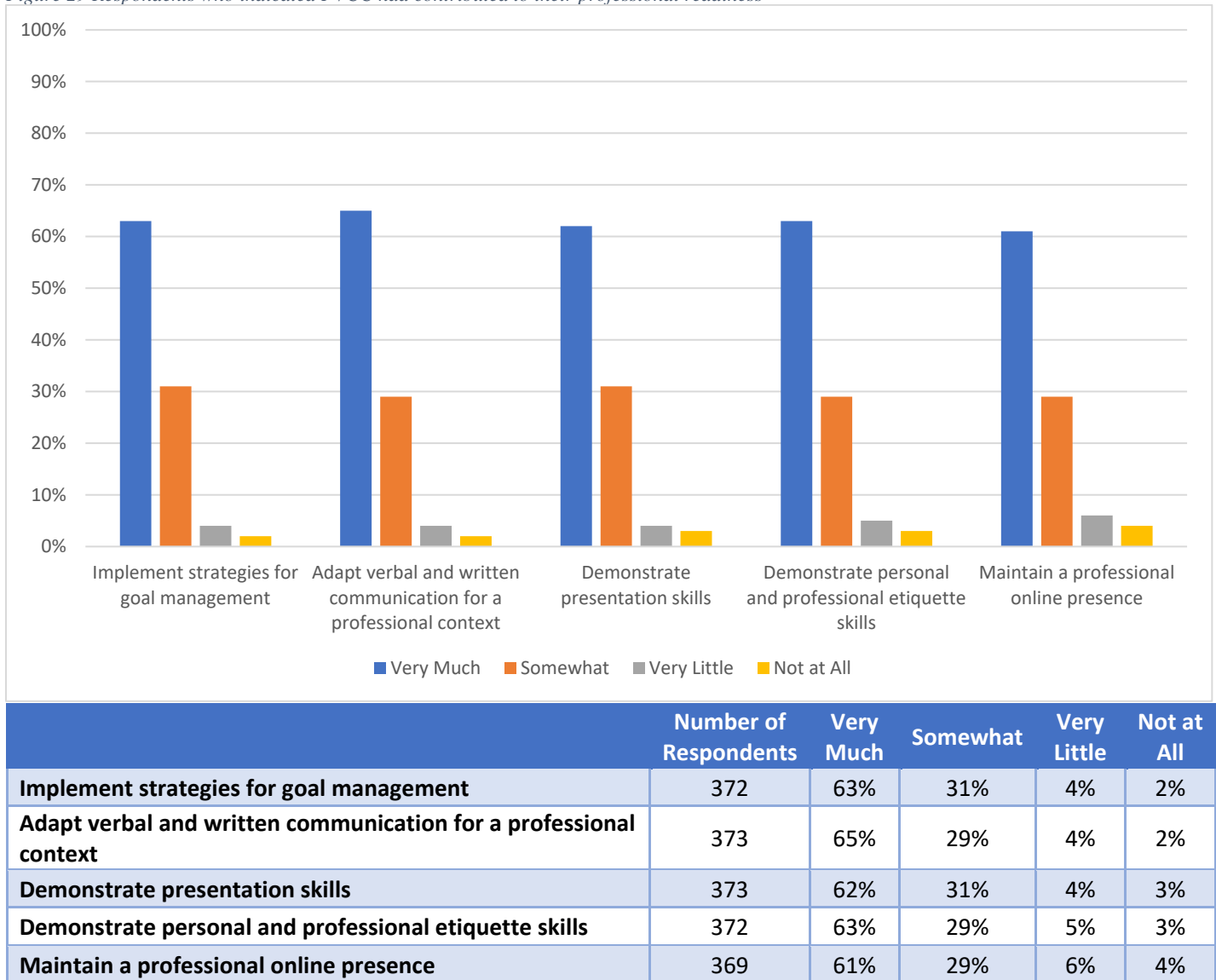
Figure 28 Respondents who indicated PVCC had contributed to their civic engagement



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
actively participate in civic life by voting in local, state, and federal elections	370	50%	25%	12%	13%
actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives	372	47%	30%	10%	13%
incorporate multiple perspectives to think critically about issues of public consequence	368	53%	32%	5%	10%

In the area of professional readiness, 94% (n = 372) of respondents stated PVCC contributed ("very much" or "somewhat") to their ability to implement strategies for goal management, and 94% (n = 373) responded PVCC contributed to their ability to adapt verbal and written communication for a professional context. Ninety-three percent (93%, n = 373) stated PVCC helped them demonstrate presentation skills, and 92% (n = 372) responded PVCC helped them demonstrate personal and professional etiquette skills. Ninety percent (90%, n = 369) stated PVCC contributed to their ability to maintain a professional online presence.

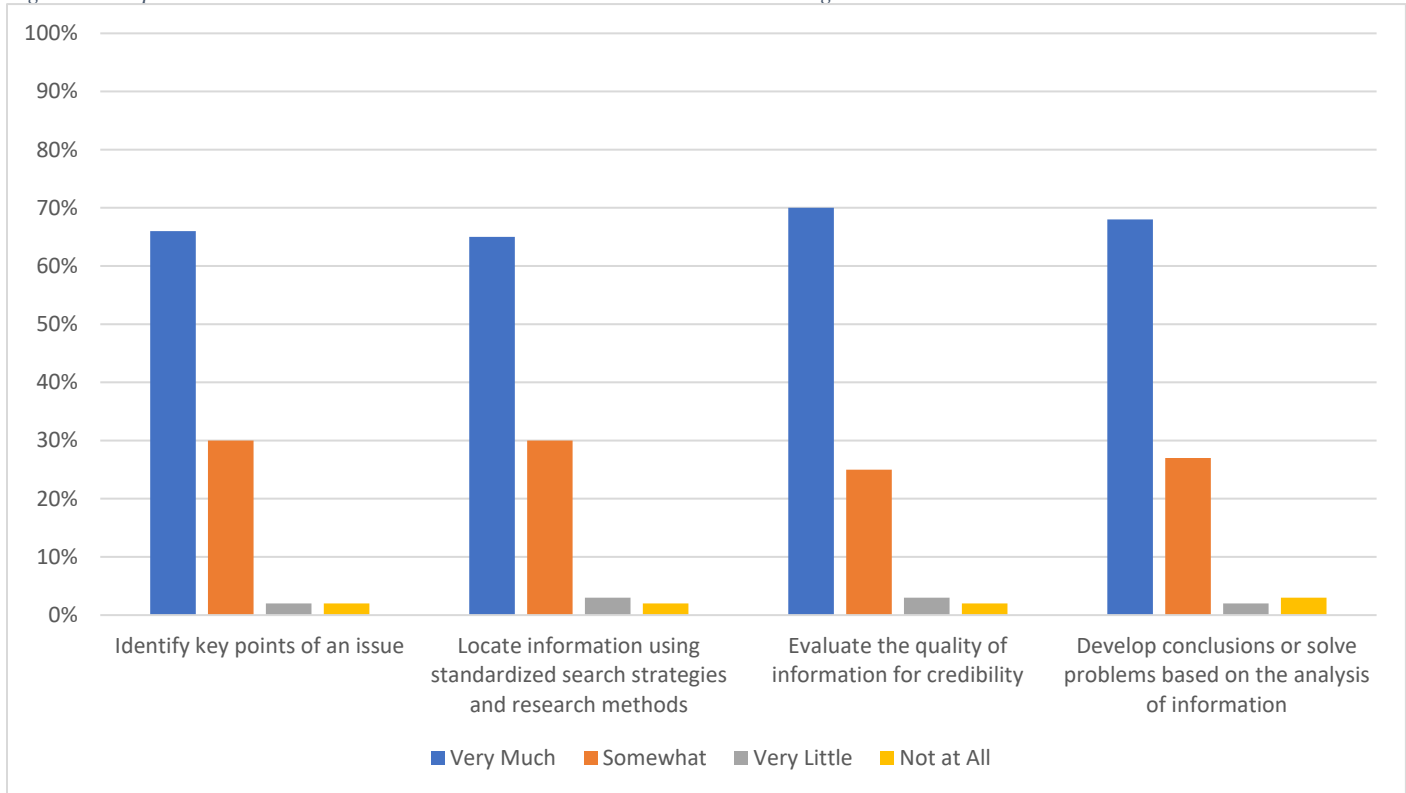
Figure 29 Respondents who indicated PVCC had contributed to their professional readiness



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Implement strategies for goal management	372	63%	31%	4%	2%
Adapt verbal and written communication for a professional context	373	65%	29%	4%	2%
Demonstrate presentation skills	373	62%	31%	4%	3%
Demonstrate personal and professional etiquette skills	372	63%	29%	5%	3%
Maintain a professional online presence	369	61%	29%	6%	4%

In the area of critical thinking, 96% (n = 374) of respondents stated PVCC contributed ("very much" or "somewhat") to their ability to identify key points of an issue, and 95% (n = 374) responded PVCC contributed to their ability to locate information using standardized search strategies and research methods. Ninety-five percent (95%, n = 372) stated PVCC helped them evaluate the quality of information for credibility, and 95% (n = 374) said PVCC contributed to their ability to develop conclusions or solve problems based on the analysis of information.

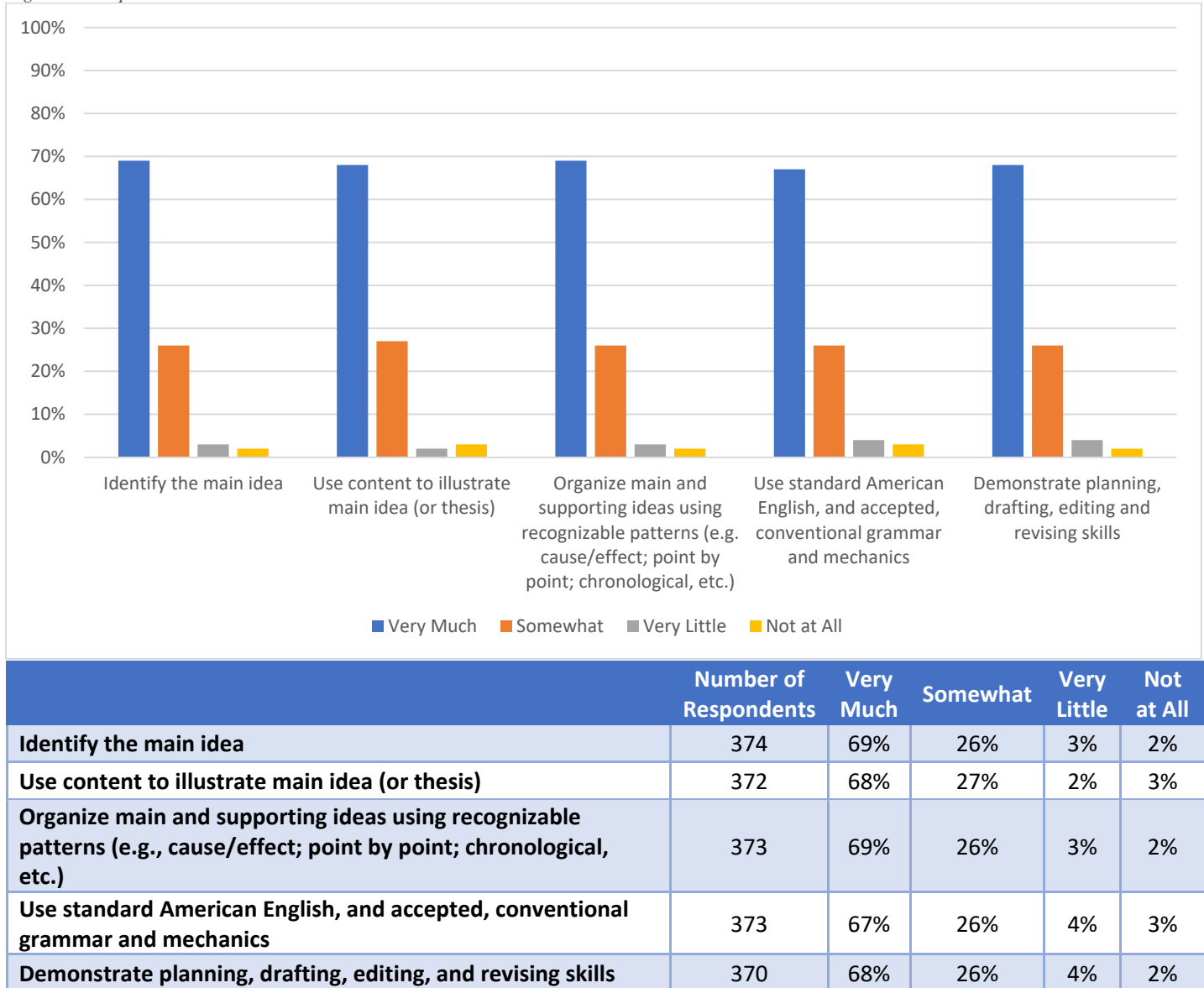
Figure 30 Respondents who indicated PVCC had contributed to their critical thinking



	Number of Respondents	Very Much	Somewhat	Very Little	Not at All
Identify key points of an issue	374	66%	30%	2%	2%
Locate information using standardized search strategies and research methods	374	65%	30%	3%	2%
Evaluate the quality of information for credibility	372	70%	25%	3%	2%
Develop conclusions or solve problems based on the analysis of information	374	68%	27%	2%	3%

In the area of written communication, 95% (n = 374) of respondents stated PVCC contributed ("very much" or "somewhat") to their ability to identify the main idea and 95% (n = 372) responded PVCC contributed to their ability to use content to illustrate main idea (or thesis). Ninety-five percent (95%, n = 373) stated PVCC helped them organize main and supporting ideas using recognizable patterns (e.g., cause/effect; point by point; chronological, etc.). Ninety-three percent (93%, n = 372) responded PVCC helped use standard American English and accepted conventional grammar and mechanics, and 94% (n = 370) stated PVCC contributed to their ability to demonstrate planning, drafting, editing and revising skills.

Figure 31 Respondents who indicated PVCC had contributed to their written communication



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.