Non-Returning Students
Intent and Outcomes

2013-2014 Survey of Non-Returning Students

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Institutional Research, Planning and Institutional Effectiveness
Bern’Nadette Knight, Research Analyst
Jolene Hamm, Director
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Executive Summary

In an effort to learn more about the population of students who do not persist to graduation, PVCC surveys non-returning students to gather data on their reasons for enrolling at PVCC, reasons for leaving, current educational and employment status, and their future endeavors. Fifty-four were sent a paper copy of the survey and 4,008 were sent an e-copy. One hundred thirty-four (134) e-surveys and two paper surveys were returned, yielding response rates of 3.3% and less than 1.0%, respectively, with a total response rate of 3.4%. A change to this year’s survey was an invitation to return to PVCC. Based on this addition, there were 246 students from the survey sample who re-enrolled in the Spring 2015 semester.

Student Intent

Roughly three-quarters of all respondents indicated “earn a degree from PVCC” and/or “earn credits that would transfer” as the top two reason they took courses at PVCC the last time they enrolled. Slightly more than half of all respondents indicated “earn a certificate,” “explore career options,” “upgrade current job skills,” “develop skills for a new job” and/or “peruse personal interest” as other reasons for enrolling. Fifty-two percent of respondents indicated their most important goal for enrolling at PVCC was to “earn credits that would transfer” while 20% indicated “pursue a personal interest.” Sixty-nine percent (69%) of respondents achieved their goal as a result of their enrollment at PVCC.

If respondents did not achieve their goals, they were invited to provide comments explaining why. Reasons cited as to why they did not achieve their goals were “personal/job issues” (46%), “still working to on this goal” (24%), issues with financial aid (loss of aid or did not get aid once they applied) (18%), and/or the need for more convenient times and availability of classes (6%).

Forty-one percent said they plan to enroll in credit courses in the future. Of those who plan on enrolling, 51% plan to enroll in Spring 2015. Sixty-nine percent (69%) of respondents are currently employed. Of these, about 21% are working in a job related to their studies at PVCC.

Implications

Students leave PVCC for many different reasons. A majority (69%) of non-returning students surveyed indicated they achieved their most important goal as a result of their last enrollment at PVCC. One of the main reasons this subgroup did not return was that students earned credits to transfer to a four year institution. However, 31% of all respondents indicated they did not achieve their most important goal upon their last enrollment at the College. Of the respondents who did not achieve their goal, their top reasons for not enrolling at PVCC in Fall 2014 were “still working to achieve their goal”, “personal/job related issues”, and “issues with financial aid”. Financial need and personal/life issues have been consistent in all administrations of the survey as factors to affect students returning to PVCC.

Many respondents plan to enroll in credit courses at PVCC in the future. Among those that do, they plan to enroll in the Spring 2015 semester. Based on qualitative findings (Tables 9-11), students like PVCC, and many believe that PVCC’s faculty are of the highest quality. However, students’ comments on financial difficulties and their need for strong advising/counseling, present both a challenge and an opportunity for PVCC to stay connected with students who “stop out” and make every effort to bring them back to PVCC, enrolling them in the right program at the right time, with the right support services, to promote their success.

One way PVCC can stay connected with students is to continue to use this survey as a way to provide enrollment information for those who would like to return. Although there was low response rate to the survey, the re-enrollment of students in the Spring 2015 Semester indicates the survey was successful in encouraging students to continue their education at PVCC.
Non-Returning Students: Intent and Outcomes

Introduction

Traditional measures of retention and persistence are incomplete indicators of success and outcomes for PVCC students. In an effort to learn more about students who do not persist, PVCC piloted a survey of non-returning curricular students in fall 2004, and surveyed non-returning curricular and non-curricular students fall 2005, 2007, 2009, 2011 and 2014. Responses to the survey provide valuable information about PVCC’s effectiveness and the extent to which the college has contributed to student success (i.e., attainment of education and job-related goals). The purpose of the Survey of Non-Returning Students Study is to learn more about these students: who they are and how they may differ from returning students, how satisfied they are with their PVCC experience, where they are now, and the extent to which their PVCC experiences helped them meet their educational and job-related goals. Results add to our knowledge about controllable and uncontrollable attrition, and help us better identify students at risk for non-completion and pursue corrective actions to improve student retention and success.

Methodology

Population

The population of students meeting the following criteria for non-returning were surveyed:

- Enrolled at PVCC in fall 2013 and/or spring 2014, were not enrolled at PVCC in fall 2014, and had not graduated in fall 2013 or in spring or summer 2014.

The entire population of non-returning students (4,080) were compiled in an excel file. Four thousand and eight (4,008) had personal and VCCS email addresses and were sent the link of the webpage to complete the electronic survey. (Appendices B contain a copy of the electronic and paper survey).

Among those who did not have email addresses (a sample of respondents (n=53) who lived in the local (city of Charlottesville, Crozet, Keswick, Louisa, Ruckersville, Stanardsville and Gordonsville) area were mailed paper copies of the survey.

Survey

Although past versions of the survey only gathered information as to why students did not return, changes were made to this year’s version to market PVCC’s registration to students as encouragement to re-enroll in classes. For both electronic and mailed surveys, if a respondent answered yes to question 1 “Do you plan to enroll in credit courses at PVCC in the future?” text was added to mention that current enrollment was underway at PVCC for the Spring 2015 semester. The web address for MyPVCC and phone number and email for IT services was provided so students could register for classes or retrieve their password if forgotten. For mailed letters, contact information for Admission and Advising was listed. If the respondent was less than three (3) credit hours away from completion it was noted in their letter to help encourage them to register for classes. Questions were also condensed (i.e. current

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2 [https://www.keysurvey.com/](https://www.keysurvey.com/)
employment status) to facilitate data analysis and improve flow. Two questions from the previous survey, “Please check all the reasons that contributed to your decision not to enroll at PVCC this semester” and “Which of these reasons was the most important in your decision not to enroll at PVCC this semester” were omitted from the current survey. However, the inclusion of the question “Why did you not achieve this goal?," (Question 14) allows qualitative feedback as to why students did not achieve their goal when last enrolled at PVCC and can provide similar information.

Areas of the revised survey requested information about students' reasons for enrolling at PVCC, their most important goal when last enrolled at PVCC, current educational and employment status, and ways to improve programs and services offered at PVCC. The survey also requested descriptive data about former students (e.g., first-generation, current employment, and financial aid status).

**Mailings and Response Rate**

The initial online survey launch was November 21, 2014. Follow-up emails were sent on December 5, 12, and 19, 2014. The initial paper mailing was November 24, 2014 with follow-up mailing on December 5, 2014 (Appendices A). The original completing date for all surveys was December 5, 2015, however, in an effort to increase response rates, the survey was extended to December 31, 2014.

Two paper surveys and 134 e-surveys were returned, yielding response rates of and 3.3%, and less than 1% respectively rate of around 3.4%. Survey response rates are based on respondents who clicked submit and did not click through the survey. There were 201 respondents who clicked through the survey.

**Analysis**

Survey data was compiled by generating a report in Key Survey. Data was entered into a Microsoft Excel worksheet. Quantitative data was coded for emerging themes and was analyzed by percentage of positive, negative, general responses and then by theme. All analyses within this report are based on respondents who clicked “submit” in Key Survey.

**Limitations of the Study**

Results should be interpreted with caution since respondents differ from non-respondents and are not necessarily representative of the population of non-returning students.

Email addresses of survey participants were not recorded when they completed the survey online; as a result, demographic information such as gender, race, and age cannot be reported.
**Respondent Demographics**

**Table 1: Respondent Demographics**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>226</td>
<td>136</td>
</tr>
<tr>
<td>First generation college student</td>
<td>37%</td>
<td>48%</td>
</tr>
<tr>
<td>Worked while attending PVCC</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>PVCC was first choice college or university</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Applied for and received financial aid*</td>
<td>-</td>
<td>32%</td>
</tr>
<tr>
<td>Applied for and did not receive financial aid*</td>
<td>-</td>
<td>14%</td>
</tr>
</tbody>
</table>

*Not reported in demographic information

There was an increase in the number of students (Table 1) who were first generation college students (neither parent has a college degree) from 2011 to 2014 (37% vs. 48% respectively). The number of students who stated that PVCC was their first choice decreased from 2011 to 2014 (80% vs. 60% respectively).

Forty-one percent (41%) of respondents (Table 2) stated they planned to enroll in credit courses at PVCC. Among those that plan to enroll, fifty-one percent (51%) stated they planned on enrolling in Spring 2015 (Figure 1).

**Table 2: Plans to enroll in PVCC in the future**

<table>
<thead>
<tr>
<th></th>
<th>Number of Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>41%</td>
</tr>
<tr>
<td>No, I am not planning on enrolling in the future</td>
<td>77</td>
<td>57%</td>
</tr>
<tr>
<td>No, I took a class for personal satisfaction</td>
<td>3</td>
<td>2%</td>
</tr>
</tbody>
</table>
The majority of respondents (78%) are currently enrolled in a college other than PVCC and are taking coursework (77%) related to their coursework at PVCC.
The majority of respondents (80%) worked while enrolled at PVCC with slightly more than half working full-time. This total percentage is the same as reported in 2011 when respondents were asked if they worked while attending PVCC.

**Student Intent**

Respondents were asked to indicate all the reasons they enrolled in courses at PVCC, as well as the most important goal to them when they enrolled. Tables 4 (n=135) and 5 (n=132) present results for respondents. Results are also compared to curricular students that were reported in 2011.

**Table 4: Reasons for enrollment at PVCC**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Respondents</th>
<th>Percent</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn/pursue a degree from PVCC</td>
<td>35</td>
<td>26%</td>
<td>44%</td>
</tr>
<tr>
<td>Earn/pursue a certificate from PVCC</td>
<td>11</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td>Earn credits that would transfer to another college</td>
<td>72</td>
<td>53%</td>
<td>42%</td>
</tr>
<tr>
<td>Explore career options</td>
<td>10</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>Upgrade current job skills/increase chances of raise</td>
<td>13</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>Development skills for a new job</td>
<td>18</td>
<td>13%</td>
<td>28%</td>
</tr>
<tr>
<td>Pursue a personal interest or general knowledge</td>
<td>27</td>
<td>20%</td>
<td>38%</td>
</tr>
<tr>
<td>Other reason</td>
<td>16</td>
<td>12%</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Columns percentages sum to greater than 100% because respondents could choose more than one reason.
Table 5: Most important goal last time you enrolled at PVCC

<table>
<thead>
<tr>
<th>Goal</th>
<th>Number of Respondents</th>
<th>Percent</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn/pursue a degree from PVCC</td>
<td>25</td>
<td>19%</td>
<td>26%</td>
</tr>
<tr>
<td>Earn/pursue a certificate from PVCC</td>
<td>5</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Earn credits that would transfer to another college</td>
<td>65</td>
<td>49%</td>
<td>30%</td>
</tr>
<tr>
<td>Explore career options</td>
<td>2</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Upgrade current job skills/increase chances of raise or promotion</td>
<td>7</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Develop skills for a new job</td>
<td>9</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Pursue a personal interest or general knowledge</td>
<td>12</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Other reason</td>
<td>7</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Most students enrolled to “earn credits that would transfer to another college”, “earn/pursue a degree from PVCC”, and/or “pursue a personal interest or general knowledge.” Respondents who indicated “other” when asked about their reasons for enrolling at PVCC specified the following: renewing teacher’s license or teacher recertification and fulfilling prerequisites for graduate school, or to meet new people. Although direct comparison cannot be made because data from this year is reported in aggregate, it is interesting to note that for both Table 4 and 5 the percent change (11 percentage points in Table 4 and 19 percentage points in Table 5 respectively) among respondents who enrolled to “transfer credits to another college or university increased” from 2011 to 2014.

One of the questions on the survey asked students to respond if they had achieved their most important goal as a result of their enrollment at PVCC. Sixty-nine (69%) percent of respondents reported achieving their “most important” goal as a result of their last enrollment at PVCC.

Table 6 provides current employment status of students. Twenty-one percent (21%) were employed in a position related to their program of study at PVCC.

Table 6: Student employment while attending PVCC

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Number of Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>41</td>
<td>31%</td>
</tr>
<tr>
<td>Yes, in a job related to your program of study at PVCC</td>
<td>28</td>
<td>21%</td>
</tr>
<tr>
<td>Yes, in a job not related to your program of study at PVCC</td>
<td>63</td>
<td>48%</td>
</tr>
</tbody>
</table>

Reasons for not achieving goal when last enrolled at PVCC

Respondents were asked to provide comments indicating the reasons that contributed to them not achieving their goals when last enrolled at PVCC. Thirty-three respondents provided responses. Five themes emerged as and are presented in Table 7.
Table 7: Reasons why students did not achieve goals last time they enrolled at PVCC

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still working on achieving goal</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Personal/job related issues</td>
<td>15</td>
<td>46%</td>
</tr>
<tr>
<td>Issues with financial aid (loss of aid or did not receive once applied)</td>
<td>6</td>
<td>18%</td>
</tr>
</tbody>
</table>

Personal/job related issues (46%) and still working on achieving this goal (24%) were the top two reasons reported as not meeting these goals.

Comments which reflect these themes are as follows:

Still pursuing new degree and career

have not yet finished what I am trying to accomplish.

I had some life changing occurrences and wasn't able to attend for a year. I then lost my financial aid afterwards and can't afford to go back out of pocket.

I tried returning to pvcc in the fall of 2014 and had financial aid problems.

I applied for financial aide and did not get it. I couldn't [sic] afford to continue. I was getting some prerequisites [sic] done before trying to get admission into the radiology program. I have an Associate degree in nursing.

Lack of classes available in the evenings.

Respondents' Comments

Respondents were invited to provide any comments or suggestions on how PVCC can improve its programs and services for students and any other aspects of their PVCC experience. Fifty-six percent of respondents provided comments on how PVCC can improve its programs and services for students. Table 8 provides an overview of themes among respondents. About forty-one percent of comments provided positive feedback regarding PVCC's faculty, and staff. Another forty percent of comments were suggestions on ways to improve programs and services. These suggestions ranged from type of class offerings, improving class size, and offering additional services to help students attend classes. The remaining comments were negative and focused mainly on issues surrounding admissions and advising and financial aid. Table 8 summarizes main themes from respondents. Tables 9-11 are a sample of positive, negative, and general comments provided by respondents.
Table 8: Summary of themes from respondents

<table>
<thead>
<tr>
<th>Areas of improvement</th>
<th>Number of Respondents</th>
<th>Percent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course offerings and availability</td>
<td>10</td>
<td>13%</td>
</tr>
<tr>
<td>• Offer online courses</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>• Financial aid process</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>• Other</td>
<td>4</td>
<td>5%</td>
</tr>
</tbody>
</table>

Positive feedback

| • Faculty and staff                          | 12                    | 16%      |
| • Overall positive comments                  | 19                    | 25%      |

*Numbers and percentages are approximate and will not equal 100%

Table 9: Positive respondent comments

<table>
<thead>
<tr>
<th>Theme</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Faculty & staff | More great teachers like Timchenko!  
The faculty and staff here are great. I graduated high school in 1986 and didn't go to college until now. I'm looking forward to the LPN program in this spring 2015!  
I had a great experience at PVCC. I took a history course that was needed to fulfill a requirement for my teaching program at Mary Baldwin College. The staff, professor, and coursework were great and flexibility of an online course was needed to continue working full time.  
PVCC dual enrollment is a wonderful opportunity for high school students, an Mr. Hughes is an amazing teacher, one of the best teachers I've ever had.  
I have the highest opinion of the professors and staff at PVCC. All of them are top notch!  
I very much enjoyed and learned from my courses at PVCC. I took psychology across the lifespan, statistics, anatomy and physiology 1 and 2, and microbiology. The professors were engaging and incredibly knowledgeable. I feel I earned a great education at a reasonable rate compared to the cost of courses at other colleges/universities. |
| General   | PVCC is great. I was highly satisfied with the school in general while I attended there. I do not know a way that PVCC can improve.  
PVCC is amazing!  
I had a great experience at PVCC and have tremendously valued having PVCC as a resource to help me develop academically. I did not attend PVCC to get a degree, but PVCC has played a key role in helping me achieve my academic goals.  
I think PVCC does an excellent job of assisting students. Both my sons attended PVCC. I enjoyed my experience at PVCC. I hope to return in the near future.  
PVCC is amazing. It helped me get on track with my goals. There is honestly not much I would change.  
I enjoyed my time at PVCC very much, and appreciate the solid education I received while completing my prerequisites for PT school.  
I felt that the quality of my education from PVCC was extraordinary at a fraction of the cost of Mary Baldwin College. I wish I could have taken more courses through PVCC but I did as many as I was allowed. My professors were top notch and I would recommend PVCC to anyone that wished to attend a college. It was a great experience. |
Table 10: Negative respondent comments

<table>
<thead>
<tr>
<th>Theme</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment and advising</td>
<td>Their advising needs to be more major specific and the advisors need to be able to recommend courses better for transfer students.</td>
</tr>
<tr>
<td></td>
<td>The transition from PVCC to Mary Baldwin was a nightmare. I started my PVCC experience by explaining to academic advisers at PVCC my intent to transfer to MBC to complete the four year program. Despite this, the advisers do NOT properly prepare me in the transfer work needed to complete the MBC program. As a result I took several courses at PVCC that were NOT needed for MBC while missing others at PVCC that were. I'm graduating MBC with 42 extra credits because of extraneous coursework at PVCC. That's essentially another degree! PVCCs transfer advising is a disgrace and I let anyone and everyone I come in contact know this. Its sad that, though MBC and PVCC advisers are literally on top of each other (with MBC upstairs), neither talks to the other. Where PVCC should have been a natural stepping stone to a 4 year degree, it was actually a roadblock. That needs to be fixed.</td>
</tr>
<tr>
<td>Academic rigor/curriculum</td>
<td>Make them harder. I didn't have to open a book, which is definitely not compatible with many school in transfer agreement. For example, UVA</td>
</tr>
<tr>
<td>Financial aid</td>
<td>Move along faster in the financial aid department and be more prompt about getting back to their students.</td>
</tr>
<tr>
<td></td>
<td>The financial aid office could be more communicative. An email to their office went unanswered for a month this summer causing me to miss the deadline to pay for my fall class out of my own pocket.</td>
</tr>
<tr>
<td></td>
<td>Respond to voicemails that are left at the financial aid office in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>Stop cutting off their financial aid if the fail one class but give them a second chance to take the class again!</td>
</tr>
</tbody>
</table>

Table 11: General comments and suggestions
<table>
<thead>
<tr>
<th>Theme</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online offerings</td>
<td>Offer more courses online</td>
</tr>
<tr>
<td></td>
<td>Offer more online classes and 8-week sections.</td>
</tr>
<tr>
<td></td>
<td>Offer more online classes that do not require students to come to PVCC to take test/exams, this is not a truly online class.</td>
</tr>
<tr>
<td></td>
<td>Offer more online classes. If I could’ve kept going to school virtually, that would’ve helped tremendously</td>
</tr>
<tr>
<td></td>
<td>Offer more classes in the evenings for fulltime workers.</td>
</tr>
<tr>
<td></td>
<td>I really enjoyed attending PVCC, and I think the online classes are very important for a lot of people. So, a greater selection of online classes might improve student services.</td>
</tr>
<tr>
<td>Course offerings, availability and general information</td>
<td>Offer more classes in the evenings. More offerings in the high demand technology segment.</td>
</tr>
<tr>
<td></td>
<td>PVCC need to advertise the courses available. I was in need of a course for three years, that was available online at other colleges. It was my advisor that connected me to PVCC. I graduated from ODU December 2013.</td>
</tr>
<tr>
<td></td>
<td>Bigger classes for Nursing Programs</td>
</tr>
<tr>
<td></td>
<td>Provide classes at more convenient times, with more at Greene campus.</td>
</tr>
<tr>
<td></td>
<td>Be clear in the course writeup [sic] about how many classes are online vs inhouse [sic]. I think online classes in many instances are a waste of money, instructor laziness and do not give students the ability to interact with each other.</td>
</tr>
<tr>
<td>General suggestions</td>
<td>Childcare options!!!!</td>
</tr>
<tr>
<td></td>
<td>Keep costs low for courses at PVCC.</td>
</tr>
<tr>
<td></td>
<td>PVCC students would benefit from having more study spaces available and improved wireless in the library area.</td>
</tr>
<tr>
<td></td>
<td>I have been a student for a long time and my goal is to earn my degree. I have been working for 42 years in the business field Administration and would like to see those of us who have had to work and work harder to continue our education could receive credits for our work experience as long as it pertains to our degree. I have watched PVCC grow over the years and I still feel that this is one of the best community colleges.</td>
</tr>
<tr>
<td></td>
<td>Improve parking for students</td>
</tr>
</tbody>
</table>
Students leave PVCC for many different reasons. One of the main reasons is earning credits to transfer to another college. A majority (69%) of non-returning students surveyed indicated they achieved their most important goal as a result of their last enrollment at PVCC. However 31% of all respondents indicated they did not achieve their most important goal upon their last enrollment at the College. Of the respondents who did not achieve their goal, their top reasons for not enrolling at PVCC Fall 2014 were “still working to achieve their goal”, “personal/job related issues”, and “issues with financial aid”. Financial need and personal/life issues have been consistent in all administrations of the survey as factors to affect students returning to PVCC.

Additionally, roughly forty percent of respondents’ comments about PVCC were positive. The majority of the positive comments were about the greatness of faculty and staff and how much respondents love PVCC. Another forty percent of the comments provided general suggestions for the college. The central themes of these comments were online and regular course offerings, course availability, general course information, and other suggestions such as reducing class size. The remaining responses were critical of PVCC’s core services and academics. These comments related mostly to academic advising/counseling and academic rigor. Many respondents plan to enroll in credit courses at PVCC in the future.

Many respondents plan to enroll in credit courses at PVCC in the future. Among those that do, they plan to enroll in the Spring 2015 semester. Students like PVCC, and many of those who have stopped-out want to return. However, students’ financial difficulties and their need for strong advising/counseling, present both a challenge and an opportunity for PVCC to stay connected with students who “stop out” and make every effort to bring them back to PVCC, enrolling them in the right program at the right time, with the right support services, to promote their success. One way PVCC can stay connected with students is to continue to use this survey as a way to provide enrollment information for those who would like to return. Although there was a low response rate to the survey, the re-enrollment of students in the Spring 2015 semester indicates the survey was successful in encouraging students to continue their education at PVCC.
APPENDIX A

Survey Cover Letters
Dear,

Did you know that you have 3 credit hours towards a degree at Piedmont Virginia Community College? I invite you to enroll for Spring 2015. You are only ___ number of credits away from an associate's degree. Contact Admissions and Advising at admissions@pvcc.edu or call 434.961.6551. I look forward to seeing you next semester!

As someone who has taken classes at Piedmont Virginia Community College, you can provide important feedback about the quality of our programs and services. In an effort to improve the PVCC experience, we are surveying individuals who attended the college during the 2013-2014 academic year, but have not returned for the Fall 2014 term. From these surveys, we hope to learn more about our students and how we can help them meet their education, career, and personal goals.

Won't you please take just a few minutes to complete the enclosed survey? Your responses will be confidential, and only aggregate data will be reported. If you have enrolled this Fall, or plan to enroll at PVCC in the future, your enrollment status will not be affected in any way by returning the survey.

A stamped, self-addressed envelope is enclosed for your convenience. Please return your survey by December 5, 2014.

If you have questions or comments about the survey, please contact Dr. Jolene D. Hamm, Director of Institutional Research, Planning, and Institutional Effectiveness at jhamm@pvcc.edu or 434.961.5301.

I sincerely appreciate your participation in this important study, and look forward to receiving your completed survey.

Sincerely,

Frank Friedman
President

Enclosure
December 5, 2014

Name
Address 1
City, State, Zip Code

Dear,

Nearly 100 people have already completed the 2014 PVCC Survey of Non-Returning Students, Intents and Outcomes Survey! Are you one of them?

Your opinion matters! To ensure everyone’s opinion is counted, we have extended the time to complete the survey to Wednesday, December 31, 2014.

Please take a moment to fill out the enclosed survey. PVCC uses this feedback to learn more about students and how we can help them meet their education, career, and personal goals. As mentioned before, your results will remain confidential and only aggregate data will be reported. If you have enrolled this Fall, or plan to enroll at PVCC in the future, your enrollment status will not be affected in any way by returning the survey.

If you have questions or comments about the survey, please contact Dr. Bernnadette Knight, Research Analyst, Institutional Research, Planning, and Institutional Effectiveness at bknight@pvcc.edu or 434.961.6514.

I sincerely appreciate your participation in this important study, and look forward to receiving your completed survey.

Thank you!

Sincerely,

[Signature]

President
Enclosure
Dear (First name of participant)

Nearly 100 people have already completed the 2014 PVCC Survey of Non-Returning Students, Intents and Outcomes Survey! Are you one of them?

Your opinion matters! To ensure everyone’s opinion is counted, we have extended the time to complete the survey to Wednesday, December 31, 2014.

Please take a moment click the link here: 2014 Survey of Non-Returning Students to complete the survey. PVCC uses this feedback to learn more about students and how we can help them meet their education, career, and personal goals. As mentioned before, your results will remain confidential and only aggregate data will be reported. If you have enrolled this Fall, or plan to enroll at PVCC in the future, your enrollment status will not be affected in any way by returning the survey.

If you have questions or comments about the survey, please contact Dr. Bernnadette Knight, Research Analyst, Institutional Research, Planning, and Institutional Effectiveness at bknight@pvcc.edu or 434.961.6514.

I sincerely appreciate your participation in this important study, and look forward to receiving your completed survey.

Thank you!
Dear (First name of participant)

The Office of Institutional Research, Planning and Institutional Effectiveness would like to remind you that there is still time to complete the 2014 PVCC Survey of Non-Returning Students, Intents and Outcomes Survey!

The last day to complete the survey is **Wednesday, December, 31, 2014**.

If you haven’t done so already, please take a few minutes to complete the survey- your responses will remain confidential and only aggregate data will be reported. *If you have enrolled this Fall, or plan to enroll at PVCC in the future*, your enrollment status will not be affected in any way by returning the survey.

If you have questions or comments about the survey, please contact Bernnadette Knight, Research Analyst, Institutional Research, Planning, and Institutional Effectiveness at bknigh@pvcc.edu or 434.961.6514.

I sincerely appreciate your participation in this important study, and look forward to receiving your completed survey.

Thank you!

Bernnadette
APPENDIX B

Survey
PVCC 2014 Survey of Non-Returning Students: Intents and Outcomes

As a recent PVCC student, you can provide important feedback about the quality of our programs and services. Please help us improve the PVCC student experience by answering the questions on the front and back of this page.

Your answers are confidential. Results of the survey will only be reported in aggregate, and your name will not be associated with any of your answers. Please return your survey in the enclosed envelope by December 5, 2014.

Thank you!
Dr. Jolene Hamm
Director, Institutional Research, Planning, and Institutional Effectiveness

1. Do you plan to enroll in credit courses at PVCC in the future?
   - Yes
   - No, I am not planning on enrolling in the future (If no, skip to question 3)
   - No, I took a class for personal satisfaction (if no, skip to question 11)

2. When do you plan on enrolling in class?
   - Spring 2015
   - Summer 2015
   - Fall 2015
   - Spring 2016

3. Are you currently enrolled in a college other than PVCC? (If no, skip to question 5)
   - Yes
   - No

4. Are your studies related to your coursework at PVCC?
   - Yes
   - No

5. If, no do you plan to enroll in a college other than PVCC?
   - Yes
   - No

6. Are you currently employed?
   - No
   - Yes, in a job related to your program of study at PVCC
   - Yes, in a job not related to your program of study at PVCC

7. Was PVCC your first-choice college?
   - Yes
   - No

8. Are you a first-generation college student? (You are a first generation student if neither of your parents has completed a college degree.)
   - Yes
   - No
9. Did you work while attending PVCC?
☐ Yes, I worked Full-Time
☐ Yes, I worked Part-Time
☐ No, I did not work

10. Did you apply for financial aid (e.g., scholarships, grants, or loans) in order to attend PVCC?
☐ Yes, I applied for and received financial aid.
☐ Yes, I applied for financial aid but did not receive it.
☐ No, I did not apply for financial aid.

11. The last time you enrolled in courses at PVCC, why did you enroll? Check ALL that apply

<table>
<thead>
<tr>
<th>Goal</th>
<th>Earn a degree from PVCC</th>
<th>Earn a certificate from PVCC</th>
<th>Earn credits that would transfer to another college</th>
<th>Explore career options</th>
<th>Upgrade current job skills and/or increase my chances of a raise or promotion</th>
<th>Develop skills for a new job</th>
<th>Pursue a personal interest or general knowledge</th>
<th>Other (please list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a degree from PVCC</td>
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<td>Earn credits that would transfer to another college</td>
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<td>Explore career options</td>
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<td>Upgrade current job skills and/or increase my chances of a raise or promotion</td>
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<td>Develop skills for a new job</td>
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<td>Pursue a personal interest or general knowledge</td>
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<td>Other (please list)</td>
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</tbody>
</table>

12. Which of these goals was most important to you when you last enrolled at PVCC? Check ONLY ONE

☐ Earn a degree from PVCC
☐ Earn a certificate from PVCC
☐ Earn credits that would transfer to another college
☐ Explore career options
☐ Upgrade current job skills and/or increase my chances of a raise or promotion
☐ Develop skills for a new job
☐ Pursue a personal interest or general knowledge
☐ Other (please list) ____________________________________________

13. Did you achieve this goal as a result of your enrollment at PVCC?
☐ Yes (if yes, skip to question 15)
☐ No

14. Why did you not achieve this goal?

15. How can PVCC improve its programs and services for students?

Thank You!
PVCC 2014 Survey of Non-Returning Students: Intent and Outcomes

As a recent PVCC student, you can provide important feedback about the quality of our programs and services. Please help improve the PVCC student experience by answering the questions contained in this survey. Your answers are confidential. The results of the survey will only be reported in aggregate and your name will not be associated with any of your answers. Please remember: this survey closes December 5, 2014.

Thank you!

Dr. Jolene Hamm
Director, Institutional Research, Planning, and Institutional Effectiveness

Do you plan to enroll in credit courses at PVCC in the future?

- Yes
- No, I am not planning on enrolling in the future
- No, I took a class for personal satisfaction
PVCC 2014 Survey of Non-Returning Students: Intent and Outcomes

Did you know that PVCC is currently enrolling students in Spring 2015 now? To enroll in Spring 2015 classes all you have to do is register for classes through MyPVCC. The system will ask you to enter your username and password. If you don’t remember your username and password, contact the IT Services Desk at 434.961.5261 or help@pvcc.edu.

We look forward to having you in class in the near future!

### When do you plan on enrolling in class?
- Spring 2015
- Summer 2015
- Fall 2015
- Spring 2016

### Are you currently enrolled in a college other than PVCC?
- Yes
- No

### Are your studies related to your coursework at PVCC?
- Yes
- No

### If “no” do you plan to enroll in a college other than PVCC?
- Yes
- No

### Are you currently employed?
- No
- Yes, in a job related to your program of study at PVCC
- Yes, in a job not related to your program of study at PVCC

### Your PVCC Experience

#### Was PVCC Your first-choice college?
- Yes
- No

#### Are you a first-generation college student? (You are a first generation college student if neither of your parents has completed a college degree)
- Yes
- No
Did you work while attending PVCC?
- Yes, I worked Full Time
- Yes, I worked Part Time
- No, I did not work

Did you apply for financial aid (e.g., scholarships, grants, or loans) in order to attend PVCC?
- Yes, I applied for and received financial aid
- Yes, I applied for financial aid but did not receive it
- No, I did not apply for financial aid

The last time you enrolled in courses at PVCC, why did you enroll?
- Earn a degree from PVCC
- Earn a certificate from PVCC
- Earn credits that would transfer to another college
- Explore career options
- Upgrade current job skills and/or increase my chances of a raise or promotion
- Develop skills for a new job
- Pursue a personal interest or general knowledge
- Other

Of these goals, which one was most important to you when you last enrolled at PVCC
- Earn a degree from PVCC
- Earn a certificate from PVCC
- Earn credits that would transfer to another college
- Explore career options
- Upgrade current job skills and/or increase my chances of a raise or promotion
- Develop skills for a new job
- Pursue a personal interest or general knowledge
- Other

Did you achieve this goal as a result of your enrollment at PVCC?
- Yes
- No
PVCC 2014 Survey of Non-Returning Students: Intent and Outcomes

Why did you not achieve this goal?

How can PVCC improve its programs and services for students?