

DOCUMENT RESUME

ED 300 079

JC 820 500

TITLE Five-Year Graduate Follow-Up Study: A Survey of the Long-Term Successes of 1981 Graduates.

INSTITUTION John Tyler Community Coll., Chester, VA. Office of Institutional Research.

PUB DATE Feb 87

NOTE 39p.

PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *College Graduates; College Transfer Students; Community Colleges; Educational Attainment; Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

ABSTRACT

In fall 1986, a survey was conducted of the 211 students who graduated from John Tyler Community College (JTCC) in 1981 to determine their perceptions of the college as well as their employment and educational experiences since graduation. Study findings, based on a 37% response rate, included the following: (1) the graduates' two primary reasons for attending JTCC were the courses and programs offered and the closeness of the college to their homes; (2) graduates of the math and natural sciences division were most inclined to rate JTCC as "very helpful" in assisting them to achieve their educational goals; (3) 91% of the graduates said they would recommend JTCC to someone interested in completing the same program; (4) 24% of the graduates held other degrees in addition to their award from JTCC, including 15 graduates who had earned bachelor's degrees and 4 graduates who had earned another associate degree; (5) 79% were not enrolled in college at the time of the survey, and 37% had no future plans for additional degrees; (6) 76% were employed full-time, and 11% were working part-time, and almost half indicated that they had been at their current job for one to five years; and (7) 76% reported that their job was directly or somewhat related to their fields of training. The survey instrument is appended. (AYC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED300079



FIVE-YEAR GRADUATE FOLLOW-UP STUDY

A Survey of the Long Term
Successes of 1981 Graduates

Conducted by
The Office of Institutional Research

John Tyler Community College
Chester, Virginia

February, 1987

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

C. S. Hollins

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
 Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

880 500

ACKNOWLEDGEMENTS

Appreciation is extended to several persons who are responsible for the successful completion of this study:

- . To the 1981 graduates who took the time to complete the survey and offer the College suggestions for improvements;
- . To Myra G. Smith who analyzed the data and wrote the narrative;
- . To Marlene Jenkins and Linda Coake who are responsible for the typing and layout of the report;
- . To Betsy Little and Dick Fox for the design and layout of the cover; and
- . To the Data Processing staff at JTCC for their expertise and kind assistance.

TABLE OF CONTENTS

	<u>Page</u>
I. Background	1
II. Evaluation of Academic Services	4
III. Educational Status	8
IV. Employment	13
V. Principal Findings and Recommendations	20
VI. Appendix	
--Student Comments	
--Letters and Survey Form	

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Sex of Graduates and Respondents	2
2 Ethnic Status of Graduates and Respondents	2
3 Graduate Respondents' Primary Reasons for Attending JTCC	3
4 Evaluation of College Helpfulness in Assisting Student in Achieving His Goal for Enrolling	5
5 Recommend College to Other Students	7
6 Additional Degree Held by Graduates	8
7 Highest Degree Planned in the Future	10
8 Current Educational Status	11
9 Pursuing Same Field of Study	12
10 Employment Status of Graduates	13
11 Length of Employment at Current Job	14
12 Job Relatedness to Training	15
13 Annual Salary of Graduates	16
14 Promotion Received	17
15 Number of Promotions Received	18
16 Higher Paying Positions	19

BACKGROUND

The Five Year Follow-Up Survey of the 1981 graduates of John Tyler Community College was conducted for the purpose of (1) providing feedback to personnel in the College's academic and student services for program improvement, (2) documenting graduates' long term successes in the job market and in pursuit of further study, and (3) providing the results of students' opinions to the administration and faculty in order to upgrade the College's offerings and services.

A total of 211 graduates who completed one of the College's A.A./A.S., A.A.S., or Certificate curriculums in June 1981 constitutes the population of this follow-up study. The initial questionnaires were mailed to all graduates on October 31, 1986. The follow-up letters and questionnaires were sent at two-week intervals, November 14, 1986, and November 28, 1986, to non-respondents. The response rate was as follows:

1st mailing	20/211	9.5 percent
2nd mailing	34/211	16.1 percent
<u>3rd mailing</u>	<u>24/211</u>	<u>11.4 percent</u>
TOTAL	78/211	37.0 percent

Forty-nine surveys were returned undelivered due to the lack of current addresses. The response rate of those who received the survey is 48 percent.

The following is a general description of the respondents and the 1981 graduates, based on a summary of general demographic information retrieved from the surveys and JTCC's Fact Book.

TABLE 1
SEX OF GRADUATES AND RESPONDENTS

SEX	1981 GRADUATES		RESPONDENTS		Response Rate
	Frequency	Percent	Frequency	Percent	
Male	98	46	29	37	30%
Female	113	54	49	63	43%
TOTAL	211	100	78	100	

Table 1 gives the sex of the 1981 Graduates and the respondents of this study. Ninety-eight or 46 percent of the 1981 graduates were male and 113 or 54 percent were female. The percentage of males that responded (37 percent) was less than the percentage of males that graduated (46 percent). A higher percentage of females responded (63 percent) in comparison to the percentage of females that graduated (54 percent). The male and female response rates were 30 and 43 percent, respectively.

TABLE 2
ETHNIC STATUS OF GRADUATES AND RESPONDENTS

ETHNIC STATUS	1981 GRADUATES		RESPONDENTS		Response Rate
	Frequency	Percent	Frequency	Percent	
White	154	73	55	71	36%
Black	56	27	23	29	41%
Other	1	*	0	-	-
TOTAL	211	100	78	100	

The ethnic status of graduates and respondents is presented in Table 2. Of those graduates who responded, 71 percent were white and 29 percent were black. The percentage of graduates who responded gives a proportionate representation of all of the 1981 graduates.

TABLE 3
GRADUATE RESPONDENTS' PRIMARY REASONS
FOR ATTENDING JTCC

REASONS	FREQUENCY	PERCENT
Close to home	25	32
Inexpensive	15	19
Open Admissions Policy	3	4
Courses/Programs	25	32
Financial Aid	0	-
Job Requirements	4	5
Other (Reasons)	6	8
TOTAL	78	100

The two primary reasons for attending John Tyler Community College most often cited by graduates are the courses and programs offered and the closeness of the College to their homes. Other primary reasons given were (in descending order): inexpensive, other reasons, job requirements, and open admissions policy. None of the respondents cited financial aid as a reason for attending JTCC. "Other" reasons are specified in the Appendix of this report.

EVALUATION OF ACADEMIC SERVICES

Below is a list showing the number of 1981 graduates and the number of those graduates who responded to the survey instrument, according to the division and curriculum in which the course of study was completed.

	RESPONDENTS	GRADUATES	RESPONSE RATE
Business Division			
Business Administration (A.S.)	3	7	43%
Accounting (A.A.S.)	7	9	78%
Data Processing (A.A.S.)	3	14	21%
Management (A.A.S.)	7	21	33%
Police Science (A.A.S.)	3	8	37%
Secretarial Science (A.A.S.)	0	5	0%
Clerk Typist (Cert.)	3	5	60%
Sub Total	26	69	38%
Communications & Social Sciences Division			
Liberal Arts (A.A.)	0	3	0%
Education (A.S.)	0	2	0%
General Studies (A.S.)	1	2	50%
Human Services (A.A.S.)	3	5	60%
Mental Health (A.A.S.)	6	13	46%
Child Care Aide (Cert.)	2	4	50%
Teacher Aide (Cert.)	6	9	67%
Sub Total	18	38	47%
Engineering Technologies Division			
Engineering (A.S.)	0	1	0%
Architectural Technology (A.A.S.)	1	10	10%
Automotive Technology (A.A.S.)	1	6	17%
Civil Engineering (A.A.S.)	2	2	100%
Electronics Technology (A.A.S.)	3	15	20%
General Engineering (A.A.S.)	1	3	33%
Industrial Engineering (A.A.S.)	1	1	100%
Mechanical Engineering (A.A.S.)	0	2	0%
Air Conditioning & Ref. (Cert.)	0	1	0%
Machine Shop (Cert.)	0	3	0%
Welding (Cert.)	0	2	0%
Sub Total	9	46	20%
Math, Natural Sciences & Allied Health Div.			
Funeral Services (A.A.S.)	8	19	42%
Nursing (A.A.S.)	17	39	44%
Sub Total	25	58	43%
TOTAL	78*	211*	37%

(A.A. & A.S.) - College Transfer Curricula
 (A.A.S.) - Occupational/Technical Curricula
 (Cert.) - Certificate Curricula

*Five respondents and a total of twelve 1981 graduates received two degrees and/or certificates. They are counted only once. The curriculum used coincides with the award reported in the 1980-81 Graduation Awards Conferred Booklet.

A cross tabulation of the respondents' evaluations of the College, educational, and employment information is presented below and on the following pages by division (Business, Communications and Social Sciences, Engineering Technologies, and Math, Natural Sciences and Allied Health). Due to the small sample size in several curricula, data are collapsed in the tables by division and narrated by curriculum and degree when significant differences are observed.

TABLE 4
EVALUATION OF COLLEGE HELPFULNESS
IN ASSISTING STUDENT IN ACHIEVING HIS GOAL
FOR ENROLLING

DIVISION	EVALUATION OF HELPFULNESS					TOTAL
	Very Helpful	Somewhat Helpful	Undecided	Not Very Helpful	Not Helpful At All	
<u>Business</u>						
No.	14	10	1	1	0	26
Row %	(54)	(38)	(4)	(4)		(100)
<u>Comm. & Soc. Sciences</u>						
No.	14	4	0	0	0	18
Row %	(78)	(22)				(100)
<u>Engineering Tech.</u>						
No.	5	1	2	1	0	9
Row %	(55)	(11)	(22)	(11)		(99)*
<u>Math, Nat. Sciences</u>						
No.	20	5	0	0	0	25
Row %	(80)	(20)				(100)
<u>TOTAL</u>						
No.	53	20	3	2	0	78
Row %	(68)	(26)	(4)	(2)		(100)

* Rounding Error

Graduates were asked to evaluate the extent to which the College assisted them in achieving their goals for enrolling (Table 4). All of the Communications Division graduates and Math and Natural Sciences

Division graduates indicated that the College was helpful in assisting them in achieving their goals. Ninety-two percent of the Business Division graduates and 66 percent of the Engineering Division graduates also indicated that the College was helpful to them in the achievement of their goals. Only 3 graduates said they were "undecided" and 2 indicated that the College was "not very helpful" in assisting them to achieve their goals for enrolling. Two of the graduates who were "undecided" were Engineering graduates and were enrolled in Electronics and Industrial Engineering. The third graduate who chose "undecided" was a Business graduate enrolled in the Clerk Typist program. Those who indicated that the College was "not very helpful" in assisting them in achieving their goals were graduates in the following divisions and programs: Business Division (Accounting) and Engineering Division (Electronics).

Overall data indicates that 94 percent said the College was either "very helpful" or "somewhat helpful," 4 percent said they were "undecided," 2 percent indicated "not very helpful," and none of the graduates selected "not helpful at all."

Ninety-one percent of the graduate respondents said that they would recommend the College to a person seeking to complete the same program that they did (Table 5). Seven or (9 percent) of the graduates said they would not recommend the College. Of those graduates who said "no," 3 were Math Division graduates, 2 in Funeral Services, and 1 in Nursing; and 2 were Engineering Division graduates, 1 in Civil Engineering and 1 in Electronics. The Business Division and Communications Division had 1 graduate each who said that they would not recommend the College, an Accounting graduate and a Mental Health graduate, respectively.

TABLE 5
RECOMMEND COLLEGE TO OTHER STUDENTS

DIVISION	RECOMMEND COLLEGE		TOTAL
	Yes	No	
<u>Business</u>			
No.	25	1	26
Row %	(96)	(4)	(100)
<u>Comm. & Soc. Sciences</u>			
No.	17	1	18
Row %	(94)	(6)	(100)
<u>Engineering Tech.</u>			
No.	7	2	9
Row %	(78)	(22)	(100)
<u>Math, Nat. Sciences</u>			
No.	22	3	25
Row %	(88)	(12)	(100)
<u>TOTAL</u>			
No.	71	7	78
Row %	(91)	(9)	(100)

It is interesting to note that of the 7 graduates who stated that they would not recommend JTCC, 5 indicated that the College was helpful in assisting them in achieving their goals for enrollment, and only 2 said the College was "not very helpful" in assisting them. Additional comments by graduates who stated that they would not recommend the College can be found in the Appendix.

EDUCATIONAL STATUS

Twenty-four percent (or 19) of the graduate respondents indicated that they held other degrees in addition to the degree or certificate they received from JTCC (Table 6). Of those graduates, 4 had Associate degrees in addition to their award(s) from JTCC, and were enrolled in the following programs: one student each in Business Administration, Management, Funeral Services, and Clerk Typist.

TABLE 6
ADDITIONAL DEGREE HELD BY GRADUATES

DIVISION	DEGREE				TOTAL
	Associate	Bachelors	No Additional	No Response	
<u>Business</u>					
No.	3	6	17	0	26
Row %	(12)	(23)	(65)		(100)
<u>Comm. & Soc. Sciences</u>					
No.	0	2	15	1	18
Row %		(11)	(83)	(6)	(100)
<u>Engineering Tech.</u>					
No.	0	3	6	0	9
Row %		(33)	(67)		(100)
<u>Math., Natural Sciences</u>					
No.	1	4	19	1	25
Row %	(4)	(16)	(76)	(4)	(100)
<u>TOTAL</u>					
No.	4	15	57	2	78
Row %	(5)	(19)	(73)	(3)	(100)

Fifteen of the graduates had Bachelor's degrees and were enrolled in the following programs: Accounting (2 graduates), Management (2), Business Administration (1), Police Science (1), Mental Health (1), Human Services (1), Electronics (2), General Engineering (1), Funeral Services (3), and Nursing (1).

Graduates were asked to state the highest degree that they planned to earn in the future (Table 7). Thirty-seven percent of the graduates stated that they had no future plans for additional degrees. Of the 59 percent of graduates who indicated that they had plans to earn a degree in the future, 4 (or 5 percent) plan to earn an additional Associate degree, 25 (or 32 percent) a Bachelor's degree, 14 (or 18 percent) a Master's, and 3 (or 4 percent) a Doctorate or professional degree. Two graduates who were enrolled in the Clerk Typist program and two in the Teacher Aide program indicated that they planned to earn an Associate degree in the future. An additional 3 (or 4 percent) did not address this item.

Graduates in the following programs indicated that the highest degree they planned to earn is a Bachelor's degree (in descending order): Nursing (7), Accounting (3), Funeral Services (2), Mental Health (2) and one student each in Data Processing, Business Administration, Clerk Typist, Human Services, Teacher Aide, Child Care Aide, General Studies, Architecture, Civil Engineering, Electronics, and Industrial Engineering.

A Master's degree was cited by 14 graduates as the highest degree they planned to earn. They were graduates of the following programs: Nursing (4), Accounting (2), Business Administration (2), Electronics (2), Data Processing (1), Police Science (1), Human Services (1), and General Engineering (1). Only 3 graduates indicated that the highest degree that they planned to earn in the future was a Doctorate or professional degree. They were enrolled in the following programs at JTCC: Mental Health (1), Nursing (1), and Funeral Services (1). Three of the graduates did not respond to this survey item.

Seventy-three percent (or 57) of the graduates stated that they had not received any additional degrees, and 2 of the graduates did not respond to this item. Of the 4 graduates who have Associate degrees in addition to their JTCC award, 3 were Occupational/Technical graduates and 1 received a Certificate in 1981. Interestingly though, of the 15 JTCC graduates who have Bachelor's degrees, only one was previously enrolled in a College Transfer program and fourteen were Occupational/Technical graduates.

TABLE 7
HIGHEST DEGREE PLANNED
IN THE FUTURE

DIVISION	DEGREES						TOTAL
	Associate	Bachelors	Masters	Professional /Doctorate	No Additional	No Response	
<u>Business</u>							
No.	2	6	6	0	12	0	26
Row %	(8)	(23)	(23)		(46)		(100)
<u>Communications/ Social Sciences</u>							
No.	2	6	1	1	7	1	18
Row %	(11)	(33)	(6)	(6)	(39)	(6)	(101) *
<u>Engineering Tech</u>							
No.	0	4	3	0	2	0	9
Row %		(44)	(33)		(22)		(99) *
<u>Math/Nat. Sciences</u>							
No.	0	9	4	2	8	2	25
Row %		(36)	(16)	(8)	(32)	(8)	(100)
<u>TOTAL</u>							
No.	4	25	14	3	29	3	78
Row %	(5)	(32)	(18)	(4)	(37)	(4)	(100)

*Rounding Error

TABLE 8
CURRENT EDUCATIONAL STATUS

DIVISION	STATUS			TOTAL
	Full-time	Part-time	Not in School	
<u>Business</u>				
No.	3	5	18	26
Row %	(12)	(19)	(69)	(100)
<u>Communications/ Social Sciences</u>				
No.	3	0	15	18
Row %	(17)		(83)	(100)
<u>Engineering Tech</u>				
No.	0	0	9	9
Row %			(100)	(100)
<u>Math/Natural Sci.</u>				
No.	3	2	20	25
Row %	(12)	(8)	(80)	(100)
<u>TOTAL</u>				
No.	9	7	62	78
Row %	(12)	(9)	(79)	(100)

Twenty-one percent (16) of the graduates indicated they were currently enrolled in school and 79 percent were not in school (Table 8). The majority of the graduates enrolled (12 percent) indicated that they were attending school full-time, with 9 percent attending part-time. Of those students currently enrolled in school on a full time basis, the following were graduates of the programs in the specified divisions: Business - Accounting (2 graduates) and Clerk Typist (1); Communications - Mental Health (2) and Teacher Aide (1); and Math/Natural Sciences - Funeral Services (3). Five of the seven students currently attending on a part-time basis were enrolled in the following Business Division programs: Data Processing (2), and 1 student each in Accounting, Business Administration, and Clerk Typist. The remaining two part-time students were enrolled in Nursing at JTCC.

None of the Engineering Division graduates who responded are currently attending school. The names of the schools the graduates are attending and their present programs of study can be found in the Appendix.

TABLE 9
PURSUING SAME FIELD OF STUDY

DIVISION	PURSUING SAME FIELD			TOTAL
	Yes	No	No Response	
<u>Business</u>				
No.	5	4	17	26
Row %	(19)	(15)	(65)	(99) *
<u>Communications/ Social Sciences</u>				
No.	0	1	17	18
Row %		(6)	(94)	(100)
<u>Engineering Tech</u>				
No.	0	0	9	9
Row %			(100)	(100)
<u>Math/Natural Sci.</u>				
No.	3	4	18	25
Row %	(12)	(16)	(72)	(100)
TOTAL				
No.	8	9	61	78
Row %	(10)	(12)	(78)	(100)

* Rounding Error

Table 9 gives the responses to the question of whether or not the graduates' current educational program of study is related to the major area of study they pursued at JTCC. Of the 22 percent that responded, 8 (or 10 percent) said "yes" they were pursuing the same fields, while 9 (or 12 percent) said "no" they were not. The following graduates answered affirmatively to this survey item: Accounting (2 graduates), Nursing (2), Funeral Services (1), Data Processing (1), Business Administration (1), and Clerk Typist (1). The students who said "no" they were not pursuing the same field of study were enrolled in the following programs at JTCC: Funeral Services (3), Clerk Typist (2), Nursing (1), Mental Health (1), Data Processing (1), and Accounting (1).

EMPLOYMENT STATUS

Eighty-seven percent of the graduates indicated that they were currently employed either full-time (76 percent) or part-time (11 percent). Two (or 3 percent) of the graduates stated that they were unemployed and seeking a job and both of them were enrolled in Business Management. Four (or 5 percent) of the respondents stated that they were unemployed and not seeking work, and 4 graduates did not respond to this question (Table 10).

TABLE 10
EMPLOYMENT STATUS OF GRADUATES

DIVISION	EMPLOYMENT STATUS					TOTAL
	Full-time	Part-time	Unemployed & Seeking	Unemployed & Not Seeking	No Response	
<u>Business</u>						
No	19	2	2	2	1	26
Row %	(73)	(8)	(8)	(8)	(4)	(101)*
<u>Communications/ Social Sciences</u>						
No	13	2	0	1	2	18
Row %	(72)	(11)		(6)	(11)	(100)
<u>Engineering Tech</u>						
No	8	0	0	1	0	9
Row %	(89)			(11)		100
<u>Math/Natural Sci.</u>						
No	19	5	0	0	1	25
Row %	(76)	(20)			(4)	(100)
<u>Total</u>						
No	59	9	2	4	4	78
Row %	(76)	(11)	(3)	(5)	(5)	(100)

* Rounding Error

TABLE 11
LENGTH OF EMPLOYMENT
AT CURRENT JOB

DIVISION	LENGTH OF TIME (YEAR)				No Response	TOTAL
	Less Than 1	1-5	6-10	More than 10		
<u>Business</u>						
No	3	13	6	1	3	26
Row %	(12)	(50)	(23)	(4)	(12)	(101)*
<u>Communication/ Social Sciences</u>						
No	1	8	2	5	2	18
Row %	(6)	(44)	(11)	(28)	(11)	(100)
<u>Engineering Tech</u>						
No	0	4	4	0	1	9
Row %		(44)	(44)		(11)	(99)*
<u>Math/Natural Sci.</u>						
No	6	13	4	1	1	25
Row %	(24)	(52)	(16)	(4)	(4)	100
<u>Total</u>						
No	10	38	16	7	7	78
Row %	(13)	(49)	(20)	(9)	(9)	(100)

* Rounding Error

Graduates were asked to indicate the length of time that they have been employed at their current job (Table 11). Almost one-half of the graduates indicated that they have been at their job for 1 to 5 years. Twenty percent of the graduates cited 6 to 10 years, 13 percent stated less than 1 year, and 9 percent have held their current job for more than 10 years. An additional 9 percent of the graduates did not respond to this item.

TABLE 12
JOB RELATEDNESS TO TRAINING

DIVISION	JOB RELATEDNESS			TOTAL	
	Yes, Directly	Yes, Somewhat	No Response		
<u>Business</u>					
No	12	5	6	3	26
Row %	(46)	(19)	(23)	(12)	(100)
<u>Communications/ Social Sciences</u>					
No	6	5	5	2	18
Row %	(33)	(28)	(28)	(11)	(100)
<u>Engineering Tech</u>					
No	5	3	1	0	9
Row %	(56)	(33)	(11)		(100)
<u>Math/Natural Sci.</u>					
No	23	0	2	0	25
Row %	(92)		(8)		(100)
<u>Total</u>					
No	46	13	14	5	78
Row %	(59)	(17)	(18)	(6)	(100)

Three-fourths of the graduate respondents (76 percent) said that the job they currently have is either directly or somewhat directly related to their fields of training (Table 12). Only 18 percent said their positions were not related to training (See Appendix for job titles). Six percent of the graduates did not address this item. Graduates who indicated they were not working in their fields of study were (by division): Business - Accounting (2 graduates), Management (2), and Clerk Typist (2); Communications - Mental Health (3), General Studies (1), and Child Care Aide (1); Math/Natural Sciences - Funeral Services (1) and Nursing; and Engineering - Automotive Technology (1).

TABLE 13
ANNUAL SALARY OF GRADUATES

DIVISION	SALARY (\$)								TOTAL
	Under 5,000	5,000-9,999	10,000-14,999	15,000-19,999	20,000-24,999	25,000-29,999	30,000 Up	No Response	
Business									
No	2	1	1	4	4	5	6	3	26
Row %	(8)	(4)	(4)	(15)	(15)	(19)	(23)	(12)	(100)
Communications/ Social Sciences									
No	1	6	3	4	1	0	0	3	18
Row %	(6)	(33)	(17)	(22)	(6)			(17)	(101)*
Engineering									
No	0	1	0	1	1	2	4	0	9
Row %		(11)		(11)	(11)	(22)	(44)		(99)*
Math/Natural Sci.									
No	0	3	3	4	10	4	1	0	25
Row %		(12)	(12)	(16)	(40)	(16)	(4)		(100)
Total									
No	3	11	7	13	16	11	11	6	78
Row %	(4)	(14)	(9)	(17)	(20)	(14)	(14)	(8)	(100)

* Rounding Error

The most confidential item on the survey was the annual salaries of the graduates, presented in Table 13. Only 8 percent of the graduates chose not to respond to this item. Almost one-fourth (20 percent) reported salaries in the \$20,000 to \$24,999 range, and 17 percent indicated \$15,000 to \$19,999. Fourteen percent each said they earned \$5,000 to \$9,999, \$25,000 to \$29,999, and \$30,000 or more. Nine percent cited \$10,000 to \$14,999.

Salaries of less than \$5,000 were cited by 3 (or 4 percent) of the graduates. Two of these graduates were employed part-time and attending school full-time. The third graduate was employed full-time in a position not related to his/her JTCC training. They were enrolled in Mental Health (1), Management (1), and Clerk Typist (1).

The highest salaries (\$30,000 or more) were given by 11 graduates in the following areas (in descending order): Management (3), Business Administration (2), Electronics (2), and 1 graduate each in Data Processing, Civil Engineering, General Engineering and Nursing. Ten of the 11 graduates are presently employed in positions that are related to their fields of training at JTCC.

TABLE 14
PROMOTION RECEIVED

DIVISION	Yes	No	No Response	TOTAL
<u>Business</u>				
No.	14	8	4	26
Row %	(54)	(31)	(15)	(100)
<u>Communications & Social Sciences</u>				
No.	8	5	5	18
Row %	(44)	(28)	(28)	(100)
<u>Engineering</u>				
No.	7	2	0	9
Row %	(78)	(22)		(100)
<u>Math, Nat. Sciences</u>				
No.	16	5	4	25
Row %	(64)	(20)	(16)	(100)
TOTAL				
No.	45	20	13	78
Row %	(58)	(26)	(17)	(101) *

*Rounding Error

Graduates were asked if they had received any promotions since they completed their studies at JTCC (Table 14). More than one-half of the respondents indicated that they had received one or more job promotions. Twenty-six percent of the graduates had not received a promotion and 17 percent did not respond to this survey item.

TABLE 15
NUMBER OF PROMOTIONS RECEIVED

DIVISION	NUMBER OF PROMOTIONS						No Response	TOTAL
	1	2	3	4	5	7		
<u>Business</u>								
No.	3	4	3	1	1	1	13	26
Row %	(12)	(15)	(12)	(4)	(4)	(4)	(50)	(101) *
<u>Communications/ Social Sciences</u>								
No.	4	2	0	0	0	0	12	18
Row %	(22)	(11)					(67)	(100)
<u>Engineering</u>								
No.	1	2	2	0	0	0	4	9
Row %	(11)	(22)	(22)				(44)	(99)
<u>Math., Natural Sciences</u>								
No.	4	6	0	0	0	0	15	25
Row%	(16)	(24)					(60)	(100)
<u>TOTAL</u>								
No.	12	14	5	1	1	1	44	78
Row%	(15)	(18)	(6)	(1)	(1)	(1)	(56)	(98) *

*Rounding error

Table 15 gives the number of promotions the graduates had received. Thirty-nine percent of the graduates received either 1, 2, or 3 promotions since they completed their studies at JTCC. Only 3 (3 percent) of the graduates had received more than 3 promotions and they were enrolled in the following Business division programs: Accounting (1 graduate with 4 promotions), Police Science (1 with 5 promotions), and Data Processing (1 with 7 promotions). Fifty-six percent of the graduates did not respond to this item.

TABLE 16
HIGHER PAYING POSITIONS

DIVISION	POSITIONS			TOTAL
	Yes	No	No Response	
<u>Business</u>				
No.	15	5	6	26
Row %	(58)	(19)	(23)	(100)
<u>Communications & Social Sciences</u>				
No.	11	4	3	18
Row %	(61)	(22)	(17)	(100)
<u>Engineering</u>				
No.	5	2	2	9
Row %	(56)	(22)	(22)	(100)
<u>Math/Natural Sciences</u>				
No.	20	4	1	25
Row %	(80)	(16)	(4)	(100)
<u>TOTAL</u>				
No.	51	15	12	78
Row %	(65)	(19)	(15)	(99) *

*Rounding Error

When asked if they had received a higher paying position since the completion of their studies at JTCC, 65 percent of the graduates said "yes," nineteen percent answered "no," and fifteen percent did not respond to this item. The largest percentage of students who said they had received higher paying positions were enrolled in curriculums in the Math division, (80 percent of all Math division graduate respondents).

PRINCIPAL FINDINGS

1. The response of 1981 graduates by sex was slightly disproportionate when prepared with the sex of all graduates; however, race was proportionate to that in the total population.
2. The majority of the respondents said that their primary reason for selecting JTCC was its courses and programs as well as the fact that the College was close to home.
3. The largest percentage of students were graduates in Business (32%), followed by Math & Science (27%), Engineering (21%), and Communications & Social Sciences (18%).
4. Conversely, the largest percentage of respondents were in the Communications & Social Sciences Division (47%), followed by Math and Science (43%), Business (38%), and Engineering (20%).
5. An overwhelming 94 percent of the graduates said that they felt the College was helpful in assisting them to achieve their goal for enrolling.
6. Nine out of 10 of the 1981 graduates said they would recommend the College to a person who desired to complete the same program.
7. About one-fourth of the graduates said that they held additional Associate or Bachelor's degrees.
8. About 60 percent of the respondents indicated they have plans to return to school to pursue another degree(s).
9. Only about 20 percent of the graduates said that they were currently enrolled in school either full- or part-time.
10. Of those who were in school, about one-half were enrolled in the same field of study that they pursued at JTCC.
11. Eighty-seven percent of the graduates said that they were employed in either a full- or part-time job. Most of them said they had been on their present jobs for five years or less.
12. Three-fourths of the respondents said that their current job was either directly or somewhat related to their fields of training.
13. The average salary of 1981 graduates was in the \$15,000-\$19,999 range.
14. Over half of the graduates said they had received one or more job promotions since they graduated.
15. Almost two out of every three graduates said that they had also obtained a higher paying position since the completion of their studies.

RECOMMENDATIONS

The College should:

1. Continue to work at distinguishing between the occupational-technical and college transfer degree programs when counseling current and prospective students.
2. Explore ways to utilize more of JTCC's graduates as role models for current students, including using them as career day representatives and job placement contacts.

APPENDIX

Student Comments

Letters and Survey Form

JOHN TYLER COMMUNITY COLLEGE
1981 GRADUATE FOLLOW-UP SURVEY
COMMENTS

WHAT WAS THE PRIMARY REASON YOU CHOSE TO ATTEND JOHN TYLER COMMUNITY COLLEGE?

DIVISION OF BUSINESS

Business Management:

- Learn & obtain skill for employment. No openings in job market for a 48 yr. old military retiree.

Data Processing Technology:

- Circled "Courses/Programs" and wrote "Secondary reason: inexpensive as compared to 4 year institutions."

DIVISION OF MATH, NATURAL SCIENCES, AND ALLIED HEALTH

Funeral Services:

- Mortuary Program/Funeral Service
- Only school that offers funeral services in the state.

WOULD YOU RECOMMEND THE COLLEGE TO A PERSON SEEKING TO COMPLETE THE SAME PROGRAM? (Respondents circled "No" and wrote the following comments.)

DIVISION OF BUSINESS

Accounting

- The AAS in Accounting qualifies you to be an overworked, underpaid bookkeeper. Each place I worked told me I needed my BS to advance.

Business Management:

- Yes, if under 25 yrs. of age. No, at age 50 (graduated) still no real opportunity. Business wants 20 yr. old graduates.

DIVISION OF ENGINEERING TECHNOLOGIES:

Civil Engineering Technology:

- Course not specific enough to field.

DIVISION OF MATH, NATURAL SCIENCES AND ALLIED HEALTH

Funeral Services:

- They can get a more extensive program in a shorter time elsewhere.
- FNSV program so unstable/weak.

Mental Health:

- Low pay job opportunities.

Nursing:

- Incomplete information.
- Respondent circled "yes" and wrote, "but would let them know that 2 yr. nursing program is more stressful than other 3 yr. nursing programs."

IN ADDITION TO THE DEGREE OR CERTIFICATE YOU RECEIVED FROM JTCC, WHAT OTHER DEGREES DO YOU HOLD?

<u>INSTITUTION</u>	<u>DEGREE</u>	<u>YEAR</u>
--------------------	---------------	-------------

DIVISION OF BUSINESS

Accounting:

Va. State University	Bachelors	1983
----------------------	-----------	------

Business Administration:

VCU	Bachelors	1983
St. Leo Liberal Arts College	Associate	1985

Business Management:

Manhattan College	Bachelors	1970
-------------------	-----------	------

Clerk Typist:

Not stated	Associate	1979
------------	-----------	------

Police Science:

Not stated	BS	1959
------------	----	------

DIVISION OF ENGINEERING TECHNOLOGIES

Engineering Technology

St. Leo College	Bachelors	1984
-----------------	-----------	------

Electronics Technology:

O.D.U.	B.S.	
Old Dominion University	Bachelors	1983

DIVISION OF MATH, NATURAL SCIENCES, AND ALLIED HEALTH

Funeral Services:

Va. State University.	Bachelors	1979
Southside Community College	Associate	1976
Lincoln Memorial Univ.	Bachelors	1983

Human Services:

Longwood College	Bachelors	1985
------------------	-----------	------

Nursing:

William & Mary	Bachelors	1969
----------------	-----------	------

WHAT IS THE NAME OF THE SCHOOL AND PROGRAM OF STUDY IN WHICH YOU ARE PRESENTLY ENROLLED.

<u>SCHOOL</u>	<u>PROGRAM</u>
<u>DIVISION OF BUSINESS</u>	
<u>Accounting:</u>	
VCU	Accounting
VCU	Accounting
Old Dominion University	MBA
<u>Business Administration:</u>	
Saint Leo College	Accounting
<u>Clerk Typist:</u>	
VCU	Bus Admin/Mgmt
JTCC	Nursing
<u>Data Processing Technology:</u>	
John Tyler Community College	Education
University of Richmond	Information Systems

DIVISION OF MATH, NATURAL SCIENCES, AND ALLIED HEALTH

<u>Funeral Services:</u>	
Virginia Seminary and College	Theology
Extension School, Keysville	
Medical College of Virginia	Medicine-Surgery
<u>Human Services:</u>	
VCU	
<u>Nursing</u>	
MCV	Nursing
St. Joseph	Hospital
	Administration
VCU/MCV	Nursing

IF YOU ARE EMPLOYED FULL OR PART-TIME, PLEASE GIVE:

<u>NAME OF EMPLOYER</u>	<u>JOB TITLE</u>
<u>DIVISION OF BUSINESS</u>	
<u>Accounting:</u>	
United Bio-Fuel Ind., Inc.	Accountant
James River Corp.	Support Services Asst.
CCA Leasing	Controller
City of Hopewell	Administration Services
	Manager, Accounting
Horizon Food Store	Clerk

<u>NAME OF EMPLOYER</u>	<u>JOB TITLE</u>
<u>Business Administration:</u>	
Bodie Noell Ent.	Area Manager
FBI Special Agent	
Crater Planning District Comm.	Finance Officer
<u>Business Management:</u>	
Capital Region Airport Commission	Public Safety Officer
S ²	System Analyst
Southside Regional Med. Center	Accounting Clerk
(employed from 3/81 to 6/84; resigned to relocate out of state)	
Richmond-Petersburg Turnpike	Toll Collector
Hajoca Corp.	Region Credit Manager
<u>Clerk Typist:</u>	
Ukrops	Asst. Produce Manager
Neighborhood Theatre Inc.	Admin. Asst.
Dominion Hallmark	Sales Clerk
<u>Data Processing Technology:</u>	
John Tyler Community College	Computer Programmer
Va. Dept. of Highways & Trans.	Highway Engineer A
Va. Dept. of Taxation	Senior Programmer-Data Base
	Admin. Sec., Data Mgt.
	Division
<u>Police Science:</u>	
Department of Correction	Investigation Supervisor
	(Internal Affairs)
Dept. of Justice	Corrections Counselor

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES:

<u>Child Care Aide:</u>	
Family Day Care Home (self-employed)	Director/Teacher
Federal Reserve Bank	Clerk
Bethlehem Baptist Nursery	Assistant Director
<u>General Studies:</u>	
Va. Dept. of Taxation	Tax Examiner
<u>Teacher Aide:</u>	
Enon Child Development	Teacher
Amelia County School Board	Teacher-Aide
Amelia County Public Schools	Teacher Aide
Amelia Co. Elem. Public Schools	Teachers Assistant

DIVISION OF ENGINEERING TECHNOLOGIES

<u>Architectural Technology:</u>	
Sound Structures of Va., Inc.	Draftsperson/salesperson

<u>NAME OF EMPLOYER</u>	<u>JOB TITLE</u>
<u>Automotive Technology:</u> US Army	Retired
<u>Civil Engineering Technology:</u> Va. Dept. of Highways Roundtree Pontiac; GMC	District Materials Engineer Line Technician
<u>Electronics Technology:</u> Tracor Reynolds Metals Co. E-Systems	Electronics Engineer Instrument Technician Electrical Engineer
<u>Engineering Technology:</u> Philip Morris, USA	Safety Coordinator
<u>Industrial Engineering:</u> Philip Morris, USA	Project Specialist

DIVISION OF MATH, NATURAL SCIENCES, AND ALLIED HEALTH

<u>Funeral Services:</u> Bailey Funeral Home	Asst. Manager, (Family Business)
S. P. Jones & Son	Asst. Manager/Mortician
Twilight Funeral Home	Manager
The Bruce & Stiff Funeral Home	Manager
Faison Funeral Home	Owner
Twifords Funeral Home	Manager
J. T. Morriss & Son	Funeral Director
Richmond Eye & Ear Hospital/ Chippenham/Johnston Willis Hospital	Intern
<u>Human Services:</u> Central State Hospital	M.H. Worker
Pinkerton Security Service	Security Officer
<u>Mental Health:</u> McGuire VA Medical Center	Recreation Asst.
Imperial 400	Ex. Housekeeper
People's Drug	Clerk
George Wythe High School	Secretary-Main Office
<u>Nursing</u> Greensville Memorial Hospital	Staff Nurse
Chippenham Hospital	Assistant Head Nurse
St. Mary's Hospital	Staff Nurse RN
Southside Regional Medical Center	ICU Staff Nurse
Poplar Springs Hospital	RN-Charge Nurse position
Chippenham Hospital	Assistant Head Nurse
John Randolph Hospital	RN
Central State Hospital	RN Coordinator

NAME OF EMPLOYER

JOB TITLE

Nursing:

Greenville Memorial Hospital	RN 3-11 Nursing Supervisor
Chippenham Hospital	RN
Central State Hospital	RN Supervisor
Southside Regional Medical Center	Staff RN
Henrico Doctors' Hospital	RN, CCV
Dept. of Corrections	Head Nurse
St. Mary's Hospital	RN
MCV RN	

IN YOUR OPINION, WHAT ARE SOME WAYS IN WHICH JTCC MAY BETTER SERVE FUTURE STUDENTS?

DIVISION OF BUSINESS

Accounting:

- More explanation, re.: transfer and non-transfer courses. Have babysitting services, especially for night students. Have independent study classes for classes not frequently offered.
- Need to work on community attitudes toward the programs. I found out (the hard way) that my degree was worthless. In effect, I will now go to school 6 years for a 4 year degree!

Business Administration:

- When I attended JTCC I was quite satisfied with the College. Since it has been a while since I have attended, I am not familiar with any significant changes you need to make at this time. KEEP UP THE GOOD WORK!

Business Management:

- More tutors and time available for help.
- (1) By offering more courses in the evening - it is difficult to meet the degree requirements going only at night; (2) having a greater variety of instructors.
- Provide instruction & hands on operation of calculator by touch.
- Have business reps talk to and let students know what the job market needs. Placement for graduates if possible.

Data Processing Technology:

- (1) JTCC needs a stronger counseling/guidance service. Current one is very weak. (2) More Saturday classes for working students. (3) Also, JTCC needs to make better provisions for the special needs student. Especially the learning disabled. NOVA CC and BLUE RIDGE have excellent programs for these students. When at least 10% of secondary students are classified L.D., JTCC needs to start preparing for these students as soon as possible!
- Continue giving studies in technical areas. If it were not for my brother's advice as to the applications that JTCC could afford me, I would not have been able to advance as far as I have today. Thanks!

Police Science:

- Advertise-Career Days; use former students.
- Keep the same.

DIVISION OF ENGINEERING TECHNOLOGIES

Civil Engineering Technology:

- Make more contacts with employers in area so they can have input in courses that would be of benefit to their employees.
- To offer more specific screening of student and his/her job wants or needs, to offer specific & general course outline and training.

Electronics Technology

- Have more informative counselors.
- (1) Provide current state of the art lab equipment. (2) Insist professors have a Masters Degree (within major) or better for teaching considerations.

Engineering Technology:

- With a larger campus and additional parking areas.

Industrial Engineering:

- Less theory, more practical application.

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

Child Care Aide:

- I'm working for myself and doing very well. Hope to expand my business to a center in the near future. I think for the program I attended, there is a need for more study on business and/or management in Child Care for those who plan to own their day care business. I was most fortunate in this area; I learned from my past employer who owned his own business. Very helpful!
- It's o.k. now.

Teacher Aide:

- To have a day care center on the school grounds for assisting in student teaching.
- More extension courses for adults. Inform local schools of courses being offered.

DIVISION OF MATH, NATURAL SCIENCES, AND ALLIED HEALTH

Funeral Services:

- Their funeral service program is doing a very good job. Keep it up!!
- You can help by getting the funeral service program involved with the state board and instilling a positive meaning of following state laws.
 - Continue the marvelous work that you are doing and stress the importance of study and concentration.
 - Please keep the cost down.
 - Be more selective in choosing program directors.
 - Give Frank Thornton more control and less control over FNSV. Try to make FNSV program more self-sufficient, as it has unique qualities/needs.

Mental Health:

- I cannot think of any.
- Have smaller classes for individual learning.
- Encourage students to go to a four year institution after completing studies at JTCC.
- I wanted to further my education; however, I was married (3 children) and working full-time. John Tyler provided me this opportunity--financial, location, & courses I wanted in order to grow and become a better, more confident person. At my age, 47, needs are different. I can not say enough good words about John Tyler. It was an excellent course. Teachers were above average and I am grateful I was able to attend. I am much stronger and more confident. I greatly appreciate your facilities. I hope to continue my education later on
 - courses that transfer are important to a student.

Nursing:

- Have instructors give more information related to a given degree and less extemporaneous information.
- Offer advanced level Nursing courses leading to Bachelor's degree as an alternative to BSN.
- (1) Multi-family (student) discounts. (2) Help keep cost down so lower income people may better themselves with higher education and hopefully higher paying jobs.
- No recommendations.
- (1) RN program needs more hands on clinical training. (2) Educate hospitals in area of limited clinical experience!
- I can only relate to the nursing--make it easier to go on for BS degree--by offering more courses at JTCC that the BS prospect needs.
- (1) By providing more studies related to higher education or degrees which would be accepted by other institutions of learning. By offering more courses in independent/go at your own pace courses in math (college), etc. (2) Also, make certain counselors are actually assisting & not hampering or preventing students from entering degree programs. I am not referring to nursing department counselors. They were great!
- (a) Management skills (direct management on floor) and (b) IV Therapy
- Assign larger patient load for clinical assignment.
- The Nursing Program is excellent!
- (1) Closely coordinate programs with high school counselors so students get an early start. (2) Assist graduates from JTCC to find scholarships and go on to receive higher degrees.



JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia 23831

FIVE YEAR GRADUATE FOLLOW-UP SURVEY INSTRUMENT

Dear Tyler Graduate:

John Tyler Community College is interested in documenting the long-term successes of its graduates in order to determine: (1) the extent to which the College assisted you in achieving your educational goal(s); (2) additional academic training you may have received; (3) your present occupation; and (4) any suggestions you may have which will enable the College to improve its academic and student services.

Please take a few minutes to respond to the items that are listed below. Kindly circle (1) the number next to the appropriate response, fill in the blank, or write in your response. Your input will be shared with College administrators, faculty, and staff in order to better serve future students.

Thank you for your assistance.

F. W. Nicholas, Sr.
President, JTCC

I. BACKGROUND

- cc4 1. What was the primary reason you chose to attend John Tyler Community College? (Please select only one response.)
- (1) Close to home
 - (2) Inexpensive
 - (3) Open admissions policy
 - (4) Courses/Programs
 - (5) Financial Aid
 - (6) Job requirements
 - (7) Other _____
please specify
- cc5 2. Evaluate the extent to which the College assisted you in achieving your goal for enrolling?
- (1) Very helpful
 - (2) Somewhat helpful
 - (3) Undecided
 - (4) Not very helpful
 - (5) Not helpful at all
- cc6 3. Would you recommend the College to a person seeking to complete the same program?
- (1) Yes
 - (2) No If no, why not? _____
- cc7 4. In addition to the degree or certificate you received from JTCC, what other degrees do you hold?
- (1) No additional degree
 - (2) Associate _____
 - (3) Bachelors _____
 - (4) Masters _____
 - (5) Doctorate or Professional _____
School Year
- cc8 5. What is the highest degree you plan to earn in the future?
- (1) No additional degree
 - (2) Associate
 - (3) Bachelors
 - (4) Masters
 - (5) Doctorate or Professional

II. EDUCATION

- cc9 6. What is your current educational status?
(1) Full-time
(2) Part-time
(3) Not in school at this time

ONLY CURRENT STUDENTS COMPLETE THIS SECTION. OTHERS GO TO QUESTION 10.

7. Name of school in which you are presently enrolled.

8. What is your present program of study?

- cc10 9. Is your present program of study the same as, or related to, the major area you pursued at JTCC?
(1) Yes
(2) No

III. EMPLOYMENT

- cc11 10. What is your current employment status?
(1) Full-time employment (35 or more hours per week)
(2) Part-time employment (less than 35 hours per week)
(3) Military service, full time
(4) Unemployed and seeking employment
(5) Not employed and not seeking employment

11. If you are employed full or part-time, please give:

Name of Employer _____

Job Title _____

- cc12 12. How long have you held your current job?
(1) Less than 1 year
(2) 1-5 years
(3) 6-10 years
(4) More than 10 years

- cc13 13. What is your current gross annual salary before deductions. (Salary will be kept under strict confidentiality.)
(1) Under \$5,000 (5) \$20,000 - 24,999
(2) \$5,000 - 9,999 (6) \$25,000 - 29,999
(3) \$10,000 - 14,999 (7) \$30,000 and over
(4) \$15,000 - 19,999

- cc14 14. Is your present job related to your field of training at JTCC?
(1) Yes, directly related.
(2) Yes, somewhat related.
(3) No, not related.

15. Have you received a promotion and/or a higher paying position since you completed your studies at JTCC?

cc15 Promotions

(1) Yes

(2) No

cc 16 # of promotions _____

cc17 Higher paying positions

(1) Yes

(2) No

16. In your opinion, what are some ways in which JTCC may better serve future students?



JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831

John Tyler

November 14, 1986

Dear 1981 Graduate:

Just a reminder . . .

Two weeks ago, we mailed you a questionnaire to determine your current activities, as well as to have you evaluate John Tyler Community College. This survey is part of an ongoing effort to document the long-term successes of our former students as well as to solicit your help in evaluating our academic and student services. Your comments are vital to this overall assessment.

Please take a few moments, complete the enclosed survey, and mail it back right away. A second questionnaire and self-addressed envelope are enclosed for your convenience. Please be assured that your comments will be presented in summary form only, however, we do plan to share them with our faculty and staff. The questionnaire is coded for follow-up purposes only.

Thank you for assisting us in this important study in order that we may better serve future students.

Respectfully,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mcj

Enclosure

38

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg, Richmond.



JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831

ERIC Clearinghouse for
Junior Colleges

DEC 9 1988

*JTCC Needs
Your Help!*

November 28, 1986

Dear 1981 Graduate:

Did you forget?

About a month ago, you should have received a questionnaire from John Tyler Community College that was sent to all 1981 graduates. In addition to wanting to share in your successes since you left JTCC, this survey is part of our ongoing study of the College's academic program and student services. Your comments are most important and will be handled with strict confidence. The results will assist our administrators and faculty in their future program planning efforts.

In case you never received a copy of the questionnaire or misplaced it, another one is enclosed for your convenience, along with a self-addressed, stamped envelope. The questionnaire is coded for follow-up purposes only. Please take time to complete it and mail it in today. If you have already sent in your questionnaire, consider this a thank you.

We appreciate your cooperation in this important effort. Your comments will greatly assist us in serving future students.

Respectfully,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mcj

Enclosure

39

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg, Richmond.