

2012

[GRADUATE EMPLOYMENT AND ALUMNI RELATIONS REPORT]

**FOR THE CLASS OF 2011 (1 YEAR OUT) AND
THE CLASS OF 2007 (5 YEARS OUT)**

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Career Services Office

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Executive Summary

Ferrum College conducted its inaugural Graduate Employment and Alumni Relations Surveys for graduates who are one year out of school and five years out of school. For the 2011 (1 Year Out) portion of the survey, 103 responses were collected yielding a 56% return rate. For the 2007 (5 Year Out) portion of the survey, 34 responses were collected yielding a 33% return rate. The data was collected via web based applications and data mining when necessary. Figures have been rounded for this report. It should be noted that previously the Career Services Office conducted annual surveys on graduate employment information.

The report depicts an electronic data collection using an e-mail and web based survey methods. For the 2007 data collection it should be noted that the majority of email addresses for this group were either not available or no longer active, therefore the majority of data collected was done through the data mining process. For the 2011 data collection, majority of responses were collected via web based design, however several were data mined from a variety of sources.

In the area of current employment with 97 respondents 75% were employed full time, 8.2% were employed part-time, 15.5% were in graduate school and 1% was self-employed for a total rate of **99.7%** for the class of 2011. To provide a perspective over time here are five previous year's results for the employment and graduate/professional school survey rates which are: 2006 – 100%, 2007 – 100%, 2008 – 95%, 2009 – 98.5%, 2010 – 99%, 2011 – 99.7%¹. There is generally a growth in the number of Ferrum College students securing employment over time. For the Class of 2007, there were 20 respondents in the area of current employment, 95% were employed full time and 5% were employed part-time.

For 2011, the graduates also reported that 53% felt that their current occupation relates highly to their academic major when they attended Ferrum. The “not related” to their major category is at 16.3% which is a reflection of the lack of employment opportunities in some of the graduate's respective career fields due to the recession. For the Class of 2007, alumnus felt that their current careers were moderately related to their major at Ferrum with a rate of 46%, 27% felt their career was highly related, 18% felt their career was slightly related, and 9% felt their career was not related at all.

The 2011 respondents also indicated that 80% were very satisfied or satisfied with their current employment position. The following provides an over time perspective for five years data of the Satisfied/Very Satisfied results of their current employment position are: 2006 –

¹ 2006 through 2010 data extrapolated from Career Services Graduate Survey

81%, 2007 – 84%, 2008 – 76%, 2009 – 71%, 2010 – 77%, 2011 – 80%¹. As shown, there is consistency in the graduate’s ability finding satisfying employment with the jobs they accept.

The overarching theme of this report was the ability of graduates to gain employment or proceed in higher education. Graduates expressed that Ferrum was accomplishing the learning tenets of Integrated Knowledge of Liberal Arts, Critical thinking, Communication Skills, Competence in an Academic Discipline, and Civic Engagement with proficiency. Graduates expressed a desire to continue their relationship with Ferrum College through Alumni Engagement of prospective student recruiting as well as continuing with Ferrum’s motto of “Not Self, But Others” through being a class liaison and financial support.

Author’s Note: In the following pages, the questions are listed with the notification (Note: n= 00) which is the number of respondents to that specific question.

Graduate Employment and Alumni Results:
Class 2011

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Career Services Office

Majors and Minors for Class 2011

Of the 103 survey responses, the top 10 majors of those respondents were the following:

1. Business Administration	13.6%
2. Criminal Justice	8.7%
3. Accounting	6.8% *
Computer Information Systems	
Liberal Arts	
Psychology	
Social Work	
4. Recreation Leadership	5.8%
5. Health Sciences	4.9%*
History	

Of the 103 respondents, 70% obtained minors while at Ferrum. The top 5 minors were obtained in the following areas:

1. Business	12.6%
2. Sociology	7.8%
3. Teacher Education	6.8%
4. Psychology	5.8%
5. Accounting	4.9%

Of the major respondents, those who double majored received double majors in the following areas:

1. Accounting
2. Business Administration
3. History
4. International Studies
5. Psychology
6. Russian
7. Social Studies

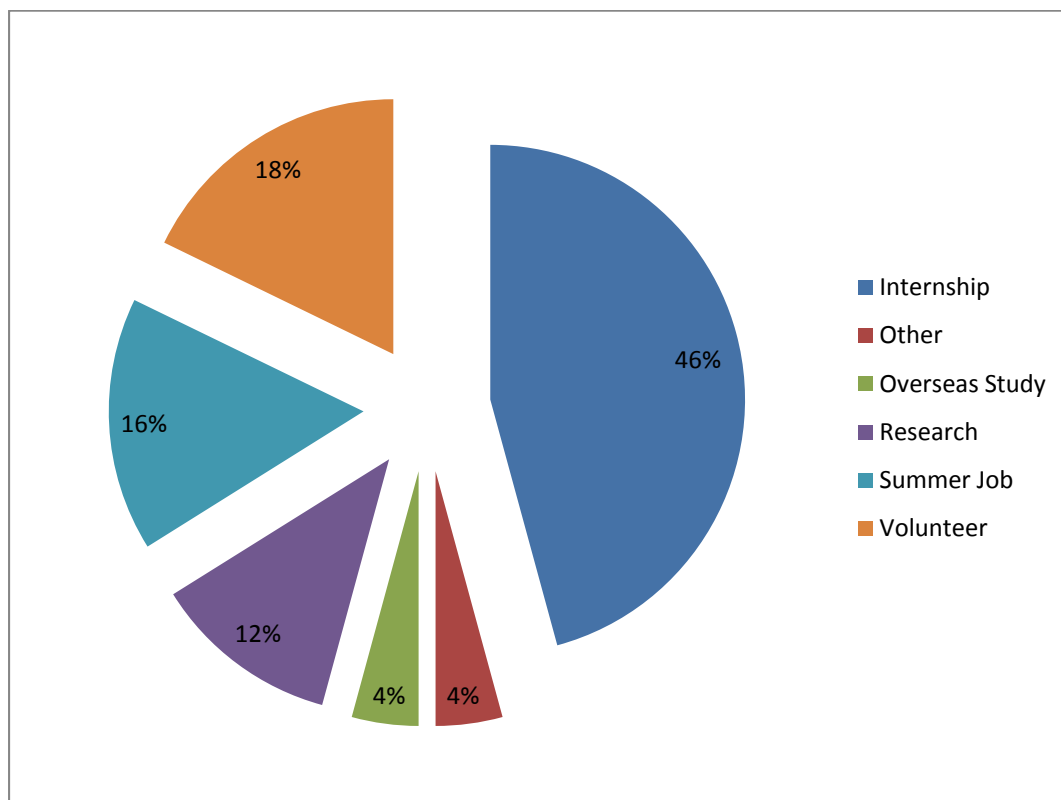
Experiential Learning Opportunities in Major

Respondents were asked to provide experiential learning opportunities related to their majors' responses included the following:

1. Internships
2. Overseas Study
3. Research
4. Summer Job
5. Volunteer
6. Other

Of those who responded, 45.7% participated in internships, 17.8% volunteered, 16.1% had summer jobs, 11.9% conducted research, 4.2% studied abroad and 4.2% did another activity.

Figure 1 Experiential Learning Opportunities in Major

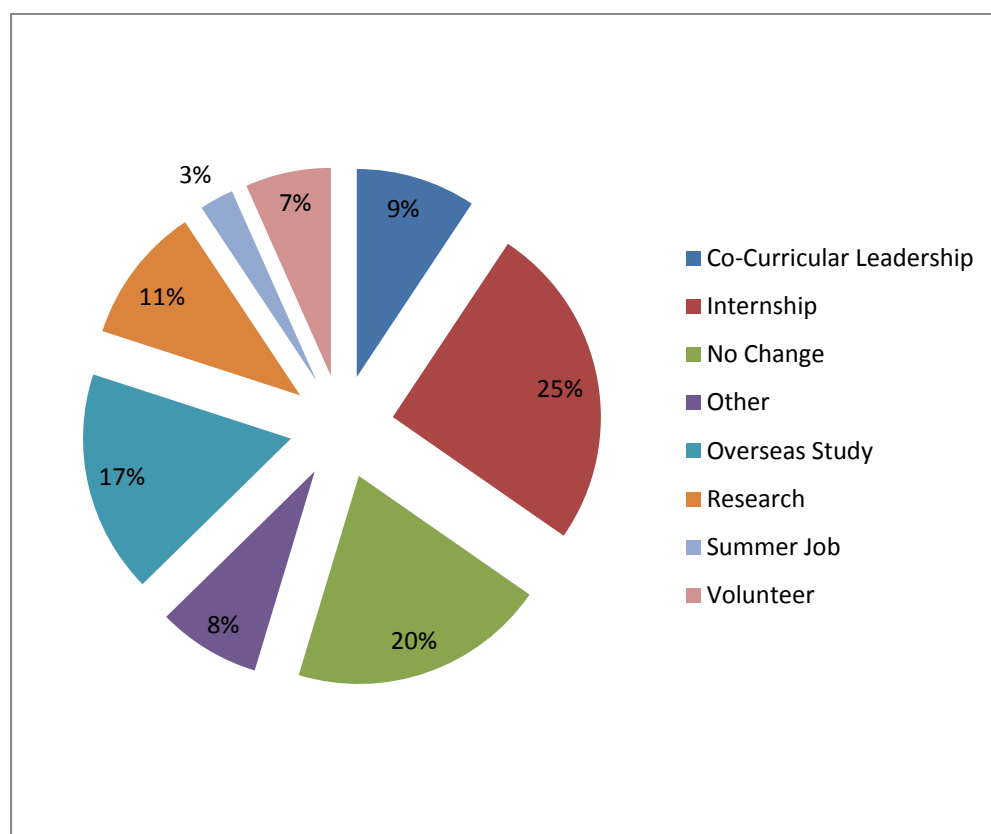


Note: n=118

Changes to Experiential Learning Opportunities in Major

Survey respondents were asked if they were given an opportunity to change their experiential learning opportunities at Ferrum what would they have pursued. Responses ranged from no response to co-curricular leadership. The results are found in the chart below:

Figure 2 Changes to Experiential Learning Opportunity

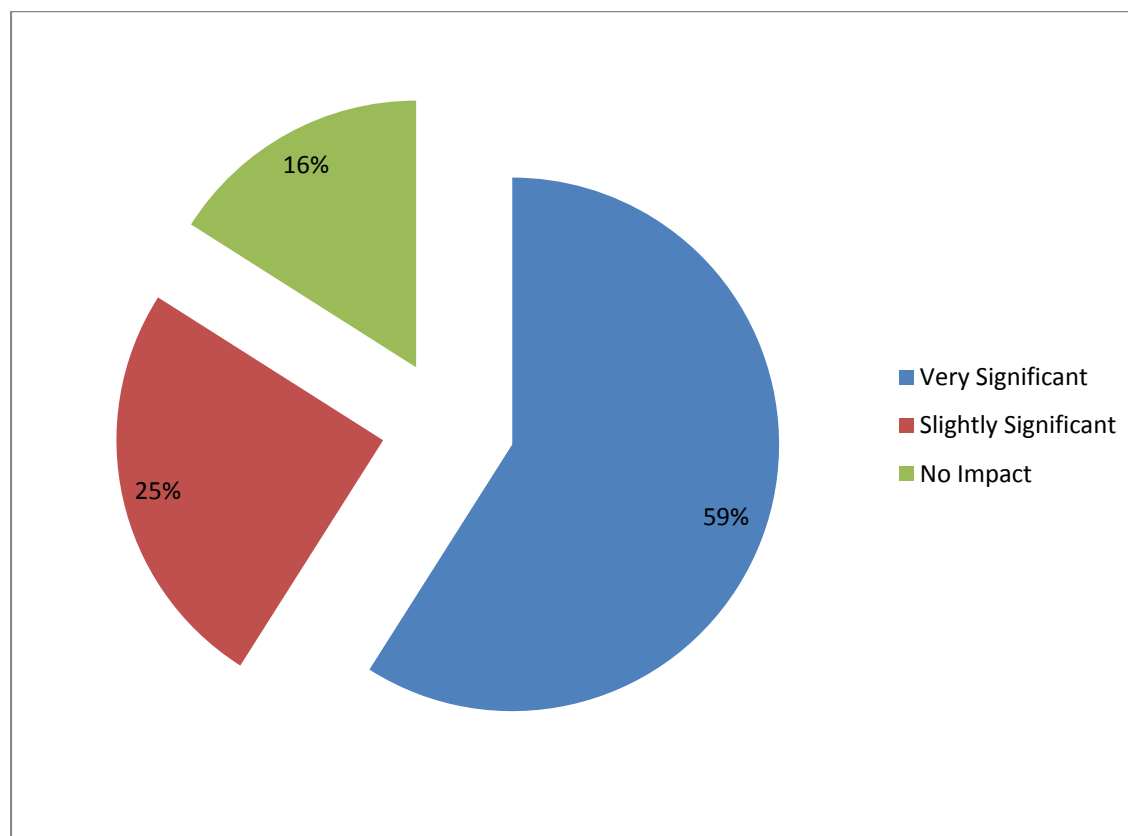


Note: n=75

Preparation for Employment or Graduate School

Respondents were asked how their major prepared them for employment or graduate school. Responses varied from very significant to no impact. Of the responses, 58.9% said their major was very significant; 25% said their major was slightly significant; and 16.1% said their major had no impact.

Figure 3 Preparation for Employment

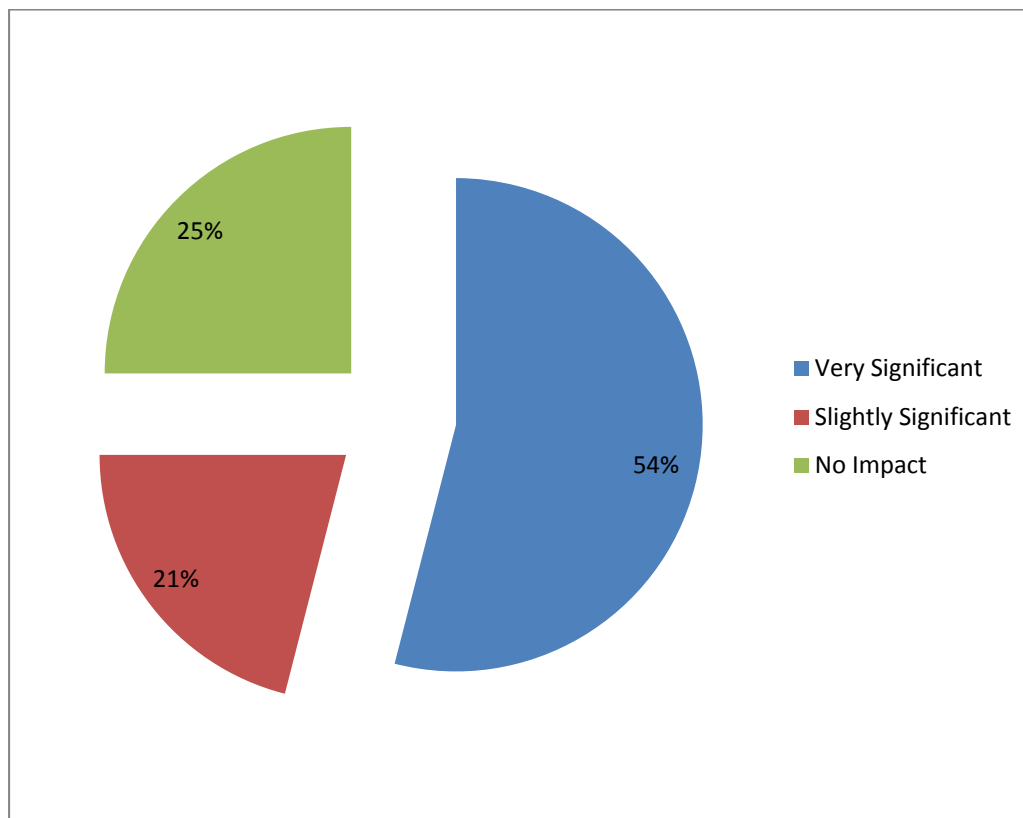


Note: n=56

Securing Employment or Gaining Entry to Graduate School

Respondents were asked how their major assisted them in securing employment or gaining entry to graduate school. Responses varied from very significant to no impact. Of the responses, 54.4% said their major was very significant; 24.6% said their major had no impact; and 21% said their major was slight significant in assisting them to secure employment or enter graduate school.

Figure 4 Securing Employment and Accessing Graduate School

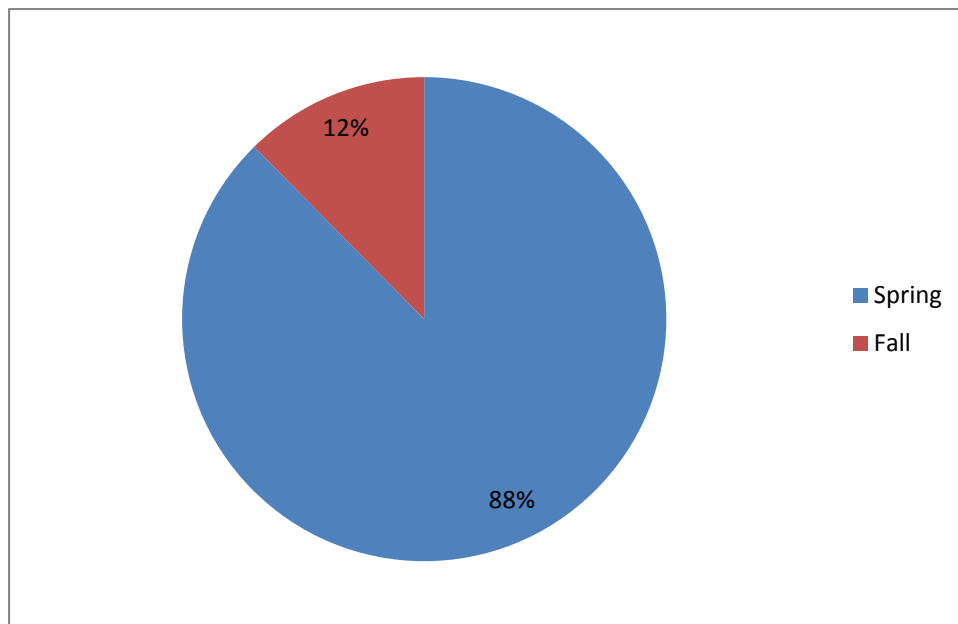


Note: n=57

Graduation Term

Although Ferrum College only confers degrees in Spring of the academic year. Graduates can fulfill the requirements in either the Spring or Fall of the academic year. As depicted in the graph below, 87.6% graduated in the Spring and 12.4% graduated in the Fall semester.

Figure 5 Graduation Term Percent

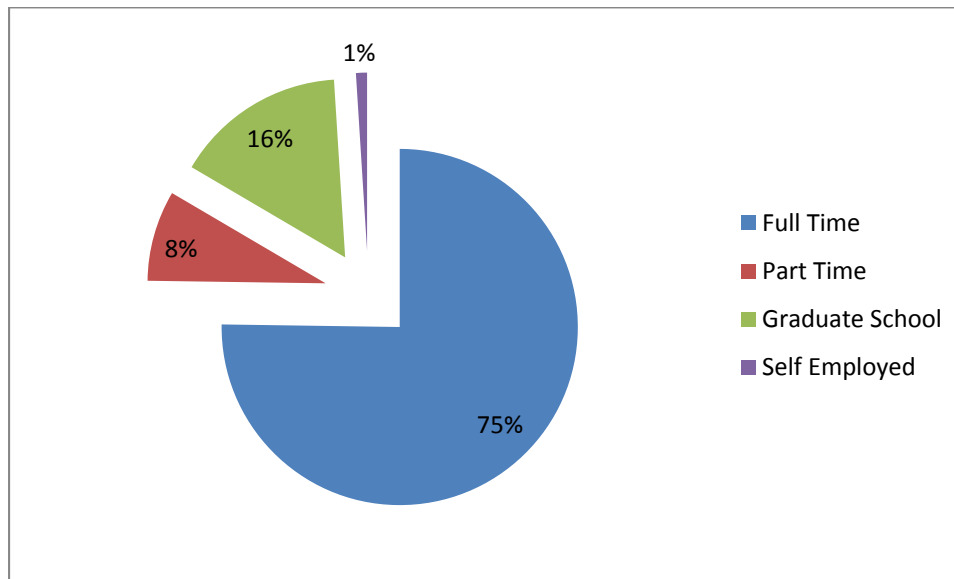


Note: n=97

Employment Status

In the area of current employment, there were 97 respondents where 75% were employed full time, 8.2% were employed part-time, 15.5% were in graduate school, and 1% were self-employed.

Figure 6 Employment Status



Note: n=97

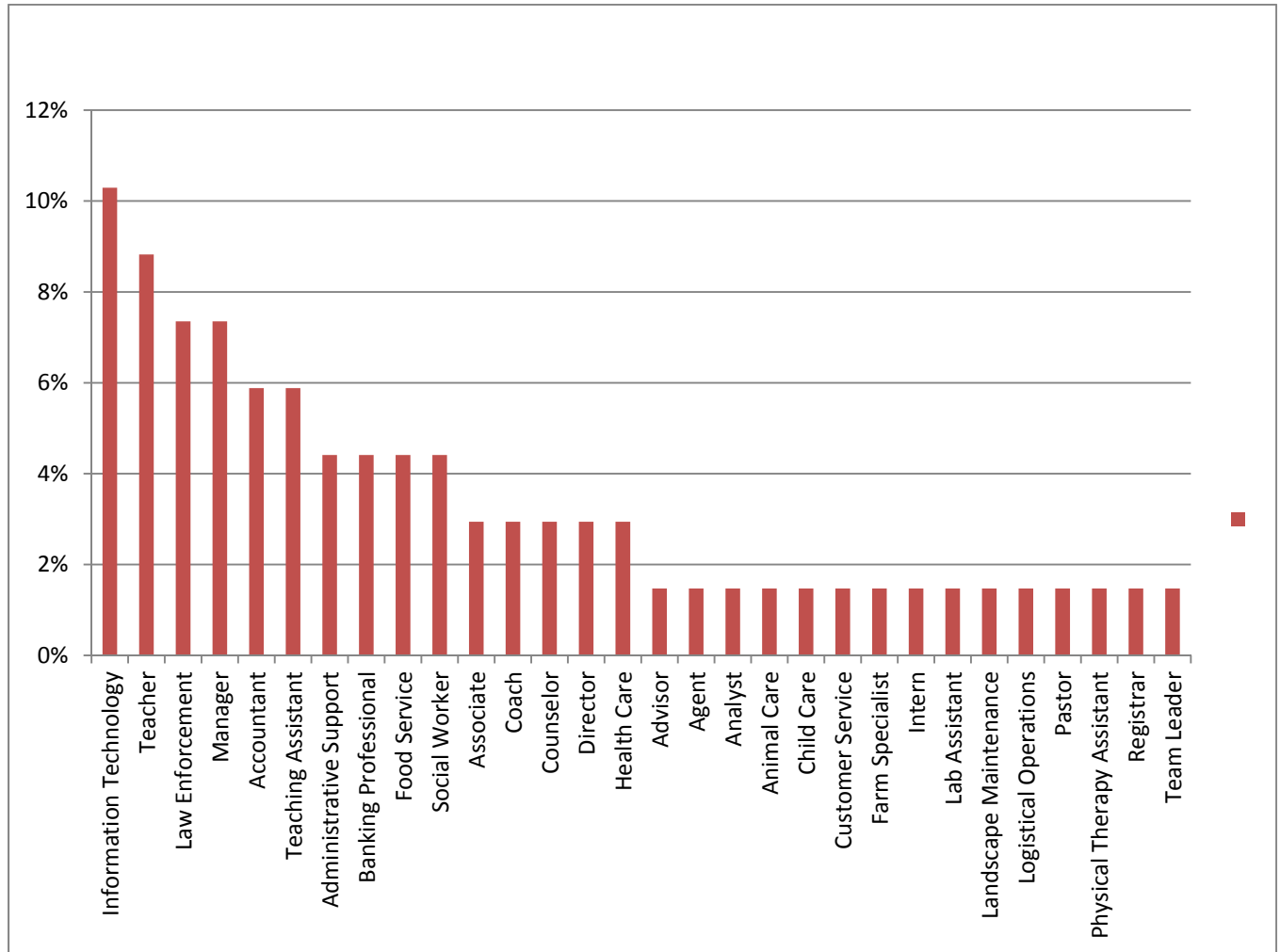
Employment Position

Sixty-six percent of respondents chose to provide detailed information about their area of employment. Of those respondents, the following are the Top 5 positions reported:

1. Information Technology
2. Teacher
3. Management
Law Enforcement
4. Teaching Assistant
Accountant
5. Social Worker
Administrative Support
Banking Professional
Food Service

The graph below depicts all employment position types. It should be noted that positions were generalized from original employment title specificity. For example if a position title was listed as “Science Teacher”, the position was reclassified as “Teacher” for analysis purposes.

Figure 7 Position Title Percent



Note: n=68

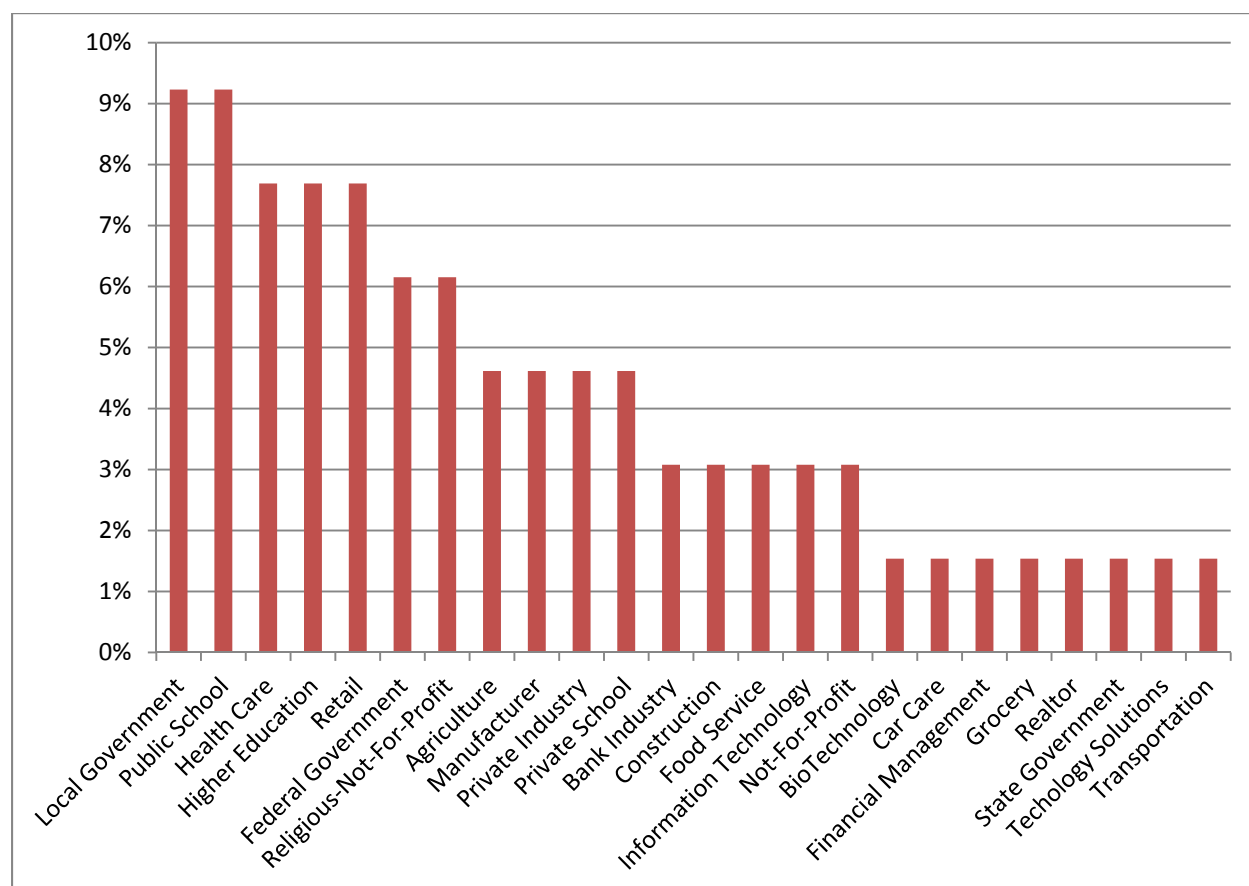
Employers

Employers were reclassified into employment types. For example, if a respondent reported that they worked at Ferrum College the employer would have been reclassified to Higher Education. The top 3 employer categories were:

1. Local Government
Public School System
2. Health Care
Higher Education
Retail
3. Federal Government
Religious-Not-For-Profit

The graph below depicts all employment types by percent of respondents.

Figure 8 Employment Classification Percent



Note: n=65

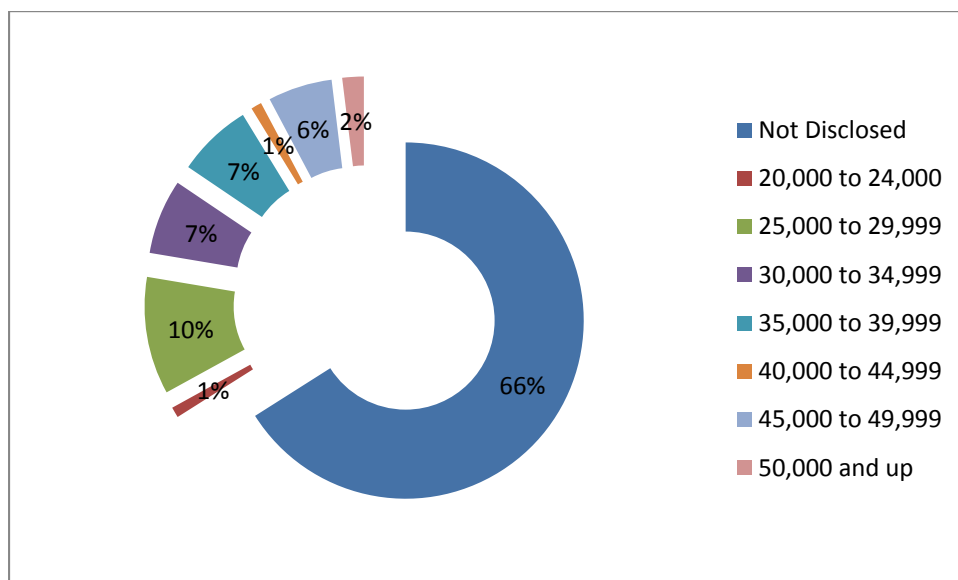
Present Salary

In the area of present salary, there were 103 respondents asked to provide a salary range in the following areas:

1. Not Disclosed
2. \$20,000-24,999
3. \$25,000-29,999
4. \$30,000-34,999
5. \$35,000-39,999
6. \$40,000-44,999
7. \$45,000-49,999
8. \$50,000 and up

The results are provided in the graph below:

Figure 9 Present Salary Ranges

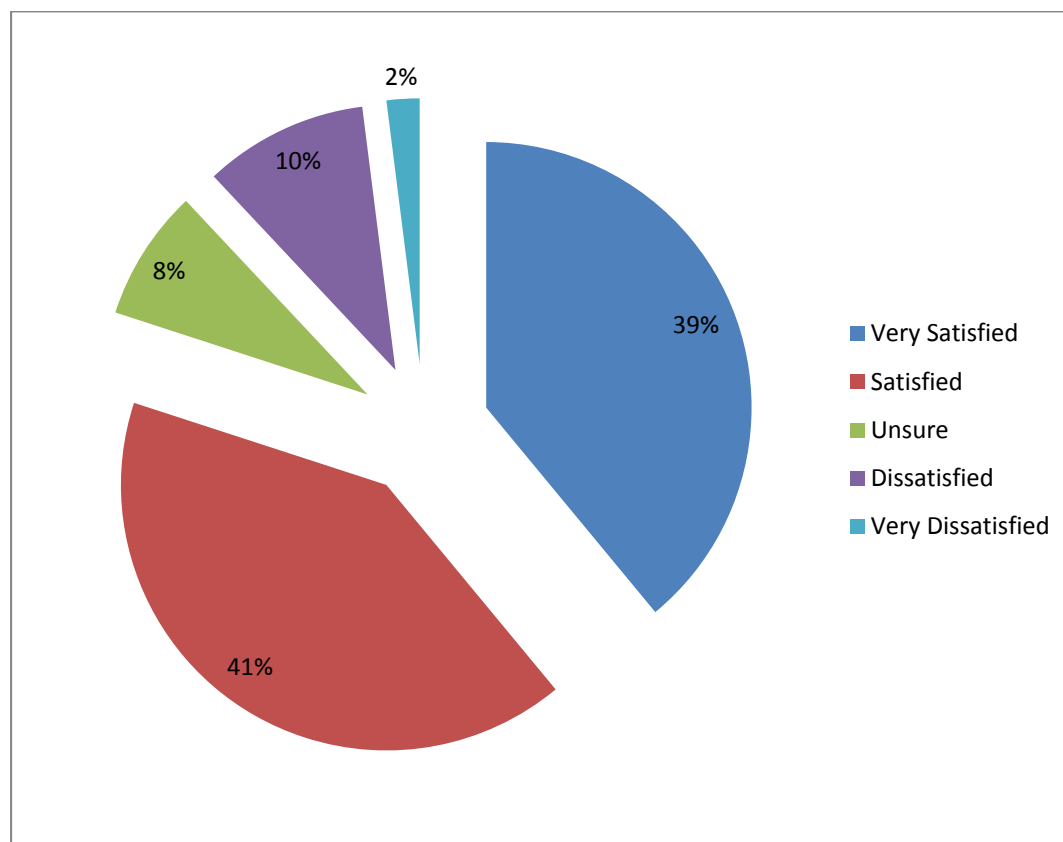


Note: n=103

Job Satisfaction

Respondents were asked how satisfied they were with their present employment, responses ranged from very satisfied to very dissatisfied. The majority of respondents were satisfied (41%) or very satisfied (39%) with their job. The results are listed in the chart below:

Figure 10 Job Satisfaction

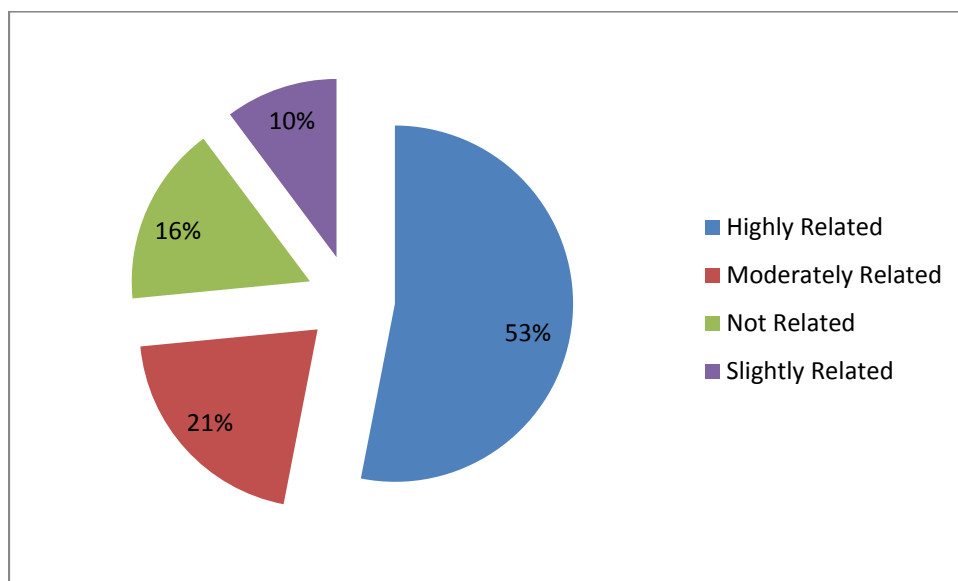


Note: n=49

Occupation to Major Comparison

Survey respondents were asked how closely related their present occupation was to their major at Ferrum College. Of those that responded (n=49), 53% felt the two were highly related; 20.4% were moderately related; 16.3%% felt the two were not related, and 10.2% felt they two were slightly related. The current economic recessionary status is reflected in the higher “not related” category for this year.

Figure 11 Occupation to Major Comparison



Note: n=49

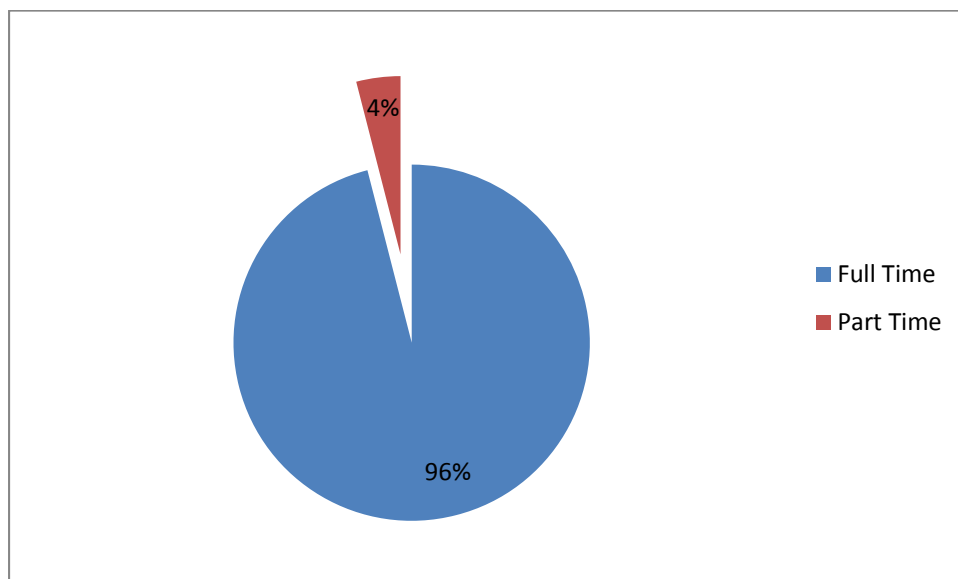
Graduate or Professional School

When asked if participants planned to attend graduate or professional school, 20% were unsure, 5% stated no, and 75 % stated yes.

Graduate Program Status

Of those who reported being enrolled in a graduate program of study, 96% were enrolled full-time and 4% were enrolled part-time.

Figure 12 Graduate Program of Study Status



Note: n= 23

Graduate Schools

Of those who reported being enrolled in a graduate program of study. The following are the graduate schools that respondents reported being enrolled:

1. Appalachian School of Law
2. Cleary University
3. Duke University
4. East Tennessee State University
5. Hollins University
6. Jefferson College of Health Sciences
7. Kent State University
8. Kingston University
9. Lynchburg College
10. Medical Solutions Academy
11. Old Dominion University
12. Radford University
13. Tennessee State University
14. UNC Greensboro
15. Virginia Tech
16. Washington University

Graduate Programs of Study

Of those who reported being enrolled in a graduate program of study, the top 3 programs of study are the following:

1. Masters in Business Administration (MBA)
2. Nursing
3. Mental Health Counseling

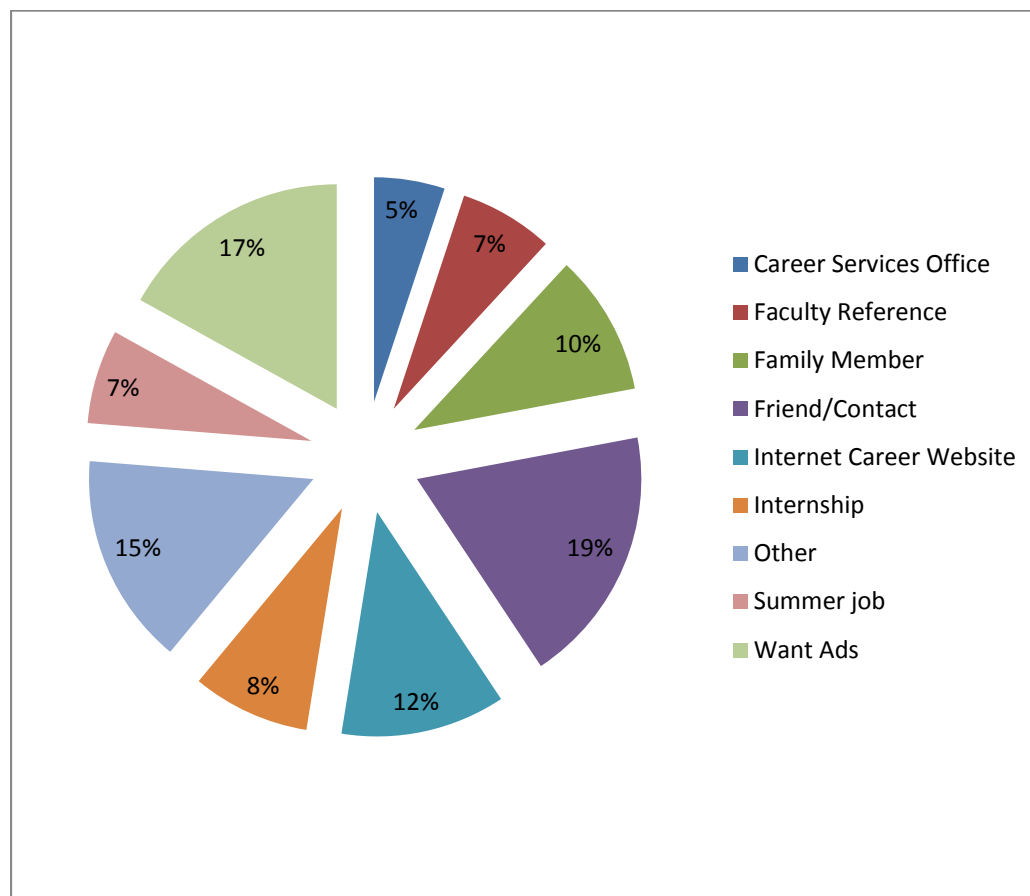
Contact to Employment

When asked what type of contact led to a participant's employment, the options were the following:

1. Career Services Office
2. Want Ads
3. Internet Career Website
4. Family Member
5. Friend/Contact
6. Alumni Contact
7. Faculty Reference
8. Internship
9. Summer employment

The responses varied greatly, as depicted in the chart below:

Figure 13 Contact to Employment



Note: n=58

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Career Services Office

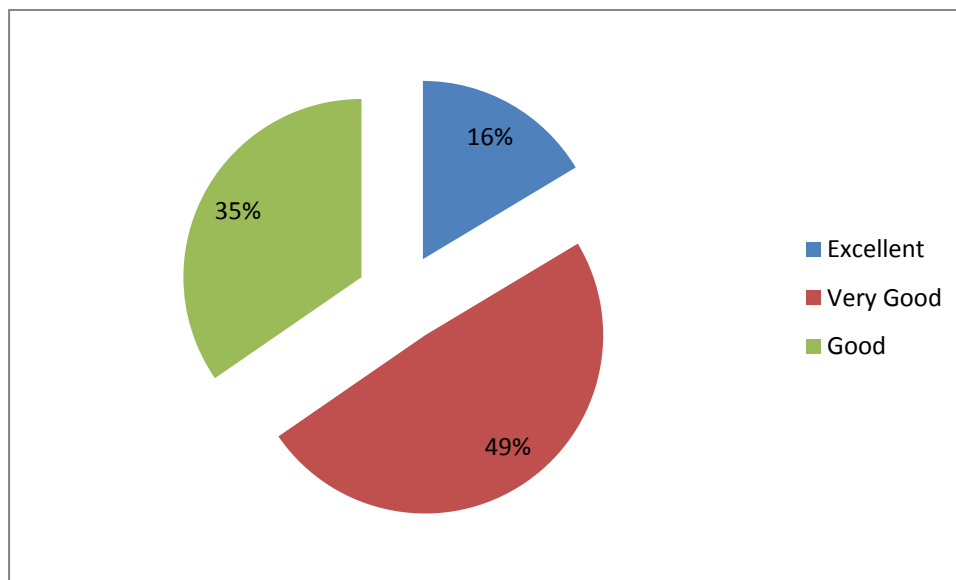
The Ferrum's Learning Tenets

Using a likert style scale survey section, where the highest response was excellent and the lowest response was poor. This survey section evaluated the following areas:

1. Integrated Knowledge of Liberal Arts
2. Critical Thinking
3. Communication Skills
4. Competence in an Academic Discipline
5. Civic Engagement

In the area of Integrated Knowledge of Liberal Arts, 16.4% responded that Ferrum did an excellent job contributing to their personal growth in this area. 49% responded very good and 34.6% responded good.

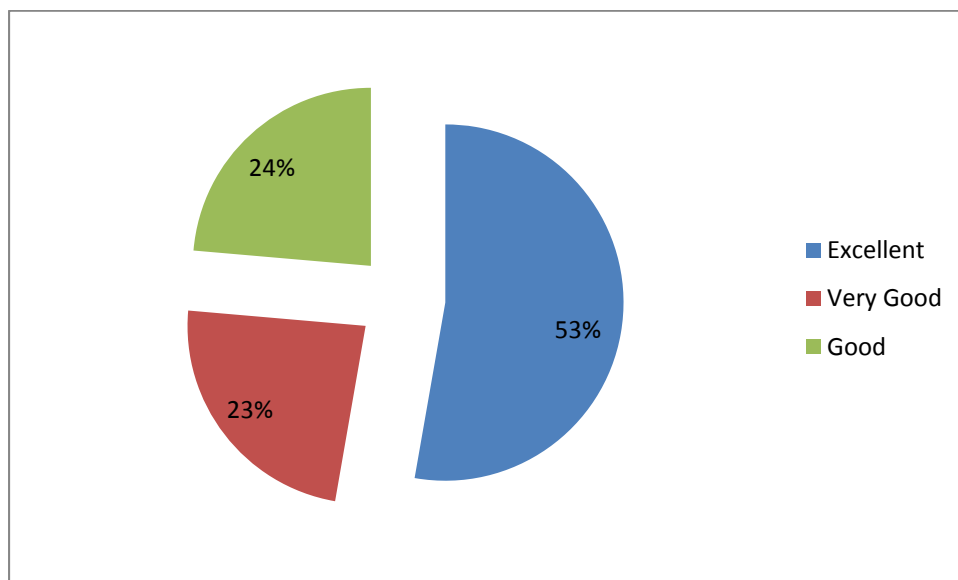
Figure 14 Integrated Knowledge of Liberal Arts



Note: n=55

In the area of Critical Thinking, 52.7% responded excellent, 23.6% responded very good and 23.6% responded good.

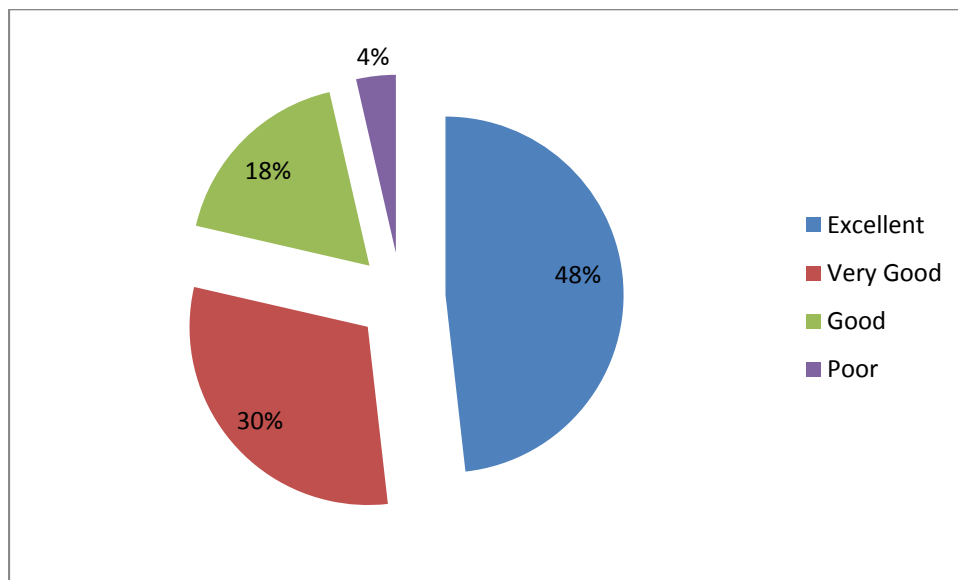
Figure 15 Critical Thinking Responses



Note: n=55

In the area of Communication Skills, 48.2% responded excellent; 30.4% responded very good, 17.9% responded good, and 3.6% responded poor.

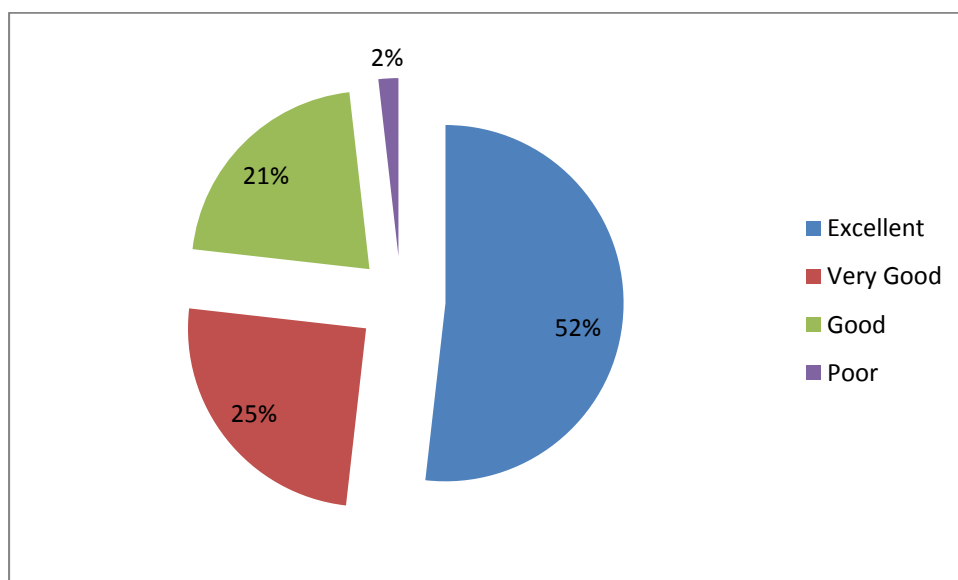
Figure 16 Communication Skills



Note: n=56

In the area of Competence in an Academic Discipline, 51.8% responded excellent; 25% responded very good, 21.4% responded good, and 1.8% responded poor.

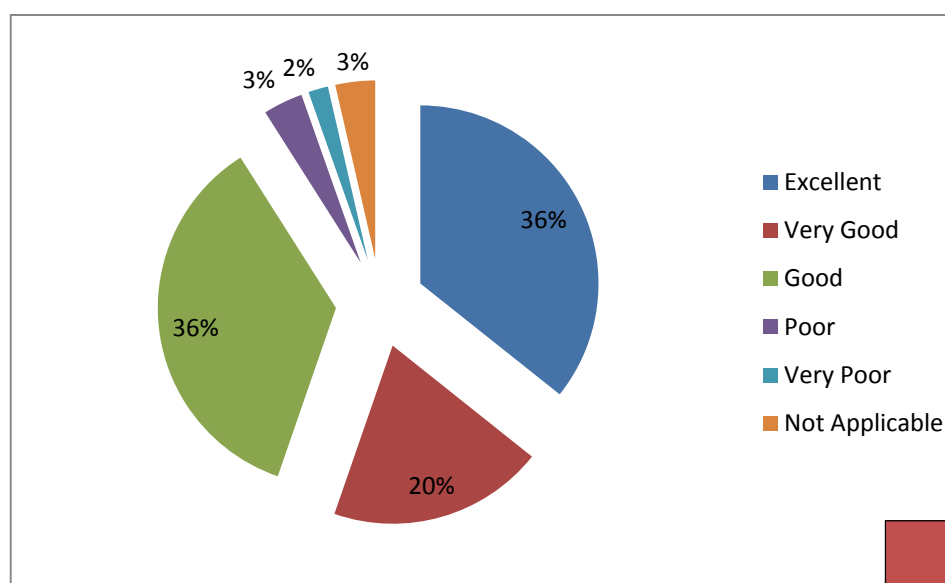
Figure 17 Competence in Academic Discipline



Note: n=56

In the area of Civic Engagement, 35.7% responded excellent, 19.6% responded very good, 35.7% responded good, 3.6% responded poor, 1.8% responded very poor, and 3.6% responded not applicable.

Figure 18 Civic Engagement



Class 2011

Note: n=56

Graduate Employment and Alumni Relations:
Class 2007 Results

A Collaboration between:
Office of Institutional Research and Effectiveness
Alumni and Family Programs Office
Career Services Office

Majors and Minors for Class 2007

Of the 43 survey responses, majors of those respondents were the following:

1. Biology
2. Business Administration
3. History
4. Liberal Arts
5. Philosophy
6. Physical Education and Health
7. Pre-Professional Science
8. Psychology
9. Recreation Leadership
10. Russian
11. Social Studies
12. Social Work

Of the 43 respondents, 21% obtained minors while at Ferrum. Minors were obtained in the following areas:

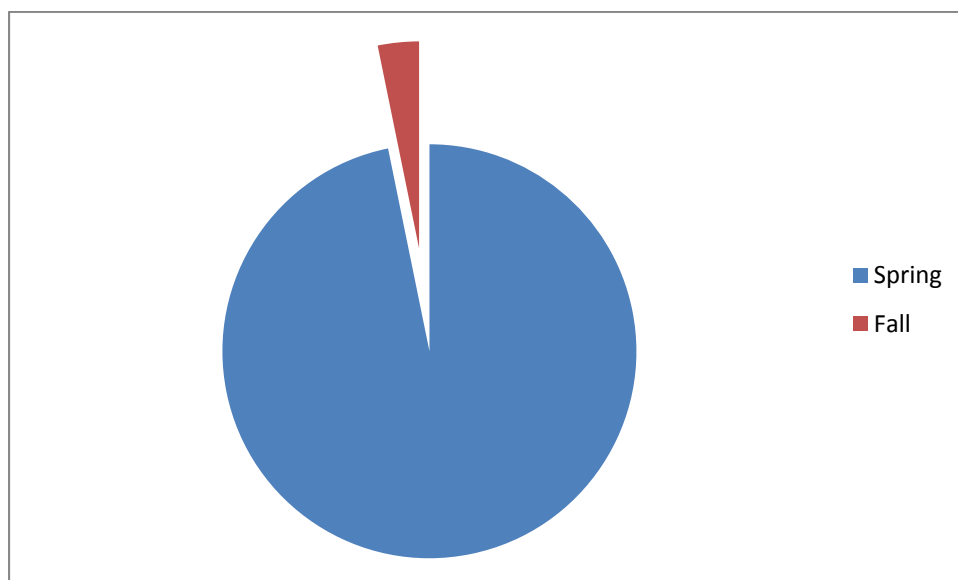
1. Biology
2. Business
3. Criminal Justice
4. Education Studies
5. History
6. Journalism
7. Music
8. Political Science
9. Sociology

Of the major respondents, only one received a double major, the double major was in the area of Pre-Professional Science.

Graduation Term

Although Ferrum College only confers degrees in Spring of the academic year. Graduates can fulfill the requirements in either the Spring or Fall of the academic year. As depicted in the graph below, 96.8% graduated in the Spring and 3.2% graduated in the Fall semester.

Figure 19 Graduation Term Percent



Note: n=32

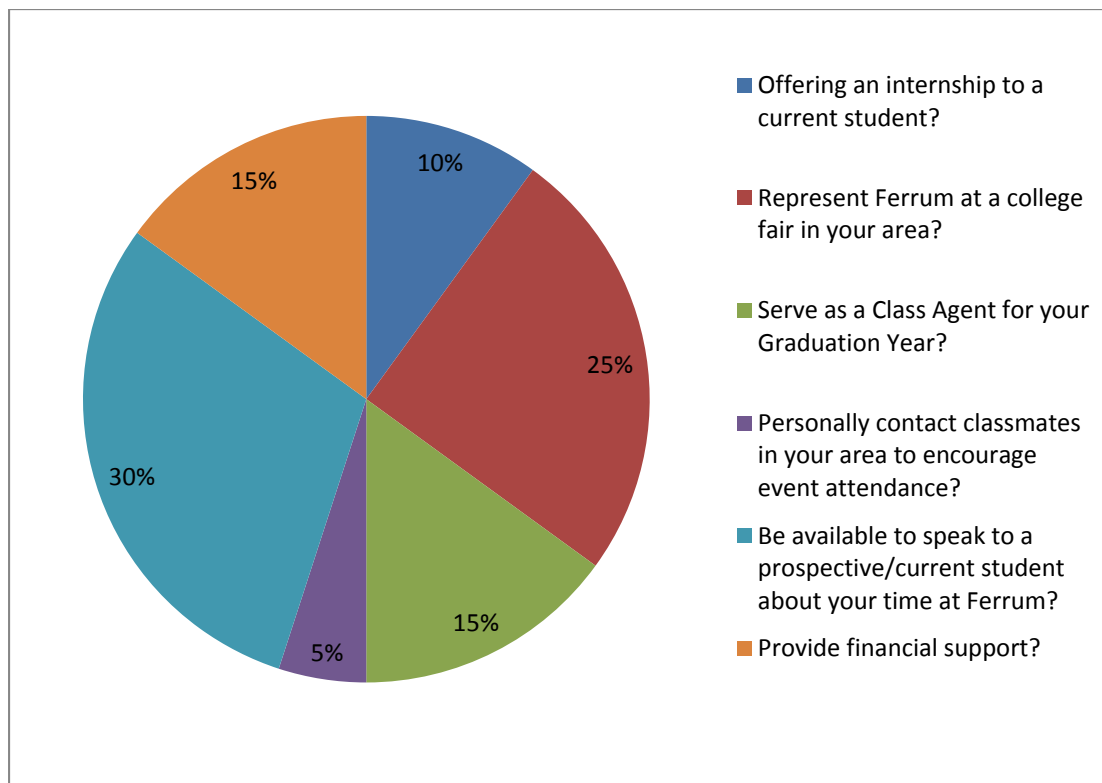
Alumnus Participation

In the area of Alumnus participation, responses that participants had available to respond to were the following:

1. Personally contact classmates in your area to encourage event attendance
2. Serve as a Class Agent for your graduation year
3. Provide financial support
4. Offering an internship to a current student
5. Represent Ferrum at a college fair in your area
6. Be available to speak to a prospective/current student about your time at Ferrum

Of the 20 respondents, 30% stated that they would be willing to speak to a prospective or current student about their time at Ferrum; 25% stated they would be willing to represent Ferrum at a college fair in their area; 15% are willing to serve as a class agent for their graduating year; 10% are willing to offer an internship to a current Ferrum student, and 15% are willing to provide financial support to Ferrum. 5% are willing to personally contact classmates in their areas to encourage event attendance.

Figure 20 Alumnus Participation



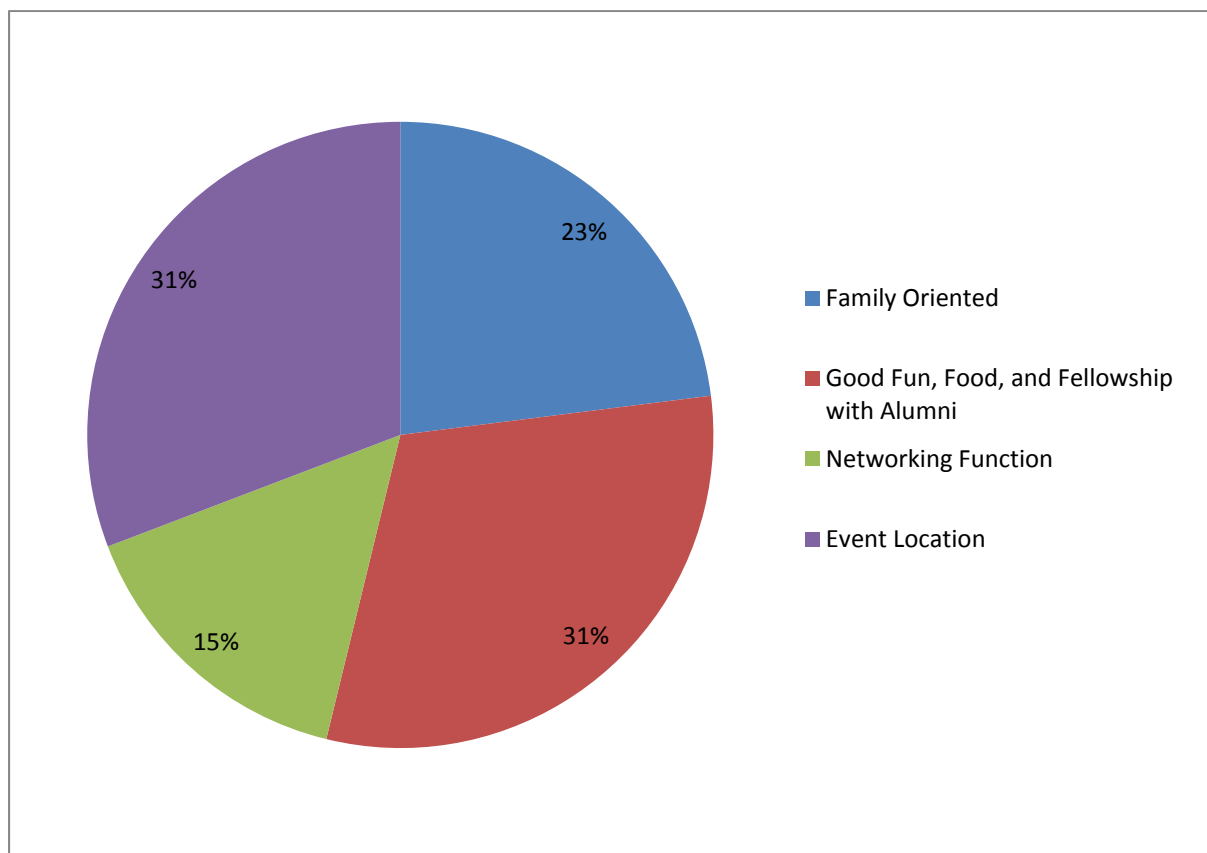
Alumni Event Attendance: Importance in Attendance

In the area of alumni event attendance and what would be the most important item for the respondent to consider in order of attending an alumni event, the available responses were the following:

1. Event Location
2. Networking Function
3. Family Oriented
4. Good Fun, Food, and Fellowship with Alumni

Of the 13 responses, 31% felt that good fun, food, and fellowship with alumni was the most important consideration, 31% felt event location was most important; 23% felt that the event being family oriented was most important, and 15% felt the opportunity to network was the most important.

Figure 21 Most Important Event Attendance



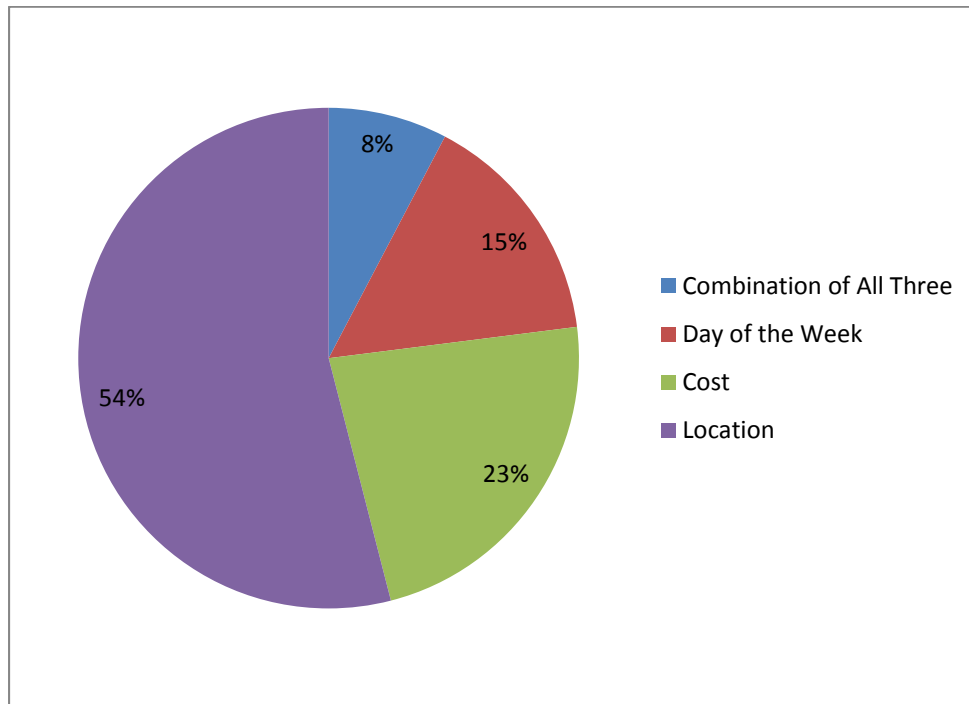
Alumni Event Attendance: Ability

In the area of alumni event attendance ability, the available responses were the following:

1. Cost
2. Day of the Week
3. Location
4. Other

Of the 13 responses, 54% felt the location would impact their willingness to attend, 23% believed that cost would drive attendance, 15% felt the day of the week would limit their ability to attend, and 8% stated that it would be a combination of all three that would impact attendance.

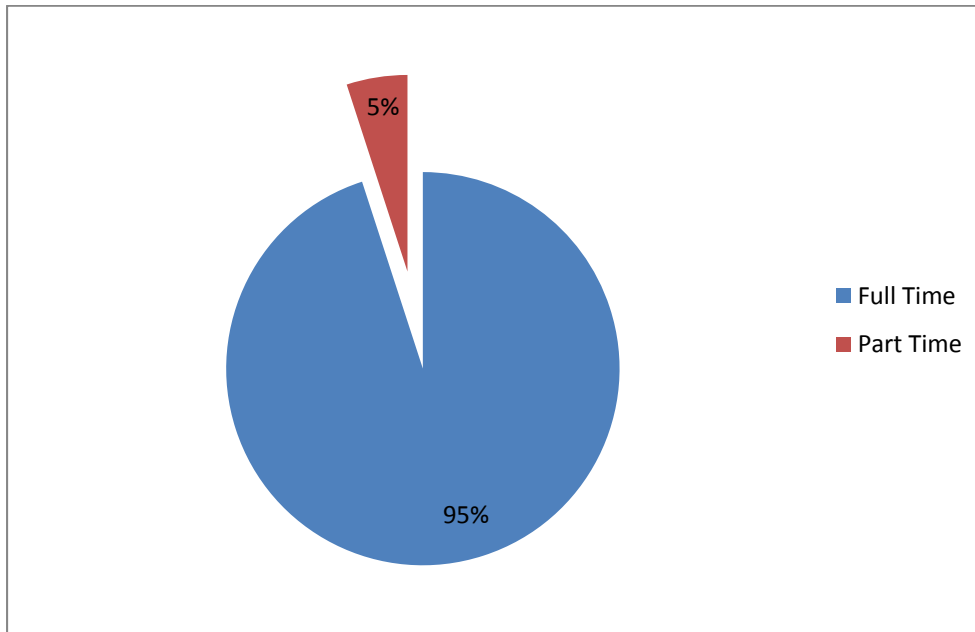
Figure 22 Event: Ability to Attend



Employment Status

In the area of current employment, there were 20 respondents where 95% were employed full time and 5% were employed part-time.

Figure 23 Employment Status



Note: n=20

Employment Position

In the area of employment position there were 31 respondents. Of those respondents, the following are the Top 5 positions reported:

1. Teacher
2. Director
3. Team Leader
4. Coach
5. Counselor

Employers

The top 4 employer categories were:

1. Public School System	32.3%
2. Health Care	9.7%
3. Federal Government	9.7%
4. Higher Education	9.7%

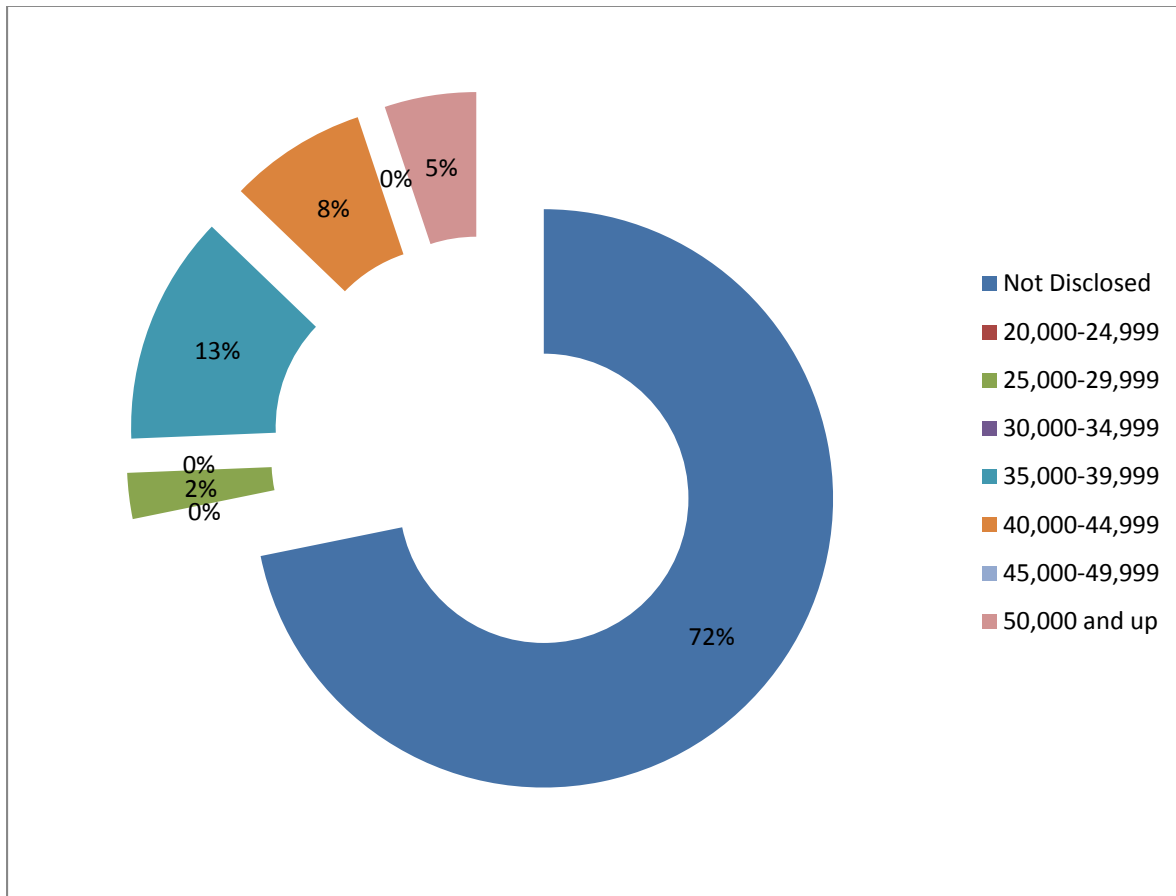
Present Salary

In the area of present salary, there were 39 respondents asked to provide a salary range in the following areas:

1. Not Disclosed
2. \$20,000-24,999
3. \$25,000-29,999
4. \$30,000-34,999
5. \$35,000-39,999
6. \$40,000-44,999
7. \$45,000-49,999
8. \$50,000 and up

The results are provided in Figure 25.

Figure 24 Present Salary Ranges

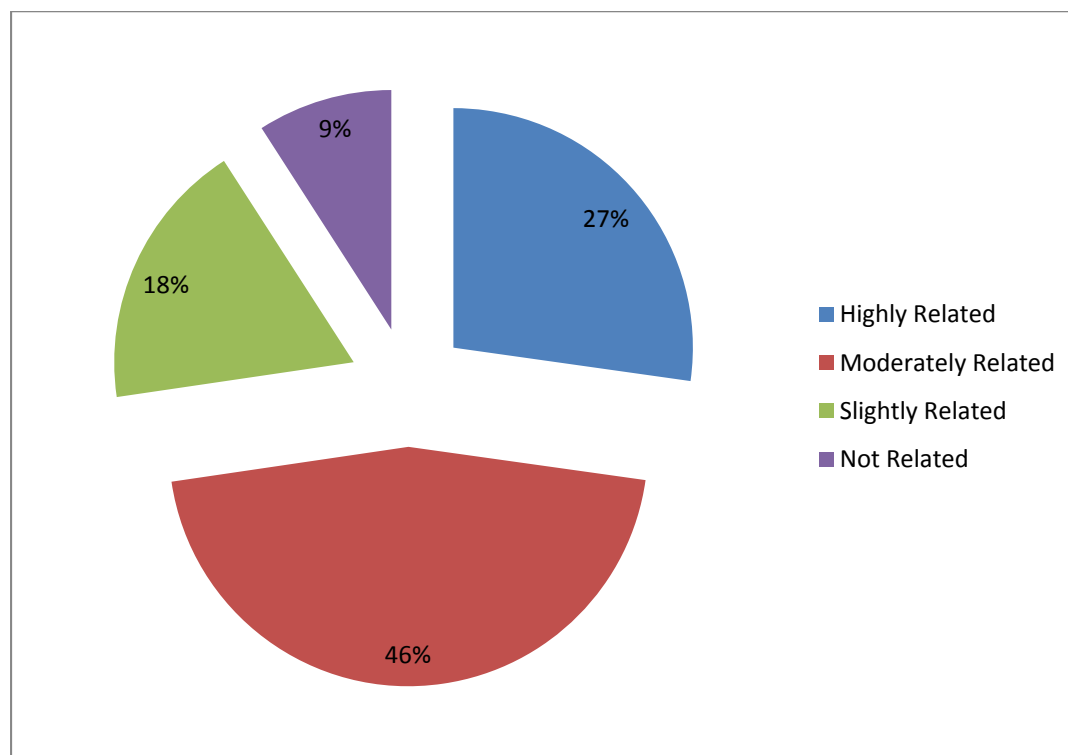


Note: n=39

Occupation to Major Comparison

Survey respondents were asked how closely related their present occupation was to their major at Ferrum College. Of those that responded (n=11), 27.2% felt the two were highly related; 45.4% were moderately related; 9.1% felt the two were not related, and 18.2% felt they two were slightly related.

Figure 25 Occupation to Major Comparison



Note: n=11

Graduate or Professional School

When asked if participants planned to attend graduate or professional school, 40% were unsure, 30% stated no, 20% stated yes, and 10% stated they had already completed graduate school. Of those who stated yes they did plan on attending graduate school, all that reported planned to obtain degrees in the field of education.

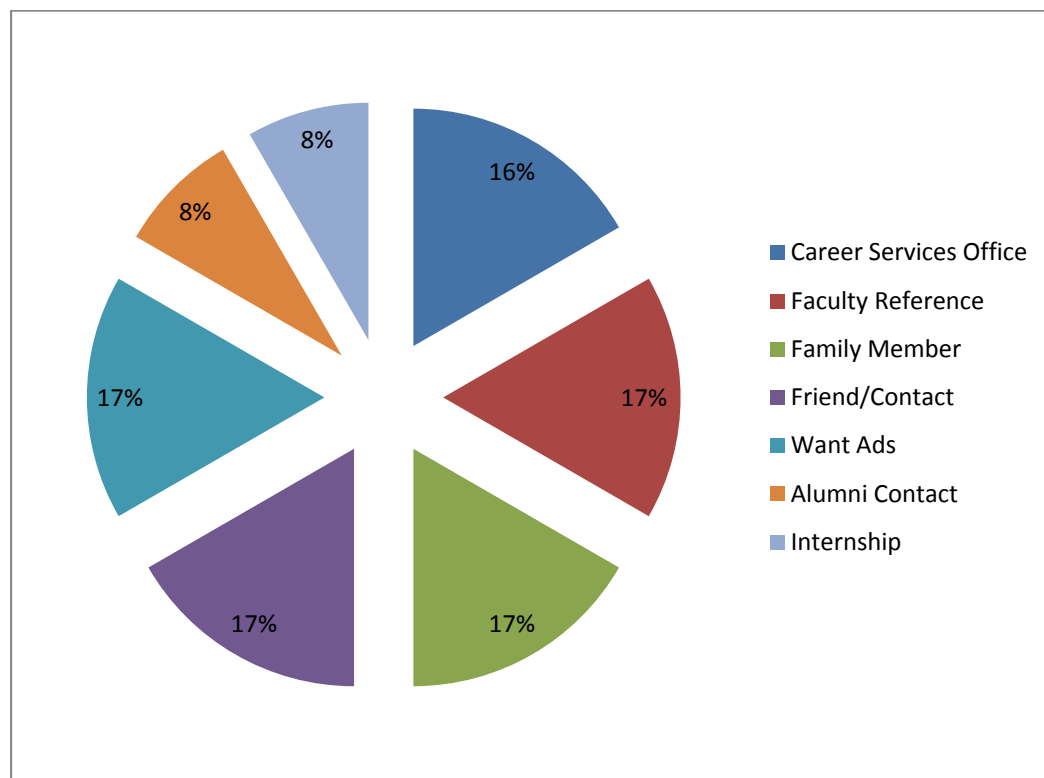
Contact to Employment

When asked what type of contact led to a participant's employment, the options were the following:

1. Career Services Office
2. Want Ads
3. Internet Career Website
4. Family Member
5. Friend/Contact
6. Alumni Contact
7. Faculty Reference
8. Internship
9. Summer employment

The responses varied greatly, as depicted in the chart below:

Figure 26 Contact to Employment



Note: n=12

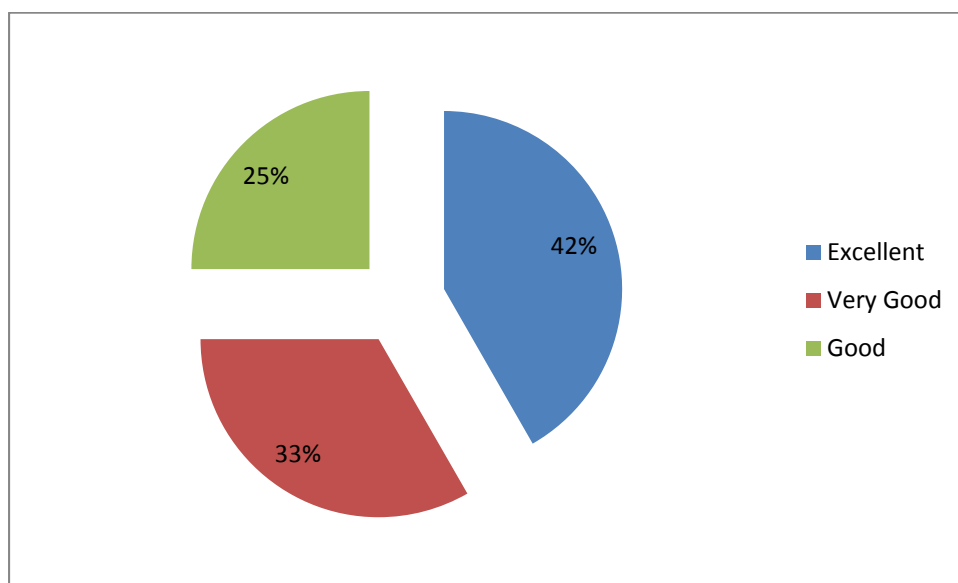
The Ferrum's Learning Tenets

Using a Likert style scale survey section, where the highest response was excellent and the lowest response was port. This survey section evaluated the following areas:

1. Integrated Knowledge of Liberal Arts
2. Critical Thinking
3. Communication Skills
4. Competence in an Academic Discipline
5. Civic Engagement

In the area of Integrated Knowledge of Liberal Arts, 41.7% responded that Ferrum did an excellent job contributing to their personal growth in this area. 33.3% responded very good and 25% responded good.

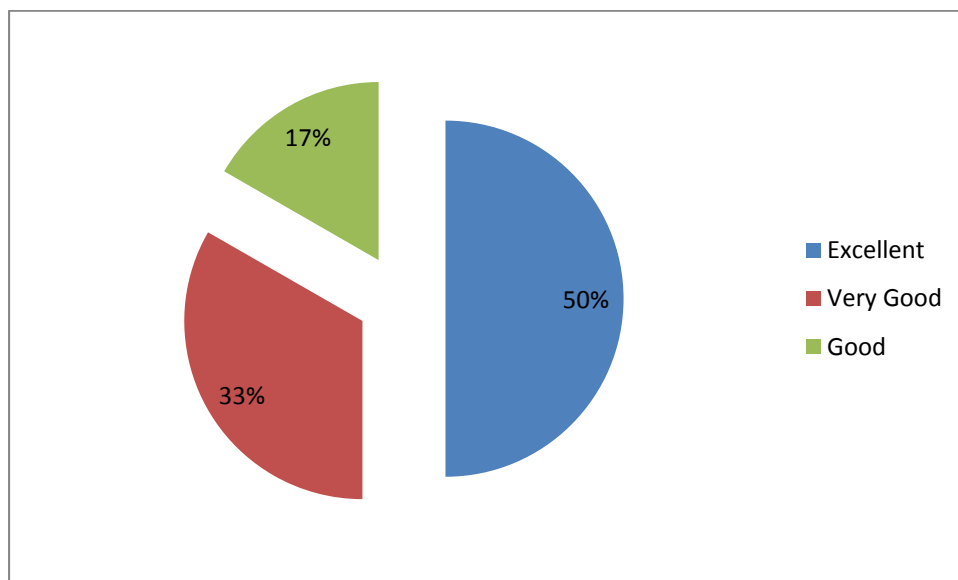
Figure 27 Integrated Knowledge of Liberal Arts



Note: n=12

In the area of Critical Thinking, 50% responded excellent, 33.3% responded very good and 16.7% responded good.

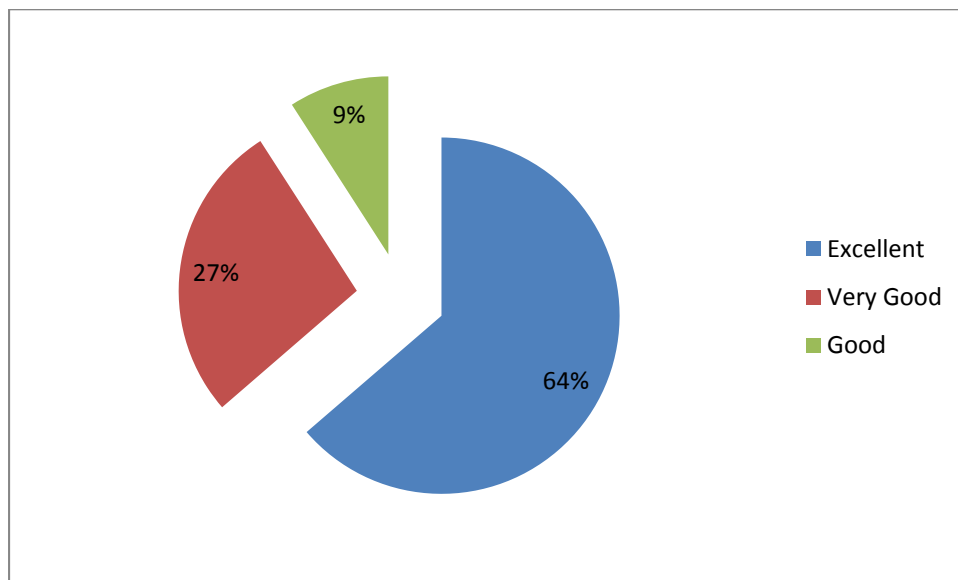
Figure 28 Critical Thinking Responses



Note: n=12

In the area of Communication Skills, 63.6% responded excellent; 27.2% responded very good, and 9.1% responded good.

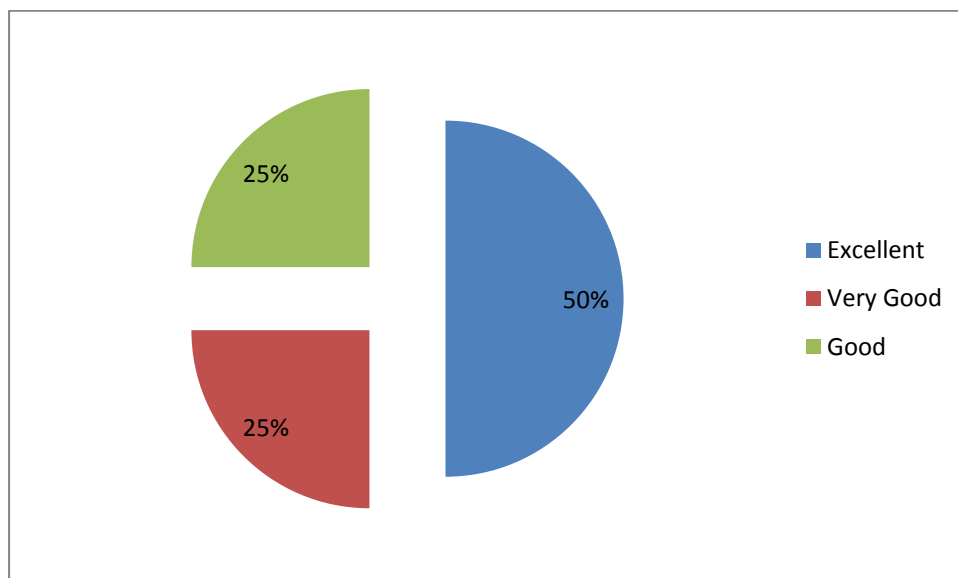
Figure 29 Communication Skills



Note: n=11

In the area of Competence in an Academic Discipline, 50% responded excellent; 25% responded very good; and 25% responded good.

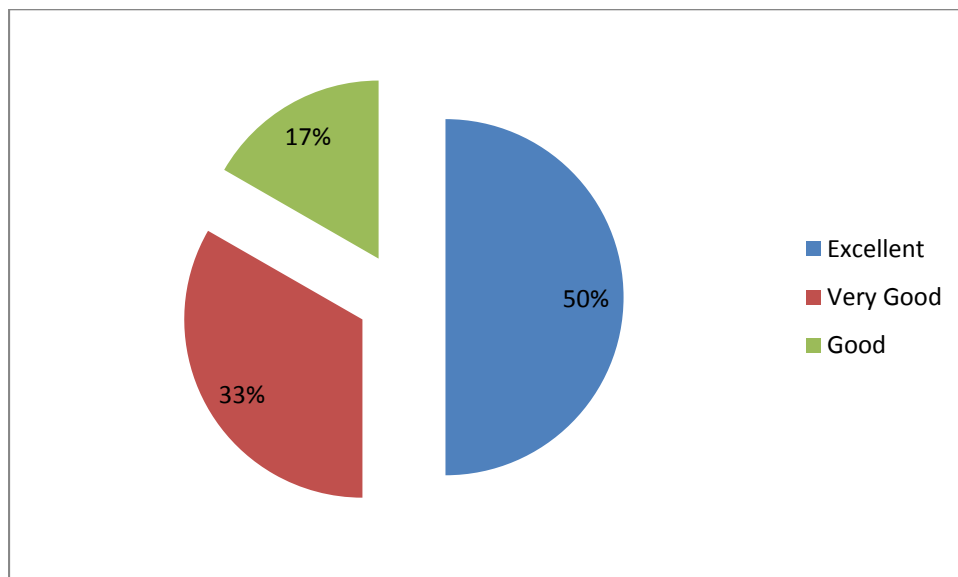
Figure 30 Competence in Academic Discipline



Note: n=12

In the area of Civic Engagement, 50% responded excellent, 33.3% responded good, and 16.7% responded very good.

Figure 31 Civic Engagement



Note: n=12