Results of the English
1999 Alumni & Alumnae Survey:
(Fall 2000)
RESULTS OF ALUMNI & ALUMNAE SURVEY

In the fall of 1999, 596 English graduates from 1993, 1994, 1997, and 1999 were surveyed. One hundred sixty-eight graduates returned a completed questionnaire (28%). The response rate is low and results should be viewed cautiously. However, when combined with other assessment methods used in department reviews (e.g., portfolio analysis, student survey, student and faculty interviews), the survey of alumni/ae can be informative.

A profile of respondents and graphs of responses to closed-ended questionnaire items are presented below. Percentages are based on the number of respondents to each item (in parentheses).

PROFILE OF RESPONDENTS

SEX:  
<table>
<thead>
<tr>
<th></th>
<th>Men 23% (N=38)</th>
<th>Women 77% (N=129)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(one graduate did not respond to question)</td>
<td></td>
</tr>
</tbody>
</table>

RACE:  
<table>
<thead>
<tr>
<th></th>
<th>White 91% (N=151)</th>
<th>African American 2% (N=4)</th>
<th>Asian or Pacific Islander 3% (N=5)</th>
<th>Hispanic 1% (N=2)</th>
<th>Multiracial 1% (N=2)</th>
<th>Other 1% (N=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(two graduates did not respond to question)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

VIRGINIA RESIDENT:

At matriculation:  
<table>
<thead>
<tr>
<th></th>
<th>Yes 67% (N=112)</th>
<th>No 33% (N=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(one graduate did not respond to question)</td>
<td></td>
</tr>
</tbody>
</table>

Currently:  
<table>
<thead>
<tr>
<th></th>
<th>Yes 42.5% (N=71)</th>
<th>No 57.5% (N=96)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(one graduate did not respond to question)</td>
<td></td>
</tr>
</tbody>
</table>

YEAR OF GRADUATION:  
Before 1997* 51% (N=86)  
Since 1997 49% (N=82)

Responses of alumni and alumnae who graduated earlier are compared with those who graduated more recently (between 1997 and 1999). Significant differences are reported for each survey item.

*Includes alumni and alumnae from 1989 to 1997, most (92%) of whom graduated in 1993 and 1994
Alumni and alumnae were asked to rate items based on their experiences in the William & Mary English Department. Their responses are presented in four charts.

In the bar charts, each bar represents ratings of a survey item. An item description is to the left of the bar with the number of respondents in parentheses. For each bar, shades of orange represent poor and fair ratings, each bar represents the total number of respondents for the item with a percentage scale provided along the lower axis.

Based on experiences in English Department, ratings of:
Differences between earlier and more recent graduates

On average, the only differences between how the earlier and more recent graduates evaluated the department are in course availability and classroom facilities. In both cases, the differences are modest. On average, alumni and alumnae who graduated before 1997 rated course availability less favorably than did those who graduate between 1997 and 1999. On a 5-point scale (1=poor, 2=fair, 3=adequate, 4=good, 5=excellent), the average rating of the earlier graduates is 3.6 and the average rating of the recent graduates is 3.9. With respect to facilities, recent graduates rated classroom facilities less favorably (average rating=3.2 on 5-point scale) than did earlier graduates (average rating=3.6).
If you had to choose a concentration again, would you choose English?
(5 earlier graduates and 4 recent graduates did not respond to question)

Graduates: prior to 1997 1997 - 1999
Definitely 49% (N=40) 59% (N=46)
Probably 40% (N=32) 32% (N=25)
Probably not 6% (N= 5) 3% (N= 2)
Definitely not 1% (N= 1) 1% (N= 1)
Uncertain 4% (N= 3) 5% (N= 4)
100% (N= 81) 100% (N=78)

Would you recommend that a current student concentrate in English? Minor in English?

Nearly all of the respondents (157/159 or 99%) indicated that they would recommend a concentration or minor in English to a current student. The 2 respondents who did not recommend a concentration or minor were earlier graduates of the program.

<table>
<thead>
<tr>
<th>Concentrate in English</th>
<th>Minor in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 1997*</td>
<td>Prior to 1997*</td>
</tr>
<tr>
<td>Yes</td>
<td>89% (N=72)</td>
</tr>
<tr>
<td>No</td>
<td>11% (N= 9)</td>
</tr>
<tr>
<td>1997 – 1999**</td>
<td>97% (N=76)</td>
</tr>
<tr>
<td>Yes</td>
<td>97% (N=76)</td>
</tr>
<tr>
<td>No</td>
<td>3% (N= 2)</td>
</tr>
</tbody>
</table>
*5 graduates did not respond to question  **4 graduates did not respond to question

Would you suggest any changes in the program offerings or requirements of the English Department? (12 earlier graduates and 9 recent graduates did not respond to question)

Graduates: prior to 1997 1997 - 1999
Yes 65% (N=48) 81% (N=59)
No 35% (N=26) 19% (N=14)

GRADUATE & PROFESSIONAL SCHOOL

Since earning your bachelor's degree, have you applied to graduate or professional school?

No: prior to 1997 1997 – 1999
28% (N=23) 55% (N=42)

Do you plan to pursue post-graduate education?

<table>
<thead>
<tr>
<th>prior to 1997</th>
<th>1997 – 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes: 41% (N= 9)</td>
<td>79% (N=30)</td>
</tr>
<tr>
<td>no: 59% (N=13)</td>
<td>21% (N= 8)</td>
</tr>
</tbody>
</table>
Since earning your bachelor’s degree, have you applied to graduate or professional school?

<table>
<thead>
<tr>
<th>Yes:</th>
<th>prior to 1997</th>
<th>1997 – 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>72% (N=58)</td>
<td>45% (N=34)</td>
<td></td>
</tr>
</tbody>
</table>

There are no differences between earlier and more recent graduates to the following questions about graduate and professional schools.

How many schools did you apply to?
- 1 – 3: 50% (N=45)
- 4 – 6: 39% (N=35)
- 7 – 10: 8% (N=7)
- >10: 3% (N=3)

Were you accepted to your first choices?
- Yes: 57% (N=51)
- Some: 27% (N=24)
- No: 16% (N=10)

Do you plan to pursue more education?
- Yes: 38% (N=32)
- No: 61% (N=51)

(66% of the 56 earlier graduates who responded to this question do not plan to pursue more education compared to 50% of the 28 recent graduates who responded)

How well English concentration prepared graduates for further study:

- Conducting research (86)
- Critical thinking (90)
- Writing skills (90)
- Computing skills (75)
- Course work (82)
- Working w equipment/technologies (59)
- Knowledge of discipline (68)
Based on your experiences in the English Department, how would you rate your overall preparation for graduate or professional school?

- Excellent: 61% (N=54)
- Good: 32% (N=28)
- Adequate: 7% (N=6)
- Fair: 1% (N=1)
- Poor: 0% (N=0)

ADVANCED STUDIES PURSUED AT THE FOLLOWING INSTITUTIONS

- Boston University
- Boston University School of Law
- Catholic University
- College of William and Mary
- Columbia University
- Cumberland School of Law
- Duke University
- East Carolina University
- Eastern Virginia Medical School
- Emory University
- Florida State University
- George Lenoard School of Real Estate
- George Mason University
- George Washington University
- George Washington Univ. School of Law
- Georgetown University
- Hollins University
- Howard Law School
- Indiana University
- James Madison University
- Johns Hopkins University
- Loyola University of Chicago
- MCP-Hahnemann School of Medicine
- Medical College of Virginia
- MIT
- New York University
- Northwestern University
- Old Dominion University
- Oxford University
- Penn State University
- Pennsylvania State University
- Princeton Theological Seminary
- Princeton University
- Rutgers University
- Shakespeare Institute (England)
- SUNY Stonybrook
- UNC-Chapel Hill
- Union Theological Seminary
- University of Chicago
- University of Florida
- University of Hawaii
- University of Massachusetts
- University of Memphis School of Law
- University of Pennsylvania
- University of Richmond School of Law
- University of St. Andrews (Scotland)
- University of Texas School of Law
- University of Virginia
- Villanova School of Law
- Virginia Commonwealth University
- Wake Forest
- Westminster Theological Seminary
- William and Mary School of Law
ADVANCED STUDIES PURSUED IN THE FOLLOWING FIELDS

American Studies  Medicine
Architecture  Microbiology/Immunology
Business  Modern Literature
Creative Writing  Museum Studies
Dentistry  Nursing
Divinity  Political Science
Education  Psychology
Educational Psychology  Public Affairs
Elementary Education  Public Health
English  Public Policy
Gifted Education  Real Estate
Higher Educ. Admissions  Science & Environmental Reporting
Humanities  Social Thought
International Relations  Social Work
Journalism  Sociology
Law  Spanish Literature
Liberal Arts  Theatre
Liberal Studies  Theology
Library Sciences

ADVANCED DEGREES:
BSN, MA, MBA, M Div, M Ed, M Lit., M. Arch, M. Phil., MC, MFA, MLS, MPA, MPH, MSJ, MSW, MT, JD, PhD, DDS, MD

EMPLOYMENT

Are you currently employed?

<table>
<thead>
<tr>
<th></th>
<th>Graduates prior to 1997</th>
<th>Graduates from 1997 to 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># who are actively</td>
<td># who are actively</td>
</tr>
<tr>
<td></td>
<td>seeking work</td>
<td>seeking work</td>
</tr>
<tr>
<td>Yes</td>
<td>93% (N=80)</td>
<td>89% (N=72)</td>
</tr>
<tr>
<td></td>
<td>N=12</td>
<td>N=9</td>
</tr>
<tr>
<td>Full-time</td>
<td>79% (N=68)</td>
<td>68% (N=55)</td>
</tr>
<tr>
<td></td>
<td>N=10</td>
<td>N=5</td>
</tr>
<tr>
<td>Part-time</td>
<td>8% (N=7)</td>
<td>7% (N=6)</td>
</tr>
<tr>
<td></td>
<td>N=1</td>
<td>N=2</td>
</tr>
<tr>
<td>As grad student</td>
<td>6% (N=5)</td>
<td>14% (N=11)</td>
</tr>
<tr>
<td></td>
<td>N=1</td>
<td>N=2</td>
</tr>
<tr>
<td>No</td>
<td>7% (N=6)</td>
<td>11% (N=9)</td>
</tr>
<tr>
<td></td>
<td>N=2</td>
<td>N=2</td>
</tr>
</tbody>
</table>
### Number of positions held since graduating from William & Mary

<table>
<thead>
<tr>
<th># of positions</th>
<th>prior to 1997</th>
<th>1997 to 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1% (N= 1)</td>
<td>9% (N= 7)</td>
</tr>
<tr>
<td>1</td>
<td>16% (N=14)</td>
<td>44% (N=36)</td>
</tr>
<tr>
<td>2</td>
<td>19% (N=16)</td>
<td>22% (N=18)</td>
</tr>
<tr>
<td>3</td>
<td>23% (N=20)</td>
<td>9% (N= 7)</td>
</tr>
<tr>
<td>4</td>
<td>17% (N=15)</td>
<td>11% (N= 9)</td>
</tr>
<tr>
<td>5 or more</td>
<td>23% (N=20)</td>
<td>2% (N= 2)</td>
</tr>
</tbody>
</table>

### CURRENT OR MOST RECENT POSITIONS

- Account Manager (Marriott International)
- Account Rep (insurance)
- Actor
- Administrative Assistant
- Administrative Assistant (non-profit)
- Administrative Associate (education)
- Admissions Counselor (college)
- Area Director (residential life)
- Arts and Entertainment Editor
- Assistant Director of Career Services
- Assistant Director of Multicultural Student Services Assistance Program
- Assistant Director of York-Poquoson Victim Witness Assistance Program
- Assistant Editor (publishing)
- Assistant Head of Education
- Assistant Librarian
- Assistant Library Media Specialist
- Assistant Manager
- Assistant Manager (music store)
- Assistant Professor of English
- Assistant Professor of Sociology (Emory University)
- Assistant to the Editor
- Associate Attorney
- Instructional Aide (Special Ed)
- Instructor of Spanish (UVA)
- International Advocacy Program Officer (Planned Parenthood)
- IT Consultant
- Law Clerk
- Lead Illustrator (computer game company)
- Legal Assistant
- Licensed Financial Specialist
- Literary Agent (publishing)
- Manager (non-profit)
- Manager of Network Operations
- Manager of Online Development
- Manager, Wholesale and Corporate Markets
- Marketing Coordinator
- Marketing Manager
- Medical Transcriptionist
- Multimedia Developer (consulting)
- Online Producer
- Page (NBC)
- Paralegal
- Part time faculty (community college)
- Pastor
<table>
<thead>
<tr>
<th>Position</th>
<th>Organization/Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Editor (magazine)</td>
<td>Payor Relation Administrator</td>
</tr>
<tr>
<td>Associate Instructor of English</td>
<td>Pediatrician</td>
</tr>
<tr>
<td>Associate Producer (cable tv)</td>
<td>Photographer</td>
</tr>
<tr>
<td>Attorney</td>
<td>Poetry in Motion Coordinator</td>
</tr>
<tr>
<td>Benefits Programs Specialist</td>
<td>Private tutor (SAT)</td>
</tr>
<tr>
<td>Cataloging Technician</td>
<td>Producer (internet)</td>
</tr>
<tr>
<td>Curriculum Writer</td>
<td>Producer (MSNBC)</td>
</tr>
<tr>
<td>Clerk (collections)</td>
<td>Program Assistant (museum)</td>
</tr>
<tr>
<td>Communications Coordinator (non-profit)</td>
<td>Program Assistant (non-profit)</td>
</tr>
<tr>
<td>Communications Specialist (consulting)</td>
<td>Project Coordinator (Capital One)</td>
</tr>
<tr>
<td>Computer Game Designer</td>
<td>Project Coordinator (Performing Arts School)</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Realtor</td>
</tr>
<tr>
<td>Correspondent (international organization)</td>
<td>Recruiting Coordinator (consulting)</td>
</tr>
<tr>
<td>Curriculum Specialist (US Space Camp)</td>
<td>Sales Manager (publishing)</td>
</tr>
<tr>
<td>Dentist</td>
<td>Sales Representative (advertising)</td>
</tr>
<tr>
<td>Director of Human Resources</td>
<td>Sears Executive Development Trainee</td>
</tr>
<tr>
<td>Director of Leadership Center</td>
<td>Section Editor (magazine)</td>
</tr>
<tr>
<td>Documentation Specialist (computer software)</td>
<td>Senior Associate (publishing)</td>
</tr>
<tr>
<td>Editor (publishing)</td>
<td>Senior Editor (Penguin Books)</td>
</tr>
<tr>
<td>Editorial Assistant</td>
<td>Small business owner (floor refinishing)</td>
</tr>
<tr>
<td>Editorial Assistant (Children's Books)</td>
<td>Staff Writer</td>
</tr>
<tr>
<td>Elementary Teacher</td>
<td>Substitute Teacher</td>
</tr>
<tr>
<td>English Teacher (6th through 12th grades)</td>
<td>Swim Coach</td>
</tr>
<tr>
<td>Executive Coordinator of Medical Students</td>
<td>Teacher</td>
</tr>
<tr>
<td>Family Support Worker (non-profit)</td>
<td>Technical Writer</td>
</tr>
<tr>
<td>Fellow (American Political Science Association)</td>
<td>Telephone Account Executive</td>
</tr>
<tr>
<td>Financial Analyst</td>
<td>Vice President (non-profit)</td>
</tr>
<tr>
<td>Food Services</td>
<td>Visiting Assistant Professor (William and Mary)</td>
</tr>
<tr>
<td>Foreign Affairs Officer</td>
<td>Visiting Fellow (CDC)</td>
</tr>
<tr>
<td>Government Affairs Assistant</td>
<td>Writer (public relations)</td>
</tr>
<tr>
<td>Head Coach (Field Hockey, High School)</td>
<td>Writer/Account Manager</td>
</tr>
<tr>
<td>Health Club Worker</td>
<td>Writer/Data Analyst (Air Transport Association)</td>
</tr>
<tr>
<td>High School Teacher</td>
<td></td>
</tr>
<tr>
<td>Infantry Platoon Leader</td>
<td></td>
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</tbody>
</table>

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How well English concentration prepared graduates for employment positions in terms of:

- Organizational skills (146)
- Knowledge of discipline (115)
- Equipment/technologies (107)
- Computing skills (120)
- Conducting research (135)
- Writing skills (147)
- Critical thinking (148)

Respondents:
- Poorly
- Not well
- Adequately
- Well
- Very well

Based on your experiences in the English Department, how would you rate your overall preparation for your current position?

- Excellent 47% (N=73)
- Good 39% (N=61)
- Adequate 11% (N=17)
- Fair 3% (N=4)
- Poor 1% (N=1)
Considering your employment history, present situation, and future plans, how important has each of the following been to your career development?

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate background in English</th>
<th>“Liberal arts” background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>56% (N=88)</td>
<td>75% (N=117)</td>
</tr>
<tr>
<td>Moderately important</td>
<td>24% (N=37)</td>
<td>17% (N=27)</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>13% (N=20)</td>
<td>6% (N=9)</td>
</tr>
<tr>
<td>Not too important</td>
<td>6% (N=9)</td>
<td>1% (N=2)</td>
</tr>
<tr>
<td>Not important at all</td>
<td>2% (N=3)</td>
<td>1% (N=2)</td>
</tr>
</tbody>
</table>

Would a different undergraduate major have been a better preparation for your career?

No  74% (N=112)
Yes 26% (N=39)  ▶ Do you wish you had taken that course of study?

▼

No  67% (N=20)
Yes 33% (N=10)
(9 graduates did not respond to question)