

**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: Men 23% (N= 38)
 Women 77% (N= 129)
 (one graduate did not respond to question)

RACE: White 91% (N=151)
 African American 2% (N= 4)
 Asian or Pacific Islander 3% (N= 5)
 Hispanic 1% (N= 2)
 Multiracial 1% (N= 2)
 Other 1% (N= 2)
 (two graduates did not respond to question)

VIRGINIA RESIDENT:

At matriculation: Yes: 67% (N=112)
 No: 33% (N= 55)
 (one graduate did not respond to question)

Currently: Yes: 42.5% (N=71)
 No: 57.5% (N=96)
 (one graduate did not respond to question)

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.

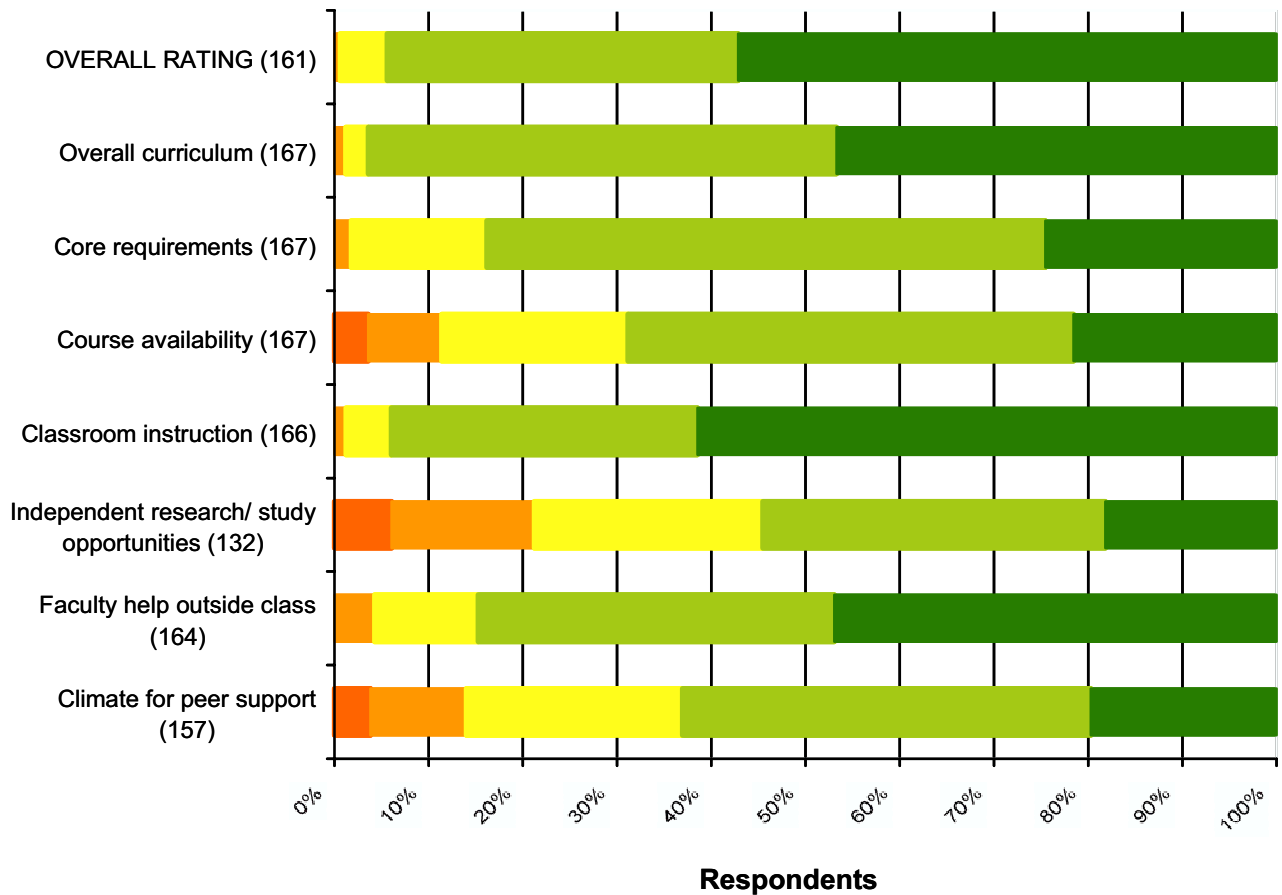
*Includes alumni and alumnae from 1989 to 1997, most (92%) of whom graduated in 1993 and 1994

EVALUATION OF DEPARTMENT

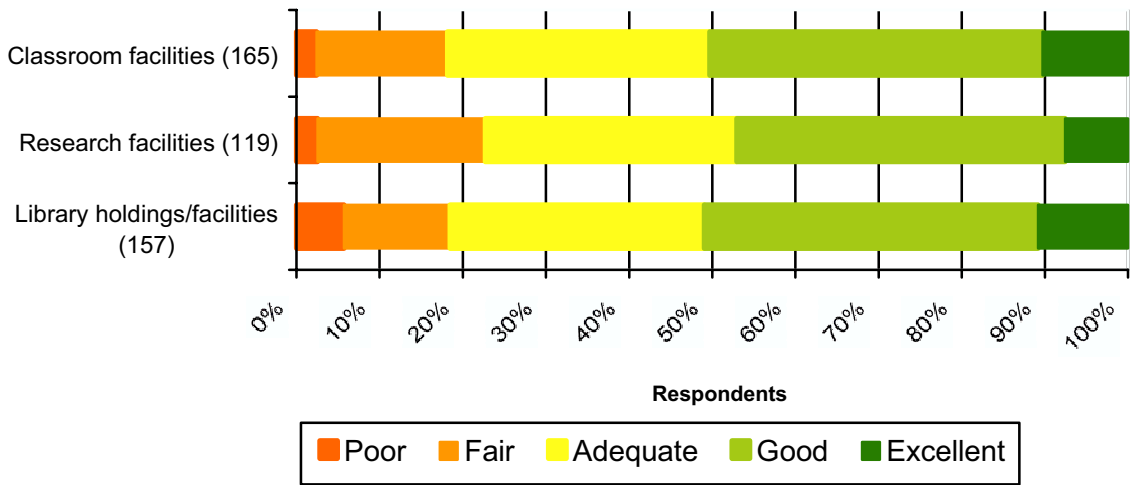
Alumni and alumnae were asked to rate items based on their experiences in the William & Mary English Department. Their responses are presented in four charts.

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.

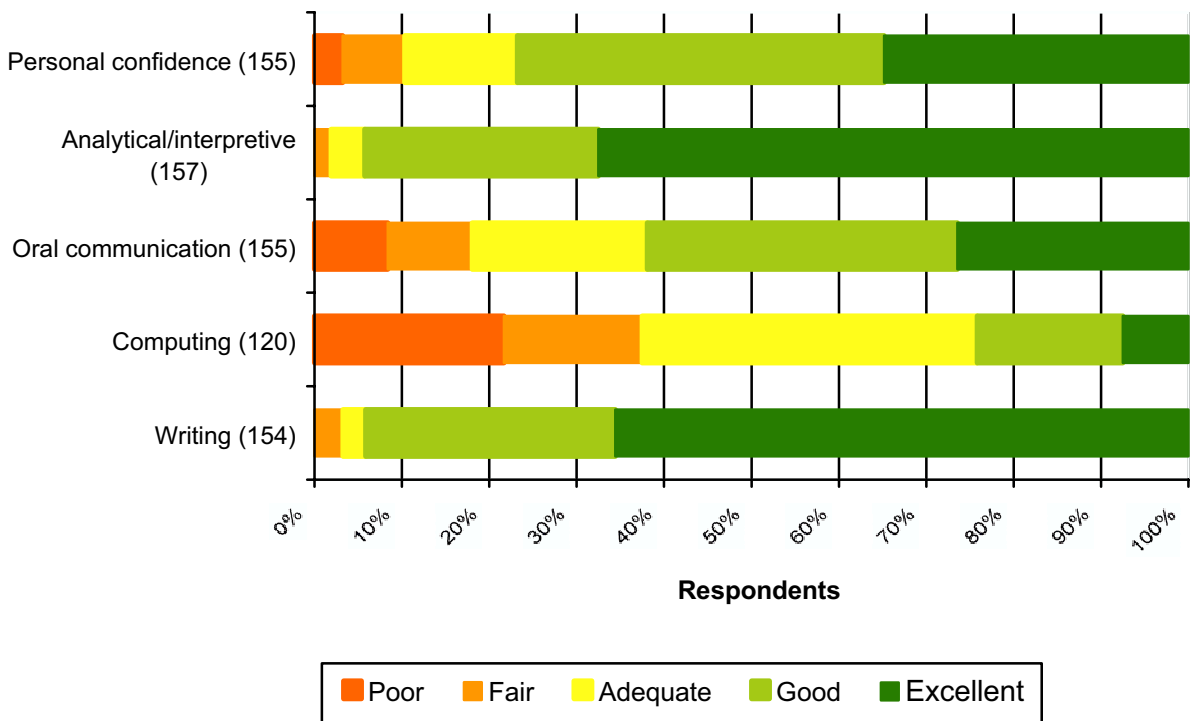
Based on experiences in English Department, ratings of:



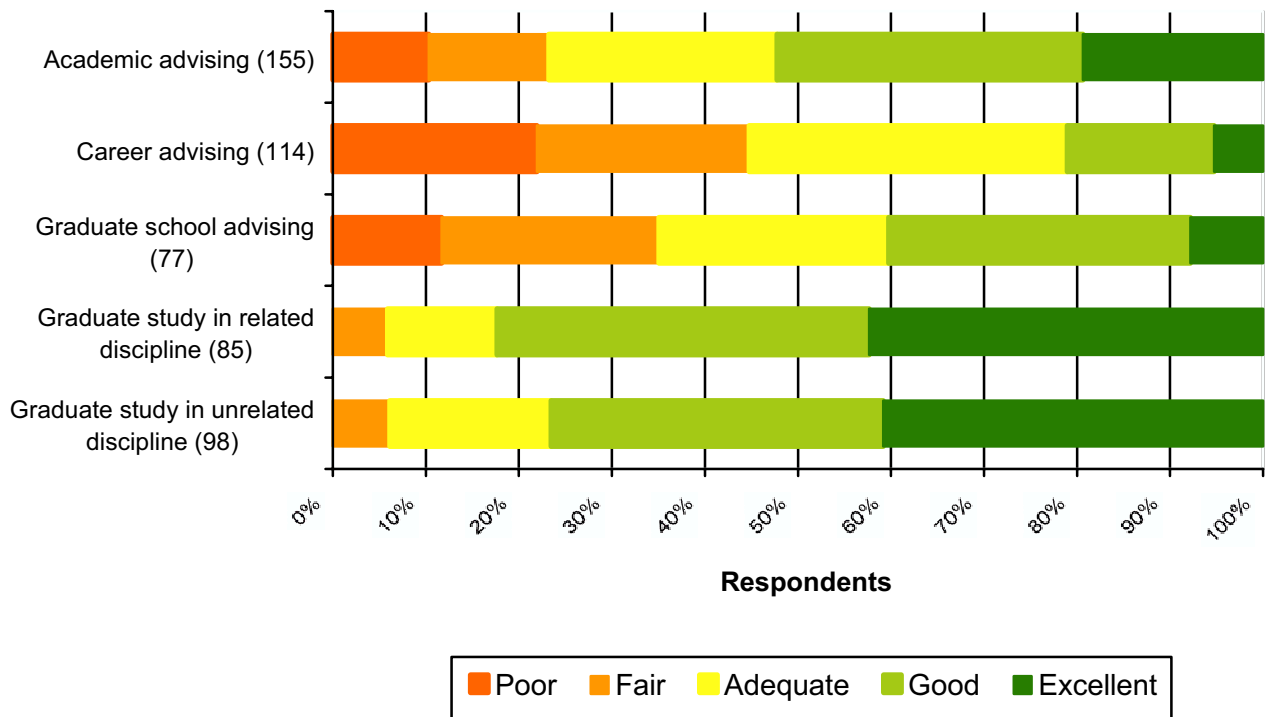
Ratings of facilities



Ratings of skill and personal development



Ratings of advising and preparation for post-graduate study:



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.

	<u>Concentrate in English</u>		<u>Minor in English</u>	
	Prior to 1997*	1997 – 1999**	Prior to 1997*	1997 – 1999*
Yes	89% (N=72)	97% (N=76)	95% (N=77)	88% (N=68)
No	11% (N= 9)	3% (N= 2)	5% (N= 4)	12% (N= 9)

*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?

	prior to 1997	1997 – 1999
yes:	41% (N= 9)	79% (N=30)
no:	59% (N=13)	21% (N= 8)

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

Yes:	prior to 1997	1997 – 1999
	72% (N=58)	45% (N=34)
	▼	▼

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

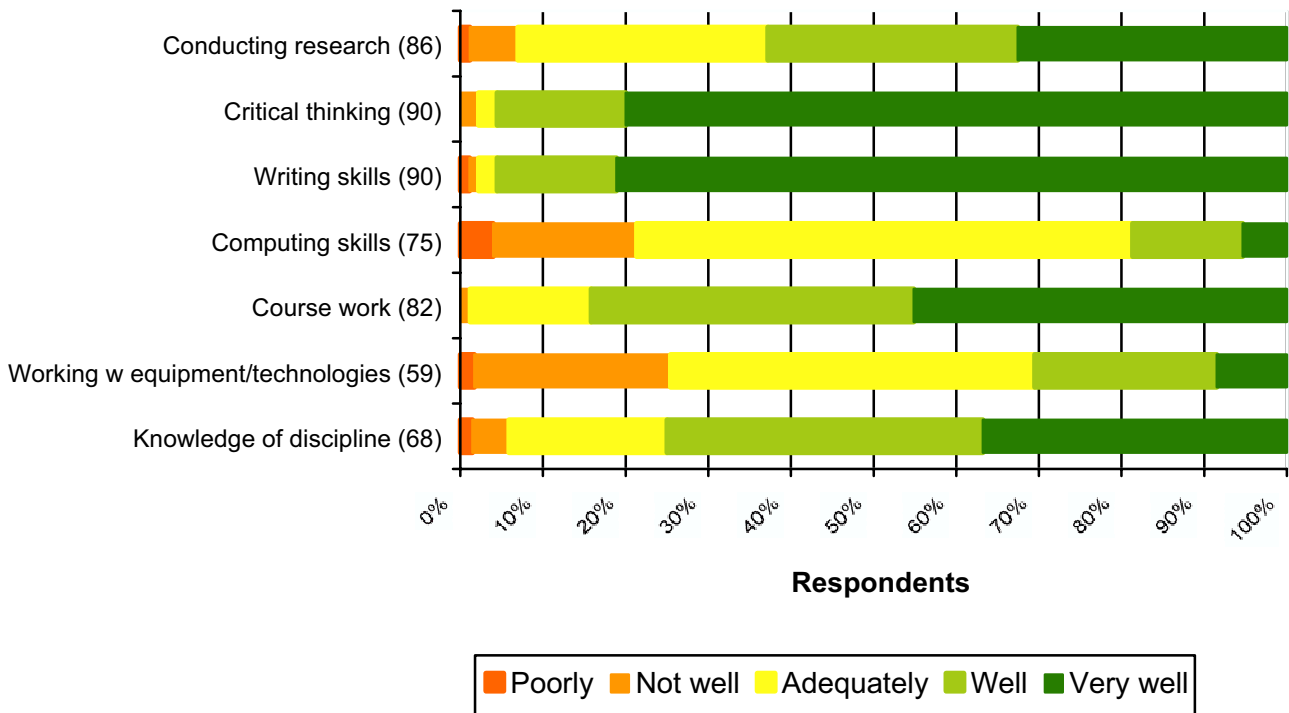
How many schools did you apply to?	1 – 3: 50% (N=45)
	4 – 6: 39% (N=35)
	7 – 10: 8% (N= 7)
	>10: 3% (N= 3)

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)

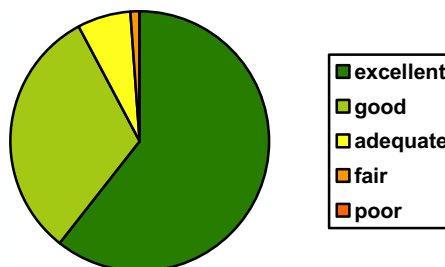
(66% of the 56 earlier graduates who responded to this question do not plan to pursue more education compared to 50% of the 28 recent graduates who responded)

How well English concentration prepared graduates for further study



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

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?

	<u>Graduates prior to 1997</u>		<u>Graduates from 1997 to 1999</u>	
		# who are actively seeking work		# who are actively seeking work
Yes	93% (N=80)	▶ N=12	89% (N=72)	▶ N=9
Full-time	79% (N=68)	▶ N=10	68% (N=55)	▶ N=5
Part-time	8% (N= 7)	▶ N=1	7% (N= 6)	▶ N=2
As grad student	6% (N= 5)	▶ N=1	14% (N=11)	▶ N=2
No	7% (N= 6)	▶ N=2	11% (N= 9)	▶ N=2

Number of positions held since graduating from William & Mary

# of positions	Graduates	
	prior to 1997	1997 to 1999
0	1% (N= 1)	9% (N= 7)
1	16% (N=14)	44% (N=36)
2	19% (N=16)	22% (N=18)
3	23% (N=20)	9% (N= 7)
4	17% (N=15)	11% (N= 9)
5 or more	23% (N=20)	2% (N= 2)

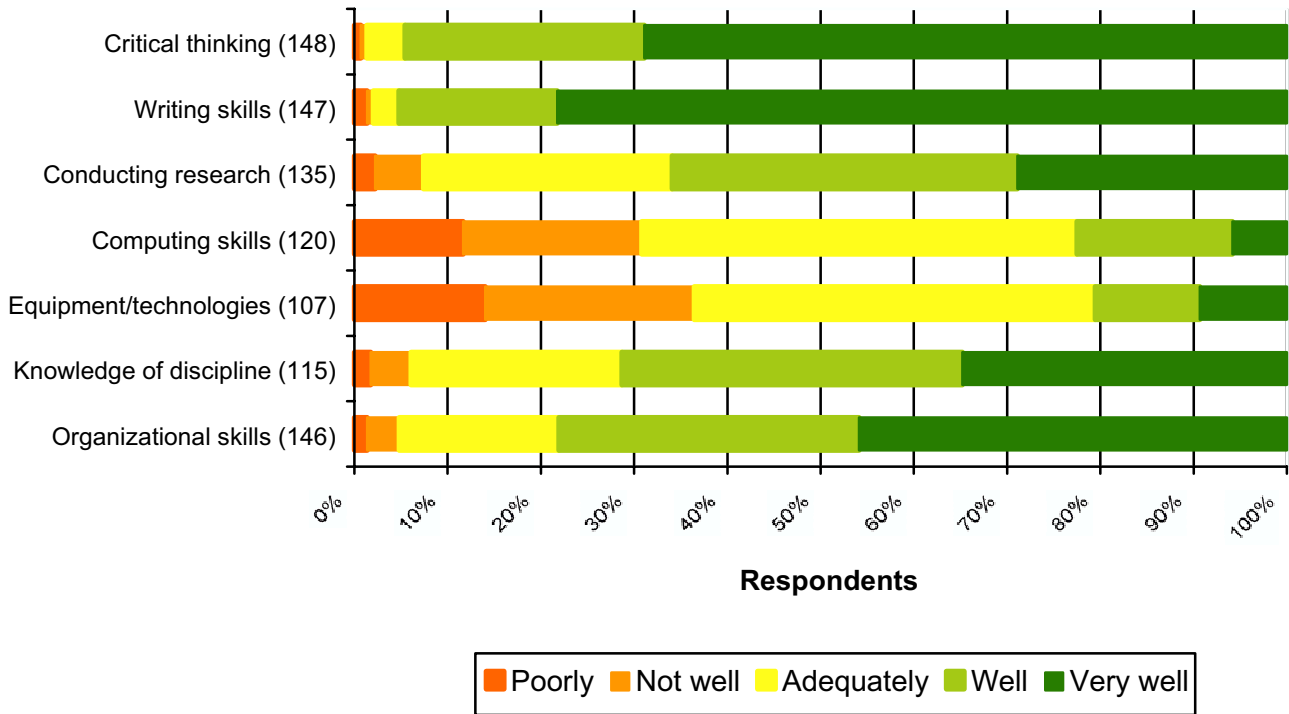
CURRENT OR MOST RECENT POSITIONS

Account Manager (Marriott International)	Instructional Aide (Special Ed)
Account Rep (insurance)	Instructor of Spanish (UVA)
Actor	International Advocacy Program Officer (Planned Parenthood)
Administrative Assistant	IT Consultant
Administrative Assistant (non-profit)	Law Clerk
Administrative Associate (education)	Lead Illustrator (computer game company)
Admissions Counselor (college)	Legal Assistant
Area Director (residential life)	Licensed Financial Specialist
Arts and Entertainment Editor	Literary Agent (publishing)
Assistant Director of Career Services	Manager (non-profit)
Assistant Director of Multicultural Student Services	Manager of Network Operations
Assistant Director of York-Poquoson Victim Witness Assistance Program	Manager of Online Development
Assistant Editor (publishing)	Manager, Wholesale and Corporate Markets
Assistant Head of Education	Marketing Coordinator
Assistant Librarian	Marketing Manager
Assistant Library Media Specialist	Medical Transcriptionist
Assistant Manager	Multimedia Developer (consulting)
Assistant Manager (music store)	Online Producer
Assistant Professor of English	Page (NBC)
Assistant Professor of Sociology (Emory University)	Paralegal
Assistant to the Editor	Part time faculty (community college)
Associate Attorney	Pastor

CURRENT OR MOST RECENT POSITIONS (continued)

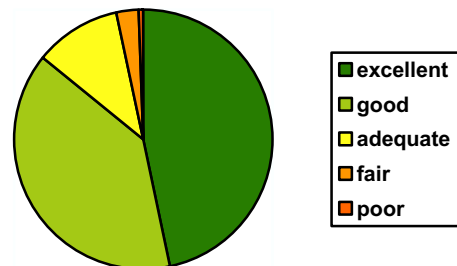
Associate Editor (magazine)	Payor Relation Administrator
Associate Instructor of English	Pediatrician
Associate Producer (cable tv)	Photographer
Attorney	Poetry in Motion Coordinator
Benefits Programs Specialist	Private tutor (SAT)
Cataloging Technician	Producer (internet)
Curriculum Writer	Producer (MSNBC)
Clerk (collections)	Program Assistant (museum)
Communications Coordinator (non-profit)	Program Assistant (non-profit)
Communications Specialist (consulting)	Project Coordinator (Capital One)
Computer Game Designer	Project Coordinator (Performing Arts School)
Copywriter	Realtor
Correspondent (international organization)	Recruiting Coordinator (consulting)
Curriculum Specialist (US Space Camp)	Sales Manager (publishing)
Dentist	Sales Representative (advertising)
Director of Human Resources	Sears Executive Development Trainee
Director of Leadership Center	Section Editor (magazine)
Documentation Specialist (computer software)	Senior Associate (publishing)
Editor (publishing)	Senior Editor (Penguin Books)
Editorial Assistant	Small business owner (floor refinishing)
Editorial Assistant (Children's Books)	Staff Writer
Elementary Teacher	Substitute Teacher
English Teacher (6th through 12th grades)	Swim Coach
Executive Coordinator of Medical Students	Teacher
Family Support Worker (non-profit)	Technical Writer
Fellow (American Political Science Association)	Telephone Account Executive
Financial Analyst	Vice President (non-profit)
Food Services	Visiting Assistant Professor (William and Mary)
Foreign Affairs Officer	Visiting Fellow (CDC)
Government Affairs Assistant	Writer (public relations)
Head Coach (Field Hockey, High School)	Writer/Account Manager
Health Club Worker	Writer/Data Analyst (Air Transport Association)
High School Teacher (Special Ed)	
Infantry Platoon Leader	

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



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?

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

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)