

# **Open AIMS**

Assessments, Instruments, and Measures for Education  
Research



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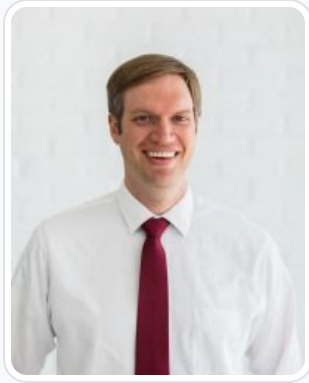
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## Editorial Board

Jered Borup, Charles R. Graham, Royce Kimmons, & Richard E. West





## Jered Borup

George Mason University

Jered Borup is the professor-in-charge of George Mason University's Blended and Online Learning in Schools Master's and Certificate programs that are devoted to improving teacher practices in online and blended learning environments. Previous to earning his Ph.D. at Brigham Young University, Jered taught history at a junior high school for six years. He has also taught online and blended courses since 2008. His current research interests include developing online learning communities and identifying support systems that adolescent learners require to be successful in online environments. A full list of his publications can be found at

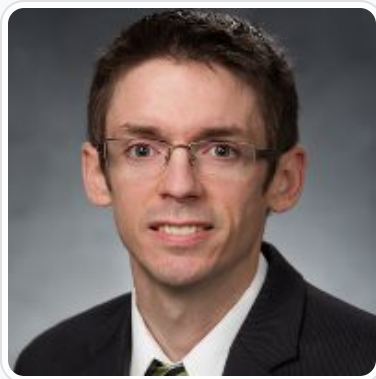
<https://sites.google.com/site/jeredborup/>



### Charles R. Graham

Brigham Young University

Charles R. Graham is a Professor of Instructional Psychology and Technology at Brigham Young University. He studies the design and evaluation of online and blended learning environments as well as the use of technology to enhance teaching and learning. In 2015 Charles became a Fellow of the Online Learning Consortium "For outstanding achievement in advancing theory, research and effective practice in online and blended learning." He is also a Fellow with the Michigan Virtual Learning Research Institute for his work to develop a K-12 Blended Teaching Readiness instrument for preservice and inservice teachers. Details regarding other books and articles authored by Charles can be found online at <http://bit.ly/crgvita>



### Royce Kimmons

Brigham Young University

Royce Kimmons is an Associate Professor of Instructional Psychology and Technology at Brigham Young University where he studies digital participation divides specifically in the realms of social media, open education, and classroom technology use. He is also the founder of [EdTechBooks.org](http://EdTechBooks.org). More information about his work may be found at <http://roycekimmons.com>, and you may also dialogue with him on Twitter [@roycekimmons](https://twitter.com/roycekimmons).



## Richard E. West

Brigham Young University

Dr. Richard E. West is an associate professor of Instructional Psychology and Technology at Brigham Young University. He teaches courses in instructional design, academic writing, qualitative research methods, program/product evaluation, psychology, creativity and innovation, technology integration skills for preservice teachers, and the foundations of the field of learning and instructional design technology.

Dr. West's research focuses on developing educational institutions that support 21st century learning. This includes teaching interdisciplinary and collaborative creativity and design thinking skills, personalizing learning through open badges, increasing access through open education, and developing social learning communities in online and blended environments. He has published over 90 articles, co-authoring with over 80 different graduate and undergraduate students, and received scholarship awards from the American Educational Research Association, Association for Educational Communications and Technology, and Brigham Young University.

He tweets @richardewest, and his research can be found on <http://richardewest.com/>



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# Submission Template

*All submissions to the volume should use the attached template and should have the following sections: Abstract, Overview, Procedure, AIM, References, Other References (optional), and Other Materials.*

## Instructions

1. Copy the submission template and complete it with your AIM's information.
2. Share the document so that anyone with the link can view it.
3. Submit your link using the provided [submission form](#).

Open in Google Docs



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## Artifact Analysis



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## Interview Protocols



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# Observation Protocols



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## Survey Instruments

English Graduate Workforce Survey



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# English Graduate Workforce Survey

## Experiences of Post-Graduation Job-Seeking and Value Perceptions of the English Major

Trina Harding & Royce Kimmons

Higher Education

English

Survey

*As college degrees become more common and the cost of these degrees increases, so does the debate about the worthwhileness and value of a college education generally and of specific degrees in particular. This survey was developed to evaluate job-seeking and workforce experiences of English majors post-graduation and their reflective perceptions regarding the value of their college experience.*

### Overview

<b>Background</b>	This survey instrument was created from emergent themes and a network analysis of English department graduates at Brigham Young University to understand the following: (a) participants' experiences searching for jobs post-graduation, (b) experiences with their first job post-graduation, and (c) perceptions of their English major experience.
<b>Constructs</b>	<ul style="list-style-type: none"> <li>English graduates' perceptions of personal career preparation and job-seeking experience</li> </ul>
<b>Subjects / Participants</b>	<ul style="list-style-type: none"> <li>Former students who have completed a bachelor's degree in English</li> </ul>
<b>Contexts</b>	<ul style="list-style-type: none"> <li>University graduates</li> </ul>
<b>Institutional Review</b>	<ul style="list-style-type: none"> <li>Brigham Young University Institutional Review Board (2022, #E2020-2011)</li> </ul>

<b>Reliability and Consistency</b>	<ul style="list-style-type: none"> <li>• Cronbach's alpha of Likert-scale questions about English major studies (positive): .892 (n = 9 items; Harding et al., under review).</li> <li>• Cronbach's alpha of Likert-scale questions about English major studies (negative): .720 (n = 4 items; Harding et al., under review).</li> <li>• Cronbach's alpha of Likert-scale questions about skills gained in the English major, important to job hunt, and important in professional development: .896 (n = 33 items; Harding et al., under review)</li> <li>• Free-response question responses have not been analyzed</li> </ul>
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<b>Validation Studies</b>	Not available
<b>Additional Formats</b>	Not available
<b>License</b>	CC BY

## Procedure

This survey was designed to be administered through a web-based application (e.g., Qualtrics). The median participant required 15 minutes to complete the survey.

## Instrument

All Likert-scale questions use the same six-point scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. The Likert scale questions that ask about specific skills also include an option for “not applicable.”

### Basic Information

1. Upon graduating with my BA from the BYU English department, my immediate career goal was (select the option that best fits)
  - Finding full-time employment
  - Attending graduate school
  - Finding freelance/contract/part-time work
  - Full-time homemaking/child-rearing
  - Other
2. When did you graduate with your degree in English?
3. Gender
4. Race
5. Title of first full-time job title after graduation
6. Are you still employed in this same job? Y/N
7. Do you still work with the same company as you did in your first job after graduation? Y/N
8. How many different employers have you worked for since graduating with your BA?

## Job Search After Graduation

9. How long did it take you to find full-time employment after graduation?
  - o I had a job lined up at graduation
  - o 1 month
  - o 2 months
  - o 3 months
  - o 4 months
  - o 5 months
  - o 6-12 months
  - o more than 1 year
  - o I have not been able to find full-time employment
10. What factors motivated you in your initial job search after graduation (select all that apply)?
  - o Salary/income
  - o Begin a specific career/work at a specific company
  - o Get general work experience
  - o Work in a field related to your major
  - o Learn what careers were available/Learn what careers you were interested in
  - o Work in a specific geographic area (e.g., hometown, proximity to spouse's work)
11. (Forwarded responses from Q. 10) Please rank how motivating each of these factors were for you in searching for your first job after graduation, from most motivating (first) to least motivating (last).
12. List any other motivating factors in your initial job search
13. What factors motivated you in accepting your first job after graduation (select all that apply)?
  - o Salary/income
  - o Begin a specific career/work at a specific company
  - o Get general work experience
  - o Work in a field related to your major
  - o Learn what careers were available/Learn what careers you were interested in
  - o Work in a specific geographic area (e.g., hometown, proximity to spouse's work)
14. (Forwarded responses from Q. 13) Please rank how motivating each of these factors were for you in accepting your first job after graduation, from most motivating (first) to least motivating (last).
15. List any other motivating factors in accepting your first job
16. (Likert-scale) Please indicate how much you agree or disagree with each of the following statements about your first job search.
  - o The job market was healthy at the time I graduated
  - o I knew where to look for the jobs that I wanted
  - o I knew what I wanted to do (what type of job I wanted) after graduation
  - o I had the experience I needed in order to get the job I wanted after graduation
  - o I felt prepared to find a job and enter the workforce I was able to articulate the skills I had gained in my major in job applications and interviews
  - o The skills I gained in my major matched those in the descriptions of jobs I was interested in applying for
  - o My job hunt took longer than I expected
  - o I struggled to find jobs that I felt qualified for
  - o I lacked confidence in my ability to do the work that companies were hiring for
  - o I felt discouraged about finding work
  - o I settled for a job I was not that excited about
17. Which of the following helped you to land your first job (select all that apply)?

- The English degree/English skills
  - A non-English minor
  - A second major
  - Prior work experience (non-internship)
  - Internship
  - Personal network
  - Professional network
  - Personal drive or other personal attributes
18. (Forwarded responses from Q.17) Please rank how helpful each of these factors were for you getting your first job after graduation, from most helpful (first) to least helpful (last).
19. Did anything else help you get your first job?
20. (Likert-scale) The following skills positively influenced my ability to get my first job
- Writing skills
  - Research skills
  - Analytical skills
  - Oral communication
  - Persuasive abilities
  - Understanding diverse opinions
  - Empathy
  - Critical thinking skills
  - Problem solving skills
  - Ability to work with others on a team
  - Technical skills
21. Any other skills not listed here that positively influence your ability to get your first job?
22. In hindsight, what would you have done differently when seeking that first job?

## First Job

23. (Likert-scale) Reflecting on your first job, please indicate how much you agree or disagree with the following statements

- I utilized skills that I gained in my English major in my first job
- My first job was aligned with my major field
- My first job was aligned with my major field
- My first job was professionally rewarding
- I was satisfied with my first job (as a first job)
- I was proud of my first job
- The salary for this job was what I expected as a college graduate
- The salary for this job was sufficient for my needs
- My first job was a good starting point for my ultimate career goals
- I was dissatisfied with my first job
- I was always on the lookout for a better job
- I felt underutilized in my first job
- I did not feel professionally challenged in my first job

24. (Likert-scale) Thinking beyond being hired for my first job, the following skills positively influenced my ability to progress in my career.

- Writing skills
- Research skills
- Analytical skills
- Oral communication
- Persuasive abilities
- Understanding diverse opinions
- Empathy
- Critical thinking skills
- Problem solving skills
- Ability to work with others on a team
- Technical skills

25. Any other skills not listed here that positively influence your ability to progress in your career?

## English Major

26. (Likert-scale) Please indicate how much you agree or disagree with each of the following statements about your English major studies.

- I enjoyed my English major
- I received career guidance during my undergraduate studies
- I knew where to find career guidance in the department/on campus
- The English major prepared me to enter the workforce
- I developed professional skills and competencies during my undergraduate education
- I would choose to major in English again
- I would recommend the English major to a family member or close friend
- My English degree has benefitted me personally
- My English degree has benefitted me professionally
- I wish I had chosen a major with a more clear career path
- I wish I had seen more examples of careers that were available to me with my major
- I wish I had had more “applied” experiences during the major (e.g., internship, publication work, leadership opportunities)
- English is a useless major for trying to find a first job

27. (Likert-scale) I learned the following skills as part of the English major.

- Writing skills
- Research skills
- Analytical skills
- Oral communication
- Persuasive abilities
- Understanding diverse opinions
- Empathy
- Critical thinking skills
- Problem solving skills
- Ability to work with others on a team
- Technical skills

28. What did you appreciate most about your English studies in relation to your first job?

29. What did you appreciate least?

30. What do you wish you had known about career pathways when you started as an English major?

31. In hindsight, what would you have done differently as an English major to help with that initial job search?

## References

Harding, T., Kimmons, R., & Leary, H. (under review). Understanding English graduates’ experiences entering the workforce.

## Other Materials

Survey results of Harding et al. (under review): <https://edtechbooks.org/-HBut>





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