2012-2013 LIT/LIT-EE Survey Alum/Grads

1. PROFILE INFORMATION   What was your concentration in the major?

#	Answer		Response	%
1	Literature		23	61%
2	Literature-English Education		15	39%
	Total		38	100%
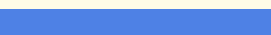
Statistic	Value
Min Value	1
Max Value	2
Mean	1.39
Variance	0.25
Standard Deviation	0.50
Total Responses	38

2. Were you a transfer student to PLNU?

#	Answer		Response	%
1	Yes		10	26%
2	No		28	74%
	Total		38	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.74
Variance	0.20
Standard Deviation	0.45
Total Responses	38

3. From which type of instute did you transfer?

#	Answer		Response	%
1	California community college		4	57%
2	California state college		1	14%
3	California private college		0	0%
4	California UC System		1	14%
5	out-of-state community college		0	0%
6	out-of-state private college		0	0%
7	out-of-state public college		1	14%
	Total		7	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	2.43
Variance	5.29
Standard Deviation	2.30
Total Responses	7

4. Please indicate the month and year of your graduation:

Text Response
June 1990
May 2006
May 2001
June 1987
May 2009
June 1997
May 2006
06-1994
May 2008
May 1991
June 1992
December 2004
December 2008
June 1987
May 2012
May 2008
Dec. 2005
May 2011
June 1994
May 994
June 1992
May 2009
05/2011
May 2005
June 1990
May 2011
May, 2009
May 2002
May 2010
May 2011
May 2008

Statistic	Value
Total Responses	31

5. If you had a minor or dual major, please note it here:

Text Response
Music
Music minor
History minor
none
N/A
English education
n/a
Dual major - Business
None
Libral Studies
Journalism and pre-med
none
Sociology
No minor or dual major
no
Women's Studies
I didn't have either of these, yet the survey prevented me from continuing until I wrote something. Work on "if, then" questions.
n/a
Philosophy
no
None
N/A
None
n/a
None
Writing
Na
Na
n/a
none
no

Statistic	Value
Total Responses	31

6. PROGRAM LEARNING OUTCOMES: LITERATURE/LITERATURE-ENGLISH EDUCATION   How effectively have your literature courses equipped you to demonstrate reading practices that make connections between the literature studies our contemporary world: (PLO 1)

#	Question	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively	Total Responses	Mean
1	in our contemporary society?	0	2	12	17	31	3.48
2	in your personal journey?	0	0	7	24	31	3.77
3	in your personal relationships, i.e., family, friends, acquaintances, co-workers, etc.?	0	1	12	18	31	3.55
4	in your awareness/appreciation of race, class, sexuality, gender and disability issues?	1	3	8	19	31	3.45

Statistic	in our contemporary society?	in your personal journey?	in your personal relationships, i.e., family, friends, acquaintances, co-workers, etc.?	in your awareness/appreciation of race, class, sexuality, gender and disability issues?
Min Value	2	3	2	1
Max Value	4	4	4	4
Mean	3.48	3.77	3.55	3.45
Variance	0.39	0.18	0.32	0.66
Standard Deviation	0.63	0.43	0.57	0.81
Total Responses	31	31	31	31

7. How effectively have your literature courses equipped you to identify and articulate the characteristics of literary-historical periods: dates, styles, and authors: (PLO 2)

#	Question	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively	Total Responses	Mean
1	Can you identify and articulate characteristics of literary-historical movements and authors?	0	3	16	12	31	3.29
2	Can you correctly identify literary/ historical periods chronologically?	1	5	16	9	31	3.06
3	Can you correctly/adequately describe the differing styles of writing in various literary periods?	1	3	17	10	31	3.16
4	Can you correctly identify several of the major authors of a given literary period?	1	2	12	16	31	3.39
5	How effectively does your knowledge of literary-historical eras impact your ongoing reading practices?	1	6	11	13	31	3.16
6	How effectively did your major expose you to a breadth of coverage of literary works from many different literary periods (world, British, American, post-colonial, etc.)?	0	4	11	16	31	3.39

Statistic	Can you identify and articulate characteristics of literary-historical movements and authors?	Can you correctly identify literary/ historical periods chronologically?	Can you correctly/adequately describe the differing styles of writing in various literary periods?	Can you correctly identify several of the major authors of a given literary period?	How effectively does your knowledge of literary-historical eras impact your ongoing reading practices?	How effectively did your major expose you to a breadth of coverage of literary works from many different literary periods (world, British, American, post-colonial, etc.)?
Min Value	2	1	1	1	1	2
Max Value	4	4	4	4	4	4
Mean	3.29	3.06	3.16	3.39	3.16	3.39
Variance	0.41	0.60	0.54	0.58	0.74	0.51
Standard Deviation	0.64	0.77	0.73	0.76	0.86	0.72
Total Responses	31	31	31	31	31	31

8. When you read all types of texts, to what extent can you demonstrate knowledge of major literary-theoretical perspectives and terminology: (PLO3)

#	Question	Never	Sometimes	Often	Frequently	Total Responses	Mean
1	Do you question what you are reading from specific literary-theoretical perspectives?	3	9	10	9	31	2.81
2	Does your knowledge of literary theory help you gain insight into texts?	1	8	8	14	31	3.13
3	Is your reading enhanced by your understanding of literary terms?	0	6	16	9	31	3.10
4	Are you equipped to identify and understand literary theories and terms?	0	10	11	10	31	3.00

Statistic	Do you question what you are reading from specific literary-theoretical perspectives?	Does your knowledge of literary theory help you gain insight into texts?	Is your reading enhanced by your understanding of literary terms?	Are you equipped to identify and understand literary theories and terms?
Min Value	1	1	2	2
Max Value	4	4	4	4
Mean	2.81	3.13	3.10	3.00
Variance	0.96	0.85	0.49	0.67
Standard Deviation	0.98	0.92	0.70	0.82
Total Responses	31	31	31	31

9. How effectively have your linguistics courses equipped you to articulate the difference between a traditional pedagogical and a modern linguistics notion of language: (PLO 4)

#	Question	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively	Total Responses	Mean
1	Upon hearing or reading a non-standard discourse (e.g., a street dialect used with peers), how effectively would you be to respond from a modern linguist's point of view, citing the legitimacy of word choice and structures within that context?	5	7	11	8	31	2.71
2	How effectively have your linguistics courses enabled you to recognize that there are multiple legitimate linguistic	2	5	9	15	31	3.19

	ways of expressing a thought in a language?					
3	How effectively have your linguistics courses been in giving you a strong knowledge of English grammar?	2	4	11	14	31	3.19

Statistic	Upon hearing or reading a non-standard discourse (e.g., a street dialect used with peers), how effectively would you be to respond from a modern linguist's point of view, citing the legitimacy of word choice and structures within that context?	How effectively have your linguistics courses enabled you to recognize that there are multiple legitimate linguistic ways of expressing a thought in a language?	How effectively have your linguistics courses been in giving you a strong knowledge of English grammar?
Min Value	1	1	1
Max Value	4	4	4
Mean	2.71	3.19	3.19
Variance	1.08	0.89	0.83
Standard Deviation	1.04	0.95	0.91
Total Responses	31	31	31

10. How effectively has your literature major equipped you to employ strong rhetorical, literary and analytical skills in your writing: (PLO 5)

#	Question	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively	Total Responses	Mean
1	Can you use correct sentence structure and grammar in your own writing?	0	0	2	29	31	3.94
2	Can you effectively structure and organize your own writing?	0	0	1	30	31	3.97
3	Can you identify, evaluate, and integrate secondary sources into your own writing?	0	1	2	28	31	3.87

Statistic	Can you use correct sentence structure and grammar in your own writing?	Can you effectively structure and organize your own writing?	Can you identify, evaluate, and integrate secondary sources into your own writing?
Min Value	3	3	2
Max Value	4	4	4
Mean	3.94	3.97	3.87
Variance	0.06	0.03	0.18
Standard Deviation	0.25	0.18	0.43
Total Responses	31	31	31

11. How effectively has your literature major equipped you to identify and evaluate effective use of higher and lower order thinking and writing skills: (PLO 6)

#	Question	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively	Total Responses	Mean
1	You can explain sentence structure and grammar to other writers (junior high and high school students, college students, peers)?	0	2	9	20	31	3.58
2	You can explain the structure and organization of an essay to other writers (junior high and high school students, college students, peers)?	1	1	8	21	31	3.58
3	You can explain how to identify, evaluate, and integrate secondary sources to other writers (junior high and high school students,	1	1	9	20	31	3.55

	college students, peers)?					
4	To what degree was your literature major effective in the improving your own writing?	0	0	8	23	31	3.74

Statistic	You can explain sentence structure and grammar to other writers (junior high and high school students, college students, peers)?	You can explain the structure and organization of an essay to other writers (junior high and high school students, college students, peers)?	You can explain how to identify, evaluate, and integrate secondary sources to other writers (junior high and high school students, college students, peers)?	To what degree was your literature major effective in the improving your own writing?
Min Value	2	1	1	3
Max Value	4	4	4	4
Mean	3.58	3.58	3.55	3.74
Variance	0.38	0.52	0.52	0.20
Standard Deviation	0.62	0.72	0.72	0.44
Total Responses	31	31	31	31

12. DEPARTMENT LEARNING OUTCOMES   How effective has your LJML major been in developing your knowledge of and/or ability to do each of the following:

#	Question	Not effective	Somewhat ineffective	Somewhat effective	Very Effective	Total Responses	Mean
1	conduct scholarly research?(DLO1)	1	2	11	17	31	3.42
2	write a coherent paper? (DLO1)	0	0	5	26	31	3.84
3	do and discuss textual analysis? (DLO2)	0	2	13	16	31	3.45
4	engage in critical discussions? (DLO2)	0	1	9	21	31	3.65
5	understand current literary theory? (DLO3)	1	2	16	12	31	3.26
6	grasp the breadth of literary styles? (DLO3)	0	1	15	15	31	3.45
7	understand literary terms? (DLO3)	0	1	13	17	31	3.52

Statistic	conduct scholarly research?(DLO1)	write a coherent paper? (DLO1)	do and discuss textual analysis? (DLO2)	engage in critical discussions? (DLO2)	understand current literary theory? (DLO3)	grasp the breadth of literary styles? (DLO3)	understand literary terms? (DLO3)
Min Value	1	3	2	2	1	2	2
Max Value	4	4	4	4	4	4	4
Mean	3.42	3.84	3.45	3.65	3.26	3.45	3.52
Variance	0.58	0.14	0.39	0.30	0.53	0.32	0.32
Standard Deviation	0.76	0.37	0.62	0.55	0.73	0.57	0.57
Total Responses	31	31	31	31	31	31	31

13. How effective has your LJML major been in shaping each of the following:

#	Question	Not effective	Somewhat ineffective	Somewhat effective	Very effective	Total Responses	Mean
1	Your attitude towards other cultures within the United States? (DLO3)	0	5	9	17	31	3.39
2	Your attitude towards other cultures from around the world? (DLO3)	0	3	12	16	31	3.42
3	Your attitude towards issues of gender equality? (DLO3)	0	3	8	20	31	3.55
4	Your personal faith in God? (DLO5)	2	3	13	13	31	3.19
5	Your attitude toward the spiritual life of others? (DLO5)	1	5	10	15	31	3.26

Statistic	Your attitude towards other cultures within the United States? (DLO3)	Your attitude towards other cultures from around the world? (DLO3)	Your attitude towards issues of gender equality? (DLO3)	Your personal faith in God? (DLO5)	Your attitude toward the spiritual life of others? (DLO5)
Min Value	2	2	2	1	1
Max Value	4	4	4	4	4
Mean	3.39	3.42	3.55	3.19	3.26
Variance	0.58	0.45	0.46	0.76	0.73
Standard Deviation	0.76	0.67	0.68	0.87	0.86
Total Responses	31	31	31	31	31

14. EMPLOYABILITY Please rate the importance of the following skills to your chosen career path:

#	Question	Unnecessary	Less important	Very important	Essential	Total Responses	Mean
1	Your writing skills	0	1	8	22	31	3.68
2	Your critical thinking skills	0	0	6	25	31	3.81
3	Your editing skills	0	3	6	22	31	3.61
4	Your speaking skills	0	3	8	20	31	3.55
5	Your critical reading skills	0	4	7	20	31	3.52

Statistic	Your writing skills	Your critical thinking skills	Your editing skills	Your speaking skills	Your critical reading skills
Min Value	2	3	2	2	2
Max Value	4	4	4	4	4
Mean	3.68	3.81	3.61	3.55	3.52
Variance	0.29	0.16	0.45	0.46	0.52
Standard Deviation	0.54	0.40	0.67	0.68	0.72
Total Responses	31	31	31	31	31

15. In what general area do you currently work? Please mark all that apply.

#	Answer		Response	%
1	Primary education (K-6)		1	3%
2	Secondary education (7-12)		9	29%
3	Higher education		9	29%
4	Journalism/Communications		2	6%
5	Publishing/Editing		8	26%
6	Business		7	23%
7	Writing		10	32%
8	Ministry		3	10%
9	Ministry Spouse		0	0%
10	Law		0	0%
11	Government		1	3%
12	NGO		1	3%
13	Stay-at-home father		0	0%
14	Stay-at-home mother		1	3%

Statistic	Value
Min Value	1
Max Value	14
Total Responses	31

16. In what general areas have you worked? Please mark all that apply.

#	Answer		Response	%
1	Primary education (K-6)		4	13%
2	Secondary education (7-12)		12	39%
3	Higher education		12	39%
4	Journalism		3	10%
5	Publishing/Editing		11	35%
6	Web Design/Online writing		5	16%
7	Writing		12	39%
8	Ministry		3	10%
9	Ministry Spouse		0	0%
10	Law		1	3%
11	Government		1	3%
12	NGO		2	6%
13	Stay-at-home father		0	0%
14	Stay-at-home mother		2	6%
15	Business		8	26%
16	Public Relations		4	13%
17	Communications		4	13%

Statistic	Value
Min Value	1
Max Value	17
Total Responses	31

17. Have you been accepted to a graduate degree program?

#	Answer		Response	%
1	Yes		21	68%
2	No		10	32%
	Total		31	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.32
Variance	0.23
Standard Deviation	0.48
Total Responses	31

18. Please indicate the degree, program, and institutions where you were accepted.

Text Response
MA, Literature, Miami University (Ohio)
MA in Education (Higher Ed) w/ Ashford University, Certificate in Theology w/Fuller Theological Seminary
Augusta State University
MBA University of Denver
SDSU
MA American Literature, SDSU
MBA Pepperdine, MSLM - UNiversity of Laverne
International Health (Trident University); Rhetoric and Writing (San Diego State University)
PLNU
MA Ed
Point Loma Masters in Teaching
MA in theology at St. Vladimir's Orthodox Theological Seminary and PhD in theology at the Graduate Theological Union
MA in English at San Diego State University
Master of Library Science, UCLA - Completed; PhD Higher Ed, Azusa Pacific Univ.
San Jose State University, Masters in Library and Information Science; San Diego State University, Single Subject Teaching Credential in English
PhD English Education University of California Santa Barbara
Credential/Master's program Apu
M.Div in Islamic Studies at the Southern Baptist Theological Seminary; MA in Intercultural Studies at Gordon-Conwell Theological Seminary
Baylor University, Religion and Literature, English Department, Ph.D. Candidate

Statistic	Value
Total Responses	19

19. Please indicate where you are in your pursuit of a higher degree:

#	Answer		Response	%
1	currently enrolled in a master's program		5	26%
2	completed a master's degree		10	53%
3	ABD--all but dissertation		3	16%
4	completed a Ph.D.		1	5%
	Total		19	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.00
Variance	0.67
Standard Deviation	0.82
Total Responses	19

20. How well did your literature degree prepare you for graduate school?

#	Question	Not effective	Somewhat ineffective	Somewhat effective	Very effective	Total Responses	Mean
1	My preparation was	0	2	6	11	19	3.47

Statistic	My preparation was
Min Value	2
Max Value	4
Mean	3.47
Variance	0.49
Standard Deviation	0.70
Total Responses	19

21. Thinking of your graduate school experience, how effectively were you prepared in relation to your peer graduate students in each of the following areas:

#	Question	Not effectively	Somewhat ineffectively	Somewhat effectively	Very Effectively	Total Responses	Mean
1	ability to conduct scholarly research? (DLO1)	0	1	7	11	19	3.53
2	ability to write a coherent paper? (DLO)	0	0	3	16	19	3.84
3	ability to do and discuss textual analysis? (DLO2)	0	0	7	12	19	3.63
4	ability to engage in critical discussions? (DLO2)	0	0	7	12	19	3.63
5	grasp of the breadth of literary styles? (DLO3)	0	1	9	9	19	3.42
6	understanding of current literary theory? (DLO3)	1	3	6	9	19	3.21
7	ability to apply literary theory in textual analysis? (DLO3)	0	4	7	8	19	3.21
8	understanding and use of literary terms? (DLO3)	0	1	7	11	19	3.53

Statistic	ability to conduct scholarly research? (DLO1)	ability to write a coherent paper? (DLO)	ability to do and discuss textual analysis? (DLO2)	ability to engage in critical discussions? (DLO2)	grasp of the breadth of literary styles? (DLO3)	understanding of current literary theory? (DLO3)	ability to apply literary theory in textual analysis? (DLO3)	understa and us literary t (DLC
Min Value	2	3	3	3	2	1	2	2
Max Value	4	4	4	4	4	4	4	4
Mean	3.53	3.84	3.63	3.63	3.42	3.21	3.21	3.5
Variance	0.37	0.14	0.25	0.25	0.37	0.84	0.62	0.3
Standard Deviation	0.61	0.37	0.50	0.50	0.61	0.92	0.79	0.6
Total Responses	19	19	19	19	19	19	19	19

22. Have you ever been accepted to a credential program?

#	Answer		Response	%
1	Yes		0	0%
2	No		0	0%
	Total		0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

23. Where did you enroll for your credential work?

#	Answer		Response	%
1	PLNU		0	0%
2	a California state college		0	0%
3	a UC university		0	0%
4	an out-of-state university or college		0	0%
5	a for-profit university (e.g. National University)		0	0%
6	another faith-based university		0	0%
7	an online university		0	0%
	Total		0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

24. Did you complete a teaching credential?

#	Answer		Response	%
1	Yes		0	0%
2	No		0	0%
	Total		0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

25. Did you pursue a Master's in Education while credentialing?

#	Answer		Response	%
1	Yes		0	0%
2	No		0	0%
	Total		0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

26. What level or area of specialty did you complete in your credential program? Please mark all that apply.

#	Answer		Response	%
1	Grades K-6		0	0%
2	Secondary level 7-12		0	0%
3	Special Education		0	0%
4	Leadership and Administration		0	0%
5	Counseling		0	0%
6	Other _____		0	0%

Statistic	Value
Min Value	-
Max Value	-
Total Responses	0

27. How well did your literature degree prepare you to be a teacher?

#	Question	Not effective	Somewhat ineffective	Somewhat effective	Very effective	Total Responses	Mean
1	My preparation was	0	0	0	0	0	0.00

Statistic	My preparation was
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

28. LASTING LIFE IMPACTS of Literature/Literature-EE Degree How many books do you normally read in a year?

#	Answer		Response	%
1	0		0	0%
2	1-6		7	24%
3	7-12		7	24%
4	13-20		5	17%
5	21-25		2	7%
6	more than 25		8	28%
	Total		29	100%

Statistic	Value
Min Value	2
Max Value	6
Mean	3.90
Variance	2.45
Standard Deviation	1.57
Total Responses	29

29. Which of all of the following do you do at least twice a year or as often as indicated? Check all that apply.

#	Answer		Response	%
1	Go to the theatre		23	79%
2	Go to "artistic" movies		17	59%
3	Write fiction		8	28%
4	Read fiction		28	97%
5	Write poetry		7	24%
6	Read poetry		19	66%
7	Write non-fiction		14	48%
8	Read non-fiction		25	86%
9	Write plays		0	0%
10	Read plays		6	21%
11	Journal at least 2x a week		8	28%
12	Participate in a book discussion group		13	45%
13	Participate in a bible study group		14	48%
14	Engage in a theological discussion		22	76%
15	Attend public lectures/readings		9	31%
16	Read a literary journal/magazine		11	38%
17	Visit museums/galleries		23	79%
18	Attend the symphony		5	17%
19	Listen to NPR or KPBS weekly		17	59%
20	Financially support a public library		0	0%
21	Financially support a lecture series		2	7%
22	Financially support a literary magazine		2	7%
23	Financially support a theatre company		1	3%
24	Click to write Choice 24		1	3%

Statistic	Value
Min Value	1
Max Value	24
Total Responses	29

30. OVERALL EXPERIENCE IN LJML What was the best aspect of your major in literature at PLNU?

Text Response
Various faculty members like Art Seamans.
London Term, 2004, study abroad cohort
Variety of perspectives and content, amazing professors
The Profs
Reading and writing constantly
connections to professors & Wood's lit theory class
Good foundational introduction to literature, literary criticism, and writing. Rooted in canonical lineage. Diversity of voices. Karl Martin.
The personal connection with the professors.
Reading a variety of books, poems, and essays from different time periods.
TOLERANCE
Interactions with professors
the class discussions and personal relationships with professors and classmates
Being exposed to new novels and new ideas through fiction, lively discussion and passionate people
Discussions led by professors. Reading selections. The spirit of fellowship in the LJML department.
Discussing with classmates and teachers how class reading material was relevant to our contemporary society/our personal lives.
Gaining confidence and credibility
Reading varied texts, discussions, most professors, etc.
The peer friends I made in the department, and the sense of humor and memories from fun professors and classes.
The opportunity to work closely with my professors, such as Arthur Seamans, and to engage in critical analysis in small classes
my relationship w/the professors
The professors! They took the time to really understand me, so that I could understand the curriculum
The professors
Discussion
The best aspect of majoring in literature was growing in my ability to analyze, critique and synthesize the voices of other authors in relationship to my own.
My literature courses provided me with the critical thinking skills necessary for life and teaching literature to 7-12 grade students. My linguistics courses, specifically the Structure of the English Language Course, provided me with a SOLID foundation for teaching English to students with English as a Second Language as well as grammar to all of my students. I felt very well prepared to teach and to enter the broader community as thinking individual.
A deeper, more mature appreciation for marginalized groups in general (women writers, African-American writers, world literature) and a more nuanced understanding of the function of literature, especially that without the tidy moral endings I was drawn to in high school.
Experience working in the writers' studio with Professor Pate.
I loved how the profs led us to connect the literature we were reading to current social, economic, and political issues. I think I would have become impatient with the lit major if I couldn't see how it was helping me change the world around me, particularly in areas of social injustice.
The Professors

Statistic	Value
Total Responses	29

31. How could the Department of Literature, Journalism and Modern Languages better serve the needs of its students?

Text Response

More rounded coverage of literary genres, periods, and styles. There were too many glaring holes - and too much conservatism.

Assisting them in more clearly identifying their career goals within the scope of their degree.

Expanded programs, courses

Discuss career opportunities other than teaching or writing

Keep the bar high!

more diverse and contemporary literature

Definitely develop the practice of critical engagement earlier. I remember the capstone course totally illuminated all of the literature I was reading in my other classes and thinking: "I wish we had this class earlier in our education." Increase the diversity of voices, branch out to include non-canonical literature and emphasize the value of studying it.

Making studentsa aware that their degree can ve valuable in non-traditional industries

Availability of more grammar classes. I wasn't very strong in this area.

MORE SPEAKING SKILLS, WRITING IS PARAMOUNT OF COURSE AND LOVING GOOD LITERATURE!

Expand the scope of the courses offered

require a creative writing course for Lit majors. I never had room in my course load to take one, and it wasn't required, and I wish I'd been able to.

No suggestions- it's been too long for me to remember specific issues

The professors need to remember that people generally try to fit in and appear as if they understand what's going on. Many will hesitate to tell you if they're struggling with issues that have been brought up in class, or if they feel upended and rootless after encountering so many powerful new ideas that are different from their childhood/adolescent thinking and often different from their upbringing. Always remember the person whose faith and understanding may be in chaos due to the influence of college-level ideas. Please give them something to hold onto during chaotic times in their thoughts. What stabilizes you in your own life in this mad world? Share that with them. Remember that not all students are Ph.D.-level thinkers!

Instructing us in writing APA format. MLA is not used in grad school.

integrate literary theory earlier

Don't reach too far for the sake of inclusivity and don't restrict discussions/texts based on the prudishness of (many) students.

I would have liked it if professors related discussions to their faith more. This was done in a preachy way at times, but not as much in a devotional sense. I ended up feeling more disillusioned and turned off from faith from many class discussions, not seeing by example how the professors could reconcile their beliefs about the world with their faith. Also, I think the catalogue changed after my year to allow more options for literature courses that would count. If it had for my catalogue, I think I would've taken more multicultural literature courses and had a better survey of world literature. I would have minored in Spanish if the class schedules had not been exactly the same times as my core literature classes that I had to take, so in my opinion having more sections of upper division Spanish or at least being wiling to vary the times from other key LJML classes could be helpful.

By emphasizing a historical approach to literature a bit more, starting with ancient and medieval works

give a better real life perspective of the job market once graduated

It has been quite some time since I graduated, so I have little to say about current practices/offerings.

Not sure

Diversify faculty with regards to background, theoretical disciplines. Hire more secular thinkers.

One of the linguistic classes offered should cover child language acquisition, which would have been helpful when applying for my teaching credential. I transferred to PLNU, so I didn't take any composition-specific courses, but I believe it would be a benefit to students if all literature courses taught students to identify the different rhetorical pieces/devices of the texts they are reading; though some classes did this explicitly, such as LIT 300, not all did.

No suggestions here. I felt very well prepared by the program.

Provide a greater emphasis on critical theory, and tie it more strongly to the contemporaneous philosophical/social/historical contexts in which theories developed and continue to live.

Bring in speakers specifically to discuss employment opportunities related to LJML majors.

I would have loved a greater variety of non-western lit classes.

Continue to offer breath of subject historical areas and to offer choices within categories for students to fulfill their credits.

Statistic	Value
Total Responses	29