

**Default Question Block**

**PROFILE INFORMATION**

What was your concentration in the major?

- Literature
- Literature-English Education

Were you a transfer student to PLNU?

- Yes
- No

From which type of instute did you transfer?

- California community college
- California state college
- California private college
- California UC System
- out-of-state community college
- out-of-state private college
- out-of-state public college

Please indicate the month and year of your graduation:

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

**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)*

	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively
in our contemporary society?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in your personal journey?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in your personal relationships, i.e., family, friends, acquaintances, co-				

workers, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in your awareness/appreciation of race, class, sexuality, gender and disability issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively
Can you identify and articulate characteristics of literary-historical movements and authors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you correctly identify literary/historical periods chronologically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you correctly/adequately describe the differing styles of writing in various literary periods?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you correctly identify several of the major authors of a given literary period?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How effectively does your knowledge of literary-historical eras impact your ongoing reading practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never	Sometimes	Often	Frequently
Do you question what you are reading from specific literary-theoretical perspectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your knowledge of literary theory help you gain insight into texts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your reading enhanced by your understanding of literary terms?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you equipped to identify and understand literary theories and terms?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*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)*

	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How effectively have your linguistics courses enabled you to recognize that there are multiple legitimate linguistic ways of expressing a thought in a language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How effectively have your linguistics courses been in giving you a strong knowledge of English grammar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively
Can you use correct sentence structure and grammar in your own writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you effectively structure and organize your own writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you identify, evaluate, and integrate secondary sources into your own writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*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)*

	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively
You can explain sentence structure and grammar to other writers (junior high and high school students, college students, peers)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can explain the structure and organization of an essay to other writers (junior high and high school students, college students, peers)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can explain how to identify, evaluate, and integrate secondary sources to other writers (junior high and high school students, college students, peers)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what degree was your literature major effective in the improving your own writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DEPARTMENT LEARNING OUTCOMES**

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

	Not effective	Somewhat ineffective	Somewhat effective	Very Effective

conduct scholarly research? (DLO1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write a coherent paper? (DLO1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do and discuss textual analysis? (DLO2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
engage in critical discussions? (DLO2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand current literary theory? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grasp the breadth of literary styles? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand literary terms? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not effective	Somewhat ineffective	Somewhat effective	Very effective
Your attitude towards other cultures within the United States? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your attitude towards other cultures from around the world? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your attitude towards issues of gender equality? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your personal faith in God? (DLO5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your attitude toward the spiritual life of others? (DLO5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**EMPLOYABILITY**

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

	Unnecessary	Less important	Very important	Essential
Your writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your editing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your critical reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

<input type="checkbox"/> Primary education (K-6)	<input type="checkbox"/> Ministry
<input type="checkbox"/> Secondary education (7-12)	<input type="checkbox"/> Ministry Spouse
<input type="checkbox"/> Higher education	<input type="checkbox"/> Law
<input type="checkbox"/> Journalism/Communications	<input type="checkbox"/> Government
<input type="checkbox"/> Publishing/Editing	<input type="checkbox"/> NGO

- Business
- Writing
- Stay-at-home father
- Stay-at-home mother

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

- Primary education (K-6)
- Secondary education (7-12)
- Higher education
- Journalism
- Publishing/Editing
- Web Design/Online writing
- Writing
- Ministry
- Ministry Spouse
- Law
- Government
- NGO
- Stay-at-home father
- Stay-at-home mother
- Business
- Public Relations
- Communications

Have you been accepted to a graduate degree program?

- Yes
- No

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

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

- currently enrolled in a master's program
- completed a master's degree
- ABD--all but dissertation
- completed a Ph.D.

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

	Not effective	Somewhat ineffective	Somewhat effective	Very effective
My preparation was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not effectively	Somewhat ineffectively	Somewhat effectively	Very Effectively
ability to conduct scholarly research? (DLO1)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ability to write a coherent paper? (DLO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to do and discuss textual analysis? (DLO2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to engage in critical discussions? (DLO2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grasp of the breadth of literary styles? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding of current literary theory? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to apply literary theory in textual analysis? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding and use of literary terms? (DLO3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you ever been accepted to a credential program?

- Yes
- No

Where did you enroll for your credential work?

- PLNU
- a California state college
- a UC university
- an out-of-state university or college
- a for-profit university (e.g. National University)
- another faith-based university
- an online university

Did you complete a teaching credential?

- Yes
- No

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

- Yes
- No

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

- Grades K-6
- Secondary level 7-12
- Special Education

- Leadership and Administration
- Counseling
- Other \_\_\_\_\_

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

	Not effective	Somewhat ineffective	Somewhat effective	Very effective
My preparation was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LASTING LIFE IMPACTS of Literature/Literature-EE Degree**

How many books do you normally read in a year?

- 0
- 1-6
- 7-12
- 13-20
- 21-25
- more than 25

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

- |   |  |
|---|--|
| <input type="checkbox"/> Go to the theatre                      | <input type="checkbox"/> Participate in a bible study group      |
| <input type="checkbox"/> Go to "artistic" movies                | <input type="checkbox"/> Engage in a theological discussion      |
| <input type="checkbox"/> Write fiction                          | <input type="checkbox"/> Attend public lectures/readings         |
| <input type="checkbox"/> Read fiction                           | <input type="checkbox"/> Read a literary journal/magazine        |
| <input type="checkbox"/> Write poetry                           | <input type="checkbox"/> Visit museums/galleries                 |
| <input type="checkbox"/> Read poetry                            | <input type="checkbox"/> Attend the symphony                     |
| <input type="checkbox"/> Write non-fiction                      | <input type="checkbox"/> Listen to NPR or KPBS weekly            |
| <input type="checkbox"/> Read non-fiction                       | <input type="checkbox"/> Financially support a public library    |
| <input type="checkbox"/> Write plays                            | <input type="checkbox"/> Financially support a lecture series    |
| <input type="checkbox"/> Read plays                             | <input type="checkbox"/> Financially support a literary magazine |
| <input type="checkbox"/> Journal at least 2x a week             | <input type="checkbox"/> Financially support a theatre company   |
| <input type="checkbox"/> Participate in a book discussion group | <input type="checkbox"/> Click to write Choice 24                |

**OVERALL EXPERIENCE IN LJML**

What was the best aspect of your major in literature at PLNU?

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

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