

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 institution 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:

DEPARTMENT LEARNING OUTCOMES (DLOs)

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

	Not effective	Somewhat ineffective	Somewhat effective	Very Effective
Your ability to conduct scholarly research?(DLO1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to write a coherent paper? (DLO1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to do and discuss textual analysis? (DLO2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your ability to engage in critical discussions? (DLO2)	●	●	●	●
Your ability to understand current literary theory? (DLO2)	●	●	●	●
Your ability to grasp the breadth of literary styles? (DLO2)	●	●	●	●
Your ability to understand literary terms? (DLO2)	●	●	●	●
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 understanding of the nature, structure, and history of language? (DLO4)	●	●	●	●
Your personal faith in God? (DLO5)	●	●	●	●
Your attitude toward the spiritual life of others? (DLO5)	●	●	●	●

**PROGRAM LEARNING OUTCOMES (PLOs):
LITERATURE/LITERATURE-ENGLISH EDUCATION**

How effectively did your literature courses equip you to demonstrate reading practices that integrate your literature studies with ongoing reflection and hospitable engagement with a diverse world (PLO1)

	Not effectively	Somewhat ineffectively	Somewhat effectively	Very effectively
in 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, disability, etc. issues?	●	●	●	●

How effectively did your literature courses equip 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?	●	●	●	●
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.)?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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 did your linguistics courses equip 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 did your literature major equip 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?	●	●	●	●
Can you effectively structure and organize your own writing?	●	●	●	●
Can you identify, evaluate, and integrate secondary sources into your own writing?	●	●	●	●

How effectively did your literature major equip 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)?	●	●	●	●
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?	●	●	●	●

EMPLOYABILITY

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

	Unnecessary	Less important	Very important	Essential
Your writing skills	●	●	●	●
Your editing skills	●	●	●	●
Your speaking skills	●	●	●	●
Your interviewing skills	●	●	●	●
Your critical reading skills	●	●	●	●
Your research skills	●	●	●	●
Your critical thinking skills	●	●	●	●
Your problem-solving skills	●	●	●	●
Your translating skills	●	●	●	●
Your bilingual skills	●	●	●	●

In what general areas are you currently employed ? Please mark all that apply.

- | | | |
|---|--|---|
| <input type="checkbox"/> Primary education (K-6) | <input type="checkbox"/> Ministry | <input type="checkbox"/> Business |
| <input type="checkbox"/> Secondary education (7-12) | <input type="checkbox"/> Ministry Spouse | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Higher education | <input type="checkbox"/> Law | <input type="checkbox"/> Communications |
| <input type="checkbox"/> Journalism | <input type="checkbox"/> Government | <input type="checkbox"/> Translating |
| <input type="checkbox"/> Publishing/Editing | <input type="checkbox"/> NGO | <input type="checkbox"/> Teaching Internationally |
| <input type="checkbox"/> Web Design/Online writing | <input type="checkbox"/> Stay-at-home parent | <input type="checkbox"/> Other |
| <input type="checkbox"/> Writing | | |

Please indicate the other area where you are currently employed.

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

- | | | |
|---|--|---|
| <input type="checkbox"/> Primary education (K-6) | <input type="checkbox"/> Ministry | <input type="checkbox"/> Business |
| <input type="checkbox"/> Secondary education (7-12) | <input type="checkbox"/> Ministry Spouse | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Higher education | <input type="checkbox"/> Law | <input type="checkbox"/> Communications |
| <input type="checkbox"/> Journalism | <input type="checkbox"/> Government | <input type="checkbox"/> Translating |
| <input type="checkbox"/> Publishing/Editing | <input type="checkbox"/> NGO | <input type="checkbox"/> Teaching Internationally |
| <input type="checkbox"/> Web Design/Online writing | <input type="checkbox"/> Stay-at-home parent | <input type="checkbox"/> Other |
| <input type="checkbox"/> Writing | | |

Please indicate the other area(s) where you have been employed.

Have you applied to a graduate degree program?

- Yes
- No

Have you been accepted to a graduate degree program?

- Yes
- No

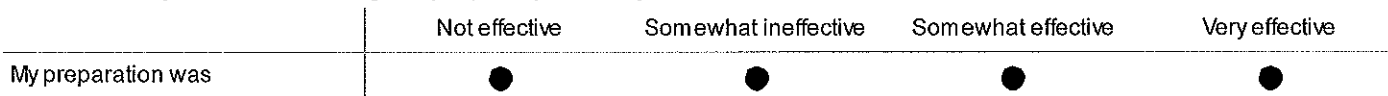
Please indicate where you are in your pursuit of a higher degree:

- currently enrolled in a master's program
-

- completed a master's degree
- ABD--all but dissertation
- completed a Ph.D.

Please indicate your graduate degrees, programs, and schools.

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



Have you ever applied to a teaching credential program?

- Yes
- No

Have you ever been accepted to a teaching 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 apply for a joint/concurrent Master's in Education while credentialing?

- Yes
- No

Were you accepted to an Master's in Education program while credentialing?

- Yes
- No

Did you complete the Master's in Education program while credentialing?

- Yes
- No
- Still in progress

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

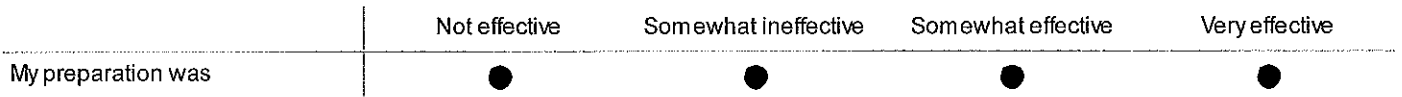
- Grades K-6
- Secondary level 7-12: English Language Arts
- Special Education
- Leadership and Administration
- Counseling
- Curriculum Development
- Reading Specialist
- Other discipline secondary level 7-12

What was the other discipline in which you completed a specialized credential program?

Have you ever been employed as an English Language Arts teacher?

- Yes
- No

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



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.

- Go to the theatre
- Read plays
- Attend the symphony or opera

- Go to "artistic" movies
- Write fiction
- Read fiction
- Write poetry
- Read poetry
- Write non-fiction
- Read non-fiction
- Write plays
- Journal at least 2x a week
- Participate in a book discussion group
- Participate in a bible study group
- Engage in a theological discussion
- Attend public lectures/readings
- Read a literary journal/magazine
- Visit museums/galleries
- Listen to NPR or KPBS weekly
- Financially support a public library
- Financially support a lecture series
- Financially support a literary magazine
- Financially support a theatre company
- Have your children study a foreign language.
- Participate in cross-cultural exchanges (missions trips, travel, etc.)

OVERALL EXPERIENCE IN LJML

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

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