

INTRODUCTION

Our topic for Teaching and Learning Effectiveness Symposium 2005 centers on **the Assessment and Enhancement of Adult Student Learning Outcomes**. The Extended Campus Faculty Development and Benefits Committee was particularly interested in receiving papers related to the most appropriate methods relating to the enhancement (and appropriate assessment) of adult student course learning outcomes.

An overarching academic quality schema of the Extended Campus centers on the annual development and updating of the course outline for each course in the Extended Campus catalog. Within each course outline are 10-12 adult student learning outcomes upon which the course is anchored. These learning outcomes must be faithfully transmitted to the course syllabus developed by contracted term faculty, and provide the cornerstone upon which all course lesson plans, exams, and general coursework are developed. Academic freedom, or the freedom to deliver a course in the best style benefiting the students and faculty member, begins after course learning outcomes anchor all coursework.

While the Extended Campus collects course satisfaction surveys from the students and faculty, the learning outcomes are not addressed directly. In reality, modification of the learning outcomes in each course are developed by the course monitor and approved by each department chair. Is this an optimum rationale for developing the most appropriate learning outcomes for every course in accordance with industry standards, student needs, and outcome measures such as Bloom's Taxonomy of cognitive outcomes?

The Faculty Development and Benefits Committee of the Extended Campus of Embry-Riddle Aeronautical University hopes that the information and techniques set forth in this corpus of research and these papers will assist us all in becoming better course monitors, teachers, and facilitators with a keener focus on course learning outcomes. We sincerely hope that you will find these ideas from your colleagues both helpful and enjoyable.

These papers were selected by a jury of peers, in blind review. The views expressed in the papers presented are those of the authors. These views do not necessarily reflect the views of the Embry-Riddle Extended Campus Faculty Development and Benefits Committee, the Extended Campus administration or the University.

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DEDICATION

This Symposium and these Proceedings are dedicated to the memory of our departed, but not forgotten, colleague, Dr. Artemio Rosado, who loved to attend our symposia, and who enthusiastically supported the concept of the Teaching and Learning Effectiveness Symposium. Embry-Riddle's Extended Campus has been blessed with many extraordinary men and women of aviation, who have left their mark upon our world of wind and clouds and the whine of powerful jet engines. Art Rosado has left his indelible mark upon our hearts, and we cherish his memory.