SECTION B

USING LEARNING OUTCOMES FOR CONTINUOUS IMPROVEMENT
A CASE STUDY OF ENGL 123

Dr. Theresa P. Maue

Embry-Riddle Aeronautical University
Worldwide Campus

ABSTRACT

Online courses for Embry-Riddle Aeronautical University must be delivered as built, including all instructional activities, assessments and assignments. As the researcher developed ENGL 123 English Composition for online delivery, she became concerned that the course was tailored too much to her style. To test this, she created a survey that was administered to 12 instructors immediately after they finished teaching the course. They were asked to rank the effectiveness of each activity and assignment in teaching a specified learning outcome. The results were positive, although the number was too small to perform statistical analysis. Although the researcher made changes based on the feedback, she concluded that the course as designed overall could be taught successfully by any online instructor.

Introduction

Periodically, the Office of Institutional Research at Embry-Riddle Aeronautical University

(ERAU) surveys employers of Embry-Riddle graduates on a wide range of topics, including the

employers' judgment of the usefulness of certain skills and the employers' perception of the

competence of graduates in those skill areas. In the fall of 2006, Dr. Tom Sieland analyzed the

employer survey data from the 2001-2003 classes. His analysis revealed that there was a

significant deficit in non-technical writing skills in all three of the programs (Master of Aeronautical

Science [MAS], Bachelor of Science in Professional Aeronautics [BSPA], and Bachelor of

Science in Technical Management [BSTM]), and that in all cases, non-technical writing was

ranked among the top ten desired skills. (Dr. Sieland's analysis is attached as Appendix A.)

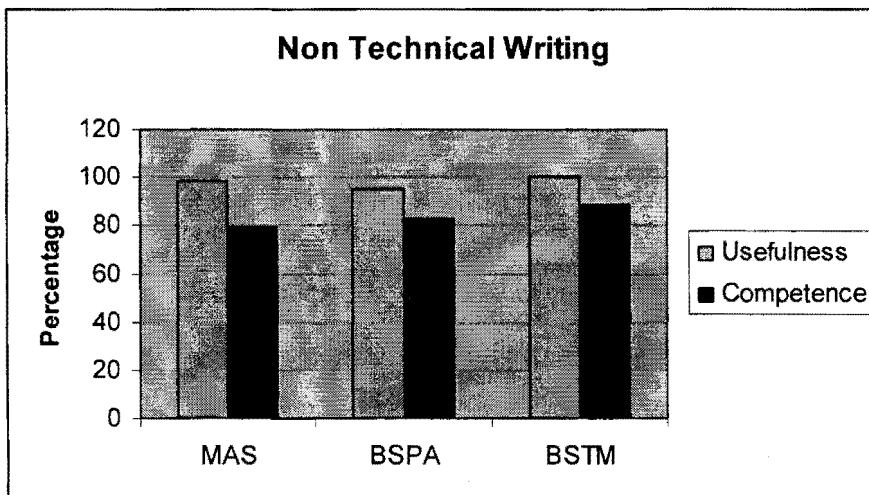Figure 1 shows the results of that employer survey.

Figure 1: Comparison of employer rankings of graduates' non-technical writing skill vs. usefulness
of that skill, for three ERAU programs. Source: Employer Feedback Survey, Interim Report:
Classes of 2001-2003 PART 2 - General Education and Program-Specific Skills Data Tables, by
Program for Worldwide programs. ERAU Office of Institutional Research[1]

As Figure 1 shows, data from employers of graduates holding the MAS showed that

98.5% of employers rated non-technical writing skill as very useful or useful; however, only 79.4%

rated graduates' competence as excellent or good. Although the MAS program does not include

ENGL 123, an undergraduate composition course, data from this program were deemed pertinent

to this study, because a significant percentage of students in the MAS program come from the

BSPA program. According to data from the ERAU Office of Institutional Research (Emery, 2007), graduates of the BSPA made up nearly 23% of the students in the MAS program in the classes of 2001-2003, and accounted for 17.2% of the graduates of the MAS program in that time frame. It is reasonable to assume that the writing skills of these MAS graduates are influenced by their undergraduate composition courses.

Data from employers of graduates holding the BSPA showed that 95.4% of employers rated non-technical writing skill as very useful or useful; however, only 82.5% rated graduates' competence as excellent or good. And data from employers of graduates holding the BSTM showed that 100% of employers rated this skill as very useful or useful; however, only 88.3% rated graduates' competence as excellent or good.

Clearly, there was a need to strengthen Embry-Riddle's writing program, and one significant piece of that strategy was already in place, the development of a new composition course to replace ENGL 122 Composition and Literature, which had been widely perceived as ineffective in preparing ERAU students to write at the college level.

The task of developing a new course is daunting under any circumstances, but in this case there had been an additional factor to consider. The new course was developed first as an online course. Online courses for ERAU must be delivered as built, including all instructional activities, assessments, and assignments. In the online format, the course is presented as a complete package, and the individual instructor cannot change or delete any of the package elements. This practice is necessary to help ensure consistent high quality.

This strict package format caused concern for the researcher, specifically that in the online course activities and assignments, the course might reflect and depend for success too much on her own teaching style. (Later, in discussions with other course developers, she learned that others had the same concern about their own courses [DDL No More, 2007]). The researcher had already decided to track the course closely so that she could learn quickly if any elements were presenting problems. The need for a successful course was only given added emphasis by Dr. Sieland's analysis.

To track the course, the researcher developed a survey to give to every instructor after he or she concluded the course. The survey was organized according to the learning outcomes, and it linked every activity or assignment to a specific learning outcome. It asked the instructor to rate how well the activity or assignment helped to teach the learning outcome. The instructor was asked to consider factors such as the relative ease or difficulty of understanding the exercise or assignment, the amount of time required to complete it, the type of student feedback received, and any other factors considered relevant in making an assessment. The researcher's primary question was: Did the instructor who had just completed delivery of the course believe the activities and assignments were effective in teaching the course learning outcomes?

Since the number of instructors was small, the researcher decided to also consult the student end-of-course surveys, to collect student perceptions of the new course.

This paper covers data collected from the first 20 sections of the 12-week course, which were conducted beginning July 2006 and concluding February 2007. A total of 422 students completed the course. Thirteen different instructors taught it.

Survey instruments

The instructor data were collected via a survey emailed to all online instructors after their course sections ended. The survey was created with advice and help from several English instructors, the Mathematics Chair Dr., Joe Allen, and the Arts &Letters Department Chair, Jim Schultz. (The survey is attached as Appendix B.) The survey used a 5-point Likert scale to measure instructor perceptions of specific course activities and assignments in terms of how effectively they taught students each of the course learning outcomes.

The student data were collected from a portion of the standard student end-of-course evaluation form. This form uses a 4-point Likert scale (with an additional option of Does Not Apply) to measure student level of satisfaction with the course quality in eight areas and with the instructor in three areas. In addition, the survey solicits comments about the course and the instructor, and gives students five options for indicating how much time they spent each week working on course materials/assignments. A total of 422 students completed the course during

the selected time frame, and 89 students completed the course evaluation form (a 21% rate of return).

Results

Instructor Surveys

The survey was organized according to the Learning Outcomes (LO) stated in the course outline. Under each Learning Outcome, there was a list of the exercises and assignments that had been designed to help the student achieve the learning outcome. Instructors were asked to indicate on a Likert scale of 1-5 (see below) their perceptions of the effectiveness of each exercise or assignment in teaching the Learning Outcome.

Scale

1 = not effective (too difficult to implement, too confusing, etc.)

2 = somewhat effective (but negatives outweigh positives)

3 = satisfactory

4 = more than satisfactory (exceeded expectations, students did well, etc.)

5 = extremely effective (excellent participation, students really got it, etc.)

Twenty sections of the course were completed from July 2006-February 2007. Thirteen different instructors taught the course. Twelve surveys were sent out. (The researcher did not survey herself.) Of these, seven were completed. The numbers are too small to give percentages and draw general conclusions; however, the data yield interesting information in terms of how instructors view the course.

There were 48 items to rank, under 11 Learning Outcomes. These included graded assignments, ungraded exercises, and discussion topics or other required postings. Many items were designed to teach more than one Learning Outcome and therefore appeared in more than one place on the survey. Table 1 summarizes the results of the instructors' rankings.

Table 1

Instructors General Rankings of Course Items

	not effective	somewhat effective	satis-factory	more than satisfactory	extremely effective
	1	2	3	4	5
Graded Assignments [25 items—167 'votes']		3	29	52	83
Ungraded Exercises [14 items—87 'votes']		4	21	48	14
Discussion Topics / Postings [9 items—57 'votes']			8	35	14

Not all instructors ranked all items.

As the table shows, the vast majority of course items were ranked as Satisfactory or above. The graded assignments, in particular, received very high rankings. This group of instructors obviously perceived these assignments as being very well designed to teach the course objectives.

In addition to the Likert scale items, instructors were given the opportunity to make comments and suggestions. Following are some of their comments:

- I believe the course design is excellent. This is an excellent composition class reflecting contemporary composition theory.

- I really like the design of the course. I received unsolicited comments from some of my students that it was very challenging, but that they learned a lot.

- Students seem to benefit from analyzing their methods.

- I thought the early papers really made the students think about a different approach to writing.

The results were very positive, and although the numbers were too small to do any statistical analysis, the researcher concluded that the course as designed overall could be successfully taught by any online instructor. Based on feedback on specific items, however, the researcher made several changes to the course.

- The exam was replaced with a reflective writing assignment.

A survey question specifically asked whether instructors thought the final exam was useful in teaching the learning outcomes. The responses were about evenly mixed, and an additional comment on how to improve the course strongly suggested eliminating the final.

- *The Situation* discussion exercise was refined to elicit more student participation.

Several instructors commented on the struggle to get or keep students involved, although all those who responded to the survey wanted to keep the exercise in the course.

- The time period was shortened for the Exploratory Research paper, and the grade weight was reduced.

- The time period was lengthened for the Classical Argument Position Paper.

- Grade weights for other assignments were adjusted.

These changes were made as a result of instructors' feedback on the Classical Argument Position Paper, which is the capstone assignment for the course, and an earlier research assignment, the Exploratory Research Paper with Research Log. Most instructors believed the Exploratory Research Paper was valuable, but some expressed a desire to have greater emphasis on a more formal tone in writing research papers. This formal tone is required in the Classical Argument paper and not required in the Exploratory paper.

The researcher took into account the reality that most research papers will require the more formal tone, and while not eliminating the tone facet of the Exploratory assignment, changed the emphasis by allocating additional time for the Classical Argument assignment and reducing the time allocation for and grade weight of the Exploratory assignment. The lengthened time period for the Classical Argument assignment also allowed for the addition of instruction on the persuasive strategies of ethos and pathos and the addition of an instructor review of students' drafts before they submitted their final papers.

Finally, the changes in the two research assignments necessitated the adjustment of grade weights for a number of other assignments.

Student Surveys

The researcher's review of the student evaluations of the course revealed that the great majority of students were satisfied or more than satisfied with the course structure, documents, assignments and exercises (ENGL 123 student end-of-course evaluations, 2006-2007). The results are summarized in Table 2.

Table 2

Student Survey Responses by Number

	Very Satisfied	Satisfied	Dis satisfied	Very Dissatisfied	
Course Quality	4	3	2	1	*N/A*
1. Quality of learning as compared to a traditional classroom setting	40	43	2	3	1
2. Attainment of Learning Outcomes stated in the study guide	52	31	2	3	1
3. Assignments / projects / case studies were appropriate for this course	54	30	2	2	1
4. Text and / or readings were appropriate for this course	57	29	1	1	1
5. Examinations sampled the important material in the course	38	37	6	2	6
6. Overall quality of the study guide	50	32	0	3	3
7. Accessibility of appropriate resources to complete assignments	51	30	4	0	4
8. Amount of student-to-student interaction	27	43	11	2	6
Designated Instructor					
9. Amount of instructor-to-student interaction	55	26	3	2	2
10. Quality of guidance / feedback provided by the Designated Instructor	58	23	2	3	2
11. Timeliness of feedback from the Designated Instructor	54	26	2	3	3

N=89 for Course Quality, 88 for Designated Instructor. Source: ENGL 123 student end-of-course evaluations for 12 instructors who taught the course between July 2006 and February 2007.

The data on Course Quality show that students overwhelmingly rated themselves as *Very Satisfied* or *Satisfied* with this course. Questions 2, 3 and 4 got the highest numbers of *Very Satisfied* or *Satisfied* students; they are concerned with student perceptions of how well they attained the Learning Outcomes, and how appropriate they found the assignments, projects, text and readings.

Question 5, which concerned the exam, received one of the lowest numbers of *Very Satisfied* or *Satisfied* responses. In the researcher's decade of experience teaching English composition, she had never been required to give an exam; however, at the time this course was developed, ERAU required an exam for every online course. This requirement has been

eliminated, and one of the changes the researcher made to the course was to eliminate the exam.

The relatively low numbers of *Very Satisfied* or *Satisfied* students in question 8 were supported by additional comments indicating that students wanted more interaction with other students. The researcher has made changes to address this.

The data on the Designated Instructor show high numbers of students who were *Very Satisfied* or *Satisfied* with the instructor's performance. The researcher interprets this as indicating that instructors were well prepared to teach and exhibited dedication in serving their students. Further, the researcher believes this shows that the course and supporting materials were well designed.

Table 3 and Figures 2 and 3 show the percentages of students who ranked themselves as *Very Satisfied* or *Satisfied* with the course quality and the designated instructor.

Table 3

Percentage of Students Who Ranked Themselves as Very Satisfied or Satisfied

	% Total	% Very Satisfied	% Satisfied
Course Quality		4	3
1. Quality of learning as compared to a traditional classroom setting	93%	45%	48%
2. Attainment of Learning Outcomes stated in the study guide	93%	58%	35%
3. Assignments / projects / case studies were appropriate for this course	94%	61%	33%
4. Text and / or readings were appropriate for this course	96%	64%	32%
5. Examinations sampled the important material in the course	84%	42%	42%
6. Overall quality of the study guide	92%	56%	36%
7. Accessibility of appropriate resources to complete assignments	91%	57%	34%
8. Amount of student-to-student interaction	78%	30%	48%
Designated Instructor			
9. Amount of instructor-to-student interaction	92%	62%	30%
10. Quality of guidance / feedback provided by the Designated Instructor	92%	66%	26%
11. Timeliness of feedback from the Designated Instructor	91%	61%	30%

Conclusions drawn from these statistics have a 95% confidence rating, with a margin of error of +/- 8.5%. Percentages have been rounded. Source: ENGL 123 student end-of-course evaluations for 12 instructors who taught the course between July 2006 and February 2007.
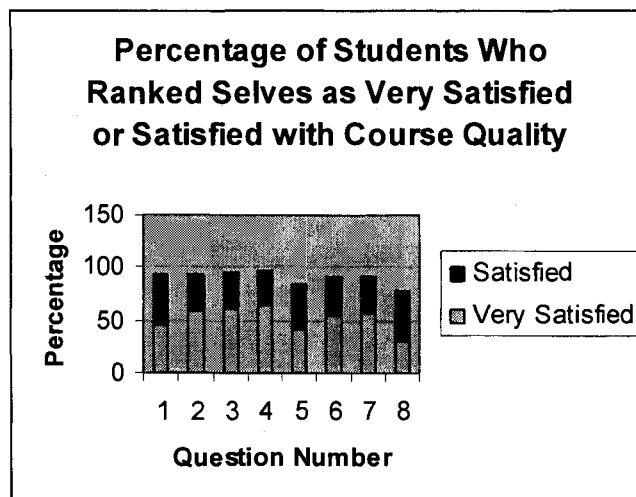

Figure 2: Percentage of students ranking themselves as very satisfied or satisfied with course quality, by survey question. Source: ENGL 123 student end-of-course evaluations for 12 instructors who taught the course between July 2006 and February 2007.

Percentage of Students Who Ranked Selves as Very Satisfied or Satisfied with Designated Instructor
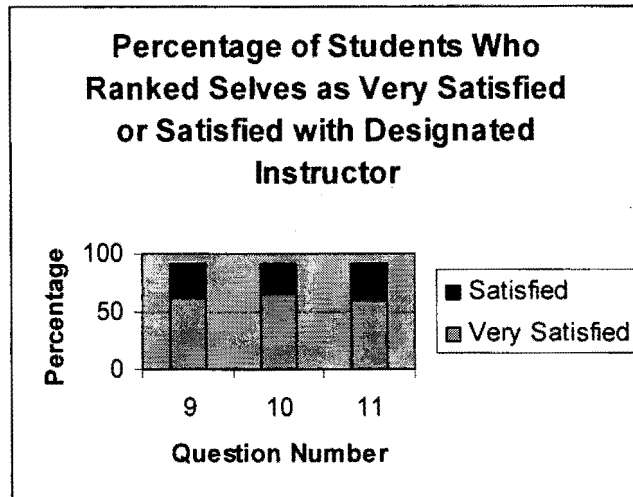
Figure 3: Percentage of students ranking themselves as very satisfied or satisfied with performance of designated course instructor, by survey question. Source: ENGL 123 student end-of-course evaluations for 12 instructors who taught the course between July 2006 and February 2007.

The final data from the student surveys came from Question 33, which asked students how much time they spent per week working on course materials/assignments. Students were given five choices, and Table 4 and Figure 4 summarize their answers.

Table 4

Number of Hours per Week Spent Working on Course Materials/Assignments

Hours	More than 4	3-4	2-3	1-2	0-1
	54	20	9	3	1

N=87. Source: ENGL 123 student end-of-course evaluations for 12 instructors who taught the course between July 2006 and February 2007.

Figure 4: Percentage of students according to time spent on course materials and assignments. Source: ENGL 123 student end-of-course evaluations for 12 instructors who taught the course between July 2006 and February 2007.

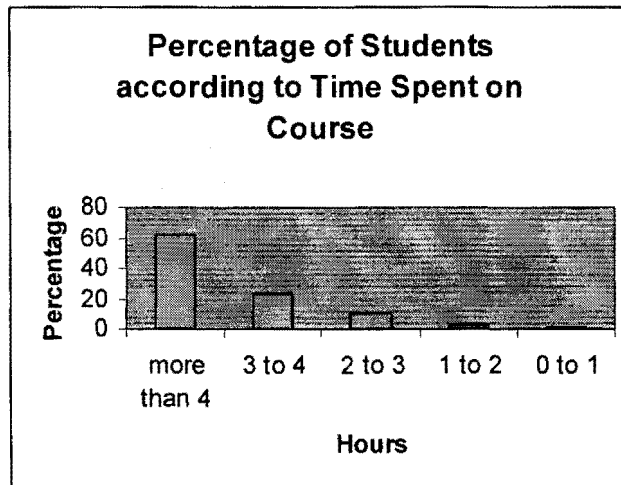Most students (62%) spent 4 or more hours each week working on the course, and another good portion (23%) spent at least 3 hours each week. Ten percent spent 2-3 hours each week; 3 percent spent 1-2 hours, and 1 percent spent an hour or less. The researcher concluded from these data that the course was neither too difficult nor too easy.

Student Comments

Question 37 on the student survey asked, "What did you like most about this course?" Question 38 asked, "What did you like least about this course?" Question 41 was simply titled "Additional Comments." The researcher initially planned to simply count the responses to determine the number of positive and negative statements; however, it quickly became apparent that this approach would not yield accurate results. Students did put their compliments under Question 37, but they also tended to write additional positive comments under Question 41. They also tended to put their complaints under Question 38, but their responses were not always negative. For example, one student wrote, "It was English ... I hate English. She made it as fun as it could be, though." So instead of simply counting the responses under each question, the researcher subjectively categorized the responses as positive or negative. Figure 5 shows the number and percentage of student responses in each category.

Student Comments

Negative,
36 [32%]

Positive,
76 [68%]
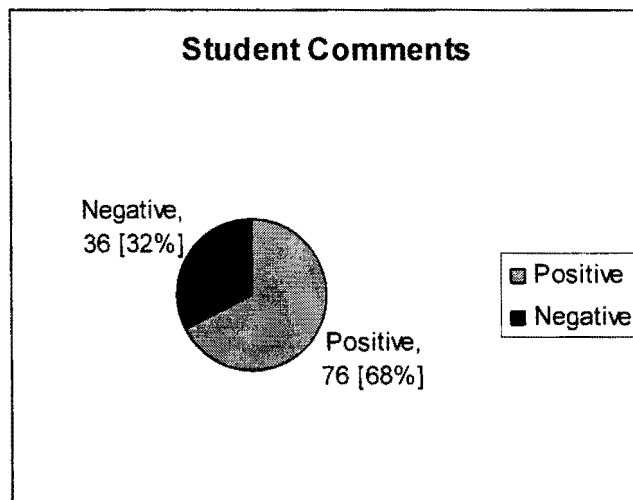
□ Positive
■ Negative

Figure 5: Percentages of positive and negative comments from students. Source: ENGL 123 student end-of-course evaluations for 12 instructors who taught the course between July 2006 and February 2007.

Another caveat against reading too much into the number in the negative column, at least in terms of course content and instructor performance, is that a number of the negative comments had to do with technical problems, such as slow dial-up connections. Still, a literal reading of these data indicates that more than twice as many positive comments were recorded than negative comments.

Following is a selection of student comments:

37. What did you like most about this course?

- The course helped me gain confidence in my writing.

- I feel it prepared me very well for future classes and writing assignments.

- I liked the creativity and interesting projects and discussions.

- I enjoyed the "think outside of the ordinary" concept of writing. I now find myself questioning more advertisements, writings, books, etc.

- It made me think and analyze my thoughts.

- The course content was extremely interesting and informative.

- Assignments were interesting.

- Interesting subjects and writing projects

- Brought me back to basics. Wish I had taken this earlier, would have made research papers a lot easier.

- The material. It's a very well laid out course.

- The course helped me to explore a variety of writing styles and new ideas I had not been previously exposed to.

- The work was relevant to exploring writing concepts.

- Good relation between study assignments to writing assignments.

- Good course for getting back to the role of student after 30 year hiatus.

- This is my first online course and now I will probably do many more online courses due to the positive experience with this course.

38. What did you like least about this course?

- A couple of the assignments seemed strange.

- Assignments childish. Mostly busy work to make sure all boxes were checked ... a massive waste of time and energy.

- The lack of interaction between everyone involved.

- I missed being in a classroom

- Not having the same interaction with your classmates as you do in a sit down course.

- Student interaction. Once I had a grasp of a subject, I felt no need to remain online. Had no interest in responding to other students.

- Too much work and too many deadlines. Hard to keep up.

- Difficult to learn

- I was not happy with the final examination. It is hard to test a student on his/her writing techniques with a multiple choice test.

Conclusions

It is reasonable to conclude that one way to assess the effectiveness of a course is to try to discover how well the learning outcomes have been achieved. Yet such discovery is often elusive. Grades are unreliable, given the widespread reality of grade inflation. Tracking students

in subsequent courses would be informative and should, perhaps, be tried, but such results would take time. For a new course with the potential to affect the education of so many students, a more immediate process seemed advisable. As a measure of instructors' confidence in the ability of ENGL 123 to achieve the learning outcomes, the survey worked quite well. The instructors' perceptions were also reinforced by the results of the student surveys. Therefore, the researcher has confidence that the course is broadly viable for instructors with many different teaching styles.

As a means of establishing a learning outcomes-based process for continuous improvement, the researcher also believes the survey worked quite well. As indicated, the researcher has made several changes to the course, based on feedback received. The researcher plans to continue to use the survey to collect data on the course, and she recommends this process to others.

The real test of success for this course, however, will have to come further down the road. As an ideal outcome, student writing will improve, and this will be reflected in the quality of assignments in other courses, and ultimately in the improvement of employers' ratings of graduates' writing competence.

---

[1] The researcher used data obtained from the *Employer Feedback Survey, Interim Report: Classes of 2001-2003.* This report is no longer available. Data from this report have been integrated into the *Employer Feedback Survey, Classes of 2001-2004.* However, the interim report is cited for this study because the data from that report were the most current available at the time of Dr. Sieland's analysis, which served to provide broad, data-supported context for the need for improvement in writing instruction at Embry-Riddle Aeronautical University. The *Employer Feedback Survey, Classes of 2001-2004* is cited in the References list for those who would like to view updated information. Dr. Sieland's analysis, including data tables, is in Appendix A.

References

DDL no more. (2007, March). [Discussion thread]. *Developing online course materials*. FACD 703

sec. 1.

Embry-Riddle Aeronautical University. Office of Institutional Research. (2007, June). *Employer*

feedback survey: Classes of 2001-2004. Retrieved July 25, 2007, from ERAU Institutional

Research web site: http://irweb.erau.edu

Emery, B. (Compiler). (2007, July 24). [Spreadsheets showing students in MAS program for

classes of 2001-2003, and degrees earned]. Unpublished raw data.

ENGL 123 student end-of-course evaluations. (2006-2007). Unpublished raw data.

Appendix A

Using Institutional Research (IR) Data in Program Assessment

Prepared by Dr. Tom Sieland

I took the following steps to process data from the Employer Feedback Survey, Interim Report: Classes of 2001-2003 PART 2 - General Education and Program-Specific Skills Data Tables, by Program for Worldwide programs. Institutional Research provided the data in an Excel spreadsheet.

1. I extracted the data for "ERAU General Skills Preparation and Usefulness on the Job All Years Combined" for each program and organized the data in an Excel workbook by using a separate spreadsheet for each program. I selected data in columns under the following headings:
    a. " Usefulness of Skill on the Job" and labeled: (1) Very Useful" and "(2) Somewhat Useful"
    b. "Competence of this ERAU Graduate" and labeled: "(1) Excellent" and "(2) Good"
2. I selected these data as being representative highest priority needs of the employers of our graduates and the relative competence of our graduates.
3. I inserted columns adjacent to the" Usefulness of Skill on the Job" columns and created a "Skill Usefulness" column that I used to add the percentages for (1) Very Useful and (2) Somewhat Useful. I also inserted a column I used to sort that data and ranked the "Top Ten Skills" based on the most useful (by percentage) to the employers. These top ten skills do not change during subsequent sorting and ranking of general skills.
4. I then used the columns adjacent to the" Competence of this ERAU Graduate" columns and created an "ERAU Student Competence" column used to add the percentages for (1) Excellent and (2) Good. I then added a column labeled "Overall ERAU Student Competence Deficit" that I used to computed the difference between the ERAU Student Competence and the Skill Usefulness percentages.
5. I sorted the "Top Ten Skills with a Competence Deficit" and ranked them from 1 to 10.
6. I used the next column in the spreadsheet and labeled it "Restrictive ERAU Student Competence Deficit". The values in this column are the differences between the percentages of Very Useful (Col B) and Excellent (Col F).
7. I sorted the "Top Ten Skills with a Restrictive Competence Deficit" and ranked them from 1 to 10.
8. I used the next column labeled "Average Rank" to determine an average rank for each of the "Top Ten Skills".
9. Finally, I ranked the "Top Ten Skills" based on the average rank. When the average rank for more that one skill was the same, the final ranking was somewhat subjective.

Data extracted from Sieland analysis of Employer Survey Class of 2001-2003

MAS (employer survey)

Skill	Useful-ness %	Top ten	Grad competence %	Comp Deficit %	Top ten w deficit
Writing (non-tech)	98.5	4	79.4	19.1	4
Tech writing	95.4	n/a	74.1	21.3	n/a
Speaking	95.5	9	85.7	9.8	8
Understanding other people and p-o-v	98.5	10	90.6	7.8	10
Critical thinking	98.5	5	85.8	12.7	7
Applied research	93.9	n/a	81.0	12.9	n/a
Defining and solving problems	98.5	8	82.9	15.6	5

BSPA (data from employer survey)

Skill	Useful-ness %	Top ten	Grad competence %	Comp Deficit %	Top ten w deficit
Writing (non-tech)	95.4	1	82.5	12.9	9
Tech writing	93.5	10	70.7	22.8	1
Speaking	88.8	9	68.0	20.8	3
Understanding other people and p-o-v	95.5	n/a	68.4	27.1	n/a
Critical thinking	95.5	5	70.3	25.3	7
Applied research	92.5	8	80.8	11.8	5
Defining and solving problems	95.5	7	67.2	28.3	6

BSTM (employer survey)

Skill	Useful-ness %	Top ten	Grad competence %	Comp Deficit %	Top ten w deficit
Writing (non-tech)	100	8	88.3	11.7	5
Tech writing *	88.9	n/a	86.7	2.2	n/a
Speaking *	92.1	n/a	79.5	12.6	n/a
Understanding other people and p-o-v	100	3	82.6	17.4	2
Critical thinking	100	5	90.6	9.4	7
Applied research	96.3	n/a	92.7	3.6	n/a
Defining and solving problems	100	9	84.8	15.2	3

* Tom notes that these 'need a look'

Appendix B

Survey for Online Instructors of ENGL 123 (term starting July 2006)

Instructions: The survey is organized according to the learning outcomes (LO) stated in the course outline. Under each learning outcome, there is a list of the exercises and assignments that have been designed to help the student achieve the learning outcome. Please rate what you believe is the effectiveness of each exercise or assignment in teaching the learning outcome by placing an X in one of the numbered boxes. Please consider factors such as the relative ease or difficulty of understanding the exercise or assignment, the amount of time required to complete it, the type of student feedback you received, and any other factors you consider relevant in making your assessment. Feel free to explain any of your rankings in the comments section.

Scale
1 = not effective (too difficult to implement, too confusing, etc.)
2 = somewhat effective (but negatives outweigh positives)
3 = satisfactory
4 = more than satisfactory (exceeded expectations, students did well, etc.)
5 = extremely effective (excellent participation, students really got it, etc.)

LO 1: Employ a variety of pre-writing techniques to explore a topic.

Task	not effective 1	2	3	4	extremely effective 5
Microtheme Posing a Question					
The Believing and Doubting Game					
The Situation exercise					
Postings: Problematic, significant and interesting questions; Answer to prompt: Thesis with Tension; Answer to Q 3 prompt, pp. 196-197 (I used to think ___ but now I think ___. Part of me thinks ___ but another part of me thinks ___. etc.)					

LO 2: Deepen understanding of a topic through exploratory research and writing.

Task	not effective 1	2	3	4	extremely effective 5
Annotated Bibliography					
Exploratory Research Paper					
Classical Argument Position Paper					
The Situation exercise					
Hunt Library tutorial					
Research log					
Postings: Research update; Answer to Q 2 p. 207. (Where does Dylan's essay [Hired Guns] exhibit dialectic thinking? What alternative views or different perspectives on contractors does he investigate?)					

LO 3: Craft a clear, engaging thesis statement and support it with well-organized arguments and appropriately documented evidence.

Task	not effective 1	2	3	4	extremely effective 5
Informative and Surprising Essay					
Annotated Bibliography					
Classical Argument Position Paper					
References and In-Text citation exercises					
Plagiarism Quiz					
Postings: Risky or challenging thesis; Questions for On Teenagers and Tattoos; Answer to prompt: Thesis with Tension; Claim and reasons (for Classical Argument Position Paper); Evidence (for Classical Argument Position Paper)					

LO 4: Understand and use underlying assumptions and values in developing an argument.

Task	not effective 1	2	3	4	extremely effective 5
Summary and Strong Response					
Exploratory Research Paper					
Classical Argument Position Paper					
The Situation exercise					
Postings: Response to Dillard; Unstated assumptions (for Classical Argument Position Paper)					

LO 5: Analyze, synthesize and evaluate ideas.

Task	not effective 1	2	3	4	extremely effective 5
Summary and Strong Response					
Exploratory Research Paper					
Classical Argument Position Paper					
The Situation exercise					
Postings: Response to Dillard; Response to another student's research update for Exploratory Research Paper; Claim and reasons (for Classical Argument Position Paper); Evidence (for Classical Argument Position Paper); Unstated assumptions (for Classical Argument Position Paper); Objection and counterargument (for Classical Argument Position Paper)					

LO 6: Respond to the works of others, both by summarizing and 'speaking back.'

Task	not effective 1	2	3	extremely effective 4	5
Summary and Strong Response					
Exploratory Research Paper					
Classical Argument Position Paper					
The Situation exercise					
Postings: Added comment to your own or another's response to prompt in Seeing Rhetorically forum (We see the world not as it is but as we are. A pickpocket meeting a saint sees only pockets. The observer affects the thing observed.); Response to other students' U.R. Riddle letters; Questions for On Teenagers and Tattoos; Response to Dillard posting; Response to another student's research update for Exploratory Research Paper; Objection and counterargument (for Classical Argument Position Paper)					

LO 7: Make appropriate rhetorical decisions to achieve the purpose of a written piece.

Task	not effective 1	2	3	extremely effective 4	5
Two Descriptions					
Informative and Surprising Essay					
Summary and Strong Response					
Classical Argument Position Paper					
Strategies 2, 3 and 4 (noticing sensory details, using connotations, using figurative language)					
Thesaurus Quiz					
Postings: Introduction; The Bold Truth; What have you noticed; Response to prompt in Seeing Rhetorically forum (We see the world not as it is but as we are. A pickpocket meeting a saint sees only pockets. The observer affects the thing observed.); U.R. Riddle letter; Questions for On Teenagers and Tattoos; Response to Dillard posting; Thesis with Tension					

LO 8: Give and make use of constructive feedback.

Task	not effective 1	2	3	extremely effective 4	5
Revisions of Two Descriptions, Summary and Strong Response, and Informative and Surprising Essay					
Response to another student's research update for Exploratory Research Paper					

LO 9: Revise writing to improve clarity, content and/or tone and style.

Task	not effective				extremely effective
	1	2	3	4	5
Where to Find It exercise					
Revisions of Two Descriptions, Summary and Strong Response, and Informative and Surprising Essay					
Postings: Differences between Merton and Rockwood (Q 1, pg. 19); Explanation of personal writing style and preferences					

LO 10: Edit work for correct language mechanics.

Task	not effective				extremely effective
	1	2	3	4	5
Where to Find It exercise					
Revisions of Two Descriptions, Summary and Strong Response, and Informative and Surprising Essay					

LO 11: Use multiple drafts to strengthen writing.

Task	not effective				extremely effective
	1	2	3	4	5
Where to Find It exercise					
Revisions of Two Descriptions, Summary and Strong Response, and Informative and Surprising Essay					

Comments: Please type in any comments in response to the next four questions.
1. What do you believe were the two most effective assignments or exercises?

2. What do you believe were the two least effective assignments or exercises?

3. Was the final exam useful in teaching the learning outcomes?

4. Do you have any suggestions for improvement in course design (anything missing, need more emphasis, less emphasis, etc.)?

Please allow me to collect a bit of demographic data to assist in my analysis.

How many times have you taught an English Composition course in the traditional classroom setting?   ____

How many times have you taught an English Composition course in the online delivery mode?   ____

And finally, please rate the following items by placing an X in the appropriate box.

Scale:
1 = very difficult
2 = somewhat difficult
3 = about the same regardless of the mode of instruction
4 = somewhat easy
5 = very easy

	very difficult				very easy
	1	2	3	4	5
How easily, or with how much difficulty, do you believe knowledge of English composition is transferred to students via the traditional classroom mode of instruction?					
How easily, or with how much difficulty, do you believe knowledge of English composition is transferred to students via the online mode of instruction?					
How easy or difficult do you think students find learning English composition via the traditional classroom mode of instruction?					
How easy or difficult do you think students find learning English composition via the online mode of instruction?					

When you have completed the survey, please save it as a Word document and email it as an attachment to: maue890@erau.edu

If you would like a copy of the survey results, please include a request when you return the survey.

Thank you!

	BSPA	BSTM
Quantitative/mathematics	1	
Basic PC software (word processing, spreadsheets, etc.)	2	3
Writing skills (non-technical)	3	6
Technical writing	4	
Speaking before an audience	5	
Applied research (information gathering and analysis)	6	
Critical thinking	7	7
Independent work	8	10
Planning, scheduling, and carrying out projects	9	9
Defining and solving problems	10	5
Working in groups/teams		2
Leading/guiding others		4
Responsible actions and decision making		8
Understanding other people and other points of view		1
Environmental awareness		
Political and economic awareness		
Knowledge of political/physical geography		

| | BS Professional Aeronautics | | | | | | | | | | | | |
| | Usefulness of Skill on the Job | | | | Competence of this ERA | | | | | | | | |
	(1) Very Useful	(2) Somewhat Useful	Skill Usefulness	Top Ten Skills	(1) Excellent	(2) Good	ERAU Student Competence	Overall ERAU Student Competence Deficit	Top Ten Skills with a Competence Deficit	Restrictive ERAU Student Competence Deficit	Top Ten Skills with Restrictive Deficit	Average Rank	Top Five Skills
Quantitative/mathematics	45.4%	48.6%	94.0%	3	33.7%	31.1%	64.8%	29.2%	2	11.7%	1	1.5	1
Basic PC software (word processing, spreadsheets, etc.)	88.0%	7.5%	95.5%	2	35.0%	48.2%	83.2%	12.4%	4	53.0%	6	5	2
Writing skills (non-technical)	71.3%	24.1%	95.4%	1	33.9%	48.6%	82.5%	12.9%	9	37.4%	2	5.5	3
Technical writing	58.8%	34.7%	93.5%	10	33.6%	37.1%	70.7%	22.8%	1	25.3%	10	5.5	4
Speaking before an audience	52.0%	36.8%	88.8%	9	33.8%	34.1%	68.0%	20.8%	3	18.1%	9	6	5
Applied research (information gathering and analysis)	64.6%	27.9%	92.5%	8	49.6%	31.2%	80.8%	11.8%	5	15.1%	7	6	6
Critical thinking	72.4%	23.2%	95.5%	5	49.3%	20.9%	70.3%	25.3%	7	23.0%	5	6	7
Independent work	80.5%	15.0%	95.5%	6	52.1%	25.7%	77.8%	17.7%	8	28.4%	4	6	8
Planning, scheduling, and carrying out projects	72.1%	23.4%	95.5%	4	46.3%	30.9%	77.2%	18.3%	10	25.8%	3	6.5	9
Defining and solving problems	70.5%	25.0%	95.5%	7	49.6%	17.6%	67.2%	28.3%	6	20.9%	8	7	10
Working in groups/teams	76.0%	18.1%	94.0%		46.8%	31.1%	77.9%	16.1%		29.2%			
Leading/guiding others	60.1%	34.5%	94.6%		34.6%	40.8%	75.4%	19.2%		25.5%			
Responsible actions and decision making	71.6%	23.9%	95.5%		48.1%	30.6%	78.6%	16.9%		23.6%			
Understanding other people and other points of view	57.9%	37.6%	95.5%		44.2%	24.2%	68.4%	27.1%		13.7%			
Environmental awareness	33.4%	55.9%	89.3%		25.8%	41.3%	67.1%	22.3%		7.6%			
Political and economic awareness	13.6%	65.2%	78.8%		28.9%	34.1%	63.0%	15.8%		-15.3%			
Knowledge of political/physical geography	21.9%	60.6%	82.5%		34.2%	34.2%	68.4%	14.1%		-12.3%			

General Education Skills	Usefulness of Skill on the Job				Competence of this ERAU Graduate								
	(1) Very Useful	(2) Somewhat Useful	Skill Usefulness	Top Ten Skills	(1) Excellent	(2) Good	ERAU Student Competence	Overall ERAU Student Competence Deficit	Top Ten Skills with a Competence Deficit	Restrictive ERAU Student Competence Deficit	Top Ten Skills with Restrictive Deficit	Average Rank	Top Five Skills
Understanding other people and other points of view	84.3%	15.7%	100.0%	3	50.0%	32.6%	82.6%	17.4%	2	34.3%	1	1.5	1
Working in groups/teams	88.4%	7.4%	95.9%	2	63.0%	19.6%	82.6%	13.2%	4	25.4%	6	5	2
Basic PC software (word processing, spreadsheets, etc.)	92.9%	7.1%	100.0%	1	60.0%	32.0%	92.0%	8.0%	9	32.8%	2	5.5	3
Leading/guiding others	62.5%	37.5%	100.0%	10	48.3%	30.4%	78.7%	21.3%	1	14.2%	10	5.5	4
Defining and solving problems	67.2%	32.8%	100.0%	9	50.0%	34.7%	84.8%	15.2%	3	17.1%	9	6	5
Writing skills (non-technical)	73.1%	26.9%	100.0%	8	51.5%	36.7%	88.3%	11.7%	5	21.6%	7	6	6
Critical thinking	83.6%	16.4%	100.0%	5	56.6%	33.9%	90.6%	9.4%	7	27.0%	5	6	7
Responsible actions and decision making	83.6%	16.4%	100.0%	6	54.4%	36.5%	90.9%	9.1%	8	29.2%	4	6	8
Planning, scheduling, and carrying out projects	84.2%	15.8%	100.0%	4	51.7%	44.1%	95.8%	4.2%	10	32.5%	3	6.5	9
Independent work	83.5%	16.5%	100.0%	7	64.1%	24.3%	88.4%	11.6%	6	19.4%	8	7	10
Applied research (information gathering and analysis)	57.0%	39.3%	96.3%		52.6%	40.1%	92.7%	3.6%		4.4%			
Technical writing	54.3%	34.6%	88.9%		38.8%	47.9%	86.7%	2.2%		15.5%	Needs a look		
Environmental awareness	48.5%	26.7%	75.3%		59.6%	25.5%	85.1%	-9.8%		-11.0%			
Speaking before an audience	47.7%	44.5%	92.1%		37.5%	42.0%	79.5%	12.6%		10.2%	Needs a look		
Knowledge of political/physical geography	43.8%	20.7%	64.4%		60.4%	25.2%	85.7%	-21.3%		-16.7%			
Quantitative/mathematics	37.1%	45.2%	82.3%		38.5%	38.1%	76.6%	5.7%		-1.4%			
Political and economic awareness	31.7%	39.3%	71.0%		29.4%	35.4%	64.8%	6.2%		2.3%			

| | Master of Aeronautical Science | | | | | | | | | | | | |
| | Usefulness of Skill on the Job | | | | Competence of this ERAU Graduate | | | Overall ERAU Student Competence Deficit | Top Ten Skills with a Competence Deficit | Restrictive ERAU Student Competence Deficit | Top Ten Skills with Restrictive Deficit | Average Rank | Top Five Skills |
	(1) Very Useful	(2) Somewhat Useful	Skill Usefulness	Top Ten Skills	(1) Excellent	(2) Good	ERAU Student Competence						
Responsible actions and decision making	84.7%	13.8%	98.5%	2	22.7%	40.5%	63.1%	35.3%	2	62.0%	1	1.5	1
Planning, scheduling, and carrying out projects	83.0%	15.4%	98.5%	3	25.1%	38.0%	63.1%	35.4%	1	58.0%	3	2	2
Basic PC software (word processing, spreadsheets, etc.)	86.3%	12.2%	98.5%	1	27.4%	57.5%	84.9%	13.6%	6	58.9%	2	4	3
Writing skills (non-technical)	82.7%	15.8%	98.5%	4	36.7%	42.8%	79.4%	19.0%	4	46.0%	4	4	4
Defining and solving problems	78.6%	19.8%	98.5%	8	37.7%	45.1%	82.9%	15.6%	5	40.9%	5	5	5
Independent work	81.6%	16.9%	98.5%	6	41.4%	36.5%	77.9%	20.6%	3	40.2%	7	5	6
Critical thinking	81.6%	16.8%	98.5%	5	41.3%	44.5%	85.8%	12.7%	7	40.4%	6	6.5	7
Working in groups/teams	80.2%	18.3%	98.5%	7	49.4%	41.1%	90.5%	7.9%	9	30.7%	8	8.5	8
Speaking before an audience	74.2%	21.3%	95.5%	9	49.7%	36.0%	85.7%	9.8%	8	24.5%	9	8.5	9
Understanding other people and other points of view	73.6%	24.9%	98.5%	10	56.0%	34.6%	90.6%	7.8%	10	17.5%	10	10	10
Leading/guiding others	72.5%	25.9%	98.5%		46.2%	34.8%	81.0%	17.5%		26.3%			
Technical writing	57.3%	38.1%	95.4%		35.6%	38.5%	74.1%	21.3%		21.7%			
Applied research (information gathering and analysis)	55.2%	38.7%	93.9%		28.8%	52.3%	81.0%	12.9%		26.4%			
Environmental awareness	40.1%	44.5%	84.6%		29.1%	45.3%	74.3%	10.2%		11.0%			
Political and economic awareness	34.3%	53.7%	88.0%		30.9%	51.1%	82.0%	6.0%		3.4%			
Quantitative/mathematics	31.6%	57.4%	89.0%		45.8%	41.6%	87.3%	1.7%		-14.2%			
Knowledge of political/physical geography	27.7%	60.5%	88.3%		25.1%	48.3%	73.4%	14.9%		2.7%			