TCR On-Campus Students 2012 (N=13)

1. What is your current status?

		Response Total	Response Percent
MA Student		1	8%
PhD student taking classes		6	46%
PhD student studying for quals		3	23%
PhD student ABD		3	23%
GTMP		0	0%
Other, please specify		0	0%

2. Approximately how many graduate TCR courses have you taken with TTU?

		Response Total	Response Percent
0		1	8%
1		0	0%
2		0	0%
3		1	8%
4		1	8%
5		1	8%
6		1	8%
7		0	0%
8		2	15%
9		0	0%
10		0	0%
11		2	15%
more		4	31%

3. How many (if any) online graduate TCR courses have you taken with TTU?

		Response Total	Response Percent
0		2	15%
1		4	31%
2		1	8%
3		2	15%
4		2	15%
5		1	8%
6 or more		1	8%

4. For each of the following statements, please indicate the degree to which you agree or disagree with the statement.

	Strongly Agree -3	Agree -1	Neutral 0	Disagree +1	Strongly Disagree +3	Weighted Total
I am satisfied that the range of course offerings in a given semester gives me a choice that leads to completion of my degree.	8% (1)	42% (5)	42% (5)	8% (1)	0% (0)	**-7**
I can easily find a schedule of upcoming classes early enough to benefit me.	67% (8)	25% (3)	8% (1)	0% (0)	0% (0)	**-27**
I have adequate access to my professors and advisors during my degree.	42% (5)	42% (5)	17% (2)	0% (0)	0% (0)	**-20**
I am able to make progress each semester towards completion of my degree.	50% (6)	42% (5)	8% (1)	0% (0)	0% (0)	**-23**
I feel a strong connection with my academic community.	8% (1)	33% (4)	50% (6)	8% (1)	0% (0)	**-6**
I feel very disconnected from my academic program.	0% (0)	17% (2)	17% (2)	42% (5)	25% (3)	**+12**
I do not know who the professors are in the TCR program.	0% (0)	17% (2)	17% (2)	33% (4)	33% (4)	**+14**
I would like to see more theory courses offered each semester.	8% (1)	17% (2)	67% (8)	8% (1)	0% (0)	-4
I would like to see more methods courses offered each semester.	33% (4)	17% (2)	42% (5)	8% (1)	0% (0)	**-13**
I would like to see more tools (or "how-to") courses offered each semester.	8% (1)	17% (2)	50% (6)	8% (1)	17% (2)	**+2**
I would like to see the program experiment with hybrid (on-campus students co-meeting with online students) courses	0% (0)	25% (3)	42% (5)	25% (3)	8% (1)	+3

5. Most of our courses are offered either T-Th during the daytime. In the interest of flexibility, we are interested in exploring alternative schedules. Which of the following options, if any, would interest you?

		Response Total	Response Percent
Evening class (5-8, one night a week)		2	17%
Evening class (6-9, one night a week		4	33%
Evening classes (6:00-7:30, two nights a week)		2	17%
Day class (3-hours, one day a week)		5	42%
Late afternoon classes (5-7)		2	17%
More Monday-Wednesday grad classes		4	33%
Friday classes		0	0%
Saturday classes		1	8%
Other, please specify		2	17%

| 1. | I like them how they are. | |
| 2. | n/a | |

6. If you have any other thoughts or suggestions about scheduling course offerings, please write them below.

1. I'd like to see some professional development seminars especially for TCR students (the ones on the lit side are useless for us, I've been to them before).

7. We generally offer our courses to you every 2nd or 3rd semester. If we had the opportunity to offer certain courses more frequently, perhaps every year (or even every semester), which ones would you recommend?

		Response Total	Response Percent
5060. History and Theories of College Composition.		1	8%
5361. Introduction to Rhetorical Theory. Classical and modern theories of rhetoric and rhetorical activity		5	42%
5362. Rhetorical Analysis of Text. Classical and modern theories of rhetorical analysis.		1	8%
5363. Research Methods in TCR. Survey of research methods in composition studies.		0	0%
5364. History of Rhetoric. Survey of history and theories of rhetoric.		3	25%
5365. Studies in Composition. Consideration of classical and modern theories and research.		0	0%
5366. Teaching Technical and Professional Writing.		5	42%
5067. Methods of Teaching College Composition. Teaching methods and classroom observation.		4	33%
5368. Studies in Written Argumentation. History and theories of written argumentation.		3	25%
5369. Discourse and Technology. Effects of technologies on theory, practice, & pedagogy related to discourse.		4	33%
5371. Foundations of Technical Communication. Theory and practice of TC.		1	8%
5372. Technical Reports. Theory and practice of reports and proposals.		1	8%
5373. Technical Manuals. Theory and practice of manual development and design.		1	8%
5374. Technical Editing. Substantive editing and design of technical documents.		4	33%
5375. Document Design. Theory and practice of creating comprehensive, usable, and persuasive texts.		3	25%
5376. Online Publishing. Design and		2	17%

		Response Total	Response Percent
testing of online documents to support instruction and information retrieval.			
5377. Theoretical Approaches. Intensive analysis/application of one or more theories of technical communication.		2	17%
5379. Empirical Methods of Research. Survey of empirical methods commonly used in TC&R research. (prereq: 5363)		4	33%
5382. Written Discourses of Health and Medicine. Theory and research in the written discourses of health and medicine.		3	25%
5383. Grants and Proposals. Theoretical issues and practical experience dealing with the genre and process of writing grants and proposals.		4	33%
5384. Rhetoric of Scientific Literature. Study of the role of rhetoric in the texts of scientific inquiry.		1	8%
5388. Usability Testing. Methods of planning, conducting, and analyzing usability tests.		2	17%
5388. Usability Testing. Methods of planning, conducting, and analyzing usability tests.		1	8%
5389. Field Methods of Research. Survey of methods such as ethnography, observation, and participatory design.		2	17%
5389. Field Methods of Research. Survey of methods such as ethnography, observation, and participatory design.		1	8%
5390. Writing for Publication. This course is designed to teach students how to write clear and effective articles.		5	42%
5390. Writing for Publication. This course is designed to teach students how to write clear and effective articles.		0	0%

8. Which courses do you perceive offer you the **most** value for your degree?

		Response Total	Response Percent
5060. History and Theories of College Composition.		0	0%
5361. Introduction to Rhetorical Theory. Classical and modern theories of rhetoric and rhetorical activity.		4	33%

Course		Count	Percent
5362. Rhetorical Analysis of Text. Classical and modern theories of rhetorical analysis.		2	17%
5363. Research Methods in TCR. Survey of research methods in composition studies.		6	50%
5364. History of Rhetoric. Survey of history and theories of rhetoric.		2	17%
5365. Studies in Composition. Consideration of classical and modern theories and research.		0	0%
5366. Teaching Technical and Professional Writing.		3	25%
5067. Methods of Teaching College Composition. Teaching methods and classroom observation.		2	17%
5368. Studies in Written Argumentation. History and theories of written argumentation.		2	17%
5369. Discourse and Technology. Effects of technologies on theory, practice, & pedagogy related to discourse.		4	33%
5371. Foundations of Technical Communication. Theory and practice of TC.		2	17%
5372. Technical Reports. Theory and practice of reports and proposals.		0	0%
5373. Technical Manuals. Theory and practice of manual development and design.		1	8%
5374. Technical Editing. Substantive editing and design of technical documents.		1	8%
5375. Document Design. Theory and practice of creating comprehensive, usable, and persuasive texts.		2	17%
5376. Online Publishing. Design and testing of online documents to support instruction and information retrieval.		1	8%
5377. Theoretical Approaches. Intensive analysis/application of one or more theories of technical communication.		1	8%
5379. Empirical Methods of Research. Survey of empirical methods commonly used in TC&R research. (prereq: 5363)		1	8%
5382. Written Discourses of Health and Medicine. Theory and research in the written discourses of health and medicine.		3	25%
5383. Grants and Proposals. Theoretical issues and practical		1	8%

experience dealing with the genre and process of writing grants and proposals.			
5384. Rhetoric of Scientific Literature. Study of the role of rhetoric in the texts of scientific inquiry.		**0**	**0%**
5385. Ethics in Technical Communication. Definitions, philosophies, & applicability of ethics to TC problems/solutions		**3**	**25%**
5386. Written Discourse and Social Issues. Study of the uses of discourse in problem solving on social issues.		**1**	**8%**
5387. Publication Management. Strategies of managing processes and knowledge that support publication.		**0**	**0%**
5388. Usability Testing. Methods of planning, conducting, and analyzing usability tests.		**3**	**25%**
5389. Field Methods of Research. Survey of methods such as ethnography, observation, and participatory design.		**1**	**8%**
5390. Writing for Publication. This course is designed to teach students how to write clear and effective articles.		**1**	**8%**

9. What qualities make these courses valuable to you?

1.	Applied practice of methods and development.
2.	They are more informed by theory and so teach me skills I can generalize to more specific contexts. Also, I am more focused in rhetoric than technical communication.
3.	Breadth of theoretical application of the subject matter, especially in terms of writing. Anything written could stand to be better researched, better designed, clearer, more honest and direct, and more tailored to the needs and uses of the intended audience.
4.	I have been able to apply what I learned in these courses to my professional work.
5.	They cover the core concepts and skills needed to succeed in our field.
6.	The breadth and depth of both the knowledge of faculty and the exposure from readings and writing assignments.
7.	As observed above, most of my decisions are based upon the notion that critical research and argument cannot occur without a strong background in the master discipline of rhetoric. Therefore, I value courses which stress a rhetorical underpinning (and hence a deeper epistemic knowledge base). I also value methods-based courses since it, like rhetoric, creates a lens for the argument/research. I would like to see more theory/rhetoric and methods courses offered.
8.	Practical, especially the pedagogy aspect for work as a professor. Interesting, and also applicable to my area of concentration (dissertation topic).

10. Which courses do you perceive offer you the **least** value for your degree?

		Response Total	Response Percent
5060. History and Theories of College Composition.		0	0%
5361. Introduction to Rhetorical Theory. Classical and modern theories of rhetoric and rhetorical activity.	▭	1	8%
5362. Rhetorical Analysis of Text. Classical and modern theories of rhetorical analysis.	▭	1	8%
5363. Research Methods in TCR. Survey of research methods in composition studies.		0	0%
5364. History of Rhetoric. Survey of history and theories of rhetoric.		0	0%
5365. Studies in Composition. Consideration of classical and modern theories and research.	▭	2	17%
5366. Teaching Technical and Professional Writing.	▭	1	8%
5067. Methods of Teaching College Composition. Teaching methods and classroom observation.		0	0%
5368. Studies in Written Argumentation. History and theories of written argumentation.		0	0%
5369. Discourse and Technology. Effects of technologies on theory, practice, & pedagogy related to discourse.		0	0%
5371. Foundations of Technical Communication. Theory and practice of TC.	▭	1	8%
5372. Technical Reports. Theory and practice of reports and proposals.	▭	2	17%
5373. Technical Manuals. Theory and practice of manual development and design.	▭	4	33%
5374. Technical Editing. Substantive editing and design of technical documents.	▭	2	17%
5375. Document Design. Theory and practice of creating comprehensive, usable, and persuasive texts.	▭	1	8%
5376. Online Publishing. Design and testing of online documents to support instruction and information retrieval.		0	0%
5377. Theoretical Approaches. Intensive analysis/application of one or more theories of technical communication.	▭	1	8%

Course		Count	Percent
5379. Empirical Methods of Research. Survey of empirical methods commonly used in TC&R research. (prereq: 5363)		0	0%
5382. Written Discourses of Health and Medicine. Theory and research in the written discourses of health and medicine.	▬	1	8%
5383. Grants and Proposals. Theoretical issues and practical experience dealing with the genre and process of writing grants and proposals.	▬▬	2	17%
5384. Rhetoric of Scientific Literature. Study of the role of rhetoric in the texts of scientific inquiry.	▬	1	8%
5385. Ethics in Technical Communication. Definitions, philosophies, & applicability of ethics to TC problems/solutions		0	0%
5386. Written Discourse and Social Issues. Study of the uses of discourse in problem solving on social issues.		0	0%
5387. Publication Management. Strategies of managing processes and knowledge that support publication.	▬	1	8%
5388. Usability Testing. Methods of planning, conducting, and analyzing usability tests.	▬▬	2	17%
5389. Field Methods of Research. Survey of methods such as ethnography, observation, and participatory design.		0	0%
5390. Writing for Publication. This course is designed to teach students how to write clear and effective articles.		0	0%

11. What qualities make these courses less valuable?

1.	While I have only had an equivalent of 5361, 5361 and 5362 seem redundant of each other.
2.	There are no courses that I consider less valuable; I selected 5372 thinking it could be combined with 5373 or some other course.
3.	They seem to be focused on training me how to become an editor or manual writer. Which I don't want to do. They seem more appropriate for master's level than PHD. Except for pub management, which I think is just a terrible class overall. I think online publishing was a much better class because it focused on publishing online and all the different contextual and audience considerations. I learned a lot about user profiles, which is a pragmatic type of audience analysis and has benefited me greatly. I dropped pub management because I felt it was too practical and we didn't discuss enough of the theory and rhetoric behind it. It was solely focused on a semester project for that project's sake.
4.	It was hard enough to justify the top four; I can't pick a bottom four. I sincerely appreciate all the classes I've taken here at Tech. Sure, some of the theory courses I've taken are harder to steer into my dissertation and I would have like more practice in order to make myself more marketable as a consultant, but I can't say any of my classes were a waste of time or effort. The only reason I picked what I did (5373) is because I had to pick something and no one reads the manual anyway.
5.	Grants and proposals: While the idea of this course is significant, there is a great deal of external training available to learn about preparing grant proposals, and it takes less time than an entire semester to complete.

	Teaching technical writing: I took this course to teach 2311, and while it has been useful, I think it will prove less relevant to my future career goals.
6.	Just not really my area...
7.	To be honest, I didn't take either of these courses, but of this list, they are ones I'd be least likely to take.
8.	I have a background in comp.
9.	I would not say that these courses offer less value in a general sense, but in relation to my academic/research interests and pursuits, I am not as inclined to draw upon an "application" based approach.

12. By the way, what do you mean by "valuable" as you answer the ranking questions on this page?

1.	To me, a course is valuable when methods learned can be applied to a specific student's field of interest within the degree be it teaching, health, management, ethics, or manual/publication development.
2.	By "valuable" I mean the course contains information that will be useful for either the academic or the practitioner, or both.
3.	I mean, looking back, what did I find the most useful for learning what I now consider to be the most important things I learned--the take away that means I can can teach/research/do :)
4.	It needs to make me a better technical communicator by increasing my skills, refreshing old ones, and revealing areas where I can improve my critical thinking to make what I do (the communication of information) more accessible, persuasive, and usable to my audiences I aim to inform.
5.	I define "valuable" as the extent to which I've been able to use what I learned to apply to work outside the classroom and the degree program.
6.	I mean that the course will help me develop as a scholar in my filed and an employable person.
7.	I think a course has been valuable if I can later use the skills I learned in that course or apply the knowledge to a current situation. Anything I can apply in a real-world or industry-related TC job is valuable (grant writing, document design skills, technical editing, usability, etc.). Similarly, any knowledge I can use to supplement or strengthen what I teach in the classroom is also valuable to me--whether TC or Comp related.
8.	I suppose the value I derive from the courses directly correlates to my professional goals and aspirations. ALL of the courses I have taken have been valuable, but some more than others because of my intentions after I finish and earn my PhD. This program is amazing. And I know some of my colleagues will find a way to critique, maybe accurately, maybe erroneously, but this is the BEST program. I have no doubt in my mind. The rigor in the courses, the accessibility of faculty, and the preparation I have received thus far speak to this. Once, I was told that you will get out of your education whatever you put into it. I think this goes both ways: I put a lot into it, as do the faculty.
9.	In a difficult attempt to be brief, I would define "valuable" as courses which center on theoretical frameworks as the primary and application as the secondary. My experience in "application" based courses has been that they largely fail to address the underlying rhetorical considerations and focus primarily on trying to apply a skill set. Thus, the larger cultural (intercultural), social, political, and economic theories take a backseat. This, therefore, is not valuable, so I define "value" as that which animates the critical, theoretical, and rhetorical elements first and foremost.

13. We occasionally offer "special topics" courses under the course titles ENGL 5377 or ENGL 5365. Which of these courses that we have taught previously would you like to see offered again?

		Response Total	Response Percent
Alternative Rhetorics. Non-western, non-canonical, and feminist approaches to rhetoric.		**5**	**42%**
Discourse Analysis.		**5**	**42%**
Intercultural Communication. Consideration of culture in communication.		**9**	**75%**

Style. Theory and practice in style conventions.		3	25%
Rhetoric and Economics.		2	17%
Instructional Design and Development.		5	42%
Accessibility and Disability Issues.		5	42%
Data Mining.		3	25%
Assessment.		1	8%
Writing Program Administration.		3	25%
Other, please specify:		2	17%

1.	Course on TC and PM Authoring Tools relevant/used in theTC industry
2.	Political rhetorics, Current International Issues Rhetorics (if I can use that terminology)

14. Several of our courses, especially ENGL 5364 (History), 5369 (Discourse and Technology), and 5386 (Discourse and Social Issues) may be repeated for credit when the topic varies. Among these variants, which of the following courses would you like to see offered?

		Response Total	Response Percent
5364. History of Rhetoric. Classical rhetoric, antiquity through St. Augustine.		3	27%
5364. History of Rhetoric. Medieval rhetoric, St. Augustine through Ramus		4	36%
5364. History of Rhetoric. 20th century rhetoric.		7	64%
5364. History of Rhetoric. Renaissance rhetoric, Ramus - Blair, Campbell, and Whatley		2	18%
5364. History of Rhetoric. 19th century rhetoric, American rhetoric and composition		4	36%
5364. History of Rhetoric. History of technical communication		7	64%
5369. Discourse and Technology. Hypertext and hypermedia theory.		5	45%
5369. Discourse and Technology. Critical theories of technology.		6	55%
5369. Discourse and Technology. Computers and writing.		4	36%
5369. Discourse and Technology. Rhetoric of personal agency.		10	91%
5386. Discourse and Social Issues. Accessible Rhetoric: Web Accessibility and Disability Studies.		5	45%
5386. Discourse and Social Issues. Cyborgs, Prosthetics, and Rhetoric.		3	27%
5386. Discourse and Social Issues. Queer Rhetoric.		5	45%

15. If you have any suggestions about courses you'd like for us to offer, please write them here:

1.	Dr. Baake is always suggesting some kind of literature and tc blended class. This sounds awesome.
2.	As mentioned above, I would like to take more classes which focus upon current world issues and problems within an international and political landscape. Rhetoric belongs in the public/international sphere, and thus I feel that too often rhetoric is only applied within a domestic or regional sense. I believe the future of rhetoric lies within us knowing how to mitigate the "borders" of future cultural, political, and economic landscapes. As such, I would like to see more courses in "global rhetorics" so that our research can play a larger role on the international scene.
3.	Political Rhetoric

16.   In your opinion, what is the program doing really **well**?

1.	The professionalization that occurs in the program is solid and advancement toward graduation works smoothly.
2.	The top benefit of the program is the wide range or courses offered among the degree program.
3.	I feel like the caliber of our faculty is high, and I feel like the quality of the onsite classes is high as well.
4.	I really like the breadth of offerings for courses and the faculty experience. I like the frankensteined feel of the department because, well, TC is really a melange of so many different areas. I suppose that's what happens when you stake a claim on something as monumentally broad information and the effective communication thereof.
5.	This program does a great job teaching graduate students how to analyze critically a communication situation, to understand the dynamics involved in turning discussion into action.
6.	In the three years I've been in the program, I have been impressed with the care the professors take in getting to know me, understand me as a person and as a potential PhDer, and guide me through this process. They are always available when needed. They are prompt with answering questions. The program itself offers courses that allow me to have a well-rounded and eclectic mix of knowledge under my belt as well.
7.	I like what a solid interest the faculty take in our development. I feel like my questions can be answered and that people are interested in fostering my development.
8.	I think the program offers a good variety of courses that allow any individual to tailor the program to their particular needs. I see that as a real strength. I also think the faculty try to serve as good mentors.
9.	Everything.
10.	I really appreciate the "methods" courses and believe this program is preparing me to write strong and well-defended empirical arguments. The blend between rhetoric and methodology is crucial, and I believe the program pushes us to do this well (even though I would like to see more rhetoric/theoretical courses offered). Secondly, I am also really pleased with the advising aspect; the feedback is always helpful and I am always kept well-informed. This is a relief!
11.	The classes are engaging and challenging. All of the professors have been focused in their analysis of the given course topic, but open to individual lines of research inquiry as long as it relates to the subject in a meaningful way.

17.   In your opinion, what is the program doing really **poorly**?

1.	Integration with the undergrad program could be better. More opportunities to do research with industry would be nice.
2.	An area where the program could improve is included a wider variety of courses per semester.
3.	Honestly, after being in this program I am still not convinced that you can get the same quality education online as onsite. I always found that the courses I took online were less rigorous and I got less out of them. I think we have a great online program in terms of numbers, but I think we need to more actively recruit for the onsite program.
4.	Actually being able to access that breadth. It's like one semester, I can't possibly take all the classes I want to, and another, I have to scramble to find the ones that are most relevant to me. In one example, I really wanted to take grants and proposals but I just couldn't fit it in if I wanted to teach 2311 because my TC pedagogy course didn't transfer. I'm not saying that 5363 was a waste of time; not by a longshot. But I could really have used the new information in grants and proposals instead of an in-depth refresher. I would like to take about three more classes to fill in the gaps, but now that my coursework is finished, I can't afford to round myself out. It's so hard to craft

	my degree when I'm moving through it so fast.
5.	The general research methods courses could be structured more around the dissertation process, perhaps should be advised for later in the graduate degree, and maybe separated only for PhD students.
6.	Honestly, I don't know. I haven't had a problem since I've been here.
7.	Well, I'm always jealous of the professional development seminars the lit and creative writing people do every Thursday. I feel like maybe there's a long list of things I ought to be doing now--publishing, conferencing, etc.--but I don't know where to start. I'm trying to be proactive, but the program can surely help.
8.	That said, as an on-site student (though ABD), I am still concerned sometimes with the lack of faculty feedback or, I should say, the inconsistency with faculty feedback. I have other colleagues in the program (mostly online) who can submit a proposal or a first chapter and have feedback from all members within a week, sometimes even a few days whereas I have had to wait months at times to hear anything. I understand that we get to pick our committee, and this sometimes means knowingly choosing members who are historically slow to respond, but I'd like to see more consistency across the board.
9.	Nothing. I have no complaints whatsoever.
10.	I draw upon my earlier remark that I would like to see this program providing more of a "global lens."
11.	Nothing "really poorly," at least not that I've experienced thus far.

18.	In your opinion, what is the top priority action the program needs to take?

1.	While I don't state it as a weakness above, continuing to integrate communities (faculty, grads, undergrads, online, and offline) should remain top priority. Building networks and systems (technological and social) that serve this goal would be great. An integrated conference with an undergrad poster session at the start of the Mayinar might help gather all groups. Other forms of social and collaborative group projects could help.
2.	I wish there were more courses offered for practitioners; it seems that the program cycles through theory classes quickly while the opposite is true for practical classes. I would like to see more practical classes offered per semester, or at least as many as there are theory classes per semester.
3.	Focus on building up the onsite program and don't over extend yourselves on the online program, which is huge.
4.	I'm not really intimate with all the vagaries of program administration, so my input is probably irrelevant. I would like to see a slight rebalance of the theory courses to practice courses, simply because I know that the places I will be looking for work will be looking for practical experience and professors who lean heavier on practice-based instruction.
5.	I am very proud of my degree work in the TCR program, so this is difficult to answer. One thing I'd recommend is to establish formal mentoring between "senior" graduate students and new graduate students, by which students preparing for quals (or newly-passing students of quals) can advice new graduate students--this might even take place in the form of month or semi-weekly happy hours.
6.	Perhaps in making some of the specialized courses available more often.
7.	I don't know.
8.	Steps toward my response on #17 is one area the program could prioritize, but I also would like to see the on-site students gets similar experiences as the online students at the May seminar, such as faculty presentations or more one-on-one time with meeting and knowing faculty. I do think the program has made improvements toward this in the last couple years (at least one get-together before fall semester starts and usually a faculty/student party at Kelli's in the fall), but not all the faculty go to these. I was on-site a few years, and there are still faculty I've never met.
9.	More funding for grad students, especially those online, to go to conferences, especially ATTW and Cs because that's where the faculty and other students are. May Seminar is great, but intense. The conferences might offer another opportunity for further collaboration with our colleagues, thus increasing the bond with our colleagues.
10.	Global, intercultural communication, etc. In short, for this program to better prepare us to argue and communicate effectively to global audiences within global environments.
11.	Broaden the class offerings. But I think that's a challenge for all programs because of limited resources.