

TCR Online Students 2012 (N=17)

1. What is your current status?

		Response Total	Response Percent
MA Student	■	1	6%
PhD student taking classes	■■■■■■■■■■	9	53%
PhD student studying for quals	■■■■■■■	4	24%
PhD student ABD	■■■■	2	12%
GTMP		0	0%
Other, please specify:	■	1	6%
PhD student on academic leave			

2. On average, what is your time commitment per each online course (hours/week)?

		Response Total	Response Percent
0-4		0	0%
5-9	■■■■	3	18%
10-14	■■■■■■■	4	24%
15-19	■■■■■■■■■■	8	47%
20+	■■■■	2	12%

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

		Response Total	Response Percent
0	■■■■	2	12%
1		0	0%
2		0	0%
3	■■■	1	6%
4	■■■	1	6%
5	■■■■■■■	3	18%
6		0	0%
7		0	0%
8	■■■	1	6%
9	■■■	1	6%
10	■■■■■■■	2	12%
11	■■■■■■■■■■	4	24%
more	■■■■	2	12%

4. On average, approximately how many courses do you take per semester (just a rough estimate will suffice)?

		Response Total	Response Percent
0.50		0	0%
0.75		0	0%
1.00		11	65%
1.25		0	0%
1.50		2	12%
1.75		0	0%
2.00		3	18%
2.25		0	0%
2.50		0	0%
2.75		0	0%
3.00		0	0%
more		1	6%

5. Have you taken more than 1 online class per semester?

		Response Total	Response Percent
Yes		9	53%
No		8	47%

6. How are you financing your degree?

		Response Total	Response Percent
Student loans		6	35%
Employer's assistance		3	18%
My savings		3	18%
Grant, scholarship, or fellowship		1	6%
My paycheck		9	53%
Credit cards, other non-student loans		3	18%
GI bill, Hazelwood		1	6%
Other, please specify:		1	6%

state waiver

7. If you are financing your degree with loans or other debt, approximately how much debt do you expect to have by the time you graduate?

		Response Total	Response Percent
none or n/a		11	65%
\$1-\$5000		0	0%
\$5001-\$10,000		0	0%
\$10,001 - \$15,000		1	6%

\$15,001 - \$20,000		0	0%
\$20,001 - \$25,000	■	1	6%
\$25,001 - \$30,000		0	0%
\$30,001 - \$35,000	■	1	6%
\$35,001 - \$40,000		0	0%
\$40,001 - \$45,000	■	1	6%
\$45,001 - \$50,000		0	0%
more	■	2	12%

8. 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.	29% (5)	41% (7)	18% (3)	12% (2)	0% (0)	-20
I can easily find a schedule of upcoming classes early enough to benefit me.	41% (7)	35% (6)	24% (4)	0% (0)	0% (0)	-28
I do not find synchronous online meetings valuable.	0% (0)	6% (1)	6% (1)	35% (6)	53% (9)	+32
I feel a strong connection with my academic community.	24% (4)	24% (4)	29% (5)	24% (4)	0% (0)	-12
I feel very disconnected from my academic program.	6% (1)	18% (3)	24% (4)	24% (4)	29% (5)	+13
~6:00 p.m. Texas time is a good time for me to participate in synchronous meetings.	47% (8)	41% (7)	12% (2)	0% (0)	0% (0)	-31
I have adequate access to my professors and advisors during my degree.	41% (7)	29% (5)	24% (4)	0% (0)	6% (1)	-23
I am able to make progress each semester towards completion of my degree.	47% (8)	47% (8)	6% (1)	0% (0)	0% (0)	-32
I do not have adequate access to my classmates.	0% (0)	12% (2)	35% (6)	41% (7)	12% (2)	+11
A synchronous (realtime) component to my courses is very important to me.	53% (9)	29% (5)	12% (2)	6% (1)	0% (0)	-31
Asynchronous class components are more important than realtime components.	12% (2)	12% (2)	29% (5)	24% (4)	24% (4)	+8
I do not know who the professors are in the TCR program.	0% (0)	12% (2)	12% (2)	35% (6)	41% (7)	+25
I would like to see the program experiment with hybrid (on-campus students co-meeting with online students) courses	0% (0)	24% (4)	59% (10)	12% (2)	6% (1)	+1

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

1.	I don't think it would be such a terrible idea to offer Friday evening classes or even Saturday day classes.
2.	I would like to see possibly additional day choices for classes.
3.	Maybe there is already a course like this...I'm not sure...I would like to see a required course that studies only primary sources.
4.	Synchronous meetings were a strong point of coursework and necessary to get a full engagement of the theory. This is also a big part of what makes this a "real" degree, and not just an online degree requiring little participation or work. I have always felt that the multiple strands of conversation that are inevitable in a chat-type class meeting produce depth that is not possible in f2f meetings. It was like triple

the content for each meeting. Going back through transcripts and sorting out conversations was invaluable to me. Please do not ever remove this component.

10. Check the courses you think should be offered every year.

		Response Total	Response Percent
5060. History and Theories of College Composition.		8	47%
5361. Introduction to Rhetorical Theory. Classical and modern theories of rhetoric and rhetorical activity.		8	47%
5362. Rhetorical Analysis of Text. Classical and modern theories of rhetorical analysis.		5	29%
5363. Research Methods in TCR. Survey of research methods in composition studies.		9	53%
5364. History of Rhetoric. Survey of history and theories of rhetoric.		2	12%
5365. Studies in Composition. Consideration of classical and modern theories and research.		0	0%
5366. Teaching Technical and Professional Writing.		7	41%
5368. Studies in Written Argumentation. History and theories of written argumentation.		2	12%
5369. Discourse and Technology. Effects of technologies on theory, practice, & pedagogy related to discourse.		1	6%
5371. Foundations of Technical Communication. Theory and practice of TC.		10	59%
5372. Technical Reports. Theory and practice of reports and proposals.		1	6%
5373. Technical Manuals. Theory and practice of manual development and design.		2	12%
5374. Technical Editing. Substantive editing and design of technical documents.		2	12%
5375. Document Design. Theory and practice of creating comprehensive, usable, and persuasive texts.		4	24%
5376. Online Publishing. Design and testing of online documents to support instruction and information retrieval.		1	6%
5377. Theoretical Approaches. Intensive analysis/application of one or more theories of technical		2	12%

communication.			
5379. Empirical Methods of Research. Survey of empirical methods commonly used in TC&R research. (prereq: 5363)		4	24%
5382. Written Discourses of Health and Medicine. Theory and research in the written discourses of health and medicine.		1	6%
5383. Grants and Proposals. Theoretical issues and practical experience dealing with the genre and process of writing grants and proposals.		1	6%
5384. Rhetoric of Scientific Literature. Study of the role of rhetoric in the texts of scientific inquiry.		3	18%
5385. Ethics in Technical Communication. Definitions, philosophies, & applicability of ethics to TC problems/solutions		3	18%
5386. Written Discourse and Social Issues. Study of the uses of discourse in problem solving on social issues.		1	6%
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.		4	24%
5389. Field Methods of Research. Survey of methods such as ethnography, observation, and participatory design.		6	35%
5390. Writing for Publication. This course is designed to teach students how to write clear and effective articles.		4	24%

11. If you have any comments about timing and frequency of courses, please enter them here.

1.	I know foundations is offered every fall, but more than 1 of us has had to wait overly long to take it because we couldn't get in. I was told it was a fine class to take at the end of your studies, but I personally feel at a disadvantage when taking other classes with peers who have completed it early in the studies and were able to develop that foundation.
2.	I would like to see writing for publication offered more often so I can take it sooner rather than later.
3.	For this question, my only recommendation would be to have an offering for each of the minimum requirements (e.g., two theory, two research-based, maybe one or two per area of specialization), so that each semester students have access to several courses needed for degree fulfillment.
4.	I was fortunate to be able to take Classical Rhetoric during my first semester of courses. This provided a solid grounding for the rest of my courses, as theories approached in future courses would often refer to classical rhetoricians in some way. I'm not sure how students who were not offered this (as the topic changes, I believe) would get this grounding if they didn't have a strong background in rhetoric (as I did not). I didn't have any trouble with the frequency of courses. The only issues I ever had was having to choose!
5.	Visual Rhetoric should be available more frequently

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










		Response Total	Response Percent
5060. History and Theories of College Composition.		4	24%
5361. Introduction to Rhetorical Theory. Classical and modern theories of rhetoric and rhetorical activity.		4	24%
5362. Rhetorical Analysis of Text. Classical and modern theories of rhetorical analysis.		2	12%
5363. Research Methods in TCR. Survey of research methods in composition studies.		8	47%
5364. History of Rhetoric. Survey of history and theories of rhetoric.		5	29%
5365. Studies in Composition. Consideration of classical and modern theories and research.		1	6%
5366. Teaching Technical and Professional Writing.		7	41%
5368. Studies in Written Argumentation. History and theories of written argumentation.		1	6%
5369. Discourse and Technology. Effects of technologies on theory, practice, & pedagogy related to discourse.		3	18%
5371. Foundations of Technical Communication. Theory and practice of TC.		7	41%
5372. Technical Reports. Theory and practice of reports and proposals.		1	6%
5373. Technical Manuals. Theory and practice of manual development and design.		0	0%
5374. Technical Editing. Substantive editing and design of technical documents.		0	0%
5375. Document Design. Theory and practice of creating comprehensive, usable, and persuasive texts.		1	6%
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.		0	0%
5379. Empirical Methods of Research. Survey of empirical methods		0	0%

commonly used in TC&R research. (prereq: 5363)			
5382. Written Discourses of Health and Medicine. Theory and research in the written discourses of health and medicine.		0	0%
5383. Grants and Proposals. Theoretical issues and practical experience dealing with the genre and process of writing grants and proposals.		2	12%
5384. Rhetoric of Scientific Literature. Study of the role of rhetoric in the texts of scientific inquiry.		2	12%
5385. Ethics in Technical Communication. Definitions, philosophies, & applicability of ethics to TC problems/solutions		4	24%
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.		0	0%
5388. Usability Testing. Methods of planning, conducting, and analyzing usability tests.		3	18%
5389. Field Methods of Research. Survey of methods such as ethnography, observation, and participatory design.		2	12%
5390. Writing for Publication. designed to teach students how to write clear and effective articles.		3	18%

13. What qualities make these courses valuable to you?

1.	These prepare me for my career field.
2.	They fit my chosen focus.
3.	They have provided foundational information for my research.
4.	they support the career aspect of the degree - teaching and publication.
5.	enthusiasm and calibre of the professors who teach these courses
6.	(1) Understanding how to do research and analyze the research of others is extremely important to being a scholar. (2) Getting money to support what you do is important, so you have time to be a full time scholar. (3) Being able to communicate your ideas through writing is absolutely essential to being a scholar.
7.	These courses covered theory that was essential to both all of the other courses that came after AND will be directly applicable to my career in academia.
8.	Methods and new discourse technologies need to be explored to develop an eventual dissertation.
9.	There are applicable and teachable concepts in these courses. I missed a few of the courses I really wanted because I had to choose other required courses. I heard argument was a great course, but I could not squeeze it in.
10.	They are fundamental to the degree and our field.

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

		Response Total	Response Percent
5060. History and Theories of College Composition.		2	12%
5361. Introduction to Rhetorical Theory. Classical and modern theories of rhetoric and rhetorical activity.		0	0%
5362. Rhetorical Analysis of Text. Classical and modern theories of rhetorical analysis.		0	0%
5363. Research Methods in TCR. Survey of research methods in composition studies.		1	6%
5364. History of Rhetoric. Survey of history and theories of rhetoric.		2	12%
5365. Studies in Composition. Consideration of classical and modern theories and research.		0	0%
5366. Teaching Technical and Professional Writing.		2	12%
5368. Studies in Written Argumentation. History and theories of written argumentation.		1	6%
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.		0	0%
5372. Technical Reports. Theory and practice of reports and proposals.		3	18%
5373. Technical Manuals. Theory and practice of manual development and design.		4	24%
5374. Technical Editing. Substantive editing and design of technical documents.		3	18%
5375. Document Design. Theory and practice of creating comprehensive, usable, and persuasive texts.		3	18%
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.		0	0%
5379. Empirical Methods of Research. Survey of empirical methods		0	0%

commonly used in TC&R research. (prereq: 5363)			
5382. Written Discourses of Health and Medicine. Theory and research in the written discourses of health and medicine.		2	12%
5383. Grants and Proposals. Theoretical issues and practical experience dealing with the genre and process of writing grants and proposals.		2	12%
5384. Rhetoric of Scientific Literature. Study of the role of rhetoric in the texts of scientific inquiry.		1	6%
5385. Ethics in Technical Communication. Definitions, philosophies, & applicability of ethics to TC problems/solutions		1	6%
5386. Written Discourse and Social Issues. Study of the uses of discourse in problem solving on social issues.		1	6%
5387. Publication Management. Strategies of managing processes and knowledge that support publication.		2	12%
5388. Usability Testing. Methods of planning, conducting, and analyzing usability tests.		0	0%
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.		3	18%

15. What qualities make these courses less valuable?






1.	I didn't find these courses as valuable as their descriptions led me to believe they would be. One was very practical, though not as pertinent to my career, while the other didn't seem to be focused enough for me to gain anything new from it.
2.	They don't fit with my chosen focus.
3.	This course was a train-wreck. I could have just taken the textbook, read it, and got as much out of the course. I hope the professor was just having a bad semester and does not run a course in this way on a regular basis.
4.	they have either been directly incorporated into other courses or they do not support my future as an educator/researcher.
5.	these are part of the average professional technical communicator skill set...in other words, they are what I do every day. you may wish to consider offering these as half-credit seminar courses rather than full courses.
6.	We really should have a "none" option for question 14. I don't think any of them have little value for the degree because all of us come from varied backgrounds and could benefit in different ways from each course. However, I had to select something because an answer is required.
7.	I'm not that interested in technical reports, proposals, and manuals. It seems like these skills could be taught in one class. I'm not that interested in theories of written argumentation.

8.	I felt that all of my courses were valuable. I've checked Document Design only because when I took this course, we designed a logo and a website (using a template). Logo design seems more graphic design to me, and the website was pretty much pre-designed by Joomla. I would have preferred to practice doc design theories on a document. That said, we did get the theory, which was most important to me. I'm not really THAT bothered by this.
9.	It was difficult to apply what was offered, perhaps a different approach would have provided usable materials.
10.	I really enjoy all of the course offerings.
11.	I haven't taken a course in TCR that wasn't valuable.

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

1.	When I answered these questions I thought in terms of courses that I could easily not have taken with no great loss, versus courses that I feel were or would be very important to my knowledge base.
2.	Valuable means either advancing you toward your dissertation (in knowledge, not requirements) or helping you get a job. Or, in the case of 5060, helping you do your current job more effectively.
3.	Value, for me, is providing me information that would help with either my research or technical communication, that would go outside of what I could learn on my own; something that challenges me to move outside of my comfort zone.
4.	For a course or an activity to be valuable it should enhance or extend my knowledge and abilities as an instructor and/or should lead to my abilities to participate in the growth of the field via research and publication.
5.	a valuable course provides theoretical insight into a subject that I do not currently have as a professional technical communicator.
6.	Valuable: applicability to our field, contribution to professional development while in the program, pertinence toward obtaining employment after graduation.
7.	I looked at it personally. Did it significantly advance my knowledge or understanding of my field. Like our field, is it a topic that is ever-changing, evolving, relevant.
8.	A course is valuable if (1) the readings stimulate serious inquiry (2) the professor is organized and provides timely, critical, and relevant feedback that improves my thinking and writing (3) completing the assignments supports my ongoing development as a scholar in the field
9.	Valuable = what is the lasting benefit I received as a result of taking the course, what is going to be useful to me as I build my knowledge in future study and in my career
10.	Valuable means the course brings me closer to a completed dissertation.
11.	Valuable equates to a course which is applicable in the field as a teachable topic or as a topic which will help me with research.
12.	The courses are valuable in either one of two ways: 1) they enhance or relate to my own research; 2) they contribute to my pedagogy.

17. 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.		7	41%
Discourse Analysis.		7	41%
Intercultural Communication. Consideration of culture in communication.		7	41%
Style. Theory and practice in style conventions.		1	6%
Rhetoric and Economics.		3	18%

Instructional Design and Development.		5	29%
Accessibility and Disability Issues.		8	47%
Data Mining.		5	29%
Assessment.		5	29%
Writing Program Administration.		3	18%
Other, please specify:		1	6%
Sonic Literacy			

18. 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.		4	25%
5364. History of Rhetoric. Medieval rhetoric, St. Augustine through Ramus		3	19%
5364. History of Rhetoric. 20th century rhetoric.		10	62%
5364. History of Rhetoric. Renaissance rhetoric, Ramus - Blair, Campbell, and Whatley		4	25%
5364. History of Rhetoric. 19th century rhetoric, American rhetoric and composition		6	38%
5364. History of Rhetoric. History of technical communication		7	44%
5369. Discourse and Technology. Hypertext and hypermedia theory.		8	50%
5369. Discourse and Technology. Critical theories of technology.		8	50%
5369. Discourse and Technology. Computers and writing.		9	56%
5369. Discourse and Technology. Rhetoric of personal agency.		10	62%
5386. Discourse and Social Issues. Accessible Rhetoric: Web Accessibility and Disability Studies.		7	44%
5386. Discourse and Social Issues. Cyborgs, Prosthetics, and Rhetoric.		6	38%
5386. Discourse and Social Issues. Queer Rhetoric.		3	19%

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

1.	Certain major figures (Burke) are so central that they might merit their own class.
2.	These were ALL good choices!

20. For **asynchronous** class communication, which of the following tools is (would be) most useful to you?

		Response Total	Response Percent
WebBoard	██████████	2	12%
e-mail	██████████	2	12%
blogs		0	0%
Blackboard	████	1	6%
mail distribution lists		0	0%
Moodle	██	7	41%
Facebook		0	0%
Google +	████	1	6%
Wiki	████████████████	4	24%
Other, please specify		0	0%

21. For **synchronous** class communication, which of the following tools is (would be) most useful to you?

		Response Total	Response Percent
Skype	████████████████████	5	29%
Instant Messenger		0	0%
MOO	██	8	47%
phone conferencing		0	0%
Adobe Connect	████	1	6%
Citrix GoToMeeting	████	1	6%
WebEx	████	1	6%
Fuze Meeting		0	0%
WizIQ		0	0%
Microsoft Lync		0	0%
Jigsaw Meeting		0	0%
Yugma P20		0	0%
join.me		0	0%
Other, please specify:	████	1	6%

I don't have enough expertise to comment on anything other than the MOO

22. We have experimented with adding video and audio components to our online classes. Which of the following video or audio technologies do you feel would add value to our TechComm courses?

		Response Total	Response Percent
WebCam-enhanced chat (teacher only)	████████████████	4	24%
Video conferences for the entire class	██	6	35%
Telephone conferences for the class	██████████	2	12%
Small video lectures by professor on various course topics	██	8	47%
Small audio lectures by professor	██	10	59%

(podcasts)			
Other, please specify:		2	12%
1.	webcam for all.		
2.	A power point with audio (lecture by professor) on each slide.		

23. It has been suggested that it's time to adopt a common online course delivery system in order to help with the learning curve and the sometimes idiosyncratic nature of our course delivery. How good of an idea would this standardization be?

		Response Total	Response Percent
Very Good		5	29%
Good		3	18%
Neutral		7	41%
Bad		1	6%
Very Bad		1	6%

24. Please share any other thoughts you have about our program's online course delivery.

1.	The MOO is archaic and clunky. It blurs together everyone's contribution into one TL;DR clump of text, and when it runs out of space it bumps the whole conversation up rather than gradually moving the conversation up. I really prefer Adobe Connect, which also allows for private conversations where folks can ask questions of their peers and teacher without interrupting the main convo or seeming as if they're not on-task. Connect also offers screen sharing and a whiteboard, plus sound capabilities. This would mean we wouldn't have to simultaneously log in to Skype, MOO, and Freescreensharing.com as I've had to do in some classes (putting a strain on my machine).
2.	The moo is fine, if a little dated. The moodle is mediocre.
3.	At first, I was put off by different instructors using differing modes of online course delivery, but now I can see the value. Doing it this way makes the instructor comfortable as they know the technology, can focus on the course material, and help students with any tech questions. I have been in too many courses where the instructor wanted "try this out" and class time failed.
4.	The Moo is hard to read and respond to. I would like to see a more user-friendly platform. Other than that, I don't have enough expertise to comment.
5.	I found the few synchronous classes that used Skype particularly valuable. However, they would have offered an even more enhanced user experience had all the students turned on their cameras.
6.	Both MOO and Skype offer benefits and drawbacks to class discussions. Both seem useful in their own way, though I am partial to the MOO's ability to minimize turn-taking. I haven't used any of the other methods. I think faculty should be free to explore new course delivery technologies as long as 1) they communicate the method to the students early and 2) students do not have to purchase anything in order to use the method.
7.	The moo is antiquated and reflects poorly on the caliber of the program. Get rid of it. Moodle is a good, consistent platform for exchange. The incorporation of video chat would be awesome. Voice to voice should be a minimum requirement.
8.	I think it's very important to adopt a common online course delivery system. Each course has been very different in delivery, which has been disappointing. I don't like the MOO at all. I think Moodle (if utilized effectively) is an excellent way to deliver the nuts and bolts of a course. It's also an effective way for students to have scholarly conversations through the use of the forums. There is not enough structured asynchronous activity between students in online courses (with the exception of Cargile-Cook's courses). Some audio or audio/video component should be required for online courses such as the use of Skype for class meetings.
9.	I am not familiar with most of the options listed for synchronous meetings. You know, I'm not sure about this, even though I said "very good" idea in the previous question. Thinking about philosophy behind this...being exposed to multiple ways of meeting synchronously was a way to experiment with technology I might use for my own online teaching. On the other hand, some TCR students may be very opposed to being their own guinea pigs. The constant switching of platforms was annoying while it was happening, but in retrospect, I'm appreciative of the experience. If we are to be the leaders in our field, I think it's good to be exposed to as much as possible. Perhaps if that multiple exposure could be more planned in some way? I'm sorry - I'm sure that's not much help!
10.	I still find the MOO confusing and sometimes SKYPE is very spotty with a large class.

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

1.	The 'Nar, though it was really empty last year. I appreciate how many opportunities we students have to give our feedback like this. These things both lend toward my feeling of community with the other online students.
2.	Keeping standards high.
3.	The program is still challenging and kick ass! *WHOOT* Congratulations on keeping up the standards.
4.	Getting students in courses.
5.	for the most part, the faculty are leaders in their field and amazing educators.
6.	Students seems connected to each other, curriculum seems relevant.
7.	Great teachers. Relevant readings and assignments.
8.	Offering courses that allow professors and students to explore and inquire special topics.
9.	1. The faculty. I say this every year. I could not be more impressed with our faculty's expertise AND ability to teach. I think this is rare. 2. Course offerings. Always a good mix with options to suit a wide variety of diss interests.
10.	The May seminar is great! The online delivery is also very good because it is flexible and accommodates a variety of contingencies.
11.	Sorry, no opinion yet since I'm starting FA12.
12.	There's a good variety of course offerings, and the support from Joyce is superb.
13.	Excellent program. The availability of courses and instructors is the best part of this program.
14.	Creating an educational atmosphere in which students get to know each other really well.
15.	Communicating and creating a sense of community
16.	The TTU TCR Online program does a terrific job of creating community. Despite being geographically separated, I still feel connected to my peers in the program. Facebook, the list serv, and the courses all contribute to making this possible.

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

1.	I can't think of anything that is being done really poorly. I wish there were more options during the week for courses (seems like they're all on Mondays or something), and it would be nice to have had more opportunities to meet faculty at the 'Nar or take classes with a greater variety of faculty. I also wish the on-site students didn't have such a negative attitude toward those of us in the online program.
2.	?
3.	Communication between faculty and student. And this is something that may change as the program gets a bit smaller with graduations. As a student, it is FRUSTRATING (especially since I would never treat my own students this way) to send emails to faculty asking questions and either getting responses weeks later or never a response. If, as a faculty, you think the email is dumb, just send 2 words out "That's dumb" But having no response is just, not right. Since we are online, we can't just drop by during office hours and ask questions or stop for a chat...especially when that's all we need.
4.	Offering assistance with funding other than loans - helping students get the grants and scholarships.
5.	communication with distance students could be improved. while we have multiple modes of communication available, what is missing is the personal touch that comes with onsite studies. you may wish to consider having a mandatory bi-weekly or other periodic check-in with all students in the program. this would go a long way towards supporting engagement in the program. i would also like to see a less US-focused student body. perhaps you may consider encouraging applications from students outside of North America. their participation would enrich our program, foster cross-cultural understanding, and reflect the global nature of today's technical communication.
6.	Nothing REALLY poorly. Trickiest thing is to get hold of our faculty members/advisors. I have always been able to reach someone eventually, but sometimes there is a lag that causes problems in class/program planning.

7.	Inconsistency in quality of delivery platform (moo? seriously?)
8.	Lacking a common online delivery system.
9.	This is hard. I thought the communication of expectations and "next step" type info was terrible when I was admitted, but I don't really know what happens now that I'm removed from that. Taking away newbie presentations from the 'nar was a mistake. The rapid rhetoric does not accomplish the same thing - a quick and boiling dip into academic presentations in front of an audience of peers. I think the rapid rhetoric sets the bar too low from the start. Now that 'nar attendance in smaller, that experience should be reinstated.
10.	The billing mechanism is always tortuous. Also, the registration process is confusing.
11.	Sorry, no opinion yet since I'm starting FA12.
12.	I'd like more feedback from professors.
13.	The two week summer session is difficult to manage. Perhaps a shortened version would suffice. Could we take a week of the program online, maybe an online course element coupled with the in person element following? Just a suggestion...
14.	I'm worried about the risk of saturating the technical communication PhD market and that some of our recent graduates have completed dissertations that are not firmly grounded in technical communication.
15.	Handling those ABDers that are not making any progress
16.	I don't know if this is necessarily a program problem, but I was really disappointed in some of the on-site students' attitudes about the online program when we meet this past summer seminar. They seem to think that ours is the "easier" track. While I don't begrudge anyone their opinion, my worry is that this attitude will become prevalent - perhaps making itself known outside of just the TTU TCR community - and tarnish our degrees. In other words, it might be that the onsite students contribute to our degree getting that asterisk rather than outsiders. This, I believe, would hurt both the on-site and online students.

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

1.	I'd have to say the outdated MOO needs an overhaul. I prefer the Skype classes, but even then people don't really want to use the microphone, so you usually hear just the professor. There's a lot of great technology out there for synchronous text-based meetings, so I don't know if the answer is a new software or a MOO update.
2.	Maintain top-quality faculty.
3.	To keep management on the growth. Really, it needs to be a size that 16 faculty can handle. So that means either more faculty or fewer students.
4.	I don't know enough to comment other than make the MOO easier to read.
5.	focus on offering personalized outreach to students with periodic check-ins throughout the PhD process.
6.	I still think we need a more centralized location for orienting our incoming students. This should include everything from "how to log into the MOO" to technical specs of the software/hardware they might purchase when they enter the program.
7.	Maintain high standards for acceptance, course performance, and graduation.
8.	The program should have an "instructional design initiative" to develop a minimum set of standards or norms or expectations for the delivery of online courses.
9.	Reinstate first-year full presentations.
10.	I have no opinion at this time.
11.	Sorry, no opinion yet since I'm starting FA12.
12.	I'm not certain what's meant by "top priority action..."
13.	Perhaps it would be beneficial to get Dr. Carter a person to help with the essential paperwork element so that she has time to focus on the creative/management/advising element and grow her program. I believe that the program should be allowed to grow - more students, more teachers, more classes, more support and clerical people, more money.....more!!! LOL!

14.	Carefully monitor the market and limit the intake of new students. I would also like the faculty to ensure that dissertations really do cover some aspect of technical communication and that students are not simply using the scope of TC as an excuse to complete projects that would be better situated in other disciplines.
15.	Making sure that the program retains its credibility
16.	Despite my previous complaint, I think the TCR program at TTU is incredible. The teachers, administrators, courses, and even the seminar, are all truly great. I feel fortunate to be in the program and part of such a wonderful group of students and scholars.