

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: MA Program in English. Fall 2021 Report. October 15, 2021

Dept: English

College: CLAS

Submitted by: Angela Vietto (Dept. Chair), Randy Beebe (Graduate Coordinator)

Colleen Abel, Melissa Caldwell, Suzie Park, Jad Smith, Tim Taylor (Graduate Studies Committee)

Part 1:

<p>CGS Learning Goal #1 A depth of content knowledge</p>	<p>Program Learning Goal(s): Develop advanced content knowledge in selected concentration.</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1. Initial Portfolio (all students complete an initial portfolio through ENG 5000) 2. Final Portfolio or Thesis (completed in last semester of study) 3. Thesis & Oral defense 4. Instructor Assessment of Course Projects (will be revised for 2021-22) 5. Thesis & Independent Study Proposals
<p>What are the expectations for the students?</p>	<p>Students will generate informed interpretations or analysis of texts and questions for scholarly or creative inquiry or as a means for inquiry into advanced pedagogy (theory and practice).</p>
<p>What are the expectations for the program?</p>	<ol style="list-style-type: none"> 1. 100% of students achieve expectation in initial portfolio 2, 3. 90% of students exceed expectation; 10% meet expectation in final portfolio or thesis and oral defense 4. Under review 5. Under review
<p>What were the results?</p>	<ol style="list-style-type: none"> 1. 26 initial portfolios reviewed: <ul style="list-style-type: none"> • 32% Achieved expectation with Distinction; 67% Achieved expectation; 1% N/A 2. 3 final portfolios reviewed: <ul style="list-style-type: none"> • 80% Achieved expectation with Distinction; 20% Achieved expectation 3. 2 Theses completed: 1 Passed with Distinction; 1 Passed 4. See Appendix 3 for results 5. Data to be collected in AY 2021-22

<p>How are the results shared? How will these results be used?</p>	<ul style="list-style-type: none"> • Results are discussed in most Graduate Studies Committee meetings throughout the year, especially as we continue to develop and improve our assessment plan. Results are shared with all faculty in 1-2 department meetings in fall semester. • Although expectations are being met in portfolio scoring, portfolio reviews indicate students need more assistance in preparing documents for initial portfolios. GSC will provide more guidance to students, highlighting the rhetorical and professional purposes of the portfolio.
<p>CGS Learning Goal #2: Critical thinking and problem-solving skills</p>	<p>Program Learning Goal(s): Develop advanced critical thinking and problem-solving skills.</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1. Initial Portfolio (all students complete an initial portfolio through ENG 5000) 2. Final Portfolio or Thesis (completed in last semester of study) 3. Thesis & Oral defense 4. Instructor Assessment of Course Projects (will be revised for 2021-22) 5. Thesis & Independent Study Proposals 6. Application material 7. Exit Survey
<p>What are the expectations for the students?</p>	<p>Students will demonstrate advanced skills in critical thinking, reading, and writing, including the ability to analyze texts, to synthesize ideas, and to reflect on these activities.</p>
<p>What are the expectations for the program?</p>	<ol style="list-style-type: none"> 1. 100% of students achieve expectation in initial portfolio 2. & 3. 90% of students exceed expectation; 10% meet expectation in final portfolio or thesis and oral defense 4. See Appendix 3 5. Under review 6. Under review 7. 100% of surveys show excellent or good results.
<p>What were the results?</p>	<ol style="list-style-type: none"> 1. 26 initial portfolios reviewed: <ul style="list-style-type: none"> • 33% Achieved expectation with Distinction; 65% Achieved expectation; 2% N/A

	<ol style="list-style-type: none"> 2. 3 final portfolios reviewed: <ul style="list-style-type: none"> • 80% Achieved expectation with Distinction; 20% Achieved expectation 3. 2 Theses completed: 1 Passed with Distinction; 1 Passed 4. See Appendix 3 for results 5. To be implemented in AY 2021-22 6. To be implemented in AY 2021-22 7. Results of 8 Exit Surveys (of 11 sent out SP, SU 2021): “The effectiveness of courses in challenging your critical, analytic, and/or creative thinking”: 88% Excellent; 12% Fair
How are the results shared? How will these results be used?	<ul style="list-style-type: none"> • Results are discussed in most Graduate Studies Committee meetings throughout the year, especially as we continue to develop and improve assessment plan. Results are shared with all faculty in 1-2 department meetings usually in fall semester. • Although expectations are being met in portfolio scoring, portfolio reviews indicate students need more assistance in preparing documents for initial portfolios. GSC will provide more guidance to students, highlighting the rhetorical and professional purposes of the portfolio.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Develop effective oral and written communication skills.
How are learners assessed?	<ol style="list-style-type: none"> 1. Initial Portfolio (all students complete an initial portfolio through ENG 5000) 2. Final Portfolio or Thesis (completed in last semester of study) 3. Thesis & Oral defense 4. Instructor Assessment of Course Projects (will be revised for 2021-22) 5. Thesis & Independent Study Proposals
What are the expectations for the students?	Students will conduct and produce original research, creative, or pedagogical work that aligns with selected concentration and/or professional goals.
What are the expectations for the program?	<ol style="list-style-type: none"> 1. 100% of students achieve expectation in initial portfolio 2. & 3. 90% of students exceed expectation; 10% meet expectation in final portfolio or thesis and oral defense 4. Under review 5. Under review

<p>What were the results?</p>	<ol style="list-style-type: none"> 1. 26 initial portfolios reviewed: <ul style="list-style-type: none"> • 40% Achieved expectation with Distinction; 57% Achieved expectation; 3% N/A 2. 3 final portfolios reviewed: <ul style="list-style-type: none"> • 80% Achieved expectation with Distinction; 20% Achieved expectation 3. 2 Theses completed: 1 Passed with Distinction; 1 Passed 4. See Appendix 3 for results 5. To be implemented in AY 2021-22
<p>How are the results shared? How will these results be used?</p>	<ul style="list-style-type: none"> • Results are discussed in most Graduate Studies Committee meetings throughout the year, especially as we continue to develop and improve assessment plan. Results are shared with all faculty in 1-2 department meetings usually in fall semester. • Although expectations are being met in quantitative data, portfolio reviews indicate students need more assistance in preparing documents for initial portfolios. GSC will provide more guidance to students, highlighting the rhetorical and professional purposes of the portfolio.
<p>CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.</p>	<p>Program Learning Goal(s): Develop advanced scholarship, skills, or preparation for professional career through research and/or creative activity</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1. Initial Portfolio (all students complete an initial portfolio through ENG 5000) 2. Final Portfolio or Thesis (completed in last semester of study) 3. Thesis & Oral defense 4. Instructor Assessment of Course Projects (will be revised for 2021-22) 5. Thesis & Independent Study Proposals 6. Application Material 7. Exit Survey
<p>What are the expectations for the students?</p>	<p>Students will engage in professional activities by producing concentration-specific documents intended for a professional audience and/or through public reading of scholarly/creative work or through publication.</p>
<p>What are the expectations for the program?</p>	<ol style="list-style-type: none"> 1. 100% of students achieve expectation in initial portfolio 2. & 3. 90% of students exceed expectation; 10% meet expectation in final portfolio or thesis and oral defense

	<ol style="list-style-type: none"> 4. Under review 5. Under review 6. Under review 7. 100% of surveys reveal excellent or good results.
What were the results?	<ol style="list-style-type: none"> 1. 26 initial portfolios reviewed: 34% Achieved expectation with Distinction; 59% Achieved expectation; 4% Not Achieved; 3% N/A 2. 3 final portfolios reviewed: 91% Achieved expectation with Distinction; 9% Achieved expectation 3. 2 Theses completed: 1 Passed with Distinction; 1 Passed 4. See Appendix 3 for results 5. To be implemented in AY 2021-22 6. To be implemented in AY 2021-22 7. Results of 8 Exit Surveys (of 11 sent out SP, SU 2021): “How coursework has helped you achieve or enhance knowledge/skills for current or targeted profession”: 88% Excellent; 12% Good
How are the results shared? How will these results be used?	<ul style="list-style-type: none"> • Results are discussed in most Graduate Studies Committee meetings throughout the year, especially as we continue to develop and improve assessment plan. Results are shared with all faculty in 1-2 department meetings usually in fall semester. • Although expectations are being met, professional development is an item that GSC will be studying carefully in 2021-22. Preliminary plans involve consulting with department faculty and reviewing course projects (Fall 2021) and implementing an assessment measure in Spring 2022.
CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): Understand and abide by ethical and professional responsibility in the field of English Studies.
How are learners assessed?	<ol style="list-style-type: none"> 1. Students in ENG 5000 (required) complete an ethics and professional responsibility project (to be implemented in Spring 2022). 2. Students in ENG 5025 (required for Creative Writing concentration) will, as part of their literary citizenship proposal assignment, include a component on ethics and professional responsibility (to be implemented in Fall 2021).

	<p>3. Graduate assistants assigned to the Writing Center will (1) develop a teaching/mentor philosophy through the Writing Center Practicum (ENG 5500); and (2) will be directly assessed in Writing Center consultation. Both activities will address ethics, professional responsibility, and attentiveness to diversity and inclusion of various student populations (to be implemented in Fall 2021; Spring 2022).</p> <p>4. Graduate assistants in Mentored Teaching Program (ENG 5502) will add a statement on ethics and professional responsibility to their teaching portfolios.</p>
What are the expectations for the students?	Students in all concentrations will learn and abide by professional codes of ethics as defined by EIU and the Modern Language Association, which includes a responsibility to protect free inquiry; to promote integrity in teaching, mentor, and research practices; and to promote respect and value for diversity and inclusion.
What are the expectations for the program?	<ol style="list-style-type: none"> 1. Under review 2. Under review 3. Under review 4. Under review
What were the results?	<ol style="list-style-type: none"> 1. Data will be collected in AY 2021-22. 2. Data will be collected in AY 2021-22. 3. Data will be collected in AY 2021-22. 4. Data will be collected in AY 2021-22.
How are the results shared? How will these results be used?	Implementation of this new learning goal will be a frequent agenda item for Graduate Studies Committee as we implement the assessment measures. Data from Spring 2022 will be shared with graduate faculty prior to the start of the Fall 2022 semester.

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

I. Implementation of New Assessment Plan

This 2020-2021 assessment report is the first full report under our new assessment plan, which was approved by the English Department in Spring 2019. All of the data items in Part One are current, and are a reflection of our newly-implemented assessment practices. This assessment plan is tailored to our new fully online MA degree option and our new curriculum, both publicly inaugurated in Fall 2018.

The central component of this new assessment plan--the student portfolio--is a highly flexible tool for gauging student achievement across all three concentrations (Literary Studies, Creative Writing, and Rhetoric and Composition) for students who are both online and on campus. As our program continues to grow, we anticipate this model to be an effective assessment measure; however, as we are implementing these assessment measures for the first time, we continue to refine our process and tools for gathering assessment data accurately and efficiently.

Our new assessment plan spans four stages and provides for a rigorous and ongoing assessment of our students during their time in the MA Program.

Stage 1: Orientation

Stage 1 provides an orientation to incoming students at the beginning of their degree. Students are introduced to the MA program's learning goals and expectations through EMAP—the MA Program's D2L site. Students are provided with an overview of the Assessment Portfolio, a description of its components, important steps in the completion timeline, and tips and best practices for completion.

Stage 2: Core Course & Initial Portfolio

Stage 2 occurs in English 5000—the single required course for all concentrations and typically taken in the first year of study. In English 5000, students will complete an initial portfolio with the close guidance of the faculty member teaching the course. This initial portfolio includes a résumé, statement of professional goals, and two self-selected documents from coursework. Students will be asked to provide a rationale for their portfolio selections and indicate how their selections meet the learning expectations.

Stage 3: Coursework

Students at Stage 3 complete their coursework (11 courses) as they work toward the completion of their portfolio. Curricula for our concentrations, by design, encourage students to take courses in other concentrations. Previous assessment data strongly indicates that students prefer such flexibility since it allows better preparation for career and professional goals.

During this stage, students will be assessed individually in all of their coursework. In Spring 2021, we began a new assessment practice of asking all graduate course instructors to assess students' work in their individual classes. Using a 17-question rubric developed in Spring 2020 (see Appendix 3), instructors are asked to assess "student work in relation to a major or significant project/s in your course that best reveals student skills and ability." The aggregate results (available in Appendix 3) reflect student work in all three concentrations.

Stage 4: Final Portfolio

In order to gain a holistic perspective on student achievement during their time in the MA program, we require all students to submit a final portfolio. Students may choose the coursework option or the thesis option:

Portfolio Coursework Option
<p>Contents:</p> <ul style="list-style-type: none"> ● Résumé ● Professional Statement ● Statement on how documents meet learning expectations ● 2 coursework documents (formal papers or creative works) ● 1 public document (paper or creative work designed for presentation)

Or

Portfolio Thesis Option
<p>Contents:</p> <ul style="list-style-type: none"> ● Résumé ● Professional Statement ● Statement on how thesis/capstone experience has met learning expectations ● Thesis + documents from initial portfolio

The Graduate Studies Committee evaluates a selection of portfolios. Each portfolio receives two readings. In Fall 2021, after initial testing, we refined an earlier version of our portfolio rubric to further align our expectations and assessment practices with those of CGS (for expectations, see “Program Response to Recommendations on Last Year’s Assessment Report” below; for revised portfolio rubric, see Appendix 2, A1).

Beyond this four-stage assessment of student achievement, in Spring 2021, we also reinstated our practice of using exit surveys to gather qualitative data about our students’ experience in the MA program (see Appendix 6).

II. Program Response to Recommendations on Last Year’s Assessment Report

The recommendations from AY 19-20 Assessment Report can be broken down into four categories: 1) clarifying our expectations; 2) reporting results; 3) creating rubrics to capture both qualitative and quantitative data; and 4) communicating our expectations to our students and identifying how they will show that they have met these expectations.

1) Recommendation 1: Clarify Expectations

Through extensive analysis of our program and reflection on its goals, in Fall 2021 the Graduate Studies Committee voted to fully align our program objectives with those of the Graduate School. We then created learning expectations that can be demonstrated by MA students in any of our three concentrations.

Objectives	Expectations
1. Advanced content knowledge in selected concentration	Generate informed interpretations of texts and questions for scholarly or creative inquiry or as a means for inquiry into advanced pedagogy (theory and practice).
2. Critical thinking and problem solving skills	Demonstrate advanced skills in critical thinking, reading, and writing, including the ability to analyze texts, to synthesize ideas, and to reflect on those activities.

3. Effective oral and written communication skills	Conduct and produce original research, creative, or pedagogical work that aligns with selected concentration and/or professional goals.
4. Advanced scholarship (or preparation for professional career) through research and/or creative activity	Engage in professional activities by producing concentration-specific documents intended for a professional audience and/or through public reading of scholarly/creative work or through publication.
5. Ethical and professional responsibility	Learn and abide by professional codes of ethics as defined by EIU and the Modern Language Association, which includes a responsibility to protect free inquiry; to promote integrity in teaching, mentor, and research practices; and to promote respect and value for diversity and inclusion.

2) Recommendation 2: Report Results.

This assessment report is our first report of the results of our new assessment measures.

3) Recommendation 3: Create rubrics to capture both qualitative and quantitative data.

The Graduate Studies Committee has revised existing rubrics and created new rubrics that assess both qualitative and quantitative data. An overview of these assessment measures can be located in Appendix 1. The rubrics for the assessment of portfolios or thesis, direct assessment of student work, assessment of independent study and thesis proposals, assessment of application materials, exit survey, and the rubric for the mentored teaching program are located in Appendices 2-7.

4) Recommendation 4: Communicate expectations to students and identify ways for them to demonstrate that they have met expectations.

Program expectations are communicated to students in many ways, including in advising meetings between the Graduate Coordinator and students, during orientation at the beginning of the program, and in English 5000, the only course that all

students are required to take. To demonstrate that they have met expectations, all students will submit a final portfolio (see Part II, section 1 above).

III. New Initiatives for AY 2021-2022

As we have implemented these new assessment measures, we have been continuing to analyze the ways in which we can continue to refine and improve our assessment practices. Our current plan for the development of our practices includes the following:

- In Fall 2021, we are piloting an initiative to begin assessment in our earliest interactions with students, when students themselves apply for admission into our program. Members of the GSC evaluate a student's readiness for graduate work through recommendations, transcripts, and, most crucially, a writing sample. Our new Admission Review Machform (see Appendix 5) rubric allows us to determine a baseline for a student's skill level when they enter the program.
- During the 2021-22 academic year, we plan to develop an orientation module in EMAP for all incoming students. In addition to articulating learning goals and expectations, this introduction also serves as an advising platform about the thesis and non-thesis (portfolio) options and related requirements. In particular, we plan to place a greater emphasis on the importance of the professional statement in articulating how a student has met learning expectations.
- We plan to refine our process for assessing students in individual classes, which we began in Spring 2021. While we have already revised this rubric in order to get both quantitative and qualitative data (as was recommended in the previous evaluation cycle), we are especially interested in learning additional information about the breadth and diversity of projects students are completing. This information will help us better understand how the range of projects align with learning expectations.
- We continue to work to refine our portfolio requirements with the aim of finding better ways to foster student professional development.
- In light of the Graduate School's creation of a fifth learning objective, we have recently adopted a new learning expectation (see Expectation 5 in table above) that will allow us to assess students' ability to demonstrate ethical and professional responsibility.
- The Graduate Studies Committee will hold a meeting later in the year to disseminate results of AY 20-21 assessment to English Department faculty and to discuss implications of outcomes for both the program and instructional practice.

Part 3

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

(1) Changes/improvements to curriculum, instruction, and learning

- Graduate Studies Committee conducted colloquia with graduate faculty to discuss our changing graduate student population, and as a result, faculty have increased flexibility in the curriculum, in particular by offering a wider range of options for course projects.
- Students' assessment portfolio has been designed to help students set professional goals early and take specific steps toward achieving them.
- The Writing Center directors have incorporated visits from the Student Success Center and STEP into the Writing Center Practicum; required GAs in the Practicum to attend the RISE diversity conference; and arranged Safe Zone training for all Writing Center staff.
- Students in Mentored Teaching Program (ENG 5502) are now observed twice during the semester in their teaching performance.

(2) What have we learned?

- Students value flexibility in the curriculum and in course projects (cf. Exit Survey).
- The program needs to encourage students to seek out more professional development opportunities (e.g., attending professional conferences). Such opportunities should be promoted more directly by graduate instructors.
- After reviewing the MA portfolios for the first time, the GSC needs to provide stronger directions about the cover letter/professional statement and about how these artifacts (papers or thesis) address the learning goals of the department and the graduate school.
- Students complete a wide variety of course projects across the spectrum of English Studies—from the traditional seminar paper to multimodal, pedagogical, and creative projects. This direction is a strong sign of a growing program, providing timely professional enrichment for students. The subsequent challenge is developing assessment measures to assess the variety of coursework.

(3) New initiatives going forward?

- The program is developing an orientation module in EMAP (the MA Program's D2L site) to introduce students to the MA program's learning goals and expectations.
- The Graduate Studies Committee is revising the requirements for the portfolio. Students in the MA Program will be required to include a professional statement that aligns the contents of the portfolio with the program's learning goals and expectations, as well as their own professional goals.
- Implement Objective 5 (Ethics/Prof. Responsibility). We will be implementing the new learning objective in 2021-22 through four initiatives:
 1. Pilot initiative in Writing Center (2021-22). The Writing Center directors are developing two measures to assess this goal for graduate assistants. 1) At the end of the Writing Center Practicum (ENG 5500), students are asked to develop their own philosophy of writing center consulting—a philosophy steeped in literature from the course and based on their own experience during their first semester as consultants. The Writing Center directors will provide the Graduate Studies Committee with these philosophies, tentatively to be assessed according to two criteria: (a) attention to matters of ethical and professional responsibility and (b) attention to the diversity of student writers they work with (e.g., international students, non-neurotypical students, students who don't use standard edited American English, and so on); 2) the Writing Center directors will conduct observations of face-to-face consulting sessions, according to a specific schedule to be determined. These direct observations will assess consultants' skills in several areas, including (a) effectiveness of oral communication, (b) critical thinking and problem solving, (c) professional disposition, and (d) respect and value for diversity and inclusion. These criteria, in particular the final two, would be used to assess learning objective 5.
 2. Students in ENG 5000 (required course for all students) will complete an ethics and professional responsibility project, designed to introduce students to the Modern Language Association's "Statement on Professional Ethics" and to introduce them to policies and procedures of EIU's Institutional Review Board (to be implemented in Spring 2022).
 3. Students in ENG 5025 (Creative Writing Professionalization) will, as part of their literary citizenship proposal assignment, include a component on ethics and professional responsibility (to be implemented in Fall 2021).

4. Graduate assistants in Mentored Teaching Program (ENG 5502) will be required to add a statement on ethics and professional responsibility to their teaching portfolios (to be implemented in Spring 2022).

Appendix Index

Appendix 1: Overview of Assessment Measures

Appendix 2: Portfolio Rubric (A1); Thesis & Oral Defense Rubric (A2)

Appendix 3: Rubric & Aggregate Totals of Instructor Assessment of Students in Spring 2021 (B)

Appendix 4: Rubric for Independent Study & Thesis Proposals (C)

Appendix 5: Admission Review Form (D)

Appendix 6: Exit Survey Rubric & Results (E)

Appendix 7: Rubric for Mentored Teaching Program (F)

Appendix 1: Overview of Assessment Measures

Assessment Label	Assessment Measurement	Mode of Assessment & Data	Reviewer	Expectations Assessed
A (A1, A2)	Direct Assessment of Portfolios or Thesis (capstone). The thesis review includes oral defense.	Rubrics A1 = Portfolio A2 = Thesis/Defense quantitative, qualitative data	<ul style="list-style-type: none"> ▪ Portfolio by GSC/Grad Coordinator ▪ Thesis & defense by thesis committee 	1-4
B	Direct Assessment of Student Work in Graduate Courses* *A new rubric is in development	Rubric quantitative, qualitative data	Instructors of graduate courses (includes 4700 courses)	1-4
C	Direct assessment of independent study & thesis proposals	Rubric quantitative data	<ul style="list-style-type: none"> ▪ Independent study proposal by GSC ▪ Thesis proposal by thesis committee 	1-4
D	Direct assessment of application material (for baseline data)	Rubric quantitative data	GSC/Grad Coordinator	2, 4
E	Exit Survey (indirect assessment)	Rubric quantitative, qualitative data	GSC/Grad Coordinator	2, 3, 4
F	Mentored Teaching Program	Rubric quantitative, qualitative data	Director of Composition/Faculty Mentors	4, 5

Appendix 2: Portfolio Rubric (A1). Thesis & Oral Defense Rubric (A2)

Portfolio Rubric (A1)

GSC Portfolio Review Fall 2021 [Implemented via Google Forms]

Purpose: This portfolio rubric measures student success in meeting MA program learning expectations.

Review Period: Portfolios from AY 2020-21

Directions: To the extent possible, your evaluation of the portfolio should be a cumulative score for all documents in the portfolio. However, you should give greater weight to documents that more closely align with any given learning expectation.

- Portfolio Reviewer:
- Portfolio Number:

(1) Portfolio contents reveal informed interpretations or analysis of texts and questions for scholarly or creative inquiry or as a means for inquiry into advanced pedagogy (theory and practice).

Achieved with Distinction	Achieved	Not Achieved	N/A
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(2) Portfolio contents demonstrate advanced skills in critical thinking, reading, and writing, including the ability to analyze texts, to synthesize ideas, to present information, and to reflect on these activities.

Achieved with Distinction	Achieved	Not Achieved	N/A
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(3) Portfolio contents reveal original research, creative, or pedagogical work that aligns with selected concentration and/or professional goals.


Achieved with Distinction	Achieved	Not Achieved	N/A
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(4) Portfolio contents demonstrate engagement in professional activities by producing concentration-specific documents intended for a professional audience and/or through public reading of scholarly/creative work or through publication.

Achieved with Distinction	Achieved	Not Achieved	N/A
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Comments (optional):

Appendix 2 (continued): Thesis & Oral Defense Machform Rubric (A2)


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GSC Assessment Rubric: Thesis & Oral Defense

Assessment rubric. Created Fall 2021

Student: *

Title of Thesis: *

Reviewer: *

Date of Defense: *

Thesis Concentration: *

Composition/Rhetoric
 Creative Writing
 Literary & Cultural Studies

1. Thesis demonstrates advanced understanding of the central texts, research, or questions that form the basis or framework for the project (scholarly, creative, or pedagogical). *

Achieved with Distinction
 Achieved
 Not Achieved
 N/A

2. Thesis demonstrates advanced skills in critical/creative thinking, reading, and writing, including the ability to analyze texts, to synthesize ideas, to present information, and to reflect on these activities. *

Achieved with Distinction
 Achieved
 Not Achieved
 N/A

3. Thesis reveals original research, creative, or pedagogical work that aligns with selected concentration and/or professional goals. *

Achieved with Distinction
 Achieved
 Not Achieved
 N/A

4. In presentation, style, and documentation, thesis demonstrates strong awareness of concentration-specific conventions. *

Achieved with Distinction
 Achieved
 Not Achieved
 N/A

5. Oral defense of thesis was organized and clear and demonstrated strong ability to connect project to scholarly or creative conversation. *

Achieved with Distinction
 Achieved
 Not Achieved
 N/A

6. In oral defense, candidate answered questions professionally and in-depth. *

Achieved with Distinction
 Achieved
 Not Achieved
 N/A

7. Provide comments on other aspects of the thesis or oral defense not covered by the above questions. (Optional)

Appendix 3: Aggregate Totals of Instructor Assessment of Students in Spring 2021

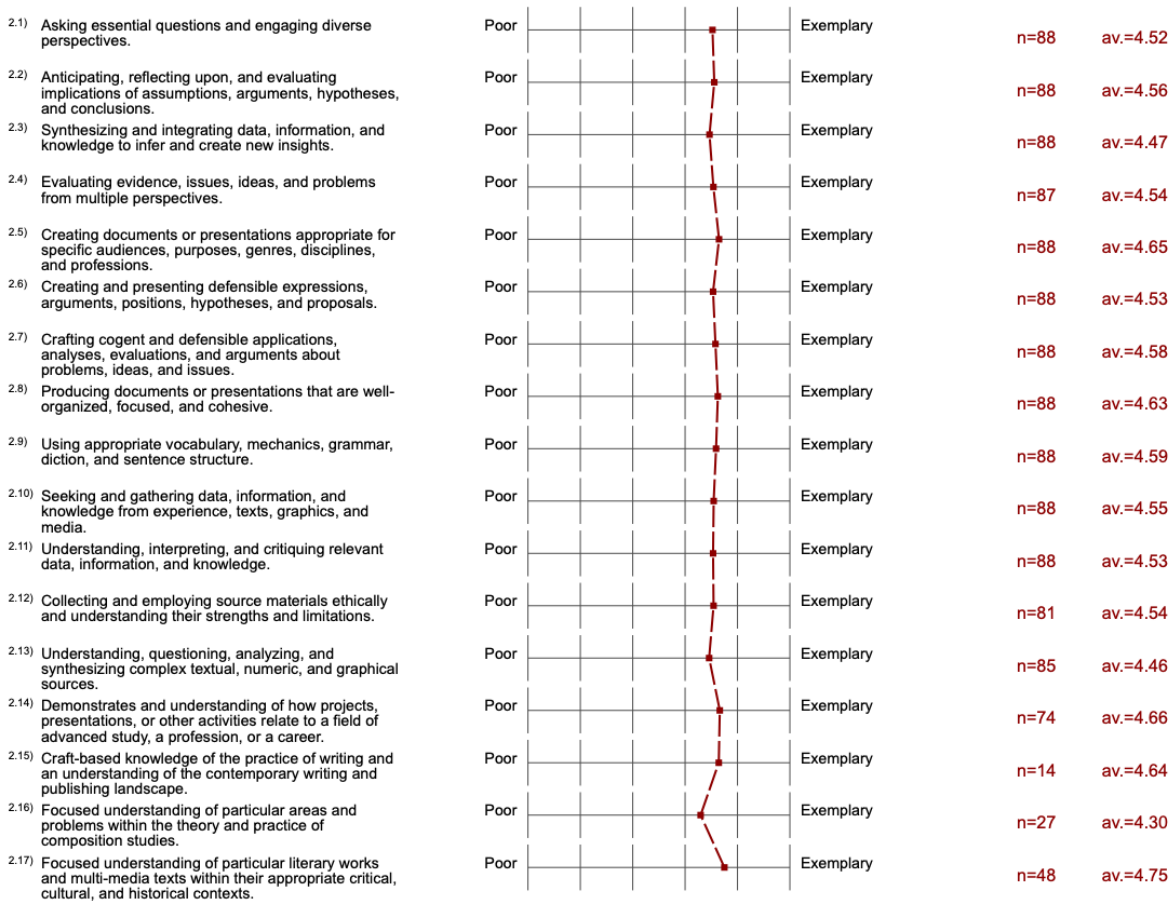
- Distributed through EIU’s Testing and Evaluation Services
- 88 students evaluated in 17-question assessment
- 4.56 average/ 6-point scale

Profile


Compilation: **ENG GA Review SP21**

Values used in the profile line: Mean

2. Please rate the student level of competence in/knowledge of the following areas:



Appendix 4: Rubric (Machform) for Independent Study & Thesis Proposals (C)


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GSC Assessment Rubric: Independent Study & Thesis Proposal

This is your form description. [Click here to edit.](#)

Reviewer (indicate GSC or Thesis Committee): *

Semester Proposal was Submitted: *

Concentration: *

- Creative Writing
- Composition/Rhetoric
- Literary & Cultural Studies

1. Proposal is framed to show how project responds to or engages with central texts, questions, research, or creative genres in a specific field of study. *

- Achieved with Distinction
- Achieved
- Not Achieved
- N/A

2. Proposal demonstrates advanced skills in critical/creative thinking, reading, and writing. For creative writing projects, proposal shows strong awareness of how the project will help student develop critical thinking of their craft. *

- Achieved with Distinction
- Achieved
- Not Achieved
- N/A

3. Proposal shows promise of original research, creative, or pedagogical work that aligns with selected concentration and/or professional goals. *


- Achieved with Distinction
- Achieved
- Not Achieved
- N/A

4. Proposal demonstrates potential to contribute to scholarly or creative conversation. *

- Achieved with Distinction
- Achieved
- Not Achieved
- N/A

5. Provide comments on other aspects of the proposal not covered by the above questions (optional).

Appendix 5: Admission Review Machform (D)


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GSC Applicant Admissions Review

GSC Assessment Form. To be completed when reviewing MA and CTW admission applications.

Name of Applicant *

Name of Reviewer *

Concentration *

Creative Writing

Composition/Rhetoric

Literary & Cultural Studies

Certificate in the Teaching of Writing

Admission Decision: *

Admit without reservation

Admit with some reservation

Do not admit

Comments (optional):

(1) Readiness for Graduate Study. Aligns with Learning Expectation #4: Engage in professional activities by producing concentration-specific documents intended for a professional audience and/or through public reading of scholarly/creative work or through publication.

Based on the applicant's admission material (SOP, writing sample, and résumé), how effectively has the applicant profiled their readiness for advanced study and career/professional development? *

- Applicant's material demonstrates a record of achievement and/or articulates clear professional goals for the MA degree or CTW program.
- Applicant's material shows promise of readiness for the MA degree or CTW program, but professional goals are vague or not stated.
- Applicant's material does not address specific professional goals for the MA degree or CTW program.
- N/A

(2) For MA applicants only. Select N/A for CTW applicants.


Writing Sample. Aligns with Learning Expectation #2: Demonstrate advanced skills in critical thinking, reading, and writing, including the ability to analyze texts, to synthesize ideas, and to reflect on these activities.

Assess applicant's writing sample. (Note: Most applicants provide writing samples from their undergraduate degree, and, for some, these samples may be dated and not necessarily reflect their current writing ability.) *

- Writing sample demonstrates strong awareness of critical thinking with primary and/or secondary sources. Creative writing sample shows effective degree of craft and skill.
- Writing sample shows average or above average promise of success. Creative writing sample shows some awareness of craft-based skills or general awareness of genre.
- Writing sample shows promise of success, but sample is from outside English Studies.
- Writing sample is below average in level of skill or in its appropriateness for consideration.
- N/A

Submit

Appendix 6: Exit Survey Machform (E)


EASTERN ILLINOIS UNIVERSITY™

MA & CTW Program Exit Survey 2021

Please assess your overall experience in the English Department's MA program. All information you provide will be kept anonymous.

(1) What year did you begin the MA or CTW program in English at EIU?

(2) What is your area of concentration?

- Literary & Cultural Studies
- Creative Writing
- Composition & Rhetoric

(3) What best describes your reasons for seeking a graduate degree? Select all that apply.

- To gain additional professional skills/knowledge for current occupation.
- To gain professional skills/knowledge in order to change career paths.
- To use the degree as a path to future academic study (e.g., PhD or second MA degree).
- Other

(4) Course Assessment. How would you rate the following?

	Excellent	Good	Fair	Poor	N/A
The variety and/or applicability of course offerings to your interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How your coursework has helped you to achieve or to enhance the knowledge and skills required in your current or targeted profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The effectiveness of your courses in challenging your critical, analytic, and/or creative thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(5) Thesis & Independent Study Assessment. Select N/A if you did not complete a thesis or independent study.

	Excellent	Good	Fair	Poor	N/A
Rate how your thesis or independent study has helped you to achieve or to enhance the knowledge and skills required in your current or targeted profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the proposal process for the project (e.g., clarity of directions, feedback on proposal).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Offer any additional comments about your experience in the MA or CTW program.

Submit

Appendix 7: Rubrics for Mentored Teaching Program (F)

Mentored Teaching Program Rubric 1

Graduate Student:

Mentor:

1. Please describe the ways in which the graduate student has participated in the course.

2. Please describe your mentee's growth as a prospective instructor over the course of the term.

3. What do you feel are this person's strengths and weaknesses as teacher?

Mentored Teaching Program Rubric 2

Evaluation Rubric

Using the rubric below, please rate the student as a candidate to teach ENG 1001 next fall. If the student did not participate in certain activities, please mark NA for "not applicable." If you want to leave comments for each individual item, there are spaces for that.

Work Ethic

	1	2	3	4	5	6
	Poor	Needs Improvement			Strong	Excellent
Comments:						

Ability to Construct an Effective Lesson Plan

	1	2	3	4	5	6
	Poor	Needs Improvement			Strong	Excellent
Comments:						

Ability to Facilitate Discussion and/or Direct Discussion-Based Activities

	1	2	3	4	5	6
	Poor	Needs Improvement			Strong	Excellent
Comments:						

Ability to Craft Strong Writing Assignments

NA	1	2	3	4	5	6
	Poor	Needs Improvement			Strong	Excellent

Comments:

Ability to Respond to and Effectively Evaluate Student Writing

NA	1	2	3	4	5	6
	Poor	Needs Improvement			Strong	Excellent

Comments:

Ability to Adapt to Students' Needs and Challenges

	1	2	3	4	5	6
	Poor	Needs Improvement			Strong	Excellent

Comments:

Overall Potential to be a Strong Teacher of ENG 1001

	1	2	3	4	5	6
	Poor	Needs Improvement			Strong	Excellent

Comments: