

**STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM AY 2019-2020**

**Degree and Program Name: MA in English**

**Submitted By: Angela Vietto, Randy Beebe, and Melissa Ames**

**PART ONE**

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p>1. English graduate students will develop and refine their critical thinking and written communication skills through engagement with primary and secondary sources.</p> <p>Graduate School Learning Goals 2 &amp; 3 (effective critical thinking and analytical skills; effective written and oral communication)</p>	<p>1A: Direct assessment of first-semester and final semester students through professional portfolio via rubric.</p> <p>1B: Evaluation of thesis prospectus by thesis committee and GSC (for students completing thesis option).</p> <p>1C: Evaluation of students each semester by graduate faculty via rubric.</p> <p>1D: Exit Survey</p>	<p>Students are expected to complete written projects that identify problems appropriate to the field of literary studies, composition and rhetoric, or creative writing. Students are expected to deal with these problems in ways that show competencies of field-specific methodologies. Critical thinking and written communication expectations indicated on evaluation rubrics for graduate coursework and prospectuses.</p>	<p>To be completed Spring 2021</p>	<p>1A: GSC/Graduate Coordinator</p> <p>1B: Thesis committee members and GSC</p> <p>1C: Graduate course instructors and GSC</p> <p>1D: GSC/Graduate Coordinator</p>
<p>2. English graduate students will develop appropriate professional-level research and bibliographic skills.</p>	<p>2A: Direct assessment of first-semester and final semester students through professional portfolio via rubric.</p>	<p>Students are expected to master citation and bibliographic formats of the Modern Language Association. Students are</p>	<p>To be completed Spring 2021</p>	<p>2A: GSC/Graduate Coordinator</p> <p>2B: Thesis committee members and GSC</p>

<p>Graduate School Learning Goals 3 &amp; 4 (effective written and oral communication; evidence of advanced scholarship through research and/or creative work)</p>	<p>2B: Evaluation of thesis prospectus by thesis committee and GSC (for students completing thesis option). 2C: Evaluation of students each semester by graduate faculty via rubric. 2D: Exit Survey</p>	<p>expected to develop a broad proficiency in the use of electronic databases, archives, and print resources for the completion of written research projects.</p>		<p>2C: Graduate course instructors and GSC  2D: GSC/Graduate Coordinator</p>
<p>3. English graduate students in the <b>Literary &amp; Cultural Studies concentration</b> will acquire focused understanding of particular literary works and multi-media texts within their appropriate critical, cultural, and historical contexts.</p> <p>Graduate School Learning Goals 1 &amp; 2 (depth of content knowledge; effective critical thinking and analytical skills)</p>	<p>3A: Direct assessment of first-semester and final semester students through professional portfolio via rubric. 3B: Evaluation of thesis prospectus by thesis committee and GSC (for students completing thesis option). 3C: Evaluation of students each semester by graduate faculty via rubric. 3D: Exit Survey</p>	<p>Students in Literary &amp; Cultural Studies are expected to demonstrate advanced knowledge of the cultural, historical, political contexts of literary works, along with an advanced understanding of literary works' reception history. Students are expected to be able to identify, comprehend, and engage with scholarly resources in literary and cultural studies.</p>	<p>To be completed Spring 2021</p>	<p>3A: GSC/Graduate Coordinator  3B: Thesis committee members and GSC  3C: Graduate course instructors and GSC  3D: GSC/Graduate Coordinator</p>
<p>4. English graduate students in the <b>Creative Writing concentration</b> will gain craft-based knowledge of the practice of writing and an understanding of the contemporary writing and</p>	<p>4A: Direct assessment of first-semester and final semester students through professional portfolio via rubric. 4B: Evaluation of thesis prospectus by thesis committee and GSC (for</p>	<p>Students in creative writing are expected to develop techniques of prose, poetry, and script, and to write reflectively about their techniques, demonstrating a strong understanding of broader aesthetic contexts.</p>	<p>To be completed Spring 2021</p>	<p>4A: GSC/Graduate Coordinator  4B: Thesis committee members and GSC</p>

<p>publishing landscape.</p> <p>Graduate School Learning Goals 1 &amp; 2 (depth of content knowledge; effective critical thinking and analytical skills)</p>	<p>students completing thesis option).</p> <p>4C: Evaluation of students each semester by graduate faculty via rubric.</p>	<p>Expectations concerning awareness of genre, marketability, audience, and clarity indicated on evaluation rubric for prospectuses.</p>		<p>4C: Graduate course instructors and GSC</p>
<p>5. English graduate students in the <b>Composition/Rhetoric concentration</b> will acquire focused understanding of particular areas and problems within the theory and practice of composition studies.</p> <p>Graduate School Learning Goals 1 &amp; 2 (depth of content knowledge; effective critical thinking and analytical skills)</p>	<p>5A: Direct assessment of first-semester and final semester students through professional portfolio via rubric.</p> <p>5B: Evaluation of thesis prospectus by thesis committee and GSC (for students completing thesis option).</p> <p>5C: Evaluation of students each semester by graduate faculty via rubric.</p>	<p>Students are expected to identify problems appropriate to the field of Composition/Rhetoric and to deal with such problems in ways that engage with the methodologies of the field. Students are expected to gain understanding of various schools of Composition/Rhetoric Studies. Students are expected to demonstrate understanding of research ethics when dealing with human subjects. Expectations for understanding research in field of study and for understanding contribution to field indicated on evaluation rubrics for graduate coursework and prospectuses.</p>	<p>To be completed Spring 2021</p>	<p>5A: GSC/Graduate Coordinator</p> <p>5B: Thesis committee members and GSC</p> <p>5C: Graduate course instructors and GSC</p>
<p>6. English graduate students in all concentrations will prepare</p>	<p>6A: Direct assessment of first-semester and final semester students through</p>	<p>Students are expected to complete coursework and capstone while</p>	<p>To be completed Spring 2021</p>	<p>6A: GSC/Graduate Coordinator</p>

<p>for further advanced study or for career/professional development.</p> <p>Graduate School Learning Goals 3 &amp; 4 (effective written and oral communication; evidence of advanced scholarship through research and/or creative work.)</p>	<p>professional portfolio via rubric. 6B: Evaluation of thesis prospectus by thesis committee and GSC (for students completing thesis option). 6C: Writing Center Assessment Tools 6D: Mentored Teaching Program Assessment Tools 6E: Exit Survey</p>	<p>demonstrating progress toward proficiency and professionalism in literary studies, composition/rhetoric research, or creative writing. Students may apply for opportunity to present their work at Graduate Research Colloquium. The Application to Teach 1001 or 1002 as a Graduate Assistant requires students to put together a professional application for a teaching position.</p>		<p>6B: Thesis committee members and GSC</p> <p>6C: Writing Center directors</p> <p>6D: Director of Composition</p> <p>6E: Thesis committee members and GSC</p>
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## PART TWO

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

### **New Assessment Plan: Portfolio Model**

This 2019-20 assessment report is the first under our new assessment plan, which was approved by English Department faculty in Spring 2019. Therefore, we are using this section to help university colleagues understand our transition to a new plan, its features, and rationale. All of the data items in Part One are current, and, as explained more fully below, were the result of a pilot study of our assessment plan in Spring 2020, and will guide our 2020-21 assessment activities.

A new assessment plan was required since the MA program in Fall 2018 under went two significant changes: (1) we began offering our complete MA degree online; and (2) Fall 2018 marked the beginning of a new curriculum, one that was significantly shaped by prior assessment data (see Part Three). Completing the portfolio is a degree requirement (approved by CGS, Fall 2019) and must be completed before the Certificate of Comprehensive Knowledge is entered.

Since 2012, our assessment plan and reporting have received the highest marks possible in reviews, frequently noted as a “robust” plan with anywhere from 6-8 assessment tools in use (primarily rubrics). However, since all of our assessment tools were predicated on face-to-face instruction and/or on-campus activities, these tools have become, in most cases, obsolete with our online program. In our current assessment plan, we have moved to a

portfolio model, common to many MA programs—a model highly flexible and feasible for a program with both online and on-campus students, but one equally robust in measuring program effectiveness.

### **Rationale for New Assessment**

Since we began offering our program online (Fall 2018), we have seen a steady growth in enrollment. In Fall 2017, for instance, we had 20 students enrolled in graduate courses. In Fall 2020, by contrast, we have 56 students enrolled in courses with approximately 75 total admitted students. Equally important, our student population has significantly changed: approximately 80% of our students are professional educators (full-time teachers) and 20% on-campus students and graduate assistants.

Given the growth and changing student population in our program, a portfolio model is the most effective in measuring learning goals and program strengths since it allows flexibility with content and is based around students' professional goals. In Spring 2020, our Graduate Studies Committee (GSC) performed a pilot review of portfolios (see results below) and confirmed the effectiveness of the model. During this current academic year (2020-21), GSC will implement its first full assessment review of the portfolios and develop additional tools to augment the portfolio (see Part Three).

### **Contents of Portfolio**

In its initial design, our portfolio model asks students (who entered the program in January 2020) to provide, at the end of their degree program, a portfolio with the following contents: (1) a résumé; (2) a professional statement of accomplishments and career goals; and (3) three additional documents from their program—two projects from coursework and one document verifying a professional activity, such as a presentation at a professional conference. Students electing to complete a thesis option may submit the thesis to the portfolio in lieu of the two documents from coursework. Students submit material to an assigned dropbox in D2L.

The first stage of the portfolio begins with English 5000 (Introduction to Methods and Issues of English Studies, the single required course of all students) where students are introduced to the portfolio and asked to submit a résumé, a professional statement (of their goals for the MA degree), and one document from a seminar in their first semester of study.

GSC oversees the assessment process, and its formal review (of both completed and partial portfolios) takes place in spring semester with fall semester devoted to synthesizing data, reporting, and assessment planning. With this plan, a student's progress will be assessed twice by the GSC. Due to recent increased enrollment in the online program (since Spring 2020), English 5000 is now being offered in spring semester. Therefore, GSC is considering offering a second formal review of portfolios in fall semester.

### **Pilot Assessment of Portfolio (Spring 2020)**

In Spring 2020 GSC reviewed piloted assessment data collected in Fall 2019. The committee went through a norming session, which included reviewing initial portfolio items from English 5000 from select students ranging across concentrations. This session resulted in additional revisions to the assessment plan and student learning outcomes detailed below.

- Revised directions for portfolio submission (at both the initial and final stages), including the removal of identifying factors that would prevent a blind review.
- Revised procedures for GSC review of portfolio items (e.g. setting up semester- and stage-specific D2L Dropbox Folders to collect data).
- Additional clarification in assessment document concerning the content and goal of the portfolio's introductory statement (e.g. providing necessary context concerning the task/purpose of individual artifacts).
- Revised requirements for course material submitted at the initial and final stages (e.g. preference for documents stemming from coursework within the concentration for the initial stage and requiring that artifacts from coursework for the final stage be from the student's concentration; one document at each stage must contain scholarly/professional research; expanded list of what counts as professional activity).
- Revised student learning outcomes.

### **PART THREE**

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?

In addition to providing summaries of curriculum, instruction, and learning, we are also including two additional sections: a section on data we have collected from our graduate assistants' professional work in the Writing Center and in our Mentored Teaching Program; and a section outlining assessment tools that GSC is currently developing for its 2020-21 assessment cycle.

#### **Summary of Changes and Improvements in Curriculum**

Direct and indirect assessment data heavily influenced the recent curriculum change in our MA program, a change that was approved by English Department faculty in Spring 2018 and took effect in Fall 2018. Highlights of the changes include:

- Allowing both a thesis and non-thesis option for the degree;
- Removing the Professional Writing concentration from the MA program. Professional writing courses (offered in the 4750-4999 range of courses) are still very popular with graduate students, especially those in the Composition/Rhetoric concentration. However, enrollment, assessment data, and staffing indicated the curriculum could be more effective in folding professional writing courses into Composition/Rhetoric.
- Streamlining all concentrations to a 33-credit standard, though Creative Writing remains at 34 credits;
- Adjusting the concentrations to allow more electives in study plans to increase flexibility in selecting courses;
- Encouraging independent studies to allow more in-depth work in selected topics, an option popular with non-thesis students;

#### **Summary of Changes and Improvements in Instruction**

Assessment and enrollment data also indicated the English Department could better serve its students by offering the full MA program online. In conjunction with the above curriculum changes, English Department faculty also approved this change in Spring 2018. A summary of how this has affected instruction include the following:

- Data revealed an online program better serves K-16 instructors, who are the largest segment of our graduate population, a population that encompasses the entire state of Illinois and, as of Fall 2020, students from Washington state, Michigan, New York, and Texas.
- Data revealed that students' interest and performance in traditional seminar papers was average and in some cases low, indicating that course instruction could be improved by allowing students alternative projects to align better with students' professional needs.
- Data revealed that the Certificate of Teaching Writing (CTW) was highly effective (and in high demand) since it moved to a hybrid and now fully online mode. In Summer 2020 we increased the program to two sections of ENG 5585 and plan to do so again in Summer 2021.
- Data revealed that our Mentored Teaching Program (MTP)—a program for graduate assistants—is highly effective in preparing students to teach composition in 2-year programs.
- Data revealed that graduate assistants who work as writing consultants in our Writing Center performed close to 1100 consultations with EIU students; 95% of the feedback forms (from Writing Center clients) scored writing consultants as “very helpful” or “helpful.”
- Data revealed that offering an 8-week seminar in fall and spring semester would help students in the online program in their time-to-degree and assist in retention efforts. We now offer at least one 8-week seminar each fall and spring semester.

### **Summary of Changes and Improvements in Learning**

- In addition to the traditional seminar paper, graduate seminars now encourage a variety of options for course projects (e.g., pedagogy-based, multi-media, or applied projects) to align with students' professional goals.
- Since Fall 2018, the MA program has participated actively in the Graduate School's Accelerated Master's Program (AMA). In 2019-20, six undergraduate students were enrolled in the AMA program. In addition, in May 2020 one of our first students to participate in the AMA program graduated with 9 credits and is currently enrolled in our MA program.

### **Data from Writing Center and Mentored Teaching Program**

The English MA program offers students a range of professionalization opportunities such as participating in our mentored teaching program and serving as a writing consult for the EIU's Writing Center. While we have been regularly assessing student skill growth in these two programs – and using that assessment data to inform our practices within those programs – we have not previously integrated this data into our holistic assessment plan. Although not all students participate in these aspects of our program, going forward we plan to analyze data from these two programs against our learning outcomes so that we have a comprehensive view of the ways in which students develop the skills aligned with our learning goals. The two sections below outline these programs and the assessment data that will be included in future reports.

#### **The Mentored Teaching Program**

A signature aspect of our face-to-face graduate program is that our first-year graduate students during the spring semester take ENG 5502: Mentored Composition Teaching. This graduate seminar provides a foundation for the effective teaching of first-year college composition and other writing classes. Building from theory and pedagogy covered in English 5007 and English 5500, students immerse themselves in the *praxis* of teaching writing at the college level. The seminar addresses these topics and activities:

- Exploring various research strands related to the teaching of writing
- Designing writing assignments
- Crafting lesson plans
- Facilitating peer review and workshops
- Implementing strategies for effective conferences
- Responding to and evaluating writing
- Teaching observations
- Facilitating productive discussions and small group work
- Using in-class assessment practices
- Reflecting on teaching experiences
- Establishing *ethos* as an instructor
- Building a course policy and syllabus
- Constructing a persuasive and visually appealing curriculum vitae
- Assembling a teaching portfolio—curriculum vitae, teaching philosophy, sample course policy, ENG 1001 course syllabus, sample assignments, and sample handouts

In addition to the work for the seminar, graduate students are paired with a Unit A instructor who is teaching a composition or writing course. Their mentor has the student work in the course by participating in lesson planning as needed and desired, being an instructor on whole class days or parts of class days, commenting and evaluating a set of writing projects with the mentor approving the final grades and comments, and designing writing assignments and handouts with the mentor's guidance and approval. The Director of Composition also observes the graduate student teaching or co-teaching at least once that spring semester.

Toward the end of the semester, mentor faculty members are given a rubric to evaluate the graduate students' promise as a full-time graduate instructor for College Composition I (ENG 1001) during their second year of the program. Mentors discuss the student's work in the course and evaluate graduate students using a rubric in regard to the following categories:

- Work ethic
- Ability to construct an effective lesson plan
- Ability to facilitate discussion and/or direct discussion-based activities
- Ability to craft strong writing assignments
- Ability to respond to and effectively evaluate student writing
- Ability to adapt to students' needs and challenges
- Overall potential to be a strong teacher for ENG 1002

**Mentored Teaching Assessment Criteria Aligned with English MA Program and Graduate School Learning Outcomes:**



Mentor Teaching Assessment Criteria	English Graduate Learning Outcomes	Graduate School Learning Outcomes
Work Ethic	English graduate students in all concentrations will prepare for further advanced study or for a career / profession development.	Graduate School Learning Goals 2 (effective critical thinking and analytical skills)
Ability to construct an effective lesson plan	English graduate students in the Composition/Rhetoric concentration will acquire focused understanding of particular areas and problems within the theory and practice of composition studies.	Graduate School Learning Goal 1 & 3 (depth of content knowledge; effective written and oral communication)
Ability to facilitate discussion and/or direct discussion-based activities	English graduate students will develop and refine their critical thinking and written communication skills through engagement with primary and secondary sources.	Graduate School Learning Goal 1 & 3 (depth of content knowledge; effective written and oral communication)
Ability to craft strong written assignments	English graduate students will develop and refine their critical thinking and written communication skills through engagement with primary and secondary sources.	Graduate School Learning Goal 1 & 3 (depth of content knowledge; effective written and oral communication)
Ability to respond to and effectively evaluate student writing	English graduate students in the Composition/Rhetoric concentration will acquire focused understanding of particular areas and problems within the theory and practice of composition studies.	Graduate School Learning Goals 2 & 3 (effective critical thinking and analytical skills; effective written and oral communication)
Ability to adapt to students' needs and challenges	English graduate students in the Composition/Rhetoric concentration will acquire focused understanding of particular areas and problems within the theory and practice of composition studies.	Graduate School Learning Goals 2 & 3 (effective critical thinking and analytical skills; effective written and oral communication)
Overall potential to be a strong teacher for ENG 1002	English graduate students in all concentrations will prepare for further advanced study or for a career / profession development.	

The mentors' evaluations are one of the factors that Director of Composition, Coordinator of Graduate Studies, Director and Assistant Director of the Writing Center weigh when they make decisions on which graduate students have the privilege of teaching in their second year. For an example of the form/rubric and results from Spring 2018, please see Appendix 1. Also, to apply to teach in their second year, graduate students submit a formal application, a curriculum vitae, and a philosophy of teaching composition.

In addition, to complete another cycle of learning, the Director of Composition also solicits letters of advice from graduate students who are currently teaching composition courses during their second year in the program. Before the new graduate students begin to teach composition in their second year, those letters from graduate students are shared with the teachers who are teaching at EIU for the first time. Prior to the fall semester, the Director of Composition sees drafts of their course policies and syllabi and provides advice and guidance. During the school year when the second-year graduate students are teaching, the Director of Composition meets with the graduate students weekly to talk about their classes, their challenges, and their pedagogical successes.

### **Writing Center**

Graduate assistants working as consultants in the EIU Writing Center are trained, supervised, and mentored by the Director and Assistant Director, who are tenured English faculty. Formal training in peer tutoring for new writing consultants includes a two-day orientation and a semester-long practicum during the fall (English 5500). Graduate assistants working in the Writing Center also gain professional experience by being directly involved in outreach and performing supplemental duties (e.g., providing workshops directly to students or through other EIU programs like TEC 5001). Graduate assistants' academic and professional experiences in Practicum and the Writing Center are further developed through the Mentored Teaching Program. (See Appendix 2 for feedback form used to evaluate writing consultations in the Writing Center.)

### **Plans for Future Assessment Tools**

To complement the portfolio in our assessment plan, GSC is currently developing the following items to use in AY 2020-21:

- Instructor assessment of students in graduate seminars. We have used an instructor survey in previous reports and will update the rubric and also revise it to include a profile of student projects and how the course may have helped students identify professional activities.
- Exit survey. To be conducted by GSC during student's final semester of coursework. Current plans are to provide an online survey.

Future assessment tools under discussion include:

- Developing a graduate colloquium/conference (spring semester) for on-campus and online graduate students. Graduate students will participate in designing and coordinating the colloquium as well as get an opportunity to present their research.
- Develop an assessment tool designed for professional educators to measure how their EIU coursework has affected and/or improved their classroom pedagogy.
- Develop a means to assess the graduate students in the creative writing concentration, focusing on their skills in craft and workshops and on their public readings and/or participation in professional activities.



## Appendix 1: Rubrics for Mentored Teaching Program (GA Program)

### 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

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

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

NA            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:

## Appendix 2: Consulting Session Feedback Form (EIU Writing Center)

During AY 2019-20, writing consultants conducted 1091 consultations in the Writing Center. In response to the move to remote learning (due to the Covid-19 pandemic), writing consultants continued providing consultation service online.

### Consulting Session Feedback Form

**Was your session today helpful? (circle rating)**

<b>Very</b>		<b>Somewhat</b>		<b>Not</b>
5	4	3	2	1

***What was the most useful aspect of the consulting session?***

**Would you come again?    \_\_\_Yes    \_\_\_Maybe    \_\_\_No**

**Would you recommend us?    \_\_\_Yes    \_\_\_Maybe    \_\_\_No**

***Is there anything you can tell us that might help us improve?***

***Did you learn something you can take with you? If so, what exactly?***

**Student Learning Assessment Program  
Response to Summary Form  
Graduate Program 2020  
May 10, 2021**

Department: **English**

Degree and Program Name: **MA in English**

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

<b>Category</b>	<b>Comments</b>
<b>Learning Objectives</b>	The objectives for the program encompass all the graduate learning goals established by EIU's Council on Graduate Studies.
<b>How, Where, and When Assessed</b>	While only piloted, and not fully implemented at the time of the report, the plan is to assess student portfolios in their first and last semesters; have graduate faculty assess students each semester using a rubric; an exit interview; and evaluation of a thesis prospectus for students who complete a thesis. If students assist at the Writing Center or participate in the Mentored Teaching Program, there are tools to assess that work as well.
<b>Expectations</b>	Expectations are included, but it would be helpful if they were clarified. The assessment process proposes rubrics. You may wish to explain how you expect students to show they are meeting the expectations for the learning goals and how you will know if they meet expectations, and finally, how many you expect to meet or exceed expectations.
<b>Results</b>	Results were not reported as they are to be collected the semester after this report was due.
<b>How Results Will be Used</b>	It is clear who is responsible for evaluation of each submission and your department noticeably takes a team approach to assessment, but it would be helpful to report when the data collected are shared. From the report, it seems that you have used historical assessment data to make improvements to the program.
<b>Recommendations</b>	We are excited for your new assessment plan. Students will be assessed early in the program, throughout the program, and in their last semester. The flexibility of the portfolio model appears to be a good fit for students in your program as they, in a sense, design their own learning plan with the concentration they choose and classes they choose for electives. You included the rubrics for the Mentored Teaching Program, and it appears that they will be helpful in assessing student success for those in that program. We recommend creating and providing rubrics for the portfolio and for evaluating students each semester as proposed, that, like the Mentored Teaching Rubrics include both qualitative, and quantitative measures. We also recommend setting expectations for the students and the program as well, identifying how a student would show they have met the expectations for that learning goal, but also the percent of students you expect to meet expectations for that learning goal. Again, a major strength of the program

	<p>is that you have used historical assessment data to make the reported modifications to the program to improve student learning, and we hope you continue to use assessment data in that same way. Other programs also use it to identify and support students who are not meeting expectations, which may be a use you wish to apply as well. The report also indicates a strong commitment to collaboration among faculty as exemplified by the proposal to work together to synthesize portfolio data and having 3 contributors to the summary.</p>
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The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.