The English department has thoroughly integrated QEP outcomes throughout its various degree programs. In particular, concentrations within its BA programs (Literature, Professional Writing, Motion Picture Studies, and English Education [ESP]) have tied individualized programmatic elements to QEP goals and assess those elements yearly as part of CU’s annual program assessment process.

QEP Outcome: Solve Complex Problems

Program Related Goal/Outcome

- ENGL-LIT “think critically, especially about the written word and rhetorical strategies”

Capture Points

- ENGL Gateway course - English 200: Introduction to English
- ENGL-LIT Capstone Course - English 498: Senior Seminar in Literature
- Sample students writing is assessed holistically on a scale from No Score (0) to Exemplary (4 pts) using a rubric based upon QEP outcomes (see below): in spring 2012, for example, 8 essays were assessed by 4 senior faculty members. Four of these examples were from English 200 and 4 from English 498.

Effectiveness

- The rubrics and outcomes developed for English 200 and 498 now represent an effective and integrative approach to delivering the best possible education to our undergraduate literature majors.
- The director will work to develop a faculty survey to be delivered in Spring 2013 that will 1) offer better data to determine faculty opinion of the outcomes, rubrics, and delivery of the new curriculum, and 2) to elicit a more substantial form of input that will enable effective refinements to the program in the future.

Results

- The average score for ENGL 200 student samples was 2.38 and for ENGL 498 student samples was 3.19. This represents a significant increase in ability from the gateway course to the capstone course

Program Changes

- Assessment validates the initial integration of ENGL 200 into the curriculum, a class that was created in response to the QEP initiative. Faculty are pleased that because of English 200, students are better prepared for advising sessions and have a much better awareness of the opportunities available to them as English majors.

QEP Outcome: Integrate Information from a Variety of Contexts

Program Related Goal/Outcome

- Candidate practice the basic principles of instructional practice and assessment, classroom organization and management, and communication skills processes and their interrelationship.

Capture Points

- Until spring 2012, this outcome was evaluated by TWS (Teacher Work Sample) scores overall; TWS scores on the Assessment Analysis function; teaching demonstrations in ENGL 417 Methods of Teaching English.

Effectiveness

- While the teaching demonstration in ENGL 417 remains a constant, the TWS is no longer in use, so we are shifting to our new measures of teacher work, the TWSP (Teacher Work Sample-Planning) and the TWSIE (Teacher Work Sample-Implementation and Evaluation). We will also consider the Assessment Results and Assessment Analysis scores on the TWSIE separately, as providing a new baseline for assessment skills, as well as the percentage points gained by the class studied from pre-assessment to post-assessment. This is not the technical definition of “value added”, but it does show our candidates’ impact upon student learning.

Results

- The mean score on the TWSP (the planning piece of the Teacher Work Sample) for the 12 candidates was 3.45/4.0, or B+, or between Proficient and Accomplished. The mean score on the TWSIE was 3.58/4.0. The mean score on the teaching demonstrations was 88.5%, or about 3.55, very comparable to last year’s 3.5 and showing slight (though probably not significant) improvement.
- The mean score on the Assessment Results section of the TWSIE was 3.37/4.0 (as compared to last year’s 3.4) and the mean score on the Assessment Analysis section was also 3.55/4.0, as compared to last year’s 3.4—both solidly in the B+ or high Proficient range, both fairly comparable to last year’s scores.
- On average, in taking students through a unit from pre- assessment to final assessment, our candidates effected an improvement of 45 percentage points in students’ scores on the material taught, as compared to last year’s 48.6 percentage points.
Program Changes

- In 2010-2011, we noted that as we moved to the TWSP/TWSIE measure from the single TWS, scores fell somewhat (3.4 as compared to the prior year’s 3.8). This year, however, that disparity has vanished, probably because we’re using the same measure this year as last, and, in fact, most of the scores have risen slightly (the Assessment Results section is the exception, and the drop is very small, .03.) In general, we think the new measures (TWSP/TWSIE) are probably more accurate than the prior ones; 3.4-3.55 better describes my holistic impression of our students’ portfolio work across the board than 3.8, but this is, of course, a very subjective impression.

- We are also pleased with the 45 percentage point average gain of students in the classes of these student teachers (though we’ll note that, predictably, the greatest gains were made by the students who were tracked the lowest. The classes which were already high performers made smaller gains. Therefore, the department is initiating a GPA requirement in specific classes to ensure teacher educators of the highest caliber. We gathered data on our courses, seeking those in which poor grades seemed to correlate to problematic performance during Internship. Our researches indicated that to have the best chance of selecting out the weakest 10% of our majors before internship, without creating an obstacle for those whose GPA was problematic but whose internship performance was strong, we should require that candidates have no more than one grade below a B- in the following seven courses. Students with grades below B- in these courses were also generally problematic performers, requiring additional supervision and/or action plans, in Internship:
  - ENGL 312, Grammar for Teachers
  - ENGL 319, The Teaching of Grammar
  - ENGL 414, Fundamentals of Teaching Composition
  - ENGL 416, Teaching English as a Second Language
  - ENGL 417, Methods of teaching English
  - PSY 321, Educational Psychology
  - SpEd 339, Designing Classrooms as Responsive Learning Communities

<table>
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<th>No Score: 0</th>
<th>Emerging</th>
<th>Developing</th>
<th>Achieving</th>
<th>Exemplary</th>
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<tr>
<td>A score of zero designates folders and/or content that cannot be viewed or assessed</td>
<td>Writer has not yet demonstrated an ability to synthesize connections in an articulate, self-reflective way.</td>
<td>Writer demonstrates the ability to synthesize connections rhetorically, but only ineffectively and/or in a specific context.</td>
<td>Writer demonstrates the ability to synthesize connections in a rhetorically adequate and effective manner that indicates development as a learner over time.</td>
<td>Writer demonstrates creativity in synthesizing and to articulate this knowledge in a manner that exceeds expectations by indicating the ability to develop as a learner and to apply this skill to diverse personal and academic experiences.</td>
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Scoring

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