### IFP Course Report

**Course:**  
___WAC Data_________________________

**Term:**  
____Spring 2017_______________________

**Instructor:**  
____Multiple IFP Course Instructors are Involved_____

1. **Learning Outcomes and Assessment** (What is being used to assess IFP outcomes?)

<table>
<thead>
<tr>
<th>IFP SLO</th>
<th>Assessment</th>
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</thead>
</table>
| SLO #1  - Demonstrate effective written communication skills by exhibiting the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness. | Samples taken from WAC courses scored against the following WAC Assessment Rubric Factors (see Attachment A):  
1. Thesis/Purpose Argument  
2. Organizational Statement  
3. Rhetorical Structure  
4. Mechanics  
5. Clarity  
6. Style  
7. Academic Tone |
| SLO #2  - Analyze, interpret and evaluate information to formulate critical conclusions and arguments. | Samples taken from WAC courses scored against the following WAC Assessment Rubric Factors (see Attachment A)  
1. Reasoning  
2. Evidence  
3. Implications and Consequences |
| SLO #3  - Identify and apply ethical standards in the use of external sources | Samples taken from WAC courses scored against the following WAC Assessment Rubric Factors (see Attachment A)  
1. Academic Tone |

**Description of the Assessment.** The student samples come from a random selection of WAC approved courses. Instructors of these courses require student to complete a graded writing assignment that counts for a course grade. Students must produce a written product of 5,000 words or more (+- 1000). Students access an online assessment server, complete a consent form and survey, and submit electronically a first and final draft of a near-end-of-term-paper.

2. **Scoring** (How is student performance being scored? What are the “above,” “at,” and “below” cutoffs for individual student performance)

Submitted student samples are scored with the WAC Assessment Rubric (see Attachment A). Cut-offs were determined by Core Curriculum Committee and are presented below.
SLO 1 and 2 Mean Ranges
1 to 2.25 = Below
2.26 to 2.74 = At
2.75 to 4.00 = Above
(Range 1-4 "Inadequate, Adequate, Effective, and Extremely Effective")

SLO 3 Score Ranges
1 to 2 = Below
3 = At
4 = Above
(Range 1-4 "Inadequate, Adequate, Effective, and Extremely Effective")

3. Sample (Who is being tested and why? Are you testing all sections? All students? How is your sample representative?)
Courses in the WAC program are randomly selected each semester to participate in the university-wide WAC assessment program. The process is voluntary with approximately a 10% participation rate. Only WAC courses that are also IFP Foundation courses are included in the evaluation process and represented in the data chart in the section below. The Foundation I courses are:

ENC 1101 College Writing I (required)
ENC 1102 College Writing II
ANT 1471 Cultural Difference in a Globalized Society
ENC 1930 University Honors Seminar in Writing (for students in the UHP only)
ENC 1939 Special Topic: College Writing
ENC 2452 Honors Composition for Science
HIS 2050 Writing History
NSP 1195 Being Cared For: Reflections from Other Side of Bed

This report includes ENC 1101 (Required for IFP), ENC 1102 and HIS 2050 respondents since no volunteer samples were obtained for the other courses. NSP 1195 and ENC 2452 have not been offered in three years. ENC 1930 and ENC 1939 have not have not sought WAC approval for three years.

4. Results (Report percentages of students “above,” “at,” and “below” cutoffs for each course)
### Spring 2017 WAC IFP Assessment Results

<table>
<thead>
<tr>
<th></th>
<th>SLO #1</th>
<th></th>
<th>SLO #2</th>
<th></th>
<th>SLO #3</th>
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<tbody>
<tr>
<td></td>
<td>Above</td>
<td>At</td>
<td>Below</td>
<td>Above</td>
<td>At</td>
<td>Below</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>22</td>
<td>52</td>
<td>18</td>
<td>16</td>
<td>45</td>
<td>31</td>
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<tr>
<td>ENC 1102</td>
<td>21</td>
<td>64</td>
<td>16</td>
<td>20</td>
<td>49</td>
<td>34</td>
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<tr>
<td>HIS 2050</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Totals</td>
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<td>122</td>
<td>36</td>
<td>44</td>
<td>98</td>
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<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
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<td>208</td>
<td>2.301</td>
<td>.337</td>
<td>208</td>
<td>2.744</td>
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<td>ENC 1102</td>
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<tr>
<td>HIS 2050</td>
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<td>.648</td>
<td>208</td>
<td>2.417</td>
<td>.515</td>
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<tr>
<td>Total</td>
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<td>616</td>
<td>2.540</td>
<td>.340</td>
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### Longitudinal Data for WAC Courses

<table>
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<tr>
<th></th>
<th>Spring 2015</th>
<th>Spring 2016</th>
<th>Spring 2017</th>
<th>Cum Totals</th>
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<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>n</td>
<td>Mean</td>
</tr>
<tr>
<td>SLO #1</td>
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<td>SLO #2</td>
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<td>SLO #3</td>
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5. **Action** (What do the results mean to you?)

   **Recommendations for Improving Assessment Processes.**

   **Recommendations for Improving Student Learning.**

6. **Attachments**

   Attachment A: WAC Rubric