

Louisiana State University
Faculty Senate Integrative Learning Core (FSILC) Committee

ILC – FAQ PAGE FOR FACULTY

Definitions and Terminology

What is ILC?

ILC stands for Integrative Learning Core. It is LSU's general education program. ILC meets the general education requirements of the State of Louisiana Board of Regents while helping to develop proficiencies that enable students to integrate knowledge from different fields and to transfer their learning to new situations and real-world issues.

What are the Board of Regents statewide general education requirements?

The State of Louisiana Board of Regents established a set of requirements designed to provide students with a well-rounded education. To complete a baccalaureate degree, all students must take 39 credit hours in six different areas: English Composition (6 hours); Mathematical / Analytical Reasoning (6 hours); Fine Arts (3 hours); Humanities (9 hours); Natural Sciences - Life and Physical (9 hours); and Social/Behavioral Sciences (6 hours).

What are the ILC proficiencies?

There are nine ILC proficiencies: Civic Engagement; Ethical Reasoning; Global Learning; Inquiry and Analysis; Intercultural Knowledge and Competence; Oral Communication; Problem Solving; Quantitative and Formal Reasoning; and Written Communication. These proficiencies were selected to span across fields.

Do students need to take courses in each ILC proficiency?

No – students do not need to take courses in each proficiency. Students can focus on specific ILC proficiencies according to their own interests. The [general catalog](#) provides a list of ILC courses awarding general education credit, indicating the ILC proficiency being mastered in each course.

Are there Gen Ed courses that are not ILC?

No – ILC courses are the only courses that provide general education credits.

Are all students at LSU required to participate in ILC?

Yes – all undergraduate students at LSU are required to participate in ILC, because ILC is LSU's implementation of the Board of Regents' statewide general education requirements. Students can transfer awarded general education credits from another institution to LSU (and these courses might not be linked to an ILC proficiency).

Where do students and instructors go for more information?

They can watch this [video](#), go to the ILC [website](#), or [email](#) ILC.

Why and when did LSU decide to implement ILC?

In 2017, the Strategic Plan General Education Subcommittee (SPGES) reviewed the LSU, Board of Regents and SACSCOC general education requirements. SPGES recommended the developing of ILC into LSU's implementation of the general education curriculum. In 2019, the Faculty Senate renamed the General Education Committee the Integrative Learning Core Committee and tasked it with implementing ILC in coordination with the Office of Academic Affairs and the Office of Institutional Effectiveness. With faculty input, the ILC committee established a course proposal process, assessment goals, and related procedures. By Fall 2022, all of LSU's prior general education courses were converted to ILC.

How do ILC proficiencies benefit students?

ILC enhances the broad learning that is the goal of general education by highlighting the interconnections among courses and fields, leading students to develop a set of proficiencies that are useful for success in college and beyond. ILC prepares students to apply their knowledge to real-world issues.

How do you foster Integrative Learning?

Assignments that invite students to be reflective of their learning process promote [integrative learning](#). The goal is for students to develop a sense of self as a learner, building on prior experiences to respond to new situations. Integrative Learning links academic knowledge to relevant experience, making connections across fields and across perspectives, adapting and applying skills, abilities, theories, or methodologies gained in one situation to new contexts, and integrating modes of communication in ways that enhance the transmission of meaning.

Terminology: Proficiency, Rubric, Dimension, and Direct Measure – Two Examples

HIST 1005 – World History to 1500 CE uses the “Inquiry and Analysis” **proficiency**, employing the “Analysis” **dimension** from the “Inquiry and Analysis” [ILC rubric](#). The performance on written assignments analyzing sources in their historical context is used as the **direct measure** to assess the students' achievement in the “Inquiry and Analysis” **proficiency**.

GEOL 1202 – Principles of Geology II uses the “Quantitative and Formal Reasoning” **proficiency**, employing the “Interpretation” **dimension** from the “Quantitative and Formal Reasoning” [ILC rubric](#). The performance on written lab reports interpreting geologic data by sketching and describing fossils, identifying and interpreting depositional histories of rocks, and interpreting geologic correlations based on fossil/rock data is used as the **direct measure** to assess the students' achievement in the “Quantitative and Formal Reasoning” **proficiency**.

Course Proposals

How do I propose an ILC course?

The [Course Design & Proposals](#) page details how to submit a proposal. A complete proposal includes the signed signature page and a sample syllabus.

Does an ILC course have to identify a Board of Regents general education area?

Yes – an ILC course must identify the relevant general education area along with the chosen ILC proficiency.

Can a course involve more than one ILC proficiency?

Yes – An ILC course may integrate multiple proficiencies, but only the primary proficiency, with the corresponding rubric and dimensions, will be assessed and reported.

What are ILC rubrics and dimensions?

Each proficiency has a corresponding rubric. In the course proposal, a dimension from the LSU ILC rubric for the primary proficiency is chosen as the basis for assessment. The [LSU ILC Rubrics](#) are adapted from the Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education ([VALUE Rubrics](#)). Each ILC rubric enumerates several proficiency dimensions with their definitions, achievement targets, and assessment benchmarks. Each dimension corresponds to an aspect of the proficiency that students can be assessed on. The course proposal specifies the indicators (e.g., percentage scores, number of questions correctly answered) for each direct measure that correspond to four possible performance levels: not approaching, approaching, meeting, and exceeding. This gives faculty flexibility to tune the indicators to their own field.

Is the use of LSU ILC rubrics mandatory?

Yes – The ILC course proposal requires the selection of one primary proficiency and at least one dimension from the corresponding ILC rubric. The ILC course assessment will be based on that dimension. Instructors are welcome to incorporate the LSU ILC rubrics into individualized student assessment and grading within a course, but they are not required to do so.

Are ILC courses limited to one dimension of the primary proficiency?

No – The rubric corresponding to each proficiency lists 5 to 6 predefined dimensions. If none of those dimensions work for an ILC course, instructors can propose an alternative dimension. An ILC assessment plan approved by the department and specific to the proposed dimension must be submitted with the course proposal. ILC courses are required to assess at least one dimension (the assessment of more than one is encouraged).

How long does the review process take?

Course proposals are sent to the ILC committee for review. The review process takes a minimum of 4 weeks. The ILC committee does not meet over the summer. If proposals are submitted over the summer, proposal review occurs in the following semester.

Once a course is approved for ILC, how long does it take for general education credit to be awarded to students?

Once approved, an ILC course can be taught the following semester. Students will be awarded general education credit after completing the course.

Cutoff dates:

- To teach a new ILC course in the Fall Semester **and** to have the course added to the General Catalog
 - Course Proposal must be *Submitted* no later than January 1
 - Course Proposal *Approval* is needed by February 1
- To teach a new ILC course in the Spring Semester
 - Course Proposal must be *Submitted* no later than November 1
 - Course Proposal *Approval* is needed by December 1
- To teach a new ILC course in the Summer or the Fall Semester*
 - Course Proposal must be *Submitted* no later than April 1
 - Course Proposal *Approval* is needed by May 1

*The course will not be added to the General Catalog until the following academic year.

How often will ILC courses be reviewed by the ILC committee?

All courses go through a 5-year review cycle. Course Coordinators can check the ILC course review [schedule](#).

Are approved ILC course proposals available as examples?

Yes – Please contact gened@lsu.edu to request a sample of a completed ILC course proposal.

Can the proficiency, dimensions, and/or direct measures being assessed in an already approved ILC course be changed?

Yes – Dimensions and/or direct measures can be changed by completing the ILC Assessment Change Form. The primary proficiency of an ILC course can be changed only during the 5-year review (by attaching an ILC Drop Course Form to the new Course Proposal Form).

How often should ILC courses be offered?

ILC courses should be offered frequently and regularly. If an ILC course is not offered during an academic year, the Course Coordinator must provide the ILC committee with an explanation and a planned schedule of offering. The ILC committee may decide to drop from the curriculum any ILC course that is not taught over a two-year period.

How do ILC courses affect specific curricula?

ILC does not affect the specific curriculum of any given program. ILC does not change the statewide general education requirements for students.

Assessment

How and how often are ILC courses being assessed?

Assessment data is collected and analyzed for the primary proficiency based on the selected dimension as defined in the approved course proposal. Data is collected through direct measures, i.e., measures that require students to *demonstrate* their knowledge and skills relative to the expected learning proficiency. A course with multiple sections will assess the same proficiency and dimension across all sections. Assessment data is collected each time the course is taught.

What role do course instructors have in the assessment process?

Instructors compile the data for their course or section and submit the data to the Course Coordinator at the end of each semester.

What role do Course Coordinators have in the assessment process?

Course Coordinators work with instructors to ensure the same approved proficiency, dimension and direct measure(s) are used across all sections of an ILC course. Course Coordinators collate the data collected from all instructors via a data collection form or excel file and submit an annual ILC Course Assessment Report into Watermark's Planning & Self Study by October 31st. In addition to uploading aggregated data from all sections across all modalities (face to face, online, and dual enrollment) and disaggregated data (data separated out by modality), course coordinators should follow the reporting template to address other questions pertaining to analysis and taking actions to improve teaching and learning. Contact the Office of Institutional Effectiveness for guidance.

Are students penalized if they do not do well in an ILC course?

No – Decisions about grades reside solely with the course instructor. ILC assessment focuses on the ILC component of the course and is not directly tied to individual students.

Are instructors penalized if the course sections do not meet certain performance levels?

No – the purpose of ILC course assessment is to gauge the incorporation of the ILC proficiency in student learning and skills development. Faculty can choose how they use ILC assessment results to inform improvements in teaching and learning.

Do all the students taking an ILC course need to be assessed?

No – instructors can use a representative sample to assess and report the results of assessment. Per course section, a minimum of either 10% of the students or 10 students, whichever is greater, is required for sampling. Instructors are welcome to submit data from all students in a section if easier. Please review the [ILC sampling guidelines](#).

Do all course sections need to be included in the assessment process?

For each ILC course, departments will assess a majority of sections each semester. They should be as representative as possible of all sections (and modalities) of the course, including those taught in the summer or intersession terms (see [ILC sampling guidelines](#)).

Do instructors need to submit samples of students' work along with the data collection form?

No – instructors only need to submit ILC assessment data for their specific sections of the course to the course coordinator.

What will the Office of Institutional Effectiveness do with the ILC assessment data?

The Office of Institutional Effectiveness collates and analyzes data across multiple ILC courses to develop reports of student attainment in specific proficiencies. For each proficiency, reports are developed on a yearly basis.

How will the assessment data be shared?

ILC course assessment reports are aggregated into an ILC program assessment report. After review by the ILC committee, reports are shared with the Course Coordinators via proficiency-based focus groups that culminate in actions for improving the ILC program. Annual aggregated percentages are posted online by proficiency. Information about individual ILC courses is not shared.

How will ILC assessment be used to improve the general education of LSU students?

Focusing on ILC proficiencies and dimensions, ILC data is made available in order to encourage improvements designed to benefit student learning. Any iteration of ILC courses might consider modifications to instructional methods and revisions of in-class activities, prompts, and assignments.

What training and resources does the Office of Institutional Effectiveness provide?

The Office of Institutional Effectiveness organizes professional development workshops and trainings on a variety of topics concerning assessment for learning including open labs, zoom meetings, and one-on-one consultations. A Planning & Self Study [QuickStart Guide on Integrative Learning Core Assessment](#) provides detailed instructions on how to use the reporting system. A [template](#) has also been developed. NOTE: upon request, the Office of Institutional Effectiveness can help faculty enter information and data into the system.