

INTEGRATIVE LEARNING CORE Reporting Template

Due Date: Annually on October 31

Annual ILC reports will be submitted in *Planning & Self-Study*. For your reference, a template of assessment reporting data fields in the platform are provided below.

Each approved ILC course must submit an Assessment Report annually in alignment with the course's approved assessment plan. If a course is offered in various modalities; it is a requirement that the proficiency and dimensions assessed be identical. Additionally, it is required for course coordinators to compare and report the findings across modalities within the report (i.e., results and findings).

GREEN = information that has already been entered into the new platform for you.

RED = required fields.

Yellow highlight = optional

Course Information

- ⇒ **ILC COURSE**
- ⇒ **ILC PROFICIENCY**
- ⇒ **ILC DIMENSION(S) ASSESSED**

Measure Details (by dimension)

- ⇒ **INSTRUMENT CHOICE:** *i.e. Essay, Extended Response Question(s), Lab Report, Multiple Choice Questions, Performance, Presentation, Reflection Paper, Short Answer Question(s), or Other.*
- ⇒ **TITLE:** The title should identify your measure (ex. Final Exam for WSC4000, etc.) to program faculty and any external reviewers.
- ⇒ **TARGET:** Your target should be set based upon your course and discipline.
 - For example, 80% of the students will achieve a score of 'Meets Expectation' or above.
 - This section should also include your assessment criteria (can be pulled directly from your approved ILC course proposal).
- ⇒ **DESCRIPTION:** The description is a text entry field which should explain what the measure is, when and how the data will be collected semester/course/sampling/population, etc. and any additional relevant information. (can be pulled directly from your approved ILC course proposal).

Results (by dimension)

Data will be collected each semester from a majority of the sections, across all modalities, for each ILC course to provide evidence of student achievement. The course coordinator is responsible for collecting section-level data, ideally using the provided Data Collection Form or an excel file, then aggregating the data to the course-level for reporting purposes. It is encouraged to archive individual section-level data; comparing results across modalities is a requirement.

- ⇒ **ENTER RESULTS BY COUNT:** Enter the 'aggregate course-level' count of students who fall into each of the below achievement categories as they are defined by your program:

Exceeding = # of Students

Meeting = # of Students

Approaching = # of Students

Not Approaching = # of Students

- ⇒ **UPLOAD DATA COLLECTION FORM & ENTER SUMMARY:** Upload any data collection forms or excel files in the Files section. Summarize the data in the summary box.

Summary Example:

The assessment data from TIGER 1234 was pulled from 1 online section from Fall 2021 and 1 face to face section from Fall 2021, and two face to face sections in Spring 2022. Results by modality:

- *Face to face: Exceeding=96; Meeting=126; Approaching=83; Not Approaching=37 (n=342)*
- *LSU Online: Exceeding=12; Meeting=9; Approaching=5; Not Approaching=0 (n=26)*

Findings (by dimension)

- ⇒ **MEASURE STATUS:** The measure status should indicate whether the target for that measure was “Met” or “Not Met”.
- ⇒ **ANALYSIS:** Assessment findings should be analyzed and compared to performance targets. Also include number of sections and students assessed across each semester. The following questions should inform your analysis (interpretation of the data): Have targets been met? How do the data compare over time? How do the data compare between modalities? Was the measure chosen appropriate? What strengths are revealed? Are there opportunities for improvement?

Action (by dimension)

Based on the assessment findings (the data generated from implementation of assessment measures), you will always identify at least one area for improvement (even if your target is met). The FSILC committee is looking for small interventions to enhance learning specifically in the proficiency the course is aligned to. In many cases, faculty make small modifications to pedagogy, assignment instructions, revisions to activities in the class, encouraging students to attend writing workshops, etc. In other words, the plans (Actions) to be implemented for future iterations of the course focusing on the dimension/proficiency in question.

- ⇒ **CLICK ADD NEW ACTION.**
- ⇒ **SELECT YOUR ACTION:** This is a dropdown, choose one: (*revise curriculum, restructure outcome statement, revise measurement or assessment, gather additional data, revise benchmark or target, adopt or expand technologies, additional training, collaborate with another department or unit or program, other.*)
- ⇒ **DESCRIPTION OF ACTION:** Enter the text of what you will do prospectively.
- ⇒ **RECOMMENDED ACTION DUE DATE:** This date must be in the future, actions detail what your program plans to do as a result of the findings.

Analyze Outcome (by proficiency)

- ⇒ **OVERALL OUTCOME STATUS:** Enter whether the outcome was ‘met’ or ‘not met’.
- ⇒ **Enter overall analysis.** Optional
- ⇒ **Enter overall action.** Optional