Assessment of IL as SLO: Overcoming Obstacles & Achieving Standards
Stakeholder Expectations:
Raising the Bar
IL & The Campus Context
Instruction

- Analysis of 326 decennial accreditation self-studies
  - 228 (69.9%) include IL in the document
    - NEASC institutions most likely to include
  - Majority place IL within Undergraduate or General Education
  - Majority of instruction occurs at course or class level
  - Very little evidence of program integration
Assessment

- 116 (35.6%) institutions assess for IL as SLO
- Mostly at the course or class level
  - 23.6% use surveys
  - 21.5% use tests
  - 14.7% use class/course evaluations
  - Less than 1% assess IL through capstones or portfolios
  - Very little attention to rubrics
Barriers to Integration
Obstacles

- Resources: time, staff
- Faculty as access point
- Lack of consensus on:
  - Terminology
  - Roles
  - Student understandings and needs
Obstacles

- IL as ‘orphan of the curriculum’
- Differing cultures
- Lack of leadership for IL
Unlocking Opportunities
First: Tailored Communication
Implementing An Assessment Plan

Closing the Loop

Assessment Cycle
- Assessing Goals and Objectives
- Mapping Learning Opportunities
- Analyzing and Discussing Results
- Using Data for Improvement
- Setting Goals and Objectives
Strengths

- Consensus among stakeholders
- Recognized need
- Existing standards with objectives & performance indicators
- Standardized and adaptable instruments: RAILS
Assuming a leadership role