ILP Frequently Asked Questions from Students

1Q: **What are the top three things that ILP readers expect to see in an ILP?**

1A:
1. Student clearly articulates a demonstrated learning experience that aligns with a competence statement

2. Student relates learning/experience to <u>all</u> competence criteria that comprise a competence statement

3. Student provides specific detail and scholarly voices, published theory, and/ or research findings to support demonstration of a competence and all related criteria

2Q: What is the average number of scholarly sources referenced (listed in essay or in rationale) in a passing written ILP?

2A: 8-10 scholarly sources

3Q: What is the average number of pages of passing written (essay) ILPs?

3A: 12-13 pages, double-spaced, 12 point font

4Q: What are the acceptable forms of evidence for a non-written ILP, including oral presentations or creative/ symbolic artifact submissions?

4A: Both oral presentations and creative/ symbolic artifacts should clearly address the criteria listed in A1, and annotated bibliographies should be submitted for both. Oral presentations should not be longer than 20 minutes, and you may be asked to videotape your presentation if the assessor requires. Symbolic or creative products can be 2-D or 3-D constructions, media images, theatrical presentations, paintings, photographs, or published articles, although this is not an exhaustive list. For a creative artifact submission, you should also include a written explanation (about 3 pages) of the process and meaning of the objects presented, and their appropriateness to the competence.

5Q: How long will it take for the second reader to review and assess my ILP after I submit it?

5A: The average turnaround time is 6 weeks.

6Q: **What is the average percent of ILPs that passed in the first attempt (second reader did NOT ask for revisions)?**

6A: 84%.

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7Q: What are some typical reasons that ILPs do not pass or require revision?

7A:
1. It does not address all competence criteria that comprise the competence statement.
2. Poor academic writing (lacks organization, thesis, detail, citation, grammar, appropriate sources).
3. The ILP is too focused on personal experience.
4. The ILP does not focus enough on the scholarly work and broader intellectual context of the learning/experience.

8Q: In my ILP, how much should I explain my experience and how much should I discuss the scholarly sources and intellectual context that relate to my learning/experience?

8A: In a recent survey of 15 ILP assessors, most stated that they like to see a ratio of 30-40% personal experience and 60-70% scholarly sources and broader context in the ILP.

9Q: What types of sources are typically acceptable and unacceptable for an ILP?

9A:
- Generally acceptable: scholarly or trade journal articles, scholarly books, textbooks, primary sources (historical documents, transcripts, survey data, interviews, etc.)
- Generally unacceptable: Wikipedia, personal blogs or websites, mainstream/pop culture websites like Reddit, BuzzFeed, eHow

10Q: How much time does a student typically spend preparing an ILP?

10A: The answer to this varies depending on several factors, such as the student's typical pace of research and writing, the competence chosen, whether your experience is prior or new learning, etc. Below are some questions to ask yourself when developing an ILP:
- Have I reviewed SNL's ILP webpage so I know what an ILP is and what to expect? http://snl.depaul.edu/student-resources/undergraduate-resources/Pages/ilps.aspx
- Have I reviewed students' examples of ILPs? https://snlapps.depaul.edu/writing/ILPs.html)
- Have I discussed a plan for the ILP with my mentor?
- Have I already had an experience that allows me to demonstrate the competence (prior learning) or will I have to set aside additional time to undergo a new experience to demonstrate competence (new learning)?
- Have I completed the ILP worksheet so I can begin to plan and develop my ILP according to SNL's standards? http://snl.depaul.edu/student-resources/undergraduate-resources/_layouts/DU.CCServices/DownloadOfficeAppsHandler.ashx?filename=http://snl.depaul.edu/Documents/ilp_worksheet.docx
- Have I already conducted research and found sources related to the competence criteria? (See **FAQ – 2A**: ILP essays tend to incorporate 8-10 scholarly sources.)

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- Have I started drafting my ILP? Some students begin drafting an ILP in the ILS course, Writing Workshop course, Writing for Competence course, with help from the Writing Center, etc. Some students begin by writing about or gathering evidence of their learning experience that they believe demonstrates the competence. Some start by writing about the scholarly sources/research related to the competence that they are addressing with their ILP. Neither of these is the "best way" to begin since every student's independent learning will be different. Your mentor, writing instructor, or Writing Center tutor can help you think through the process.
- Have I completed the ILP submission form?
- Have I reviewed the ILP assessment criteria to ensure I have addressed all of them with my ILP essay, presentation, artifact, etc.?
- Have I maintained regular contact with my mentor about my ILP progress and/or submitted an ILP draft to my mentor for review?