ILO Committee

Agenda and Meeting Notes for January 13:

1. Will try to meet regarding co-curricular earlier in the semester than our current scheduled time.
2. Information literacy working group – has met.
3. Quantitative reasoning working group will be meeting by first week of February. Finalized who is going to be invited.
4. We have the ILOs in the catalog.
5. We discussed the need to finalize the Core Competencies Statement. We will try one more time to contact the GEC and CAP regarding the statement and then sending it to the SEC. We will work on getting a date to meet with these committees. The GEC meets Jan 29th and so far has an open agenda.
6. We developed some plans for the semester
   - We determined that the memo about the core competencies should go out as soon as possible to the SEC.
   - We will set up meetings with GEC, CAP, MAC in part to discuss the core competencies, but also to bring them in to the ILO process more clearly.
   - A big part of this semester will be developing baselines (see next point)
7. Planning to develop baselines for core competencies
   A task we need to take on is setting the standards of performance that will be used in assessing if we are meeting the ILOs. WASC says we must report on five types of learning and so we will begin with these: Info literacy, quantitative reasoning, written communication, oral communication, and critical thinking. This semester we will begin working on written communication, critical thinking, and information literacy in part because we already have student products already. The goal will be to use these materials to set standards of performance/baseline competencies.
8. We then discussed what we need to do:
   - As a starting point, we will use the VALUE rubrics (sent to the committee). In part because they can provide a nationally established rubric that we can adapt to UH.
   - As part creating the baselines, we need to think about who on campus is an expert in this type of work and we should invite to be part of this process.
   - We can pull from WI for info literacy.
   - For critical thinking we can pull from WI and Ethical issues.
   - We need to establish exit level competencies and so should focus on 300 and 400 courses.
   - We need to figure out what we have in terms of student products and collect more.
   - Over summer we could gather faculty to work on building our baselines.
   - We discussed how we will sample student work -- do we need representative samples? Will we need to disaggregate by transfer students at the senior level?