ILO Implementation Committee
Minutes
October 15, 2012

The meeting was called to order by VCAA Reed Dasenbrock who outlined the scope and charge of the committee.

1. Now that the ILOs have been passed by the Senate, this committee must devise an implementation strategy and make recommendations regarding the implementation of the ILOs.
2. Implementation of the ILOs and assessment of them will be linked with our future accreditation by WASC. WASC has revised its Handbook for 2013 to include more attention to issues of assessment, core competencies, and the “meaning, quality and integrity” of the degree.” Part of the task of this committee will be to operationalize these terms, align our ILOs with the WASC definitions, and make recommendations about implementation.
3. The committee has until 2021 (our next WASC visit) to work on the process.
4. The committee has the formal authority to refer tasks to other committees, faculty, etc. We also have the task of making recommendations.

The NEXT meeting will be October 22, 11:00 in Hawaii Hall 208.

Todd has agreed to serve as the liaison with the Faculty Senate.

Debbie was appointed chair of the committee.

Given this charge, there was some discussion regarding how to best approach the issue in terms of long term and short term goals. Thus, the following items can begin to develop our list of tasks. The following are grouped and will develop as we meet.

_____ Define and understand what “meaning, quality, and integrity” of the entire degree means. In understanding this phrase it makes sense to think about what makes our undergraduate experience unique.

_____ Identify what parts of the ILOs are already present in the undergraduate curriculum and what will need to be more thoroughly developed.

_____ Work with Focus, Foundation, and General Education groups to assure ILOs are fully integrated.

_____ Given the unique nature of the focus designations, see how we can improve this process (or refer to the current conversations regarding how to improve the process) to make sure we can achieve our ILOs while minimizing substantive revisions to the core.
Make recommendations regarding new courses or focus designations that may be necessary to implement the ILOs. Do we need new focus designations for technology mastery? Media literacy? Etc?

Construct a course map of existing courses that meet the ILOs.

Focus on how the ILOs align with the core competencies as defined by WASC.

Specifically, take up the issue of quantitative reasoning (versus symbolic reasoning), what this means and how we will meet this core competency.

Work to refine an approach to critical thinking and identify how we meet this ILO/core competency.

Identify where media literacy ought to reside in the map of ILO/core competency issues.

Take up the issue of assessing general education as part of the process of understanding if we are accomplishing our ILOs.

Examine and define what Hawaiian and Asian perspectives in a global society means and how it can enhance undergraduate education at UHM.

Identify and scan for other committees, departments, groups, or interested faculty who are working on relevant issues. Begin the process of referring tasks to these groups and bringing them into the conversation.

In the 233 academic degree programs currently in existence, identify several strong programs as examples of how assessment processes might work.

Acquire a copy of the Stanford Report on undergraduate education.

Notify the campus that the group exists and that it would welcome feedback from interested parties.

Set up meetings with departments and/or Chair’s meetings to begin to acquire feedback and thoughts about implementation strategies.

Ensure that there is a strong student voice in the process. Contact ASUH to work with undergraduates. Develop a process to get feedback from students regarding the ILOs.