October 22, 2012
ILO Implementation Working Group

There was general discussion on how to meet our charge, discussion of the to do list, and the initial assignment of some task to complete for the next meeting. Additional items were also added to the to do list (now divided into short term, medium term, and long term goals.

Things discussed at the meeting that have now been included on our list (which makes our list even longer):

1. For the course proposal guidelines – UHM1 & 2 – make proposals to integrate ILOs into the future proposal guidelines, which probably means going through the faculty senate.

2. At the moment, mapping is only at the program and course level but we will need to build a mapping process into the institutional level. Most programs have SLOs and a curriculum map. We will integrate ILOs into the curriculum mapping process.

3. It was reiterated that we need to focus on departments so that we have a sense of what is taught and how it matches the ILOs. It is hoped that having the ILOs will also spark an effort to review and revise curriculums.

4. Develop a step-by-step process for integrating ILOs into the curriculum that will match onto the program review cycle. Look at the VCAA’s calendar for the program reviews for the next five years and identify who might work as a pilot review.

5. Include a question in the assessment report where programs address the alignment between the ILOs and the departments. Identify how curriculums meet the ILOs through the curriculum maps for the programs. What does the existing curriculum do to help students meet the ILOs?

6. Before we integrate the ILOs into assessment, we need to figure out how these ILOs can be demonstrated and measured.

7. We need to provide a lot of examples of what the ILOs mean across different examples – to help clarify what these will mean.

8. We should develop an FAQ about implementation.

9. ILOs at the co-curricular level – Looking at the different programs and groups and we must also work on what the co-curricular groups will provide.

10. VCAA website has student self-assessment data regarding what they believe the degree has provided them with; this could be helpful.
To do for next meeting – the short term goals (November 5th)

___ Develop an FAQ that clarifies what is being done.
   Do programs have to meet ALL the ILOs?
   How does a student meet the ILOs?
   How do we show that we are meeting the ILOs?
   Outcomes versus objectives?
   What is the difference between an ILO, PLO, SLO? – (Debbie)

___ Draft memo to notify the campus that the group exists and that it would welcome feedback from interested parties. (Debbie)

___ 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. – (Todd)

Some of the ones mentioned in this meeting include:

1. Taskforce on E5.209 – report that students should know why certain requirements are required.

2. Strategic Plan implementation Committee

___x___ Email the existing mapping work on SLOs – Monica.

___ Get a student affairs person on the group.

___ Draft a map of how student affairs align with ILOs -- What co-curricular programs are relevant to the ILOs. Focus on Office of Student Affairs Programs (OSA) – (Amy)

   Some of the ones mentioned in the meeting include:

   1. engaged learning and service learning, etc. 3D ILOs, study abroad, debate teams.

___ Acquire a copy of the Stanford Report on undergraduate education. (Todd?)
Short Medium Term Goals

_____ For the course proposal guidelines – UHM1 & 2 – make proposals to integrate ILOs into the future proposal guidelines, which probably means going through the faculty senate.

_____ Develop a step by step process for integrating ILOs into the curriculum that will match onto the program review cycle. Look at the VCAA’s calendar for the program reviews for the next five years and identify who might work as a pilot review.

_____ 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.

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

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

_____ Include a question in the assessment report where programs address the alignment between the ILOs and the departments. Identify how curriculums meet the ILOs through the curriculum maps for the programs. What does the existing curriculum do to help students meet the ILOs?

_____ Before we integrate the ILOs into assessment, we need to figure out how these ILOs can be demonstrated and measured.

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

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

_____ We need to provide a lot of examples of what the ILOs mean across different examples to help clarify what these will mean.

_____ Changes in institutional course/proposal guidelines – look at the questions that are being answered when doing program reviews and general education. No information about program modification process and work to streamline this process – discuss the existing contribution to the ILOs and the like.

_____ Add ILOs to the program curriculum maps so that departments begin to link their curriculums to the ILOs.

_____ Establish a website.
___ Identify types of assessments – offer suggestions for how one might assess if an ILO is met? Identify assessment tools . . . what are the holes in terms of the ILO/assessment

Long Term Goals

___ 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.

      ___ 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?

      ___ Work with Focus, Foundation and General Education groups to insure 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.

___ 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 UH.