ILO Implementation Committee Meeting Notes
November 26, 2012

1. At the November 26th meeting we continued the conversation about mapping the ILOs. Dawn discussed the documents she provided to the committee, including a spreadsheet of how the ILOs map onto general education.

2. We then continued the ongoing general conversation about how to best communicate the ILOs to the campus, assess the ILOs and map their current place. There is current overlap with what a couple groups are doing. The strategic planning implementation committee has set up several implementation working groups. One is focused on sustainability and one is focused on engaged learning and civic engagement.

3. We came back to the issue of advising and how general education is handled in the advising process and how the ILOs can be integrated into this process. There is a learning communities initiative that feeds off pathways through general education, which may be relevant to ILO implementation. Part of this process is to make any implied degree pathways explicit, if indeed there are general education pathways they should be identified and communicated to students through advising.

4. We have mapped the LLL and Social Sciences programs against the ILOs. Debbie will map education and business, the two other large degrees on campus. We have mapped General Education outcomes, including the hallmarks and outcomes.

5. We need to think about the ILOs and SLOs from a departmental perspective. The link between the SLOs and ILOs needs to be clearer so we can begin to define departmental expectations then expecting the level of mastery to be very high at the senior level. For example, many majors have no specific FS (symbolic reasoning) requirement and so it is likely they would only require a general education level of expertise. However, for some majors, it could be that a higher level of mastery is required. The same might be true for information literacy; most would get a basic level in their general education. Would there be any of this at the advanced level and how do departments build this into the major?

We also need to figure out the specific WASC items that need to be done. How important is it that we emphasize the relationship between the 5 pillars over some of the other things in the ILOs? For example, quantitative reasoning is only one bullet on the may include list for the ILOs BUT it is very important for WASC.

Recommendations/To Do:
_____ Develop a degree pathway for a fictional student and take them through the four years to better understand the ILOs in the context of the 4-year degree.
_____ Talk with the strategic planning implementation committees on sustainability and engaged learning about using the ILOs in their work. Perhaps get them to offer us a map of the ILOs.
Meet with Susan Hippensteele regarding the strategic plan implementation committees.
Integrate the ILOs into the 4-year degree plans and into the advising process, possibly through STAR.
Continue to map groups/committees doing relevant work. Everyone send me lists of committees and groups relevant here.
Show deans a summary of the mapping so far including co-curricular, talk about the ILOs that the majors should be addressing (information literacy, etc), what COULD happen at Mānoa.
Map Business & Engineering because it makes up a large number of undergraduate students. Engineering also expanded everything the college does; they look outward and so it is much broader.