May 5, 2012

MEMORANDUM

TO: Virginia Hinshaw, Chancellor
   University of Hawai‘i at Mānoa

     Reed Dassenbrock, Vice Chancellor for Academic Affairs
     University of Hawai‘i at Mānoa

FROM: Robert Cooney, Chair
     Mānoa Faculty Senate

RE: Motion to Approve the Manoa Institutional Learning Objectives for Undergraduate Students

The attached Motion to Approve the Manoa Institutional Learning Objectives for Undergraduate Students was approved by the Mānoa Faculty Senate at the May 2, 2012 Senate meeting with 61 votes in support of approval and 4 against. The Institutional Learning Task Force’s FAQs and Report are also attached.

The Institutional Learning Task Force (ILO), composed of representatives from the Committee on Academic Policy and Planning (CAPP), General Education Committee (GEC), and Manoa Assessment Committee (MAC), reviewed this issue and provided a report to the Senate at the April 18, 2012 and May 2, 2012 Senate meetings. Documents pertaining to the Motion can be accessed in our documents archive at: http://www.hawaii.edu/uhmfs/documents/archive.html. The committee reports and deliberations can be accessed at: http://www.hawaii.edu/uhmfs/minutes/2011_12/index.html.

Please feel free to contact me if you have any questions or need additional information.
Presented to the Senate Executive Committee (SEC) by the Institutional Learning Task Force for further consultation. Senate Executive Committee (SEC) forwarded to all faculty for further consultation on 3/21/2012. Presented for a Senate vote at the April 18, 2012 Senate meeting. Motion to defer vote until May 2 Senate meeting approved. Presented for a Senate vote at the May 2, 2012 Senate meeting. Motion passed 61 in support and 4 against approval.

**MOTION TO APPROVE MĀNOA INSTITUTIONAL LEARNING OBJECTIVES FOR UNDERGRADUATE STUDENTS**

**MĀNOA INSTITUTIONAL LEARNING OBJECTIVES FOR UNDERGRADUATE STUDENTS**
Institutional Learning Objectives (ILOs) encompass the UH Mānoa undergraduate experience as a whole—academic and co-curricular. It is through the combined efforts of faculty, students, staff, and administrators that students achieve the ILOs.

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<th>1a. General education</th>
<th>i.e., Foundations, Diversification, Focus, and Hawaiian/Second Language</th>
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<td>• Arts and humanities</td>
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<td>• Biological sciences</td>
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<td>• Social sciences</td>
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<td>• Technology</td>
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<td>1b. Specialized study in an academic field</td>
<td>i.e., the major</td>
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<td>1c. Understand Hawaiian culture and history</td>
<td>i.e., course work and co-curricular experiences related to Hawaiian culture and history</td>
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<tr>
<th>2a. Think critically and creatively</th>
<th>• solving challenging and complex problems</th>
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<td>• applying questioning and reasoning</td>
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<td>• generating and exploring new questions</td>
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<td>• being information literate—knowledge, procedures, processes, or products to discern bias and arrive at reasoned conclusions</td>
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<td>• negotiating the terrain of the technological world</td>
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<td>• reasoning with numbers and other mathematical concepts (numeracy)</td>
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<td>• developing financial literacy</td>
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<th>2b. Conduct research</th>
<th>• conceptualizing problems and asking research questions</th>
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<td>• analyzing research data</td>
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<td>• applying research designs</td>
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<td>• engaging in self-directed inquiry</td>
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<td>• using library and information systems</td>
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| 2c. Communicate and report | • written and oral communication  
• working cooperatively and collaboratively  
• technology/computer-based communication  
• non-verbal communication  
• listening |
| 3a. Continuous learning and personal growth | • life-long learning  
• self-assessment/reflection/discipline  
• ethical behaviors and judgments  
• intellectual curiosity  
• habits of scholarly inquiry  
• personal health |
| 3b. Respect for people and cultures, in particular Hawaiian culture | • respect for differences in cultural and personal identity  
• social justice  
• cultural awareness  
• international engagement  
• culture/language immersion |
| 3c. Stewardship of the natural environment | • respect for natural resources  
• sustainability |
| 3d. Civic participation in their communities | • campus organizations  
• community service  
• service learning  
• civic engagement/citizenship |
Institutional Learning Objectives
FAQ
Draft

1. What are Institutional Learning Objectives (ILOs)?

   It is a list of what students should know, do, and value by the time they graduate.

2. Why should we do this?

   a. Most directly, to promote student success and to maintain accreditation.

      Creating such objectives is an important way of constructing an educational vision of what we expect our students to achieve and to become as a result of their experience here. This process helps us formulate an educational experience that is meaningful and relevant.

   b. Additionally, WASC requires that we have institutional learning objectives (ILOs) in order to retain our accreditation. Accreditation is needed in order for students to receive financial aid and for faculty to apply for federal and other grants.

3. What is lost if we don’t have ILOs?

   We miss out on an opportunity to communicate to students, parents, employers, and other stakeholders the value of a UH Mānoa undergraduate degree.

   ILOs are increasingly part of the accreditation process so at the very least we need to establish what we consider our institutional learning objectives to be in order to remain in good standing with our accreditation agencies and the public.

4. Who came up with these ILOs?

   A faculty working group constituted by the Mānoa Faculty Senate has produced a set of draft ILOs to be discussed by the entire community. The final versions will be based upon comments and suggestions by UH faculty and student representatives.

5. What is UH Mānoa being asked to do?

   All universities accredited by WASC must develop institutional learning objectives for undergraduate education. These learning objectives encompass the whole student experience and include those things we believe students should know, value and be able to do upon completion of a bachelor’s degree from UH Mānoa. Importantly, they are meant to be achieved by the whole of a student’s experience at UH Mānoa, not merely by completing coursework.

   Once we agree as a campus on a set of ILOs, departments can determine if there are ways they can further support student learning in these areas.
6. **Does our department have to address every ILO?**

No. Because the ILOs encompass the UH Mānoa experience as a whole—academic and co-curricular—it is understood that some departments may not address all the ILOs. It is through the combined efforts of general education, the major, electives, and co-curricular programs that students are afforded opportunities to meet ILOs.

7. **I think ILOs are meaningless; why should we participate?**

Objectives-based learning cannot be the be-all and end-all of a university education, especially given that at the end of the day it is up to students to participate in their own learning. However, ILOs can provide a space within which we can think collectively about what we believe ought to be learned in a college and the future directions in which we would like to see education move.

8. **Will it slow graduation?**

Because ILOs are things the faculty already value, most already exist in the current curriculum. In many ways the proposed ILOs formalize what is already happening in undergraduate education.

9. **What happens after we adopt ILOs?**

After we adopt ILOs, faculty will use them as a guide to inform student learning activities and make the learning objectives for our students more visible and clear. Faculty groups, and not external organizations, retain control for assessing the extent to which students have achieved the ILOs. Faculty will use assessment results to improve the undergraduate experience.
Institutional Learning Outcomes (ILO) Working Group
Report to
Committee on Academic Policy and Planning (CAPP)
General Education Committee (GEC) and
Mānoa Assessment Committee (MAC)

The Faculty Senate Executive Committee tasked the Institutional Learning Outcomes (ILOs) working group with preparing institutional learning objectives for the Mānoa campus in response to the WASC requirement that we develop learning objectives at the institutional level. Since 2001 WASC has required learning objectives at the institutional level. The committee included members of the Committee on Academic Policy and Planning (CAPP), General Education Committee (GEC) and Mānoa Assessment Committee (MAC). Additionally, members of the Assessment Office were invited to participate given their role in the future implementation and measurement of any ILOs that are created.

Beyond the WASC requirement, arguments for creating Institutional Learning Objectives (ILOs) for the undergraduate degree are that they have the potential to do the following: help UH Mānoa be clear about the educational values shared by the community and thus help students attain a higher level of learning achievement. Similar to a Strategic Plan, ILOs can provide a shared vision for faculty, students, staff, and administrators. They can also provide direction, focus, and goals that UH Mānoa expects students to achieve upon graduation. In addition, the ILOs can help students take responsibility for their own learning since they become cognizant of the learning objectives associated with their college degree. Please keep in mind that students meet ILOs through the sum of their UH Mānoa experience—no one set of major requirements nor the General Education (GenEd) requirements nor co-curricular experiences are expected to address all ILOs. For more information, please read the FAQs about ILOs.

The committee convened during the Fall 2011 and Spring 2012 semesters. We discovered that a prior committee had already created a draft of UH Mānoa learning objectives. Specifically, in late Spring-Summer 2009 an OVCAA working group consisting of instructional faculty, specialist faculty, and administrators used Liberal Education and America’s Promise (LEAP) outcomes, the 2002-2010 UHM strategic plan, the mission of the University, and the UHM general education learning outcomes to come up with what they called the Mānoa Undergraduate Learning Outcomes (MUGLOs).

The draft MUGLOs, which are essentially ILOs, were sent to the Faculty Senate Executive Committee who then sent them to the MAC and possibly to CAPP. MAC recommended that further discussion of the MUGLOs be integrated into the strategic planning process. However, the strategic plan was revised and the process was limited in scope so no additional faculty discussion of ILOs was done at that time.

In order to create the attached draft ILOs, we engaged in the following investigation and discussion.

1. Whereas there was some debate about the process used to derive the draft MUGLOs, the ILO working group determined it was far better to begin with the
work that had already been accomplished than to start over. Our working group agreed that the MUGLOs were a good starting point because they address meaningful and important aspects of undergraduate education. We re-named them the draft ILOs.

2. We compared the draft ILOs against the Student Learning Outcomes (SLOs) of 22 degree programs at UH Mānoa, including the 10 that graduate the most students. We did this to find out whether or not program SLOs come anywhere close to addressing the draft ILOs. As a result of this comparison, we determined that there were several areas of the draft ILOs, including personal growth and stewardship of the natural environment, that are not explicitly stated in most of these 22 degree programs’ SLOs. Recall, however, that ILOs are not meant to be fully addressed by any one degree program’s SLOs.

3. We also compared the draft ILOs to the UH Mānoa GenEd outcomes. A significant portion of the ILOs not addressed by most departmental SLOs are indeed addressed by the GenEd outcomes, although personal growth and stewardship of the natural environment remain mostly unaddressed.

Based upon the comparisons, we determined that the draft ILOs can largely be met by a combination of a typical degree program’s SLOs + the GenEd.

4. We compared the draft ILOs to the UH Mānoa strategic plan, both to identify other possible learning objectives that may be goals of UH Mānoa that are not in the draft ILOs (we didn’t find any), and to determine if there are experiences within the university that can address the few aspects of the draft ILOs not addressed by degree program SLOs + GenEd. Because the strategic plan emphasizes Native Hawaiian values, we added knowledge of Hawaiian culture to the draft ILOs.

5. The working group also discussed the undergraduate learning abilities and competencies emphasized by the WASC Commission at its November 2011 meeting. These are:

- Written communication
- Oral communication
- Quantitative skills
- Information literacy
- Critical thinking

Please note that the draft ILOs we are presenting embrace all five of these learning abilities and competencies.
6. We discussed the probability that UH Mānoa will pilot the Lumina Foundation’s Degree Qualifications Profile\(^1\) (DQP) as part of a larger WASC project and how that might influence the creation of our ILOs. Whereas our draft ILOs align closely with Lumina’s DQP, there are differences. Should the UH pilot Lumina’s DQP as part of a WASC-sponsored project, we recommend that the ILOs be tabled until the DQP is piloted and evaluated. The WASC pilot project is still in an early stage and UH Mānoa will learn more about the project in February/March 2012. We did determine that while our draft ILOs are not designed to directly match the DQP, overlaps exist.

Based on our investigation and discussion, we are presenting a set of draft ILOs for the undergraduate degree (see attached) and we want wide circulation, recommendations and feedback. We recommend that the SEC develop a process for gathering feedback from all senators and their constituents. Please send any comments to: Debora Halbert (Chair of the ILO Working Group) halbert@hawaii.edu. When giving feedback, please keep in mind that what we are presenting is a \textit{draft}. Please also keep in mind that the final ILOs need to address the entirety of an undergraduate student’s experience at UH Mānoa, regardless of his/her major. Specific goals of a particular department or college may or may not be pertinent for all students.

ILO Working Group includes:

Debora J. Halbert, Associate Professor, Political Science (CAPP)
Dore Minatodani, Librarian, Hawaii Specialist, Library Services (GEC)
Scott Rowland, Specialist, Geology & Geophysics (GEC)
Todd H. Sammons, Associate Professor, English, Faculty Administrator, General Education Office, (CAPP)
Amy Lynn Schiffner, Assistant Professor of Theatre and Dance (MAC)
Monica Stitt-Bergh, Assistant Specialist, Assessment Office
Jane Uyehara-Lock Assistant Professor, John A. Burns school of Medicine (CAPP)
Kate Zhou, Professor of Political Science (CAPP)

\(^1\) The Lumina Foundation’s Degree Qualifications Profile is available online: http://www.luminafoundation.org/wp-content/uploads/2011/02/The_Degree_Qualifications_Profile.pdf