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TO: Reed Dasenbrock, Vice Chancellor for Academic Affairs

FROM: Institutional Learning Objectives Implementation Committee

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RE: Undergraduate core competencies

The Institutional Learning Objectives Implementation Committee (ILOIC) has reviewed the WASC *Criteria For Review* 2.2a on core competencies and the WASC stipulation that institutions describe how the curriculum addresses the five core competencies, set standards of performance, and demonstrate (through evidence of student performance) the extent to which the core competencies are achieved. After consulting with the faculty committees and individuals copied on this memo, we developed the following position statement.

(a) WASC *Criteria for Review 2.2a*: Core Competencies

> The WASC five core competencies are written and oral communication, quantitative reasoning, information literacy, and critical thinking. The core competencies are embedded in the ILOs and thus no change to the ILOs is necessary. There are three main areas in the ILOs: 1) breadth and depth of knowledge, 2) intellectual and practical skills, and 3) personal and social responsibility. The core competencies are directly addressed in ILO 2, intellectual and practical skills.

(b) Describe how the curriculum addresses the five core competencies

> At this time, no changes to general education, college, or major requirements are needed except in the case of quantitative reasoning.[1] Undergraduates have opportunities to achieve the ILOs and WASC core competencies through the general education requirements:

WASC Core Competency	Undergraduate ILO	General Education Requirement
Written Communication	2c. Communicate and report	First-year writing and writing-intensive
Oral Communication	2c. Communicate and report	Oral communication
Quantitative Reasoning	2a. Think critically and creatively	Symbolic reasoning[2]
Information Literacy	2a. Think critically and creatively; 2b. Conduct research	First-year writing and writing-intensive
Critical Thinking	2a. Think critically and creatively; 2b. Conduct research	Writing-intensive and contemporary ethical issues (ethical reasoning)

In early 2015, after all degree programs have mapped their program SLOs to the ILOs, we will provide more details on the number of programs that have outcomes aligned with each undergraduate ILO. Preliminary results indicate that the majority of degree programs address the written communication, oral communication, and critical thinking

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[1] The Quantitative Reasoning Working Group is examining options and will likely recommend a change to Symbolic Reasoning to ensure that all undergraduates graduate with quantitative reasoning skills.
[2] See id.

competencies. Information literacy is typically embedded in written communication and research assignments completed by seniors.

(c) Set standards of performance

The standard-setting process has begun for written communication, information literacy, and critical thinking. The process involves faculty groups that collaboratively establish the score needed on a rubric for minimum competency. This process will be used for oral communication and quantitative reasoning. While there will be a minimum Mānoa standard, individual majors may establish a higher standard appropriate to their field (e.g., engineering programs will likely have a higher standard for quantitative reasoning than humanities programs). Examples of student work are being put on a Laulima site for faculty.

(d) Demonstrate, through evidence of student performance, the extent to which the core competencies have been achieved

The evaluation of how well undergraduates are achieving each core competency has begun and will continue. The process involves gathering evidence from selected courses, facilitating a faculty evaluation of the evidence using agreed-upon rubrics, reporting the results of the faculty evaluation, and using the results for program and institutional improvement.

In addition, the ILOIC will consider options such as the aggregation program-level assessment results in order to inform the campus about overall levels of student achievement on the core competencies. For example, programs that evaluate students' information literacy competence would forward their results to an office that aggregates across programs and creates a campus summary report. Another important aspect of ILO and core competency assessment will likely involve capstone experiences in which students often demonstrate many of the ILOs and core competencies.

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