



UNIVERSITY
of HAWAII®
MĀNOA

September 3, 2013

MEMORANDUM

TO: Academic Deans and Department/Program Chairs

FROM: Reed Dasenbrock 
Vice Chancellor for Academic Affairs

SUBJECT: Implementation of Institutional Learning Objectives (ILOs)

The Faculty Senate approved the undergraduate Institutional Learning Objectives (ILOs) in May 2012 (see attached ILO document). ILOs help faculty and students think coherently about the undergraduate educational experience and help us align undergraduate education around common values. ILOs help the campus demonstrate the meaning, quality, and integrity of the Mānoa bachelor's degree and they will help with future WASC accreditation processes.

The implementation of the ILOs started in fall 2012 with the creation of an ILO Implementation Committee. In spring 2013, the Committee met with academic deans and directors and with department chairs in six colleges (Arts & Humanities, Languages, Linguistics, & Literature, Social Sciences, Natural Sciences, Education, and Tropical Agriculture & Human Resources) to discuss the ILOs and their role in undergraduate education. The Committee also conducted a preliminary review of undergraduate degree programs and found that most have program learning outcomes that address ILO #2, intellectual and practical skills (i.e., think critically and creatively, conduct research, and communicate and report), and some have outcomes related to ILO #3, personal and social responsibility. Students are also exposed to the ILOs through general education courses and co-curricular experiences.

Initial ILO implementation will take place in two phases. The first phase includes (a) identifying how existing programs contribute to students' achievement of the ILOs and (b) building ILOs into new courses. The second phase involves (c) assessing student performance related to the ILOs.

- a) *Identify how existing programs contribute to students' achievement of the ILOs.* **By October 2014**, as part of the annual assessment report, undergraduate degree programs will identify which of their program learning outcomes align with the ILOs. The Assessment Office will provide programs with more information during the 2013-14 academic year.

Colleges scheduled for **Program Review in 2015** will be asked to describe how their programs assist students in achieving the ILOs as part of the self-study.

- b) *Building ILOs into new courses.* **Effective Fall 2013**, proposals for a new courses will require explanations of how the course contributes to students' ability to achieve one or more of the ILOs (no single course is expected to cover all ILOs). The UHM-1 Form has already been updated to reflect this requirement (see question 19, *Justification*).

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- c) *Assessing student performance related to the ILOs (phase two)*. Some degree programs and faculty involved with the general education program have already started ILO assessment as part of program assessment. We will need to continue and expand those assessment efforts in order to help students achieve the ILOs established by the faculty.

Attachment

c: Assessment Office
 Debora Halbert
 Myrtle Yamada
 Wendy Pearson

MĀNOA INSTITUTIONAL LEARNING OBJECTIVES FOR UNDERGRADUATE STUDENTS¹

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.

1. Know—Breadth and Depth of Knowledge	
Students develop their understanding of the world with emphasis on Hawai'i, Asia, and the Pacific by integrating:	
1a. General education <ul style="list-style-type: none"> • Arts and humanities • Biological sciences • Languages • Physical sciences • Social sciences • Technology 	i.e., Foundations, Diversification, Focus, and Hawaiian/Second Language
1b. Specialized study in an academic field	i.e., the major
1c. Understand Hawaiian culture and history	i.e., course work and co-curricular experiences related to Hawaiian culture and history

2. Do—Intellectual and Practical Skills	
Students improve their abilities to:	May include:
2a. Think critically and creatively	<ul style="list-style-type: none"> • solving challenging and complex problems • applying questioning and reasoning • generating and exploring new questions • being information literate—knowledge, procedures, processes, or products to discern bias and arrive at reasoned conclusions • negotiating the terrain of the technological world • reasoning with numbers and other mathematical concepts (numeracy) • developing financial literacy
2b. Conduct research	<ul style="list-style-type: none"> • conceptualizing problems and asking research questions • analyzing research data • applying research designs • engaging in self-directed inquiry • using library and information systems
2c. Communicate and report	<ul style="list-style-type: none"> • written and oral communication • working cooperatively and collaboratively • technology/computer-based communication • non-verbal communication • listening

3. Value—Personal and Social Responsibility	
Students demonstrate excellence, integrity, and engagement through:	May include:
3a. Continuous learning and personal growth	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • respect for differences in cultural and personal identity • social justice • cultural awareness • international engagement • culture/language immersion
3c. Stewardship of the natural environment	<ul style="list-style-type: none"> • respect for natural resources • sustainability
3d. Civic participation in their communities	<ul style="list-style-type: none"> • campus organizations • community service • service learning • civic engagement/citizenship

¹ 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.