

## **Advanced Degree Institutional Learning Objectives (ILO) Version 8**

Everyone associated with the University of Hawai‘i at Mānoa should understand that it is a Hawaiian Place of Learning. Institutional learning objectives (ILOs) encompass the University of Hawaii at Mānoa graduate experience as a whole, academic and co-curricular. It is through the combined effort of faculty, staff, students, and administrators that students achieve the ILOs. ILOs are a way to envision what graduate programs want students to know, do, and value by the time they graduate. They provide a means to promote the education that underlies an advanced degree and our desire for student success in their graduate experience.

### **Knowledge and Understanding**

1. Demonstrate comprehensive knowledge in one or more general subject areas related to, but not confined to, a specific area of interest.
2. Demonstrate understanding of research methodology and techniques specific to one’s field of study.

### **Intellectual and Applied Skills**

3. Apply research methodology and/or scholarly inquiry techniques specific to one’s field of study.
4. Critically analyze, synthesize, and utilize information and data related to one’s field of study.

### **Communication Skills**

5. Proficiently communicate and disseminate information in a manner relevant to the field and intended audience.

### **Professional Responsibility**

6. Conduct research or projects as a responsible and ethical professional, including consideration of and respect for other cultural perspectives.
7. Interact professionally with others.

**Potential Indicators** (i.e., may be used in assessment and evaluation)

Learning Outcome	Potential Indicator/Evidence
1. Comprehensive knowledge	<ul style="list-style-type: none"> <li>• comprehensive exam</li> <li>• gallery exhibit</li> <li>• oral defense</li> <li>• portfolio or collection of performances</li> <li>• written review of the literature</li> </ul>
2. Understanding of research methodology	<ul style="list-style-type: none"> <li>• course exam</li> <li>• comprehensive exam</li> <li>• research proposal</li> <li>• written review of the literature</li> <li>• thesis/dissertation, oral defense</li> </ul>
3. Research methodology and/scholarly inquiry techniques	<ul style="list-style-type: none"> <li>• original research project</li> <li>• written and oral critiques of journal articles (e.g., journal clubs)</li> <li>• research or grant proposal</li> </ul>
4. Critically analyze and synthesize information and data	<ul style="list-style-type: none"> <li>• written review of the literature</li> <li>• written analysis and discussion of data</li> <li>• policy paper</li> </ul>
5. Communicate appropriately	<ul style="list-style-type: none"> <li>• written projects</li> <li>• oral presentations</li> <li>• online communications</li> <li>• television and film productions</li> <li>• photo, image, picture projects</li> <li>• recitals and performances</li> </ul>
6. Responsible, ethical, professional conduct of research	<ul style="list-style-type: none"> <li>• observation of students' adherence to timelines, ability to set appropriate priorities, ability to follow through on commitments</li> <li>• written description of ethical considerations in students' research, approval of students' proposals to conduct research</li> <li>• critique of research designs' adherence to ethical principles</li> <li>• appropriate conclusions drawn from data; appropriate use of data and treatment of participants</li> <li>• written policy of and application of the ethical responsibilities of authors, including issues concerning ghost authorship, collaborative research, and conflicts of interest</li> <li>• completion of formal training in responsible conduct of research (e.g., CITI or related training)</li> <li>• observation of students' sensitivity to cultural values (such as <i>kuleana</i> and <i>aloha</i>).</li> </ul>
7. Interact professionally	<ul style="list-style-type: none"> <li>• observation of student performance during conference/poster presentation Q&amp;A</li> <li>• supervisor/director evaluation of professional performance</li> <li>• evaluation of students' cultural competence during professional interactions</li> <li>• observation of students' sensitivity to cultural values (such as <i>kuleana</i> and <i>aloha</i>).</li> </ul>