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<tr>
<th>Institutional Learning Goal</th>
<th>Description</th>
<th>Assessment Methodology</th>
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| Apply broad and deep professional knowledge and skills | Confirmation of Knowledge and Skills in learners’ Designated Professions | • Program Curriculum Map and Assessment Plan for Student Learning Outcomes;  
• Hallmarks Program Learning Outcomes Assessment for undergraduates that begin as lower division |
| Synthesize disciplinary and Liberal Arts/Humanities understanding to formulate transdisciplinary approaches | Validation of critical thinking, communication skills and broad social perspectives  
Learners openly share information and resources; seek diverse perspectives in order to solve problems and achieve unified, comprehensive solutions | • Adherence to General Education Admissions Criteria for upper-division programs;  
• Hallmarks Core learning goals assessment for programs that begin as lower division;  
• Program Curriculum Map and Assessment Plan for Student Learning Outcomes  
• Program Curriculum Map and Assessment Plan for Student Learning Outcomes;  
• JCIPE and NEXUS Learning Assessment Tools |
| Communicate effectively | Effective written and oral communication skills | • Specified sections of program outcome assessment plans;  
• Hallmarks Core and Hallmarks Program learning goals (contextual understanding) assessment for programs that begin as lower division;  
• Program Curriculum Map and Assessment Plan for Student Learning Outcomes |
| Interpret, respect, and value local, global, and conceptual diversity | Learners demonstrate awareness of and appreciation for the differences of others  
Learners consistently demonstrate competence, good judgement and civility and encourage others to do the same | • Evaluations from experiential learning placements;  
• community service engagement;  
• Hallmarks Core and Hallmarks Program learning goals (global perspectives, empathy) assessment for programs that begin as lower division;  
• Program Curriculum Map and Assessment Plan for Student Learning Outcomes |
| Act ethically in personal, professional and civic spheres | Learners demonstrate high ethical behaviors grounded in adherence to the Code of Conduct and organizational standards | • Professional behavior in class and evaluation from experiential placements;  
• Program Curriculum Map and Assessment Plan for Student Learning Outcomes;  
• Hallmarks Core and Hallmarks Program learning goals (ethical reflection, empathy) assessment for programs that begin as lower division |
## Thomas Jefferson University Institutional Learning Goals

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| Integrate theory and practice to guide Research, Scholarship,   | Learners generate authentic thought produced through imaginative skill. Learners respond quickly and effectively to changing situations.                                                                            | • Research specific majors-development and execution of research endeavors;  
• Experiential learning evaluations;  
• Program Curriculum Map and Assessment Plan for Student Learning Outcomes;  
• Hallmarks Program learning goals (curiosity, confidence, initiative) assessment for programs that begin as lower division |
| and Creative endeavors                                           |                                                                                                                                                                                                             |                                                                                                                                                                                                                       |
| Integrate technology appropriately into professional practice   | Learners will apply advancements in technology-based applications within their profession                                                                                                                | • Proficiency in technology based learning opportunities  
• Proficiency in technology based solutions in experiential learning sites                                                                                                                                              |