

# Thomas Jefferson University Institutional Learning Goals

<i>Institutional Learning Goal</i>	<i>Description</i>	<i>Assessment Methodology</i>
Apply broad and deep professional knowledge and skills	Confirmation of Knowledge and Skills in learners' Designated Professions	<ul style="list-style-type: none"> <li>• Program Curriculum Map and Assessment Plan for Student Learning Outcomes;</li> <li>• Hallmarks Program Learning Outcomes Assessment for undergraduates that begin as lower division</li> </ul>
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	<ul style="list-style-type: none"> <li>• Adherence to General Education Admissions Criteria for upper-division programs;</li> <li>• Hallmarks Core learning goals assessment for programs that begin as lower division;</li> <li>• Program Curriculum Map and Assessment Plan for Student Learning Outcomes</li> <li>• Program Curriculum Map and Assessment Plan for Student Learning Outcomes;</li> <li>• JCIPE and NEXUS Learning Assessment Tools</li> </ul>
<b>Communicate effectively</b>	Effective written and oral communication skills	<ul style="list-style-type: none"> <li>• Specified sections of program outcome assessment plans;</li> <li>• Hallmarks Core and Hallmarks Program learning goals (contextual understanding) assessment for programs that begin as lower division;</li> <li>• Program Curriculum Map and Assessment Plan for Student Learning Outcomes</li> </ul>
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	<ul style="list-style-type: none"> <li>• Evaluations from experiential learning placements;</li> <li>• community service engagement;</li> <li>• Hallmarks Core and Hallmarks Program learning goals (global perspectives, empathy) assessment for programs that begin as lower division;</li> <li>• Program Curriculum Map and Assessment Plan for Student Learning Outcomes</li> </ul>
Act ethically in personal, professional and civic spheres	Learners demonstrate high ethical behaviors grounded in adherence to the Code of Conduct and organizational standards	<ul style="list-style-type: none"> <li>• Professional behavior in class and evaluation from experiential learning placements;</li> <li>• Program Curriculum Map and Assessment Plan for Student Learning Outcomes;</li> <li>• Hallmarks Core and Hallmarks Program learning goals (ethical reflection, empathy) assessment for programs that begin as lower division</li> </ul>

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Integrate theory and practice to guide Research, Scholarship, and Creative endeavors	Learners generate authentic thought produced through imaginative skill. Learners respond quickly and effectively to changing situations.	<ul style="list-style-type: none"> <li>• Research specific majors-development and execution of research endeavors;</li> <li>• Experiential learning evaluations;</li> <li>• Program Curriculum Map and Assessment Plan for Student Learning Outcomes;</li> <li>• Hallmarks Program learning goals (curiosity, confidence, initiative) assessment for programs that begin as lower division</li> </ul>
Integrate technology appropriately into professional practice	Learners will apply advancements in technology-based applications within their profession	<ul style="list-style-type: none"> <li>• Proficiency in technology based learning opportunities</li> <li>• proficiency in technology based solutions in experiential learning sites</li> </ul>