



Institutional Learning Outcomes (ILOs)

ILO 1: Critical thinking. Exercise reasoned judgment to assess technical information and make well-informed decisions using evidence-based approaches.

Indicator	Initial	Developing	Developed	Proficient
1.1. Demonstrates identification of the problem or issue	<ul style="list-style-type: none"> Does not correctly identify the problem or issue being considered 	<ul style="list-style-type: none"> Identifies the problem or issue but does not demonstrate awareness of all the factors associated with the problem or issues that impact decision making 	<ul style="list-style-type: none"> Correctly identifies the problem or issue being considered and demonstrates adequate awareness of the factors associated with this problem or issue that impact decision making. Articulates the importance of these factors 	<ul style="list-style-type: none"> Correctly identifies the problem or issue being considered and correctly identifies all of the primary factors associated with this problem or issue that impact decision making. Clearly articulates the importance of these factors
1.2. Demonstrates identification of resources	<ul style="list-style-type: none"> Does not identify appropriate resources. Includes extraneous information or inappropriate or insufficient resources 	<ul style="list-style-type: none"> Identifies a few, but not all, resources needed for decision making. 	<ul style="list-style-type: none"> Identifies most of the resources needed. 	<ul style="list-style-type: none"> Correctly identifies all appropriate resources.
1.3. Demonstrates interpretation of data needed for critical thinking and decision making	<ul style="list-style-type: none"> Does not demonstrate understanding of the content of materials reviewed. Makes inappropriate inferences. 	<ul style="list-style-type: none"> Demonstrates ability to interpret some information and data but not all. 	<ul style="list-style-type: none"> Demonstrates ability to interpret most information and data. 	<ul style="list-style-type: none"> Demonstrates ability to correctly interpret information and data needed for appropriate decision making. Demonstrates awareness of importance of these data in decision-making process.
1.4. Demonstrates consideration and evaluation for possible solutions	<ul style="list-style-type: none"> Does not evaluate possible alternatives or generates ideas that are illogical or extraneous to issue at hand 	<ul style="list-style-type: none"> Does not fully or effectively evaluate alternative solutions that lead to a logical decision or course of action 	<ul style="list-style-type: none"> Considers and evaluates possible solutions in a way that generally leads to a logical decision or course of action 	<ul style="list-style-type: none"> Effectively and thoroughly considers and evaluates possible solutions. Evaluation leads to sound, logical, and “best” decision or course of action
1.5. Demonstrates proposal or selection of appropriate solution	<ul style="list-style-type: none"> Does not propose a solution or does not articulate decision Does not demonstrate understanding for health disparities in the community and the need for a solution 	<ul style="list-style-type: none"> Proposes a decision with many apparent weaknesses (i.e., not feasible, lack of regard for consequences, lack of supporting evidence, illogical, irrelevant to issue at hand, etc.). 	<ul style="list-style-type: none"> Proposes a solution that does not contain apparent weaknesses that may or may not be the obvious clear choice. Solutions chosen demonstrate consideration of most of the strengths, weaknesses, feasibility, effects, consequences, relevance, etc. 	<ul style="list-style-type: none"> Proposes a solution that is entirely appropriate to the situation at hand. Solutions chosen demonstrate consideration of all of the important and relevant strengths, weaknesses, feasibility, effects, consequences, etc.

1.6. Demonstrates presentation of rationale for decision or course of action	<ul style="list-style-type: none"> • Does not adequately provide rationale for selected alternative or decision • Does not defend a decision or course of action 	<ul style="list-style-type: none"> • Provides rationale for selected alternative or decision but does not build a solid position with supporting evidence • Attempts to defend decision or course of action 	<ul style="list-style-type: none"> • Provides rationale for selected alternative or decision which includes some solid supporting evidence • Defends decision or course of action 	<ul style="list-style-type: none"> • Provides rationale for selected alternative or decision and builds a solid position with appropriate and relevant supporting evidence • Effectively defends decision or course of action
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ILO 2: Written communication. Demonstrate the ability to write coherent, supported, and logically structured prose.

Indicators	Initial	Developing	Developed	Proficient
2.1. Demonstrates purpose and audience awareness	<ul style="list-style-type: none"> • Does not demonstrate attention to purpose, context, and audience for which it is intended 	<ul style="list-style-type: none"> • Demonstrates ability to craft a message that is somewhat appropriate to the purpose, context, and audience for which it is intended 	<ul style="list-style-type: none"> • Demonstrates ability to craft a message that is appropriate to the purpose, context, and audience for which it is intended 	<ul style="list-style-type: none"> • Demonstrates ability to craft a message that is entirely appropriate to the purpose, context, and audience for which it is intended
2.2. Demonstrates logical analysis and clarity of thought	<ul style="list-style-type: none"> • Does not demonstrate clear thinking 	<ul style="list-style-type: none"> • Demonstrates lapses in clarity and focus; writing is not always related or well connected 	<ul style="list-style-type: none"> • Demonstrates general clarity of thought; ideas are related and generally well connected 	<ul style="list-style-type: none"> • Demonstrates clear and focused thinking; ideas are logically related and connected
2.3. Demonstrates support for and development of ideas	<ul style="list-style-type: none"> • Does not explain or develop ideas 	<ul style="list-style-type: none"> • Demonstrates minimal support for ideas by providing examples, but examples are not relevant or appropriate in advancing the purpose of the writing 	<ul style="list-style-type: none"> • Writing contains examples that generally support the idea they are trying to advance, yet these examples are not impactful or specific 	<ul style="list-style-type: none"> • Supports ideas with relevant, clear, impactful examples; fully explains thinking; fully supports and advances the purpose of the writing
2.4. Demonstrates organization	<ul style="list-style-type: none"> • Does not demonstrate organization or may be simplistically formulaic, random, confusing, or almost entirely absent 	<ul style="list-style-type: none"> • Demonstrates reasonably clear, if somewhat inconsistent and/or formulaic, organization and development to support ideas 	<ul style="list-style-type: none"> • Often demonstrates clear and coherent organization. May demonstrate lapses in focus to support contentions 	<ul style="list-style-type: none"> • Demonstrates ability to craft a message that is clear, focused, coherent, and organized
2.5. Demonstrates appropriate use of sources and evidence	<ul style="list-style-type: none"> • Demonstrates an attempt to use sources to support ideas 	<ul style="list-style-type: none"> • Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre 	<ul style="list-style-type: none"> • Consistently demonstrates use of credible, relevant sources to support ideas that are situated within the discipline and genre 	<ul style="list-style-type: none"> • Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre

2.6. Demonstrates use of language, syntax, and mechanics reflective of Standard Written English (SWE)	<ul style="list-style-type: none"> • Demonstrates use of language that impedes meaning because of excessive or severe errors in usage • Demonstrates writing at the grade level inappropriate to the audience 	<ul style="list-style-type: none"> • Demonstrates use of language that generally conveys meaning to readers with clarity, although writing may include some errors • Demonstrates writing at a grade level that is sometimes, but not consistently, appropriate to the audience 	<ul style="list-style-type: none"> • Demonstrates use of straightforward language that generally conveys meaning to readers; writing contains very few errors • Demonstrates writing at a grade level that is generally appropriate to the audience 	<ul style="list-style-type: none"> • Uses language effectively and skillfully to communicate meaning to readers with clarity and fluency, and writing is virtually error free • Demonstrates writing at a grade level that is consistently appropriate to the audience
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ILO 3: Oral communication. Demonstrates oral communication skills.

Indicators	Initial	Developing	Developed	Proficient
3.1. Demonstrates purpose and audience awareness	<ul style="list-style-type: none"> • Does not demonstrate attention to purpose, context, and audience for which the message is intended 	<ul style="list-style-type: none"> • Demonstrates minimal awareness of purpose, context, and audience for which the message is intended 	<ul style="list-style-type: none"> • Demonstrates ability to craft a message that shows some degree of consideration of purpose, context, and audience for which it is intended 	<ul style="list-style-type: none"> • Demonstrates ability to craft a message that is appropriate to the purpose, context, and audience for which it is intended
3.2. Demonstrates appropriate content and development of ideas	<ul style="list-style-type: none"> • Provides no discernable claim or viewpoint • Makes irrelevant, tangential statements • Provides no evidence (e.g., presentation, argument, and explanation) for support of ideas 	<ul style="list-style-type: none"> • Although a viewpoint or claim is provided by the student, it is only based on popular opinion with no supporting evidence • If the student does provide evidence (e.g., presentation, argument, and explanation) it is primarily inaccurate or irrelevant 	<ul style="list-style-type: none"> • Provides a claim or viewpoint with reference to supporting evidence • Expresses some logical, original ideas (e.g., presentation, argument, and explanation) 	<ul style="list-style-type: none"> • Provides a clear claim or viewpoint with an explanation of the appropriate and valid evidence used in support • Delivers oral content (e.g., presentation, argument, and explanation) based on logical arguments
3.3. Demonstrates effective use of language in his/ her communication	<ul style="list-style-type: none"> • Uses inappropriate, offensive language 	<ul style="list-style-type: none"> • Demonstrates inaccurate use of professional language or jargon 	<ul style="list-style-type: none"> • Demonstrates appropriate use of professional language and minimal jargon 	<ul style="list-style-type: none"> • Demonstrates use of appropriate, professional language

3.4. Demonstrates appropriate active listening techniques	<ul style="list-style-type: none"> • Does not demonstrate active listening skills • Interrupts frequently • Does not focus on content or context of message • Displays impatience • Does not use encouragers • Does not face speaker • Does not demonstrate appropriate body language or displays disinterest 	<ul style="list-style-type: none"> • Demonstrates inconsistent active listening skills (sometimes but not regularly checks for understanding of what speaker has said, uses encouragers such as nodding, focuses on content and context of message, demonstrates patience by allowing speaker time to think and formulate thoughts, demonstrates attentiveness) • Demonstrates inconsistent active listening body language such as maintaining eye contact, leaning in, squaring off with speaker, displays major lapses 	<ul style="list-style-type: none"> • Generally demonstrates several active listening skills (checks for understanding of what speaker has said, uses encouragers such as nodding, focuses on content and context of message, demonstrates patience by allowing speaker time to think and formulate thoughts, demonstrates attentiveness) • Generally demonstrates active listening body language such as maintaining eye contact, leaning in, squaring off with speaker with only minor lapses 	<ul style="list-style-type: none"> • Consistently demonstrates active listening skills (checks for understanding of what speaker has said, uses encouragers such as nodding, focuses on content and context of message, demonstrates patience by allowing speaker time to think and formulate thoughts, demonstrates attentiveness) • Consistently demonstrates active listening body language such as maintaining eye contact, leaning in, squaring off with speaker
3.5. Demonstrates appropriate delivery when communicating materials to an audience (if applicable)	<ul style="list-style-type: none"> • Vocal delivery is too soft or too fast • Long, unintended silences and/or speech disruptions frequently distract audience • Speaker makes no attempt to engage the audience 	<ul style="list-style-type: none"> • Vocal delivery is audible • Speech rate or volume disruptions occasionally distract from comprehension • Attempts to engage audience 	<ul style="list-style-type: none"> • Vocal delivery is varied and dynamic • Speech rate, volume, and tone enhance listener interest and facilitate understanding • Generally engages audience 	<ul style="list-style-type: none"> • Vocal delivery is varied and dynamic • Speech rate, volume, and tone enhance listener interest and facilitate understanding • Thoroughly engages audience
3.6. Demonstrates nonverbal delivery techniques when communicating materials to an audience (if applicable)	<ul style="list-style-type: none"> • Uses eye contact, body language, and facial expressions that are inappropriate and significantly distracting • Does not demonstrate verbal and nonverbal communication strategies to promote interpersonal dialogue and understanding 	<ul style="list-style-type: none"> • Uses eye contact, body language, and facial expressions that neither enhance nor hinder effectiveness of the message significantly • Demonstrates some verbal and nonverbal communication strategies that only minimally promote interpersonal dialogue and understanding 	<ul style="list-style-type: none"> • Uses eye contact, body language, and facial expressions that are mostly consistent with the verbal message • Demonstrates most verbal and nonverbal communication strategies to promote interpersonal dialogue and understanding 	<ul style="list-style-type: none"> • Uses eye contact, body language, and facial expressions that are consistent with the verbal message in order to enhance quality of the message • Demonstrates appropriate, effective verbal and nonverbal communication strategies to promote interpersonal dialogue and understanding

ILO 4: Professionalism. Interact with respect, empathy, diplomacy, and cultural competence.

Indicators	Initial	Developing	Developed	Proficient
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<p>4.1. Demonstrates ability to communicate and interact with patients and the community</p>	<ul style="list-style-type: none"> • Does not demonstrate ability to communicate and interact at a level that generally conveys respect or concern for patients and the community • Does not employ follow-up questions for clarification, when necessary, and provides inappropriate detail in responses 	<ul style="list-style-type: none"> • Demonstrates some ability to communicate and interact by demonstrating a minimal level of respect and concern for patients and the community • Employs follow-up questions for clarification that are not necessarily relevant, and provides inappropriate detail in responses 	<ul style="list-style-type: none"> • Demonstrates ability to appropriately communicate and interact by demonstrating respect and concern for patients and the community • Uses some clear, but not necessarily detailed, follow-up questions and responses 	<ul style="list-style-type: none"> • Demonstrates ability to effectively communicate and interact professionally by showing empathy, respect, and concern for patients and the community • Consistently provides clear, relevant, and detailed follow-up questions and responses
<p>4.2. Demonstrates professional attitudes and behaviors</p>	<ul style="list-style-type: none"> • Does not generally demonstrate professional attitudes and behaviors 	<ul style="list-style-type: none"> • Demonstrates some attitudes and behaviors that may be characteristic of professional ones 	<ul style="list-style-type: none"> • Generally demonstrates professional attitudes and behaviors 	<ul style="list-style-type: none"> • Consistently demonstrates professional attitudes and behaviors
<p>4.3. Demonstrates personal responsibility and accountability</p>	<ul style="list-style-type: none"> • Does not demonstrate personal accountability and responsibility for the work products, projects, and commitments 	<ul style="list-style-type: none"> • Demonstrates minimal personal accountability and responsibility for the work products, projects, and commitments 	<ul style="list-style-type: none"> • Demonstrates personal accountability and responsibility for the work products, projects, and commitments) 	<ul style="list-style-type: none"> • Consistently demonstrates personal accountability and responsibility for the work products, projects, and commitments
<p>4.4. Demonstrates respectful and sensitive behaviors to the cultural and linguistic needs of diverse patients</p>	<ul style="list-style-type: none"> • Does not demonstrate an awareness of customs, beliefs, or perspectives in diverse patients • Does not demonstrate awareness of cultural and linguistic needs of patients in order to communicate health information 	<ul style="list-style-type: none"> • Demonstrates a minimal level of awareness of customs, beliefs, or perspectives in diverse patients • Demonstrates minimal awareness of cultural and linguistic needs of patients; either does not or only attempts to adapt behaviors, but does so ineffectively, to communicate health information 	<ul style="list-style-type: none"> • Demonstrates awareness of customs and beliefs, but may not clarify with patients about personal perspectives • Demonstrates awareness of the cultural and linguistic needs of diverse patients, and adapt behaviors to communicate health information, but communication may not be effective 	<ul style="list-style-type: none"> • Demonstrates awareness of customs, beliefs, or perspectives in diverse patients; asks appropriate questions to clarify perspectives and perceptions of diverse patients • Demonstrates full awareness of and responsiveness to cultural and linguistic needs of diverse patients by adapting behaviors appropriately in order to effectively communicate health information

4.5. Demonstrates professional demeanor	<ul style="list-style-type: none"> • Appears inattentive and impatient by using incoherent, crude, and offensive speech and/or constantly interrupting • Uses inappropriate body language that can include inappropriate or offensive expressions and gestures • Dresses in attire that is inappropriate and may be offensive 	<ul style="list-style-type: none"> • Appears unfocused and distracted by using decipherable speech which does not impede understanding but does not create professional interactions • Uses acceptable body language that is not offensive but does not create a professional demeanor • Dresses in attire that is not offensive but is not tidy or suitable for the environment 	<ul style="list-style-type: none"> • Appears composed and focused by using fluent speech to create professional interactions • Uses appropriate body language that demonstrates a degree of attentiveness • Dresses in attire that is professional and is tidy 	<ul style="list-style-type: none"> • Appears engaged and patient by using articulate, tactful, and diplomatic speech • Uses professional body language consistently that creates a situation conducive to positive interactions • Dresses in attire that is professional, tidy, and well-suited to the environment and situation
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ILO 5: Quantitative reasoning. Demonstrate ability to use mathematics and statistics in problem solving.

Indicators	Initial	Developing	Developed	Proficient
5.1. Demonstrates ability to perform calculations and apply mathematical principles to solve problems	<ul style="list-style-type: none"> • Does not demonstrate ability to apply mathematical principles to solve problems 	<ul style="list-style-type: none"> • Demonstrates ability to perform basic calculations but does not know how to apply mathematical principles to solve problems 	<ul style="list-style-type: none"> • Demonstrates ability to perform most calculations accurately and to apply mathematical principles to solve problems 	<ul style="list-style-type: none"> • Consistently demonstrates ability to perform calculations accurately and to appropriately apply mathematical principles to solve problems
5.2. Demonstrates understanding of experimental designs and methodology	<ul style="list-style-type: none"> • Displays difficulty proposing a basic experiment or research project • Does not demonstrate understanding of strategies to address gaps in knowledge or areas of inquiry • Displays difficulty in completing basic experiments designed by others 	<ul style="list-style-type: none"> • Completes basic experiments designed by others • Displays difficulty proposing a basic experiment or research project 	<ul style="list-style-type: none"> • Demonstrates understanding for the use of various strategies to address knowledge • Completes basic experiments or research projects • Develops acceptable strategies address gaps in knowledge 	<ul style="list-style-type: none"> • Demonstrates understanding for use of innovative strategies to address gaps in knowledge • Proposes appropriate and innovative experiments designed to address the hypothesis • Evaluate research, method, and protocol design that is required to conduct valid and reliable studies to test hypotheses or answer research questions

5.3. Demonstrates logical and appropriate interpretation of data	<ul style="list-style-type: none"> • Demonstrates a limited ability to interpret basic scientific data or complete mathematical or statistical calculations (e.g., does not apply statistical analysis to evaluate a study) 	<ul style="list-style-type: none"> • Demonstrates attempts to interpret basic scientific data by using simple mathematical and statistical analyses (e.g., attempts to apply statistical analysis to evaluate a study) 	<ul style="list-style-type: none"> • Demonstrates the ability to interpret basic scientific data by using appropriate mathematics and statistical analyses (e.g., apply statistical analysis appropriately to evaluate a study) 	<ul style="list-style-type: none"> • Demonstrates ability to interpret data in the context of current scientific knowledge using appropriate mathematics and statistical analyses (e.g., appropriately apply statistical analysis appropriately to evaluate a study)
5.4. Demonstrates logical thought patterns in generating conclusions	<ul style="list-style-type: none"> • Does not generate conclusions based on current scientific data and statistics 	<ul style="list-style-type: none"> • Generates conclusions that may be based on current scientific data and mathematics and are largely flawed and contain gaps in logic that either do not or only minimally address the hypothesis 	<ul style="list-style-type: none"> • Generates conclusions, using scientific and mathematical data, that appropriately, but may not necessarily and entirely, address the proposed hypothesis; may minimally relate conclusions to the greater body of scientific knowledge 	<ul style="list-style-type: none"> • Generates conclusions, using appropriate scientific and mathematical data, that accurately address the proposed hypothesis; relates conclusions logically to the greater body of scientific knowledge

ILO 6: Information literacy. Identify and search relevant libraries of information and databases; synthesize information obtained from primary literature using properly referenced citations.

Indicators	Initial	Developing	Developed	Proficient
6.1. Demonstrates appropriate search and acquisition of resources	<ul style="list-style-type: none"> • Does not identify appropriate resources • Does not solicit guidance and help from faculty and library learning resources personnel when needed 	<ul style="list-style-type: none"> • Identifies resources that may not be sufficient in quality and/or quantity • Infrequently solicits guidance and help from faculty and library learning resources personnel when needed (e.g., conducts research in non-reputable databases) 	<ul style="list-style-type: none"> • Identifies a number of resources that are generally appropriate • Often solicits guidance and help from faculty and library learning resources personnel when needed (e.g., conducts research using key word searches in reputable databases) 	<ul style="list-style-type: none"> • Identifies a variety of relevant sources that are sufficient in quality and quantity • Regularly seeks guidance and help from faculty mentors and library learning resources personnel when necessary (e.g., conducts thorough research using key word searches in reputable databases)
6.2. Demonstrates appropriate evaluation of references	<ul style="list-style-type: none"> • Shows no discretion in use of resources, if used • Does not demonstrate understanding for the divergence of opinions where facts are uncertain • Does not demonstrate understanding of the validity and reliability of the conclusions of published research studies 	<ul style="list-style-type: none"> • Evaluates references based only on association with topic • Demonstrates some awareness of divergence of opinions where facts are uncertain, but has difficulty assessing these opinions • Demonstrates little understanding of the validity and reliability of the conclusions of published 	<ul style="list-style-type: none"> • Evaluates references based on currency and relevancy but may lack emphasis on quality of publication • Demonstrates some ability to assess divergence of opinions where facts are uncertain • Evaluates the validity and reliability of the conclusions of published research studies 	<ul style="list-style-type: none"> • Critically evaluates references based on currency, relevancy, quality of peer review • Demonstrates the ability to assess divergence of opinions where facts are uncertain • Thoroughly evaluates the validity and reliability of the conclusions of published research studies

		research studies		
6.3. Demonstrates appropriate incorporation of references	<ul style="list-style-type: none"> • Does not incorporate references but, if included, are irrelevant and do not support an 	<ul style="list-style-type: none"> • Incorporates references that are largely irrelevant to clearly support claims, ideas, or viewpoints 	<ul style="list-style-type: none"> • Incorporates relevant references that generally support claims, ideas, or viewpoints that build some argument 	<ul style="list-style-type: none"> • Incorporates relevant references that appropriately support claims, ideas, or viewpoints that build a coherent argument
6.4. Demonstrates appropriate citation of references	<ul style="list-style-type: none"> • Does not use citations in context • Demonstrates consistent and severe typographical errors or missing information in reference list (e.g., references do not adhere to standard citation conventions); reference list may be missing 	<ul style="list-style-type: none"> • Demonstrates some use of citations in context that are needed • Citations are erroneous or not formatted correctly • Demonstrates consistent and severe typographical errors or missing information in reference list (e.g., references minimally adhere to standard citation conventions); reference list may be incomplete 	<ul style="list-style-type: none"> • Demonstrates use of appropriate citations in context • Usually uses correct citation format • Demonstrates typographical errors or missing information in reference list (e.g., provides references that generally adhere to standard citation conventions) 	<ul style="list-style-type: none"> • Demonstrates use of properly cited references in context to specific ideas • Uses correct citation format • Includes all necessary information in reference list (e.g., appropriately provides references that fully adhere to standard citation conventions)