**Best Practices in Assessment Group (BPAG)**

**Work Product Summary**

**Fall 2022**

**INITIATIVE:** Institutional Learning Outcomes (ILOs) UMB will aspire to realize for its students.

| **ILO Theme** | **Definition** | **Outcome** | **Objective 1** | **Objective 2** | **Objective 3** | **Objective 4** |
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| **CommunityEngagement** | Civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and socially beneficial to the community. | UMB graduates will understand the historical and current inequities experienced by diverse communities to effectively engage in service learning and community-based learning experiences to improve health and social justice outcomes in partnership with the Baltimore community and beyond.  | UMB students will understand the historical and current structural oppression and inequities experienced by diverse communities. | UMB students will increase the awareness of their personal biases and their impact when working across difference to achieve a civic aim. | UMB students will apply relevant knowledge and skills from their academic and clinical training to effectively make inclusive decisions as community-based scholars, researchers, practitioners, and leaders. |  |
| **Cultural****Competence/Diversity, Equity, and Inclusion** | Diversity is defined as all the differences between us based on how we experience advantages or encounter barriers to opportunities.Equity is allocating resources to ensure that everyone has access to the same opportunities.Inclusion is defined as a sense of belonging. | UMB graduates will be able to enhance diversity, equity, and inclusion (DEI) in health, science, and social services by engaging in the practice of cultural humility and promoting organizational, cultural, and systemic change.  | UMB students will recognize that deeply embedded systems of oppression and historical disadvantage are major drivers of disparities in health and human services outcomes. | UMB students will demonstrate cultural humility in their engagement with diverse patients, clients, communities, and populations.  | UMB students will be able to use their skills and knowledge to serve diverse populations across age, gender identity, sexual orientation, race, ethnicity, ability, nationality, religion, socioeconomic status and more. | UMB students will be able to collaborate in the development and implementation of anti-oppressive policies, practices, and interventions within their fields. |
| **Ethics and Integrity**Part 1: Ethics | Ethical reasoningis reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students’ ethical self‐identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. | UMB graduates will recognize ethical issues related to professional conduct when presented in a complex, multilayered (gray) context as well as discern the impact of relationships on ethical issues.  | After the first year of their program of study, UMB students will be able to identify issues that obviously contradict a professional code of ethics. | In subsequent years of their program of study, UMB students will be able to recognize complex professional ethical issues. | Upon graduation, UMB students will be able to apply a decision-making framework for the resolution of ethical issues. |  |
| **Ethics and Integrity**Part 2: Integrity | Integritycan be defined as “a virtue consisting of soundness of and adherence to moral principles and character and standing up in their defense when they are threatened or under attack. This involves consistent, habitual honesty and a coherent integration of reasonably stable, justifiable moral values, with consistent judgment and actions over time. | UMB graduates will demonstrate consistently honest and fair judgment and actions in academic and professional affairs. | After the first year of their program of study, UMB students will be able to recognize conduct that is contradictory to their own values. | In subsequent years of their program of study, UMB students will be able to assess behaviors from a social context and consider the ramifications of alternative actions. | Upon graduation, UMB students will be able to consistently adhere to honest and fair judgments and actions. |  |
| **Global Engagement and Learning** | Global Engagement and Learning defines students who are committed to navigating the world and connecting with its people in a wide array of professional and social settings.  | UMB graduates will demonstrate Global Engagement and Learning outcomes at the end of their degree programs. Graduates will be assessed on long-term outcomes. Each program will assess outcomes for its students. Broad ILOs will be inclusive of the variety and types of programs in the UMB portfolio.  | UMB students will have exposure to the interrelationships among the self, local, and global communities. | UMB students will demonstrate reflection of self-perspective and an awareness and appreciation of cultural diversity. | UMB students will have opportunities to integrate awareness of world perspectives to aid in solving real-life problems. | UMB students will have the ability to recognize and understand complex global systems and identify personal, ethical, moral, relationships, and obligations within those systems. |
| **Interprofessional Institutional Learning** | Interprofessional education, according to the World Health Organization, is an experience that “occurs when students from two or more professions learn about, from, and with each other.” | At the completion of their program, UMB students will have had the opportunity to obtain exposure to working and interacting with other health care and human services professionals and professional students on campus. | UMB students will have the opportunity to obtain exposure to working and interacting with other health care and human services professionals on campus. | UMB students will have the opportunity to demonstrate cultural humility in their engagement with diverse health care and human services professionals on campus. | UMB students will have opportunities to research, investigate, and integrate skills within and across health care and human services disciplines. | UMB students will have the ability to recognize challenges in the health care and human services systems and partner with other professionals to identify solutions.  |
| **Leadership** | Leadership is a process in which individuals are influenced to behave in a certain way, usually toward a common goal or understanding. Leadership sets the direction and tone for organizations and can serve to motivate, create change, and challenge embedded practices that have historically impacted marginalized groups. | UMB students will use critical thinking skills guided by evidence to be empathetic, inclusive, adaptable, and courageous leaders in their professions.  | UMB students will have experience working as part of a team to achieve a common goal. | UMB students will have experience setting collective goals to advance a mission or an objective.  | UMB students will use critical thinking skills within their chosen professions by engaging in evidence-based practice and using ethical problem-solving skills to achieve positive results.  | UMB students will evaluate their own values, biases, privileges, strengths, and weaknesses to gain a greater understanding of their roles and responsibilities in influencing organizational change.  |