**BPAG Institutional Learning Outcomes Initiative**

**Progress Report & Presentation Guidance**

**SECTION I: (Due: December 6, 2021)**

**The Focus Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BPAG Members**

1)

2)

3)

**Workgroup Members:[[1]](#footnote-1)**

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| **Name** | **School/Unit** | **Position** |
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**Questions to Consider**

* What are possible delivery options for this ILO?
* What are the challenges to effective execution of this ILO?
* What are some options to overcome those challenges?
* What are some potential ***institutional*** key performance measures for this ILO?
* Consider direct and indirect measures of achievement.

**SECTION II**

**Presentation & Discussion Schedule:**

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| **ILO Focus**  | **Presentation Date** |
| Global Engagement & LearningInterprofessional Education | February 1, 2022 |
| Cultural CompetencyCommunity Engagement | March 1, 2022 |
| Ethics & IntegrityLeadership | April 5, 2022 |

**PLEASE COMPLETE**

**ILO Components**

ILO Statement**[[2]](#footnote-2)**

Example: *Students will identify ethical issues and apply ethical principles to discipline specific problems.*

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Definitions**[[3]](#footnote-3)**

Example: *Ethical reasoning is reasoning about right and wrong human conduct. It requires students to assess their ethical values and the social context of problems, recognize ethical issues in various settings, think about how different ethical perspectives might apply 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.*

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3-5 Objectives to Achieve**[[4]](#footnote-4)**

Example*: Cultivate personal and academic integrity: recognize and act on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honor code.*

**Institutional Objectives**

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| **1** |
| **2** |
| **3** |
| **4** |
| **5** |

**Delivery Options** (Please indicate by number for each of the above.)

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**Challenges**

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**References**

List resources used to create this ILO.

1. Please consider including a representative from each school preferably those with teaching, curriculum development, and or assessment experience. Consider adding stakeholders who can be valuable in influencing the effective implementation of the ILO within their School/Unit. [↑](#footnote-ref-1)
2. The ILO represents the knowledge, experience, and core values UMB wants to instill in all UMB graduates. As such, the ILO should be written broadly enough to allow schools/units to align program outcomes to one or more of the ILO’s objectives, yet narrow to formulate learning goals that have direct and indirect measures of achievement. [↑](#footnote-ref-2)
3. Provide definition for all key terms used in the ILO. Refer to the Association of American Colleges & Universities (AAC&U) rubrics as a source for defining terms used in the ILO or in associated objectives. The AAC&U also provides sample statements of learning outcomes for consideration. [↑](#footnote-ref-3)
4. Learning objectives are to be expressed with action verbs; refer to Bloom’s Taxonomy for outcome-oriented learning objectives in educational settings guidance. [↑](#footnote-ref-4)