

# Professional Institutional Learning Outcomes

*Loma Linda University*

In today's world it is important for all LLU graduates to have excellent professional skills in addition to being experts in their fields in both knowledge and skills. LLU graduates should have excellent critical thinking, oral and written communication, information literacy, and quantitative reasoning skills that are appropriate to their discipline and level. Whole patient care depends on these kinds of professionals. Thus, clinical versions of the rubrics or those from professional accreditors are appropriate to use with students in clinical programs. It is an alternative assessment approach for programs that have trouble using the standard Institutional Learning Outcomes (ILOs) and rubrics to fit their discipline/profession and level.

LLU has the responsibility to define, assess, and document learning in our own way. The following alternative approach to the LLU's existing ILOs and assessment tools is one of the ways for programs to meet their unique needs:

1. Transform the Institutional Learning Outcomes (ILOs) into Professional Institutional Learning Outcomes (Professional ILOs). *Note:* The Professional ILOs *do not* replace the regular Program Learning Outcomes (PLOs) that address the specific curriculum and skills of the program's discipline or profession.
2. Develop definitions for the ILOs that are meaningful for the p



## Resources

### Written Communication

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Fillyaw

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<http://files.eric.ed.gov/fulltext/EJ1018159.pdf>

#### Quantitative Reasoning

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## Information Literacy

Coleman, C. A., & Fromer, A. (2015). A health literacy training intervention for physicians and other health professionals. *Fam Med*, 47(5), 388-392.

<http://www.stfm.org/FamilyMedicine/Vol47Issue5/Coleman388>

Judd, T., & Kennedy, G. (2011). Expediency-Based Practice? Medical Students' Reliance on Google and Wikipedia for Biomedical Inquiries. *Bri7*

