

### **ILO 8: Integrative & Lifelong Learning**

*Definition: Lifelong learning is an all-purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence. Lincoln University prepares students to be this type of learner by developing specific dispositions and skills while in school.*

*Outcome: Students will use skills that support life-long learning.*

### **Guidelines for General Education Assessment**

1. This rubric should be used for **assessment**. It is not meant to be used for grading.
2. You will be asked to report your assessment data in the **Level 1-4** format. Any other reporting format (0-100, for example) will create an inconsistency in scoring and render the data invalid.
3. When using this rubric, it is **not** always expected that all categories on the rubric are assessed in a single assignment. Only report on the categories actually assessed.
4. Set expectations **before** you give an assignment. The expectations for how many students achieve at each level will depend on the level of the course. For example, 100-level courses may rarely have students in the Level 4 category, while higher-level courses will likely have more students achieving Level 4.
5. Ideally, General Education courses that have more than one section should use the same signature assignments and rubrics to assess an ILO in all the sections.
6. Collect data from as many sections as possible. For courses that have multiple sections, it is ideal to have a departmental assessment coordinator. The coordinator can then collate all assessment data.
7. It is the responsibility of the chair of the department (who may delegate to the assessment coordinator) to ensure that all adjuncts who teach General Education courses use agreed-upon signature assignments and collect assessment data.
8. For courses that offer multiple sections, submit data from as many sections as possible. However, if data is missing from one or two sections, simply state this in the narrative and give information for only the sections for which data exists.
9. Remember to collect artifacts (completed student assignments) for each level represented in your course. Artifacts should NOT have any student identifying information (remove names).

*This rubric was created using the Association of American Colleges and Universities (AAC&U) Integrative Learning VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>*

**ILO8 – Integrative and Lifelong Learning Rubric**

**Definition:** Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.” An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from [www.see-educoop.net/education\\_in/pdf/lifelong-oth-enl-t02.pdf](http://www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf)). This rubric has been adapted from the AAC&U Lifelong Learning VALUE Rubric.

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Curiosity</b>	Explores a topic in depth, yielding insight and rich awareness and/or little-known information indicating intense interest in the subject.	Explores with evidence of depth and/or information indicating interest in the subject.	Explores at surface level, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at or below surface level, providing little to no insight and/or information beyond the very basic facts indicating very low interest in the subject.
<b>Initiative</b>	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.	Does not complete required work.
<b>Independence</b>	Educational interests and pursuits exist outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Looks beyond classroom requirements, showing interest in pursuing knowledge independently.	Does not look beyond classroom requirements.
<b>Transfer</b>	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague or no references to previous learning and does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
<b>Reflection</b>	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at or just beyond surface level, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	If at all, reviews prior learning (past experiences inside and outside of the classroom) at or below surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.