LO 2.3 EMBRACE LIFE-LONG LEARNING
ADAPTED FROM AAC&U VALUE RUBRIC FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING

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 tspecific 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.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	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 references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection and Self-Assessment **Demonstrates a developing sense of self building on prior experience to respond to new and challenging contexts**	Envisions a future self and possibly makes plans to build on past experiences that have occurred across multiple and diverse perspectives; reveals how perspectives have changed over time	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes personal growth with general descriptors of success and failure.
Connections to Discipline/ Major: *Connects principles and values of the Catholic Franciscan tradition to concepts and theories within one's own academic discipline*	Independently connects four principles and values of the CFT to concepts and theories within one's own academic discipline/major in original ways in order to come to a deepened and/or new understanding of those concepts and theories.	With direction connects three principles and values of the CFT to concepts and theories within one's own academic discipline/major in basic ways in order to explore those concepts and theories from new perspectives.	Identifies possible relevant connections between CFT and concepts and theories within one's own academic discipline/ major.	Identifies two of key elements of CFT, but does not make connections with academic discipline/major