

## Outcome #12: Exercise life-long learning skills before graduation

	<b>Exemplary</b>	<b>Competent</b>	<b>Emerging</b>	<b>Undeveloped</b>
<b>Curiosity (natural desire to know more)</b>	Explores topics in depth, routinely seeks multiple perspectives, discovers and relates information that reveals depth of interest in subject	Explores topics in depth, typically seeks alternative perspectives, generates insights, relates information that indicates interest in the subject	Explores topics in some depth, occasionally seeks other perspectives, occasionally has insights and provides information that indicates interest in the subject	Rarely explores topics beyond superficial analysis, rarely seeks other perspectives, does not demonstrate insight or interest in subjects
<b>Initiative (intrinsic motivation and responsibility to self-start the learning process)</b>	Determines information needed and finds it, completes required work, routinely generates and pursues opportunities to develop new knowledge, skills and abilities	May determine some information needed and finds it, completes required work, identifies opportunities to develop knowledge, skills, and abilities	Completes required work, usually identifies needed resources to complete tasks, sometimes finds it, expends limited effort to expand knowledge, skills or abilities	Completes required work, rarely identifies resources needed, expends little effort to expand knowledge, skills or abilities
<b>Independence (identify and use opportunities to learn as an individual on one's own)</b>	Demonstrates subject matter interests within and outside of the classroom, actively and regularly pursues additional learning opportunities individually	Demonstrates subject matter interest within the classroom, Some effort to pursue subjects outside of class, identifies and follows up on individual learning opportunities or experiences	Identifies and/or pursues learning within and beyond classroom settings	Shows limited interest in learning opportunities beyond the classroom
<b>Transfer (apply prior knowledge, from both similar and dissimilar domains, to new situations)</b>	Clearly identifies relevant prior learning and applies it in new ways to increase knowledge, skills and abilities and perform in novel situations	Makes reference to prior learning and shows evidence of applying it to new situations	Makes references to prior learning and attempts to apply it in new situations	Is vaguely aware of relevant prior learning but does not effectively apply it in new situations
<b>Reflection (open-minded and thoughtful introspection about learning)</b>	Reviews prior learning experiences in depth to change own perspectives, builds foundation for future learning	Reviews prior learning to develop meaning and broader perspectives	Reviews prior learning to examine meaning and perspective	Superficially reiterates prior learning without clarification or enhancing meaning
<b>Resilience (ability to persist in spite of adversity)</b>	Expects and accepts mistakes as part of learning process, recognizes when to modify or change approach to problems and learning	Accepts mistakes as part of learning, recognizes need to modify approach	Recovers from mistakes but may or may not learn from them, has difficulty identifying new approaches	Has difficulty rebounding from mistakes, does not learn from them, does not recognize need to modify approach

Prepared by members of the Natural Resource Ecology and Management Department Outcomes Assessment Committee (Iowa State University), 2013.