Institutional Learning Outcome (ILO) Foci: Lifelong Learning

A TRU graduate should be able to reflect on and set goals for learning beyond their university experience.

TRU graduates understand the limits of their knowledge and value opportunities to learn more. With active intent, they engage with their communities personally and professionally. They work independently and productively, identifying opportunities to further their careers, and establishing action plans to meet their goals. Not easily discouraged by setbacks, they reflect and apply learned strategies to adapt to changes in society.

Foci	1 Beginning (entry level, insufficient at the end of first ILO course)	2 Approaching (minimally sufficient after first ILO course)	3 Meeting (well-developed, sufficient at graduation)	4 Exceeding (Exceptional at end of undergraduate degree)
1. Curiosity and Awareness: Students demonstrate self-awareness of the limits of their knowledge and the ongoing need to seek out new or novel information. Students investigate ways in which uncertainty, ambiguity, and ways of knowing influence decisions, interpretations, and conclusions within the subject and/or the field.	Demonstrates limited articulation and recognition of ambiguity or limits of knowledge. Seeks information but does not discriminate between credible and suspect sources. Relies on or focuses on concrete and definite plans and answers. Where assessed over time, overreliance or refusal of feedback and guidance from others.	Articulates awareness of limits of knowledge. Recognizes ambiguity (never 100% conclusive) and uncertainty. Uses just one or a few strategies for seeking out new or novel information to address their needs. Investigates, seeks information and reflects when prompted. Embraces feedback and guidance from others	Demonstrates and integrates self-awareness of the limits of their knowledge and demonstrates efficient strong strategies for seeking out new or novel information to address their needs. Articulates and integrates uncertainty, ambiguity, and ways of knowing influence on decisions, interpretations, and conclusions.	Consistently and independently demonstrates self-aware of own limits and recognizes the limits of others. Consistently selects and adjusts their strategies to seek out new plans and new information. Remains curious and asks refined questions. Considers the big picture of multiple moving pieces within organization, community, team or field.

	1 Beginning	2 Approaching	3 Meeting	4 Exceeding
2. Initiative and Reflection: Students reflect on their learning and identify opportunities to expand knowledge, skills, and abilities. They articulate personal and professional values, interests, and goals	Investigates and reflects when guided. Reflects within a structured framework. Some awareness of personal strengths and passions.	Uses guided reflection with mid-level questions that look at connections beyond the specific experiences or context. States skills, values, goals, and tools required for some selection, based on relevance and implications, for future steps.	Describes relevant skills with examples. Independently investigates, reflects, and seeks information within established sources. Integrates vision of values, interest, goals, and skills. Identifies independently tracks & documents learning and identifies areas that require more learning.	Conveys outcome-based description of own skills (what problems can they solve or needs they address). Builds on prior learning to identify opportunities to expand knowledge, skills, and abilities. Describes impact and contribution of their own growth and knowledge for their own projects, research, field and organizations.
3. Independence: Students demonstrate self-directed learning, problem-finding, and/or problem-solving with minimal intervention (for example: independent research and/or work-integrated learning).	Depends on directions from others on how to solve problems and adapts with guidance. Continued reliance on others to complete routine or similar tasks.	Identifies problems and tasks that already have solutions. When encountering new problems or uncertainty, identifies potential options, solutions, and gaps prior to asking. Seeks confirmation. Learns from earlier solutions, and directions from others to describe a likely solution based on familiar pattern or best practice.	Engages in professional, disciplinary, or clinical reasoning based on existing knowledge and context to identify multiple potential options. Describes the reasoning. Can articulate rationale. Takes ownership for decision-making of projects, or tasks.	(Meeting criteria plus...) Teaches, mentors, overseeing a project or becomes a resource for problem finding and solving for colleagues. Proactively engage as a colleague.

	1 Beginning	2 Approaching	3 Meeting	4 Exceeding
4. Transfer: Students draw upon and integrate knowledge, skills, and/or values to explore complex problems across disciplines.	Demonstrates awareness of own knowledge and skills and draws on previous knowledge and skills to the same or very similar context or problem within their discipline.	Integrates and draws upon knowledge, skills and values to explore basic problems in similar contexts or when guided. Contributes and integrates with guidance the needs or goals of the larger team, organization, or project.	Independently draws upon existing interconnected knowledge and skills, recognizes key features to explore and address distinct problems across disciplines and contexts or complex problems within discipline and usual context. Independently integrates with the needs or goals of the larger team, organization, or project.	Demonstrates mastery of exploration within complex problems by integrating knowledge, skills and values across disciplines and contexts. Applies knowledge and skills to recognize what they have learned that is relevant and apply in a novel context. Demonstrates cross-disciplinary knowledge and applies and engages in transdisciplinary contexts and teams. Builds on knowledge integration with skills and values to explore complex problems across disciplines.
5. Flexibility and Resilience: Students consider changes, explore alternatives, and adapt to achieve stated personal and professional goals.	Relies on being told why there is change and how to adapt and that navigation is possible.	Identifies and considers changes, adapts to change and explores alternatives with guidance. Change is seen as inevitable.	Pivots independently and adaptively to changing situations. Adapts and effectively navigates and addresses. Utilizes strategies to plan for and navigate change. Change is seen as navigable with skills.	Demonstrates being highly adaptable to changing situations to achieve personal, team, organizational or professional goals. Articulates intentional shift in goals and approaches, with consideration of alternatives. Can use adversity and leverage change to build opportunities and their own strengths.