ILO 6: Lincoln Legacy

Definition: *Lincoln Legacy represents the intention of the University to highlight the institution's rich historical development, alumni achievement, and the role of people of African descent and their ongoing global impact*

Outcomes: *Students will:*

- *Demonstrate knowledge of Lincoln's heritage and legacy through assignments and related academic experiences.*
- *Participate in activities and demonstrate behaviors that are indicative of forwarding Lincoln's legacy.*
- *Examine and describe the role of people of African descent and their ongoing global impact as it pertains to Lincoln's history.*

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).

ILO6 - Lincoln Legacy Rubric

Lincoln Legacy represents the intention of the University to highlight the institution's rich historical development, alumni achievement, and the role of people of African descent and their ongoing global impact.

	Level 4	Level 3	Level 2	Level 1
Local or Global Sites with Significance to LU's history	Goes beyond identification of sites and location by demonstrating extensive awareness of historical significance and potential future importance of sites.	Accurately identifies sites and locations and incorporates some historical significance but no foreshadowing.	Accurately identifies sites and locations.	Names sites incorrectly or confuses historical sites and locations.
LU Alumni	Comprehensively describes LU alumni with insight into contribution to society and significance in current and future times.	Accurately identifies alumni with time-frames and contributions. Includes significance and relevance in current times.	Accurately identifies alumni with time-frames and contributions.	Identifies alumni but confuses time-frames and contributions of different alumni.
Personal Integration (of sites or alumni)	Comprehensively describes LU alumni and/or site with significance; includes clear evidence of **transformative** personal integration.	Accurately names alumni and/or site and recognizes alumni's contribution or site's significance; shows **substantial** personal integration	Accurately names alumni and/or site and recognizes alumni's contribution or site's significance; shows **superficial** personal integration	Accurately names alumni and/or site and recognizes alumni's contribution or site's significance, **lacks** personal integration.
Global Implications	Includes original thought in analysis of the connection between LU's legacy and global historical or current events.	Accurately connects LU's legacy to global historical or current events; demonstrates depth of analysis.	Accurately connects LU's legacy to global historical or current events; lacks depth of analysis.	Identifies LU's legacy but fails to connect legacy to global historical or current events.
Historical Narrative	Further the historical narrative through composition and/or publication of original narrative and/ or performance of historical narratives with personal interpretation.	Analysis or interprets historical narrative(s).	Describes historical narrative(s).	Recognizes historical narrative(s).