

## Service-Learning Course Rubric DRAFT

Community Need & Collaboration	Strong Impact	Good Impact	Some Impact	Minimal Impact
<b>Course provides meaningful service and meets authentic community needs; coordinated through collaboration with community</b>	Determined or discovered through extensive research and collaboration with faculty advisor and community sponsor.	Determined or discovered through basic research and collaboration with faculty advisory and community sponsor.	Determined by popular knowledge or a presumption of community partner's immediate needs; community partner is informed directly about goals of course, but there is very little or no collaboration.	Community needs are secondary to what students want to do; Project only considers student needs; No collaboration
Learning & Integration of Service	Strong Impact	Good Impact	Some Impact	Minimal Impact
<b>Service component(s) are integrated into the course curriculum, allowing students to use existing and develop new skills/ knowledge in real world settings</b>	Service component(s) enhance academic learning and are integrated into the course; there is a direct relationship between the service components and specified learning outcomes	Service component(s) are primarily used as a teaching technique or strategy to run concurrently with learning outcomes	Service component(s) are part of the course curriculum, but there are only indirect or minimal connections to academic learning outcomes; emphasis is mainly on service	A service project or "good deed" exists in the course, but it is not strategically tied to student learning on academic learning outcomes
Student Reflection	Strong Impact	Good Impact	Some Impact	Minimal Impact
<b>Course facilitates active and critical student reflection on learning and their role in society.</b>	Students actively reflect on their learning and think, share, and produce reflective products individually/or as group members on a regular basis	Students think, share, and produce reflection periodically and/or indiscriminately	Students share individual reflection on service learning mainly with the instructor	Reflection is minimal or no true time for active reflection is given. Student provides only summary of events.
Civic Skills & Responsibility	Strong Impact	Good Impact	Some Impact	Minimal Impact
<b>Course provides students with opportunity to develop vital interpersonal skills/abilities including communication, listening empathy, problem-solving, and leadership; personal and/or professional development occur</b>	Reflections show deep personal understanding of importance of service; growth in students' communication and leadership skills; and the strengthening of tolerance and/or diversity appreciation.	Reflections show growing understanding of importance of service and generic growth in interpersonal skills and personal/professional development.	Reflections show limited understanding of importance of service and are restricted to basic observations with minimal evidence of growth in interpersonal skills or personal/professional development.	Reflections are rudimentary, show student largely unaffected by the importance of service.
Quality of Life	Strong Impact	Good Impact	Some Impact	Minimal Impact
<b>Course gives students opportunity to enhance quality of life for the community served</b>	The course facilitates change or insight: helps solve a problem, meet a need or address an issue in community served.	Course facilitates some change or insight. Service enhances an already good community situation.	Course has limited practical application to community, but new and unique benefits are addressed	Course has no real benefit to the community; no new or unique concepts addressed.

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