

S-Designation Course Review Rubric

Reviewer:

Course Name and Number:

Please evaluate the Service-Learning Request form with the rubric below. You can refer to additional course documentation while scoring if necessary. Once you have a final score, please indicate it below along with any feedback you'd like to share with the instructor or department that proposed the course. If you have questions or need additional guidance, contact the service-learning initiative. Thanks!

Content Area	Excellent (5-4 points)	Sufficient (2-3 points)	Insufficient (1-0 points)	Score
Student Service Activities (3)	Service activities are well-articulated.	Documentation shows specific service activities.	Service activities are not detailed, or are poorly articulated.	
Service Activities Addressing Community Need (4)	Activities were planned with community partners and have connection to their mission.	Community partner or potential community partner is identified, and activities that are connected to their mission are described.	Community needs are not met, or are not met in a way that is relevant to the community partner indicated.	
Goals, Expectations, and Responsibilities for Instructors (5a)	There are clearly articulated goals, expectations, and responsibilities outlined for instructors. Logistics such as orientation, transportation and supplies have been included in planning.	Some detailed goals, expectations, and responsibilities are articulated for instructors. Acknowledgement of logistic concerns is evident.	Goals, expectations, and responsibilities for instructors are vague or not described. Logistics are not addressed. Serious questions as to how instructors will support service-learning.	
Goals, Expectations, and Responsibilities for Students (5b)	There are clearly articulated goals, expectations, and responsibilities outlined for students. Service and learning goals for students are accomplishable.	Some detailed goals, expectations, and responsibilities for students. Service and learning goals can be accomplished if all expectations and responsibilities are met.	Goals, expectations, and responsibilities for students are vague or unlisted. Serious questions as to how students will meet service and learning goals.	
Goals, Expectations,	There are detailed goals, expectations, and responsibilities	Some detailed goals, expectations, and responsibilities for community	Goals, expectations, and responsibilities for community	

and Responsibilities for Community Partners (5c)	for community partners that are appropriate, easily achievable in the scope of their mission and agreed upon by the community partner.	partners that are appropriate and can potentially be achieved in the scope of their mission.	partners are not shared. Serious questions as to how community partner supports service-learning.	
Sustainability and Departmental Support (6)	Documentation indicates firm support from department, community partners and other sources dedicated to sustaining the course.	Documentation indicates some support from department, community partners or other sources to make course sustainable.	Documentation indicates little to no support for course from department or community partners.	
Connections between service and academic content (7)	Service activities are clearly connected to academic content	Service activities are connected to academic content.	Connections between service activities and academic content are unclear.	
Student Reflection (8a)	Students are given significant opportunities for structured reflection. Connections between service and academic content are repeatedly reinforced.	Students are given some opportunities for structured reflection, where connection between service and academic content is made.	Opportunities for student reflection are not detailed in documentation. Connections between service and academic content are not reinforced.	
Community partnership (8b)	Students have opportunity to become culturally competent service providers through a substantial orientation to the community, with multiple opportunities to learn about issues, assets, and resources and the context of the service activity.	Students are prepared to engage with sites in a culturally competent manner through an introduction to the community, and critical thinking about community issues, assets, resources and the content of the service activity is encouraged.	Course provides little to no orientation or context for the community in which students will be working, and cultural competence is not covered.	
Evaluation of impact (8c)	Students are given significant opportunities to reflect on and assess the impact of their activities on their community.	Students are given some opportunities to reflect on and assess the impact of their activities.	Students are not given opportunities to reflect on or evaluate the impact of their actions.	
Evaluation of student learning (9)	Documentation lays out clear strategy for assessing the learning outcomes listed below. There are	Documentation provides sufficient indication that student learning will be assessed for the learning	Documentation provides little to no indication on how student learning will be assessed for the learning	

	well-defined metrics and methods of assessment.	outcomes listed below. There are defined metrics and a basic assessment strategy.	outcomes listed below. Assessment strategy is unclear or completely absent.	
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The following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- **Students make connections between concepts and skills learned in an academic setting and community-based work**
- **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**
- **Students evaluate the impacts of the service learning activity.**

Please give this course an overall score from 1 to 5:

Please provide any feedback you'd like to share with the course creator below: