

University Service Learning Committee Rubric for “SL” Course Designation
Suffolk University

Content Area	Excellent (5-4 points)	Sufficient (2-3 points)	Insufficient (1-0 points)	Score
Course description	<p>Service activities are well-articulated. Clearly states how service is integrated with the academic mission.</p> <p>Includes the definition of service-learning.</p>	<p>Documentation shows specific service activities. Includes the definition of service-learning.</p>	<p>Service activities are not detailed, or are poorly articulated.</p>	
Community partner	<p>Information about the community partner is clearly stated. Activities were planned with community partners and have connection to their mission. Students understand how their learning in link to the service project.</p>	<p>Information about the community partner is stated. Community partner or potential community partner is identified, and activities that are connected to their mission are described. Student learning is stated in the syllabus.</p>	<p>Community needs are not met, or are not met in a way that is relevant to the community partner indicated.</p>	
Class policies and project logistics	<p>Number of community hours required for students to serve. Specific dates of service are. Service-learning paperwork, including safety training, is referenced and</p>	<p>Number of community hours required for students to serve. Specific dates of service are. Service-learning paperwork is mentioned.</p>	<p>Documentation provided little information about the community partner and the role of students in the project.</p>	

explained in the syllabus.

Service-learning objectives

Service activities are clearly connected to academic content. Service-learning objectives are clearly articulated and linked to the course.

Service activities are connected to academic content. Service-learning objectives are included with general learning objectives of the class.

Connections between service activities and academic content are unclear.

Student reflection-course assignments

Students are given significant opportunities for structured reflection. Connections between service and academic content are repeatedly reinforced. Students are given significant opportunities to reflect on and assess the impact of their activities on their community.

Students are given some opportunities for structured reflection, where connection between service and academic content is made. 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.

Grading-evaluation of service

Documentation lays out clear strategy for assessing the learning outcomes listed below. There are well-defined metrics and methods of assessment.

Documentation provides sufficient indication that student learning will be assessed for the learning outcomes listed below. There are defined metrics and a basic assessment strategy.

Documentation provides little to no indication on how student learning will be assessed for the learning outcomes listed below. Assessment strategy is unclear or completely absent.

*Adapted from the Ohio University service-learning course review rubric.

*Courses must score at least in the sufficient category for all content areas in order to be approved. We will provide feedback and work with faculty members throughout the approval process.