HPU Service Learning Program
Course Objective Assessment Rubric

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Objectives	Exemplary 4	Proficient 3	2	Developing 1
Objective #1: Integrate and Apply	Integrates knowledge (facts, theories, etc.) from one's academic study/field/discipline and civic engagement experiences and applies it to create a product that demonstrates one's ability to frame complex problems within their larger academic and civic contexts.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline and one's civic engagement experiences to create a product that shows one can understand complex problems from two pre-set perspectives.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to a civic engagement experience and creates a product that shows a few similarities or differences among these ways of knowing.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and creates a product that shows how one domain of thinking can apply to another in at least one case.
Objective #2: Ethical Reasoning	Identifies ethical issues when presented in a complex, multilayered context AND can recognize cross-relationships among issues (that is, can see structural and social connections). Student can describe and evaluate multiple perspectives on the issue, including one's own.	Identifies ethical issues when issues are presented in a complex, multilayered (gray) context and grasps (incompletely) the complexities or interrelationships among the issues. Student can describe and evaluate one's own or others' perspectives (but not both).	Identifies basic ethical issues and grasps (incompletely) the complexities or interrelationships among the issues. Student can describe one's own and others' perspectives, but cannot evaluate these effectively.	Understands basic ethical issues when pointed out but fails to grasp the interrelationships among the issues. Student can describe either one's own or others' perspectives, but cannot evaluate these effectively.
Objective #3: Civic Understanding and Leadership	Discerns an unscripted (or big perennial) problem in the Piedmont Triad well enough to listen effectively to community members; express ideas within a community context; and show initiative in *team leadership* of civic engagement activities with the ability to reflect on or describe how these actions may benefit individuals or communities.	Develops a firm grasp of a major problem in the Piedmont Triad through effective listening to community members and expressing ideas within a community context. Demonstrates *independent experience* within civic engagement activities with the ability to reflect on or describe how these actions may benefit individuals or communities.	Understands the Piedmont Triad community well enough to do more than one of the following: effectively listen to community members; express ideas within a community context; or *clearly participate* in civic engagement activities with the ability to reflect on or describe how these actions may benefit individuals or communities.	Understands the Piedmont Triad community well enough to do one of the following: effectively listen to community members, express ideas within a community context, or *experiment* with some civic activities with minimal understanding of their aims or how these actions may benefit individuals or communities.
Objective #4: Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities. Promotes the engagement of others with diversity.	Reflects on how one's own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities.	Aware that one's own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent (but not resistant) to what can be learned from diversity of communities.