USD Community Engagement Rubric  Coordinated with the learning goals of the university we have selected the following as the learning goals for community engagement:

<table>
<thead>
<tr>
<th>1 – BEGINNING</th>
<th>2 - DEVELOPING</th>
<th>3 - ACCOMPLISHED</th>
<th>4 – EMERGING LEADERSHIP</th>
</tr>
</thead>
</table>
| **Contextual learning**  
• Compares theory and practice  
• Formulates informed perspectives | Student does not apply theory in discussion of service experience, or there is a limited, unclear connection of theory to service. | Student expresses some connection between theory and service. | Student develops a perspective based on both theory and service.  
Student takes own perspective based on both theory and service and applies it beyond the curriculum. |
| **Community responsibility**  
• Describes impact or need for service  
• Demonstrates commitment to social action  
• Acts on commitment | Student demonstrates a limited awareness of personal responsibility/connection to community. | Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge. | Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved. |
| **Cultural Competency**  
• Defines own culture  
• Compares different cultures  
• Differentiates multiple perspectives | Student shows limited self-awareness and minimal recognition of cultural differences. | Student expresses self-awareness, but limited understanding of cultural difference. | Student expresses both self-awareness and understanding of cultural difference.  
Student takes responsibility to increase self-awareness and cross-cultural understanding. Student leans into their discomfort with cultural differences. |
| **Congruence**  
• Describes personal values  
• Integrates self and service  
• Displays reflective practices | Student expresses very limited or no connection between service and self. | Student expresses a connection between service and self. (For example, “I feel good about having done this.”) | Student expresses how she/he could change as a result of the service.  
Student expresses change(s) in self because of the service. |