

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

	1 – BEGINNING	2 - DEVELOPING	3 - ACCOMPLISHED	4 – EMERGING LEADERSHIP
<p><b>Contextual learning</b></p> <ul style="list-style-type: none"> <li>• Compares theory and practice</li> <li>• Formulates informed perspectives</li> </ul>	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.
<p><b>Community responsibility</b></p> <ul style="list-style-type: none"> <li>• Describes impact or need for service</li> <li>• Demonstrates commitment to social action</li> <li>• Acts on commitment</li> </ul>	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(s).	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.
<p><b>Cultural Competency</b></p> <ul style="list-style-type: none"> <li>• Defines own culture</li> <li>• Compares different cultures</li> <li>• Differentiates multiple perspectives</li> </ul>	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..
<p><b>Congruence</b></p> <ul style="list-style-type: none"> <li>• Describes personal values</li> <li>• Integrates self and service</li> <li>• Displays reflective practices</li> </ul>	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.