

COURSE-COMMUNITY SERVICE-LEARNING PARTNERSHIP ASSESSMENT RUBRIC

Developed by the CSUMB STEM-SL Learning Community

Compiled and organized by Dan Shapiro, Professor of Science and Environmental Policy, California State University, Monterey Bay

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	Weak	Good	Strong	Priority for Improving (Select top 3-5)
COMMUNICATION				
Good communication: Good channels of communication exist.				
Regular and frequent communication: Frequency of communication meets needs.				
Face-to-face communication: Face-to-face communication occurs frequently.				
CARE & CO-INVESTMENT				
Care: Partnership is something both care about; partnership connects with course instructor's and community partner's passions; partnership provides something valuable to both.				
Willingness to co-invest: Instructor and community partner want to invest on a personal and organizational level; partners invest in each other's agendas and devote resources necessary for nurturing partnership.				
Attitude towards problems: There is a willingness to work through problems; problems are experienced as opportunities for strengthening partnership, not reasons to disengage.				
Mutual benefit: Expectations get met on both sides.				
FACILITATION AND INTEGRATION OF PARTNERSHIP				
Good facilitation of partnership: Ongoing facilitation and development of partnership meets needs and expectations.				
Integration of university semester time line with community partner time line: Partnership overcomes challenges associated with integrating university time lines with community partner time lines.				
Partnership "memory": A physical "binder" exists that describes partnership and can be used and refined over time; "binder" documents relationship & communications. Test: If course instructor and/or community partner changes, replacements can navigate and build on existing partnership (i.e. not have to reinvent the wheel).				
Appropriate number of partnerships: Course has an appropriate number of community partners and community partner works with an appropriate number of courses; both can maintain ability to nurture the partnership without overextending.				
Community partner integrated into course: Community partner contributes to development of course and course content, spends time in the classroom, is co-teacher, has opportunities to communicate expertise to students.				
Course instructor integrated into community organization: Course instructor has seen and experienced community partner's site, understands what happens there, understands organization's goals, plays an active role in the organization.				
INTEGRATION OF STUDENTS				
Students grasp the passion and purpose of partnership: Students can feel and describe course-community passions; there exists an institutionalized process for the first encounter for students and community partner to share their passions and for community partner to clarify expectations; students understand goals of SL course and goals of community partner's organization.				
Clear and explicit articulation of roles and responsibilities: Course instructor and community partner have collaboratively established clear roles for students and expectations for students; community partner's staff members are clear on their own roles and students' roles; students understand their own role and roles of community partner's staff with whom they interact.				
Student-community partner connections: Students know they can talk to community partners about their reflections and learning; course supports/requires such interactions and connections.				
Community partner understands individual student's strengths and needs: Students engage in a "job interview" with community partner; community partner understands students' aspirations and why students are there; strategies exist for working with less inspired students.				
Limited intermediaries: Student interactions with individuals who understand the partnership are maximized and student interactions with intermediaries with limited understanding of partnership are minimized.				