

Community-Engaged Course Student Learning Outcomes Scoring Scale and Rationale

Scoring Criteria	Limited to No Proficiency (1)	Somewhat Proficient (2)	Proficient (3)	High Proficiency (4)	Score/Rating
Analysis of Knowledge	Makes <i>basic identification</i> of knowledge (fact, theories, etc.) from one's academic studies that may be relevant to civic and community engagement.	Begins to <i>connect</i> knowledge (facts, theories, etc.) from one's own academic studies to civic engagement and to one's own participation in civic life, politics, and government.	<i>Analyzes</i> knowledge (facts, theories, etc.) from one's own academic studies <i>making relevant connections</i> to civic engagement and to one's own participation in civic life, politics, and government.	<i>Connects and extends knowledge</i> (facts, theories, etc.) from one's own academic study/field/discipline to engagement and to one's own participation in community life, politics, and government.	P = 2 or higher F = 1 and below
Identity/Commitment	Provides little <i>evidence</i> of the students experience in community engagement activities and does not connect experiences to the development of one's public identity. Shows no commitment to future action for self.	Evidence suggests involvement in community engagement activities is generated from expectations or course requirements rather than from a sense of <i>public identity</i> . Shows rudimentary commitment to future action for self.	Provides evidence of experience in community engagement activities and describes what the student has learned about themselves as it relates to a growing sense of public identity and commitment to public action.	Provides evidence of experience in community engagement activities and describes what the student has learned about themselves as it relates to a <i>new or clarified sense of public identity</i> and continued commitment to public action.	P = 2 or higher F = 1 and below
Action and Reflection	Has <i>experimented</i> with some community engagement activities but shows little understanding of the aims and effects of community engagement.	Has clearly <i>participated in</i> community focused actions and begins to reflect or describe how these actions may benefit individual(s) and/or communities.	Demonstrates independent experience and <i>team leadership of</i> community action, with reflective insights or analysis about the aims and accomplishments of community action.	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex and multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of community actions.	P = 2 or higher F = 1 and below