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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Student Learning Outcome (SLO) Rubric: SLO 2 “Demonstrate Skills Needed to Work Effectively in Different Types of Communities” |
| **OVERVIEW:**The following rubric assesses SLO 2: Students will be able to demonstrate skills needed to work effectively in different types of communities. It is intended to be used with an assignment that is closely aligned with most or all of the rubric dimensions below. The goal of SLO 2 is for students to develop skills (e.g., communication, observation, interview, critical thinking, etc.) that are necessary to work with community collaborators in order to promote community action.This tool was developed and improved by a diverse group of Georgia Tech faculty in collaboration with SLS. |
| **INSTRUCTIONS:**1. Provide the rubric to students before they begin an assignment. Posting rubrics on the web and including them in the course pack for in-class writing promotes their usefulness.
2. Consider involving students in a dialogue about the rubric criteria, and/or inviting students to use the rubric to respond to their or their peers’ work in a class activity. Students gain a keen sense of your expectations for learning by explicitly understanding the criteria and by contributing to the modification of criteria in a rubric to enhance clarity.
3. Use the appropriate row or rows of the rubric to evaluate student work and assign a score.
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| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Applying rubrics to student work and using assessment data to modify your assignments or refine your curriculum have been shown to improve student learning. **This tool achieves SLO 2. See the end of this tool for further details.** |

**Want Help?**

Rebecca Watts Hull is the contact for this tool. You can reach her at rwattshull@gatech.edu.

Student Learning Outcome 2

**OVERVIEW**

This rubric is designed to help assess student learning outcomes associated with skills related to doing collaborative work with community partners. This rubric is designed to assess the ways students communicate, collect information, and take account of the diversity and knowledge of a community in order to create sustainable solutions that drive community action. While some areas are based largely on ethnographic work (interviewing and observing), the rubric is broadly constructed so that many disciplines can use it for assessment. For instance, the rubric allows instructors to discuss and teach students interview techniques in class. Likewise, the communication, diversity of communities, and observation dimensions can help in assessing a student’s ability to listen to community members, communicate with collaborators, and design a project that will aid community members in creating sustainable solutions that translate complex technical language into understandable discourse that influences action. As such, the rubric can be used with assignments aimed at helping students improve communication, understand diversity, or learn and practice interview, and/or observational skills – even if the assignments do not involve work with community partners.

Questionnaire or shorter forms of interviews should not be substituted or assessed using this rubric. Please see the supplemental reading material included below on the depth-interview for further details.

In using this rubric, please note:

* The rubric is intentionally broad in order to be applicable across courses. Students are expected to achieve mastery of the different dimensions over time. In other words, they should progress (rightward) in their abilities to identify each of the four “degrees of complexity” over the course of the semester.
* If your assignment/project does not fit a particular dimension, simply omit it. For instance, if your project/assignment does not include an interviewing stage, then explain the omission of that dimension to the students so that they understand your assessment criteria.
* Note: The “depth-interview” mentioned on the rubric refers to a long interview (30-45 minutes) that engages in projection techniques such as word association, complete the sentence, or creating collages in order to ascertain and collect information.
* If you use this rubric to score student work, make sure to assign a zero to work that does not meet benchmark level performance (cell one).

If you are working with SLS as an Assessment Partner and will be submitting student artifacts for scoring purposes, please note that, to score the dimensions below on Observation and Interviewing, scorers will need to see evidence of the observation or interviewing process in the final deliverable or in accompanying materials (e.g., Interview Guide and Notes).

**Resources for Further Reading**

Russell W. Belk, Eileen Fischer, Robert Kozinets (2013). Qualitative Consumer and Marketing Research. *Depth Interviews* (pp. 31-55). London: Sage Ltd.

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| **SLO 2: Students will be able to demonstrate skills needed to work effectively in different types of communities.***Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*  |
| **SLO Dimension**  | **Beginning****1** | **Developing****2** | **Competent****3** | **Accomplished****4** |
| **Communication** | Student struggles to communicate using even one of the following skills: express, listen, adapt ideas and messages based on others’ perspectives.  | Student demonstrates ability to communicate by using one of the following skills: express, listen, adapt ideas and messages based on others’ perspectives. | Student demonstrates ability to communicate by doing two or more of the following skills: express, listen, adapt ideas and messages based on others’ perspectives. | Student demonstrates ability to communicate using a variety of skills, tailoring them to effectively express, listen, and adapt to others’ perspectives.  |
| **Observation** | Observations of experience are documented, though limited in structure. Demonstrates little to no separation of subjective opinions and objective observations.  | Observations of experience are documented in at least two categories. Begins to separate subjective opinions from objective observations.  | Observations of experience are documented and utilize most elements of an established framework. For the most part, separates subjective opinions from objective observations.  | Observations of experience are well-documented, thoroughly utilizing an established framework. Thoroughly separates subjective opinions from objective observations.  |
| **Interviewing**  | A perfunctory protocol for conducting depth-interviews is present. Demonstrates evidence of attempts to employ active listening practices in order to engage interviewees. Analysis may only apply a single mode or it may struggle to apply interdisciplinary critical modes. Frequently reaches inappropriate conclusions/judgments due to failure to use evidence.  | An emerging protocol for conducting depth-interviews is present. Demonstrates evidence of active listening practices in order to engage interviewees. Analysis begins to apply multiple interdisciplinary critical modes. The analysis may, however, reach inappropriate judgments, inaccurately reach conclusions, or fail to use evidence to support the author’s interpretation.  | The protocol is somewhat tailored to effectively listen and adapt to interviewees. Demonstrates strong active listening practices, but not complete mastery. Analysis applies multiple interdisciplinary critical modes. Recognizes the expertise and agency of community members and/or project partners. Analysis reaches plausible conclusions supported by limited evidence and some important aspects omitted.  | The protocol is tailored to effectively listen and adapt to interviewees. Demonstrates mastery of active listening practices. Expertly applies multiple interdisciplinary critical modes. Recognizes the expertise and agency of community members and/or project partners and collaborates with them to help further community action goals. Analysis of the interview applies multiple interdisciplinary modes for critical analysis to reach innovative and unique solutions.  |
| **Diversity of Communities and Cultures**  | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.  | Demonstrates awareness that 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 and cultures.  | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits significant curiosity about what can be learned from diversity of communities and cultures.  | Demonstrates evidence of adjustment in own attitudes and beliefs because of working with and learning from diversity of communities and cultures. Promotes engagement with diversity.  |

Adapted from AAC&U VALUE Rubrics, Civic Engagement, Critical Thinking, Global Learning VALUE Rubrics

Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.