

## Service Outcomes Student Leader Learning Outcomes (SLLO) Project

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This rubric is intended for use with student leaders in organizations with service as a primary component of the mission. It may also be used with any student who periodically coordinates or participates in service opportunities.

### **Definitions:**

Philanthropy is the effort or inclination to increase the well-being of humankind, as by charitable aid or donations. (Center for Service Learning, Mesa Community College)

EXAMPLE: Student raises money for a local recycling center.

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. The student may be aware of the benefits of volunteering in general, but likely cannot articulate the impact of their service activities. (Center for Service Learning, Mesa Community College)

EXAMPLE: Student spends 5 hours per week recycling bottles for a local recycling center.

Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (e.g., providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients. (Center for Service Learning, Mesa Community College)

EXAMPLE: Student coordinates newspaper recycling drive and explains to peers how and why to recycle.

Service-Learning programs are distinguished from other approaches to experiential education by their intention to *equally benefit* the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring. Another component unique to Service-Learning is critical reflection. (Center for Service Learning, Mesa Community College)

EXAMPLE: Student studies conservation, then organizes a campus-wide recycling program, and explains to peers why and how recycling benefits themselves and the community.

Reflection allows students to look back on, think critically about, and learn from their service experience. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about anything regarding the activity. Reflection can happen through writing, speaking, listening, reading, drawing, acting, etc. Preflection allows students to critically think about their service experiences *before* engaging in the activity. (Adapted from *Service Reflection Toolkit*; Northwest Service Academy, Metro Center, Portland, OR)

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### **Outcomes:**

Students will be able to:

- Analyze service and service projects in a broader context.
- Recognize the relationship between philanthropy, volunteerism, community service, and service learning.

### **Other Useful Rubrics Related to This Topic:**

Critical Thinking, Citizenship, Project Management, Fiscal Responsibility

### **Resources:**

- Service Reflection Toolkit:
  - *Service reflection toolkit*, Northwest Service Academy (n.d.). Retrieved August 27, 2008, from [http://www.studentsinservicetoamerica.org/tools\\_resources/docs/nwtoolkit.pdf](http://www.studentsinservicetoamerica.org/tools_resources/docs/nwtoolkit.pdf)
- Break Away®: The Alternative Break Connection, Inc.
  - [http://alternativebreaks.org/About\\_Break\\_Away.asp](http://alternativebreaks.org/About_Break_Away.asp)
- Student guide: Service learning as an independent class
  - Center for Service Learning, Mesa Community College  
<http://www.mc.maricopa.edu/academics/servicelearning/orientation/>.
- Student Reflection Guide
  - California State University at Monterey Bay (n.d.). Retrieved August 27, 2008 from <http://service.csUMB.edu/site/Documents/service/SLI0506.pdf>
- Books
  - Eyler, J., Giles, D., and Schmiede, A. (1996). *A practitioner's guide to reflection in service learning: Student voices and reflections*. Nashville, TN: Vanderbilt University.
  - Battistoni, R. M. (2002). *Civic engagement across the curriculum: A resources book for service-learning faculty (Appendix B)*. Providence, RI: Campus Compact.

### **AggiEfolio Competencies That This Rubric Addresses:**

To set up a free AggiEfolio account, please visit <https://career180.tamu.edu/portfolio/>

Cluster 1: Problem Solving and Thinking Skillfully

- Reading Ability
- Analyzing Critical Data

## **Service Outcomes**

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- Scheduling Projects
- Knowledge of the Economy as a Whole
- Knowledge of How the Economy Affects Decisions

#### Cluster 2: Communicating Effectively

- Basic Communication Skills
- Oral Communication Skills
- Listening Skills
- Demonstration/Presentation Skills
- Interpersonal Skills

#### Cluster 4: Working Responsibly

- Leadership Skills
- Teamwork Skills
- Work Ethic
- Supporting Diversity

#### Cluster 6: Managing Resources

- Managing Self
- Using Reference Materials Appropriately
- Determining Resources Needed for a Project
- Maintaining & Promoting Wellness
- Managing Work and Family Responsibilities