Service
Student Leader Learning Outcomes (SLLO) Project

Goal: The goal of this rubric is to help students understand the relationship between philanthropy, volunteerism, community service and service learning.

Context: 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)

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)

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)

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)

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)

Outcomes: Students will engage in service and service projects in a broader context. Students engaged in service will:
- Demonstrate the value of philanthropic activities
- Demonstrate a personal value of volunteerism
- Live a philanthropic life so they are able to educate others about social issues and how others can create change
- Reflect on their service experience so they are able to articulate their role in impacting social issues/needs
- Reflect on their position in society so they can articulate how their lived experience is similar and different to those they are serving

Resources:

- Social Change Model:
  https://www2.cortland.edu/dotAsset/190474.pdf
- Reflection Resources: Student Reflection Toolkit
  https://forumea.org/wp-content/uploads/2018/04/ST-Reflection-Toolkit.pdf
- Student reflection guide
  https://csumb.edu/media/csumb/migrated-content/editcsumbedu/Student-Reflection-Guide.pdf.
- Break Away®: The Alternative Break Connection, Inc.
  http://www.alternativebreaks.org/.
- Service reflection toolkit
  http://www.northwestserviceacademy.org/

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Related Rubrics: Critical Thinking, Citizenship, Project Management, Fiscal Responsibility