

Direct Observation Assessment Rubric for Faculty/Staff on Immersions

Goal 5 of Campus Ministry: Educating for Justice. To educate the community in a “faith that does justice.”

Directions: Faculty /staff are asked to assess the words and actions of the students on an immersion experience through a rubric. Please note that for particularly quiet students, you might need to seek out conversations with them in order to gather their ideas on these topics. Likewise, you might want to suggest to the student coordinators that they bring up one of these topics in the nightly reflection.

STUDENT’S NAME:

NAME OF FACULTY/STAFF COMPLETING THIS FORM:

Online version:

https://johncarroll.az1.qualtrics.com/SE/?SID=SV_00RkOmbUITDivUF

| | Needs Development | Developing | Competent (GOAL) | Exemplary |
|--|---|---|--|---|
| Student can articulate systemic causes of social problems (Education) | Student demonstrates little to no engagement. | Student wants earnestly to “help,” but shows no knowledge of the larger historical, economic, and socio-political problems at play. | Student realizes that she/he can learn from those she/he serves. Recognizes that poverty is linked to larger systemic issues occurring in the world. | Student has grasped a deep knowledge of solidarity and is actively engaged in living out her/his commitment to the poor. |
| Evidence | | | | |
| Student recognizes the importance of meeting the needs of “the other” through service (service) | Shows little engagement. | Student is cognizant of the importance of meeting the needs of people and the environment through service, but fails or is unaware of how to get involved | Student is connected to (either through awareness of or dedication to act on behalf of) social causes and issues surrounding the people he/she serves. | Student frequently donates his/her time to social causes in her community and sees a connection between what he/she can do at home and how that impacts those overseas. |

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| | | with a specific cause. | | |
| Evidence | | | | |
| Student explores the role of faith and spirituality in service (Spirituality) | Disinterested or unengaged with spiritual topics. | Student prays with the group, but has not shown any signs that he/she is grappling with his/her faith (i.e. conversations with others, topics brought up in group discussion, etc.) | Has religious or spiritual conversations with faculty/staff or other students. Knows that faith and spirituality play an important role in his/her life and in the quest for justice. | Can clearly articulate what faith and spirituality mean in his/her life. Lives in a manner that aligns with his/her faith. Clearly connects faith, justice, and spirituality. Can articulate why his/her faith compels her/him to act for justice. |
| Evidence | | | | |
| Student engages in social justice efforts with the goal of eliminating injustice for all. (Social Justice) | Is disengaged with social efforts. | Student can articulate some knowledge of social justice efforts, yet does not see how that is relevant. | Student expresses knowledge of, interest in, and concern for social justice efforts and is moved to the plight of the poor. | Student engages <i>actively</i> with social justice issues and seeks to eliminate injustice in whatever realm he/she can. |
| Evidence | | | | |

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| <p>Student understands the importance of building sustainable relationships with “the other” (community)</p> | <p>Student does not understand the concept of “relationships” holistically and broadly.</p> | <p>Student built good relationships with individuals from the host country while on the trip, yet could not articulate the importance of life-giving and sustainable relationships with “the other”.</p> | <p>Student can articulate the importance of building sustainable relationships with “the other”, but might not grasp the importance of these relationships at the community, institutional, or environmental level.</p> | <p>Student can articulate the importance of building sustainable relationships with “the other” and lives his/her life in accordance with these principles. He/she embodies solidarity.</p> |
| <p>Evidence</p> | | | | |

If the student was a Student Coordinator, please comment on how well this student led. What were his/her greatest strengths as a leader? What were his/her growth areas as a leader?
