University of San Francisco
Community-Engaged Learning Course
Community Partnership Taxonomy

CEL course element	Ineffective	Effective	Exemplary
Course preparation	No communication between faculty and community partners in advance of the course, students find their own community partners and faculty do not do any initial communication with them, projects/activities may not be designed to be helpful or educational but rather just to allow students to complete hours	Faculty engages in conversation with community partner before course begins so each party can share expectations and limitations, faculty shares syllabus with CP, CP develops and shares service/engagement activities and project ideas that are useful to them	Faculty meet with community partner onsite at their organization, community partner collaborates with faculty to design the service/engagement activities or projects that address community priorities and needs, reviews the syllabus and suggests readings and resources
Student learning	Community partner treats students as typical volunteers, may not provide orientation, context, or ongoing learning opportunities for students while they are doing their service/engagement	Community partner provides onsite orientation, ensures that the service/engagement activities connect with the course outcomes and faculty expectations while also meeting the organization's needs	Community partner provides an in-class presentation or orientation, possibly continues to play a role as guest speaker in the course, facilitates reflection onsite at the host organization, invites students to participate in additional learning opportunities (e.g. organization events, board meetings, etc.)
Student supervision	Community partner does not check in or meet with students throughout the term, projects/activities and deadlines are vaguely defined, students	Community partner provides students with activity/project description and timeline, checks in with students as needed, provides	Community partner works with students to develop a mutually agreeable project outline and timeline, checks in with students

	struggle to get the CP to respond to their questions and issues	constructive feedback and guidance	regularly to ensure progress and answer questions
Communication with faculty	No communication except if issues arise	After initial conversation between faculty and community partner, each checks in as needed to keep track of student progress, address issues, and share successes	After initial conversation, regular check-ins are scheduled (e.g. mid-semester and end-of semester) and communication happens as needed to proactively troubleshoot issues that arise and share successes
Assessment/Feedback	Community partner is not invited to provide feedback on student performance, work product, or the partnership with faculty	Community partner is invited to provide feedback on student performance and work products, feedback is factored into students' final grades, community partner is invited to provide feedback on the partnership with faculty, feedback may be given in a few sentences by email or over the phone	Community partner provides feedback on student performance and work products, possibly by completing a performance evaluation and/or attending students' final presentations on CEL, feedback is factored into students' grades, faculty meet with community partner in person to debrief partnership and determine how to move forward