| **Evaluation Rubric for Short-term Study Abroad** | | | | |
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| **CRITERIA** | **NON-PERFORMANCE**  **0 pt.** | **BASIC**  **1 pt.** | **PROFICIENT**  **2 pts.** | **EVALUATOR’S**  **COMMENTS** |
| **Part 1: Program Leader Details** | | | | |
| **Section 1**: **Program leader meets the qualifications to lead a Study Abroad program and has experience with international travel and/or Study Abroad. *NOTE: Program leaders qualify when they hold a full-time position with the college and have completed the Study Abroad certificate.*** | Program leader does not meet all the qualifications to lead a Study Abroad program including the completion of the SAGE Certificate and/or does not have any experience with international travel and/or Study Abroad. | Program leader meets the qualifications to lead a Study Abroad program including completion of the SAGE Certificate and has some experience with international travel and/or Study Abroad. | Program leader meets the qualifications to lead a Study Abroad program including completion of the SAGE Certificate and has extensive experience with international travel and/or Study Abroad. |  |
| **Section 2**: **Co-program leader meets the qualifications to lead a Study Abroad program and has experience with international travel and/or Study Abroad. *NOTE: Faculty are encouraged to bring a co-leader. Leave row blank if no co-program leader is identified in the proposal packet*.** | Co**-**program leader does not meet all the qualifications to lead a Study Abroad program including the completion of the SAGE Certificate and/or does not have any experience with international travel and/or Study Abroad. | Co**-**program leader meets the qualifications to lead a Study Abroad program including completion of the SAGE Certificate and has some experience with international travel and/or Study Abroad. | Co**-**program leader meets the qualifications to lead a Study Abroad program including completion of the SAGE Certificate and has extensive experience with international travel and/or Study Abroad. |  |
| **Part 2: Program Provider & Course Selection** | | | | |
| **Section 1: Explains the details for the program provider, which includes either a third-party provider or a college/university partnership.** | Does not identify two providers or colleges/universities to partner with. | Are missing some details for the two program providers or colleges/universities to partner with. | Explains all the details for the two program providers or colleges/universities to partner with. |  |
| **Section 2 (d): Identifies appropriate course and global learning outcomes that are supported by the destination and the learning activities.** | Does not include course and global learning outcomes and/or outcomes are not sufficiently supported by the destination and the learning activities. | Course and global learning outcomes are included but it’s not always clear how they are supported by the destination and the learning activities. | Identifies appropriate course and global learning outcomes that are supported by the destination and the learning activities. |  |
| **Section 2 (l): Explains the significance of the program with clarity and comprehensiveness.** | The program overview is missing important details that students should be informed of. | Explains the significance of the program but does not do so with clarity and/or comprehensiveness. | Explains the significance of the program with clarity and comprehensiveness. |  |
| **Part 3: International Service Learning (optional)** | | | | |
| **Section 1 (a-b): Program leader completed professional development coursework for Service Learning and has experience with teaching Service Learning courses.**  ***NOTE: LCTS7220 is required to teach SLS2940 and LCTS3213 is required to teach an integrated Service Learning course.*** | Program leader has not completed professional development coursework and does not have any experience with teaching Service Learning courses. | Program leader has not completed professional development coursework or does not have any experience with teaching Service Learning courses. | Program leader has completed the appropriate professional development coursework and has experience teaching Service Learning courses. |  |
| **Section 1 (c-g): Provided a detailed overview of the service project that includes an overarching theme and a community partner in the country to travel.** | Project overview is not articulated clearly, there is no theme for the project, and no community partner has been identified. More than 25% of the service hours are not completed abroad. | Provided a good overview of the project and theme. Identified a community partner in the country of travel but has not obtained consent to coordinate service projects with their organization. At least 80% of the service hours are completed abroad. | Provided an excellent overview of the project and theme. Identified a community partner in the country of travel and has obtained consent to coordinate service projects with their organization. At least 90% of the service hours are completed abroad. |  |
| **Section 2 (a-c): Ensures there is explicit attention to ethics through program design and pedagogy, incorporates student and partner feedback, and cultivates long-term relationships through the ISL experience.** | Two or more of the following rows are missing pertinent details: program design and pedagogy, student and partner feedback, and long-term relationships. It’s not evident how immediate actions and sustainable solutions/partnerships will be achieved. | One of the following rows is missing pertinent details: program design and pedagogy, student and partner feedback, and long-term relationships. Some details could be included to discuss how the project will address immediate actions and sustainable solutions/partnerships. | Each of the following rows include pertinent details: program design and pedagogy, student and partner feedback, and long-term relationships. It’s evident how the service project could be sustained over-time and incorporates both student and partner feedback. |  |
| **Part 4: Travel Safety** | | | | |
| **Section 1 (b): Will have an international calling plan with their mobile carrier.** | Does not have an international calling plan. | Does not have an international calling plan. Plans to use mobile applications that work with WIFI. | Will have an international calling plan with their mobile carrier. |  |
| **Section 1 (c): Addresses student requirements for participating in structured free time activities.** | Does not clearly explain what requirements students will have when participating in free time activities and/or does not have a plan to communicate with students during and after structured free time activities. | Explains the requirements for structured free time activities but more guidelines/steps could be provided to ensure the safety of our travelers. | Requirements are comprehensive and there is a plan to communicate with students during pre-departure and in-country activities. |  |
| **Section 2: Researches risks associated with the destination and prepares to prevent and/or avoid risks.** | Does not include sufficient information about the risks that are specific to the destination of travel and/or is not proactive in preparing to prevent and/or avoid risks. | Discusses potential risks associated with the destination but does not prepare to prevent and/or avoid risks. | Researches potential risks associated with the destination and makes preparations to prevent and/or avoid risks. |  |
| **Section 3 (a): Evaluates the likelihood or probability of risks associated with the program of study.** | Is unable to complete the Risk Matrix(s) because they are unsure of the program details (ex. types of accommodations) and should follow up with program provider for more information. | Completes the Risk Matrix(s) with many responses in the extreme or high rating. | Completes the Risk Matrix(s) with many responses in the medium to low rating. |  |
| **Section 3 (b): Prioritizes areas of high and extreme risk and develops strategies to mitigate these risks.** | Does not discuss plans to prioritize and develop strategies that address areas of risk that were identified in the Risk Matrix. | Priorities and strategies could be strengthened with more details and/or research. | Priorities and strategies are compressive and pertinent to the areas with the most risk that were identified in the Risk Matrix. |  |
| **Part 5: Program Itinerary** | | | | |
| **Section 1: Clearly explains the assignments/activities taking place during the pre-departure meetings and includes an appropriate amount of academic engagement time. *NOTE: Financial aid requires 45 hours for each 1 credit hour.*** | Does not explain all the assignments/activities taking place during the pre-departure meetings and/or does not include an appropriate amount of academic engagement time. | Explains the assignments/activities taking place during the pre-departure meetings but the amount of academic engagement time may not be appropriate for the assignment/activities that are included. | Clearly explains the assignments/activities taking place during the pre-departure meetings and includes an appropriate amount of academic engagement time. |  |
| **Section 2: Clearly explains the assignments/activities taking place in-country and includes an appropriate amount of academic engagement time. *NOTE: Financial aid requires 45 hours for each 1 credit hour.*** | Does not explain all the assignments/activities taking place in-country and/or does not include an appropriate amount of academic engagement time. | Explains the assignments/activities taking place in-country but the amount of academic engagement time may not be appropriate for the assignment/activities that are included. | Clearly explains the assignments/activities taking place in-country and includes an appropriate amount of academic engagement time. |  |
| **Section 2: Provides a list of structured free time activities and allocates a reasonable amount of time for free time activities that does not exceed academic engagement hours.** | Structured free time activities listed are not appropriate and either take up too much time or students are not provided enough free time. | Structured free time activities need more detail and/or more variety. Minor changes could be made to the time allotted for free time activities. | Structured free time activities are appropriate and varied for each city. An appropriate amount of time is allocated for these activities. |  |
| **Section 3: Clearly explains the assignments/activities taking place during the re-entry meetings and includes an appropriate amount of academic engagement time. *NOTE: Financial aid requires 45 hours for each 1 credit hour.*** | Does not explain all the assignments/activities taking place during the re-entry meetings and/or does not include an appropriate amount of academic engagement time. | Explains the assignments/activities taking place during the re-entry meetings but the amount of academic engagement time may not be appropriate for the assignment/activities that are included. | Clearly explains the assignments/activities taking place during the re-entry meetings and includes an appropriate amount of academic engagement time. |  |
| **Program Proposal Expense Worksheet** | | | | |
| **Follow instructions and completes all components of the worksheet that apply to the program of study. *NOTE: Projected number of students should reflect 8 for each new PL and 10 for each returning PL.*** | Budget does not align with the program provider proposal attached to proposal and does not reflect the appropriate number of students for the program leaders. | Budget aligns with program provider proposal but the program costs could inhibit student participation. | Completes all components of the worksheet that apply to the program of study and keeps the budget within a reasonable cost for students. |  |
| **Total Points (each column):** | **/0** | **/18** | **/36** |  |
| **Bonus Points (completed by SAGE Office):** |  | | | |
| **Total Points (combined):** |  | | | |