

# Application Questions and Rubric for Impact Experience Student Participant Applicants



1. What is Impact Experience? Describe the program in your own words.
2. Review the [Community Engagement](#) – Foundations of Community Engagement online module. Which level(s) of involvement do you think the Impact Experience program engages in? Explain your answer.
3. Review the [Community Engagement](#)– Deconstructing Power and Privilege online module. What strategies might you use to identify your Power & Privilege and reflect on how you could use these strategies throughout your Impact Experience?
4. Reflection plays a critical role in Impact Experience. Explain in your own words, why you believe reflection to be a critical component of your Impact Experience.

	None (0 points)	Limited (0.5 point)	Somewhat (1 point)	Good (1.5 points)	Excellent (2 points)
<b>Understanding of Impact Experience</b> – Student understands that IMPACT EXPERIENCE is a CEL co-curricular program, mentions some or all of the program goals (see website), discusses reflection, service, learning, specific trip information, etc.	Receives <b>zero</b> points, because has no understanding of the program and provided <b>zero</b> point/example/fact/statement	Provided <b>one</b> point/example/fact/statement  Was <b>unclear</b> about their understanding of the program	Provided <b>two</b> point/example/fact/statement  Was <b>somewhat clear</b> about their understanding of the program	Provided <b>three</b> point/example/fact/statement  Was <b>clear</b> about their understanding of the program	Provided <b>four</b> point/example/fact/statement  Was <b>clear and concise</b> about their understanding of the program
<b>Foundations of Community Engagement</b> – provides relevant levels of involvement such as inform, consult, collaborate and empower and provides appropriate examples from the IMPACT EXPERIENCE program for those levels of involvement	Receives <b>zero</b> points, because provides no level of involvement or connection to the IMPACT EXPERIENCE program	Was able to provide <b>one</b> level of involvement and connection to the IMPACT EXPERIENCE program  Points were <b>unclear</b> and <b>irrelevant</b>	Was able to provide <b>two</b> levels of involvement and connection to the IMPACT EXPERIENCE program  Points were <b>somewhat clear</b> and <b>somewhat relevant</b>	Was able to provide <b>three</b> levels of involvement and connection to the IMPACT EXPERIENCE program  Points were <b>clear</b> and <b>relevant</b>	Was able to provide <b>four or more</b> levels of involvement and connection to the IMPACT EXPERIENCE program  Points were <b>clear, relevant and argued</b> for their participation

<p><b>Strategy from Power &amp; Privilege in Practice</b> – is able to connect a strategy of addressing power and privilege to the IMPACT EXPERIENCE program</p>	<p>Receives <b>zero</b> points, because is unable to connect a strategy of addressing power and privilege to the IMPACT EXPERIENCE program</p>	<p>Was able to connect IMPACT EXPERIENCE to <b>one</b> strategy of addressing power and privilege to the IMPACT EXPERIENCE program</p> <p>Points were <b>unclear</b> and <b>irrelevant</b></p>	<p>Was able to connect IMPACT EXPERIENCE to <b>two</b> strategies of addressing power and privilege</p> <p>Points were <b>somewhat clear</b> and <b>somewhat relevant</b></p>	<p>Was able to connect IMPACT EXPERIENCE to <b>three</b> strategies of addressing power and privilege</p> <p>Points were <b>clear</b> and <b>relevant</b></p>	<p>Was able to connect IMPACT EXPERIENCE to <b>four or more</b> strategies of addressing power and privilege</p> <p>Points were <b>clear, relevant and demonstrated</b> connection to their education</p>
<p><b>Reflection</b> – has an understanding of how reflection acts to connect the experience to their academic studies, will allow them to apply that knowledge to other situations, and provides an opportunity to debrief what they experienced during their IMPACT EXPERIENCE. It also allows students to ask What? So What? Now What? <i>(students should not gain their points only by providing examples of reflection)</i></p>	<p>Receives <b>zero</b> points, because has no understanding of reflection or activities they may complete</p>	<p>Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>one</b> point/example/fact/statement</p> <p>Points were <b>unclear</b> and <b>irrelevant</b></p>	<p>Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>two</b> point/example/fact/statement</p> <p>Points were <b>somewhat clear</b> and <b>somewhat relevant</b></p>	<p>Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>three</b> point/example/fact/statement</p> <p>Points were <b>clear</b> and <b>relevant</b></p>	<p>Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>four or more</b> point/example/fact/statement</p> <p>Points were <b>clear, relevant and demonstrated</b> connection of the experience to everyday life</p>
<p><b>Articulation</b> – can articulate their answers and points in a way that is clear and concise.</p>	<p>Was unable to articulate clearly and concisely</p>	<p>Was able to articulate their answers and points in a limited manner</p>	<p>Was able to articulate their answers and points somewhat</p>	<p>Was able to articulate their answers and points in a clear manner</p>	<p>Was able to articulate their answers and points in an excellent manner</p>