Sample service-learning outcomes related to WVU GEF Learning Goals

This document provides examples of learning outcomes used in WVU service-learning courses and shows how they fit into WVU’s new GEF learning goals. [http://facultysenate.wvu.edu/gec-to-gef/leap](http://facultysenate.wvu.edu/gec-to-gef/leap)

**WVU GEF Learning Goal 1:** GEF courses should tie some aspect of course outcomes to problems and issues that students recognize in today’s world.

- **Assess** connection to academic study, lessons learned, and interpersonal value of service-learning experience.
- **Synthesize** discipline based knowledge to real life situations

**WVU GEF Learning Goal 2:** GEF courses should teach at least one intellectual or practical skill relevant for modern life, and explicitly describe to students what it is and where it is applicable.

*Examples of intellectual or practical skills*

a. Inquiry and Analysis

b. Critical and creative thinking

  - **Demonstrate** critical thinking through understanding developed during service, including the identification, framing, resolving, and readdressing of social issues or problems.

c. Written and oral communication

  - **Apply** discipline related communication skills
  - **Develop** public speaking skills

d. Information literacy

e. Teamwork and problem solving

  - **Discover** discipline related problem solving skills
  - **Analyze** the significant components of community needs assessment, priority setting and the trade-offs when resources are not adequate to satisfy needs
    - Students will be able to **apply** critical thinking and problem solving skills to the issues and concerns of persons with disabilities as they interact on a day-to-day basis.
    - **Discuss** the menu planning process, describe various types of menus used in foodservice operations and explain the impact of the menu on all components of the system.
    - **Demonstrate** the ability to standardize recipes to meet a particular purpose in a foodservice operation.
    - **Analyze** the productivity of a work unit and make suggestions for improving the productivity.
    - **Utilize** landscape design as a process that begins with a site problem or an opportunity and evolves through a series of visual/physical (two and three dimensional) explorations.
    - **Develop** an action plan for a healthcare-related project for a community agency based
  - **Demonstrate** the skills necessary to facilitate successful team leadership in a small group setting.
**WVU GEF Learning Goal 3:** GEF courses should engage the personal or social responsibility of students, and courses should discuss personal, local, national, and/or international situations and problems.

**Examples of personal or social responsibilities**

a. Civic knowledge and engagement – local and global
   - **Summarize** why service, leadership, and civic engagement are important for students and universities and how these concepts intersect
   - **Assess** the social, cultural and environmental issues impacting community and willingness to engage with community to effect positive change
   - **Examine** the critical role of the nonprofit sector in the economic health of a community

b. Intercultural knowledge and competence
   - Students will be able to **analyze** their own strengths and culture and use that knowledge to connect to real life situations.

c. Ethical reasoning and action
   - **Apply** ethical principles and decision-making to the process of interacting with individuals, families, communities, or vulnerable populations.

d. Foundations and skills for lifelong learning
   - **Connect** leadership to organizational service through service-learning and civic engagement focused in higher education, public service, and advocacy.
   - **Build** time management strategies and demonstrate the strategies throughout this course.

**WVU GEF Learning Goal 4:** GEF courses should allow for the integration and synthesis of knowledge across the disciplines, and courses should explicitly explain the connection of knowledge across the disciplines.

- **Examine** the value of partnering with other disciplines to increase the outreach to the community

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