

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>

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

Astin, A. W., & Sax, L. J. (1998). How Undergraduates Are Affected by Service Participation. *The Journal of College Student Development*, 39(3).

Eyler, J., & Giles, D. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.

Moely, Barbara E., and Vincent Ilustre. "The impact of service-learning course characteristics on university students' learning outcomes." *Michigan Journal of Community Service Learning* 21.1 (2014)

Vogelgesang, L. J., & Astin, A. W. (2000). Comparing the Effects of Community Service and Service-Learning. *Michigan Journal of Community Service Learning*, 7.