



Azusa Pacific University  
Center for Academic Service-learning and Research  
“Where the Cornerstones Connect”

**Fall 2011 CLAS Evaluation Report: Service-Learning Courses**

**Student self-reporting through end-of-semester service-learning evaluation surveys  
College of Liberal Arts and Sciences**

Debra Fetterly, M.A.  
Coordinator for Service-learning Research and Development

**Executive Summary**

The Center for Academic Service-Learning and Research administers an end-of-semester Student Evaluation survey in each service-learning course. The evaluation tool is composed of seven Likert Scale questions and four open-answer questions. This summary report specifically targets five of the Likert Scale questions and will give a sampling of essay responses taken from all service-learning courses associated with the College of Liberal Arts and Sciences.

This report will summarize 540 student evaluation responses collected from twenty-seven service-learning classes across nine disciplines. The *Service-Learning Student Evaluation* asks students to assess their personal contribution to the service site, consider the course professor’s integration of the service-learning activity into the learning objectives, and to measure the effectiveness of in-class reflection time in relation to the service-learning project. The Likert Scale questions also assess the degree to which service-learning strengthens the student’s desire to continue in civic and community engagement, increases their ability to better understand the worth of all people, and the capacity to live out Christian values. Other questions are designed to assess the student’s awareness of a possible increase in intercultural competence and two questions address student understanding of faith integration within the course related to the service-learning project.

The data come alive when student voices are pulled from the four additional open-answer essay questions and are then compared to the Likert Scale portion of the service-learning evaluation. When the Likert responses are studied within the context of the open-answer questions it is clearly evident that the service-learning experience has created significant learning opportunities to enhance individual scholarship in support of the learning objectives of the course. An added benefit from the service is often an increase in “awareness of others” adding to deeper respect for people with differing cultural experiences from the students’ own backgrounds. There is also strong evidence from the self-reporting that students do reflect upon a deepening personal faith and increased capacity to live out

Christian values in the community because of the service-learning opportunities and the students' belief that service is a component of biblical Christianity. Each service-learning professor is provided the specific data from the full evaluation which includes a complete list of student essay responses.

The Center for Academic Service-Learning and Research is making this assessment data available in support of the four major WASC themes: *God-honoring Diversity, Faith Integration, Transformational Scholarship* and *Intentional Internationalization*. This report summarizes the data; however, upon request it is possible to provide more detailed research from individual courses or disciplines.

## **Introduction**

In this short report data from the Likert Scale portion of the evaluation has been averaged across ten CLAS departments to provide an overview of the quantitative and qualitative responses from student self reporting. At the close of the semester each CLAS professor received individual student evaluation reports linked directly to their specific course and service-learning project. Each student comment was provided to the professor in support of pedagogical aims and outcomes, as well as presenting to each professor and department evidence of practical *transformational scholarship*.

## **Student Evaluation Summary**

540 CLAS students enrolled in service-learning courses in ten departments responded to the fall 2011 evaluation. Students were engaged in a wide variety of service-oriented activities as part of the service-learning curriculum within their courses. Some APU students were placed in areas of responsibility within the school district or given the opportunity to serve with local community partners in multiple agencies as tutors within local school district after-school programs.

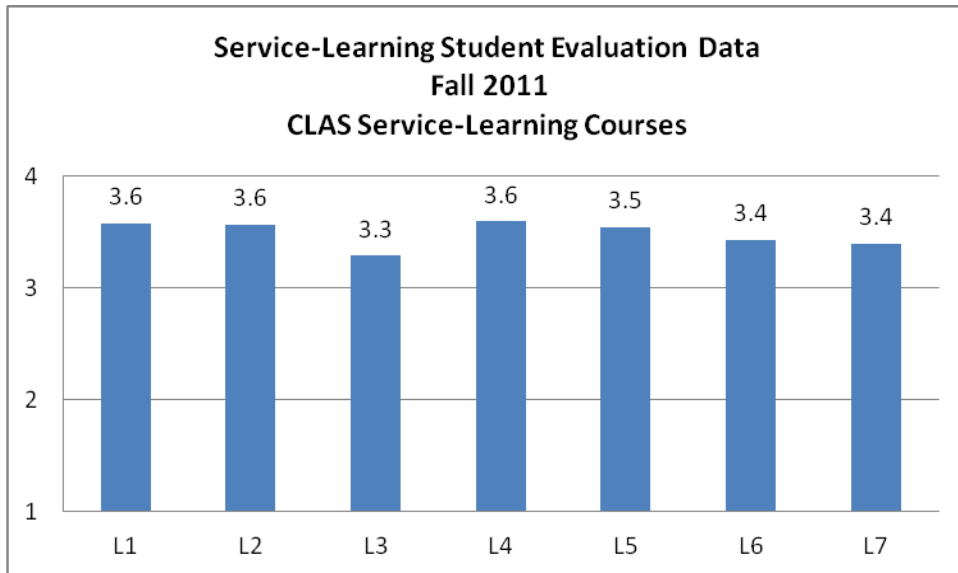
Other students, as part of EDLS 300 (Intro to Teaching) assisted classroom teachers, giving students a close look at the teaching career, while some APU Students served as a Spanish language model for bilingual Hodge Elementary School students, participating in the *Dual Immersion Program* activities, reading aloud with individual students, checking homework, practicing math facts, and assisting students in the completion of their class work or special projects.

As part of the APU South Africa Semester the evaluation data provides strong and impressive evidence of transformational scholarship as a result of learning deep and lasting community development skills formed in relationship with the South African people.

The Likert Scale questions in this report include the following statements:

1. I feel that I made a positive contribution at my service site.
2. My professor successfully integrated the service experience with the learning objectives of this course.
3. There was adequate classroom reflection time to get the most out of my service experience.
4. The service-learning experience helped me better understand the worth of all people.
5. This service-learning experience has deepened my desire to be involved in the community in the future.
6. This service-learning experience increased my capacity to live out Christian values in the community.
7. I was able to understand the connection between my service-learning experience and my personal faith.

The chart below visualizes the averaged totals of the Likert Scale values across the seven questions.



Likert Scale values are represented on the charts below with the following indications:

*LV4: Likert Scale value 4 (strongly agree)*

*LV3: Likert Scale value 3 (agree)*

*LV2: Likert Scale value 2 (disagree)*

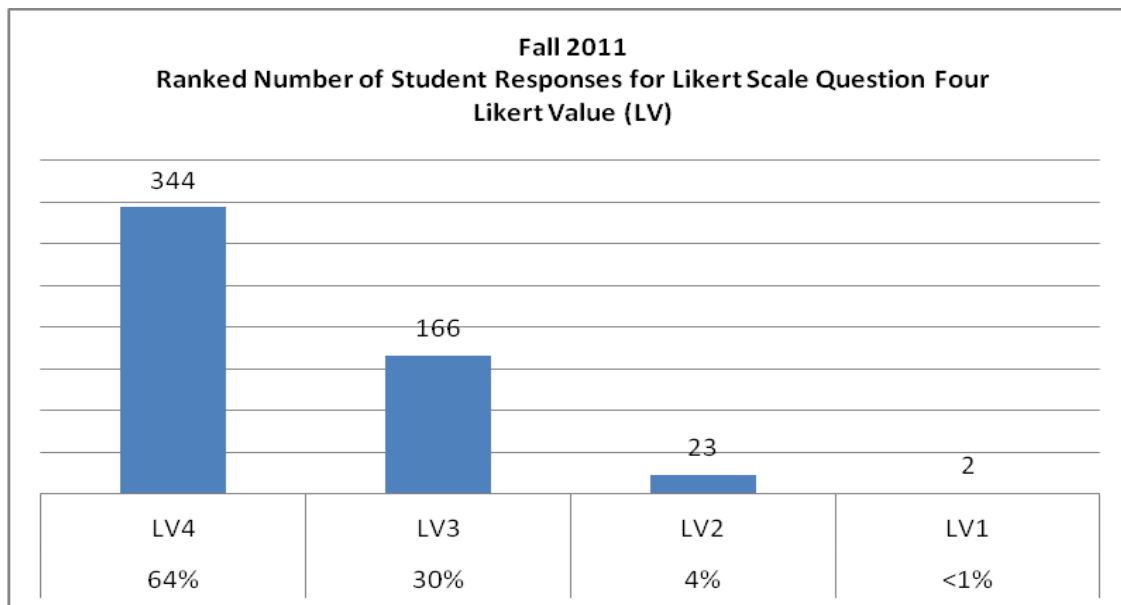
*LV1: Likert Scale value 1 (strongly disagree)*

## God-Honoring Diversity

One Likert Scale question correlates with the university's pursuit for evidence of God-honoring diversity:

4. *The service-learning experience helped me better understand the worth of all people.*

The chart below shows the breakdown of student responses to this Likert Scale question. Of the 540 CLAS students who responded to the end-of-semester evaluation:



Q4: *The service-learning experience helped me better understand the worth of all people.*

- 344 (64%) *strongly agreed*
- 166 (30%) *agreed*
- 23 (4%) *disagree*
- 2 (<1%) *strongly disagree*

Two open-answer essay questions provide the students an opportunity to reflect upon respect for others:

1. *How did your service-learning opportunity impact your understanding and respect for other people?*
2. *If applicable, please give an example of something you learned about others or yourself through the service-learning experience.*

The student responses to the open-answer questions provide further evidence that students experienced shifts in perspective as they spent time serving in the community. When students reflected upon their experiences many observed an increase in awareness of others and an enlarged capacity to appreciate diverse cultures, beliefs and values. The follow responses provide evidence of increased respect and awareness of others, as well as promotion of intercultural competency through civic engagement and service activity tied to the service-learning curriculum. These student learning outcomes provide evidence and support of the more specific goals of the larger *God-honoring Diversity* initiative.

A sample of student responses is included in the following section. A complete list of student responses from each course is provided to every service-learning professor at the end of each semester.

### Student Self-Reflections

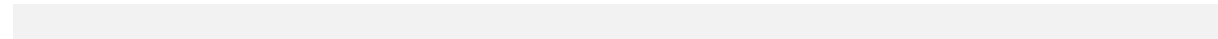
Department	Projects	Student Comments:
<b>Art</b>  Art 310	<b>Fundamental Art Experiences</b>  APU students prepared and facilitated two art lessons for 7th grade students.	<i>I was able to realize that the students come from different backgrounds and getting to know more about them and their lives allowed me to accept them for who they are.</i>
		<i>I really enjoyed seeing the diversity in the classroom even though it was a private school. Typically, private schools have a lot less diversity.</i>
		<i>Everyone has their own thoughts and ideas and we should be open and respectful to them.</i>
		<i>I was able to appreciate the students' Catholic beliefs.</i>
		<i>It helped me see how it is important to value others' opinions or ways of doing things.</i>
		<i>It showed me that it doesn't matter what you look like or how old you are, anyone can be nice and respectful.</i>
		<i>Each child is different, yet all children of God. Knowing this helped me connect to each of them individually.</i>
<b>Biology</b>  BIOL 400	<b>Mini-Course</b>  Students taught principles of science to elementary students in AUSD	<i>Allowed me to treat everyone as a child of God</i>
		<i>The stronger relationships grew, the more mutual respect there was.</i>
		<i>Knowing that everyone comes from a different path of life but deserves an equal chance</i>
		<i>People come from different backgrounds and they all should be respected.</i>
		<i>It helped me remember how important it is to treat every interaction respectfully.</i>
<i>I saw diversity in my classroom which helped</i>		

		<i>me understand Azusa better.</i>
<b>Communication Studies</b>  COMM 111H  COMM 440	Students worked with St. Frances students on short speeches about an object that was special to the students, and attended the Speech Night where the sixth graders presented their speeches.	<i>I was immersed in a whole new culture; I have never been around a Catholic setting like this, and it was great to see a different lifestyle and way to worship God.</i>
		<i>It made me better understand the community and helped me to appreciate it for what it is.</i>
		<i>I was impacted by this opportunity in that the students showed me how to be eager to learn, increasing my respect for others.</i>
	Students partnered with community members to create a campaign of persuasive messages for a specific cause. Each group worked with a local organization to create a variety of artifacts in the form of print advertisements, photo essays, videos or pamphlets to address the client's persuasive needs and work towards community-wide change.	<i>I really enjoyed being around people different than myself. I learned about a different faith background and was able to hear their stories. Those kids and Mrs. Armas especially, have my respect and understanding.</i>
		<i>All people matter and it was an honor to do my part to give back.</i>
		<i>I just have so much more respect for the Azusa community and their commitment to wellness. In addition, it was a joy to see the Wellness Center in action.</i>
	<i>It's important for APU students to respect and serve out community so this was a great opportunity.</i>	
<b>English</b>  ENGL 099  ENGL 406  ENGL 434	APU students strengthened their reading skills while reading to younger school-aged children	<i>It allowed me to understand that everyone comes from different backgrounds and I need to respect that.</i>
		<i>It helped me better understand that each person has their own stories and background.</i>
		<i>Every child is different and has different needs, but they all deserve the same respect.</i>
	Students prepared and taught two English lessons to a group of high school seniors.	<i>It taught me that every person is different ways and that as a teacher it will be my job to adjust to those differences.</i>
		<i>The students we worked with were minorities and lacked the odds of being successful. Showing respect, love, and dedication to them is vital if we want to inspire them.</i>
	Students were placed in settings to read to children in early childhood programs as part of the ELF (Early Literacy Foundation) program.	<i>It made me realize that parents trusted me with their children, and out of respect, I made sure the students succeed in their assignments.</i>
		<i>It helped me value people more and respect their ideas and thoughts.</i>
		<i>With what I'm learning in the field of literature, I have gained respect for the teachers' and authors' commitment.</i>

		<i>It helped me recognize the diversity and uniqueness of all people.</i>
		<i>It just made me realize the hard work English as a Second Language kids do.</i>
<b>Global Studies</b> GLBL 355	South Africa Term	<i>I've found that there is a little bit of God in each and every one of his children. The challenge for us is to find that part of God in his people and see its beauty.</i>
		<i>During my service site I learned far more than I could have ever taught. In learning about the culture I gained immense respect for the people I was working with.</i>
		<i>I have never seen such poverty, and I gained such a new respect for these people for living with so much less than we do, yet still being joyful and praising God.</i>
		<i>Diversity is beautiful. I could see Christ in the eyes of people I never thought of even coming in contact with.</i>
		<i>Going into this service site I was expecting to be a help to a community that was broken and in need of help. When I got to Riv' Life I was surprised by the hope and sustainability of the community.</i>
		<i>It was wonderful hanging out with the African people and realizing that they are teenagers just like me and struggle with the same things I struggle with. It was a very humbling experience.</i>
<b>History</b> History 330	Students conducted surveys of congregations and interviews with clergy and religious organizations in central Los Angeles, in order to create a public data-base of available services within the "Magnolia Place Community Initiative" zone.	<i>There are a lot of denominations out there, separated by their beliefs. Same cultural and socio-economic background, but different religious views.</i>
		<i>The opportunity to engage communities that I would normally not be involved in was a very valuable experience and opened my eyes to the depth of faith diversity in Los Angeles.</i>
		<i>It was interesting to hear the points of view of others in the project who don't attend a church or have a faith they believe in. Seeing with a different perspective</i>
<b>Liberal Studies</b> EDLS 405	C.H.A.M.P. College Headed and Mighty Proud	<i>It was so fun to be able to see and experience another culture and it required me to know the kids beyond their culture.</i>
		<i>As my relationship with the students grew, our mutual respect for one another grew as well.</i>
		<i>It broadened my worldview and understanding</i>

		<p><i>of other peoples values.</i></p> <p><i>Everybody is unique and has something different to offer and it is great to find out how to encourage this in students.</i></p> <p><i>Doing this alongside taking diversity really opened my eyes and reinforced the learning of the class.</i></p> <p><i>I understand different types and groups of people, and how diversity and culture affect us all.</i></p> <p><i>My respect grew substantially and so did my understanding of other cultures.</i></p> <p><i>Through service-learning I think I started to understand that everyone comes from different places but deserves the same respect</i></p> <p><i>I got to see the cultural diversity that we had been talking about in class first hand and was able to gain knowledge on what to do with my future class that will be culturally diverse.</i></p> <p><i>I understand how difficult being in the USA for students, immigrant students, to try and be a part of a diverse environment.</i></p> <p><i>It helped me realize that all of my students were important; it did not matter if they were different from me.</i></p>
<p><b>Liberal Studies</b></p> <p>EDLS 300</p>	<p>TAP (Teaching as a Profession)</p> <p>Classroom assistance as an introduction to teaching as a profession</p>	<p><i>It allowed me to grow in my level of respect for others. I learned to work well with the students and the host teacher.</i></p> <p><i>I've always had a great deal of respect for people but this experience has definitely helped me expand that respect by seeing everything people go through especially teachers and administration.</i></p> <p><i>My classroom had ADHD, English Language Learners, special education, and advanced students. Therefore, I was able to learn about all these different students and understand and want to help them.</i></p> <p><i>It increased my respect for teachers tremendously. They do so much! It also helped me understand the importance of each student and to not have favorites.</i></p> <p><i>It taught me how to be patient and flexible with people that I do not agree with.</i></p> <p><i>I now understand and respect those individuals who are elementary school teachers to a greater extent than I ever have before.</i></p>





		<p><i>This service-learning opportunity showed me the value of different people by showing each person has a unique voice and all should be heard.</i></p> <p><i>It allowed me to see the diversity in the classroom and how to best respect that.</i></p> <p><i>It made me realize some of the problems and struggles English learner students and realize that it is important for them to learn the material and succeed.</i></p>
<p><b>Liberal Studies</b></p> <p>EDLS 496</p>	<p>Senior Seminar: Special Needs Partnership</p>	<p><i>I never worked with disabled children before, so I learned a new understanding for those children.</i></p> <p><i>It helped me see that with disabilities or not, people all deserve the same respect and value.</i></p> <p><i>It reminded me that everyone just wants to be loved and respected no matter who they are.</i></p> <p><i>Working with special needs education has shown me so much about the capacity one can have for another person. They taught a lot about</i></p> <p><i>I got a chance to see each kid individually and deal with them based on their individual needs.</i></p> <p><i>I had never worked with special education students before so this experience helped me to see the beauty and joy in God's children.</i></p>
<p><b>Math</b></p> <p>Math 095</p> <p>Math 110</p> <p>Math 115</p>	<p>Students taught math principles in afterschool program, THINK Together.</p> <p>Students taught math principles in AUSD classrooms. Mini-Course</p> <p>Students taught math principles in AUSD middle school classrooms.</p>	<p><i>Working with various individuals you have to be respectful and be a role model as others can perceive your humor differently therefore simply being reminded that they are observers can change your attitude.</i></p> <p><i>It showed me that everyone has something they can give to help our community. I feel that helping others increases my respect for them and helping kids with math made me understand them better.</i></p> <p><i>I learned that people are kept waiting when you're late and that it's respectful to make the effort to show up on time.</i></p> <p><i>I really loved spending time with kids from Azusa. I think it's so easy to say negative things about the city if you don't know the people.</i></p> <p><i>I learned that we are all God's children and we all need to love each other and have respect.</i></p> <p><i>Everyone comes from different backgrounds.</i></p>

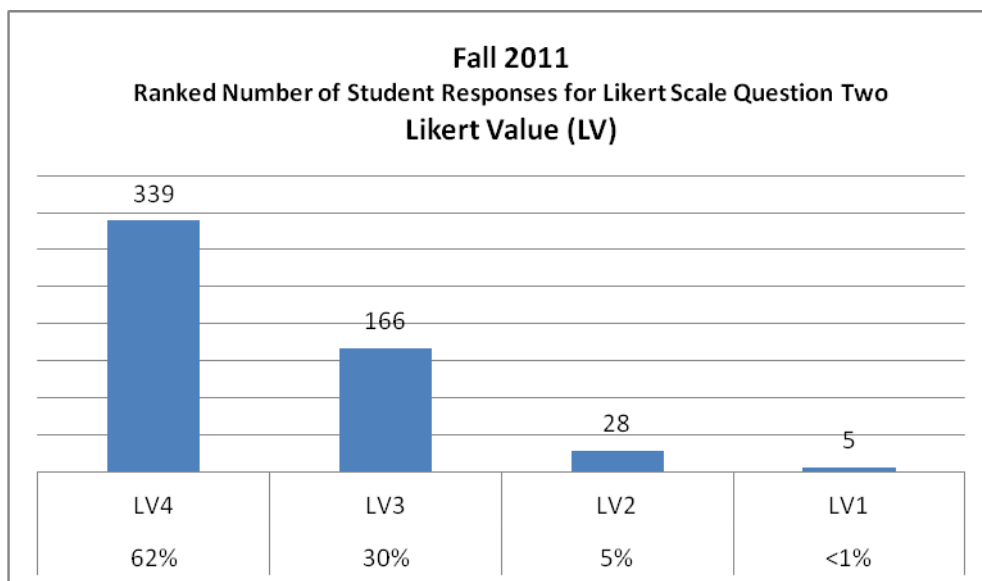
		<i>You will never know who you impact that day.</i>
		<i>Each child was different. It helped me understand how God made everyone uniquely.</i>
		<i>Helped me gain a broader perspective for people in this community.</i>
		<i>I grew in respect for elementary school teachers who deal with that level of energy each day.</i>
		<i>At points in our lives, there are many common things we all go through.</i>
<b>Psychology</b>		
Psyc 362	Psychology students gathered data from the from a variety of community agencies in order to provide research analysis	<i>The research we collected revealed information on relationships which helped me better understand the way people interact.</i>
Psyc 400	Psychology students tutored elementary students	<i>It was good to help people who have a totally different background than me.</i>
Psyc 410	Psychology students assisted in developmental classrooms and churches with exceptional children	<i>It brought to the light the value of people around the world-even though I don't know them and probably won't meet them, they matter as much as family.</i>
		<i>It is not easy to work for exceptional children but they are still God's children and when the extra effort is put in to work with them the love you find is abundant.</i>
		<i>My SL experience impacted my understanding and respect in such a significant way I found myself develop greater compassion and love.</i>
		<i>My respect for parents and teachers of exceptional children grew.</i>
		<i>It definitely made an impact on my understanding and respect by showing me what families with children with autism go through every day but how they still have love and hope.</i>
		<i>It helped me respect others more and their cultural background.</i>
		<i>I think throughout this opportunity I developed relationships with people I never would have; and have a ton of respect for them.</i>
		<i>I was able to interact with someone that was from an almost completely different cultural background than me and still serve that individual and establish a friendship.</i>
		<i>I really respect all the people who work at this site, as well as the people we were helping serve food to. They have through so much, so good to give something to them.</i>
		<i>Putting aside all my judgments and</i>

		<i>preconceived notions and listening and observing people's lives without judging them.</i>
		<i>It was great to connect with people from the community, especially older people.</i>
<b>Spanish</b>  SPAN 301	Students made 15 visits to Victor Hodge Elementary School and participated in the dual immersion program strengthening their foreign language skills.	<i>It gave me more respect for non-English speakers who have to learn English in order to succeed in the U.S.</i>
		<i>It allowed me to work with kids of all different types and I found that they all are equally important.</i>
		<i>I haven't had a lot of interaction with the Spanish community and I didn't realize that I have biases. It was so rewarding to break those and see how much like me the kids were.</i>
		<i>I've always respected other people, but I've gained a new appreciation for teachers.</i>
		<i>I got to interact with other cultures.</i>
		<i>I respect people of all ages and am learning to be able to relate to people at all stages of life.</i>

### **Transformational Scholarship**

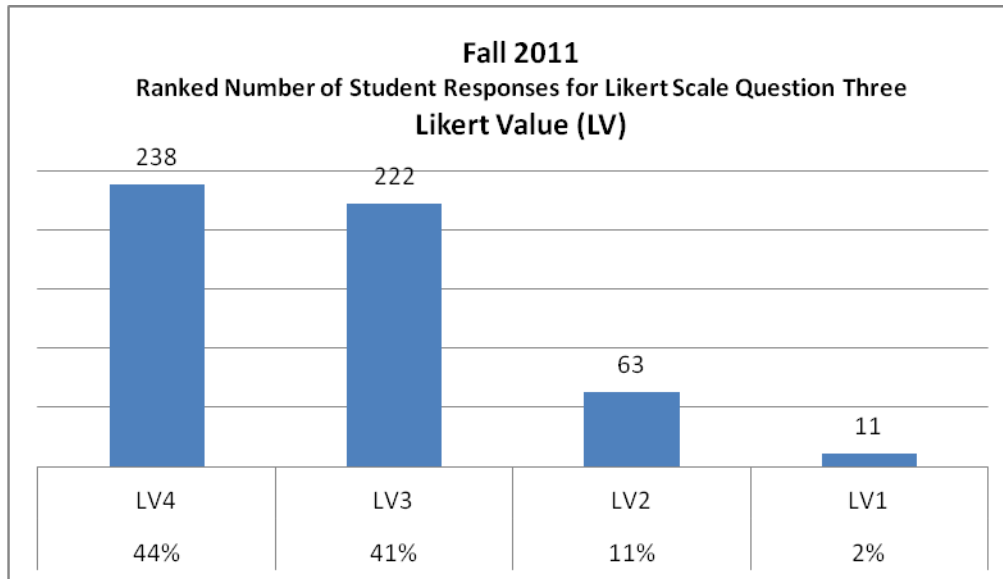
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

2. *My professor successfully integrated the service experience with the learning objectives of this course.*
3. *There was adequate classroom reflection time to get the most out of my service experience.*



- 2: *My professor successfully integrated the service experience with the learning objectives of this course.*

- 339 (62%) *strongly agreed*
- 166 (30%) *agreed*
- 28 (5%) *disagree*
- 5(<1%) *strongly disagree*



3. *There was adequate classroom reflection time to get the most out of my service experience.*

- 238 (44%) *strongly agreed*
- 222 (41%) *agreed*
- 63 (11%) *disagree*
- 11 (2%) *strongly disagree*

## Student Self-Reflections

In addition to the Likert Scale questions the students also responded to the question “*What was of greatest value to you in this service-learning experience?*” The follow responses provide support and evidence of positive student learning outcomes, a specific goal of the larger *Transformational Scholarship* initiative.

Department	Projects	Student Comments:
Art  Art 310	Fundamental Art Experiences  APU students prepared and facilitated two art lessons for 7th grade	<i>I valued applying what we learned in class to real work experience.</i>
		<i>I liked being able to teach others something that I had just learned myself.</i>
		<i>I valued the teaching experience</i>
		<i>I enjoyed working with the kids in a small group setting instead of teaching an entire</i>

	students.	<i>class.</i>
		<i>Interacting with the students and gaining hands-on experience was valuable.</i>
<b>Biology</b>	<b>Mini-Course</b>	<i>I enjoyed getting to see how I can teach science.</i>
BIOL 400	Students taught principles of science to elementary students in AUSD	<i>The greatest value was being able to do hands-on work with the students and get the feel for teaching.</i>
		<i>Being able to learn from my host teacher in a real life setting was of greatest value to me.</i>
		<i>I was able to apply my concepts and lesson plans for science to kids in a classroom.</i>
		<i>Getting the first hand experience was valuable.</i>
		<i>Spending time in an actual classroom so we can get more of a real teacher experience was important.</i>
		<i>I learned from getting real, on-the-job experience.</i>
<b>Communication Studies</b>	Students worked with St. Frances students on short speeches about an object that was special to the students, and attended the Speech Night where the sixth graders presented their speeches.	<i>It put my classroom lessons into practice.</i>
COMM 111H		<i>Learning that our knowledge and research can help to impact others was valuable.</i>
		<i>I really appreciated what I learned about the Wellness Center and the benefit they bring to their community.</i>
COMM 440	Students partnered with community members to create a campaign of persuasive messages for a specific cause. Each group worked with a local organization to create a variety of artifacts in the form of print advertisements, photo essays, videos or pamphlets to address the client's persuasive needs and work towards community-wide change.	<i>I loved that I was able to utilize my personal skills in a real world environment. It's experience for the future.</i>
		<i>Being able to see class theories played out in practical and real life artifacts that can be used in real-world scenarios</i>
		<i>I learned that filming with busy people is hard and my preparation beforehand is key.</i>
		<i>The connection to the community and gaining the experience of working with professional organizations was valuable.</i>
<b>English</b>		<i>The most valuable part of this service-learning experience was being able to see what I've been learning in action. Also, being able to make connections with students was pretty great.</i>
ENGL 099	APU students strengthened their reading skills while reading to younger school-aged children	<i>I enjoyed receiving the wise advice from my teacher. Getting the hands-on classroom</i>

<p>ENGL 406</p> <p>ENGL 434</p>	<p>Students prepared and taught two English lessons to a group of high school seniors.</p> <p>Students were placed in settings to read to children in early childhood programs as part of the ELF (Early Literacy Foundation) program.</p>	<p><i>experience</i></p> <p><i>Getting to observe and then discuss in class different composition teacher's methods.</i></p> <p><i>The greatest value was that while I was helping the kids to read it also was helping me become a better reader.</i></p> <p><i>Since I'm going into teaching, this gave me a good observation as to what I'm getting into while acting out my faith.</i></p> <p><i>The greatest value from this experience has been using the knowledge from class ideas in a school. I saw how preschoolers responded to the order of the activities and my responses within the lesson.</i></p> <p><i>It strengthened my desire to work with kids and showed me how being a teacher is very important to children.</i></p> <p><i>I enjoyed being able to be in an environment where I want to work someday.</i></p> <p><i>The time I got to spend working with English as a Second Language kids really changed my mind about what I want to do as my vocation.</i></p> <p><i>The service-learning provided teaching experience, as I want to be a teacher.</i></p>
<p><b>Global Studies</b></p> <p>GLBL 355</p>	<p>South Africa Term</p>	<p><i>Being able to integrate into the community in such a hands-on way was really special to me. We did not go into the community as spectators, but as works alongside the people there.</i></p> <p><i>I learned the importance of talking to people and having a conversation which leads them to empower themselves. Knowing how to empower others and to get them to think about their situations were very useful skills to learn.</i></p> <p><i>My favorite part of being with project gateway was creating a business plan that would help sell products made by the Zulu people.</i></p> <p><i>The greatest value in service-learning was the opportunity to understand what healthy community engagement looks like. I have experienced what I thought it meant to engage with people, but through this service-learning project I built relationships with</i></p>

		<i>people that will last a lifetime. I will never forget the people I have met.</i>
<b>History</b> History 330	Students conducted surveys of congregations and interviews with clergy and religious organizations in central Los Angeles, in order to create a public data-base of available services within the “Magnolia Place Community Initiative” zone.	<p><i>The opportunity to engage communities that I would normally not be involved in was a very valuable experience and opened my eyes to the depth of faith diversity in Los Angeles.</i></p> <p><i>I gained a willingness to talk to complete strangers since that was a large part of this project.</i></p> <p><i>The in group work with other people from other schools was really good.</i></p>
<b>Liberal Studies</b> EDLS 405	C.H.A.M.P. College Headed and Mighty Proud	<p><i>It was fun to do something so completely focused on others. School causes me to think mostly about my needs and things I have to complete, so it was refreshing to have a break from that.</i></p> <p><i>My better understanding of teaching human beings in a diverse classroom as well as the bond developed with my kids</i></p> <p><i>Being able to apply some of the concepts we learned in class and seeing some of the things we learned such as gender differences</i></p> <p><i>It was one thing to talk about reaching out and treat everyone equally; it was another thing to do it. The service learning helped me practice this.</i></p> <p><i>It was great to actually interact with students. I really felt I helped change their lives.</i></p>
<b>Liberal Studies</b> EDLS 300	TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession	<p><i>Getting to work in the environment that I will work in as a career was the greatest because it was more than just learning what to teach, I was hands on doing what I will teach.</i></p> <p><i>Getting hands-on experience in the profession I am pursuing was valuable.</i></p> <p><i>Having the hands on experience in the classroom to get a feel for teaching.</i></p> <p><i>Learning how students really act and respond with me in the classroom. It also helped me to really get to know about myself better by being with the kids.</i></p> <p><i>The teacher I served under was incredible and allowed me to be as involved as I could be.</i></p> <p><i>I valued working in the classroom directly.</i></p> <p><i>Listening to the teacher's advice and forming connections with the students was the greatest aspects of the experience.</i></p>

		<i>I was working hands on in my future profession. I was learning "how to" be a teacher through observation and practice.</i>
<b>Liberal Studies</b>  EDLS 496	Senior Seminar: Special Needs Partnership	<i>I valued getting the opportunity to serve in a special needs class.</i>
		<i>Learning to work with special needs students taught me to be patient and see everyone as valuable.</i>
		<i>Being able to interact with students who have disabilities- I have never worked with students like these and it really impacted me in a positive way.</i>
		<i>I don't have experience with special-ed kids, so it was all new for me.</i>
		<i>I got to see what a special education class is like and to work with an individual student.</i>
		<i>I had never worked with this population before and was very interested to see what it would be like. I really enjoyed this experience and the unending joy in these students.</i>
<b>Math</b>  Math 095  Math 110  Math 115	Students taught math principles in afterschool program, THINK Together.	<i>I appreciated successfully teaching the kids the material to improve their understanding.</i>
	Students taught math principles in AUSD classrooms. Mini-Course	<i>I valued getting firsthand experience in teaching.</i>
		<i>It was so great to see the girls learn something from my instruction, especially because math is difficult for me.</i>
	Students taught math principles in AUSD middle school classrooms.	<i>Teaching the material helped it sink into my own mind for future use.</i>
		<i>I learned how to break down simple concepts to kids that I normally think are very easy and don't take the time to think about explaining.</i>
		<i>Being able to help these students understand and master specific math skills was great.</i>
		<i>The project taught me patience for others when they don't understand.</i>
<b>Psychology</b>  Psyc 362  Psyc 400  Psyc 410	Psychology students gathered data from the from a variety of community agencies in order to provide research analysis	<i>I valued getting to apply what I learned in my research methods class to actual people making it meaningful.</i>
	Psychology students tutored elementary students	<i>I was able to apply the research I learned in class to a real group of people</i>
		<i>I received practical hands-on experience.</i>
	Psychology students	<i>I valued the chance to use new knowledge in furthering the world's fight against disease and misinformation.</i>
		<i>I got a chance to integrate what I learned about exceptional children into a real world</i>

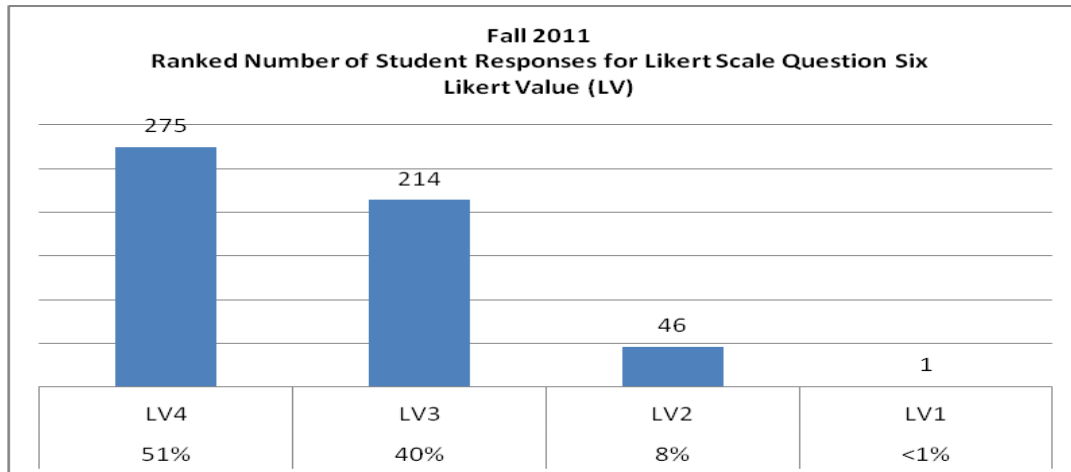


	assisted in developmental classrooms and churches with exceptional children	<i>situation and context.</i> <i>I valued getting to observe what we learned in class and interact with children with special needs. Helped me apply what was learned to real situations</i> <i>It was a value to gaining experience in that field that I plan on going into</i> <i>This was a good experience because it really embodies the field I want to pursue.</i> <i>I gained practical experience</i>
<b>Spanish</b> SPAN 301	Students made 15 visits to Victor Hodge Elementary School and participated in the dual immersion program strengthening their foreign language skills.	<i>I enjoyed using Spanish in an elementary classroom.</i> <i>I loved working with the kids. I want to be a teacher so this experience fell directly in line with what I want to do.</i> <i>I valued being able to practice Spanish while helping kids at the same time</i> <i>I enjoyed interacting with the kids and practicing my Spanish on a basic level.</i> <i>I increased my knowledge of Spanish and leadership skills.</i> <i>I learned that I definitely want to teach older kids, probably high school. I also saw what impact the teacher had and how they present themselves and the effect their classroom has on the students and how they behave and learn.</i>

### ***Faith Integration***

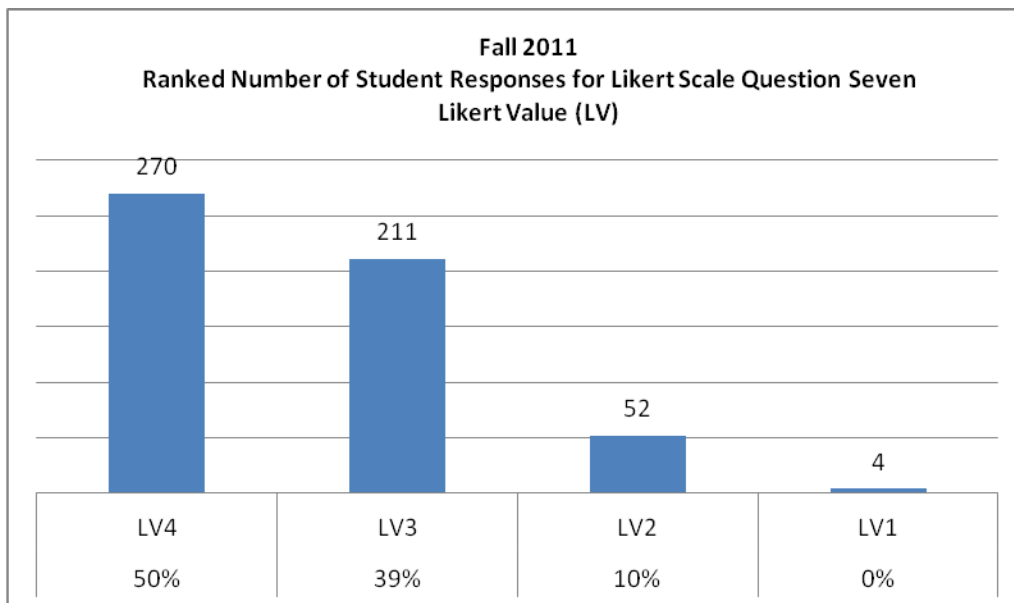
Two of the Likert Scale questions correlate with the university's pursuit of evidence of faith integration:

- 6. This service-learning experience increased my capacity to live out Christian values in the community.*
- 7. I was able to understand the connection between my service-learning experience and my personal faith.*



6. *This service-learning experience increased my capacity to live out Christian values in the community.*

- 275 (51%) *strongly agreed*
- 214 (40%) *agreed*
- 46 (8%) *disagree*
- 1 (<1%) *strongly disagree*



7. *I was able to understand the connection between my service-learning experience and my personal faith.*

- 270 (50%) *strongly agreed*
- 211 (39%) *agreed*
- 52 (10%) *disagree*
- 4 (<1%) *strongly disagree*

## Student Self-Reflections

The 540 CLAS students were quite capable of identifying and articulating their personal faith responses, correlating personal faith values and beliefs with the service-learning experience. All four open-answer questions elicited a variety of student responses with evidence of faith integration through service-learning. One question, “*How did your personal faith commitment impact your involvement in this service-learning experience?*” specifically asked the students to self-report about faith integration; however, the three other questions often elicited similar responses from many of the students despite the fact that personal faith commitment and values were not directly mentioned.

The following self-reported responses support and give specific examples of how students experienced faith integration within the course. The data provide support and evidence of positive faith integration from the student perspective, supporting the goals of the larger APU *Faith Integration* initiative.

Department	Projects	Student Comments:
<b>Art</b>  Art 310	<b>Fundamental Art Experiences</b>  APU students prepared and facilitated two art lessons for 7th grade students.	<i>I wanted to be aware of my actions so that I may be an example of Christ to the students.</i>
		<i>Being a Christian helped us be kind and loving to each student. I know we show Christ through our actions.</i>
		<i>My personal faith pushed me to care about each student even before getting to know them and to show them that they are important.</i>
		<i>I love to serve others and I believe all Christians are called to serve others. This opportunity allowed me to do that.</i>
		<i>My personal faith determines the way I speak and how I interact with students.</i>
<b>Biology</b>  BIOL 400	<b>Mini-Course</b>  Students taught principles of science to elementary students in AUSD	<i>My faith impacted my involvement because I wanted to show that I cared for the students since they are God's children as well.</i>
		<i>I don't see a separation in science theology and education.</i>
		<i>My faith inspired me while working with a difficult teacher who I did not feel glorified Christ's principles.</i>
		<i>I was able to teach Christian values and</i>

		<i>science at the same time.</i>
		<i>My personal faith impacted my involvement because it helped me live out the Golden Rule and take care of my students.</i>
		<i>I realized how much the students needed the love of Christ and how much they needed a good example. Many of them come from broken homes.</i>
		<i>My faith helped me practice patience and showing Christ through my actions.</i>
<b>Communication Studies</b>		
COMM 111H	Students worked with St. Frances students on short speeches about an object that was special to the students, and attended the Speech Night where the sixth graders presented their speeches.	<i>My faith has taught me to be thoughtful about how I help, not whom I help. I really liked throwing myself into the community of Catholic middle schoolers.</i>
COMM 440	Students partnered with community members to create a campaign of persuasive messages for a specific cause. Each group worked with a local organization to create a variety of artifacts in the form of print advertisements, photo essays, videos or pamphlets to address the client's persuasive needs and work towards community-wide change.	<i>I wanted to invest myself in these kids to be a positive role model both in my faith and as a student.</i>
		<i>My personal faith helped me value this experience. Not only did I enjoy the opportunity to serve, I felt privileged to be around God's children and learn from them.</i>
		<i>My faith helped shape goals from just getting a project done to loving those kids.</i>
		<i>Because of Christ's example, I am more willing to reach out or offer my time to others, but the topic was not exactly related to faith (texting and driving dangers).</i>
		<i>I think the kids enjoyed having someone to look up to and we are called to set an example in faith, so that was good.</i>
		<i>I guess being a Christian makes me care about the worth of all people so I really don't like bullying.</i>
<b>English</b>		
ENGL 099	APU students strengthened their reading skills while reading to younger school-aged children	<i>My faith gave me a more humbled view going into the service and allowed me to love the kids before I even met them.</i>
ENGL 406	Students prepared and taught two English lessons to a group of high school seniors.	<i>Service is intrinsic to my faith.</i>
ENGL 434	Students were placed in	<i>As a Christian I desire to serve to the best of my ability as I would serve the Lord and I bring that attitude with me to service-learning</i>
		<i>I felt God guiding me and helping me through the experience.</i>
		<i>My faith did help me in keeping my cool with the situation we were placed in. While I disagreed with the teaching style, I was able to take a back-seat and look at the class through</i>

	<p>settings to read to children in early childhood programs as part of the ELF (Early Literacy Foundation) program.</p>	<p><i>her eyes.</i></p> <p><i>My faith affects almost everything I do so it was great to try and use my beliefs to guide me in a rather secular setting.</i></p> <p><i>My experience showed me how my faith can reflect positively in the lives of students without outwardly saying, "I'm Christian." Just treating them with respect and kindness will show them I'm different.</i></p> <p><i>My faith made me want to show students they could be capable of doing more than the standards they were held to.</i></p> <p><i>Being involved with the faith community and APU brought me to a place that I could transition between my own selfish schedule into enjoying the moments of learning with the Sierra High Schoolers. I wish they could have come to our English class, out of their familiar territory, and experienced our learning environment.</i></p> <p><i>I realized that the kids need love and individual attention, which is like our relationship with God.</i></p>
<p><b>Global Studies</b></p> <p>GLBL 355</p>	<p>South Africa Term</p>	<p><i>The personal relationship that I have with Jesus Christ was only strengthened while I was involved with the service that I did. Having that faith commitment previously, though, helped me to be selfless in my serving and really challenged me to put others before myself, as Christ calls each of us to do.</i></p> <p><i>I do not think I could have made it through service sites without my faith commitment. Although service sites were amazing, it was also emotionally, physically and spiritually exhausting. We served and poured ourselves to the community, but in order to keep up my energy and faith I had to be filled with Christ. My relationship with Christ is what drove me to love the people of the community, He gave me the strength to love the most challenging kid and keep working even when I was beyond tired. My faith completely led me through service sites, I can only hope that the love I have for Christ overflowed onto the community I was working with.</i></p> <p><i>I can't imagine service sites without my faith.</i></p>

		<p><i>God was the center of Ethembeni, and because of my faith I was able to pray with a lot of different people and hear how God has been working in their lives. My faith grew more than I can even explain, and I could so clearly see God working through the relationships we formed with everyone there.</i></p> <p><i>There were many days where I was exhausted, especially after seeing some things in the community. I was emotionally and spiritually drained. My faith assisted me tremendously because in those struggles I kept getting filled up with joy, power, and love from God so I could continually pour it onto the people in the community.</i></p>
<p><b>History</b> History 330</p>	<p>Students conducted surveys of congregations and interviews with clergy and religious organizations in central Los Angeles, in order to create a public data-base of available services within the “Magnolia Place Community Initiative” zone.</p>	<p><i>As a Christian learning the role of congregations in the community is a very significant thing. So it was great to make some discoveries about congregations in a specific community.</i></p> <p><i>It was interesting to hear the points of view of others in the project who don't attend a church or have a faith they believe in. Seeing with a different perspective.</i></p>
<p><b>Liberal Studies</b> EDLS 405</p>	<p>C.H.A.M.P. College Headed and Mighty Proud</p>	<p><i>It helped me better understand my faith and what it meant to be a Christian leader in a public school.</i></p> <p><i>I think because I am a Christian and we are called to loves other that may have played and doesn't necessarily related to my faith</i></p> <p><i>It caused me to want to truly know the students as human beings made in God's image.</i></p> <p><i>I don't think I would have the capacity to do anything outside of selfish ambition without the love of Jesus. Jesus' words about teaching tell of a very high calling. The practice here is indeed a challenge.</i></p> <p><i>I knew that God would work through me and use me to impact my CHAMP group in ways that I may not be aware of.</i></p>
<p><b>Liberal Studies</b> EDLS 300</p>	<p>TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession</p>	<p><i>It helped me to see that each child in the classroom I attended was special and that it may be difficult at times to share my faith while outside in the community.</i></p> <p><i>My faith commitment helped me be</i></p>

		<p><i>passionate and driven to succeed and learn.</i></p> <p><i>My personal faith was sort of the guiding figure to get me involved with service-learning and it was helpful because it helped me stay true to what I was trying to accomplish.</i></p> <p><i>It impacted it by allowing me to see the importance of children and their education, especially within the kingdom of God.</i></p> <p><i>I was always aware that in the classroom I was modeling Christ. This would mean being joyful and patient with the kids at all times.</i></p> <p><i>My faith impacted my experience tremendously, since often times I need to pray for peace and patience as I taught.</i></p> <p><i>I was constantly reminded that I could be a light to my students and teacher. Showing God's love was vital in my weekly visits.</i></p> <p><i>My trust in God gave me strength on these first experiences. I was able to be a light to the teacher I worked with as well as a positive influence among the students.</i></p>
<p><b>Liberal Studies</b></p> <p>EDLS 496</p>	<p>Senior Seminar: Special Needs Partnership</p>	<p><i>With this service-learning my faith grew because I saw how special these kids are, and how often times we tend to avoid people who are different.</i></p> <p><i>I viewed the students as made in God's image. It gave me a different perspective on them.</i></p> <p><i>Seeing the students as God sees them helped me to interact with them in a loving and understanding way.</i></p> <p><i>Love God. Love others. Pretty simple. I loved on these students every moment I had.</i></p> <p><i>I feel like it enabled me to do what James calls us to do by living with works and deeds as well as faith. This experience enabled me to live this way.</i></p> <p><i>My faith was strengthened by this experience. It helped me to open my eyes to another population.</i></p>
<p><b>Math</b></p> <p>Math 095</p> <p>Math 110</p>	<p>Students taught math principles in afterschool program, THINK Together.</p> <p>Students taught math</p>	<p><i>My personal faith has always taught me to help others, and doing this was great.</i></p> <p><i>Helping others succeed is a very Godly contribution and serving God can be shown in serving others.</i></p> <p><i>I always have a love for helping/serving others and this is a gift from God.</i></p>

Math 115	principles in AUSD classrooms. Mini-Course	<i>My personal faith has always taught me to help others, and doing this was great.</i>
	Students taught math principles in AUSD middle school classrooms.	<i>When I realized the impact our class could have on the students; Another moment was when I let God lead our group because I couldn't depend on my own knowledge!</i>
		<i>Helping others succeed is a very Godly contribution and serving God can be shown in serving others.</i>
		<i>I believe that God calls each of us to serve others as best as we can. God called me to help those students at Think Together.</i>
<b>Psychology</b>		
Psyc 362	Psychology students gathered data from the from a variety of community agencies in order to provide research analysis	<i>My personal faith impacted me to do my best in carrying out my service.</i>
Psyc 400		<i>It challenged me to treat this project as more than an assignment, and give my all.</i>
Psyc 410	Psychology students tutored elementary students	<i>I feel that it made me more open to the awareness of the topic and being willing to learn more about it.</i>
	Psychology students assisted in developmental classrooms and churches with exceptional children	<i>I focused on furthering God's kingdom by showing these kids his love.</i>
		<i>My personal faith allowed me to love every child I worked with, even if they were extremely difficult to love at times.</i>
		<i>My personal faith commitment impacted my involvement because it made me continuously reflect the significance of the miracle of life and how each child was created with the same thought of God.</i>
		<i>Jesus calls us to welcome the little kids, to care for them and to love everyone. Even if the kids acted out I am still called to love them.</i>
		<i>It helped me have patience with the people I was serving and see them in God's eyes.</i>
		<i>It kept me humble in what I was doing and also reminded me though I am serving for a class that everything I do I should do as I am serving the Lord.</i>
<b>Spanish</b>		
SPAN 301	Students made 15 visits to Victor Hodge Elementary School and participated in the dual immersion program strengthening their foreign language skills.	<i>I tried to live out the gospel while I was interacting with the children to the best of my ability.</i>
		<i>My faith caused me to have a more open mind towards an experience that I initially dreaded.</i>
		<i>My personal faith puts so much more meaning behind everything I do, especially the activities involving service or spending time with children that have way harder lives.</i>



		<i>My personal faith impacted my involvement by reminding me in the idea of being humble and learning to care for others, especially a younger generation.</i>
		<i>My faith helped me to persevere through challenges with the children, and helped me to keep a positive outlook.</i>
		<i>My faith is what pushed me to give my best effort even when I had the opportunity to slack off.</i>

### ***Intentional Internationalization***

One course, GLBL 355, *Principles and Practices of Community Engagement*, was specifically designed to build service-learning into the South Africa semester abroad. Service opportunities include serving with an HIV/AIDS health program and teaching at an orphanage. Some students have the opportunity to intern at local NGOs (non-governmental organizations), as well as support other local community development organizations.

Student responses taken from the end-of-semester student evaluations reflect the degree to which this term in such a diverse and challenging culture affected the APU students. The student responses to the service-learning evaluation provide strong evidence supporting all four of the major WASC themes: *God-honoring Diversity, Faith Integration, Transformational Scholarship* and *Intentional Internationalization*.

Responding to the question, “***What was of greatest value to you in this service-learning experience?***” the students said:

1. *My personal faith commitment impacted my involvement in this service-learning experience by showing me what servant hood really means.*
2. *My personal faith allowed me to see things through a Christian perspective and enter a situation with an open heart and mind, completely trusting God's plan the whole way through.*
3. *The personal relationship that I have with Jesus Christ was only strengthened while I was involved with the service that I did. Having that faith commitment previously, though, helped me to be selfless in my serving and really challenged me to put others before myself, as Christ calls each of us to do.*
4. *I was able to take what I know to be true about the Lord and His sovereignty and apply it to my service site. Even though on our first day at our site, they didn't even know we*

*were coming, I was able to say, today I am here for a reason, and even if I'm not sure what that reason is in my own mind, God knows and that is all that matters. He makes strangers who I had never met and only had a chance to be with for less than two hours.*

- 5. From day one of the service site, I sought to make myself a servant leader and not go in with any judgments or self-righteousness. When seeking to keep my mind focused on service and humility, I was able to give and love and share without any reservations. God really taught me how to make the experience about Him, and through constant prayer and reflection I saw how much He could work through my life. Even when I was tired and drained, God really gave me the strength to leave everything at the site each day and literally give all I could to the people I was working with. By seeking to make the experience about Christ being glorified, I think God did some incredible work at iThemba Projects.*
- 6. My personal faith commitment impacted my involvement in this experience because it allowed me to connect on a deeper level with the people I met. Even though we all came from very different backgrounds, the fact that we were all Christians and loved God brought us together and allowed us to connect. We were able to pray together and talk about our faith, and without my personal faith commitment I definitely wouldn't have been able to have such meaningful conversations at my service site.*
- 7. I do not think I could have made it through service sites without my faith commitment. Although service sites were amazing, it was also emotionally, physically and spiritually exhausting. We served and poured ourselves to the community, but in order to keep up my energy and faith I had to be filled with Christ. My relationship with Christ is what drove me to love the people of the community, He gave me the strength to love the most challenging kid and keep working even when I was beyond tired. My faith completely led me through service sites; I can only hope that the love I have for Christ overflowed onto the community I was working with.*
- 8. It grew my faith immensely.*
- 9. It pushed me to share the same faith with the people within the community. My faith has allowed me to do what is asked by the people at the service sites to the best of my ability and for the glory of God.*
- 10. My commitment to serve the poor and needy was greatly expressed throughout our service to both the physical and spiritual needs of the people.*
- 11. The little crèche we worked was a Christian crèche and taught their kids about Jesus. This was awesome because we would make, read or reenact a story from the Bible to all the kids. All the kids loved this part especially the story about David and Goliath.*
- 12. I can't imagine service sites without my faith. God was the center of Ethembeni, and because of my faith I was able to pray with a lot of different people and hear how God*

*has been working in their lives. My faith grew more than I can even explain, and I could so clearly see God working through the relationships we formed with everyone there.*

- 13. My faith involves servant hood and exemplifying Jesus when he washed the disciples' feet. Even though we were coming in as Americans and with money, skills, knowledge, and ultimately power, it was very important that I humbled myself below them and served them. Because this, I was able to be a servant and maintain a positive attitude throughout my time at my service sites.*
- 14. My personal faith commitment definitely impacted my involvement in this service-learning experience. Jesus was and is always my reason for doing anything, especially when it comes to loving people--he drove me.*
- 15. Knowing that God calls us to serve pushed me to make the most out of my experience.*
- 16. I helped me when it came to praying for the needs of the people.*
- 17. Our service site needed a lot of prayer because they were not coping to our needs for engaging with the community. With the power of prayer we were able to finally interact with those in the community and be able to build friendships with those that live in the townships.*
- 18. My relationship with Christ was deepened as a result of the lives and stories that I interacted with at my service site. I was able to share my faith with the children and young adults in the township and in turn I was able to learn about the ways God reveals Himself to people all over the world. God is faithful.*
- 19. My personal faith played a huge part of my experience at Riv Life. The organization was not necessarily Christian faith based but we brought the aspect into the experience through prayer and conversations with people who work there and the people who we interacted with in support groups, at the preschool, and with after school children. Many of the afterschool children are Christians and opened up about their faith and life with me.*
- 20. There were many days where I was exhausted, especially after seeing some things in the community. I was emotionally and spiritually drained. My faith assisted me tremendously because in those struggles I kept getting filled up with joy, power, and love from God so I could continually pour it onto the people in the community.*
- 21. We are called as Christians to serve others just as Jesus served people and it is our duty to serve. I knew that in my heart I was called to help others and this helped me work with the people.*
- 22. I feel as though my service has little to do with my personal faith commitment and had little to do with my experience. It was rather how God used this experience to solidify my faith in Him through the wonderful people He allowed me to serve.*

23. *My personal faith was a huge impact on our service site. Our whole team agreed on the focusing of our belief so that we could serve the best way that we are able. God needed to be the center so that we could do His will.*
24. *My personal faith commitment was greatly affected with my involvement in this service-learning experience. As much as I was able to give out to the community I received even more from them. Jesus had dirty feet and I was given the opportunity to dirty mine up even more. I became greatly humbled.*
25. *Throughout my life I knew that the Christian faith was about service. I volunteered a few times, but I never truly understood what service was until I participated in this course. Going in to this service sit, my group prayed a lot, asking God to allow us to serve effectively no matter what the test was. At Riv' Life, I learned how difficult service is at times, but I also learned how rewarding it can be. One of the things that struck me as I started working at Riv' Life was the strong Christian community. I immediately was able to make a connection with members of the community because of our shared faith. I was able to serve other with Christ's love at this service site, but I was able to see Christ clearly in the service of the community members we served. Their service to the community absolutely blew me away. Through people like Nomvula, Annie, Beatrice, and Darlington, I was able to see God at work. Overall, my service-learning experience humbled me and allowed me to see a very big and a very present God.*
26. *During my time in South Africa I was able to feel the prescience of God every single day. I built a faith that made me realize He is always around and desires to be involved in everything we do. As I engaged with the community I knew God would never leave my side and was my source of energy and encouragement at all times.*

## **Summary Observations**

Although the service-learning service sites and opportunities varied across the disciplines the majority of students replied similarly when responding to questions about service-learning and faith integration. The majority of students placed greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith. APU students were also more likely to respond positively about the faith integration aspect of their experience if they had the opportunity to directly work with others. Those working with younger children were among the most vocal as to the value they placed on the experience, correlating an opportunity to mentor a younger student as an opportunity to be a Christ-like role model.

One open-answer question provides an opportunity for the students to relate their service-learning experience to intercultural competency or diversity awareness by asking if the service-learning impacted understanding and respect for other people. It was interesting to note; however, that students considered respect and care for others as a major component of

their spiritual development, and utilized other questions to comment on diversity and intercultural competence and awareness. Students commented on understanding shifts in their awareness and a desire to be more active in their communities in support roles offering opportunities and services to lower socio-economic populations.

The students who studied in South Africa were able to articulate profound new perspectives in faith, intercultural competence and life-changing learning outcomes. The service-learning curriculum designed for study-abroad programs and used specifically in the South Africa term at its core provides major support of all four of the specific student learning outcomes: *God-honoring Diversity, Faith Integration, Transformational Scholarship*, and of course, *Intentional Internationalization*.

We in the Center for Academic Service-Learning and Research are committed to supporting faculty, students and community partners, together creating a mutually beneficial service-learning experience leading to successful *student learning outcomes*. We believe that our evaluation processes are the best way to support larger APU assessment needs, providing the much needed evidence that students themselves understand and appreciate the value of *God-honoring Diversity, Faith Integration, Transformational Scholarship*, and for the students who participated in the South Africa term, a wealth of experience in an *international service-learning* course. We take pride and feel value our ability to support the university in these four important areas