



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

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

**Student self-reporting through end-of-semester service-learning evaluation surveys  
School of Business and Management (SOBAM)**

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**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 and four open-answer questions. This summary report specifically targets five of the Likert Scale questions and provides a sampling of essay evaluation responses collected from three School of Business and Management service learning classes.

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 questions and are then compared to the Likert Scale portion of the service-learning evaluation. When statistics are studied within the context of the open-answer questions it is evident that the service-learning experience creates significant learning opportunities enhancing individual scholarship in support of the course learning objectives. Academic Service-learning also appears to increase student “awareness of others” while adding to deeper respect for people with diverse cultural backgrounds and experiences. There is also strong evidence from the self-reporting that students reflect upon a deepening personal faith and increased capacity to live out Christian values in the community because the service-learning opportunities support the students’ belief that service is a component of biblical Christianity.

The Center for Academic Service-Learning and Research is making this assessment data available as support evidence of the four major WASC themes: *God-honoring Diversity, Faith Integration, Transformational Scholarship* and *Intentional Internationalization*. Each service-learning professor is provided the specific data from their course which includes a complete list of student essay responses. This report summarizes the data; however, upon request it is possible to provide more detailed research from individual courses.

## Introduction

In this short report data from the Likert Scale portion of the SOBAM student evaluations have been averaged to provide an overview of the quantitative and qualitative responses of student self reporting. At the close of the semester each service-learning business or marketing 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*. One hundred eleven SOBAM students enrolled in two service-learning courses responded to the fall 2011 evaluation<sup>1</sup>.

Business students engaged in a variety of service-oriented activities as part of the service-learning curriculum. Some SOBAM students were in courses leading to future projects supporting *Students in Free Enterprise* (SIFE). The SIFE website states that the program supports teams of students competing with business concepts “to develop outreach projects that improve the quality of life and standard of living for people in need” ([www.sife.org](http://www.sife.org)). Other business students created and implemented a quality business curriculum for Sierra High School, a local continuation school. Business students benefited from hands-on learning while participating in activities designed to enrich the community.

## Student Evaluation Summary

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

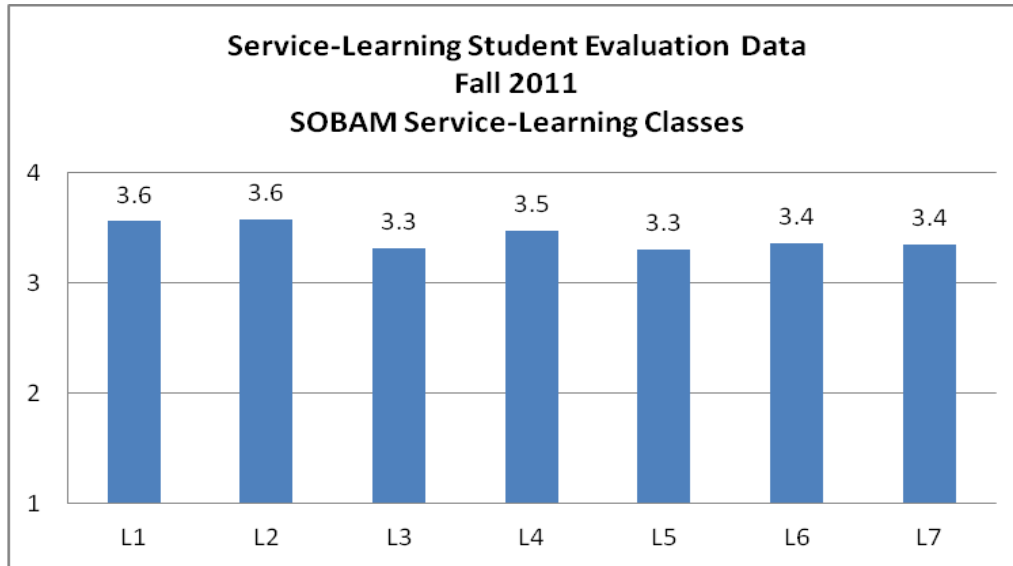
1. I feel that I made a positive contribution at my service site.
2. My professor successfully integrated the service experience with the learning objectives of this course.
3. There was adequate classroom reflection time to get the most out of my service experience.
4. The service-learning experience 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. Values are ranked:

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<sup>1</sup> BUSI 100, BUSI 210, BUSI 350, BUSI 448

4 = strongly agree  
3 = agree  
2 = disagree  
1 = strongly disagree



The following chart is a basic measurement of the linear correlations resulting from the averaged evaluation Likert data. In many of the courses there is a high correlation between the professor's level of success integrating the service-learning component with course material and student satisfaction across the other 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 values 2 (disagree)*

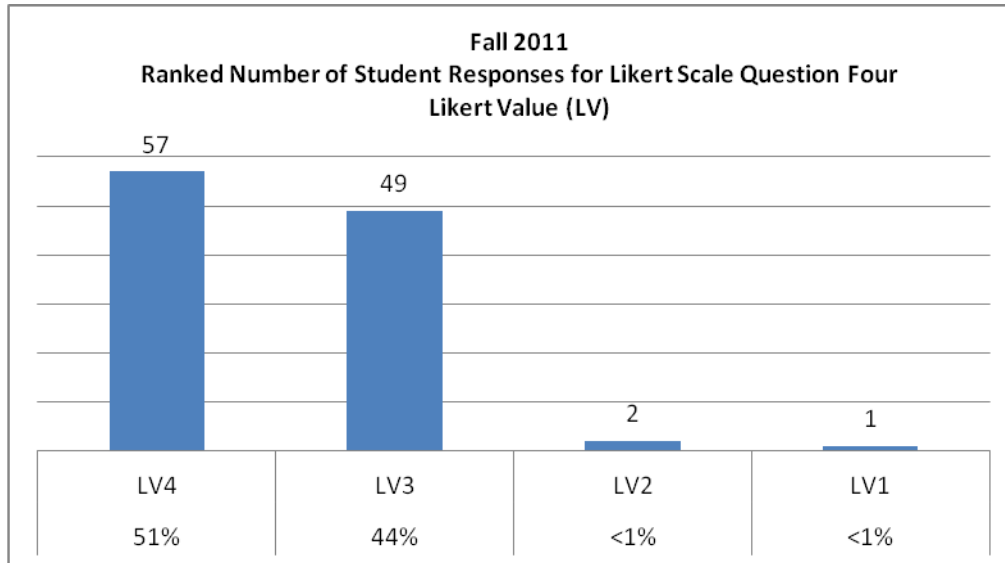
*LV1: Likert Scale values 1 (strongly disagree)*

## **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 111 business students who responded to the end-of-semester evaluation:



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

- 57 (51%) *strongly agreed*
- 49 (44%) *agreed*
- 2 (<1%) *disagree*
- 1 (<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 following responses provide evidence of increased respect for 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 of and support for the more specific goals of the larger *God-honoring Diversity* initiative.

## Student Self-Reflections

Department	Projects	Student Comments:
<b>BUSI 100</b>  <i>Personal Finance</i>	<i>Students planned and facilitated five workshops on personal finance topics.</i>	It really clarified the things we learned in class through different perspectives and yes, respecting people by listening to their questions.
		A lot of people in class and at the workshops have great knowledge in finances, an area where I had little knowledge, so I greatly respect them for their talents in that area.
		It helped me realize that each individual is different but those differences shouldn't separate us. Rather, they should draw us closer.
		The service-learning opportunity allowed me to understand myself better and illustrated my weaknesses in understanding others.
		I really respected the people I was working with, and the people who showed up to the workshops.
		Teaching other students about topics I recently learned allowed me to be humble with peers
<b>BUSI 210</b> <i>Principles of Organization and Management</i>	Angel Sing	It made me learn to work with people better and respect them for their talents.
		I respect the elderly more than before.
		Often as a college student, I forget about the elderly around me. I assume they are all happy and fine; however, I found out they are just as lonely as us sometimes. They have struggles too.
		I learned how to respect others, and their dedication to the project helped me see an importance to serving others.
		It helped me realize how much of an impact our elderly have in a community and how important it is to recognize them.
		It was so impacting to interact with the seniors because they were so friendly and loving. It increased my respect for them.
<b>BUSI 350</b>	Projects assigned and worked on in preparation for spring	God sent his son to die for all people and just being a blessing to others helped my understanding of where they come from.

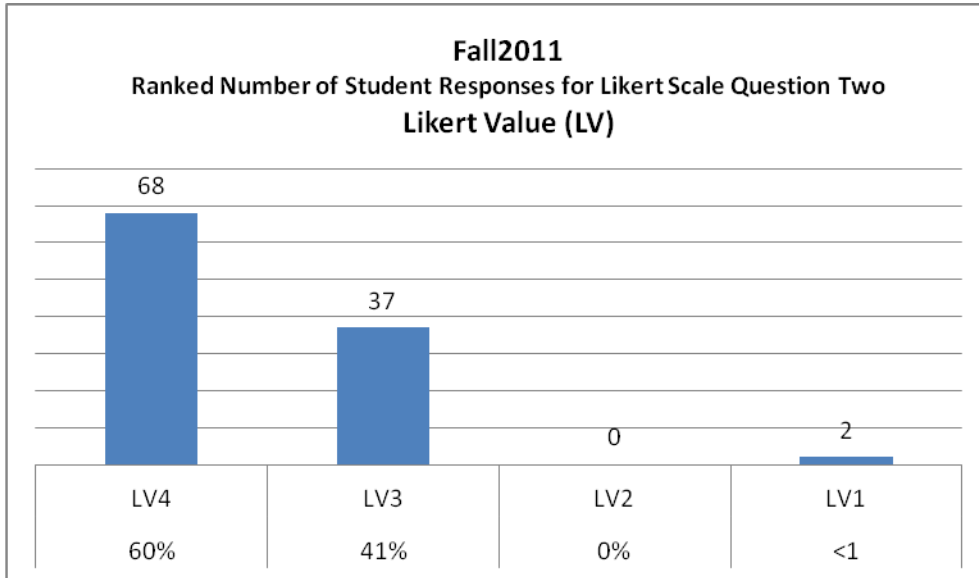
<i>Business Internship</i>	SIFE competition	Working with others helped me get to know people and respect them.
		It teaches me how to respect the others during the work and help me understand better.
		It made me respect people from other cultures.
		It helped to have to learn how to work with people from all sorts of backgrounds.
<b><i>BUSI 448</i></b>  <i>Organization and Administrative Behavior</i>	Options	I used to think people who didn't try hard in school were just people doomed to fail in life. This experience showed me that sometimes there's more than school to think about.
		It helped me understand the perspective of other people and how they view the world.
		It allowed me to see problems and struggles that the students went through, and also helped and gain respect for people who liked a culturally different life from me.
		Everyone has a voice and often they aren't empowered to share that voice. The students, although many of them really smart, don't feel they can share their opinion.
		The service-learning project showed me how important it is to respect other people.
		I have a much higher degree of respect for other people from this project and the variety of backgrounds that these students have come from.
		I better understood how although we are different we have unique gifts that we can utilize.
		Respecting people that come from all different backgrounds and being sensitive to that.
		This project allowed understanding and respect towards the Seniors because they were joking, happy people even though some may be stuck in bad situations.

### ***Transformational Scholarship***

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

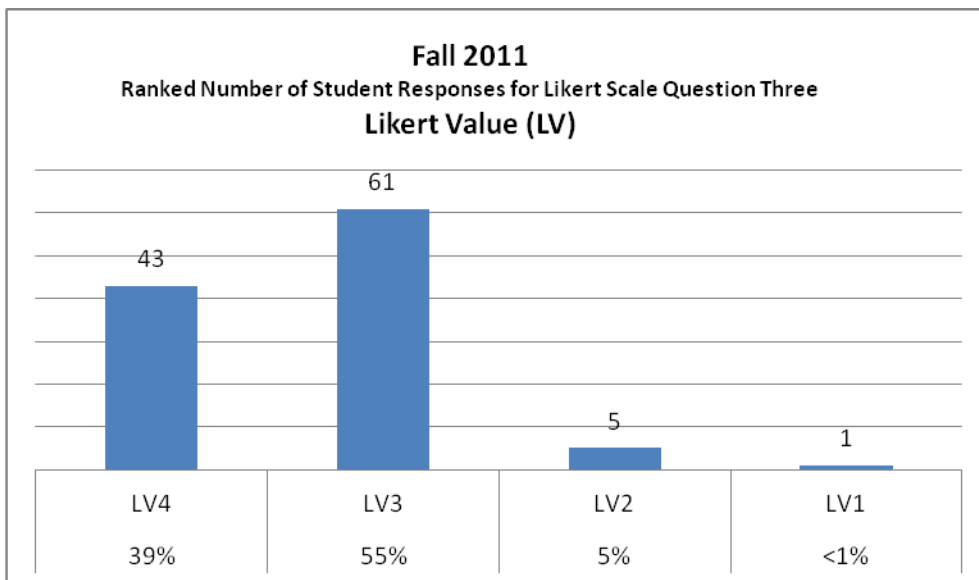
2. *My professor successfully integrated the service experience with the learning objectives of this course.*

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.*

- 68 (60%) *strongly agreed*
- 37 (41%) *agreed*
- 0 (0%) *disagree*
- 2 (<1%) *strongly disagree*



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

- 43 (39%) *strongly agreed*
- 61 (55%) *agreed*
- 6 (5%) *disagree*
- 1 (<1%) *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:
<b>BUSI 100</b>  <i>Personal Finance</i>	<i>Students planned and facilitated five workshops on personal finance topics.</i>	It was very helpful to hear the different topics we discussed in class being told from a different perspective. It really helped me to better understand the material covered.
		By re-teaching the information taught in class I gained a better understanding of it and also gained insight from the students who came to learn.
		I valued the chance to extend what we are learning in class to other students at APU.
		The greatest value was being able to teach what I have learned.
		The ability to learn and teach a topic broadened my understanding of the topic.
		I got to learn the material as well.
<b>BUSI 210</b> <i>Principles of Organization and Management</i>	Angel Sing	It was great being able to make an impact on the surrounding community while practicing business concepts in the class.
		I valued applying what I learned in class to the project.
		I valued the experience and the ability to work as a team.
		I learned to organize as a group.
<b>BUSI 350</b>  <i>Business Internship</i>	Projects assigned and worked on in preparation for spring SIFE competition	I valued teaching on a little known topic that we all must be knowledgeable about.
		Greatest value to me in this service-learning experience is to learn how to build up connection with others and how to work with others.
		Variety of ideas for service, this allowed me to get a variety of experience

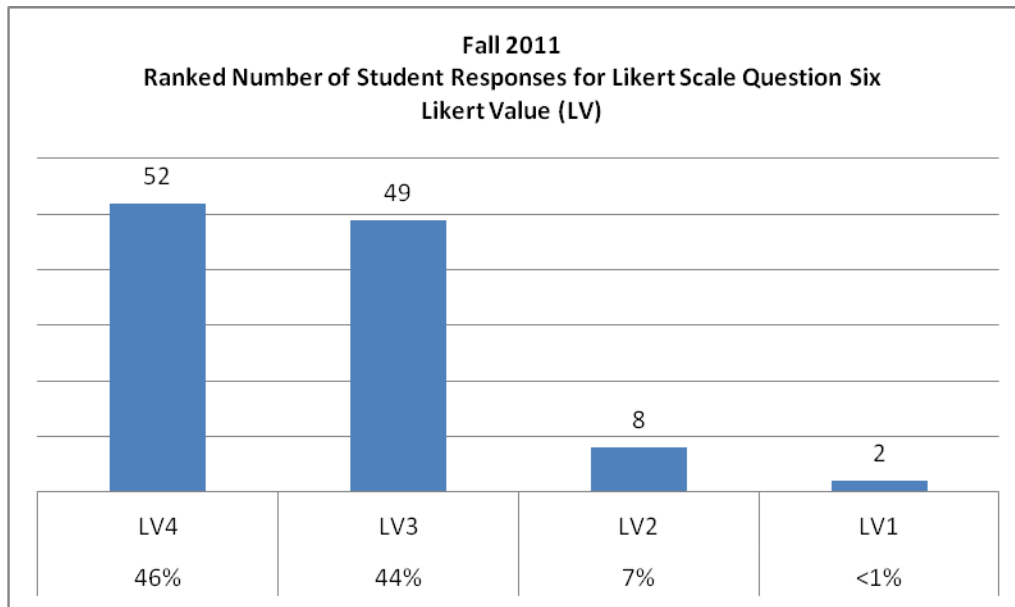


		Seeing people want to help out the community was fun to see. Maybe more people would want to with the SIFE class helping.
		Resume Building; MAS credits opportunity to contribute to a NPO
<b>BUSI 448</b>  <i>Organization and Administrative Behavior</i>	Options	I valued understanding that I am privileged in being at this University and that I ought to use my education to serve and help those in the community who do not have the same opportunities.
		I was able to learn a lot about myself in the service-learning experience. My greatest value to me was feeling that I really helped the students understand that there are so many opportunities for them still.
		The greatest value that I have to this service-learning experience is getting out of my comfort zone and gaining the confidence to do it again in my own life.
		I valued spending time with kids from a very different background than myself
		Being given the opportunity to teach students valuable business skills was a value.

### ***Faith Integration***

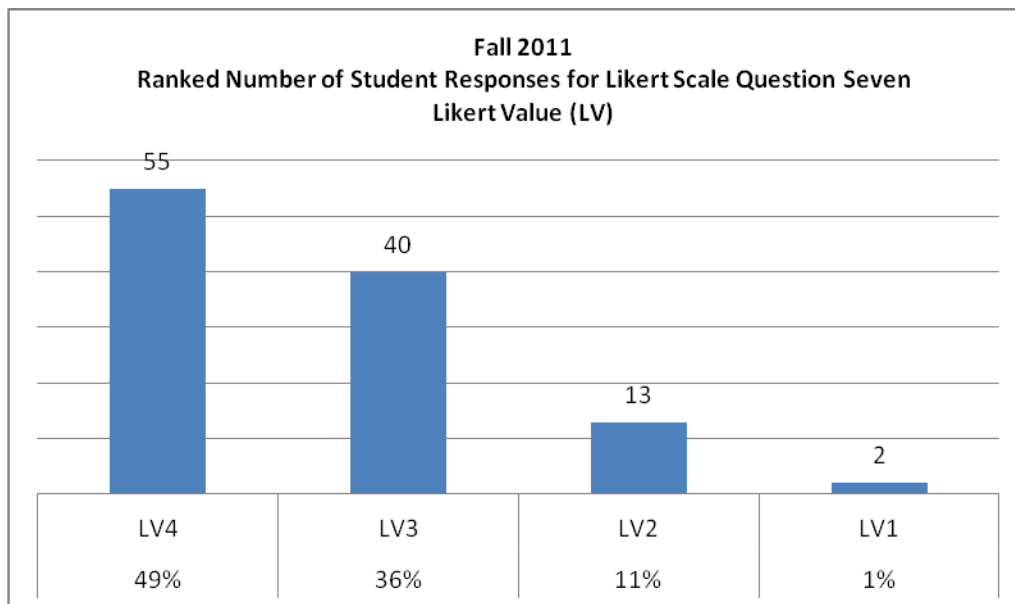
Two of the Likert Scale questions correlate with the university's pursuit of evidence of faith integration:

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.*

- 52 (46%) *strongly agreed*
- 49 (44%) *agreed*
- 8 (7%) *disagree*
- 2 (<1%) *strongly disagree*



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

- 55 (49%) *strongly agreed*
- 40 (36%) *agreed*
- 13 (11%) *disagree*
- 2 (1%) *strongly disagree*

## Student Self-Reflections

The 111 SOBAM 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>BUSI 100</b> <i>Personal Finance</i>	<i>Students planned and facilitated five workshops on personal finance topics.</i>	Christ has a lot to say about finances in the Bible. In this day and age it is difficult to have the freedom to go and do what God has called you to if you are in severe debt. Additionally, tithing is critical for our faith walk, so imparting financial wisdom to others tied deeply to my faith.
		It helped me have a servant's heart, doing anything asked of me. I did everything from lesson planning to activity facilitation to pizza delivering.
		It was a giving of my time to help others learn what the Bible teaches: good financial health.
		We integrated Bible verses and Biblical principles in our presentations.
		My faith makes me want to help people, whether it is spiritually or financially.
		My personal faith allowed me to assist the students with a great attitude, patience, and love.
<b>BUSI 210</b> <i>Principles of Organization and Management</i>	Angel Sing	Even when the pre-event things were stressful, I was able to remind myself that I am doing this for the Kingdom, not for myself.
		As it does in a lot of situations, my faith kept me going now matter how I felt about a situation.
		It made me do this all for God's glory. In my

		life I try to always represent Him and glorify Him in everything I do.
		I saw the purpose and value of serving others, and I saw God work in the team commitment.
<b>BUSI 350</b> <i>Business Internship</i>	Projects assigned and worked on in preparation for spring SIFE competition	As a child of God I tried to do everything in excellence.
		It motivated me to participate to the fullest extent.
		It helped me understand the power of God.
		To know Christ helped me be in his hands in this outreach service ministry.
		I was able to use my faith in my projects and combine all of my passions into one outward goal.
<b>BUSI 448</b> <i>Organization and Administrative Behavior</i>	Options	I know each encounter can be an opportunity to share Christ even if we may not have a chance to share the gospel. I believe our attitudes and the knowledge of being Christ's ambassadors made me more watchful of my own actions.
		Because of my personal faith I realized how important it is to be a light unto this world, especially to students who never see light.
		It made me more compassionate towards the students, regardless of what they say or their action.
		My personal faith commitment definitely strengthened my involvement in the service-learning project.
		Experiencing how to love the unloved (rejected) and learning to trust God in ambiguous settings.

### ***Intentional Internationalization***

Some of the SOBAM service-learning experiences provide learning opportunities for business students as they consider international practices with an increasingly global perspective. While investigating global needs they often gain perspective in American business partnering opportunities while considering how their future career may lead to working with people all over the world. Students enrolled in Business classes leading to participation in SIFE projects (Students in Free Enterprise), for example, are encouraged to consider projects and proposals with intentional international networking. The SIFE website states, *“The SIFE program model is designed to harness the business talents of our network members for the benefit of people and communities around the world, while also providing meaningful opportunities for these leaders to connect, collaborate and learn from*

*one another. This begins with the team community outreach projects and extends to include a number of exclusive leadership and career initiatives. A series of competitive events creates a culture of excellence and provide opportunities for best-practice sharing” ([www.sife.org](http://www.sife.org)).*

Some of the APU SIFE students commented on how the program added to their knowledge of the world and encouraged them to think globally in business practices. Students looked for opportunities to do work that was “relevant and worthwhile.” One said that the SIFE involvement allowed him to “*know that lives have been impacted internationally by our work.*”

## **Summary Observations**

Although the service-learning service sites and opportunities varied within course objectives, 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. Business students stated that they were role models exemplifying Christ through strong Christian business practices and ethical work habits. 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. Other students commented on experiencing an increased awareness and a desire to be more active in problem-solving in a variety of settings. Certainly the business courses were encouraged to think beyond the boundaries of their own experiences and to consider the application of their knowledge and skills on an international scale. These opportunities in turn gave the APU students an opportunity to reflect on diversity and cultural awareness through a focused attentiveness to 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 one 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 to a somewhat lesser degree, yet important in the scope of business students, *Intentional*

*Internationalization.* We believe there is value in our ability to support the university in these four important areas.