

GHD Appendix X
Center for Academic Service-Learning and Research

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



FALL 2011
Service-Learning Student Evaluation Data
Service-Learning Support for God-honoring Diversity
Student Self Reporting: *Service-learning, Intercultural Competence and Respect*

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Introduction

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 responses from one Likert Scale question and one open-answer essay question, including data from 1,180 student evaluations in service-learning courses from all Schools: College of Liberal Arts and Sciences (CLAS), School of Business and Management (SOBAM), School of Nursing, School of Behavioral and Applied Sciences (BAS), School of Music and School of Theology.

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.*

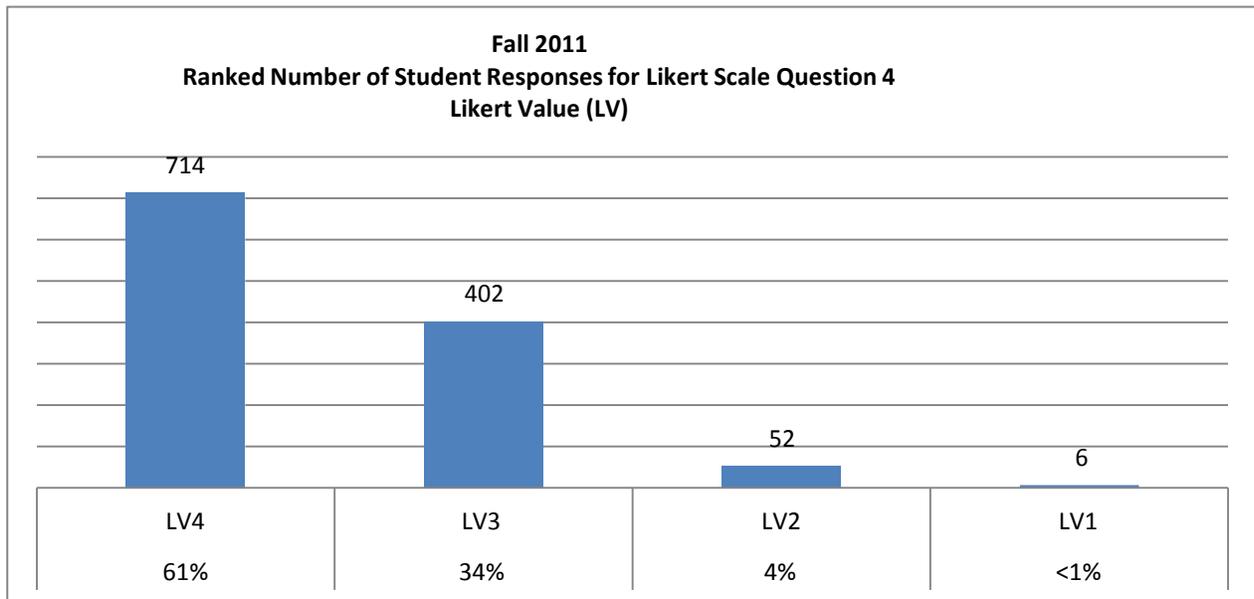
1,180 students submitted service-learning evaluations (fall 2011). Likert Scale values are represented on the charts below with the following indications:

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)



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

- 714 (61%) *strongly agree*
- 402 (34%) *agree*
- 52 (4%) *disagree*
- 6 (<1%) *strongly disagree*

Female

- 504 (60%) *strongly agreed*
- 287 (34%) *agreed*
- 41 (5%) *disagree*
- 4 (<1%) *strongly disagree*

Male

- 143 (57%) *strongly agreed*
- 96 (38%) *agreed*
- 7 (3%) *disagree*
- 2 (<1%) *strongly disagree*

Student Evaluation Summary (CLAS)

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.

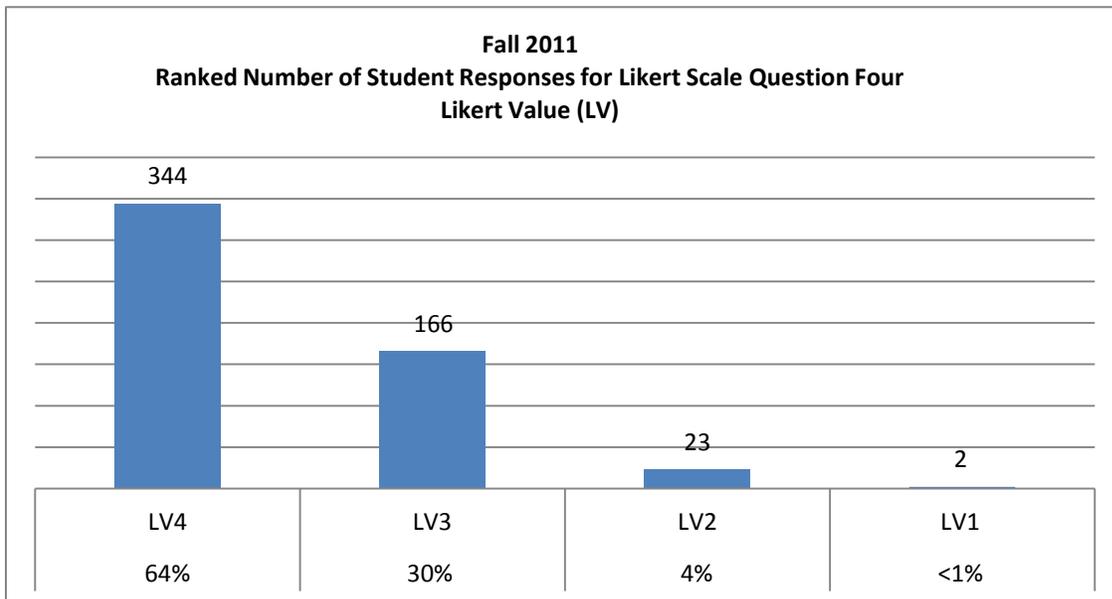
As part of the APU South Africa Semester the evaluation data provides strong and impressive evidence of transformational scholarship as a result of learning deep and lasting community development skills formed in relationship with the South African people.

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 (CLAS)

Department	Projects	Student Comments:
Art Art 310	Fundamental Art Experiences 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>
Biology BIOL 400	Mini-Course 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 me understand Azusa better.</i>
Communication Studies		
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>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>
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>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>
		<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>
English		
ENGL 099	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>
ENGL 406	Students prepared and taught two English lessons to a group of high school seniors.	<i>It helped me better understand that each person has their own stories and background.</i>
ENGL 434	Students were placed in settings to read to children in early childhood programs as part of the ELF (Early Literacy Foundation) program.	<i>Every child is different and has different needs, but they all deserve the same respect.</i>
		<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>
		<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>

		<p><i>With what I'm learning in the field of literature, I have gained respect for the teachers' and authors' commitment.</i></p> <p><i>It helped me recognize the diversity and uniqueness of all people.</i></p> <p><i>It just made me realize the hard work English as a Second Language kids do.</i></p>
<p>Global Studies</p> <p>GLBL 355</p>	<p>South Africa Term</p>	<p><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></p> <p><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></p> <p><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></p> <p><i>Diversity is beautiful. I could see Christ in the eyes of people I never thought of even coming in contact with.</i></p> <p><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></p> <p><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></p>
<p>History</p> <p>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>There are a lot of denominations out there, separated by their beliefs. Same cultural and socio-economic background, but different religious views.</i></p> <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>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>Liberal Studies</p>	<p>C.H.A.M.P.</p> <p>College Headed and</p>	<p><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></p>

EDLS 405	Mighty Proud	<p><i>As my relationship with the students grew, our mutual respect for one another grew as well.</i></p> <p><i>It broadened my worldview and understanding 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>
Liberal Studies EDLS 300	TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession	<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>Liberal Studies</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>Math</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. You will never know who you impact that day.</i></p> <p><i>Each child was different. It helped me understand how God made everyone uniquely.</i></p> <p><i>Helped me gain a broader perspective for people in this community.</i></p> <p><i>I grew in respect for elementary school teachers who deal with that level of energy each day.</i></p> <p><i>At points in our lives, there are many common things we all go through.</i></p>
Psychology		
Psyc 362	Psychology students gathered data from the from a variety of community agencies in order to provide research analysis	<p><i>The research we collected revealed information on relationships which helped me better understand the way people interact.</i></p> <p><i>It was good to help people who have a totally different background than me.</i></p>
Psyc 400	Psychology students tutored elementary students	<p><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></p>
Psyc 410	Psychology students assisted in developmental classrooms and churches with exceptional children	<p><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></p> <p><i>My SL experience impacted my understanding and respect in such a significant way I found myself develop greater compassion and love.</i></p> <p><i>My respect for parents and teachers of exceptional children grew.</i></p> <p><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></p> <p><i>It helped me respect others more and their cultural background.</i></p> <p><i>I think throughout this opportunity I developed relationships with people I never would have; and have a ton of respect for them.</i></p> <p><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></p> <p><i>I really respect all the people who work at this site, as well as the people we were helping</i></p>

		<i>serve food to. They have through so much, so good to give something to them.</i>
		<i>Putting aside all my judgments and 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>
Spanish 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>

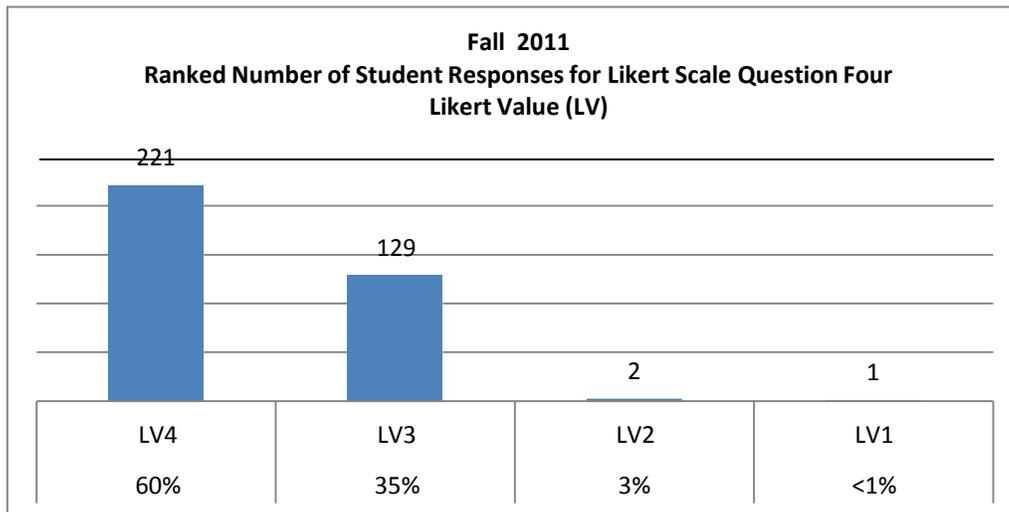
Student Evaluation Summary (UNRS)

365 nursing students enrolled in seven service-learning courses responded to the fall 2011 evaluation. Nursing students reported increasing skill levels relevant to future career competencies obtained through working in a variety of clinical settings. As part of the service-learning requirement students were asked to reflect upon their experiences and participate in classroom discussion sharing observations connected to their experience working in hospitals, senior centers, and for some, creating health assessments for community members. Significant aspects of individual and personal reflection processes were shared in the open-answer portion of the student evaluation.

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 365 nursing students who responded to the end-of-semester evaluation:



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

- 221 (60%) *strongly agreed*
- 129 (35%) *agreed*
- 2 (3%) *disagree*
- 1 (<1%) *strongly disagree*

Student Self-Reflections (UNRS)

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.*

A small sample of the 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.

Course	Service-Learning	Student Comments:
UNRS 105 Foundations of Nursing Practicum	Nursing students contributed hours to residents in Senior Centers	<i>Communication and getting to know the older adults helped me understand how much activity they like doing and that they enjoy the activities. I respect them more because they were so accommodating and willing to talk to us.</i>
		<i>I don't usually spend much time around older adults. This was a good experience for me and</i>

		<p><i>it was fun as well.</i></p> <p><i>This project highlighted my own fears/prejudices/stereotyping. This was good for me because I can't fix a problem if I don't know what/where it is.</i></p> <p><i>My project showed me that older people are wrongly stereotyped as unhealthy way too often.</i></p> <p><i>It definitely showed stereotypes are not right and that each person should be respected the way you want to be respected.</i></p> <p><i>It showed me that no matter someone's age, they still have personality and life that can bring and joy and contribute to society.</i></p> <p><i>It helped me to see the importance of the elderly in our community and to see them as equals.</i></p>
<p>UNRS 210 Nursing Care in Maternal, Newborn, and Women's Health</p>	<p>Clinical experience in various hospital maternity wards.</p>	<p><i>Clinicals always help me view the world, life and values through others' eyes.</i></p> <p><i>It is important to respect all patients, no matter what religion or cultural beliefs, especially for birth.</i></p> <p><i>Culture is a big part of obstetrics. Understanding and being open to all the different ones is challenging and eye-opening.</i></p> <p><i>I was able to listen and integrate people, belief, and values into my care.</i></p> <p><i>I was able to experience many cultures. They taught me how to be less ethnocentric.</i></p> <p><i>It taught me to respect other people's cultures and beliefs, and to incorporate them into their plan of care.</i></p> <p><i>I valued learning how other cultures and backgrounds relate to the childbirth process.</i></p> <p><i>This experience helped me to better relate to all different ethnic and religious groups.</i></p> <p><i>The service-learning component provided an opportunity to learn other people's views.</i></p> <p><i>I met a lot of different women from different backgrounds and learned to respect women no matter their flaws, beliefs, decisions.</i></p> <p><i>This allowed me to see other ways of life.</i></p>
<p>UNRS 212</p>	<p>Cared for adults and</p>	<p><i>Seeing patients in the hospital setting and caring for them and their needs really gave me so much respect for other people. Their</i></p>

<p>Nursing Care of Adults and Elderly</p>	<p>elderly at various hospital</p>	<p><i>illnesses affect their families as well and hospitalization is often seen as a burden to them, so my respect for them is strengthened and I strive to help them get better.</i></p> <p><i>People are different and have different views, beliefs, and values, but health care, love, and the need for purpose is universal.</i></p> <p><i>Even when people are sick they need to be respected. This semester I continued to advocate for my patients and made sure they were being treated the way I would want my family treated.</i></p> <p><i>It helped me to understand that while I have my own set of values, so do other patients and it needs to be respected.</i></p> <p><i>This really helped me gain a much larger understanding and respect for other people by interviewing and caring for them.</i></p> <p><i>My Service-Learning opportunity allowed me to explore patient's cultures and allowed me to improve my spiritual communication.</i></p> <p><i>Working with the underprivileged population helped me respect them</i></p> <p><i>I was able to learn about other cultures and people different from myself</i></p>
<p>UNRS 313</p> <p>Restorative Nursing</p>	<p>Students assessed various churches to determine if setting is well-prepared to accommodate mobility and comfort of disabled or elderly with physical limitations</p>	<p><i>This opportunity helped me see life through the eyes of the disabled person and it gave me more respect for people with disabilities.</i></p> <p><i>It gave me a deep respect for individuals that go to church even though it does not accommodate them.</i></p> <p><i>All people leave a unique story and should not be judged.</i></p> <p><i>I gained respect for people with disabilities.</i></p> <p><i>I have a greater understanding of some of the challenges faced by people with handicaps and can see the environment from their perspective a little better.</i></p> <p><i>It increased my understanding of disabled people and how frustrating it can be.</i></p> <p><i>I was able to see how we are all children of God and are able to worship him in an environment for everyone, where all are welcome.</i></p>
<p>UNRS 314</p>		<p><i>I was able to respect other's beliefs and values.</i></p> <p><i>I learned that people and cultures are different, but all should be respected.</i></p>

Nursing Care of Children and Young Adults	Pediatric Clinicals	<p><i>Being in the clinical site opened my eyes to people of different backgrounds; I learned a lot from patients and gained a respect for their circumstances.</i></p> <p><i>People are all different. Love them where they are at!</i></p> <p><i>I experienced how different people are raised and respecting their values and culture.</i></p> <p><i>I was exposed to people of different personal values, which encouraged me to look past it.</i></p>
<p>UNRS 403</p> <p>Leadership and Management in Professional Practice</p>	Varied hospital experiences	<p><i>It allowed to understand people from different walks of life.</i></p> <p><i>I was able to learn how to collaborate with others, being open to learning about their beliefs and opinions.</i></p> <p><i>I really enjoyed working with a diverse population (more mature ladies); it was a new experience for me.</i></p> <p><i>I worked with the elderly and I understand they deserve great respect and dignity in the elderly age despite often being neglected.</i></p> <p><i>It was just another reminder that the Lord has placed many different kinds of people on the Earth and that we must love them all equally.</i></p> <p><i>I learned respecting our patients is an important concept in nursing.</i></p>
<p>UNRS 410</p> <p>Community Health Nursing</p>	Various community placements	<p><i>It made me look at the hospice patients as more than just patients but as humans with feelings and emotions. Hence holistic care</i></p> <p><i>We don't know our last days. Treat everyone like it's their last and live as if it's your last.</i></p> <p><i>Definitely encouraged my understanding and respect. Wanted to give my best effort to show respect</i></p> <p><i>It allowed me to see many in different facets of life, all dealing with the same developmental issues.</i></p> <p><i>We should all have an equal opportunity for better health, no matter what race, gender, age, socioeconomic class.</i></p> <p><i>I wanted to show respect different cultural beliefs.</i></p> <p><i>It taught me that all people are valued in the eyes of God.</i></p> <p><i>I saw the value of every individual.</i></p>

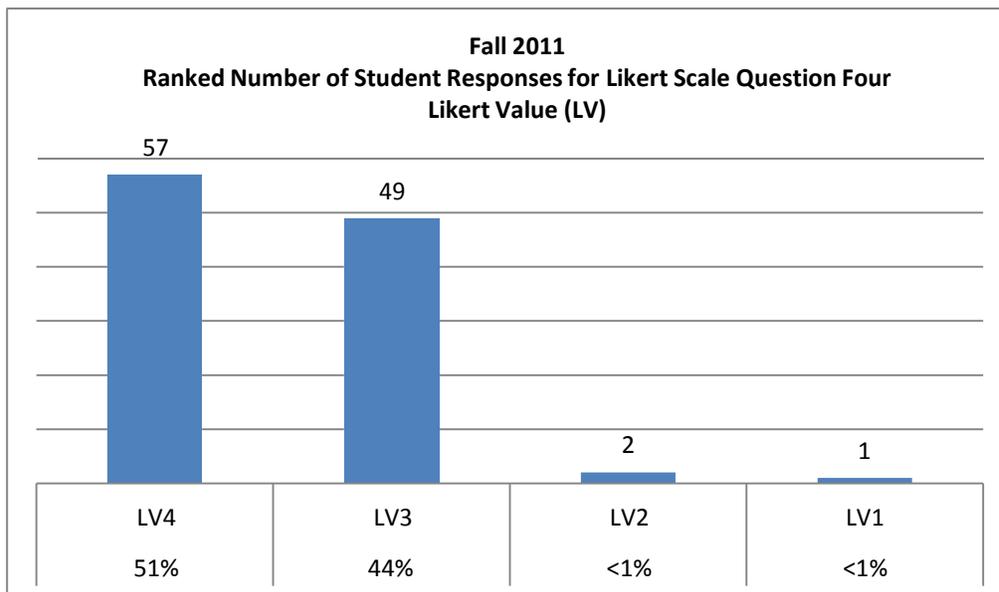
Student Evaluation Summary (SOBAM)

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). 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.

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.*

Of the 111 business students who responded to the end-of-semester service-learning student 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*

Student Self-Reflections (SOBAM)

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.*

A small sample of the 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.

Department	Projects	Student Comments:
BUSI 100 <i>Personal Finance</i>	<i>Students planned and facilitated five workshops on personal finance topics.</i>	<i>It really clarified the things we learned in class through different perspectives and yes, respecting people by listening to their questions.</i>
		<i>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.</i>
		<i>It helped me realize that each individual is different but those differences shouldn't separate us. Rather, they should draw us closer.</i>
		<i>The service-learning opportunity allowed me to understand myself better and illustrated my weaknesses in understanding others.</i>
		<i>I really respected the people I was working with, and the people who showed up to the workshops.</i>
		<i>Teaching other students about topics I recently learned allowed me to be humble with peers</i>
BUSI 210 <i>Principles of Organization and Management</i>	Angel Sing	<i>It made me learn to work with people better and respect them for their talents.</i>
		<i>I respect the elderly more than before.</i>
		<i>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>

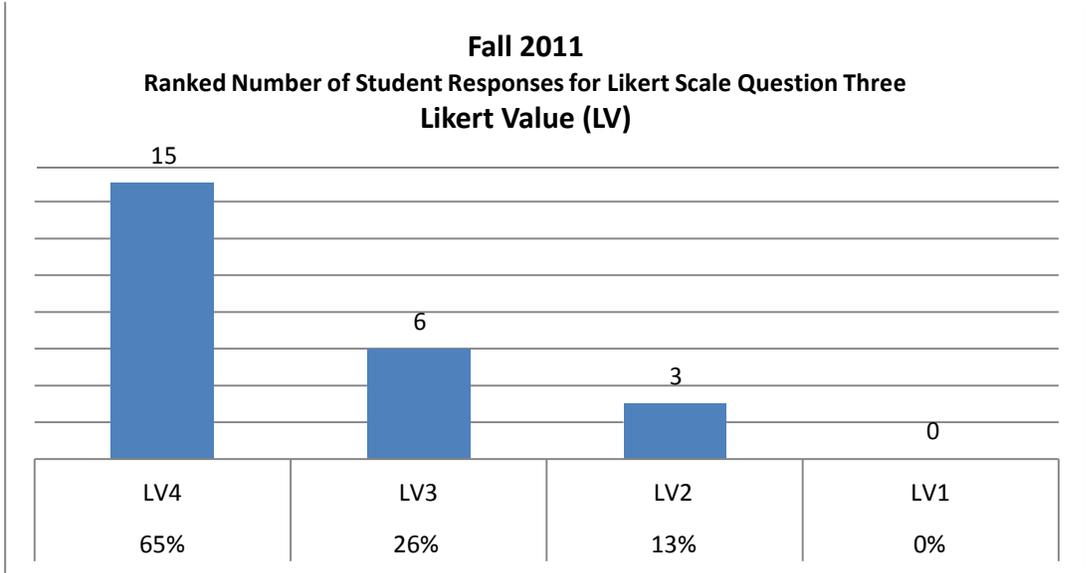
		<p><i>I learned how to respect others, and their dedication to the project helped me see an importance to serving others.</i></p> <p><i>It helped me realize how much of an impact our elderly have in a community and how important it is to recognize them.</i></p> <p><i>It was so impacting to interact with the seniors because they were so friendly and loving. It increased my respect for them.</i></p>
<p>BUSI 350</p> <p><i>Business Internship</i></p>	<p>Projects assigned and worked on in preparation for spring SIFE competition</p>	<p><i>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></p> <p><i>Working with others helped me get to know people and respect them.</i></p>
		<p><i>It teaches me how to respect the others during the work and help me understand better.</i></p>
		<p><i>It made me respect people from other cultures.</i></p>
		<p><i>It helped to have to learn how to work with people from all sorts of backgrounds.</i></p>
<p>BUSI 448</p> <p><i>Organization and Administrative Behavior</i></p>	<p>Options</p>	<p><i>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.</i></p> <p><i>It helped me understand the perspective of other people and how they view the world.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>The service-learning project showed me how important it is to respect other people.</i></p> <p><i>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></p> <p><i>I better understood how although we are different we have unique gifts that we can utilize.</i></p> <p><i>Respecting people that come from all different backgrounds and being sensitive to that.</i></p> <p><i>This project allowed understanding and</i></p>

		<i>respect towards the Seniors because they were joking, happy people even though some may be stuck in bad situations.</i>
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Student Evaluation Summary (BAS)

Student evaluation responses from three undergraduate departments in the School of Behavioral and Applied Sciences (BAS) were collected at the conclusion of the spring 2011 semester. 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. Particular attention is paid to responses related to the levels at which students are able to identify and report how the service-learning experience contributed to a genuine interest in understanding and respecting others.

The chart below shows the breakdown of student responses to this Likert Scale question. Of the 93 students in six BAS courses responded to the end-of-semester evaluation:



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

- 54 (58%) *strongly agreed*
- 31 (33%) *agreed*
- 7 (7%) *disagree*
- 1 (1%) *strongly disagree*

Student Self-Reflections (BAS)

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.

Department	Projects	Student Comments:
Department of Exercise and Sports Science PE 325 Motor Development and Learning PE 450 P.E. in Elementary School K-6 th grade PE 451 Methods in P.E. grades 7-12 PE 452 Adapted Physical Education	Mini-Course Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education	<i>A feel like I respect people a lot.</i>
		<i>This service-learning helped me learn how to respect and understand students by seeing how all are different but yet the same so equality is important.</i>
		<i>I was exposed to new cultures and ways of learning and teaching.</i>
		<i>Different students have different personalities, but they all deserved to learn.</i>
		<i>Seeing cultural differences among students and their value</i>
		<i>Everyone has value and we need to take the teaching opportunities to help impact others.</i>
		<i>Working with different people and personalities helped me gain patience and understanding.</i>
		<i>Some of the kids had a very difficult time with certain lessons. Although their abilities are different, I know God loves them all, even the ones I had a hard time with.</i>
		<i>People are always going to prove to be very different from what I would expect and this helped me with that.</i>
		<i>My students helped me see that even little things can be mean. I need to take a look at how I treat my friends and my peers.</i>
Department of Social Work	<i>Students were paired with a senior "buddy and wrote journal reflections about the experience and</i>	<i>Building a friendship with my buddy totally changed the way I now see her population. They are not the gray, useless part of America. They are special and important.</i>

Social Work 350 Aging: Implications for Policy and Practice	<i>possible lessons learned about the aging process.</i>	<i>The elderly are very fragile and most would take advantage but it is important to remember that they deserve as much respect as anyone else.</i>
		<i>It allowed me to see how similar we are, even in our many differences.</i>
		<i>Seniors may sometimes be neglected and forgotten. This should be the importance of being mindful of this generation.</i>
		<i>It taught me that our pre-conceived ideas of people can be totally wrong!</i>
		<i>It taught me the deep value of the often abandoned elderly community.</i>
		<i>I learned so much about what an elderly person goes through and I was able to talk with her every week about her situations.</i>
		<i>I realized that my intention was to "help" or share hope with my friend but I'm sure I walked away learning more from her than she did from me. It was pretty humbling.</i>
		<i>I learned that giving of yourself impacts lives more than we may ever truly know!</i>
Department of Leadership and College Student Development <i>LDRS 322</i> <i>LDRS 333</i>		With my team, we learned to communicate and respect one another.
		I see those with opposing views with more grace.
		It helped us get out into the community and actually meet who they were which deepened my understanding of them.
		I had to learn patience with people.
		I learned to value the people we worked with, including those on our team.

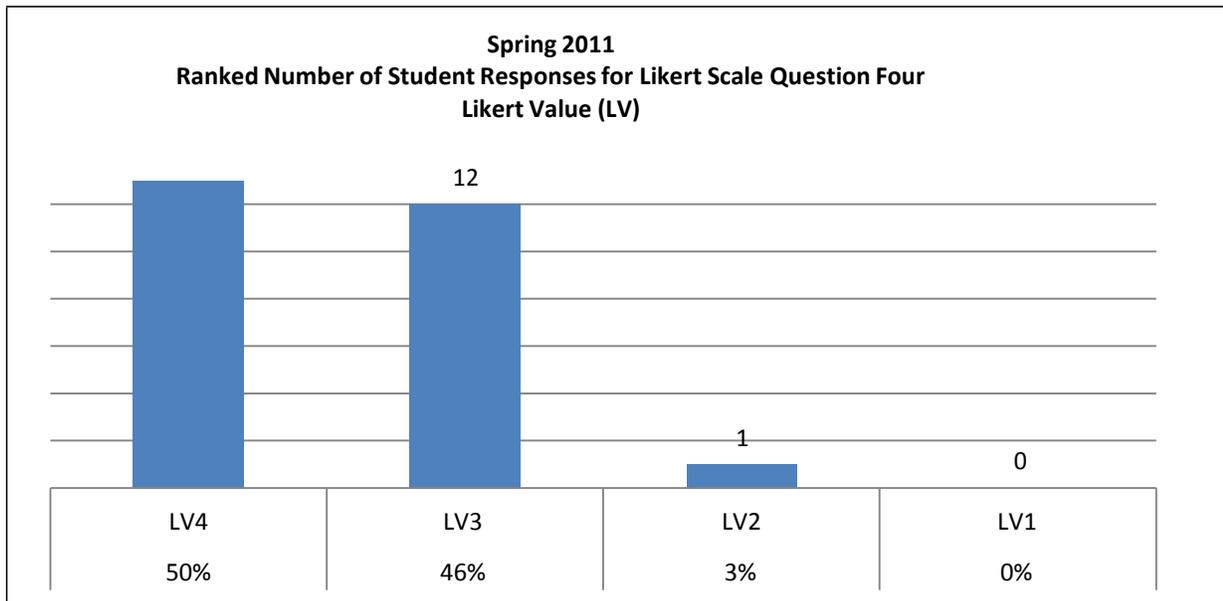
Student Evaluation Summary (School of Theology)

Twenty-six students enrolled in two service-learning courses responded to the spring 2011 evaluation. Students in BLNG 414 and UBBL 100 helped organize and then participated in a Passover Seder held at a local senior center.

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 26 students who responded to the end-of-semester evaluation:



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

- 13 (50%) *strongly agreed*
- 12 (46%) *agreed*
- 1 (3%) *disagree*
- 0 (0%) *strongly disagree*

Student Self-Reflections (School of Theology)

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.*

Course	Service-Learning	Student Comments:
UBBL 100 Exodus/Deuteronomy	Students participated in a Passover Seder at a local senior center.	<i>It showed we all bring something different to the walk of life.</i>
		<i>I understand a little more regarding Sukkot.</i>
		<i>It increased my respect tremendously for those who are Jewish and for those who practice the holiday of Sukkot.</i>
		<i>I now have respect for those who celebrate Sukkot because I understand it now.</i>
		<i>I learned a lot about the Jewish faith, and can now better understand their customs.</i>
		<i>I am always open to learning about other cultures and religious activities. I believe through diversity and understanding we can all come together.</i>
		<i>My respect for other people has grown and I now have a better understanding of what is happening in other areas of the world.</i>
UBBL 311 Hebrew Prophets	Foothill Unity Center: Food distribution	<i>I have much more respect and compassion for those who are struggling with strong addictions.</i>
	David & Margaret Home	<i>I have much more respect and compassion for those who are struggling with strong addictions</i>
		<i>There are all different kinds of people in the world and they don't all have the same opportunities I do. I consider myself blessed but also want them to feel the same.</i>
		<i>Learning and talking to people deepened my understanding of people in their particular situation.</i>
		<i>Everyone is God's children and we need to take care of them.</i>
		<i>It made me see others as being made in the image of God and that I need to take time to get to know the beauty of individual people.</i>
		<i>I was reminded how much love people need. Also by seeing non-believers display so much passion in service to the needy, I was filled with more respect for them.</i>
		<i>It allowed me to be humbled and reminded that God created each and every person and they, no matter the circumstances, deserve to be respected and valued.</i>

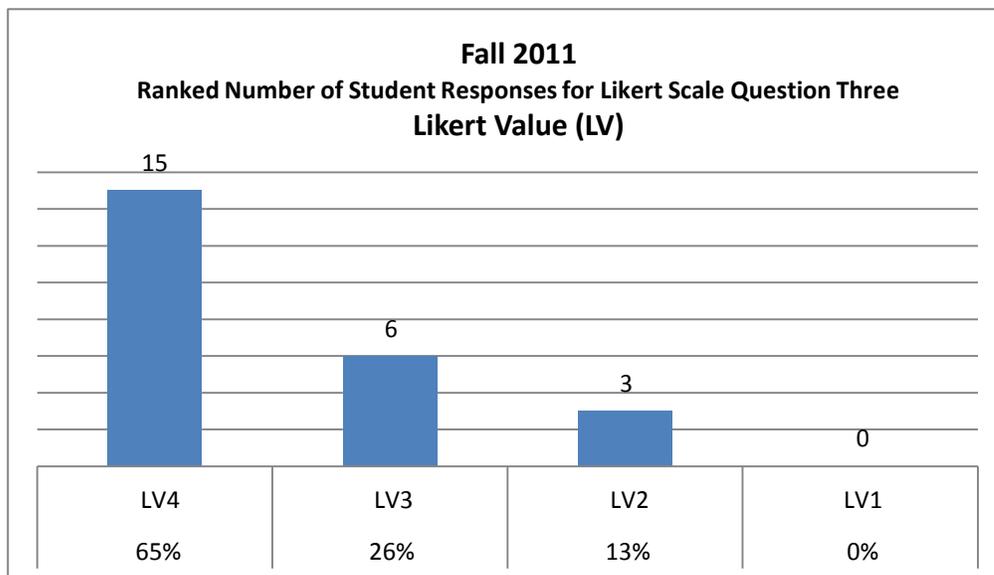
Student Evaluation Summary (School of Music)

Twenty-three students enrolled in two service-learning courses responded to the spring 2011 evaluation. Students in MUS 201 and MUS 486 contributed music appreciation activities to a local elementary school and the David and Margaret Home.

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 twenty-three students who responded to the end-of-semester evaluation:



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

- 15 (65%) Strongly agreed
- 6 (26%) Agreed
- 3 (13%) Disagreed

Student Self-Reflections (School of Music)

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.*

Course	Service-Learning	Student Comments:
MUS 201 World Music	APU Students created a one-time hour long interactive world music experience for a class of students at St. Francis of Rome	<i>It helped me realize that I am not the only person in this world and my music is not the only music that matters</i>
		<i>All people deserve the opportunity to learn, no matter what</i>
		<i>The mix of different cultural music allowed for a diverse learning experience</i>
MUS 486 Opera Workshop	Students performed an opera for elementary students	<i>I was reminded that we are all children of God and should share our knowledge and talents for His glory.</i>
		<i>I understood that all people experience the same emotions-they all laugh, cry, etc. This is universal and extends class barriers.</i>
		<i>Honestly, it taught me not to think of others differently just because they were younger.</i>

Summary Observations

The student evaluation responses provide strong evidence that students appreciate the value of *God-honoring diversity*. Although the service-learning sites and opportunities varied across the disciplines the majority of students replied similarly when responding to questions about service-learning, intercultural competency and respect. Service-learning also appears to increase student “awareness of others” while adding to deeper respect for people with diverse cultural backgrounds and experiences. Although many students were candid to discuss that previous life experience had not provided opportunities to engage with people from diverse cultural and socio-economic backgrounds, when addressing the faith integration aspect of their service many of the students considered respect and care for others as a major component of their spiritual development, reporting shifts in their awareness to others and a desire to be more active in their support of all people groups.

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 are pleased to support the university in this important area.