



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

Spring 2012 CLAS Evaluation Report: Service-Learning Courses

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

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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 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 525 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

525 CLAS students enrolled in service-learning courses in nine departments responded to the spring 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 students in other courses were responsible to provide research and technical support to a variety of social service agencies.

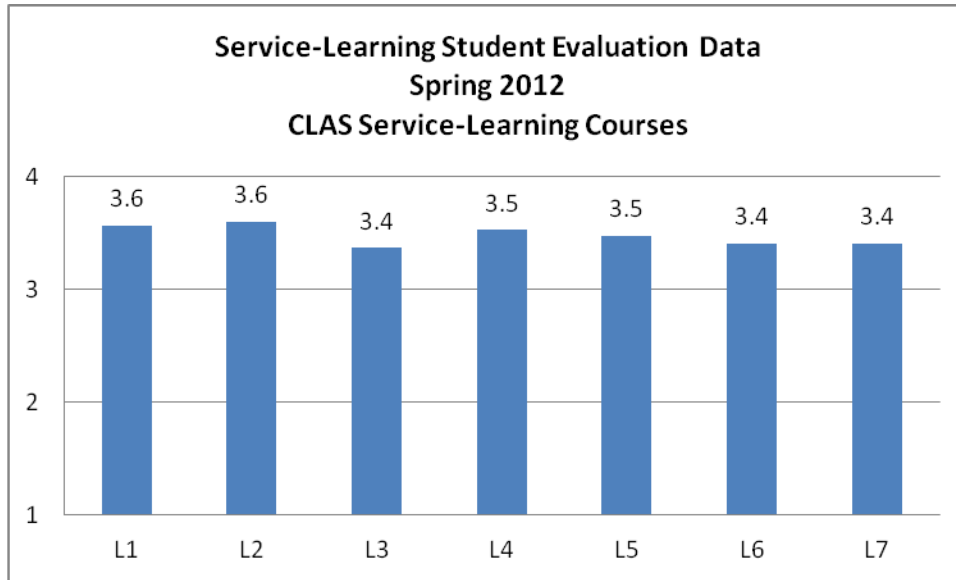
As part of the APU South Africa Semester the evaluation data provides strong and impressive evidence of transformational scholarship as a result of learning deep and lasting community development skills formed in relationship with the South African people.

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:

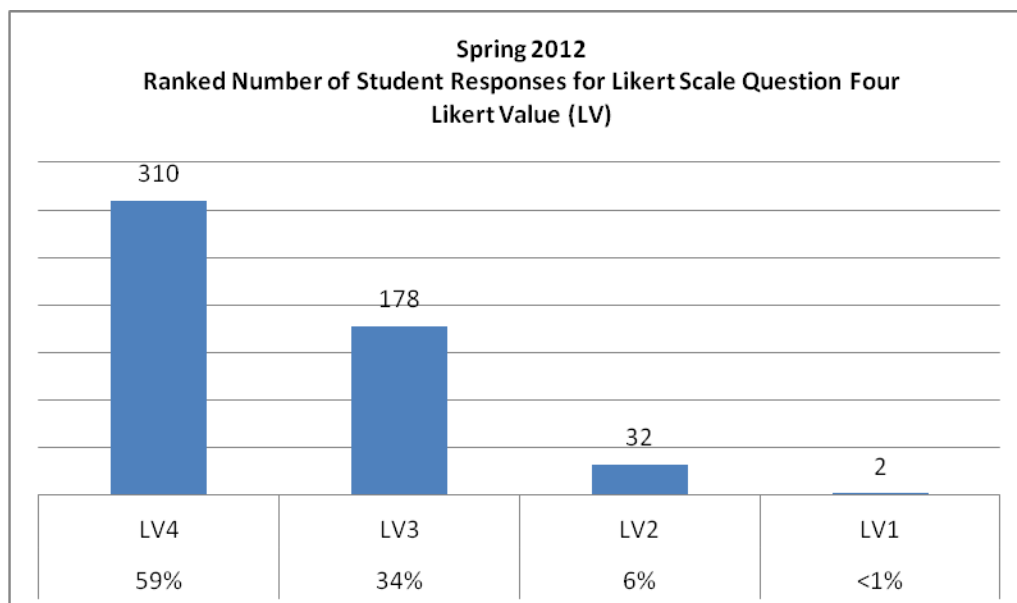
- LV4: Likert Scale value 4 (strongly agree)*
- LV3: Likert Scale value 3 (agree)*
- LV2: Likert Scale value 2 (disagree)*
- LV1: Likert Scale value 1 (strongly disagree)*

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 525 CLAS students who responded to the end-of-semester evaluation:



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

- 310 (59%) *strongly agreed*
- 178 (34%) *agreed*
- 32 (6%) *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.***

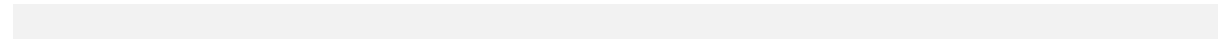
The student responses to the open-answer questions provide further evidence that students experienced shifts in perspective as they spent time serving in the community. When students reflected upon their experiences many observed an increase in awareness of others and an enlarged capacity to appreciate 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:
Art Art 310	Fundamental Art Experiences APU students prepared and facilitated two art lessons for 7 th and 8th grade students.	<i>Different cultures and art structures incorporated a value set towards relationship.</i>
		<i>I learned that everyone views and sees things very differently.</i>
		<i>I was respectful and helpful and aware of others' thoughts and hopes</i>
		<i>It helped me to see and understand that there is such a diverse group around Azusa who need to be reached.</i>
		<i>I respect what others believe and their values, not just my own.</i>
		<i>It just impacted my understanding of what unity means, the bringing together of people of different ethnic and religious backgrounds.</i>
		<i>I did not have enough time to get to know the students, but I did respect them because God loves them.</i>
Art 495	Students made four weekend visits to Double "R" Ranch where they helped to design a chapel for the residents.	<i>Now when I see homeless people on the street, I see the men I met, how beautiful they are and their inspiring stories. I acknowledge them as people hurting for Jesus.</i>
		<i>The men at the ranch are what would be considered outcasts in society, but through this experience, I got to know these men and see them in a deeper way. I saw them as human beings.</i>
		<i>It made me consider others more.</i>
		<i>It connected me with a group of people I never would have met and put faces and stories with a cause.</i>
Biology BIOL 326	Mini-Course Students taught principles of brain	<i>It strengthened my understanding and respect for people by serving.</i>
		<i>It showed me to be patient and respectful of others. At times the students were rowdy,</i>

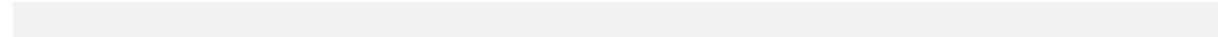
	science to 7 th grade students as part of a Brain Awareness Fair.	<p><i>but I tried to be kind in the way I interacted with them.</i></p> <p><i>It gave me a respect for kids with low socioeconomic status because I could see their struggle.</i></p> <p><i>It taught me to respect the youth of this community.</i></p>
BIOL 400	Students taught principles of science to elementary students in AUSD	<p><i>It helped me learn to respect different people who had different learning needs.</i></p> <p><i>Learning to work with a rowdy group of kids was a difficult challenge but I learned a lot about myself from it.</i></p> <p><i>Sometimes it was hard working with the kids. They were unkind at times but they are children of God and have intrinsic value just the same.</i></p> <p><i>Interacting with different personalities and backgrounds increased my understanding and respect of other people.</i></p> <p><i>Learned that every person deserves a chance and attention</i></p> <p><i>It made me have even more respect for different cultures.</i></p> <p><i>Interacting with different personalities and backgrounds increased my understanding and respect of other people.</i></p>
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.	<p><i>Through this project, I have much more respect for Catholicism because I was able to learn more about their rituals.</i></p> <p><i>It made me value all of the students as children of God.</i></p> <p><i>It helped me remember that there are many different cultures and backgrounds in this community.</i></p> <p><i>I valued being able to work in a different community than I'm used to, especially with kids.</i></p>
COMM 325	Students worked with Seniors at Pilgrim Place interviewing the older citizens and documenting personal stories.	<p><i>I was very well impacted while dealing with seniors and saw a lot of respect growing from the experience.</i></p> <p><i>I learned no matter how young or old you are, you can make a great impact.</i></p>



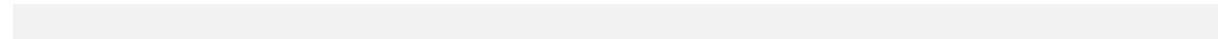
		<i>I learned that each person is different and great in their own ways and shaped through their own life experiences.</i>
COMM 440	Students partnered with community members to create a campaign of persuasive messages for a specific cause. Each group worked with a local organization to create a variety 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 taught me to care about the needs and wants of others and realize that we need to help those with little to no resources.</i>
		<i>We worked with people different than APU so that was cool to see them and work with them.</i>
		<i>I had to learn how to interact with my team in order to get the job done. People have very different styles of communicating.</i>
		<i>I suppose listening to the values of the Women's Resource Center planted and watered another seed of love and acceptance within my heart.</i>
JOUR 301	Students edited a manuscript of short devotionals written by nursing students.	<i>It helped me understand what people are trying to say about themselves. It helped me listen to others.</i>
		<i>It taught me that I need to respect all people because I don't know what they are currently going through.</i>
		<i>I have so much more respect for nurses now that I have read so many of their stories. It is a difficult job. I don't think I could do it so I am thankful to them for stepping up.</i>
		<i>I learned to respect and value the hard work of others.</i>
JOUR 430	Students were partnered with one of three sites. 1) Ability First 2) Church in the Park 3) Gladstone Street Elementary Journalism students spent 15 hours working at the site and interviewing for a report on an unrecognized population of people.	<i>It expanded my horizons big time. I've never dealt with disabled people before this and understanding how they are and why they do what they do changed my perspective on the disabled.</i>
		<i>I gained an understanding of how important it is to treat people with disabilities the same as any other human being.</i>
		<i>I realized how important it is to be interacting with the people in our community. I want to understand all groups of people, not just my own.</i>

English ENGL 406	Students prepared and taught two English lessons to a group of high school seniors.	<i>I have an immense amount of respect for the students at that school, despite their backgrounds.</i>
		<i>This experience deepened understanding of different socio-economic factors in charter schools.</i>
		<i>I developed better understanding of how labels ("delinquent" students, "remedial") can cause us to have wrong expectations of who they are as people.</i>
		<i>I was able to see a different environment and dive into the student's lives and see what they are experiencing and how it differs from mine.</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>It helped me relate to people I didn't know I didn't understand.</i>
		<i>In a big way, I was exposed to many different kinds of families with their own traditions.</i>
		<i>It helped me understand respect because it was a professional yet loving environment which had to be respected.</i>
		<i>I have much more respect for child care workers who get paid little to nothing for all their hard work.</i>
Global Studies GLBL 355	South Africa Term	<i>I can now better relate with people of another culture and love them appropriately. Before this service site I had struggled to relate with and understand people of other cultures.</i>
		<i>It increased my respect of all people by feeling a connection to people of different cultures/languages/etc.</i>
		<i>I earned so much respect for the people of Haniville. The lives they live are so intriguing and I understand some of the things about them now that I didn't before.</i>
		<i>It opened my eyes to a wide variety of people that we so culturally different than me, but I still learned to love them the same.</i>
		<i>I learned that different cultures definitely shape people's mindsets but we all still had similar/common beliefs, aspirations and dreams.</i>
		<i>I learned that people carry more skills and</i>

		<p><i>are more valuable than we often expect them to be. Also, I have gained new respect for the struggles the people of the community after seeing them firsthand.</i></p> <p><i>This space is not enough to explain. I am forever changed!</i></p>
<p>Liberal Studies EDLS 300</p>	<p>TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession</p>	<p><i>The school had a lot of different cultures in its students and it helped my understanding of the area.</i></p>
		<p><i>I developed a larger respect for teachers. A lot of work is put into each and every day.</i></p>
		<p><i>I learned much more about learning disabilities and techniques to make each learner feel included and stimulated.</i></p>
		<p><i>I was able to experience different kinds of people and appreciate different kinds of learners.</i></p>
		<p><i>My service-learning opportunity increased my understanding and respect for other people because it is something that I've been doing since I was a kid because it is how my parents raised me.</i></p>
		<p><i>It is crucial to understand that everyone comes from different situations and backgrounds. We need to respect the students' backgrounds.</i></p>
		<p><i>I worked with a special ed class and it helped me to understand their learning needs.</i></p>
<p>EDLS 405</p>	<p>C.H.A.M.P. College Headed and Mighty Proud</p>	<p><i>It helped me to understand that we all come from different backgrounds and we need to be culturally aware of each other.</i></p>
		<p><i>This gave us a firsthand opportunity to see what multicultural education truly looks like.</i></p>
		<p><i>I was able to work with students from a low income and low involvement community, which is different from my own personal past.</i></p>
		<p><i>The time with the students allowed me to better understand dynamics in the Diversity in the Classroom course.</i></p>
		<p><i>This made me realize even more that people cannot be stereotyped. Each person is individual.</i></p>
		<p><i>It allowed me to open my eyes to the</i></p>



		<p><i>diverse world that we live in. I have grown so much this semester in my appreciation for other cultures and to value each person individually.</i></p>
		<p><i>It gave me hands on experience with work working with kids from different cultures, but made me realize they are all individuals and unique.</i></p>
		<p><i>Respecting others is and always will be important. This program helped me see the importance of respecting people for their diversity.</i></p>
		<p><i>I learned about a different culture and gained respect for them.</i></p>
		<p><i>I gained a lot of respect for the teachers working with the students every day. They are difficult kids and I commend the teachers for their hard work.</i></p>
EDLS 434		<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>



		<i>It allowed me to see the diversity in the classroom and how to best respect that.</i>
		<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>
Liberal Studies EDLS 496	Senior Seminar: Special Needs Partnership	<i>The project showed me a bit about special education students. It gave me so much respect for the students and for those who work with them</i>
		<i>I have great respect for all people and they showed me something about myself that I have the capacity for greater love than I had previously imagined.</i>
		<i>It helped me appreciate the mentally challenged students and give me more of an understanding about them.</i>
		<i>It made me have new perspective and appreciation in meeting people different than me.</i>
		<i>This service learning opportunity impacted my understanding and respect for others because it helped me to understand teaching perspectives for the disabled.</i>
		<i>I learned how valuable of an experience it is to reach out to others and go into the community and help. It is so humbling to get out of your comfort zone and just be real with other people.</i>
Math Math 095	Students taught math principles in afterschool program, THINK Together.	<i>Most of the children came from a different background or culture than me so it was awesome for us to come together and teach and learn as equals.</i>
		<i>It helped me realize some people were not given the opportunities I had so it is awesome to share those with the kids!</i>
		<i>I respected the people in the organization who sacrifice their time for the kids and the after school program.</i>
		<i>I have always had a high respect for other people but this allowed me to grow and view a different environment.</i>
		<i>It made me respect people on a whole</i>

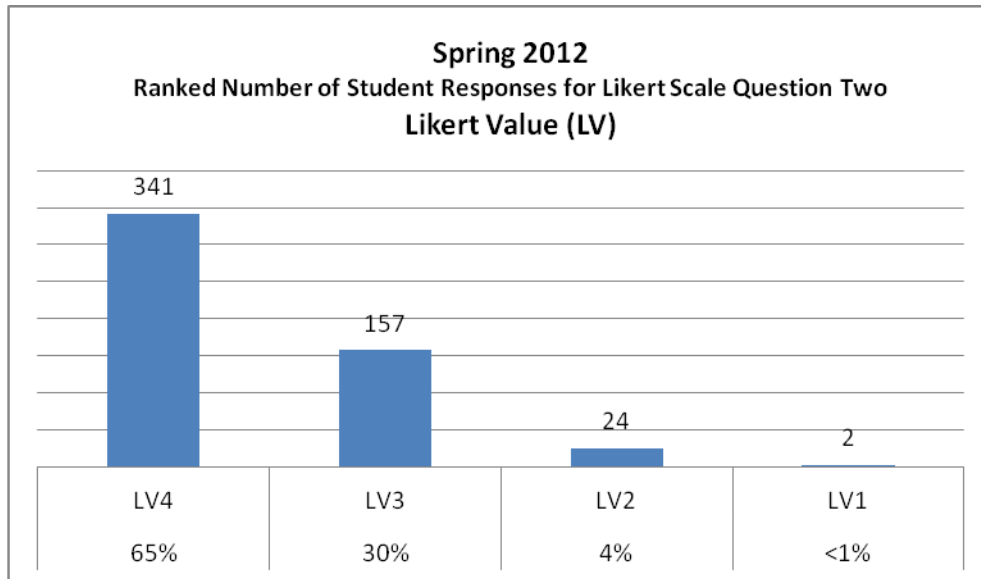
		<i>other level.</i>
		<i>Taught me to be humble and not act like I'm better than anyone else. We are all a part of the body of Christ.</i>
Math 110	Students taught math principles in AUSD middle school classrooms.	<i>My service experience reinforced that everyone is valuable and should have an opportunity to succeed.</i>
		<i>I learned to respect all people no matter their background, age or gender.</i>
		<i>It helped me understand that everyone is different in learning and some get things quicker than others. It made me have respect for those who were interested in our topics and what we're trying to teach.</i>
		<i>Everyone is different. Everyone learns different and applies what they see and learn from you differently. The best thing to do is walk like a child of God so that kids can see and learn and apply what you do.</i>
		<i>I respect those who take the time to help these students out. Both the students and the professors</i>
Math 115	Students taught math principles in AUSD classrooms. Mini-Course	<i>I valued respecting others as fellow humans, and learning to love them</i>
		<i>Helped to better understand that even if we are different we are all still God's children</i>
		<i>I learned that even young people are worthy of the same respect I would give to an adult.</i>
		<i>It didn't really impact my respect. It just affirmed it.</i>
		<i>My understanding and respect for other people grew because these kids tried their best to learn the concepts and if someone gives them focused attention they can learn.</i>
		<i>I learned that I really enjoyed working and interacting with others in the Azusa community.</i>

Psychology Psyc 345	Students interacted with children and teenagers at Our Neighborhood Homework House and at the Neighborhood team project.	<i>It impacted my respect and understanding because I was around people I would not have otherwise been around.</i>
		<i>I learned that it is important to respect others, and that it takes a while for them to accept you.</i>
		<i>I got to see kids with a very different background than what I grew up with and am used to.</i>
		<i>It's not always easy working with others, but with patience and love you're able to get through it all.</i>
		<i>I was able to learn so much about the Latino community through my kids.</i>
Psyc 362	Students posed various research questions related to these agencies: Center for Global Learning and Engagement, Office of Multi-Ethnic Programs, Office of Communiversy and Boys and Girls Club of the Foothills Monrovia	<i>I was able to understand and respect other people more because I was able to understand where they were coming from.</i>
		<i>It allowed me to see different points of view and look at the heart of people's struggles.</i>
		<i>I now feel more compassionate for those who are suffering and have a greater appreciation for what secular career fields (research) can do for faith integration.</i>
		<i>God honoring diversity is why I'm doing this.</i>
		<i>This project is all about ethnicity, so it made me more aware of racism and loving Christian neighbors.</i>
		<i>A lot of people don't know much about their identity culturally.</i>

Transformational Scholarship

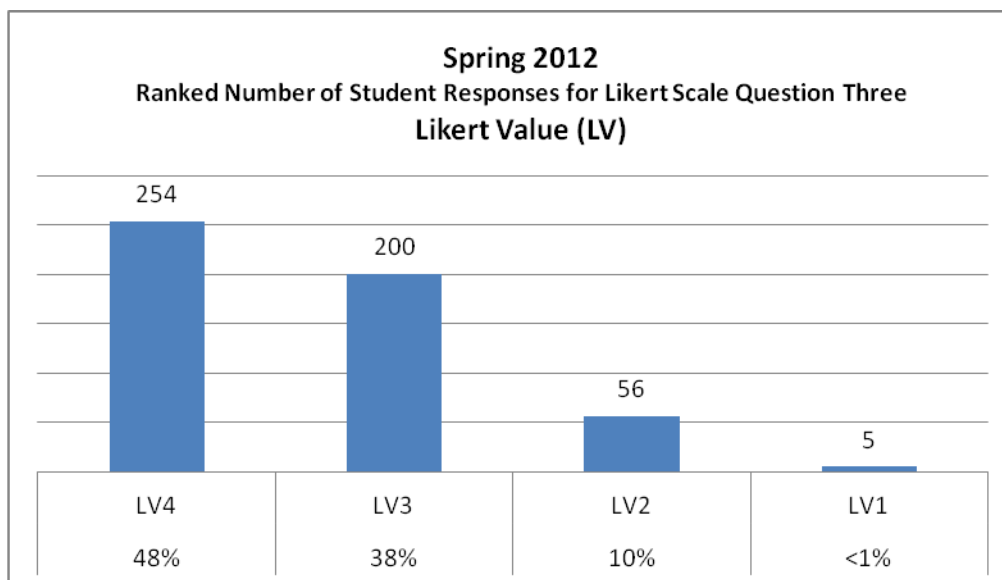
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

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*

- 341 (65%) *strongly agreed*
- 157 (30%) *agreed*
- 24 (4%) *disagree*
- 2 (<1%) *strongly disagree*



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

- 254 (48%) *strongly agreed*
- 200 (38%) *agreed*
- 56 (10%) *disagree*
- 5 (<1%) *strongly disagree*

Student Self-Reflections

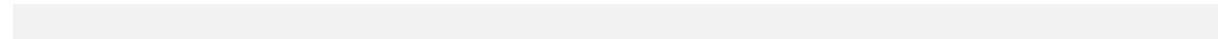
In addition to the Likert Scale questions the students also responded to the question “*What was of greatest value to you in this service-learning experience?*” The follow responses provide support and evidence of positive student learning outcomes, a specific goal of the larger *Transformational Scholarship*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

Department	Projects	Student Comments:
Art Art 310	Fundamental Art Experiences APU students prepared and facilitated two art lessons for 7 th and 8th grade students.	<i>Spending time in a classroom setting with an older group of students was valuable.</i>
		<i>I learned from working with the students from the school, being able to talk and get to know them a little bit.</i>
		<i>Getting to share what we learned in class with others was important.</i>
		<i>Engaging with others of all ages brought children together and out of their homes and schools.</i>
		<i>I valued being able to use the skills I know in art to work with the kids and feel like I was able to teach them.</i>
		<i>The greatest value was being able to work with a new age group of students.</i>
		<i>I valued learning team dynamics and how to work in a group.</i>
Art 495	Students made four weekend visits to Double "R" Ranch where they helped to design a chapel for the residents.	<i>The opportunity to use my major as a way to serve others</i>
		<i>I valued the relationships I was able to develop with my classmates and everyone involved with this project</i>
		<i>I learned to be a greater listener and my gift as an includer, the ability to mold myself according to what the group needs of me.</i>
		<i>The process of working within a group in order to benefit another group was learned.</i>
Biology	Mini-Course	<i>I think the greatest value was going to the elementary school and exposing them to</i>

BIOL 326	Students taught principles of brain science to 7 th grade students as part of a Brain Awareness Fair.	<p><i>basic and important info related to our brain and health. They are the group that knows least about this and can benefit most.</i></p> <p><i>Teaching middle school students helped me learn the material better.</i></p> <p><i>It was great to put knowledge into action and share that with the community.</i></p> <p><i>I enjoyed taking what I learned in class and applying it to teach kids at the middle school.</i></p> <p><i>Being able to share/teach others what I have learned and help in knowledge of science/health in general population was of value.</i></p>
BIOL 400	Students taught principles of science to elementary students in AUSD	<p><i>I learned many teaching tips for my future.</i></p> <p><i>Learning to become a better teacher was valuable.</i></p> <p><i>The greatest value was gaining experience in the classroom working with kids.</i></p> <p><i>I enjoyed being able to actually prepare and teach a lesson without teacher's help.</i></p> <p><i>Visiting a diverse class with lower level learners and faster learners and different backgrounds expanded the ways I'd teach.</i></p> <p><i>It was of value getting to work hands on with the students and being able to plan a lesson from start to finish.</i></p> <p><i>I was able to observe a class without having to do much. It allowed me to focus on the teacher's actions.</i></p>
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.	<p><i>I think that learning about how motivated the kids were to speak well really encouraged me to help them in every way I could and encouraged me to continue to serve in the community.</i></p> <p><i>I valued teaching the kids how to write their own speeches and seeing them improve so much</i></p> <p><i>Seeing students strive to reach their full potential because of my encouragement was valuable.</i></p>
COMM 325	Students worked with Seniors at Pilgrim Place	<p><i>Once again I came away from this so impacted by the stories of these elderly</i></p>

	interviewing the older citizens and documenting personal stories.	<p><i>folks, the journeys they went on, and it gave me so much hope and excitement for my future.</i></p> <p><i>I valued meeting people who have served others in their lives and have so much knowledge to share.</i></p> <p><i>I appreciated getting to hear the story of an incredible person and learn how gender issues have changed.</i></p>
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.	<p><i>I wanted to be able to help as much as I could by providing them with useful information and ideas. Providing information and artifacts to our client.</i></p> <p><i>I enjoyed the opportunity to get to know the center I was serving while integrating classroom skills with service.</i></p> <p><i>Practical experience implementing class material.</i></p> <p><i>I liked that I was able to incorporate my major into this experience. Got to see how I can use it in the future.</i></p> <p><i>I liked that I could use my practical skills outside of the classroom.</i></p> <p><i>I valued connecting course content into real life.</i></p>
JOUR 301	Students edited a manuscript of short devotionals written by nursing students.	<p><i>I valued applying course content to a project that will benefit countless nurses in the future.</i></p> <p><i>I valued understanding how to apply what I learned in class.</i></p> <p><i>Applying practical classroom knowledge to real life situations was important.</i></p> <p><i>It was hands-on experience that helped me see what the true editing process is like.</i></p>
JOUR 430	Students were partnered with one of three sites. 1) Ability First 2) Church in the Park 3) Gladstone Street Elementary Journalism students spent 15 hours working at the site and interviewing for a report on an unrecognized population of people.	<p><i>I feel that I now have a much better understanding of individuals with disabilities and I am so grateful for the experience.</i></p> <p><i>I valued learning and testing myself with patience and learning how to work with people with disabilities.</i></p> <p><i>I learned that I have a lot of room to grow in serving God's people. I have so much more room to love God's people.</i></p>

English ENGL 406	Students prepared and taught two English lessons to a group of high school seniors.	I had no prior experience with this age level and I was glad I got the opportunity. I valued getting the opportunity to work with high school students.
		<i>I was inspired to teach. Watching the rapport some of these teachers enjoyed with their students and realizing the depth of need fueled my desire to teach in low-income, higher risk environments.</i>
		<i>I received valuable advice from the teachers that will help me in the future as I pursue a career in education.</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>I enjoyed getting to use the skills that I've learned in class on real children.</i>
		<i>I better understand children and the importance of education in the early years.</i>
Global Studies GLBL 355	South Africa Term	<i>The greatest value was getting hands-on experience</i>
		<i>I learned how to effectively use the tools necessary to empower the people of the community. This is what impacted me the most.</i>
		<i>I valued getting to firsthand experience the community and build long-lasting relationships.</i>
		<i>I valued being able to work with the senior youth group at WITL to accomplish a common goal and simultaneously begin a relationship of friendship with them in the process gave me a lot of hope. We not only dreamed together, but saw a part of that dream come into fruition and that was so powerful.</i>
		<i>I enjoyed being in the community and having hands-on experience. I think the most valuable aspect was building relationships with people in Sweetwaters and the staff.</i>
Liberal Studies EDLS 300	TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession	<i>It was great learning about being in a classroom and practicing teaching lessons to a whole class.</i>
		<i>I learned a lot from my host teacher and I loved getting experience, hands on in the area that I will be pursuing as a career.</i>



		<p><i>Gaining the experience of teaching a full-sized class, it gave me the opportunity to experience being the instructor firsthand; I could decide whether or not fourth grade is right for me.</i></p>
		<p><i>It was a huge blessing to be able to get experience in the area that I want to teach in. I also loved that I was placed with a Christian teacher because she showed me how to incorporate my faith even in a public setting.</i></p>
		<p><i>As I dialogued with my teacher, I learned a lot about state standards and the need to equip students for their benchmarks. I saw both the challenges it poses and the way teachers can embrace it with positive flexibility. I was also trained in lesson planning.</i></p>
		<p><i>I enjoyed giving the two lessons. It helped and prepared me for the future.</i></p>
		<p><i>My service-learning experience was overall amazing. I am now one hundred percent sure I want to be a teacher because my host teacher took time to teach me as well.</i></p>
		<p><i>It was so good to see what teaching kindergarten fully holds and to firsthand have to go through it. So much more than I anticipated, but the experience made me realize that I do love teaching the younger grades.</i></p>
<p>EDLS 405</p>	<p>C.H.A.M.P. College Headed and Mighty Proud</p>	<p>The greatest value was learning to be culturally aware and understanding of others background.</p>
		<p>I was able to fully grasp the idea of culture as anything that makes a person who they are. I was able to celebrate diversity.</p>
		<p>This opportunity helped me realize that teaching is what I want to do with my life.</p>
		<p>I got to learn about my students and their cultural things that they enjoy doing. I enjoyed being outside the lecture of my own class and in a more relaxed class. I loved being able to take on the role of a teacher and being able to experience the classroom in a different perspective.</p>

		Being able to get hands on experience by being able to interact with students in a learning environment
		It was valuable gaining experience working with children.
EDLS 434		The greatest value was helping the volunteer site and experiencing the learning environment and interaction out of reading.
		I valued using my wisdom and knowledge gained from the course to benefit the young kids in the nearby/local community.
		I learned that I relate well to kids and I gained a greater respect and appreciate for pre-school teachers.
Liberal Studies EDLS 496	Senior Seminar: Special Needs Partnership	<i>To work with special need high school students and to interact with them was a learning experience</i>
		<i>I think actually working with special needs students allowed me to get out of my comfort zone and realize it is not scary in that environment.</i>
		<i>The greatest value I learned was patience. I learned to be patient and loving with those that have disabilities.</i>
		<i>I valued being able to work and be involved w/the students at Azusa High School.</i>
		<i>To meet and connect with mentally disabled teens. At first I was scared but after meeting them I discovered that they are normal people.</i>
Math Math 095	Students taught math principles in afterschool program, THINK Together.	<i>The hands-on aspect of it, and the game we used</i>
		<i>Throughout the experience, I learned what other elementary schools are like and I learned how to engage the kids in their learning.</i>
		<i>It made me want to help out the community more.</i>
		<i>By teaching them math it taught me what teachers must go through daily and how I can respect them more.</i>
		<i>I grew to like the children and it changed my perspective on them.</i>
		<i>I valued learning how to teach math even when I am not confident in it myself.</i>

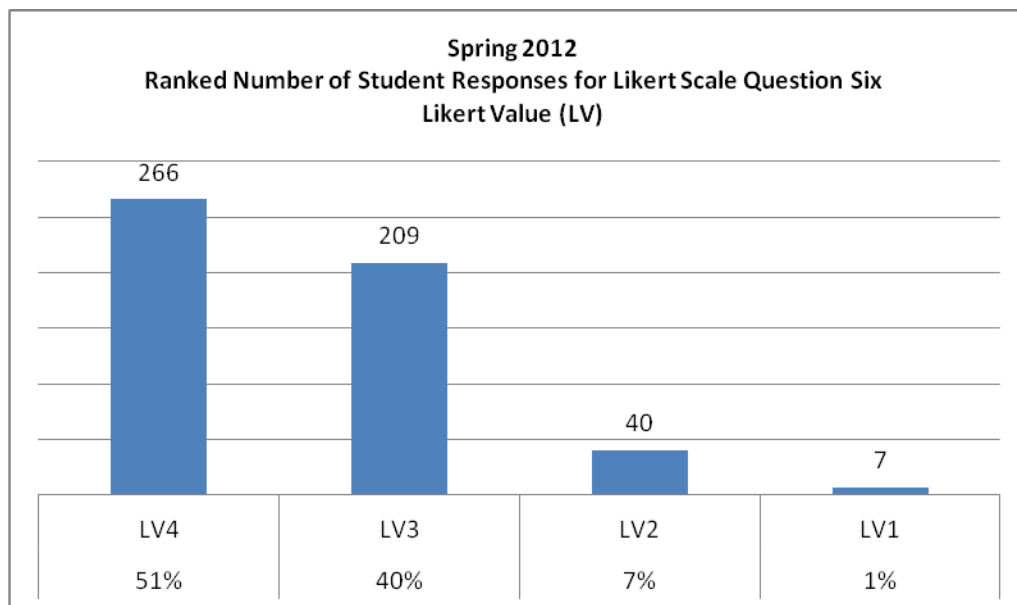
Math 110	Students taught math principles in AUSD middle school classrooms.	<p><i>I've learned how to promote a healthy learning environment and how to make it exciting and fun for those both eager and unsure about learning.</i></p> <p><i>I learned new ways to teach elementary aged kids math.</i></p> <p><i>I realized the amount of work that goes into making and planning events for the children.</i></p>
Math 115	Students taught math principles in AUSD classrooms. Mini-Course	<p><i>I learned that I was able to take the math skills I have learned in this class and turn around and successfully teach that information to others.</i></p> <p><i>I appreciated the opportunity to practice teaching.</i></p> <p><i>I valued being able to teach others what I have learned and encourage the kids to further their education.</i></p> <p><i>The best thing about this project was seeing the kids start to understand what I was teaching them.</i></p> <p><i>I valued getting to know and understand these children and helping pass my knowledge to them.</i></p>
Psychology		
Psyc 345	Students interacted with children and teenagers at Our Neighborhood Homework House and at the Neighborhood team project.	<p>I learned a lot about adolescent development.</p> <p>I loved engaging with the students I was working with. I was able to apply concepts I learned in class at the site.</p> <p>I learned that I have a desire to continue to be involved in my community.</p>
Psyc 362	Students posed various research questions related to these agencies: Center for Global Learning and Engagement, Office of Multi-Ethnic Programs, Office of Communiversity and Boys and Girls Club of the Foothills Monrovia	<p><i>I valued being able to read articles and other research about people that suffer from re-entry and how common it is but how we don't place an emphasis on it</i></p> <p><i>I was able to understand the broader context of service through conductory research.</i></p> <p><i>I gained experience for my class.</i></p> <p><i>I was able to do hands-on research.</i></p> <p><i>Integrating what I learned in class was of value to me.</i></p> <p><i>I was able to use statistics to help an organization.</i></p>

Faith Integration

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

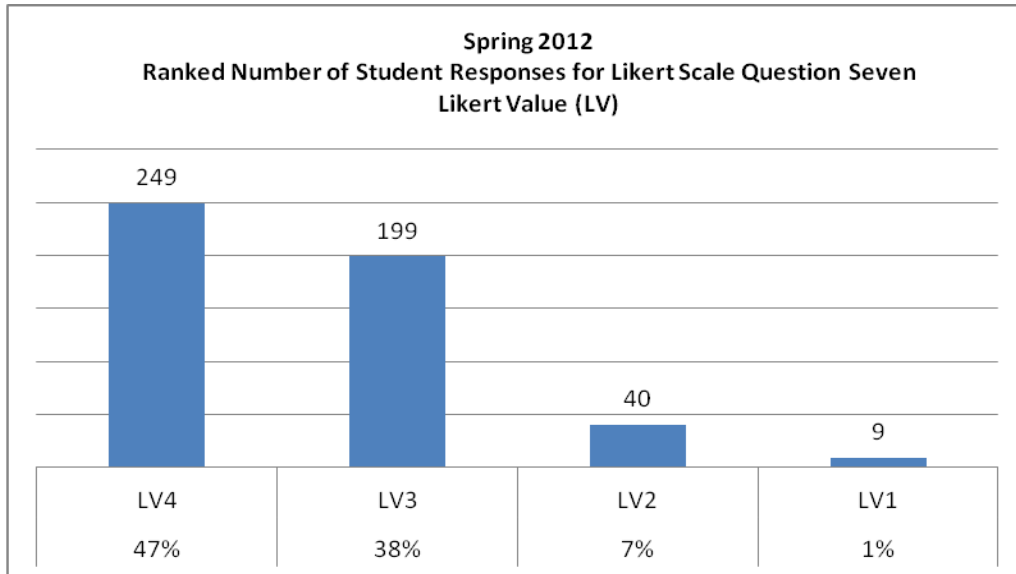
6. *This service-learning experience increased my capacity to live out Christian values in the community.*

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.*

- 266 (51%) *strongly agreed*
- 209 (40%) *agreed*
- 40 (7%) *disagree*
- 7 (1%) *strongly disagree*



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

- 249 (47%) *strongly agreed*
- 199 (38%) *agreed*
- 40 (7%) *disagree*
- 9 (1%) *strongly disagree*

Student Self-Reflections

The 525 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:
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<p>Art</p> <p>Art 310</p>	<p>Fundamental Art Experiences</p> <p>APU students prepared and facilitated two art lessons for 7th and 8th grade students.</p>	<p>I was able to use my personal faith to encourage the girls.</p> <p><i>I was able to better help the children understand their own faith by understanding my own faith commitment.</i></p> <p><i>My faith was there in serving our neighbors, in this case, serving little ones and having them make art with us.</i></p> <p><i>I was open to wanting to see each child's individual self through the eyes of God.</i></p> <p><i>I used lots of Fruits of the Spirit during the project.</i></p> <p><i>I was able to be patient even when some of the kids didn't want to cooperate.</i></p> <p><i>It helped me to keep patient and understand the needs of others.</i></p>
<p>Art 495</p>	<p>Students made four weekend visits to Double "R" Ranch where they helped to design a chapel for the residents.</p>	<p><i>I was excited to put in tons of overtime in order to get this project done on time! The chapel will bring these men a great spiritual opportunity.</i></p> <p><i>It helped a lot with adding to the experience, but I gained more personal faith than I put in.</i></p> <p><i>I was able to bond with these men on the deeper faith level and understand the source of where their change came from.</i></p> <p><i>I actually think my faith was more heavily impacted by the men, but my faith helped me to love them.</i></p>
<p>Biology</p> <p>BIOL 326</p>	<p>Mini-Course</p> <p>Students taught principles of brain science to 7th grade students as part of a Brain Awareness Fair.</p>	<p><i>Giving me a desire to improve people's lives is one way my faith impacted my experience</i></p> <p><i>I realized I should be doing it not for personal gain or pleasure but simply because it is our job to share with what we know.</i></p> <p><i>It made me consider how working in the community can be used as a means to share one's faith and how the attitude taken in approach to the community is important.</i></p> <p><i>My faith has been spiritually stagnant in the moment but this experience definitely stirred some emotions that might help in strengthening my faith.</i></p>

		<i>My personal faith caused me to really do the best I could in this project to provide the best experience possible for the kids.</i>
BIOL 400	Students taught principles of science to elementary students in AUSD	<i>My personal faith is involved with my teaching because I try to show by example. Hopefully my faith reflects it.</i>
		<i>I brought Christian values to how I taught and treated the kids.</i>
		<i>Although I wasn't be able to speak about my faith, through my example and compassion I had for each of them. I believe I was able to make an impact on their lives.</i>
		<i>It impacted my involvement by being able to care for the class of students and find their learning experience valuable and exciting.</i>
		<i>I knew that most of the kids were Christian and so I wanted to be a good example to them.</i>
		<i>I performed everything to my best ability.</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>My faith impacted how I interacted with the kids and I tried to reach out to them and love them just as we are commanded to love our neighbors as ourselves.</i>
		<i>I was committed to give quality service and attention to all the students that I worked with.</i>
		<i>My personal faith is really the reason why I love to help other people, so this project was a wonderful ways to help kids.</i>
COMM 325	Students worked with Seniors at Pilgrim Place interviewing the older citizens and documenting personal stories.	<i>This made me realize how great God's love is and how parents have such a big influence on how we see the world.</i>
		<i>I got to share my faith with others and learn theirs.</i>
		<i>It was impactful because my pilgrim was religious as well.</i>
COMM 440	Students partnered with community members to create a campaign of persuasive messages for a specific cause. Each group	<i>As a Christian, I felt blessed with the opportunity of helping.</i>
		<i>I wanted to be ethical and honest in everything I contributed.</i>

	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.	<p><i>A Christian perspective allows me to maintain my beliefs while evangelizing for God. Mostly ethics</i></p> <p><i>I saw a lot of the love of God in this place and we were able to further use that love.</i></p> <p><i>I was able to integrate the way Christ's serves into the way we served this site.</i></p> <p><i>My faith commitment helped me be better committed to the project and the client.</i></p>
JOUR 301	Students edited a manuscript of short devotionals written by nursing students.	<p><i>Faith is the reason why I give of my time and skills to help others, I believe that God uses nurses in the hospital setting to be his hands and feet.</i></p> <p><i>Reading the students' devotionals really reinforced my love for God.</i></p> <p><i>It made me think about how I incorporate my faith into my profession.</i></p> <p><i>By setting aside time to help others, I felt God working through me.</i></p>
JOUR 430	Students were partnered with one of three sites. 1) Ability First 2)Church in the Park 3)Gladstone Street Elementary Journalism students spent 15 hours working at the site and interviewing for a report on an unrecognized population of people.	<p><i>It showed me that God provides for me so that I should help and provide for others and help them.</i></p> <p><i>I feel like being at my service site really made my faith come alive. I know God has a love for every individual and in serving the children with disabilities I feel I was able to do something we are supposed to be doing.</i></p> <p><i>It helped me to actually live out the calling God has for us.</i></p>
English ENGL 406	Students prepared and taught two English lessons to a group of high school seniors.	<p><i>By seeing a secular, public school, I was able to balance (or begin to foresee how to balance) my personal faith with standards and expected outcomes of my future students.</i></p> <p><i>I think just in realizing the potential to bring the love and hope of Christ into the environment deepened my desire to integrate faith and teaching.</i></p> <p><i>My personal faith helped me see the worth and importance of educating students like these.</i></p>
ENGL 434	Students were placed in settings to read to children	<i>It helped me use my Christian values while teaching.</i>

	in early childhood programs as part of the ELF (Early Literacy Foundation) program.	<p><i>My personal faith commitment allowed me to show love to the children through my time spent and hopefully model God's love.</i></p> <p><i>The more committed I was with faith, the more joy I could get from helping.</i></p>
<p>Global Studies</p> <p>GLBL 355</p>	South Africa Term	<p><i>My faith impacted my involvement greatly as Christ is the model for love and service.</i></p> <p><i>It taught me a lot spiritually. I felt God strengthened my desire to spread the gospel through prayer and relationships.</i></p> <p><i>I definitely wrestled with God on many occasions and constantly asked Him for guidance regarding issues.</i></p> <p><i>My faith is what I used each day. We prayed at the homes and connected spiritually through devotionals with the senior youth.</i></p> <p><i>In locations where I could only observe and not physically do or change anything, I was able to pray either out loud for different people or to myself while going around the community. It reminded me that God was the only one who could ultimately help any situation.</i></p>
<p>Liberal Studies</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>I feel that as a Christian I was able to be an encouraging, positive, influence in the class where I worked.</i></p> <p><i>I learned how to show the love of Christ to the students by being kind, fair, and accepting.</i></p> <p><i>I showed the kids through my actions what it's like to be a Christian and even if they did not understand my intentions, I know what I did was not only beneficial to them but to me as well.</i></p> <p><i>Honestly, my faith most impacted me in a subtle manner. I often found myself praying for wisdom before entering the classroom for the chance to be an encouragement to my teacher and students.</i></p> <p><i>My personal faith commitment impacted my involvement by believing in me and God. Also, it helps me to keep myself on track and do the greatest work.</i></p> <p><i>Because of my faith I always want to serve and this opportunity gave me a chance to</i></p>

		<i>live out my faith in my community.</i>
		<i>My personal faith influenced my actions in the classroom.</i>
EDLS 405	C.H.A.M.P. College Headed and Mighty Proud	<i>I was able to show/display to the kids what it means to be a loving and caring person because I am a Christian.</i>
		<i>Jesus' example of relational teaching helped me understand and efficiently mentor to my students.</i>
		<i>My personal faith is to love all people and I found that just expressing how grateful and excited I was to be there made a difference.</i>
		<i>My faith helped me to have patience and focus on the big picture. It was difficult not being able to talk about my faith with my students by personally I was able to connect my faith with service learning.</i>
		<i>My faith always impacts my involvement, or at least I try. When I was frustrated it was nice to be hopeful and I tried to share God's love with the students.</i>
		<i>I really wanted to show the love of Christ to my students every time I saw them. I also wanted to encourage academic excellence because Christ wants the best that they can give.</i>
EDLS 434		<i>As a Christian, I feel that I am lead into leadership and volunteer work. I feel that I am bring glory to the kingdom.</i>
		<i>I got to love students with the love of Christ.</i>
		<i>We are called to serve.</i>
Liberal Studies EDLS 496	Senior Seminar: Special Needs Partnership	<i>This is an interesting question for this particular project, and difficult to answer. What I can say is that we are called to be lights of the world and to love others as Christ loved us by spending time with these students at Azusa High School. I believe we shared them the love of Christ</i>
		<i>Knowing Jesus and how he views everyone as equals helped me to understand more how I should react to these students.</i>
		<i>God gave me patience to love the disabled students even when it was difficult and</i>

		<p><i>uncomfortable.</i></p> <p><i>My faith impacted me because I got to pray about my experience before hand and it helped my involvement</i></p> <p><i>I think I was able to think more in depth how I can integrate faith into the community, how to live as a Christian in a community where they do not talk about God.</i></p>
<p>Math</p> <p>Math 095</p>	<p>Students taught math principles in afterschool program, THINK Together.</p>	<p><i>It has always been my goal to serve others. This project alone helped me do this.</i></p> <p><i>Taught me that we are all part of the body of Christ and we need to build each other up.</i></p> <p><i>My faith tells me to "go" and I felt that this was a good example of what I should be doing as a Christian.</i></p> <p><i>It allowed me to actually do something with my faith and actually physically go and do God's work instead of talking about it.</i></p> <p><i>As Christians, we are called to serve, and this project allowed me to serve the youth in the community.</i></p>
<p>Math 110</p>	<p>Students taught math principles in AUSD middle school classrooms.</p>	<p><i>My faith allowed me to be willing to serve, stepping out of comfort zone.</i></p> <p><i>It helped me to look at this opportunity to serve in a positive light.</i></p> <p><i>It impacted my experience by allowing me to be patient with students and be kind and ready to teach.</i></p>
<p>Math 115</p>	<p>Students taught math principles in AUSD classrooms. Mini-Course</p>	<p><i>My faith helped me to be kind and understanding and patient with the kids.</i></p> <p><i>It helped me see a long term effect because what I was doing, with Christ, could possibly impact them for a very long time because He was with me.</i></p> <p><i>It is because of my faith that I try to love all and know that every kid is God's child.</i></p> <p><i>It made me very aware of my behavior because I knew I was not only representing APU, but Christ as well.</i></p> <p><i>I think it impacted me in the way that I was trying to make sure that I was someone they could look up to, not look at and think I was hypocritical.</i></p>

Psychology Psyc 345	Students interacted with children and teenagers at Our Neighborhood Homework House and at the Neighborhood team project.	<i>My faith gave me a love and passion for helping others, being able to use my gifts to be able to make a difference in someone else's life.</i>
		<i>Being a Christian, it helped me want to make an impact on these kids to be Christ followers as well.</i>
		<i>It helped me to be patient and understanding as well as encouraging. Seeing difficult situations in a faith-lead view helps to understand them.</i>
Psyc 362	Students posed various research questions related to these agencies: Center for Global Learning and Engagement, Office of Multi-Ethnic Programs, Office of Communiversity and Boys and Girls Club of the Foothills Monrovia	<i>My personal faith commitment impacted my involvement because it gave me the opportunity to really care about the outcome.</i>
		<i>It forces you to think about what God was and is currently trying to teach you from the experience He allowed us to have.</i>
		<i>It helped me to understand where God placed an impact of faith, patience, and how to adapt to situations thrown at me.</i>
		<i>I wanted to show my love and care for others through this project, and it allowed me to do that in a unique way.</i>
		<i>Jesus calls us to love and serve, and that's what we did.</i>
		<i>My professor was sure to remind us that just as the people are blessed by our work, we are blessed by their acceptance of our skills and talents.</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. *Working my butt off, physically, and at the end of the day feeling tired and knowing I made a tangible difference.*
2. *Building relationships with the people there and especially my team mates.*
3. *Serving the Lord through children's ministry and AIDS ministry in a poverty stricken environment.*
4. *Serving the Lord and learning about poverty and HIV/AIDS and how to love better.*
5. *The time I spent building relationships with the community and the staff were of greatest value to me*
6. *Greatest value was the relationships I gained. The stories I heard from the people about their lives.*
7. *Being in the community and having hands-on experience. I think the most valuable aspect was building relationships with people in Sweetwaters and the staff.*
8. *Relationships, home visits, playing with the kids.*
9. *To realize that empowerment is the heart of development.*
10. *The relationships*
11. *I honestly just loved everything. iTHemba is a beautiful organization with wonderful staff, that does a great job. I've loved working there.*
12. *The relationships I formed and comfortability with others I developed.*
13. *The relationships*
14. *Learning how to see God's hope in hopeless situations.*
15. *Service sites were of the greatest value. Class time was not as valuable. Way too many hours in a day. Service sites impacted me the most whereas the class didn't as much.*
16. *The chance to get to know the WITL staff and seeing firsthand the homes and the lives of people in South Africa*
17. *I really valued the time spent at the service sites with the children. Some methods were helpful, but I feel I valued those relationships the most.*
18. *The relationships formed with the people in the community*
19. *The children of the Bush*
20. *Learning to be humble and to love all people*
21. *The relationships*
22. *The greatest value was getting hands-on experience*
23. *Going to my service site*

24. *I learned how to effectively use the tools necessary to empower the people of the community. This is what impacted me the most.*
25. *Being able to work with the senior youth group at WITL to accomplish a common goal and simultaneously begin a relationship of friendship with them in the process gave me a lot of hope. We not only dreamed together, but saw a part of that dream come into fruition and that was so powerful.*
26. *Building relationship with the staff, and especially within the community. Getting to know the people of Sweetwater was very impactful.*
27. *Building relationships with the staff and community*
28. *The relationships I formed and the ability to immerse myself in the community.*
29. *Getting to firsthand experience the community and build long-lasting relationships.*
30. *Being able to see the relationships form with the staff and people of the community*
31. *Building relationships with the people in the community*
32. *Seeing God's love in different ways and being able to see God work through the brokenness.*
33. *Getting the opportunity to create my own projects because then there was a lot of free time.*
34. *Seeing people as people. I leave this semester with friends whom are from a different world. Their struggle and pain is mine, too, I saw and heard life for this perspective and they followed the Lord. They encouraged me with their story.*
35. *Building relationships with people in the community*
36. *Learning how important it is to serve in the community that I live in.*
37. *The home visits were especially impactful because they allowed us to see the living conditions of the community and engage with them out of our comfort zone.*
38. *Putting on the fundraiser show for the senior youth, because I got to engage my learning from this class. I have seen through this experience that Francis' class does have a purpose there is a need.*

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 questions 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