



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

Fall 2010 CLAS Evaluation Report: Service-Learning Courses

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

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

Executive Summary

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

This report will summarize 447 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 nine 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*.

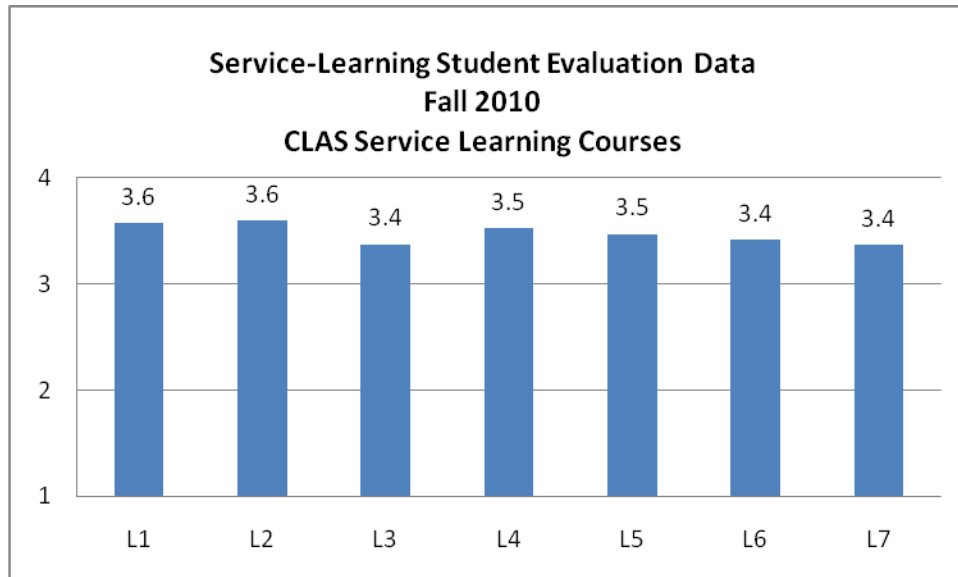
Student Evaluation Summary

447 CLAS students enrolled in service-learning courses in nine departments responded to the fall 2010 evaluation. Students were engaged in a wide variety of service-oriented activities as part of the service-learning curriculum within their courses. 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. Other students assisted a high school journalism class with year book editing, while some served as English-language translators in a variety of service centers. Theater Arts students brought drama and theater to local performing arts students. 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.



The following chart is a basic measurement of the linear correlations resulting from the averaged student evaluation Likert data. In many of the courses there is a high correlation between the professor's level of success with integration of the service-learning component and student satisfaction across the other questions.

Correlations

		Q1/Positive Contribution	Q2/ Learning Objectives	Q3/Reflection	Q4/Value Others	Q5/Civic Engagement	Q6/Christian Values	Q7/Faith Integration
Q1/Positive Contribution	Pearson	1	.355**	.363**	.403**	.450**	.425**	.416**
	Correlation							
	Sig. (2- tailed)		.000	.000	.000	.000	.000	.000
	N	445	444	440	445	445	444	445
Q2/ Learning Objectives	Pearson	.355**	1	.547**	.306**	.268**	.278**	.312**
	Correlation							
	Sig. (2- tailed)	.000		.000	.000	.000	.000	.000
	N	444	445	440	445	445	444	445

Q3/Reflection	Pearson	.363**	.547**	1	.348**	.301**	.313**	.432**
	Correlation							
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	440	440	441	441	441	440	441
Q4/Value Others	Pearson	.403**	.306**	.348**	1	.629**	.610**	.610**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	445	445	441	446	446	445	446
Q5/Civic Engagement	Pearson	.450**	.268**	.301**	.629**	1	.634**	.581**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	445	445	441	446	446	445	446
Q6/Christian Values	Pearson	.425**	.278**	.313**	.610**	.634**	1	.715**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	444	444	440	445	445	445	445
Q7/Faith Integration	Pearson	.416**	.312**	.432**	.610**	.581**	.715**	1
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	445	445	441	446	446	445	446

** . Correlation is significant at the 0.01 level (2-tailed).

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)

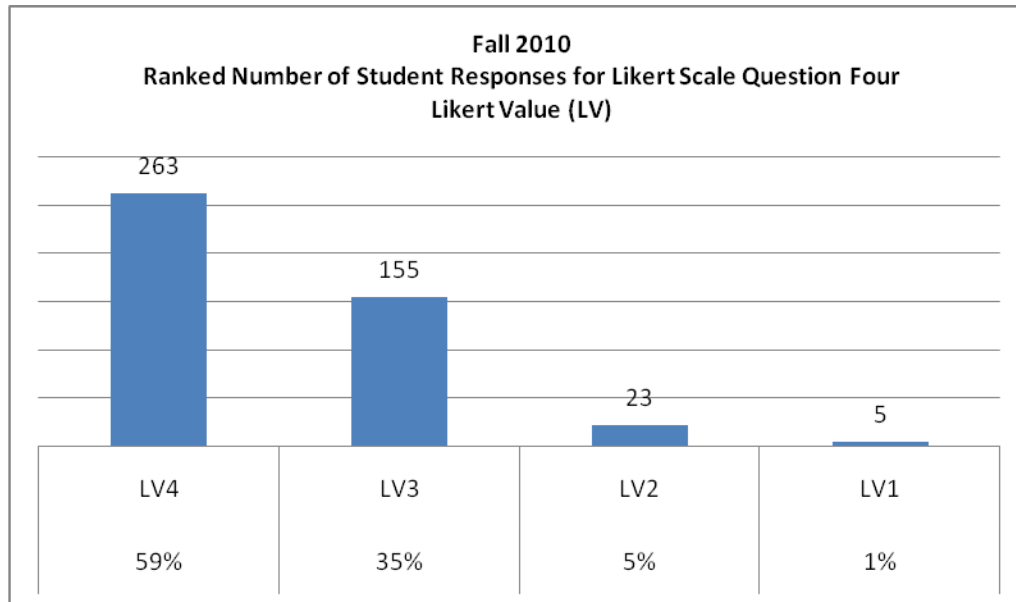
LV1: Likert Scale value 1 (strongly disagree)

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



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

- 263 (59%) *strongly agreed*
- 155 (35%) *agreed*
- 23 (5%) *disagree*
- 5 (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:
Math Math 115	Mini-Course Students taught math principles in AUSD classrooms.	<i>No matter what race, general age or grade someone is, you should treat them how you would like to be treated.</i>
		<i>I learned to not judge someone until you get to know them.</i>
		<i>It helped me take my eyes off myself and really empathize and care about the students.</i>
		<i>It taught me not to judge others by appearance.</i>
		<i>I got to practice "seeing Jesus" in other people.</i>
		<i>I learned that being a good Christian is doing good things and being good to people which demands respect.</i>
Biology BIOL 400	Mini-Course Students taught principles of science to elementary students in AUSD	<i>It helped me see the diversity of students, as well as different behaviors. It made me appreciate everyone.</i>
		<i>Every child learns differently and bears different strengths. Getting to work with so many personalities really taught me to better understand and respect all individuals.</i>
		<i>It taught me to love and respect each student because they are usually going through a lot under the surface.</i>
		<i>It helped me have respect for those who may not be treating me with respect and vice versa.</i>
		<i>My respect for other people grew as I learned to interact closely with students of other ethnicities.</i>
		<i>This opportunity impacted my understanding/respect for others because I was able to see that it was hard to teach young students, so my respect for teachers</i>

		went up.
Communication Studies COMM 111H COMM 440 JOUR 300	APU students taught components of effective oral communication to 6 th grade students at St. Frances of Rome APU students facilitated group activities related to copy-editing to Covina School District students. APU students created promotional materials in support of Azusa's "Girls on the Move" exercise program.	<i>I learned that I enjoy working with children, but that not every child is the same. Each student had different strengths and weaknesses, and they should all be appreciated equally.</i>
		<i>It helped me learn to respect and appreciate my classmates.</i>
		<i>The service-learning project helped me to get to know kids better and I gained respect for their teachers.</i>
		<i>Unfortunately, I had somewhat stereotyped the people of Azusa, so this opened my eyes to see what smart, hard-working and loving families their students represent.</i>
		<i>The project gave me a new respect for people of the Catholic faith.</i>
		<i>I learned that even though people are of different cultures and backgrounds, they can all still share some of the same past times and memories.</i>
		<i>It made me more aware of other types of students and to treat everyone equally.</i>
		<i>Not everyone is has the same plan as me and that is okay. This experience made me appreciate differences.</i>
		<i>It taught me how to better understand diversity and the many opinions of others.</i>
		<i>I initially was prejudiced that since those kids are highschoolers they wouldn't really be into learning from us. I realized I was wrong in this and should have respected them from the beginning.</i>
		<i>I learned a lot from the students which increased my respect for them seeing them as capable intelligent students.</i>
		<i>It reminded me that people like to be listened to.</i>
		<i>I was exposed to cultures I had not previously experienced and it helped me gain a greater appreciation for those ethnic groups.</i>

Liberal Studies EDLS 405	C.H.A.M.P. College Headed and Mighty Proud	<i>Seeing the many differences and how everyone contributes to one another helped me develop more respect for others.</i>
		<i>This experience simply confirmed what I already knew: every individual is a unique child of God. Knowing that makes respecting differences so much easier.</i>
		<i>I practiced keeping an open mind, not judging people from the outside.</i>
		<i>It taught me to be open to other cultures and to never assume about a student's personal life.</i>
		<i>This experience helped me respect and appreciate students of many cultures and backgrounds.</i>
		<i>It taught me to be sensitive to where the students are. Some did not have proper shoes or enough to eat, and that made me even more compassionate towards them.</i>
		<i>Learning that all students are different. I also learned how culture plays a huge role in education.</i>
		<i>I am learning to view each student and person individually and not group them into any form or categorization.</i>
		<i>View of Imago Dei, or the belief that all humans ultimately reflect the image of God through their diversity.</i>
		<i>I saw the "Imago Dei" in my students' faces.</i>
Liberal Studies EDLS 300	TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession	<i>It taught me to accept everyone no matter the color of their skin or background. We are all a family in Christ.</i>
		<i>I was able to see how everyone was different and how they worked together so well.</i>
		<i>I learned how to be flexible and work with different personality types.</i>
		<i>It made me really want to reach out to them despite our different cultures.</i>
		<i>It deepened my respect. It was great learning different ideas and views on</i>

		<i>things.</i>
		<i>It was great to see how all of the students are different and come from different backgrounds, but can still be united for one purpose.</i>
		<i>I had to make sure all the kids were getting the same respect and attention.</i>
		<i>It helped me have a lot more respect for teachers, because I was able to see what they actually have to do behind the scenes.</i>
		<i>It helped me respect people of different cultures and often different languages.</i>
		<i>It exposed me to people of various ethnicities and I gained a greater respect for them.</i>
		<i>This helped me respect others by understanding these kids are valuable and they are God's children.</i>
		<i>It was just a good experience of other cultures.</i>
		<i>It taught me to accept everyone no matter the color of their skin or background. We are all a family in Christ.</i>
		<i>I was able to see how everyone was different and how they worked together so well.</i>
		<i>Everyone is equal and even though some people have disadvantages and they should be treated the same.</i>
Liberal Studies EDLS 496	Senior Seminar: Special Needs Partnership	<i>It helped me realize how we should respect and love others no matter the differences they may have.</i>
		<i>I learned that I should treat everyone with the same love and respect I would want others to show me.</i>
		<i>I have a greater respect and admiration for special ed teachers.</i>
		<i>Although I grew up in an integrated school with children having special needs, this was an opportunity to consistently meet with one student and "connect-the-dots" of dignity of every person.</i>
		<i>It made me realize that although we might</i>

		<p><i>be different, we are all still children of God. Thus, we are to love, care, and respect others for we were all created in His image.</i></p> <p><i>It made me respect the teachers for giving the children the opportunity to read and also respect the children for wanting to read.</i></p>
English ENGL 099 ENGL 110 ENGL 406	<p>APU students strengthened their reading skills while reading to younger school-aged children</p>	<p><i>By helping others, it has given me a better understanding of people.</i></p> <p><i>It allowed me to see various learning style and respect each person's individual strengths and weaknesses.</i></p>
	<p>APU students conducted interviews and attended community events with members of the community. Students captured stories to share with an assigned congregation in a celebratory event.</p>	<p><i>This opportunity impacted my understanding and respect for other people because I was able to work with the students as well as get to know them as individuals.</i></p> <p><i>I met people of all different backgrounds from places that I haven't even heard of, and I saw that people from all over the world share my faith.</i></p>
	<p>Mini-Course</p>	<p><i>The service-learning opportunity impacted my understanding and respect for other people such as the teachers at Washington Elementary School.</i></p> <p><i>I realized that students need variety and respect for their opinions and for growth to happen.</i></p> <p><i>I gave my person much respect for staying strong through the hardest times.</i></p> <p><i>It made me realize that everybody has something of value and importance that needs to be shared with others.</i></p> <p><i>It increased my understanding and respect for other people.</i></p>
	<p>Psychology students gathered data from the Wellness Center to create research analysis</p>	<p><i>It allowed me to see and embrace differences, both in the children and adults there.</i></p>
	<p>Psychology students tutored elementary</p>	<p><i>It gives opportunity to interact with those in society who don't have the same opportunities that I will.</i></p> <p><i>It gives me a deeper respect for all they go</i></p>

Psyc 410	students Psychology students assisted in developmental classrooms and churches with exceptional children	<i>through and will go through.</i>
		<i>Learned to respect others views whether I agreed with them or not.</i>
		<i>I learned that I have a huge heart for people in the community.</i>
		<i>It made me think of all types of people and respecting them.</i>
		<i>It made me better understand how all people are equal and loved by God.</i>
		<i>I respect the fight people have.</i>
		<i>I was able to be more aware of individual's backgrounds and I gained more knowledge of other's culture, customs and different values.</i>
		<i>I was able to gain more understanding and empathy for the world and people around me.</i>
		<i>Being put in that context, I got to see first-hand another culture and understand them better.</i>
		<i>It helped me understand that people come from different backgrounds and I shouldn't just make assumptions.</i>
		<i>It helped me see that different cultural backgrounds affect people and kids views on education and what they consider to be important.</i>
		<i>Differences are important. I appreciate the similarities as well as the uniqueness in others more.</i>
		<i>I learned that I do not have as much patience as I thought I did. This is something I should work on. I also learned that by respecting others, they will respect you.</i>
		<i>It taught me about other cultures and understanding cultures different from my own.</i>
		<i>I learned to be patient with other people, respect their beliefs and learning capacities.</i>
Spanish	Students made 15 visits to Victor Hodge	<i>I had the opportunity to associate with children from different backgrounds and</i>

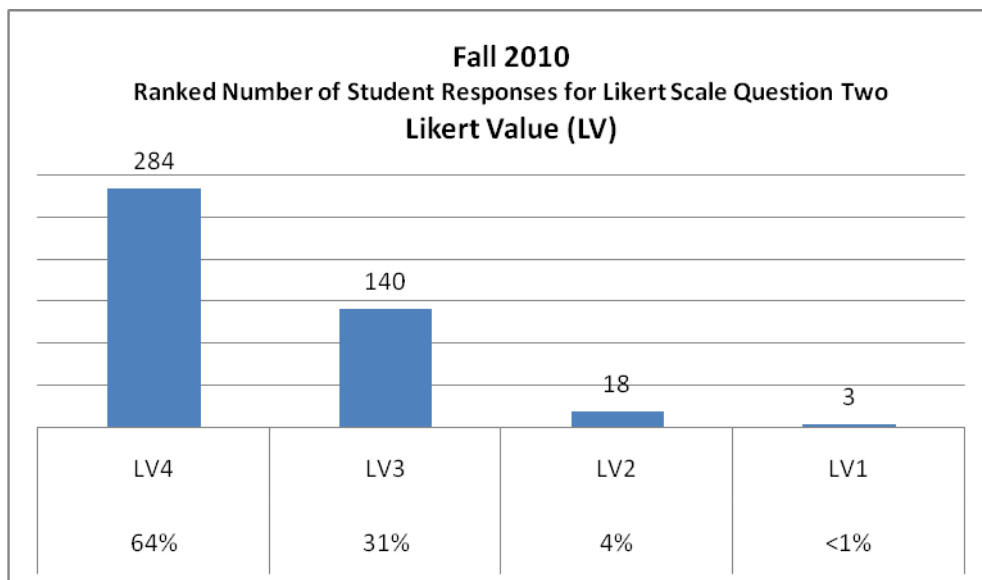
SPAN 301	Elementary School and participated in the dual immersion program strengthening their foreign language skills.	<i>also gained appreciation for the teachers.</i>
		<i>I learned that people go through a lot of different things therefore they undergo different obstacles in their lives so it's not good to judge, all we have to do is respect.</i>
		<i>I always respect other people but talking to the teacher in Spanish was hard because I had to use the right words so I wouldn't disrespect anyone.</i>
		<i>I learned that despite a difficult situation it is possible to show love and teach each other despite cultural and linguistic differences.</i>
		<i>It allowed me to really see how our perspectives shape who we are. The work I did with the children was eye-opening to these varying worldviews that surround us.</i>
		<i>It helped me to broaden my view of this community and I was able to see their perspective on everyday life.</i>
Theater, Film and Television TFT 365	Azusa Renaissance Theater	<i>Well, we need to respect the other people's background.</i>
		<i>It helped me to understand the Azusa Community outside of APU.</i>
		<i>Service-Learning helped me realize the humanity of poverty. By hearing stories, laughing and talking with people in the township, these people I always "hear about" became my friends and became real. It made me realize that their life is the same value as my own and that although they have a different culture we are all people who have emotions.</i>
Global Studies GLBL 355	South Africa Term	<i>I have learned that I am not any better or any smarter than so-called "poor" people.</i>
		<i>I learned not to pre-judge people until you've walked two miles in their shoes.</i>
		<i>This experience reinforced in my mind the fact that you cannot begin to understand someone until I hear their story.</i>
		<i>At the end of the day we are all human and deserve love and respect and we all crave it. I was able to demonstrate this.</i>

		<i>I feel that I better understand how to treat people of all cultures and how to be friends.</i>
		<i>God is able to work through people in remarkable ways and that people are similar even in different cultures.</i>
		<i>My understanding and respect for others is so much greater after working with the people of Mpophomeni. We are equally loved by God and they have so much love and life experience to offer.</i>

Transformational Scholarship

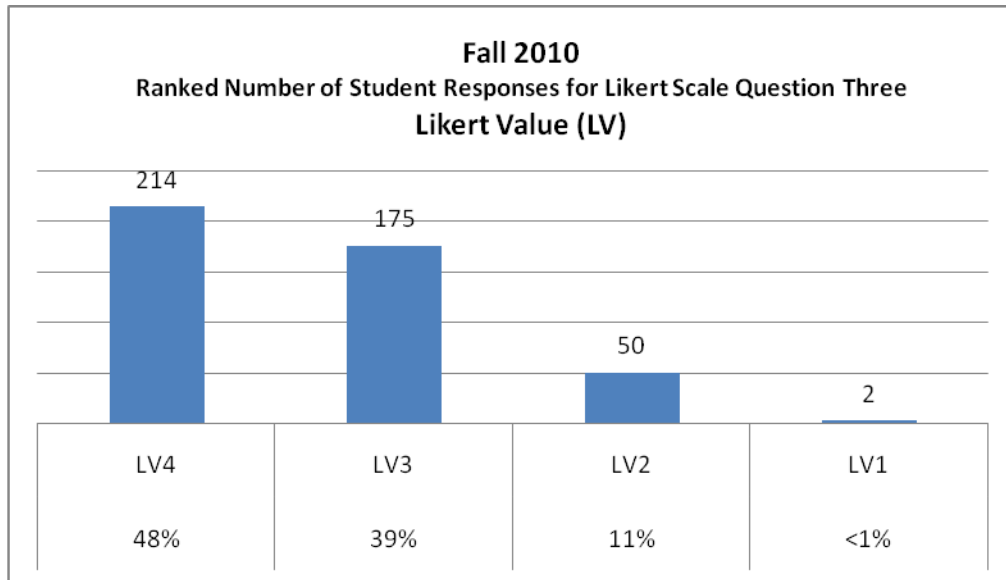
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

- 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.*

- 284 (64%) *strongly agreed*
- 140 (31%) *agreed*
- 18 (4%) *disagree*
- 3(<1%) *strongly disagree*



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

- 214 (48%) *strongly agreed*
- 175 (39%) *agreed*
- 50 (11%) *disagree*
- 2 (<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:
Math Math 115	Mini-Course	<i>It was being in a different socio-economic environment.</i>
	Students taught math principles in AUSD classrooms.	<i>The greatest value was to strengthen my belief in the potential of local students, despite their limited socio-economic status.</i>

		<p><i>I realized that I personally need to prepare for things more and be attentive to last minute situations. I also learned that when I am prepared things are far less stressful.</i></p> <p><i>The greatest value to me was when I participated on this service-learning project which provided the opportunity to help out in the community even if it was minor.</i></p>
Biology BIOL 400	Mini-Course Students taught principles of science to elementary students in AUSD	<p><i>I learned some good methods for teaching science to first graders.</i></p> <p><i>I learned to be flexible because not everything always goes according to plan.</i></p> <p><i>I gained more confidence working with children and I enjoyed observing how my classmates from APU approached teaching.</i></p> <p><i>The hand-on experience. Being able to teach students and have them respond to you, that way you are able to see what you did well and what you need to change.</i></p> <p><i>Getting experience in an elementary school classroom and being able to lead the class in a science lesson.</i></p> <p><i>The greatest value was the experience in the classroom; preparing, teaching, and assessing.</i></p> <p><i>The greatest value for me was actually getting to practice and refine the teaching techniques that I have been taught. Learning from my mistakes and really discovering the best way to reach kids has taught me a lot.</i></p> <p><i>Getting to teach science! Never done it before.</i></p> <p><i>I learned techniques for teaching by watching my host teacher and the girls in my group.</i></p>
Communication Studies COMM 111H	APU students taught components of effective oral communication to 6 th grade students at St. Frances of Rome	<p><i>I learned that to be able to communicate effectively, I needed to adjust my speech to know that the sixth graders understood me.</i></p> <p><i>I learned the concepts from class better by</i></p>

		<i>work with fourth grade students and add to my future teaching skills.</i>
		<i>I was reassured of how much I love being in the classroom and how much I love teaching!</i>
		<i>Field experience pertinent to future career.</i>
		<i>I learned that a diverse classroom is fun and through working with the kids it confirmed my desire to teach.</i>
		<i>It helped me a lot as an educator.</i>
Liberal Studies EDLS 300	TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession	<i>I have not had very much experience in the classroom prior to this TAP Program so it was amazing to be in the classroom, teaching and interacting with kids. It made me so excited to be a teacher!</i>
		<i>I learned how to create and teach lesson plans, even without much preparation or help from my host teacher.</i>
		<i>The greatest value was getting to know my second grade English Language Learners and being compassionate to the difficulties they endured. They are definitely remarkable and intelligent.</i>
		<i>It was great to be able to experience what I will be doing as a career in the near future. It helped me realize if I would or would not like teaching.</i>
		<i>I learned I have a lot of refining to do if I am to be a teacher. I have bad habits and things that hinder the flow of my lessons. Also, I learned that the classroom can make a great support system if you work hard for the students and believe in them. They will reciprocate those things!</i>
		<i>I learned that I can be a teacher and that I can have confidence. I learned how to better live out my faith even in a public school. Overall, a great experience!</i>
		<i>Always, always, always be prepared for anything and everything. Also be extremely organized.</i>
		<i>Getting to observe the classroom and getting to know a little taste about what it</i>

		<p><i>is to teach high school students.</i></p> <p><i>I learned that becoming a teacher requires a lot of patience and is a rewarding profession.</i></p>
Liberal Studies EDLS 496	Senior Seminar: Special Needs Partnership	<p><i>Learning about special education - problems, needs, etc.</i></p>
		<p><i>I learned that the abilities of a student with special needs far outweigh the disabilities. Abilities, talents, and personality should be the focus!!!</i></p>
		<p><i>I really had to look at the special ed. students and question what value they were to society. I learned that I like their demographic and can learn a lot from them.</i></p>
		<p><i>I have never really worked with special education students before and it was a good experience to be introduced to something I have never participated in before.</i></p>
		<p><i>I learned that we all have different needs that must be tended to with the help of others.</i></p>
		<p><i>The greatest value was getting to know and be involved with people from the community. Because of this, I was able to build relationships not only with the student I helped but also my classmates.</i></p>
English ENGL 099 ENGL 110	APU students strengthened their reading skills while reading to younger school-aged children APU students conducted interviews and attended community events with members of the community. Students captured stories to share with an assigned congregation in a celebratory event.	<p>I realized that I want to teach high school, rather than elementary.</p>
		<p>I learned that teaching has a lot to do with being prepared. It's difficult to teach in an area you don't specialize in, but you need to be prepared for any classroom challenge.</p>
		<p>I was glad to be able to see how an actual High School classroom functions from the perspective of a teacher.</p>
		<p><i>The real life application and concepts learned in class.</i></p> <p><i>I learned that I really do desire to be helpful to my students - not just in my subject, but to just be successful in their</i></p>

ENGL 406	Mini-Course	<i>lives in general.</i>
		<i>I learned that I enjoy writing about stories and it has made me think that I might write a compilation of stories from individuals one day.</i>
		<i>I learned that I am a lot more comfortable presenting to children than my peers. However, I still need more experience in reading and teaching children to better impact their lives.</i>
		<i>I got the chance to get comfortable with children in reading to them. Also, I was able to start my children's literature library for my future classroom.</i>
		<i>I learned that I truly have a passion for working with kids and I want to do it more in the future.</i>
		<i>It is more difficult than it looks so the practice was good.</i>
Psychology Psyc 299 Psyc 400 Psyc 410	Psychology students gathered data from the Wellness Center to create research analysis	<i>Getting to work in a classroom environment and gaining hands on experience with different types of children.</i>
	Psychology students tutored elementary students	<i>Because I am interested in becoming a teacher in the future, this was a good experience for me to rethink that I really loved kids and want to work with the kids in the future for sure. It made me certain of my career.</i>
	Psychology students assisted in developmental classrooms and churches with exceptional children	<i>Taking what I learned in class and applying it.</i>
		<i>Getting experience with kids with disabilities that I wouldn't normally get and with an age group that I normally wouldn't work with.</i>
		<i>Deepened my desire to work with the population I worked with.</i>
		<i>I learned that I would like to continue working with kids with special needs.</i>
		<i>I learned how to interact and respond to children with autism.</i>
		<i>I learned how an organization functions as well as the various disabilities.</i>
		<i>Meeting others from different cultures and</i>

		<p><i>other socioeconomic backgrounds.</i></p> <p><i>I felt like my education was of use.</i></p> <p><i>Applying course material to real life situations.</i></p> <p><i>I've learned that I can take my knowledge I've learned and for the first time apply it to a worthy cause.</i></p> <p><i>I learned about the correlation between heart risk and age.</i></p>
Spanish SPAN 301	Students made 15 visits to Victor Hodge Elementary School and participated in the dual immersion program strengthening their foreign language skills.	<p><i>I loved opening time with the students especially as I want to be a teacher, it was great to teach and love upon the students.</i></p> <p><i>Teaching the class in Spanish because it helped me know what I want to teach in the future. Also getting to experience a bilingual education classroom first hand.</i></p> <p><i>I learned that I was a bit impatient and through this experience learned to be more patient.</i></p> <p><i>This experience gave me confidence that I picked the right major - so thankful!</i></p> <p><i>The opportunity to see firsthand how a dual immersion program works.</i></p> <p><i>The opportunity to learn elementary facts in Spanish as well as not to be embarrassed to practice Spanish.</i></p> <p><i>Right now, I'm studying to be a teacher and this experience definitely encouraged me to continue on this path.</i></p> <p><i>The greatest value to me was seeing my teacher be passionate about what she does. I learned how to be a better teacher.</i></p>
Theater, Film and Television TFT 365	Azusa Renaissance Theater	<p><i>The direct correlation between the knowledge gained in the classroom and the use of it in specific community events.</i></p> <p><i>That I was able to step out of my comfort zone and interact with not only my peers but the community as well</i></p> <p><i>It helped me to understand the Azusa Community outside of APU</i></p> <p><i>I learned that I love working with kids.</i></p>
Global Studies		<p><i>I learned I want to serve for the rest of my life whether that be abroad or in the USA</i></p>

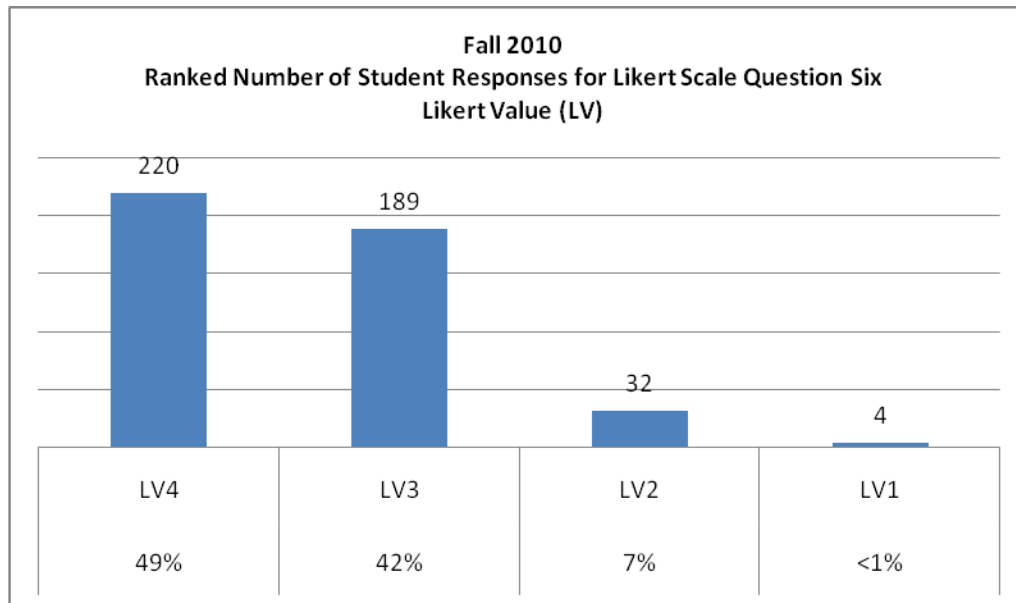
GLBL 355	South Africa Term	<i>Learning how to be a facilitator and a listener that the community has all the answers</i>
		<i>One main thing I learned is that when doing things in life, do them to the fullest because you never know how much of an impact you are making.</i>
		<i>Learning how to be a facilitator and empower a community rather than causing it to rely on the resources of others.</i>
		<i>I learned that I have a lot to contribute to groups as long as I'm aware of what others can contribute as well. After painting the mural with people at Mpophemeni, I was confirmed in this. People want love, respect, and someone to care about their stories. Those things are as important to me as it is for them.</i>
		<i>Learning how to interact and love on people vastly different. Breaking down barriers of rich/white vs. poor/black</i>
		<i>Through this experience I learned the value of good communication, teamwork, and leadership. I learned that without communication a team can't work effectively. Also, I learned in a team each member serves as a leader and that leadership can take on many different forms.</i>
		<i>Being pushed out of my comfort zone, learning new things and then being able to reflect on that.</i>

Faith Integration

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

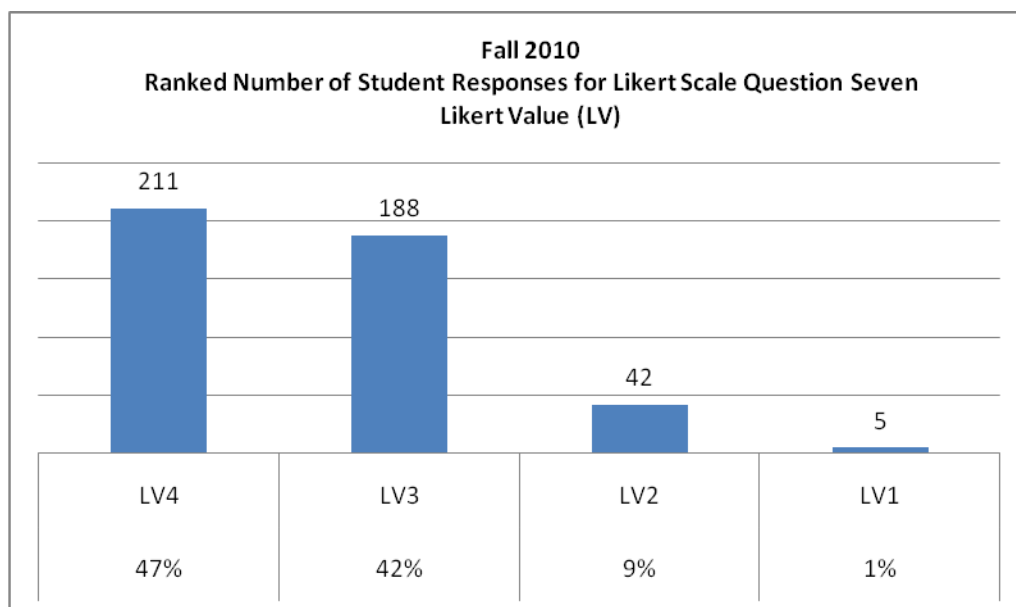
6. *This service-learning experience increased my capacity to live out Christian values in the community.*

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



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

- 220 (49%) *strongly agreed*
- 189 (42%) *agreed*
- 32 (7%) *disagree*
- 4 (<1%) *strongly disagree*



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

- 211 (47%) *strongly agreed*
- 188 (42%) *agreed*
- 42 (9%) *disagree*
- 5 (1%) *strongly disagree*

Student Self-Reflections

The 447 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:
Math Math 115	Mini-Course Students taught math principles in AUSD classrooms.	<i>I showed Christian characteristics throughout the service-learning experience.</i>
		<i>I don't remain indifferent about service-learning. As a Christian, I am called to go, to do, and to be active in Christ.</i>
		<i>It helped me to stay positive which made them react in a positive way.</i>
		<i>Serving the community in any way for the better is one aspect that encompasses my faith. Serving others is the highest form of leadership.</i>
		<i>When we had the devotionals before we went into the classroom it brought me into a mode of serving God.</i>
		<i>It actually pushed me to be more Christ-like in a place where Christ is not normally accepted.</i>
		<i>I wasn't too nervous going into the service-learning project because God understands and knows how to apply my strengths into tools to better the world around me. I also did this project with a glad heart and a servant's mentality, just like Jesus!</i>
		<i>Well, I believe we are to go out into the world and share God's love with others and we did that by sharing the gift of time with them.</i>
Biology BIOL 400	Mini-Course Students taught principles of science to elementary students in AUSD	<i>I was able to demonstrate my relationship with Christ through my interaction with the students.</i>
		<i>It affected the way I acted and what I said to the students.</i>
		<i>My personal faith commitment focuses</i>

		<i>strongly on giving back to the community, and this Service-Learning experience allowed me to do so.</i>
		<i>It simply encouraged me to live out my faith by being a good example.</i>
		<i>Everything that you do when you teach is impacted by your personal faith. The ways in which I chose to respond to the students was a clear example.</i>
		<i>My goal as a future teacher is to see kids through God's eyes. They have worth, value, and purpose and I am there simply to help them grow. When I went into this experience, I wanted to show Christ's love through my actions and help them continue to learn.</i>
		<i>It reminded me to do everything in this experience as "unto Him."</i>
		<i>My personal faith impacted my involvement because everything I do, I do for the glory of God and so I went and gave my all every time.</i>
		<i>My personal faith pushed me to always do my best work and to be prepared and professional and treat my students and my teacher with respect.</i>
Communication Studies	APU students taught components of effective oral communication to 6 th grade students at St. Frances of Rome	<i>My personal faith commitment impacted my involvement by motivating me to forget myself and go above and beyond the students at St. Francis of Rome.</i>
	APU students facilitated group activities related to copy-editing to students in the Covina School District	<i>It highlighted the idea that we are supposed to live a life of service, one I often do not live.</i>
	APU students created promotional materials in support of Azusa's "Girls on the Move" exercise program.	<i>Well, we had to do it for class but my faith did give me cornerstones for how to love and interact with the kids.</i>
		<i>Instead of viewing this project as just an "assignment" I was able to think of it as another opportunity to be God's hands in the lives of young girls and the community.</i>
		<i>My personal faith commitment impacted my involvement in this project because it reminds me who is ultimately in control</i>

		<i>and I am doing something to help the community with God's help.</i>
		<i>We are called to care for all people - in caring for these children and opening possibly a new world of college for them.</i>
		<i>I was able to lovingly be Christ to the kids without explicitly talking about Christ.</i>
		<i>It opened my eyes that people around us aren't always what they seem. We need to get to know the people on the inside and show them God's love no matter what.</i>
		<i>It made me really care about these students as people, and want to make sure we taught them something valuable.</i>
		<i>We have learned a lot about sensitivity and diversity this semester and I took it with me into the classroom. I figured a lot of the kids would not be religious.</i>
Liberal Studies EDLS 405	C.H.A.M.P. College Headed and Mighty Proud	<i>I wanted to help students understand the Christian perspective of the topics we discussed.</i>
		<i>I know that my walk with Christ was directly involved in how I interacted with the students, playing out in how I lived.</i>
		<i>My personal faith commitment impacted my involvement by seeing that applying God in all aspects of my life is possible and necessary.</i>
		<i>Christ calls for us to be a light for Him and I feel like this experience really allowed that to be a possibility. We got to interact with the students and show them that we cared and, hopefully, through us they could see God's love.</i>
		<i>It allowed me to see how important the things I learned are in carrying them out in everyday life.</i>
		<i>I felt like I was able to hold on to my faith, and I never felt like I was compromising anything to be an example.</i>
		<i>I have always believed all people are beautiful and made by God, but this experience deepened that conviction.</i>

		<i>It helped me go in with the mindset that these students are made by God as well and that it is important for me to invest in them.</i>
		<i>I was able to see the beauty of the diversity that God has instilled in his people.</i>
Liberal Studies EDLS 300	TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession	<i>I was able to show Christ's love to my host teacher; even though I tended to disagree with her techniques as well as the way she interacted with me.</i>
		<i>Teaching is truly a "calling" and I know my faith guided me to this profession to become a disciple of education. TAP made me realize that being a teacher is more than a job--it's a lifelong Christian service to the children (future).</i>
		<i>As Christians we are expected to serve others. By volunteering I was being the hands and feet of Jesus even if just in a small way.</i>
		<i>I feel God's calling on my life to influence kids for His glory--I am learning better how to do this through experiences like this.</i>
		<i>It took a lot of trust in God to face some of the fears involving public speaking and taking initiative.</i>
		<i>It really helped to bring a positive attitude full of God's light into the classroom and made it so much easier to teach.</i>
		<i>I was just trying to be a light on this campus by being as Christ-like as possible.</i>
		<i>I went into the experience not wanting to compromise my commitment to Christ. I think I was successful at it. Working with kids helped me to understand grace and patience.</i>
		<i>I understand the importance of being a role model to these students and knew the importance of being positive and encouraging to them as they learned; learning is a means of glorifying God.</i>

		<i>I had been in the prayer meeting for college revival and had seen that a lot of things were happening and I didn't understand why. Then, I realized that things were happening because people were praying for us.</i>
		<i>I was happy to see how others have persevered through challenging times and I grew spiritually. My faith has always led me to serve others and this experience was no different. Not only did I serve but I also learned about myself in doing so.</i>
		<i>I have a commitment to serve God and service-learning is just another way to do that.</i>
		<i>Showing up constantly showed that I cared for the children and wanted for that time to be a positive example for them.</i>
Psychology		
Psyc 299	Psychology students gathered data from the Wellness Center to create research analysis	<i>Part of my faith has to do with being a good servant to others which helps me be more involved with community projects.</i>
		<i>[My faith] showed me to put others first.</i>
Psyc 400	Psychology students tutored elementary students	<i>It helped me give more value to the people of Azusa and be more compassionate.</i>
		<i>It made me want to be a part of this so that I could show Christ's love through my work.</i>
Psyc 410	Psychology students assisted in developmental classrooms and churches with exceptional children	<i>I feel I can be a part of the community and make a positive impact.</i>
		<i>I felt that my commitment to help and serve others was definitely implemented in this experience. I was able to take the time to serve others and hopefully add something to their lives.</i>
		<i>Learning to love not just by saying but by doing.</i>
		<i>My personal faith kept me going when I wanted to give up because I knew God would want me to be patient and love everyone.</i>
		<i>My faith helped me be patient and humble with the students I was working with and</i>

		<i>to be able to help them to the best of my ability.</i>
		<i>Jesus calls us to love all so this diversity put that love in practice for people different than me.</i>
		<i>I have a heart for the hurting and struggling, so this was an opportunity to live out God's love and use the heart he has given me. I tried to do my best in influencing people and modeling Christ.</i>
		<i>It gave me patience for the kids and a heart to go each Sunday even though I often did not want to.</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>Helping and being there to love and give attention to the children is a duty Jesus highly advised and it shows in their faces they appreciate it and feel special.</i>
		<i>Since I try to live like Christ, my actions with the kids are a reflection of what I believe.</i>
		<i>My personal faith really dictated how I worked with students and defined my relationship with them.</i>
		<i>I behaved like a Christian who freely gave up my time to serve the community.</i>
		<i>I was able to represent APU by being consistent and helpful. My witness was in my attitude.</i>
		<i>I wanted to share the love of Christ with the students.</i>
		<i>I saw this opportunity as a way to serve God's children. Everything we have is thanks to God and I saw this experience as a way to give back to him through his followers.</i>
Theater, Film and Television TFT 365	Azusa Renaissance Theater	<i>It enabled me to approach it with a positive (other than merely dutiful) mindset and also to gain a deeper perspective on what I was doing, essentially, for a class requirement.</i>
		<i>I believe community is part of our calling</i>

		<i>as Christians and it is important to interact with new people.</i>
		<i>It required a lot of patience and honesty...</i>
Global Studies GLBL 355	South Africa Term	<i>My faith commitment affected the way I approached each day. My faith for our progress, my team or my service site would reflect itself in my attitude positively or negatively depending on my faith for the day.</i>
		<i>I knew and was affirmed of the miraculous power of prayer. Also, I know that what was most valuable to help these people would be God.</i>
		<i>There is no way to separate my faith experience from my service-learning. I learned a lot in this class, but I learned even more about who God is at my site itself.</i>
		<i>If we didn't have faith and nobody prayed we would have accomplished absolutely nothing. It was God.</i>
		<i>My faith commitment impacted my involvement because I just had to rely a lot on God as well as share his good news with the community.</i>
		<i>I loved that we could share struggles and be hope for each other through Christ.</i>
		<i>My faith motivated me to come to God in prayer so much more for these people since there weren't many tangible ways for me to change hearts like only Christ can.</i>
		<i>I prayed that God would guide us and also brought my worries and troubles to him.</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. *The greatest value to me was getting to know my team on a deeper level and getting to become good friends as we served the Lord.*
2. *I learned God's faithfulness and that He always provides. I spent a month at Walk in the Light. It's impossible to discuss it in the 4 questions.*
3. *Faith, hope and encouragement*
4. *I found it really valuable to be able to learn about helping members of the community help themselves, and be able to practice that in an actual environment.*
5. *Being a listening ear to those who need help*
6. *The power of prayer and the truth of God's faithfulness*
7. *The knowledge and wisdom gained from the South Africans at my site*
8. *Relationships and being able to interact with the beautiful people in South Africa-- learned so much from them!*
9. *Being among the people and working with them.*
10. *Getting to talk with the people at the refuge. That made me see the struggles the people are going through.*
11. *Being pushed out of my comfort zone, learning new things and then being able to reflect on that.*
12. *Relationships*
13. *Learning how to interact and love on people vastly different. Breaking down barriers of rich/white vs. poor/black.*
14. *The relationships built between myself and the kids at the school*
15. *Building relationship*
16. *Learning to love all people at all times. Learning to be grateful for what I have.*
17. *Other than deepening my definition of love and faith I learned that I am so biased and I complain way too much.*
18. *Getting to know the people there*
19. *Building relationships at our service site.*
20. *The relationships I built will be the greatest value I take away. I think they were a key part to my time at RivLife.*
21. *All our interaction with diversity of groups, the time spent and relationships made.*
22. *Spending time specifically in the community and being broken*
23. *The open guidance of Francis! He helped us learn and let us figure it out ourselves.*

24. *Learning how to be a facilitator and a listener and that the community has all the answers.*
25. *Working alongside Peter, an extremely talented carpenter.*
26. *The greatest value I think was spending time with these youth and working to instill hope in them.*
27. *Learning how to be a facilitator and empower a community rather than causing it to rely on the resources of others.*
28. *Time with the children and workers was of great value to me. Having spiritual discussions with some of the youth was also impactful as well.*


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