



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

Fall 2009 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 ten Likert Scale questions and three open-answer questions. This summary report specifically targets seven 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 530 student evaluation responses collected from thirty-five service-learning classes across ten disciplines. The *Service-Learning Student Evaluation* asks students to rate the service site, assess student contribution to the assignment, 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 assesses the degree to which service-learning strengthens students' 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 their intercultural competence and two questions address student understanding of faith integration within the course related to the service-learning project.

The data comes alive when student voices are pulled from the three additional open-answer essay questions and are then compared to the Likert Scale portion of the service-learning evaluation. When the statistics 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 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*.

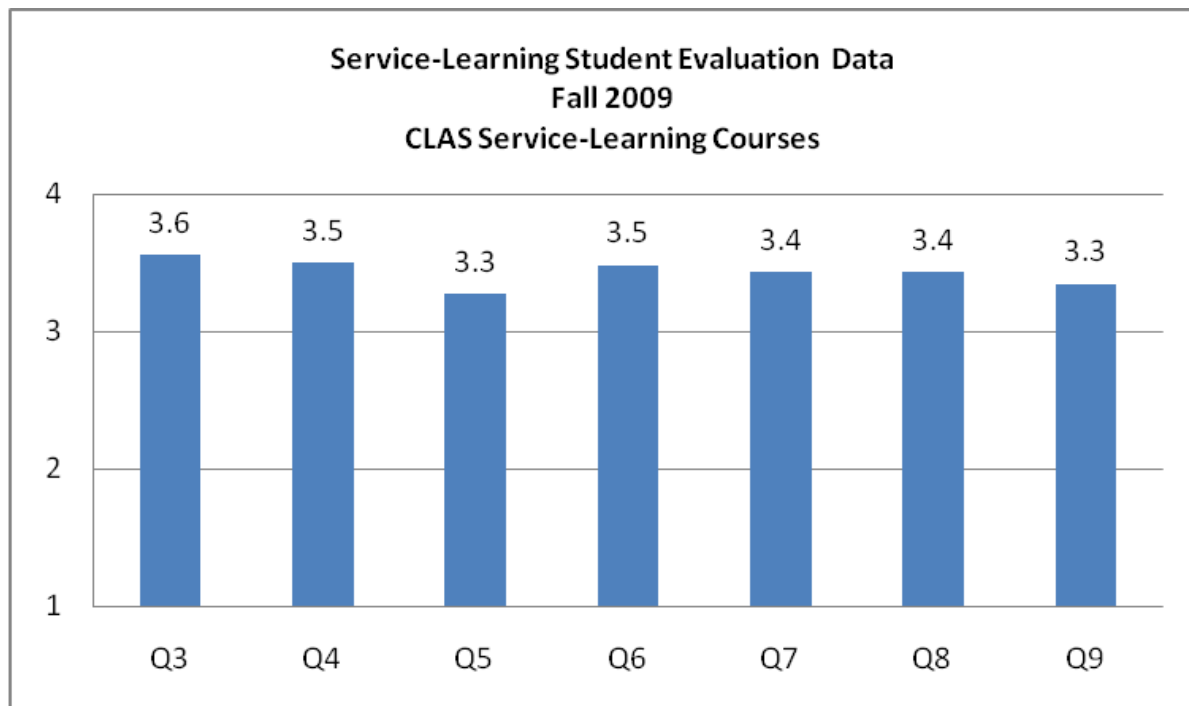
Student Evaluation Summary

530 CLAS students enrolled in service-learning courses in ten departments responded to the fall 2009 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 as a result of time and relationship in support of the South African people.

The Likert Scale questions in this report include seven of the ten:

3. I feel that I made a positive contribution at my service site.
4. My professor successfully integrated the service experience with the learning objectives of this course.
5. There was adequate classroom reflection time to get the most out of my service experience.
6. The service-learning experience helped me better understand the worth of all people.
7. This service-learning experience has deepened my desire to be involved in the community in the future.
8. This service-learning experience increased my capacity to live out Christian values in the community.
9. 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.

		Q3/Pos Contrib to Site	Q4/Prof Integration Material	Q5/Reflection	Q6/Value Others	Q7/Civic Engagement	Q8/Christian Values	Q9/Faith Integration
Q3/Pos Contrib to Site	Pearson	1	.292**	.275**	.347**	.394**	.384**	.369**
	Correlation							
	Sig. (2- tailed)		.000	.000	.000	.000	.000	.000
N		529	529	529	529	529	526	527
Q4/Prof Integration Material	Pearson	.292**	1	.590**	.288**	.248**	.254**	.241**
	Correlation							
	Sig. (2- tailed)	.000		.000	.000	.000	.000	.000

	N	529	529	529	529	529	526	527
Q5/Reflection	Pearson	.275**	.590**	1	.235**	.209**	.234**	.244**
	Correlation							
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	529	529	529	529	529	526	527
Q6/Value Others	Pearson	.347**	.288**	.235**	1	.607**	.524**	.447**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	529	529	529	529	529	526	527
Q7/Civic Engagement	Pearson	.394**	.248**	.209**	.607**	1	.545**	.441**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	529	529	529	529	529	526	527
Q8/Christian Values	Pearson	.384**	.254**	.234**	.524**	.545**	1	.671**
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	526	526	526	526	526	526	526
Q9/Faith Integration	Pearson	.369**	.241**	.244**	.447**	.441**	.671**	1
	Correlation							
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	527	527	527	527	527	526	527

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

* . Correlation is significant at the 0.05 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)

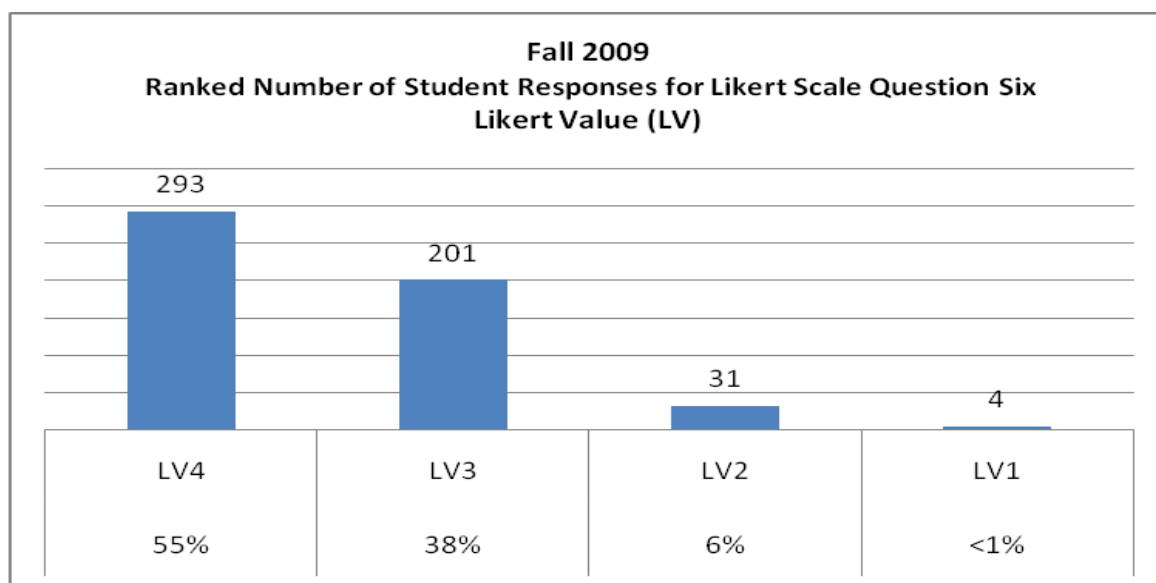
LV1: Likert Scale value 1 (strongly disagree)

God-Honoring Diversity

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

6. 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 530 CLAS students who responded to the end-of-semester evaluation:



Q6: The service-learning experience helped me better understand the worth of all people.

- 293 (55%) *strongly agreed*
- 210 (38%) *agreed*
- 31 (6%) *disagree*
- 4 (<1%) *strongly disagree*

In addition to the Likert Scale portion of the evaluation, three open-answer essay questions provide the students an opportunity to reflect upon their service-learning experience.

1. What was of greatest value to you in this service-learning experience?

2. *How did your personal faith commitment impact your involvement in this service-learning experience?*
3. *What character trait/aspect of personal character development was strengthened through this service experience?*

The open-answer questions did not ask the students to specifically respond to questions of respect for others or to assess and evaluate their service-learning curricula with an intercultural perspective. 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, culled from the three open-answer questions, 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 small sample of the student responses is included in the following section. A complete list of student responses from each course is provided to every service-learning professor at the end of each semester.

Student Self-Reflections

University students paired with younger school-aged children for tutoring or mentoring assignments valued relationships and the opportunity to befriend children and families from different socio-cultural backgrounds. Communications students tutoring at THINK Together (afterschool program) spoke of the value of “openness to different demographics” and “working with kids from different ethnic backgrounds.”

Student service opportunities varied across the disciplines and EDLS-496 students assisting in a special needs classroom reflected upon the unique challenges facing children with educational and physical challenges. One student said that she looked for “that one special thing found in every person” to give her a way to connect to these students. Another said, “They are equal as we are, but just physical differences.”

Other student comments from across the CLAS disciplines include:

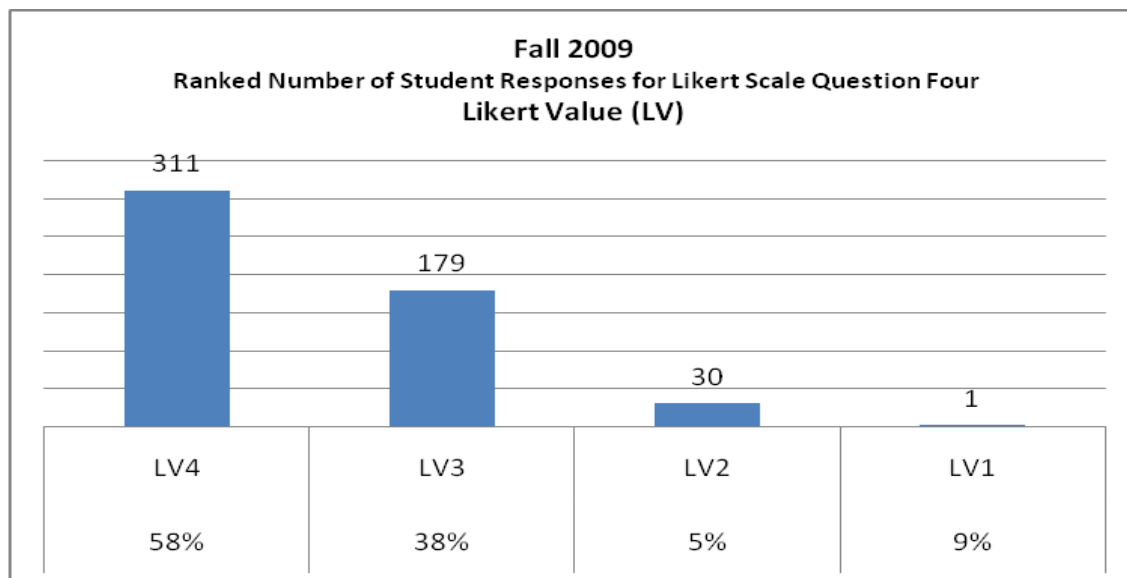
1. *Everyone has worth, purpose, and potential.*
2. *I value loving those who are not always loved by the community.*
3. *I had to remind myself to love like Jesus did even though society doesn't see these students as normal, I saw them as people.*
4. *Seeing that all different people are a part of the kingdom and just appreciating the diversity is what matters.*
5. *I was more open to change/ acceptance of people for their differences/ beliefs.*

6. *Seeing the kids being tutored as children of God reminded me to not seek to reinforce presuppositions.*
7. *Something in the back of my mind kept on saying "Jesus died for all of us, so it doesn't matter the culture, we're all his children." I suppose I can say my faith was involved to go past differences and look for common ground.*
8. *With this experience I understood more of how to love others because of their differences.*
9. *I have learned how to gain respect through giving respect first.*

Transformational Scholarship

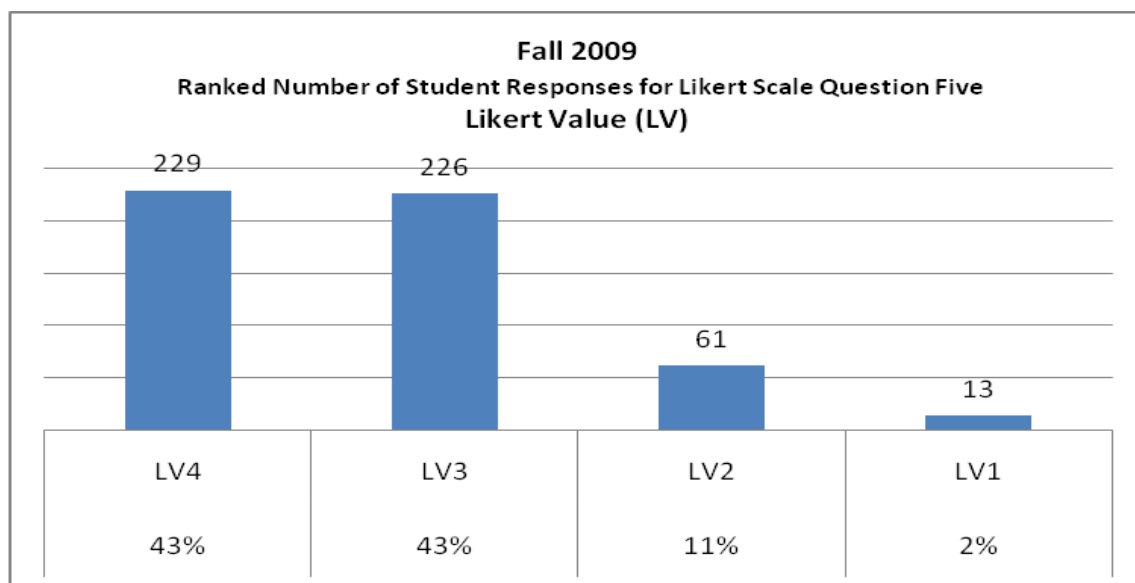
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

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



Q4: My professor successfully integrated the service experience with the learning objectives of this course.

- 311 (58%) *strongly agreed*
- 179 (38%) *agreed*
- 30 (5%) *disagree*
- 1(9%) *strongly disagree*



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

- 229 (43%) *strongly agreed*
- 226 (43%) *agreed*
- 61 (11%) *disagree*
- 13 (2%) *strongly disagree*

Student Self-Reflections

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

Service-learning students in each represented discipline expressed appreciation for the opportunity to strengthen their learning outcomes while combining course content with hands-on practical experience. Students in ENGL 434 (Children’s Literature) were provided an opportunity to practice their course objectives reading to children in the “Early Learning with Families (ELF) program.

One student said, “*The greatest value to me in this experience was working with kids and reading to them. It is actually a lot harder than it seems and having practical experience really provides an opportunity to work on that skill.*” Another student shared, “*Lectures mean nothing unless you can put what you learned into practice.*” One student shared that the children themselves provided an opening for transformational scholarship, saying, “*Even children can teach you things; you don’t necessarily need to hear it from someone older.*”

Other students noted that the service-learning opportunities gave them an opening to reflect upon their personal values and character. An EDLS 496 student said that working with special needs students prompted her to reflect on *“going outside of my comfort zone in working with an individual with Down Syndrome. It was definitely an eye-opening and humbling experience.”* Another student in the same Senior Seminar said the experience was responsible for *“enriching my understanding and my worldview.”*

Examples of other student responses indicating gained experience and valuable student learning outcomes include:

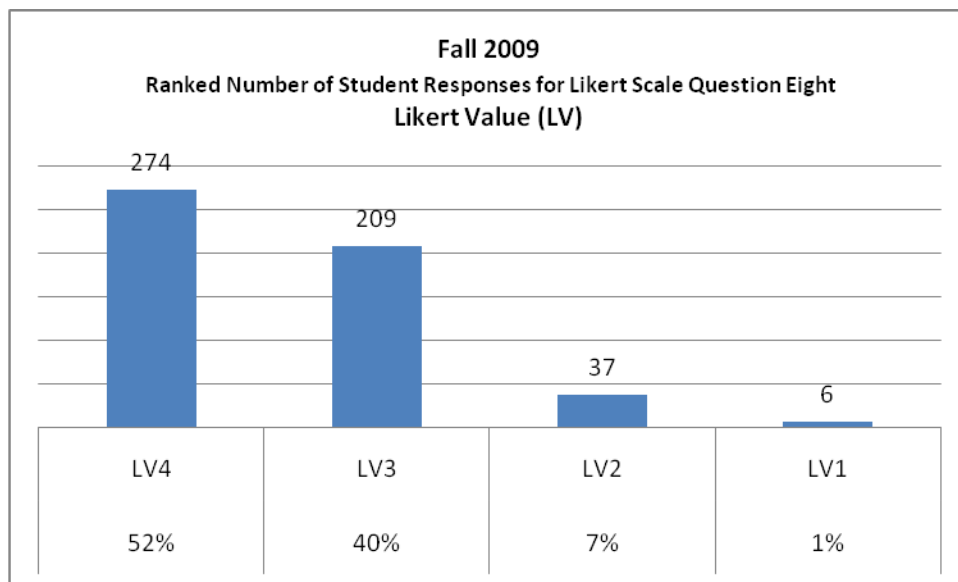
1. *The greatest thing of value was that through having to simplify so much for kids I fully understood my topic from class.*
2. *I really enjoyed working with the kids. Being in that environment caused me to possibly consider teaching.*
3. *Applying all the techniques and skills learned in the classroom was of greatest value to me.*
4. *The opportunity to get out of the classroom setting and actually apply communication. How can you learn how to communicate without doing it?*
5. *Being able to communicate with kids I would not typically communicate with, also being able to test my leadership of the class.*
6. *Being able to just spend time trying to teach them about communication and learning from them too.*
7. *Breaking a lot of habitual preconceptions.*
8. *Being uncomfortable-I learned how I function in unpredictable situations, and how to work through it.*
9. *To be able to see theory into practice in a real classroom*
10. *Getting to see how I teach a class and what my strengths, weaknesses and methods are.*
11. *Because I plan on teaching, this gave me great hands-on experience to write lesson plans and carry them out. It also reaffirmed for me that I am being led by the Lord to teach.*
12. *Having the opportunity to practice what we've been taught in a "real world" situation was very helpful. I appreciated that it was outside the classroom and helped instruct the children.*
13. *It was beneficial to read to children because I want to be a teacher, so getting hands on reading time was a good experience.*
14. *The value of early childhood literacy was a key component to this class, and I thought that being there at the house I went to was a great benefit to the children, but also to me.*

Faith Integration

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

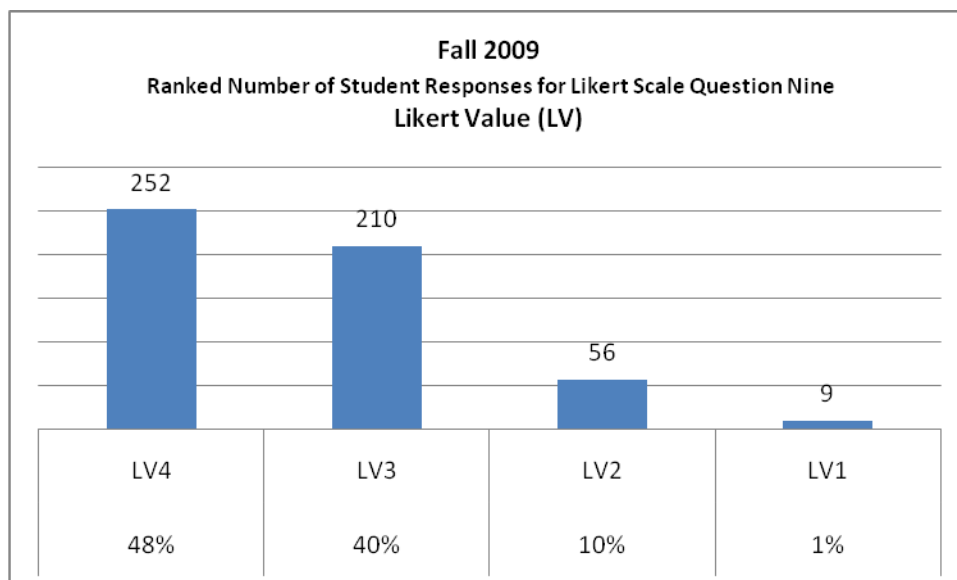
8. *This service-learning experience increased my capacity to live out Christian values in the community.*

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



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

- 274 (52%) *strongly agreed*
- 209 (40%) *agreed*
- 37 (7%) *disagree*
- 6 (1%) *strongly disagree*



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

- 252 (48%) *strongly agreed*
- 210 (40%) *agreed*
- 56 (10%) *disagree*
- 9 (1%) *strongly disagree*

Student Self-Reflections

The 530 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 three 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 other two 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 provides support and evidence of positive faith integration from the student perspective, supporting the goals of the larger APU *Faith Integration* initiative.

A communications student tutoring and mentoring younger students in THINK Together, a community after-school program, said that the experience *“gave one peace when seeing the children. It made me want to give them the gift of Jesus through love and fellowship.”* A math student shared, *“I’ve always been taught to help everyone around me. This service-*

learning allows me to use what I learn in college to serve the community.” One more math student said, “Serving others is a big part of faith and helps develop a more Christ-like character.”

Examples of other student responses indicating gained experience and valuable student learning outcomes include:

- 1. This helped me understand what a Christ-like servant really is.*
- 2. As a Christian, I want to be involved in my community and help out when it is necessary because I know that’s what God would want.*
- 3. I just recently felt called to mentor younger students and felt that God was really wanting me to reach out to the community around APU.*
- 4. This project helped me see a connection between service and faith.*
- 5. I remembered that I am to act as a role model and that Christ’s love is to guide my words and actions.*
- 6. Christ calls His followers to serve and to be for others for His sake. This was a great opportunity to do that and it was integrated into my education.*
- 7. Prayer helps me see how I can be of service in the community.*
- 8. As a Christian I always want my light to shine for Him. In this experience I tried to choose literature that would reflect well on Him and did everything to the best of my abilities because that is what He wants.*
- 9. The service made me grow spiritually and intellectually. I learned more about God and people.*
- 10. Well, at the beginning, me and God weren’t on the best terms, but this contributes to helping our relationship get better.*

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 opportunity to go to the four different clinical sites and assist, help, and learn with the nurses as I worked with patients.*
2. *The greatest value was being able to love on the children and listen to the people I encountered in the clinic. Being able to see how they live and the health problems they encounter was something that really expanded my worldview.*
3. *I think that there were many, many ways in which this service-learning experience benefited me. I think that the main thing that I learned from the experience was that I want to work in longer term missions projects. I absolutely loved all of the people of the Haniville community and recognize that I will be traveling back there in the near future to work with Bruce and the Walk in the Light team, as I have already discussed with him.*
4. *The greatest value to me in this service-learning experience was the people that I met. Every single child that I played with, hugged, and laughed with filled my life with such joy. I loved listening to the people and engaging with them. I learned so much about the culture and about their lives.*
5. *What I really took to heart was during a time when my group was at an HIV/AIDS women's support group and both the Americans and South Africans shared out life stories. As everyone talked about the high and low points in our lives, the African women realized that we Americans have similar struggles as them. It was as if you saw a light bulb go off. These women understand that we are all the same and difficult struggles even though we live at opposite ends of the world.*
6. *The greatest value for me was hearing the stories of patients that we talked to. It was so eye-opening to begin to understand the world from their shoes with the impact that HIV is having in their lives.*
7. *The thing of greatest value during this experience was probably meeting people in the community and hearing their experiences. I learned so much about HIV/AIDS and people's lives. This has helped me better understand some of the problems in Africa and has encouraged me to search for a way to help.*
8. *What I found extremely valuable was the time I had with the ladies of Esther House. Even though it was difficult to connect with them, I saw little moments when we sang together or my group baked for them how they responded to us openly during those moments.*
9. *Learning more about the problems that are going on around the world and realizing that there is so much more outside the U.S.*
10. *I think the greatest value for me was to see the situation that these people are in, and see my role in helping them. I came to college and SA with the intent of becoming a doctor so I could give healthcare to the poor. My attitude changed during my time in SA. I am now more interested in public health. People need to be educated on the risks and rewards and outcomes of different lifestyles. By teaching people the cycle of how diseases are transmitted, they will understand where to stop the cycle.*
11. *The greatest value was being able to interact with many different types of people. I have never met anyone that has openly admitted that they had AIDS.*

12. *I really enjoyed the service-learning experience. I have experienced things that I feel I will remember for the rest of my life. I saw the HIV/AIDS affects people. At our site, which is Walk in the Light, we did home visits with people who are affected by HIV/AIDS. One woman we met in our first week was dying from AIDS and in our fourth week being there she passed away. I have learned that life shouldn't be taken for granted. Our teacher Francis was able to prepare us really well with our sites. He was able to give us techniques on how to communicate with people from another culture. I feel the things he was able to teach us is something I will be able to use later on in life.*
13. *The greatest value was learning how to love people that I barely knew and people that were very different from me. I also had to learn how to communicate without be able to speak the same language.*
14. *The greatest value for me was getting to interact with the people of the local community. I really enjoyed hearing different people's stories. It was also valuable for me to be actively involved in helping the community to achieve a better quality of life and be empowered to work for a better future.*
15. *What was of greatest value to me during this experience was being able to step into the lives of women who have the most amazing strength and being able to learn from them and love on them in any way possible.*
16. *Going out into the community and sitting down with the women who live there. It was a huge honor to be able to listen to their stories and their hopes and dreams for the future. I was so blessed that they would welcome me in the way that they did.*
17. *I really valued the day to day experience this kind of ministry afforded me. Walk in the Light ministry showed me that any kind of community development or engagement is dirty work. You are battling against Satan because he wants people to remain in bondage to poverty. You encounter a lot of spiritual warfare and the whole task can be very discouraging at times. I am glad that I was able to learn these things because I had a very idealistic view of ministry. I have not been persuaded never to go into this kind of ministry, but I have a more realistic view of the situation.*

*Students in GLBL 355 also responded to the question “**How did your personal faith commitment impact your involvement in this service-learning experience?**”*

1. *My personal faith was the reason behind the actions of love and caring extended to each individual.*
2. *I was able to pray with several of my patients. In addition, my faith was strengthened through the encountering of many difficult ethical situations.*
3. *Going to work in Haniville was definitely a big step for me in my faith and in getting out of my comfort zone. God was really able to help me to use my faith and my confidence in the hope that He alone can provide to help encourage and love on others in the community. We were able to pray with those who were sick with various HIV/AIDS related illnesses and I felt that I was able to make an impact in the community with the Gogos, the senior youth and the children as well. There were many wonderful opportunities to grow from the different people in the community.*

4. *My personal faith commitment impacted my involvement greatly because I couldn't have done it without God's strength and guidance. Because of God, I was able to share his love to others. God used me to work in these peoples' lives.*
5. *I went into the community engagement project asking the Lord to show me His heart in a new way. I knew that I had to have my eyes, ears, mind, and heart open and ready for what I was going to experience. That alone stretched me spiritually as I was seeking after God in spite of the difficulties I was seeing everywhere. I know that not only was I learning so much, but the Lord was shining His light through me as I connected with children that needed to experience a love they have never felt before. All of that love only came from God because I cannot fully love in my own strength.*
6. *I was challenged to see each and every person that I served as Christ. It was hard to not be overwhelmed by the number of people that needed care, but they waited so patiently and just wanted to be loved and affirmed.*
7. *Being in S.A. has reminded me that I have brothers and sisters in Christ all over the world. Christianity is beyond all boundaries of culture and money. I felt very encouraged by all of the Christians who are actively serving God at Walk in the Light. It has made me want to follow him even more.*
8. *My heart was opened for anything God wanted to teach me. I started to realize that he was showing me to love those who don't receive love very often. I found myself talking to strangers who speak a completely different language and then I would hug them or touch them on their arm. He showed me that above all these things love is the greatest.*
9. *Seeing that there are Christians in the world, like Bruce, who see a need then follow God's will and meets it was so encouraging. Also being united with people because we serve the same God was a cool experience. To see that even though we came from totally different backgrounds we shared a common bond through Christ.*
10. *My faith grew tremendously over my service-learning experience. Before I had faith, but I was more of a lukewarm Christian. During my time at RivLife, I saw things, and I remember asking God "why?" God showed me the joy and happiness that these people still have. They may not have food, but they have the joy of the Lord. They have hope. It was very humbling.*
11. *My personal faith commitment was impacted in so many ways. It made me question why the world has to be like this, but at the same time the love of God grew so much. I learned that it's not about having to know the answers, because only God knows. It's about listening and following where God wants to put you next. It is about what He can do through you, because in the end it's for Him.*
12. *Before I came on this trip I was still figuring out my faith and who I was. Being on this trip my faith has grown so much and it was part of the service-learning experience. I feel God has pushed me and shown me things I will never forget. Being able to see HIV/AIDS firsthand is something that I will never forget. God has shown me that there are things in this world that are horrible and are unexplainable. But also how people can still have joy even with something horrible happening around them. Our group at my service site was able to do youth group with kids ages 5-14 and a senior youth group ages from 16-*

28. *I was able to talk to them about the Bible. I had never done this before and it was such a great feeling to see how much they were willing to learn.*
13. *I had to lean on God for a lot of the suffering I saw. Only God could help me to understand that there is a greater purpose to everything and we cannot always comprehend that concept.*
14. *The biblical principle of loving your neighbor as yourself really impacted how I served. I am constantly reminded that even though people might look differently or talked differently than myself, I must look beyond difference and love that person as God loves them.*
15. *I was challenged beyond words during my involvement in my service site in South Africa, it taught me how real my amazing God is! I was given the opportunity to share the love of an amazing God with a people who were yearning to meet Him!*
16. *My personal faith was my key motivator in working hard and engaging with people during this service-learning experience. I wanted to give quality service that benefited the people. Moreover, because the people I met were largely Christian as well, we were able to encourage and challenge each other in ways we would not have been able to if we were from different faith backgrounds.*
17. *My faith pushed me through the hard times. It was also easy to have a negative view of some of the community members when they themselves are a part of the problem. Christ continually reminded me that I was at that place at certain times of my life. Also, I preached at the youth group a couple of times which required everything that I have gained from my faith in Christ. I had to depend on Him and His strength in the preparation, execution and afterglow of each time I spoke.*

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.

It is also important to remember that the open-answer questions do not specifically ask the students to relate their service-learning experience to intercultural competency or diversity awareness; however, while addressing the faith integration aspect of their service many of the students considered respect and care for others as a major component of their spiritual development. The students frequently made comparisons between themselves with perception of personal advantage when compared to the predominantly minority population in AUSD. In many cases APU students openly admitted that the service-learning experience provided first time exposure to children in educational settings that were not as well equipped

as their home school districts. Many of the students expressed an increased sensitivity to children and families experiencing economic stress, experiencing first exposures to limited and inequitable opportunity. 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