



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

**Fall 2009 SOBAM Evaluation Report: Service-Learning Courses**

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

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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 provides a sampling of essay responses taken from all service-learning courses associated with the School of Business and Management.

This report summarizes 114 student evaluation responses collected from seven service-learning classes. 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 assess 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 student 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 comes alive when student voices are pulled from the three additional open-answer questions and are then compared to the Likert Scale portion of the service-learning evaluation. When statistics are studied within the context of the open-answer questions it is clearly evident that the service-learning experience creates significant learning opportunities enhancing individual scholarship in support of the course learning objectives. Service-learning also appears to add benefit with increased “awareness of others” while adding to deeper respect for people with diverse cultural backgrounds and experiences. There is also strong evidence from the self-reporting that students reflect upon a deepening personal faith and increased capacity to live out Christian values in the community because the service-

learning opportunities supports the students' belief that service is a component of biblical Christianity. Each service-learning professor is provided the specific data from their course which includes a complete list of student essay responses.

## Introduction

In this short report data from the Likert Scale portion of the evaluation has been averaged to provide an overview of the quantitative and qualitative responses of student self reporting. At the close of the semester each service-learning business or marketing professor received individual student evaluation reports linked directly to their specific course and service-learning project. Each student comment was provided to the professor in support of pedagogical aims and outcomes, as well as presenting to each professor and department evidence of practical *transformational scholarship*. 114 SOBAM students enrolled in seven service-learning courses responded to the fall 2009 evaluation<sup>1</sup>.

Business students engaged in a variety of service-oriented activities as part of the service-learning curriculum. SOBAM students shared business and marketing strategies with local business leaders. Other students participated in *Students in Free Enterprise* (SIFE). The SIFE website states that the program supports teams of students competing with business concepts "to develop outreach projects that improve the quality of life and standard of living for people in need" ([www.sife.org](http://www.sife.org)). Other business students created and implemented a quality business curriculum for Sierra High School, a local continuation school. Business students benefited from hands-on learning while participating in activities designed to enrich the community. Other students studying finance in an economics course were able to develop and implement interactive presentations teaching middle school students about the banking system.

## Student Evaluation Summary

The Likert Scale questions in this report include:

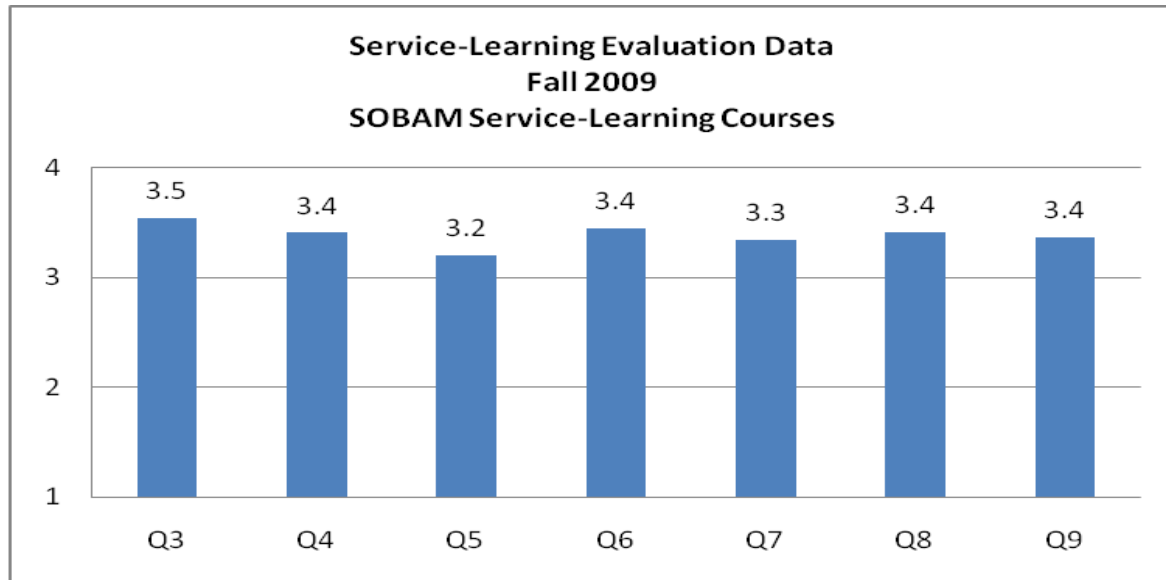
3. I feel that I made a positive contribution at my service site.
4. My professor successfully integrated the service experience with the learning objectives of this course.
5. There was adequate classroom reflection time to get the most out of my service experience.
6. The service-learning experience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

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<sup>1</sup> BUSI 210, BUSI 350, BUSI 448, ECON 352, LDRS 350, MKTG 363, MKTG 465

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



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

		Q3/Pos Contrib to Site	Q4/Prof Integration Material	Q5/Reflection	Q6/Value Others	Q7/Civic Engagement	Q8/Christian Values	Q9/Faith Integration	Q10/Character Devel
Q3/Pos Contrib to Site	Pearson	1	.151	.193 <sup>+</sup>	.355 <sup>**</sup>	.304 <sup>**</sup>	.350 <sup>**</sup>	.376 <sup>**</sup>	1
	Correlation								
	Sig. (2- tailed)		.109	.040	.000	.001	.000	.000	
	N	114	114	114	113	114	114	114	114
Q4/Prof Integration Material	Pearson	.151	1	.467 <sup>**</sup>	.091	.205 <sup>+</sup>	.063	.068	.151
	Correlation								
	Sig. (2- tailed)	.109		.000	.336	.029	.503	.474	.109
	N	114	114	114	113	114	114	114	114

Q5/Reflection	Pearson	.193*	.467**	1	.109	.258**	.056	.040	.193*
	Correlation								
	Sig. (2-tailed)	.040	.000		.250	.006	.553	.676	.040
	N	114	114	114	113	114	114	114	114
Q6/Value Others	Pearson	.355**	.091	.109	1	.475**	.537**	.416**	.355**
	Correlation								
	Sig. (2-tailed)	.000	.336	.250		.000	.000	.000	.000
	N	113	113	113	113	113	113	113	113
Q7/Civic Engagement	Pearson	.304**	.205*	.258**	.475**	1	.603**	.393**	.304**
	Correlation								
	Sig. (2-tailed)	.001	.029	.006	.000		.000	.000	.001
	N	114	114	114	113	114	114	114	114
Q8/Christian Values	Pearson	.350**	.063	.056	.537**	.603**	1	.523**	.350**
	Correlation								
	Sig. (2-tailed)	.000	.503	.553	.000	.000		.000	.000
	N	114	114	114	113	114	114	114	114
Q9/Faith Integration	Pearson	.376**	.068	.040	.416**	.393**	.523**	1	.376**
	Correlation								
	Sig. (2-tailed)	.000	.474	.676	.000	.000	.000		.000
	N	114	114	114	113	114	114	114	114

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. 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 values 2 (disagree)*

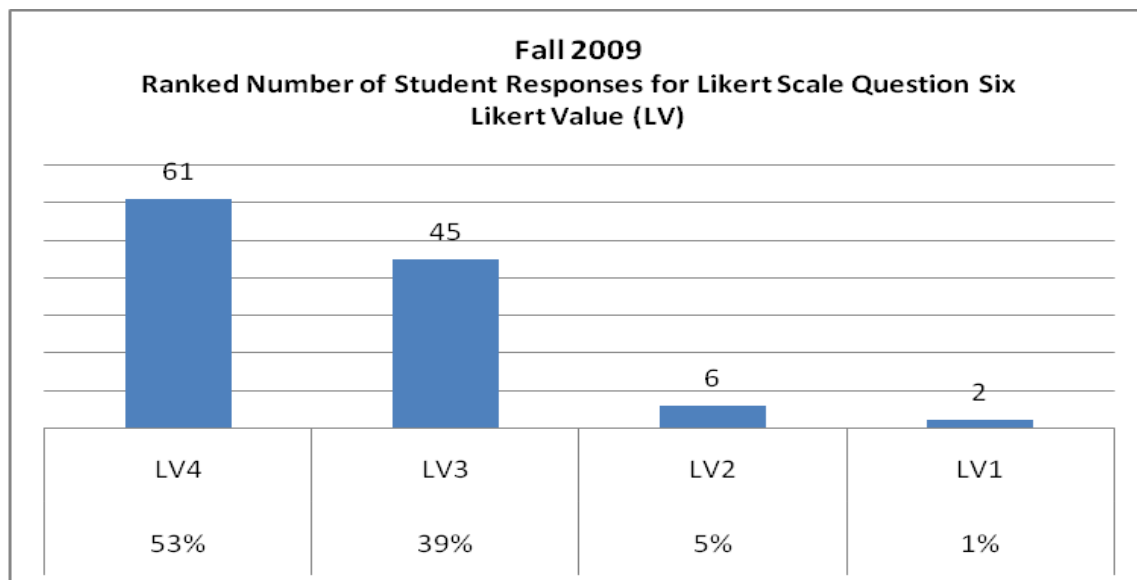
*LV1: Likert Scale values 1 (strongly disagree)*

## God-Honoring Diversity

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

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



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

- 61 (53%) *strongly agreed*
- 45 (39%) *agreed*
- 6 (5%) *disagree*
- 2 (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. However, 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 complete list of student responses from each course is provided to every service-learning professor at the end of each semester; however, a sample of student responses is included in the following section.

## **Student Self-Reflections**

Several service-learning projects assigned to SOBAM students focus on team building skills and creating business and marketing plans in support of local business. Time spent with community partners gives students an opportunity to work closely with people with diverse backgrounds and experiences. Some of the business students were paired with younger local school children teaching basic business and personal finance principles. Service-leaning opportunities extend the classroom learning into the wider community context and frequently the APU students openly reflect upon their engagement with people who they define as “different” from themselves. One student said, *“This experience helped me to get a different view of people living in Azusa.”*

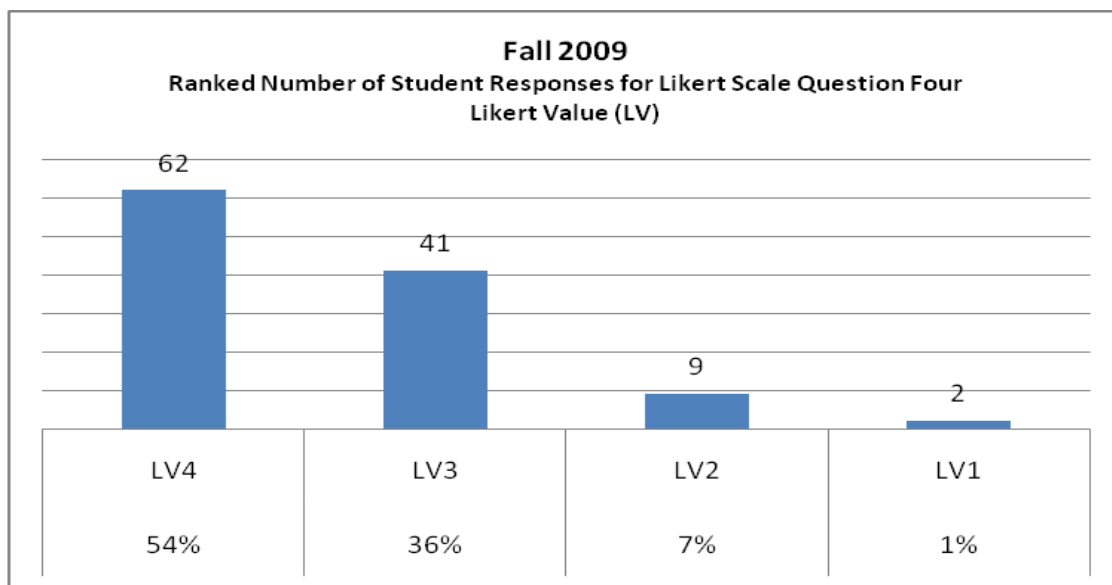
Students in BUSI 448 took business principles to students in Azusa Unified School District. One APU student said that working with these students, *“reinforced the idea that we are all brothers and sisters in Christ and building relationships together is important.”* Another student spoke of being challenged to consider *“the idea of perceptions and pre-conceived judgments about each other.”*

Many of the APU students were committed to the *Options* program in a continuation high school. The high school students represented students from varying cultural and economic backgrounds, most often dissimilar from the APU students' personal frame of reference. One APU student said that the experience encouraged her to "*see the potential within these students despite that society labels them as hopeless.*" The SOBAM students remarked that they found it valuable to "*befriend*" these younger students, and as one student said, "*I learned to truly look into people, and God helped me see the potential within those I usually won't take the time for.*"

## ***Transformational Scholarship***

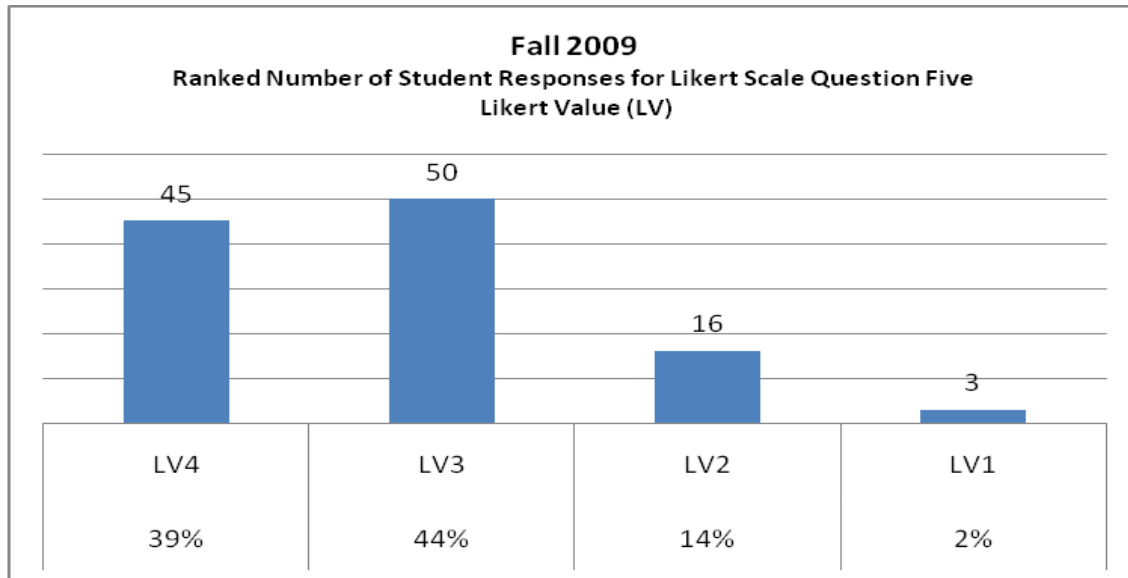
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

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.*

- 62 (54%) *strongly agreed*
- 41 (36%) *agreed*
- 9 (7%) *disagree*
- 2 (1%) *strongly disagree*



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

- 45 (39%) *strongly agreed*
- 50 (44%) *agreed*
- 16 (14%) *disagree*
- 3 (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.

A MKTG 363 student stated “*applying course material to a real life scenario was of personal benefit and value.*” Another student said they appreciated the chance to “*get more acquainted with the community of APU and Azusa while gaining marketing research experience.*” Students valued the opportunity to share their knowledge with others while at the same time strengthening their personal business acumen. One marketing student valued “*helping out a small business with the skills I have learned.*”

Below are examples of other responses in which students answer the question “*What was of greatest value to you in this service-learning experience?*” Students said that value came from:

1. *Having time at the end of each lesson for Q/A from the students I feel that brought the most learning to the classroom.*
2. *It was being able to teach the students a side of business ethics that they weren't use to hearing. Also hearing/ answering their questions.*
3. *I got a much better idea about my weaknesses in working with people. I feel these weaknesses were close to neutralized.*

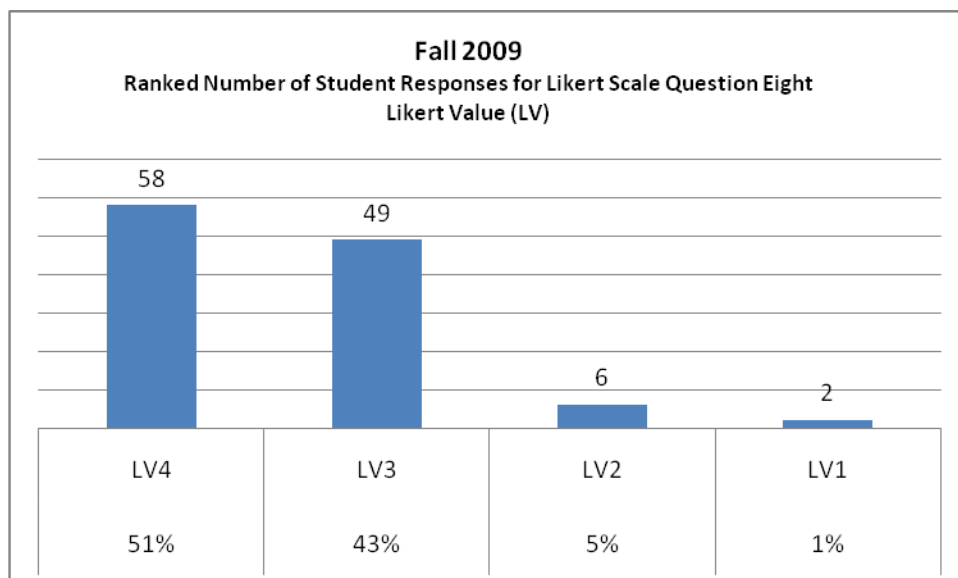


4. *Realizing the value of environmental efficiency*
5. *Learning how to work on a team outside of the classroom*
6. *Learning how to put a website together and gain support to help*
7. *The experienced gained in teaching students from different backgrounds*
8. *The ability to pour into student lives and help them realize their dreams and desires. Making a noticeable difference in their attitude was amazing.*
9. *For me, it was being involved outside of the Christian community in a format that wasn't designated Christian.*
10. *Instilling the principles of the curriculum into the students*
11. *Learning from my peers within the class on how to lead others. I enjoyed observing them as they worked at the site and seeing their leadership qualities emerge.*
12. *I would say it was probably the feedback I received from my teacher in regards to our presentation, material, and response from the kids*

## **Faith Integration**

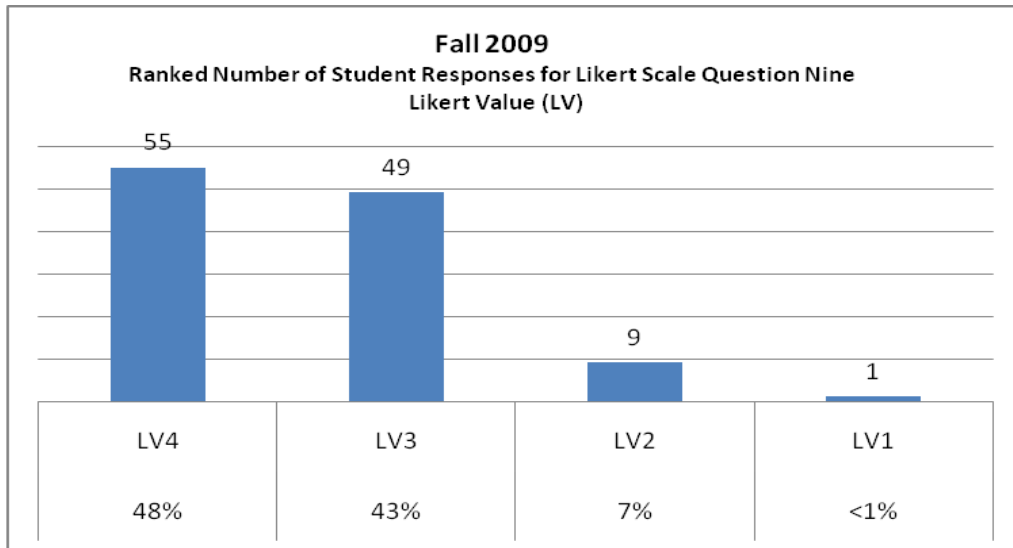
Two of the Likert Scale questions correlate with the university's pursuit of evidence of faith integration:

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.*

- 58 (51%) *strongly agreed*
- 49 (43%) *agreed*
- 6 (5%) *disagree*
- 2(1%) *strongly disagree*



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

- 41 (39%) *strongly agreed*
- 52 (47%) *agreed*
- 9 (8%) *disagree*
- 2 (1%) *strongly disagree*

## Student Self-Reflections

All three open-answer questions elicited a variety of student responses providing evidence that service-learning contributes to student reflection and personal faith integration. 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 evoked similar responses from many of the students.

The following 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.

Many APU service-learning students articulate the link between professions of Christian faith with an outward expression of service. Students enrolled in MKTG 465 and *SIFE* (Students in Free Enterprise) were challenged to think about business practices and ethics within a broad, international perspective. One student said the experience “*helped me realize the value of environmental efficiency, and that by helping to preserve the earth, we are taking care of God’s creation.*” Another student said, “*The greatest value was being able to make an impact in the community. And being able to show these people that we love and care about them we can also share Christian values.*”

Several students enrolled in BUSI 448 and the *OPTIONS* program noted the chance to share their faith by modeling Christian attitudes and behaviors. One student said, “*It definitely*

*taught me that when I place others before me, it brings my life towards a more Christ-like example of how to live life.” Another said, “I attempted to create a Christian presence through my actions. I tried to uplift students who were down on themselves.” One student commented on how faith reinforced a strong work ethic. She said, “My values were a reflection of the good work ethic our group put in and the care for our students.”*

The following quotes taken from the end of semester evaluations provide additional support and evidence of student self-reporting about the connection between service-learning experience and personal faith commitment. The responses provide support and evidence of positive faith integration from the student perspective, supporting the goals of the larger APU *Faith Integration* initiative.

- 1. My Christian world view helped me to want to help others.*
- 2. I knew that by serving in this way, our community would hopefully see Christ's love through us.*
- 3. I was able to use my faith to be an example of someone who is morally upright and willing to stand up for what they personally believe in.*
- 4. It reinforced the idea that we are all brothers and sisters in Christ and building relations together is important.*
- 5. We had to have a positive attitude with some negativity among the youth and our desire to care for them, and to show our true selves, made them think about who they really were.*
- 6. My faith impacts everything I do and with this project. Reminding myself to be careful about not saying too much but also sharing some.*
- 7. It made me treat everyone with the same love Jesus would give, even when it was different.*
- 8. My personal faith impacted this experience by understanding God has given me the ability to recite and talk to people and understand what they need. I was able to help them with their personal journey.*
- 9. A lot of these kids have broken hearts and needed to see that APU has a positive influence.*
- 10. I saw the students as opportunity to further God's kingdom.*
- 11. It helped me to want to go work with the kids. It gave me a hope and confidence that we could make a difference in their futures.*
- 12. It made me want to work harder so I could make more of an impact.*
- 13. Spreading love and joy throughout the community and knowing that I bring at least one more smile in this world would make our world better.*
- 14. I knew that the Lord wanted me to show love to all so it translated into my work.*
- 15. It's nice to be able to show Christian attitude to the community.*

## ***Intentional Internationalization***

Some of the SOBAM service-learning experiences provide learning opportunities for business students as they consider international practices with an increasingly global perspective. While investigating global needs they often gain perspective in American business partnering opportunities while considering how their future career may lead to working with people all over the world. Students enrolled in SIFE (Students in Free Enterprise), for example, are encouraged to consider projects and proposals with intentional international networking. The SIFE website states, *“The SIFE program model is designed to harness the business talents of our network members for the benefit of people and communities around the world, while also providing meaningful opportunities for these leaders to connect, collaborate and learn from one another. This begins with the team community outreach projects and extends to include a number of exclusive leadership and career initiatives. A series of competitive events creates a culture of excellence and provide opportunities for best-practice sharing”* ([www.sife.org](http://www.sife.org)).

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

## **Summary Observations**

Although the service-learning service sites and opportunities varied within course objectives, the majority of students replied similarly when responding to questions about service-learning and faith integration. The majority of students placed greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith. 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 although the open-answer questions do not specifically ask the students to relate their service-learning experience to intercultural competency or diversity awareness, when addressing the faith integration aspect of their service many of the students considered respect and care for others as a major component of their spiritual development. Students commented on experiencing shifts in their awareness and a desire to be more active in problem-solving in a variety of settings. Certainly the business courses were encouraged to think beyond the boundaries of their own experiences and to consider the application of their knowledge and skills on an international scale. These opportunities in turn gave the APU students an opportunity to reflect on diversity and cultural awareness through a focused attentiveness to internationalization.

We in the Center for Academic Service-Learning and Research are committed to supporting faculty, students and community partners, together creating a mutually beneficial service-learning experience leading to successful *student learning outcomes*. We believe that our evaluation processes are 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 to a somewhat lesser degree, yet important in the scope of business students, *Intentional Internationalization*. We believe there is value in our ability to support the university in these four important areas.