



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

Fall 2009 UNRS Evaluation Report: Service-Learning Courses

**Student self-reporting through end-of-semester service-learning evaluation surveys
School of Nursing**

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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 nursing service-learning courses.

This report will summarize 257 nursing student evaluation responses collected from eight service learning classes.¹ 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 increase student “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

¹ UNRS 105, 210, 212, 313, 403, 410

increased capacity to live out Christian values in the community because the service-learning opportunities support the students' belief that service is a component of biblical Christianity.

The Center for Academic Service-Learning and Research is making this assessment data available as support evidence of the four major WASC themes: *God Honoring Diversity*, *Faith Integration*, *Transformational Scholarship* and *Intentional Internationalization*. Each service-learning professor is provided the specific data from their course which includes a complete list of student essay responses. This report summarizes the data; however, upon request it is possible to provide more detailed research from individual courses.

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 professor in the School of Nursing 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

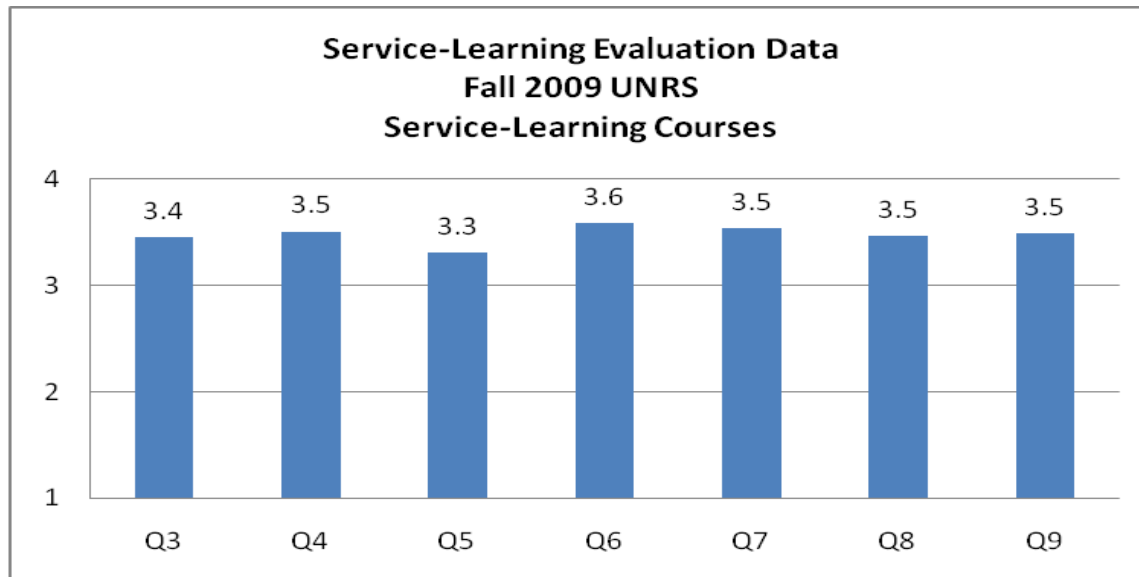
257 nursing students enrolled in eight service-learning courses responded to the fall 2009 evaluation. Nursing students reported increasing skill levels relevant to future career competencies obtained through working in a variety of clinical settings. As part of the service-learning requirement students were asked to reflect upon their experiences and participate in classroom discussion sharing observations connected to their experience working in hospitals, senior centers, and creating health assessments for community members. Significant aspects of individual and personal reflection processes were shared in the open-answer portion of the student evaluation.

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. Values are ranked:

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



The chart below visualizes 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 | .451** | .419** | .511** | .552** | .456** | .403** |
| | Correlation | | | | | | | |
| | Sig. (2- tailed) | | .000 | .000 | .000 | .000 | .000 | .000 |
| N | | 257 | 257 | 257 | 257 | 257 | 257 | 257 |
| Q4/Prof Integration Material | Pearson | .451** | 1 | .574** | .486** | .417** | .377** | .395** |
| | Correlation | | | | | | | |
| | Sig. (2- tailed) | .000 | | .000 | .000 | .000 | .000 | .000 |
| N | | 257 | 257 | 257 | 257 | 257 | 257 | 257 |

| | | | | | | | | |
|----------------------|-----------------|--------|--------|--------|--------|--------|--------|--------|
| Q5/Reflection | Pearson | .419** | .574** | 1 | .500** | .416** | .372** | .458** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 | .000 |
| | N | 257 | 257 | 257 | 257 | 257 | 257 | 257 |
| Q6/Value Others | Pearson | .511** | .486** | .500** | 1 | .640** | .564** | .616** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 | .000 |
| | N | 257 | 257 | 257 | 257 | 257 | 257 | 257 |
| Q7/Civic Engagement | Pearson | .552** | .417** | .416** | .640** | 1 | .634** | .558** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 | .000 |
| | N | 257 | 257 | 257 | 257 | 257 | 257 | 257 |
| Q8/Christian Values | Pearson | .456** | .377** | .372** | .564** | .634** | 1 | .714** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | | .000 |
| | N | 257 | 257 | 257 | 257 | 257 | 257 | 257 |
| Q9/Faith Integration | Pearson | .403** | .395** | .458** | .616** | .558** | .714** | 1 |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | |
| | N | 257 | 257 | 257 | 257 | 257 | 257 | 257 |

** . 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)

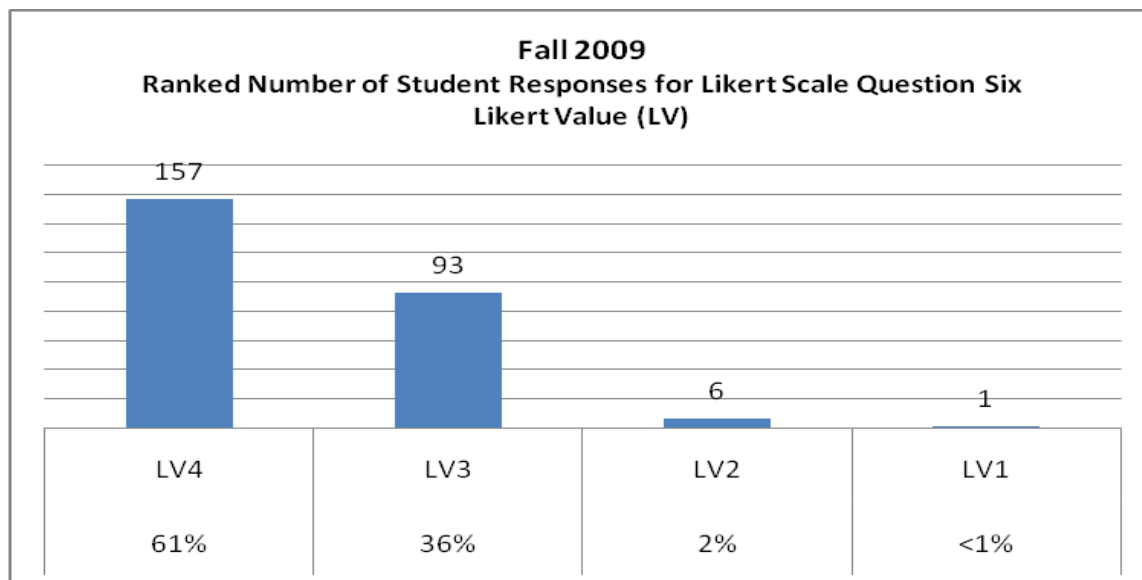
LV1: Likert Scale values 1 (strongly disagree)

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



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

- 157 (61%) *strongly agreed*
- 93 (36%) *agreed*
- 6 (2%) *disagree*
- 1 (<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

Students in UNRS 313 interviewed clergy to provide analysis and recommendations regarding handicap accessibility in local churches. For some nursing students this was an introduction to the physical challenges experienced by some members of their own churches. One student referred to the value in *“Learning that handicapped people don't have much access and in some ways it seems as though they are discriminated against.”* Another student commented on her experience, *“I enjoyed seeing my home church through new eyes and appreciating the handicapped in the congregation.”*

A student in UNRS 410 referenced her commitment as valuable, saying, *“I was able to care for the homeless population during this service-learning and now they have a special place in my heart.”* Another student said the experience *“helped me to understand where the vulnerable population in the community are and be empathetic and relevant.”*

A few additional student comments include:

- 1. Since we are children of God I was able to approach the seniors as brethren, with love, respect, patience, and kindness.*
- 2. I interacted with others that shared their different beliefs.*
- 3. Learning to appreciate how seniors feel and about the things they've learned in the past and what they know now*
- 4. Serving everyone, regardless of their background or affect, because I should love them.*
- 5. I was able to see different cultures and gain more knowledge than I ever have before at a hospital.*

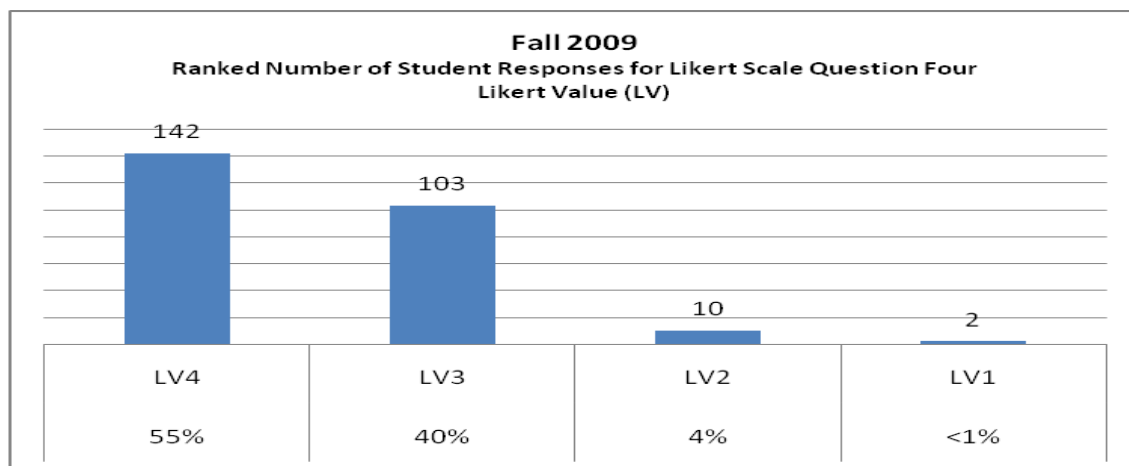
6. *The diversity of the patients in this facility allowed me to look through the eyes of the Lord and see what matters-we are all children of God.*
7. *Learning how to relate to all types of people*
8. *Many of our patients were drug addicts and homeless. I learned how blessed I really am and how there is a huge population in Los Angeles that need spiritual care. A non-judgmental, loving approach was truly appreciated from these patients.*
9. *Spending time with a diverse group of people.*
10. *It made me realize that each individual is valued and no one should be discounted.*
11. *I enjoyed interacting with the older people and making them smile. It was encouraging to bring them hope when we broke down the stereotypes.*

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.*

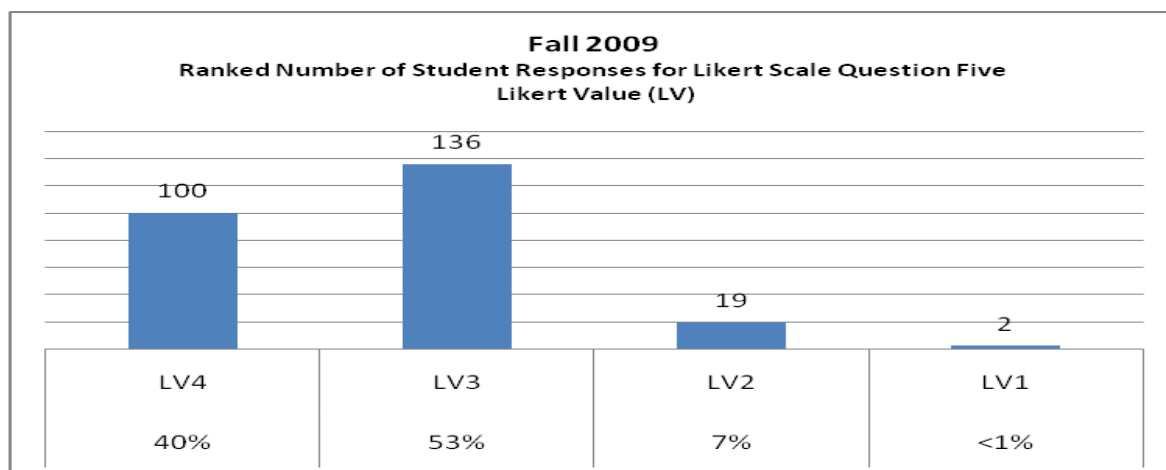
The chart below shows the breakdown of student responses to Likert Scale question four. Of the 257 nursing students who responded to the end-of-semester evaluation:



Q 4: My professor successfully integrated the service experience with the learning objectives of this course.

- 142 (55%) *strongly agreed*
- 103 (40%) *agreed*
- 10 (4%) *disagree*
- 2 (<1%) *strongly disagree*

The chart below shows the breakdown of student responses to Likert Scale question five. Of the 257 nursing students who responded to the end-of-semester evaluation:



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

- 100 (40%) *strongly agreed*
- 136 (53%) *agreed*
- 19 (7%) *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.

Some of the nursing students credited service-learning experiences with increasing skills and supporting learning outcomes. A student in UNRS 314 said, “*I learned so much interacting with end of life pediatric patients and just having to rely completely on God and trust in his plan.*” Another student from the same cohort said, “*This experience allowed me to see normal developmental processes in children.*”

A UNRS 212 student said that the learning came from “*seeing different perspectives on many aspects of care and to learn how to work with all of the different groups I encountered.*” Another UNRS 210 student said, “*In this rotation I got to see a lot of different kinds of patients and families. I learned a lot about how to handle different situations.*” And another student learned more about herself, “*Looking at how other people's beliefs affect their lives as compared to how mine affect me.*”

Other students were appreciative of hands-on education. One student said, “*I believe being assigned to different units helped during my service- learning experience. I feel that I was exposed to different degrees in the nursing field.*” Another student said, “*I feel this experience has provided a hands on and personal experience, integrating our classrooms material and connecting it*

with real life situations. I think getting to use this information to positively influence patients has been amazing.”

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

- 1. Getting hands-on experience with the elderly. I felt the people at the senior center benefited from our wellness project.*
- 2. I am more confident when I speak to others, especially older people.*
- 3. Being able to learn from the mothers and babies*
- 4. Having hands-on experiences--can't learn everything from textbooks*
- 5. I got to have a patient each time and to take care with my own ways. I could make my own decisions each time with what they needed to be served.*
- 6. Personal hand-on experience was very valuable.*
- 7. The interaction and the amount of skills I got to perform really increased the confidence level.*
- 8. I was able to look at things in a different way.*
- 9. Interacting with end of life pediatric patients and just having to rely completely on God and trust in his plan*
- 10. I was able to experience different roles within the hospital besides bedside nursing; this allowed me to view how different jobs work together toward the overall goal of the hospital and its staff members. New understanding of various roles was obtained.*
- 11. The greatest value was being with the patients and getting to know the whole person. Learning from the nurses was of great value.*
- 12. The ability to apply the skills I learned in the classroom*
- 13. Talking to patients about the disease process and how they are coping. Being able to perform hands-on learning.*
- 14. Being able to spend time within the OR and GI unit was especially interesting. And a great learning experience. Also, performing spiritual assessments were beneficial.*
- 15. Being able to learn new skills such as IV and insertion, and being able to implement them in real life.*
- 16. We were fortunate to rotate to different settings weekly. This really allowed us to get a better well-rounded perspective of the hospital setting as well as patient interaction.*
- 17. Being pushed to critically think when caring for patients, and also how to effectively manage time*
- 18. We had different patients with different situations and got to work with them which enriched my knowledge and experience.*
- 19. I thoroughly enjoyed my interactions with patients and I valued getting to really dig deeper into learning about diseases and being able to teach the patients what I have learned.*
- 20. Being able to learn from various medical staff members.*

21. *This service-learning provided an opportunity to learn from patients in how best to provide care as a nurse.*

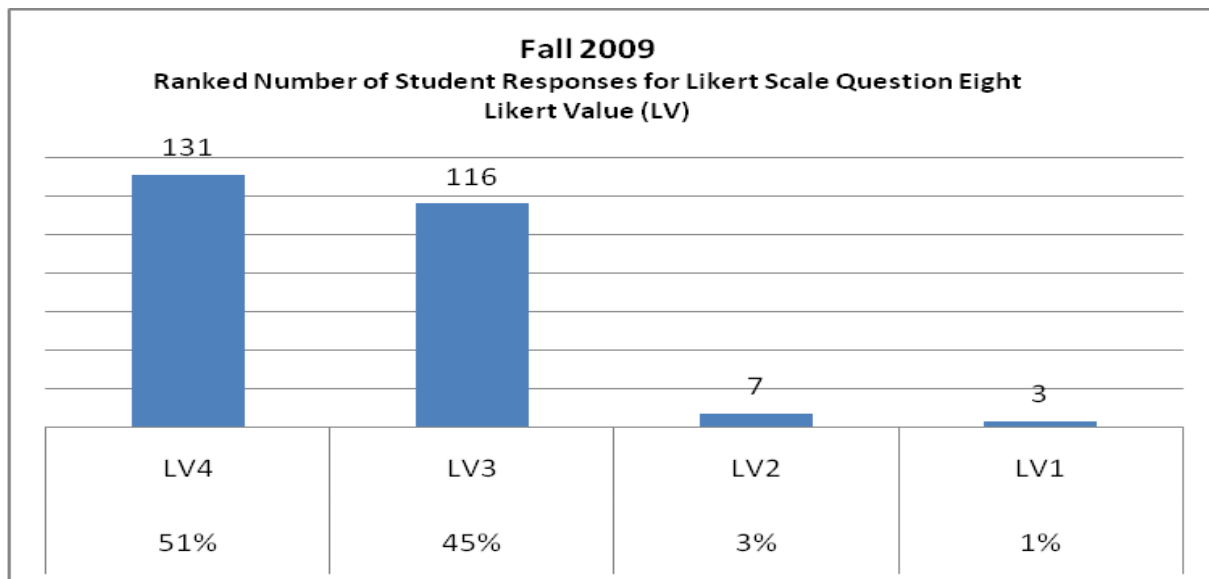
Faith Integration

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.*

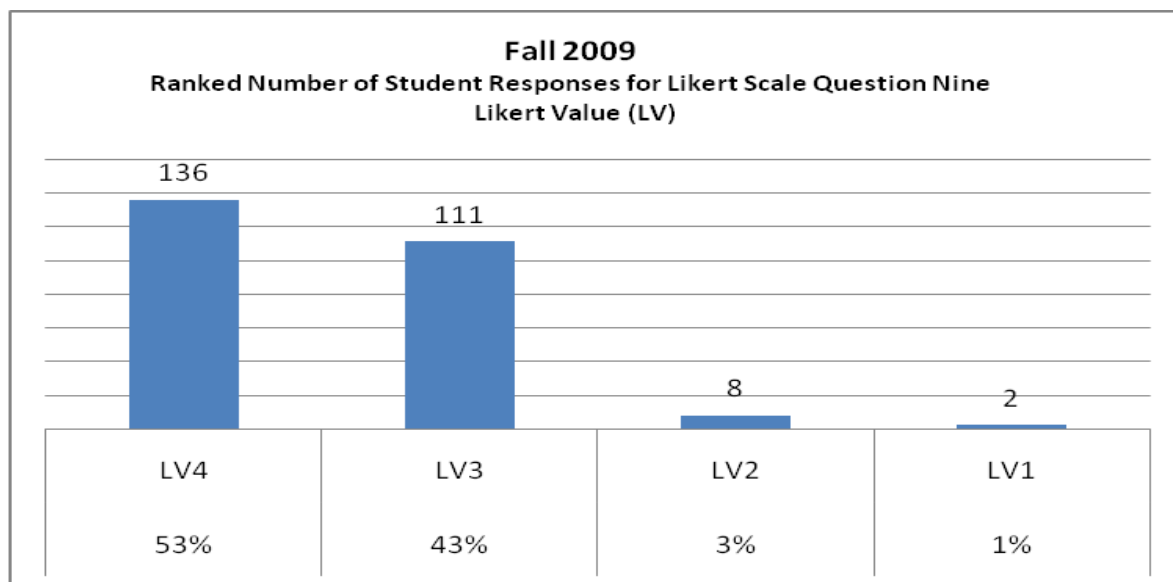
The chart below shows the breakdown of student responses to Likert Scale question eight. Of the 257 nursing students who responded to the end-of-semester evaluation:



Q8: *This service-learning experience increased my capacity to live out Christian values in the community.*

- 131 (51%) *strongly agreed*
- 116 (45%) *agreed*
- 7 (3%) *disagree*
- 3 (1%) *strongly disagree*

The chart below shows the breakdown of student responses to Likert Scale question nine. Of the 257 nursing students who responded to the end-of-semester evaluation



Q9: I was able to understand the connection between my service-learning experience and my personal faith.

- 136 (53%) *strongly agreed*
- 111 (43%) *agreed*
- 8 (3%) *disagree*
- 2 (1%) *strongly disagree*

Student Self-Reflections

The 257 nursing students openly identified and shared personal faith responses, correlating values and beliefs with the service-learning experience. All three open-answer questions elicited a variety of student responses giving 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 generated similar responses from many of the students.

Service-learning in the nursing program is tied closely to clinical experience. The following student responses support and give specific examples of how nursing 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.

The evaluation responses clearly communicate the students’ dependence on God for guidance in the often stressful situations. A UNRS 212 student shared, “*Because of the*

nature of nursing my personal faith commitment/morals/beliefs are at the very core of how I act towards, treat, and care for patients. It has helped me to recognize aspects of my own faith and beliefs.”

Other students expressed shifts in perspective that strengthened their competencies in the workplace and patient care strategies. One said, *“I was able to integrate my faith in the line of work--able to provide therapeutic communication of simply listening, encouraging and praying with them.”* Another student said, *“My faith helped to look past the uncomfortableness of the illness and see a human soul that needs care.”*

The following quotes taken from the end of semester evaluations provide additional support and evidence of student self-reporting the connection between their service-learning experiences and their personal faith commitment.

- 1. My faith greatly impacted my clinical experience. I was able to exhibit my faith, and saw that many of my patients noticed and asked questions.*
- 2. I like to work for God's kingdom and I just don't see people, I see them as souls.*
- 3. My personal faith commitment impacted my involvement in their service-learning experience by taking into consideration our Lord as a healer, and wanting to be more like Christ in comforting those in need.*
- 4. I was personally challenged to constantly involve myself in the spirituality of everyday life, significantly with my patients.*
- 5. Being a Christian I found working in the hospital so rewarding for I was able to truly work with the sick and give them hope and comfort, not only physically, but mentally and spiritually.*
- 6. I was able to witness God's miracles of bringing life into this world.*
- 7. As Christians we are called to love and uplift the weak, this applies to the disabled/handicapped and their spiritual lives.*
- 8. My faith made me want to make that day better in those people's lives, even if that is all I could do for them.*
- 9. I was able to rely on God after seeing difficult things*
- 10. I believe more in Gods healing power after having Service-Learning experience.*
- 11. I became more compassionate to other people, and more grateful for all my blessings.*
- 12. I feel that my overall faith contributed to my understanding of the various leadership roles and found new respect for each job/role within the hospital. I did not judge anyone for their different views or beliefs on topics discussed.*
- 13. I was able to integrate my faith in the line of work--able to provide therapeutic communication of simply listening, encouraging and praying with them.*
- 14. I looked on every experience as an opportunity to glorify God and share the gospel and His love.*

Intentional Internationalization

Senior-level nursing students enrolled in APU's South Africa Study Abroad Program were provided the extended learning opportunities of clinical experience in the most challenging of circumstances. One course, GLBL 355, *Principles and Practices of Community Engagement*, was specifically designed as a service-learning course. Service-learning community development 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.

Summary Observations

The majority of nursing students replied similarly when responding to questions about service-learning and faith integration. The students in the fall 2009 semester very competently communicate how the service-learning (clinical experience) stretched them as Christians, challenged them to question aspects of their personal faith and/or the nature of God's will in the lives of others, and to fully realize a dependence on God to motivate them as they pushed through difficult and trying experiences. They showed a clear awareness that the complexities of their duties, as well as stressful working circumstances (difficult assignments) encouraged them to draw upon their faith commitments. For many, clear growth in their personal spirituality was evident in their self-reflection.

Whereas in other disciplines the majority of students place greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith, nursing students communicate seasons of profound growth and change through perspective altering encounters with sick and dying patients tied to their own helplessness in such circumstances.

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. Many of the students expressed an increased sensitivity to the struggles of children and families from all sectors of the community.

The service-learning curriculum designed for study-abroad programs and used specifically in the South Africa term (GLBL 355) provides at its core major support aimed at specific student learning outcomes and in support of all WASC themes: *God-Honoring Diversity*, *Faith Integration*, *Transformational Scholarship*, and of course, *Intentional Internationalization*. The Nursing students who participate in this major program experience clinical settings that can be described as difficult and stressful. Upon returning to APU the students share their core beliefs have been challenged and tested as they worked with extremes of poverty, AIDS and other disease. They also experience deep Christian humility and enthusiasm for what they could contribute to changing lives as they complete their degree expecting to graduate as well-qualified nurses.

We in the Center for Academic Service-Learning and Research are committed to supporting faculty and students, together creating a positive service-learning experience. The nursing service-learning courses are intended to provide students an opportunity to reflect upon intercultural competency and respect for others, student learning outcomes resulting in transformational scholarship, attention to course and service faith integration and for those fortunate to participate in the South Africa program, intentional internationalization.

Although we plan and create the necessary faculty, student and community connections to support 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* experience. We are delighted with our ability to support the university in these four important areas