



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

Fall 2010 Evaluation Report: Service-Learning Courses

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

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Executive Summary

The Center for Academic Service-Learning and Research administers an end-of-semester Student Evaluation survey in each service-learning course. The evaluation tool is composed of seven Likert Scale and four open-answer questions. This summary report specifically targets five of the Likert Scale questions and provides a sampling of essay evaluation responses collected from three School of Business and Management service learning classes.

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 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 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 SOBAM student evaluations have 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*. Eighty SOBAM students enrolled in three service-learning courses responded to the fall 2010 evaluation¹.

Business students engaged in a variety of service-oriented activities as part of the service-learning curriculum. Some SOBAM 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). 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.

Student Evaluation Summary

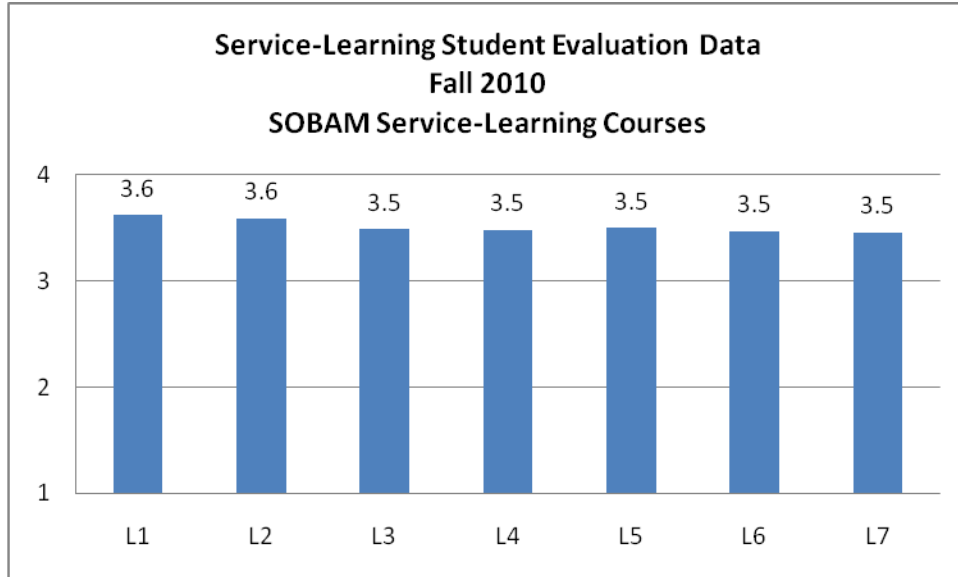
The Likert Scale questions in this report include the following statements:

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. Values are ranked:

¹ BUSI 210, BUSI 350, BUSI 448

- 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.

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 Correlation	1	.253*	.154	.501**	.102	.233*	.317**
	Sig. (2-tailed)		.025	.182	.000	.369	.037	.004
	N	80	79	77	80	79	80	80
Q2/ Learning Objectives	Pearson Correlation	.253*	1	.452**	.315**	.279*	.214	.377**
	Sig. (2-tailed)	.025		.000	.005	.013	.058	.001
	N	79	79	76	79	78	79	79
Q3/Reflection	Pearson Correlation	.154	.452**	1	.342**	.278*	-.009	.223

	Sig. (2-tailed)	.182	.000		.002	.015	.936	.051
	N	77	76	77	77	77	77	77
Q4/Value Others	Pearson Correlation	.501**	.315**	.342**	1	.468**	.367**	.441**
	Sig. (2-tailed)	.000	.005	.002		.000	.001	.000
	N	80	79	77	80	79	80	80
Q5/Civic Engagement	Pearson Correlation	.102	.279*	.278*	.468**	1	.390**	.237*
	Sig. (2-tailed)	.369	.013	.015	.000		.000	.036
	N	79	78	77	79	79	79	79
Q6/Christian Values	Pearson Correlation	.233*	.214	-.009	.367**	.390**	1	.702**
	Sig. (2-tailed)	.037	.058	.936	.001	.000		.000
	N	80	79	77	80	79	80	80
Q7/Faith Integration	Pearson Correlation	.317**	.377**	.223	.441**	.237*	.702**	1
	Sig. (2-tailed)	.004	.001	.051	.000	.036	.000	
	N	80	79	77	80	79	80	80

*. 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)

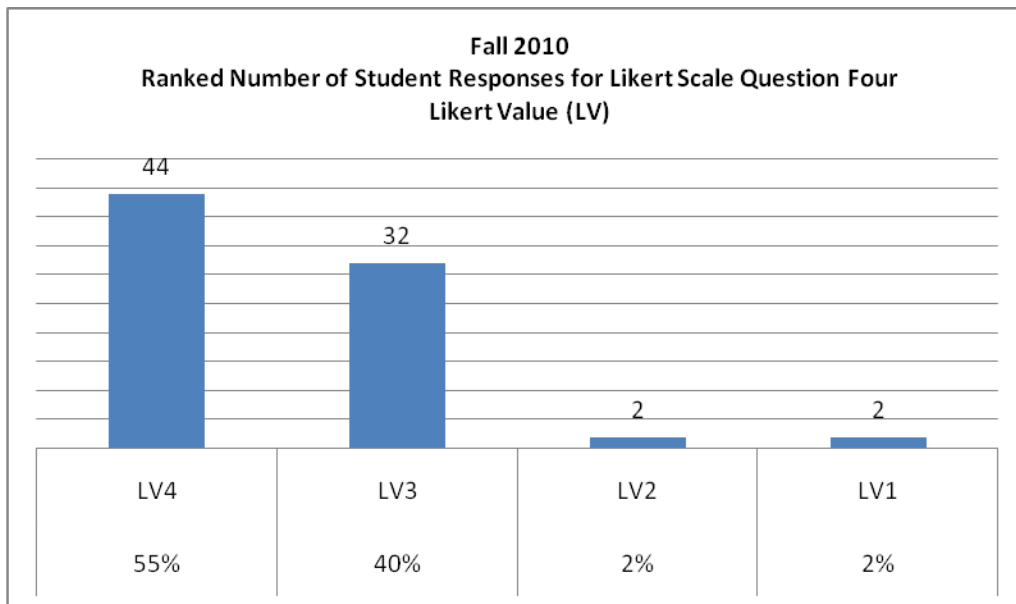
LV1: Likert Scale values 1 (strongly disagree)

God-Honoring Diversity

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

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



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

- 44 (55%) *strongly agreed*
- 32 (40%) *agreed*
- 2 (2%) *disagree*
- 2 (2%) *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.

Student Self-Reflections

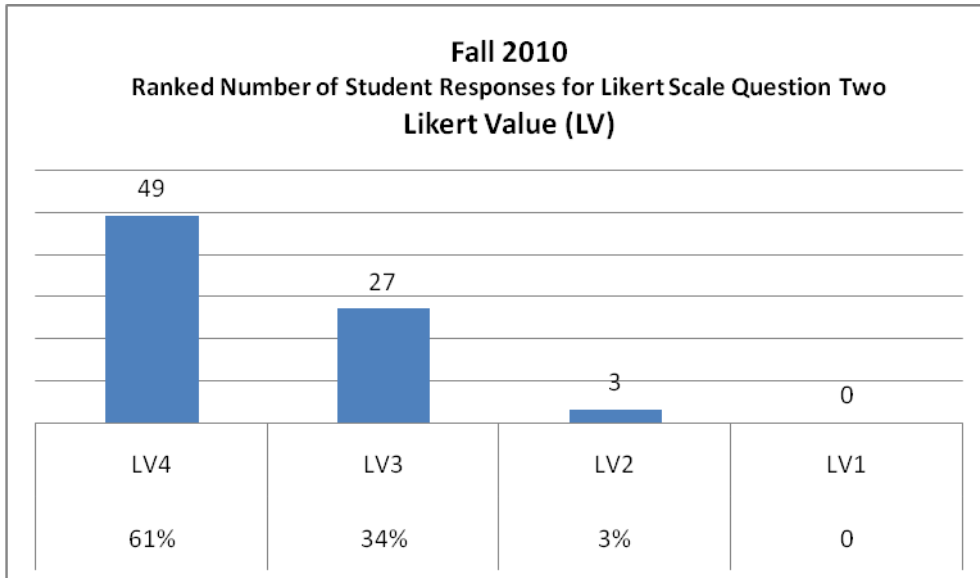
Department	Projects	Student Comments:
<p>BUSI 210</p> <p>Principles of Organization and Management</p>	<p>Angel Sing Students organized a Christmas/holiday event for seniors and shut-ins</p>	<p><i>I respect the elderly now. They may be old and unable to leave the house but are full of wisdom. They need help and joy and love.</i></p> <p><i>Further realizing people need love regardless of age or location</i></p> <p><i>Yes, old people need respect.</i></p> <p><i>Everyone is unique and valuable.</i></p> <p><i>Prior to this project, I didn't have an understanding of serving in our classroom. This aspect helped me respect elders as well.</i></p> <p><i>Helped me by seeing that everyone should be treated with love and have compassion.</i></p>
<p>BUSI 350</p> <p>Business Internship</p>	<p>SIFE</p>	<p><i>I have learned that each person has different strengths and weaknesses. I now have more respect for the differences in others.</i></p> <p><i>It made me see people don't always have the choice to be where they are at so we should not judge.</i></p> <p><i>I learned others have a story to tell, you just have to take the time to listen.</i></p> <p><i>I have learned that each person has different strengths and weaknesses. I now have more respect for the differences in others.</i></p>
<p>BUSI 448</p> <p>Organization and Administrative Behavior</p>	<p>Options</p>	<p><i>I was put outside my comfort zone and was able to relate to students from different backgrounds.</i></p> <p><i>It taught me more about the Hispanic community, since I have never been super involved with this ethnicity, it helped me to feel more comfortable with diversity.</i></p> <p><i>It helps to give me a grasp of how to interact with people from all different walks of life.</i></p> <p><i>Hearing about students' care for family impacted my respect for them.</i></p> <p><i>It broadens my understanding for people</i></p>

		<i>who didn't grow up the same as I did.</i>
		<i>We have to respect everyone no matter what. It doesn't matter if someone is older than you or younger than you.</i>
		<i>I learned that people should not be treated differently or looked down upon because they have made mistakes in their past.</i>
		<i>Even though the Whitcomb kids came from backgrounds unfamiliar to me, they had good hearts. I came to respect their personalities and their way of behaving in light of their difficult pasts.</i>
		<i>It allowed me to look at life through another lens, a lens much different than mine.</i>
		<i>Despite being a "special ed" classroom the students were extremely bright and talented when we found what they enjoyed.</i>
		<i>Now I know that showing rather than telling people that you care is the true key of respecting others.</i>

Transformational Scholarship

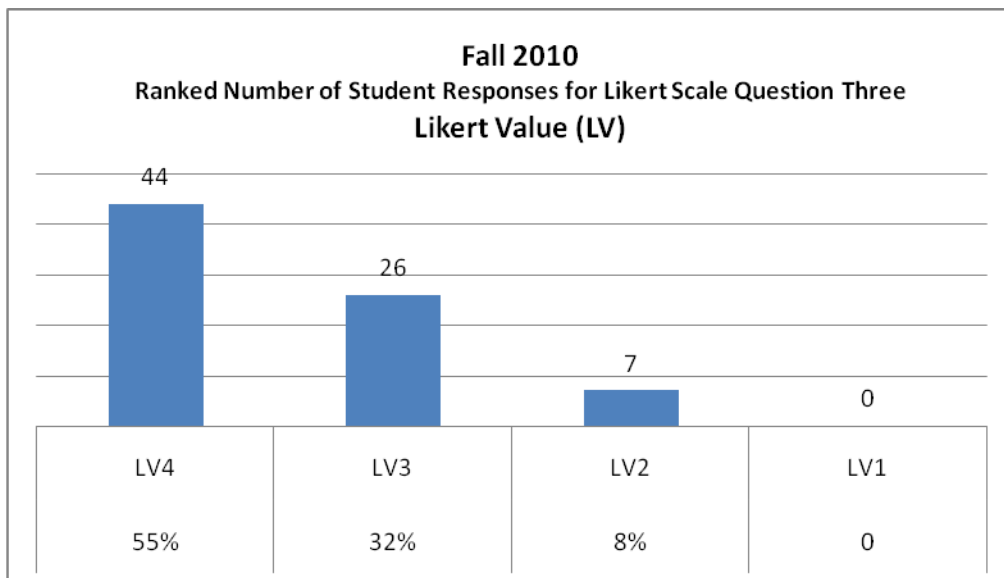
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

- 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.*

- 49 (61%) *strongly agreed*
- 27 (34%) *agreed*
- 3 (3%) *disagree*
- 0 *strongly disagree*



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

- 44 (55%) *strongly agreed*
- 26 (32%) *agreed*
- 7 (8%) *disagree*
- 0 *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:
BUSI 210 Principles of Organization and Management	Angel Sing Students organized a Christmas/holiday event for seniors and shut-ins	<i>Being able to plan, work as a team, and learn new advertising techniques</i>
		<i>I learned I can function extremely well as a part of a team.</i>
		<i>Working as a team and putting on a large project</i>
		<i>Dedicated people can do something great.</i>
BUSI 350 Business Internship	SIFE	<i>I have been involved in many service-learning projects, but the best part about SIFE was being able to work with others and utilize our strengths together.</i>
		<i>Learning how to effectively fundraise and apply what I have learned to a long term plan.</i>
		<i>Applying the things we learn in our business classes to the real world.</i>
		<i>Being able to run and complete projects which genuinely help people and the community</i>
		<i>I learned that I am able to work better in group when communication is more open and accessible.</i>
		<i>I learned that without the others I cannot do much but by working together, each small part creates a bigger whole.</i>
		<i>The teamwork and independence for each task allowed me to help others as well as help strengthen myself independently.</i>
BUSI 448 Organization and Administrative Behavior	Options	<i>Seeing the students actually apply our course material we taught to their lives</i>
		<i>Just the opportunity to instruct the students and being influential and seeing everything we are capable of The experience itself. Living out and teaching what we've learned.</i>
		<i>The chance to get out of the traditional</i>

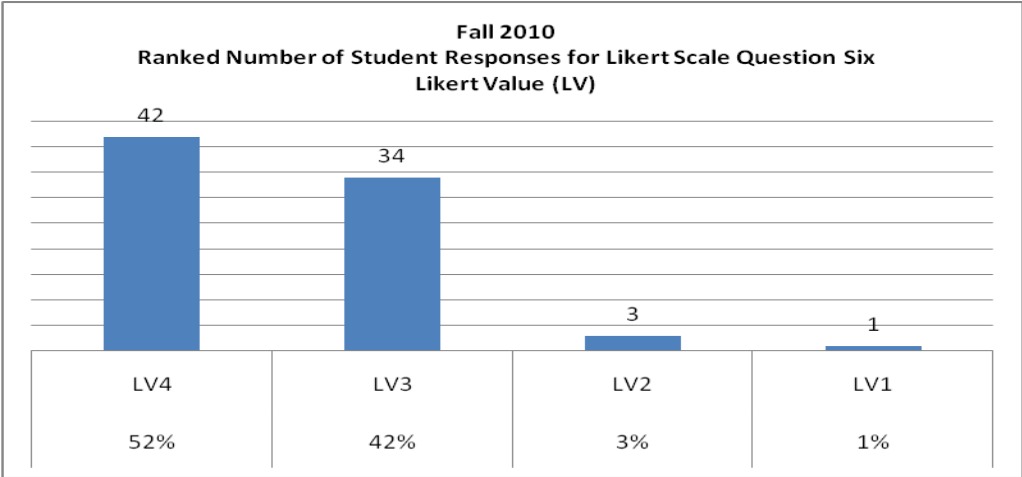
		<i>classroom setting</i>
		<i>Learning how to communicate with and teach high school students of different backgrounds</i>
		<i>The greatest value is that we have more chance to talk with different people.</i>
		<i>Being forced out of my comfort zone, and getting the chance to make connections with people that normally I would not get the chance to.</i>
		<i>Learning about myself and experiencing such personal growth</i>
		<i>I learned that I am more of a leader than I thought and I have more confidence than I thought.</i>

Faith Integration

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

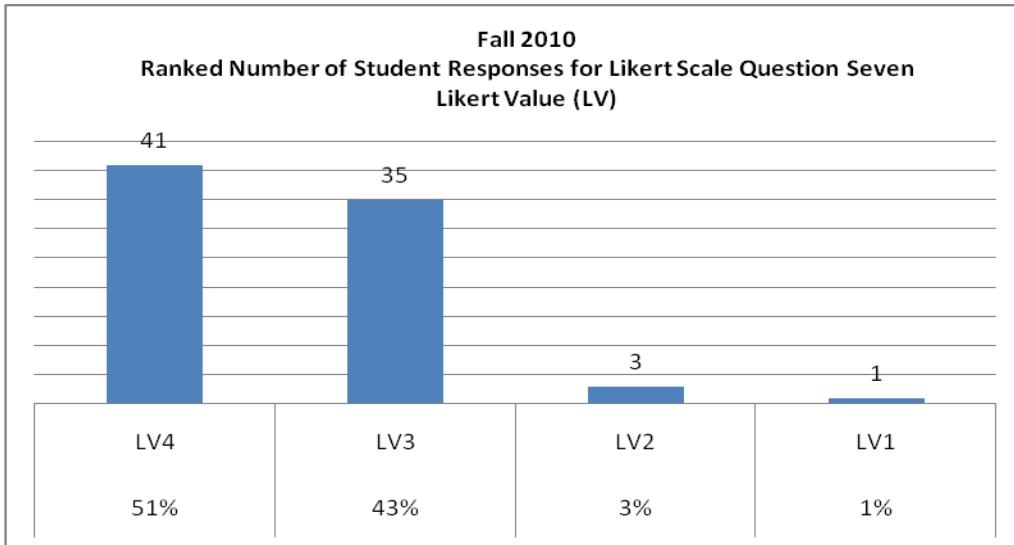
6. *This service-learning experience increased my capacity to live out Christian values in the community.*

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.*

- 42 (52%) *strongly agreed*
- 34 (42%) *agreed*
- 3 (3%) *disagree*
- 1 (1%) *strongly disagree*



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

- 41 (51%) *strongly agreed*
- 35 (43%) *agreed*
- 3 (5%) *disagree*
- 1 (1%) *strongly disagree*

Student Self-Reflections

The 80 SOBAM 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:
BUSI 210	Angel Sing Students organized a Christmas/holiday event	<i>It [faith]helped me to focus on the joy that would come instead of the work to be done.</i>
Principles of Organization and Management		<i>It showed me that helping people is really all a part of God's plan and we should</i>

	for seniors and shut-ins	<p><i>show them kindness.</i></p> <p><i>The brief devotionals before each class about love motivated me to show my love to the community through my actions.</i></p> <p><i>I have been doing something similar at my church for years, so it is the same feeling, that going and helping elders brings joy to them.</i></p>
<p>BUSI 350</p> <p>Business Internship</p>	SIFE	<p><i>My faith directly guided how I am to impact our community.</i></p> <p><i>I wanted to make an impact because I wanted a change.</i></p> <p><i>My faith encompasses the values that are the reason that I enjoy serving.</i></p> <p><i>Taking my faith and acting on it in a way that helps others.</i></p> <p><i>I believe that my personal faith fueled my desire to make an impact.</i></p> <p><i>Personal faith was tested because I cannot see how God can let some of these issues go on.</i></p> <p><i>Integrity for work is something that is very important to my personal faith. SIFE involves hands on, unsupervised work. Integrity is hands on.</i></p>
<p>BUSI 448</p> <p>Organization and Administrative Behavior</p>	Options	<p><i>it helped me to keep the faith even when teaching was difficult.</i></p> <p><i>My faith was impactful because it was the reason I wanted to be there, although we did not talk about faith we were able to be examples of faith.</i></p> <p><i>I recognized my faith commitment as a way to impact the students with the hope that I have.</i></p> <p><i>My faith helped me go into this experience with an open mind.</i></p> <p><i>I felt it was my responsibility to show Christ's love to the Whitcomb students.</i></p> <p><i>Everyone matters to God. The students matter to me. I not only facilitated a lecture, but I made myself available as a resource and shared what's worked for</i></p>

		me.
		<i>My faith helped me draw upon the Christ-like qualities of patience, love, kindness, etc. When I felt tired or overwhelmed, I relied on God in order to show His love to the students.</i>
		<i>I'm sure that the "fruits of the spirit" and particularly patience was at work in me.</i>
		<i>I got to demonstrate a Christian perspective about life on several occasions.</i>
		<i>It motivated me to do the work with excellence and to personify Jesus when I was with the students as best I could.</i>
		<i>It helped a lot because it enabled me to see deeper meanings and help the students understand things better.</i>
		<i>I saw this as an opportunity to build friendships and spread encouragement and inspiration, to be a light.</i>

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).

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. Business students stated that they were role models exemplifying Christ through strong Christian business practices and ethical work habits. 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 question 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. Other students commented on experiencing an increased 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 one 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.