



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

Spring 2010 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 eight 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 448 student evaluation responses collected from twenty-six service learning classes across eight disciplines. The *Service-Learning Student Evaluation* asks students to rate the service site, assess their contribution to the assignment, consider the course professor’s integration of the service-learning activity into the learning objectives, and consider the effectiveness of in-class reflection time in relation to the service-learning project. The Likert Scale questions also assess how service-learning has strengthened (or not) students’ desire to continue in civic and community engagement, increased their ability to better understand the worth of all people, and 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 *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

448 CLAS students enrolled in service-learning courses in eight departments¹ responded to the spring 2010 evaluation. Students were engaged in a wide variety of service-oriented activities as part of the service-learning curriculum within their courses. APU students were placed in areas of responsibility within the school district or given the opportunity to serve with local community partners in multiple agencies within the community-at-large as tutors within local school district after-school programs, classroom teacher assistants teaching a mini-course as part of their pre-teacher training. 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 lending support to the South African people in the most difficult of environments

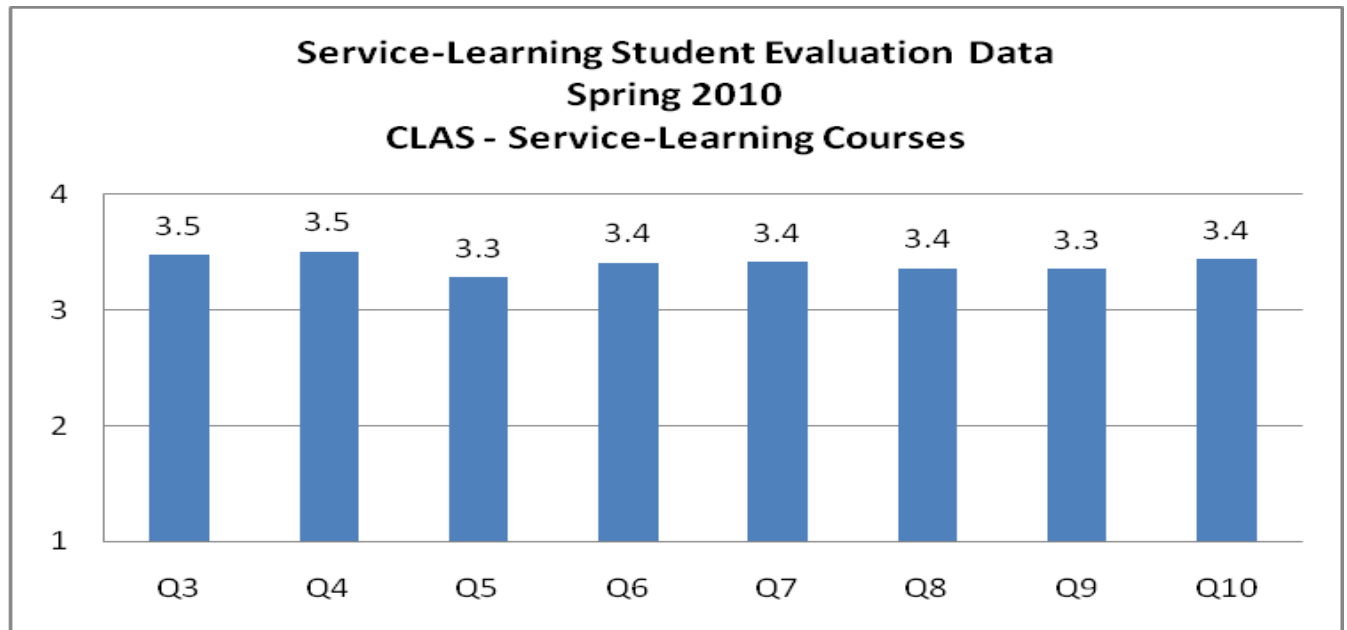
The Likert Scale questions in this report include:

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.

¹ Art, Biology, Communications, English, Global Studies, Math, Psychology, and Liberal Studies

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.
10. This service-learning experience has contributed positively to my character development.

The chart below visualizes the averaged totals of the Likert Scale values across the eight 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	Q10/Character Devel
Q3/Pos Contrib to Site	Pearson	1	.331**	.268**	.487**	.478**	.433**	.432**	.539**
	Correlation								
	Sig. (2- tailed)		.000	.000	.000	.000	.000	.000	.000
	N	444	444	444	444	444	443	443	440
Q4/Prof Integration	Pearson	.331**	1	.547**	.339**	.278**	.222**	.263**	.361**
	Correlation								

Material	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	444	446	446	445	446	445	445	442
Q5/Reflection	Pearson Correlation	.268 **	.547 **	1	.334 **	.218 **	.262 **	.303 **	.305 **
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	444	446	446	445	446	445	445	442
Q6/Value Others	Pearson Correlation	.487 **	.339 **	.334 **	1	.625 **	.607 **	.550 **	.618 **
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	444	445	445	445	445	444	444	441
Q7/Civic Engagement	Pearson Correlation	.478 **	.278 **	.218 **	.625 **	1	.608 **	.576 **	.665 **
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	444	446	446	445	446	445	445	442
Q8/Christian Values	Pearson Correlation	.433 **	.222 **	.262 **	.607 **	.608 **	1	.717 **	.632 **
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	443	445	445	444	445	445	444	441
Q9/Faith Integration	Pearson Correlation	.432 **	.263 **	.303 **	.550 **	.576 **	.717 **	1	.622 **
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	443	445	445	444	445	444	445	441
Q10/Character Devel	Pearson Correlation	.539 **	.361 **	.305 **	.618 **	.665 **	.632 **	.622 **	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	440	442	442	441	442	441	441	442

*. 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)

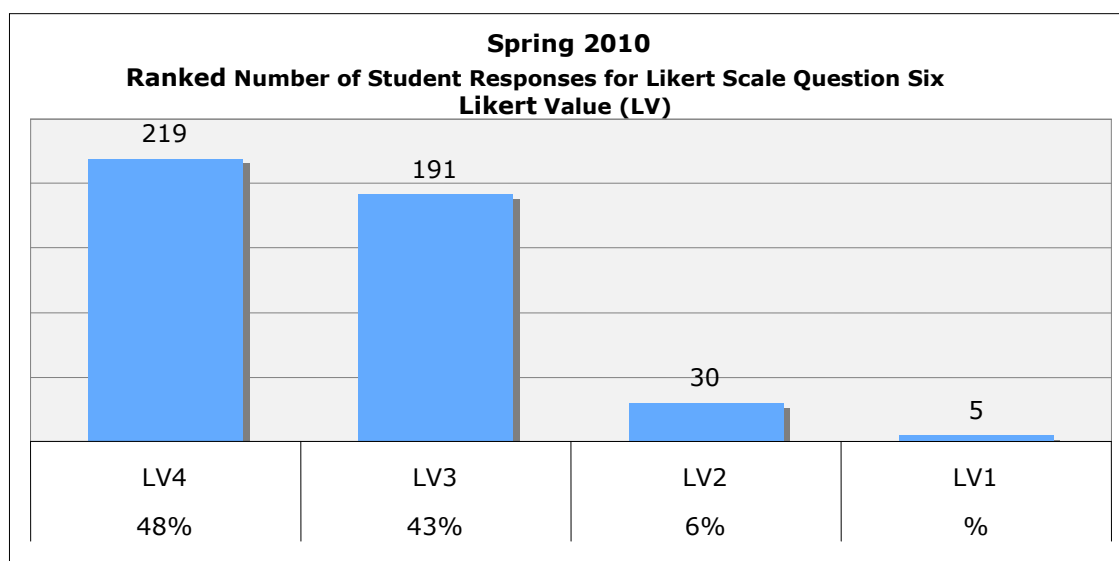
LV1: Likert Scale values 1 (strongly disagree)

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

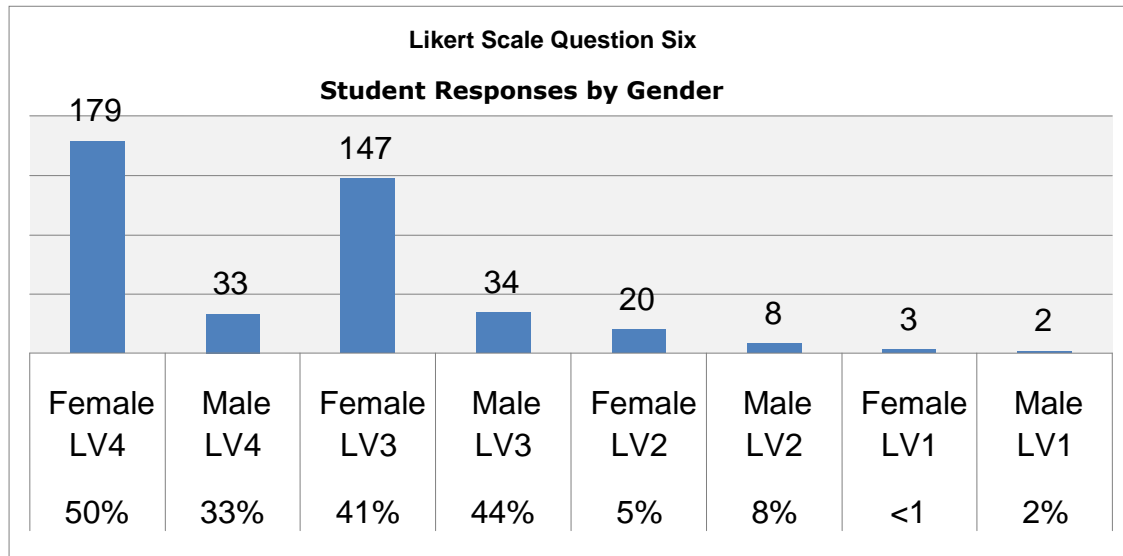


Q6: The service-learning experience helped me better understand the worth of all people.

- 219 (49%) *strongly agreed*
- 191 (42%) *agreed*
- 30 (6%) *disagree*
- 5 (1%) *strongly disagree*
- 3 declined to state a response

Scale question. Of the 448 CLAS students who responded to the end-of-semester evaluation,

426 students provided gender information. 349 identified as *female*, 77 *male*, with a remaining 19 undeclared.



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

- **Female**
- 179 (50%) *strongly agreed*
- 147 (41%) *agreed*
- 20 (5%) *disagree*
- 3 (<1%) *strongly disagree*

- **Male**
- 33 (33%) *strongly agreed*
- 34 (44%) *agreed*
- 8(5%) *disagree*
- 2 (2%) *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

A COMM 496 student working with a food distribution effort at *Foothill Unity Center* said that the greatest value in the service-learning experience was *“working with the margins and providing a tangible way to empathize with the struggles of others.”* A male student serving at the same facility expressed appreciation for what he learned from the other volunteers. He said, *“I enjoyed talking to the older volunteers, especially when they told personal anecdotes from their cultural pasts.”*

A first year Psych 290 (Human Growth and Development) student said she valued how the experience extended her learning from the classroom to spending time with the elderly population at an assisted living home. This nursing major stated that the most valuable lessons were learned by *“talking to the elderly.”* She said, *“Everyone should be respected, even if they are hard to understand or talk with.”* Other Psych 290 students also appreciated the learning experiences that came through spending time with senior adults. One said, *“For me, I realized that my love of people does not need to be concentrated to one age group, and I specifically connected with the older folks more than I thought I would.”* Another gained *“a better understanding of the different age groups and how to interact with them.”* One more shared, *“At the assisted living home I really was able to appreciate the older generation. It opened my eyes to trying to love people more.”*

A sophomore “Diversity in the Classroom” student said, *“I think that my level of compassion for students from diverse backgrounds was heightened. Getting to know and teach them through CHAMP was a great experience.”* Students across the disciplines provided statements supporting the value of service-learning opportunities citing evidence that working in a variety of settings with people *“different from me,”* as so many responded, created a new way of thinking about not just others, but also themselves. A Music Major was paired with mentoring students in a Foothill Middle School “Special Day Class” as part of her Senior Seminar: Education and Professional Ethics. She said, *“The greatest value I gained from this service-learning experience was a better sense of who people are and how*

to love them. There is a great deal of injustice towards these students in the school system. I hope to be a part of a movement to change this.”

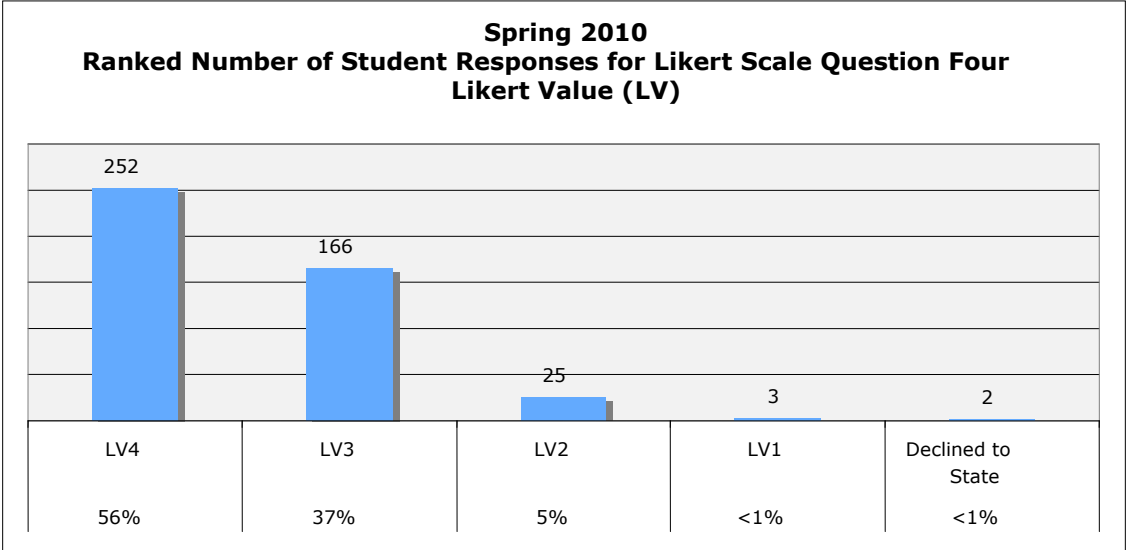
A few additional student comments include:

- 1. Jesus calls us to reach out and love everyone, even those that are different from us. Sometimes it is a challenge, but this experience showed me the necessity of that and that it is possible to do.*
- 2. It challenged me to love and respect individuals who might not be loved and respected to our society.*
- 3. Jesus loves all people and it is our job to do the same. As Christians, we are called to love those who are "difficult" and to advocate for them.*
- 4. Developing a better understanding of the worth of all people*
- 5. By looking at each kid individually and understanding God made them all unique*
- 6. I believe in seeing and valuing every human fully and allowing them to culturally and fully express themselves. Thus while tutoring and playing with the children, I saw Jesus in them and in who they are.*
- 7. Allowing me to understand other cultures more deeply*

Transformational Scholarship

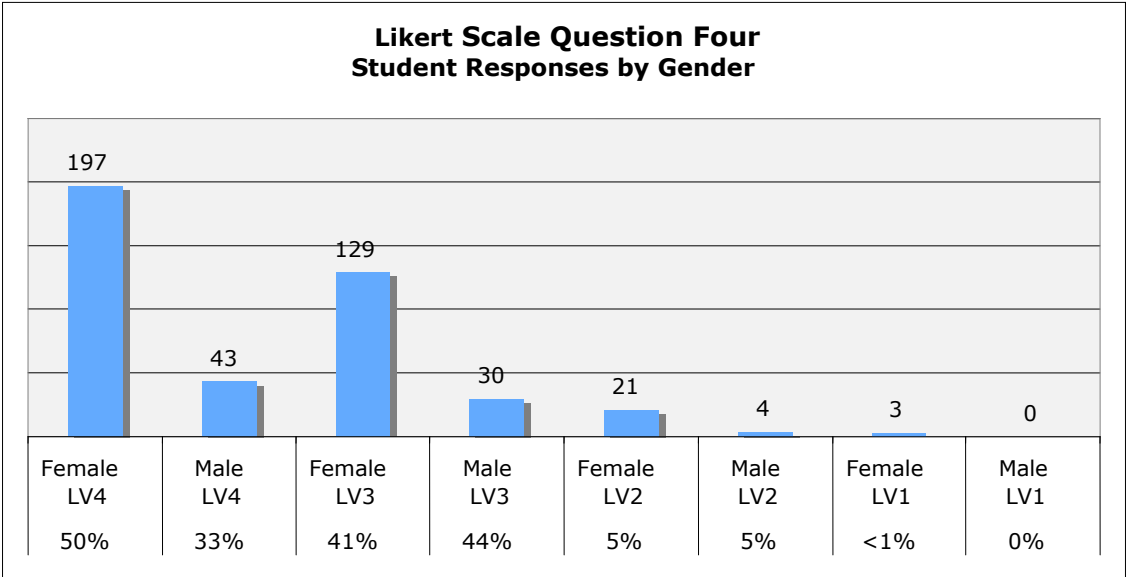
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

- 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.

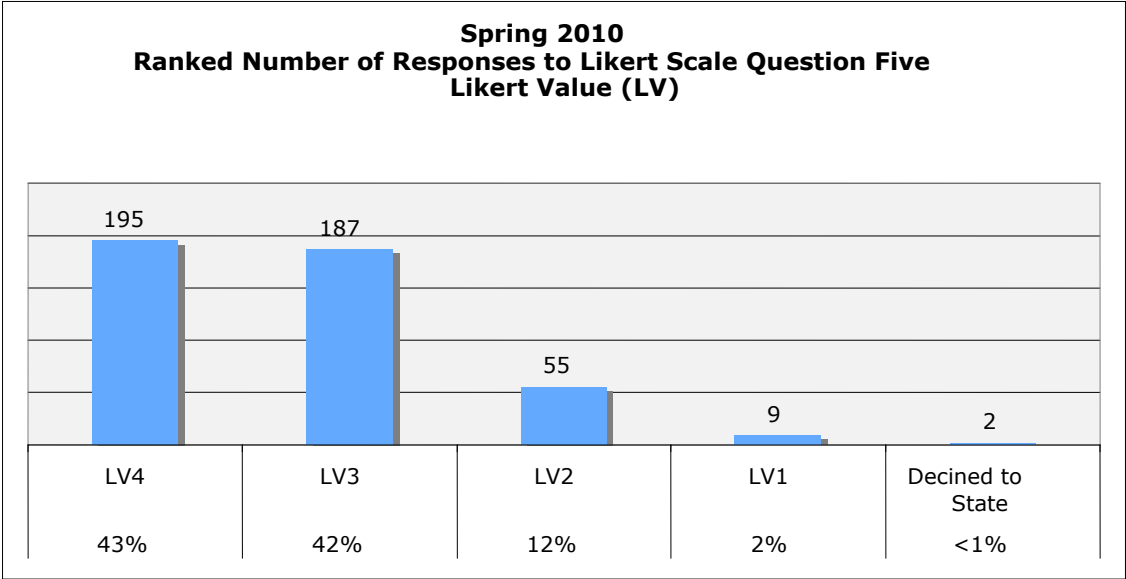
- 252 (56%) *strongly agreed*
- 166 (37%) *agreed*
- 25 (5%) *disagree*
- 3 (<1%) *strongly disagree*
- 2 declined to state a response



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

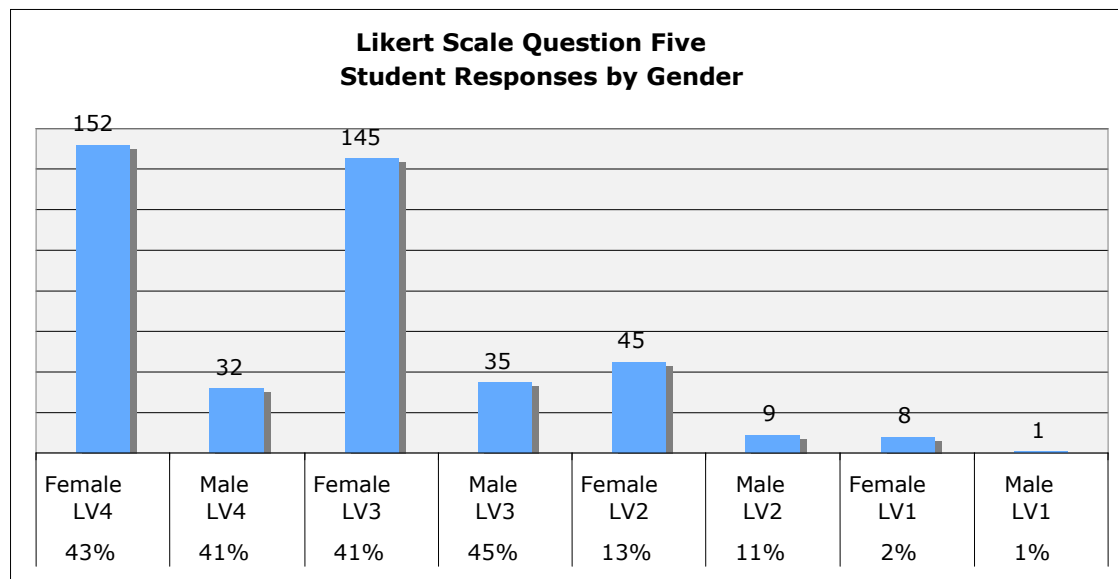
- **Female**
- 197 (50%) *strongly agreed*
- 129 (41%) *agreed*
- 21 (5%) *disagree*
- 3 (<1%) *strongly disagree*

- **Male**
- 43 (33%) *strongly agreed*
- 30 (44%) *agreed*
- 4 (5%) *disagree*
- 0 *strongly disagree*



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

- 195 (43%) *strongly agreed*
- 187 (42%) *agreed*
- 55 (12%) *disagree*
- 9 (2%) *strongly disagree*
- 2 declined to state a response



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

- **Female**
- 152 (43%) *strongly agreed*
- 145 (41%) *agreed*
- 45 (13%) *disagree*
- 8 (2%) *strongly disagree*

- **Male**
- 32 (41%) *strongly agreed*
- 35 (45%) *agreed*
- 9 (11%) *disagree*
- 1 (<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.

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 through a service commitment. A psychology student studying “Human Growth and Development” commented on the time spent at a senior living complex, “*It was very interesting to see the difference between age groups because that related so well to the class.*” A student in EDLS 405 said, “*Applying knowledge learned in the classroom was the greatest value to me.*” Students in ENGL 406, providing writing support to students in Foothill Christian School and Vine Elementary School, gained critical skills and strengthened their teaching competencies through their course service-learning activities. One student said, “*I was able to teach a subject and grade that I hope to teach in the future. Getting that in-room experience as the teacher gave us the areas to teach and we developed our own lessons was valuable.*” Another student in the same course shared, “*It was so great to be able to experience being in a real classroom setting and to be able to have the opportunity to step in and teach.*”

A female student in ENGL 434 (Children’s Literature) said that service-learning added value to her course because of the “*hands-on experience.*” The service in this course was tied to a grant-funded program pairing qualified students with an early childhood program located at the library. Reading to the children this APU student observed, “*It’s easier to learn when the activities are applicable.*” Another student supported an elementary classroom in the Azusa Unified School District. She observed, “*I feel much more educated and prepared to continue pursuing teaching*” as a result of the practical, hands-on teaching opportunity. Another student in the same course observed, “*I learned a lot about myself and my comfort zone.*” Undergraduate students in EDLS 300 receive practical service-learning experience as part of the Intro to Teaching Profession Lab, classroom experience often reserved for graduate students.

Art 310 students taught elementary art techniques to students in the Azusa community supporting History Day L.A. activities. One APU student said that the service-learning project helped promote experience creating lesson plans through “*getting ideas*” from others. Another said that “*putting into practice the things learned in class*” was the most valuable experience.

Other students noted that the service-learning opportunities gave them an opening to reflect upon their personal values and character. A Comm 330 student volunteered at THINK Together’s after school program for elementary students. This APU student said, “*I really saw first hand the need that the Azusa community has. The kids impacted me greatly.*” Another student valued the lessons learned through this experience, stating, “*Normally I don’t like to work with really young kids but through the service-learning project I was*

pushed out of my comfort zone and enjoyed it.” A senior Marketing student enrolled in COMM 496 cited an increase in understanding the needs of the community while volunteering with food pantry duties at Foothill Unity Center. This student said, “I was able to see how people in my community that are less fortunate live and it opened my eyes to the realities in my local area.”

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

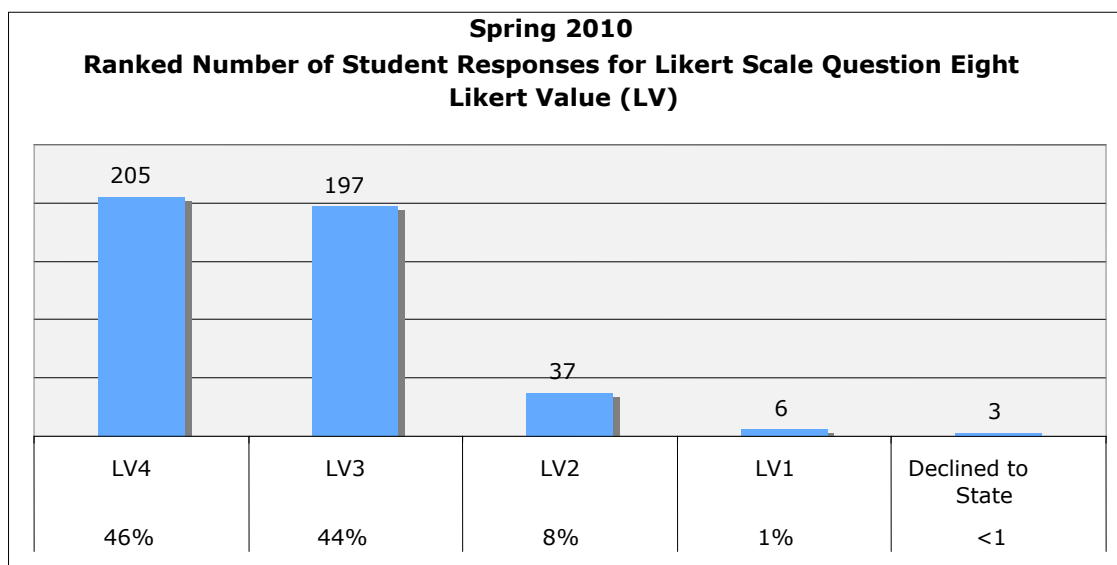
- 1. The greatest value I found during the service-learning experience was the experience itself. This experience kept me more interested in teaching and definitely helped me see my own future in teaching*
- 2. I got the most value out of this experience by learning about myself. It helped me to plan out and evaluate my future, which was much needed!*
- 3. I feel stepping out of my comfort-zone and having a practical outlet to utilize what I was learning in the classroom was great!*
- 4. Aside from the hands-on learning and teaching, being able to be around a teacher like Mr. Barsh for an entire semester was a blessing. His knowledge, insight, and helpfulness were priceless. It was a perfect match.*
- 5. Being involved with the TAP program really helped me realize for certain that teaching is what I am meant to do.*
- 6. The greatest value for me in this service-learning experience was that I was able to further discover myself as a teacher and the great effect I have on my students. It prompted me to better myself for the work of the Lord.*
- 7. TAP helped affirm my decision to teach elementary school.*
- 8. Interacting with the students taught me more about myself than I expected it would.*
- 9. Understanding lives of students who are different than me and to whom learning means something completely different [was valuable].*
- 10. It was nice to be able to compare what was observed and what was learned in class.*
- 11. Taking what I was learning in the classroom and applying it to life [was valuable].*
- 12. Meeting Mora, one lady at the Senior Center. She changed my life forever.*

Faith Integration

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

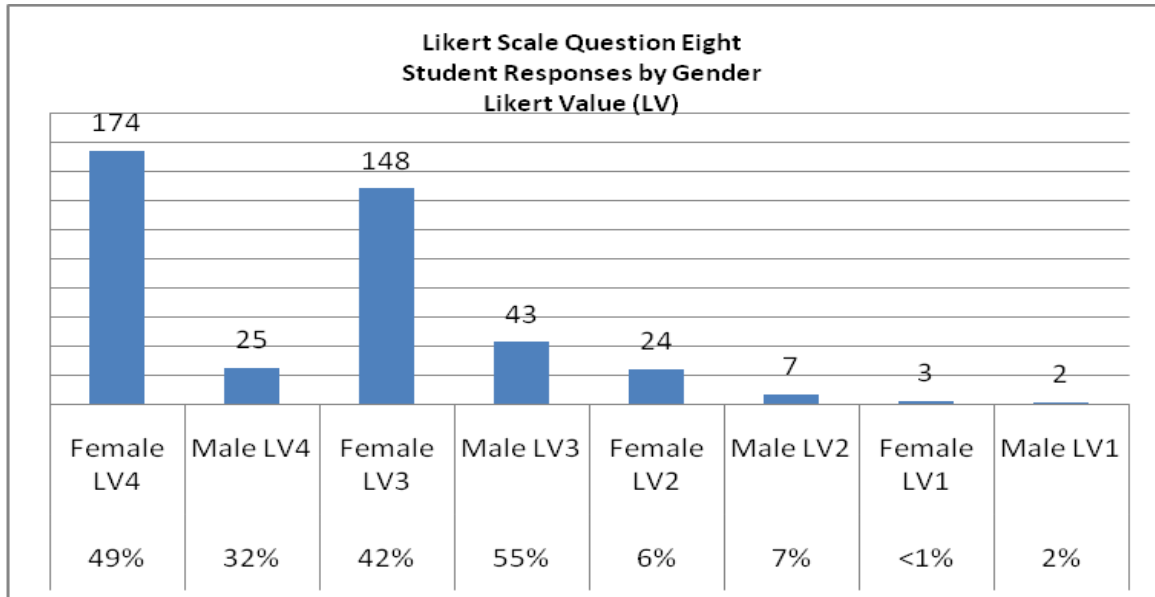
8. *This service-learning experience increased my capacity to live out Christian values in the community.*

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



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

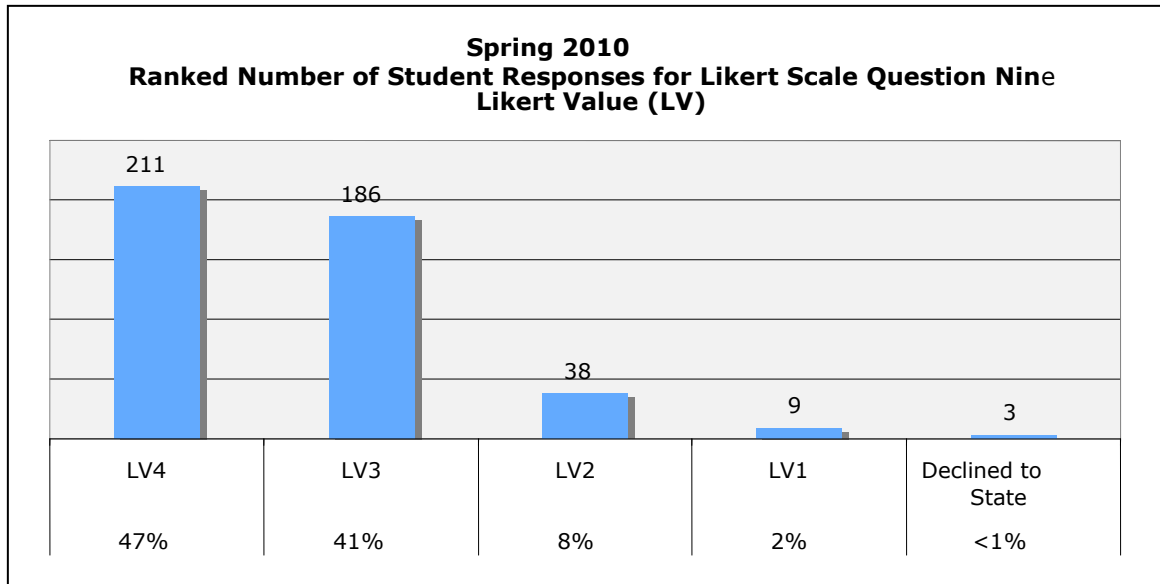
- 205 (46%) *strongly agreed*
- 197 (44%) *agreed*
- 37 (8%) *disagree*
- 6 (1%) *strongly disagree*
- 3 declined to state



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

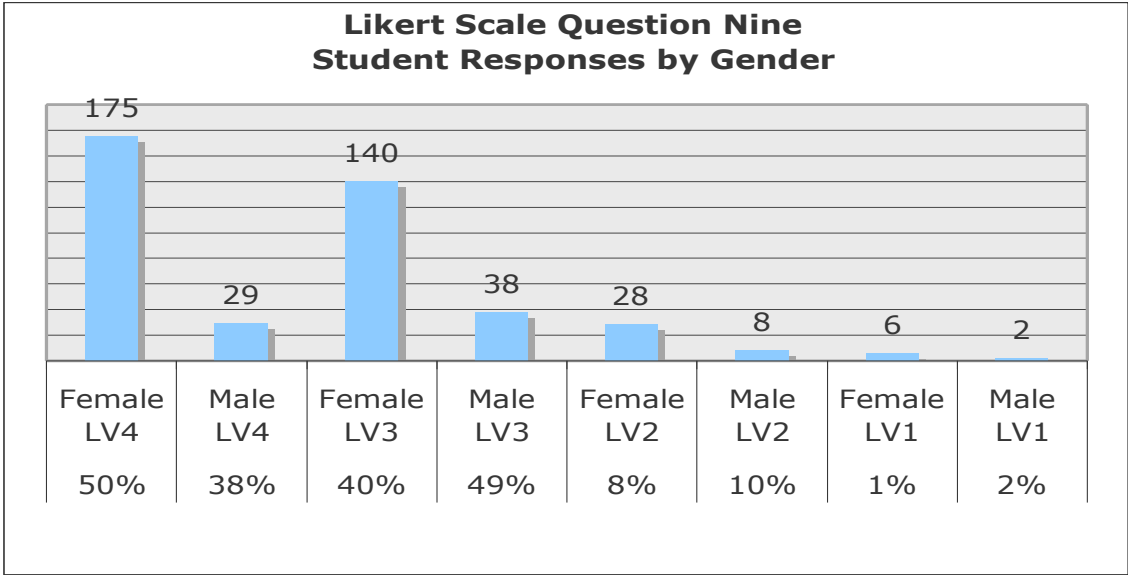
- Female
- 174 (49%) *strongly agreed*
- 148 (42%) *agreed*
- 24 (6%) *disagree*
- 3 (<1%) *strongly disagree*

- **Male**
- 25 (32%) *strongly agreed*
- 43 (55%) *agreed*
- 7 (7%) *disagree*
- 2 (2%) *strongly disagree*



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

- 211 (47%) *strongly agreed*
- 186 (41%) *agreed*
- 38 (8%) *disagree*
- 9 (2%) *strongly disagree*
- 3 declined to state



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

• **Female**

- 174 (49%) *strongly agreed*
- 148 (42%) *agreed*
- 24 (6%) *disagree*
- 3 (<1%) *strongly disagree*

• **Male**

- 25 (32%) *strongly agreed*
- 43 (55%) *agreed*
- 7 (7%) *disagree*
- 2 (2%) *strongly disagree*

Student Self-Reflections

The 448 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.

Many APU service-learning students articulate the link between professions of Christian faith with an outward expression of service. Two MATH 110 students assisting grade school students in an after school homework assistance program made this correlation. One said, *“My personal faith impacted my involvement through the desire to help others and be able to offer myself to those in need.”* Another shared a valuable personal response, stating, *“I believe that by serving or helping people we are serving God. This made the experience more valuable to me in knowing that I was serving God.”*

ART 310 students supporting the History Day L.A. project noted the opportunity to share their faith through their roles and responsibilities. One student said, *“I got a chance to live my faith in a way that hopefully the students saw Christ's love through me.”* Another said, *“We can show the community our faith by the way we act with each other and them.”* One student commented on how faith reinforced a strong work ethic. She said, *“My personal faith commitment impacted my involvement by pushing me to give 100% attention to the students and my time with them.”*

Some students indicated an increased love for the students they tutored or mentored, believing that it was their personal faith in Jesus Christ fueling that desire. A COMM 330 student said, *“My personal faith helped me to see the children's in God's eyes and to reach out to them when they were in need, when they asked questions, and when they just wanted a friend to talk to. One of my goals was to be a light and be an example of Christ for them to follow.”*

Two students in COMM 496 were impressed by the volunteers who regularly gave their time to Foothill Unity Center. These APU students indicated that their service-learning opportunity gave them the occasion to assess their personal faith and values through interacting with others. One said, *“When the other volunteers asked me where I was from I got to talk about Christian ethics from the margins and my faith a little bit.”* Another shared, *“I just was able to see the work of God really working in this organization, especially with*

the people who were regular volunteers. They really valued their time and that made me appreciate it more talking to them.”

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. 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. Faith helped me to view this experience through a Christian worldview. It challenged a lot of my thinking and societal impact as I worked with Alex.*
- 2. The place I volunteered was not Christian affiliated, but we were able to share our Christian values through our actions and words at the site.*
- 3. A couple times I really didn't want to go and I think my faith helped me stick it out in those tough times like waking up earlier than I would have normally or sorting through gross food. It made me depend more on God, I guess.*
- 4. My personal faith commitment is by showing through actions and not words, so talking and caring to listen to the kids and their school life is how that was involved.*
- 5. I was able to see how much these kids need someone that they can look up to, and as a Christian I told them that being able to look at an adult is good but to Christ is much better.*
- 6. At times when I was uncomfortable, I prayed for guidance and for God to use me even though I felt inadequate.*
- 7. I have been working on what it means to have a servant's heart from God, so I was able to do that.*
- 8. Anytime you do something for others, is one part of living out personal faith.*
- 9. When I was frustrated I would just take a deep breath and know God wanted me here doing this. He gave me strength and guidance to influence these kids.*
- 10. The days I didn't feel like going were brutal. But when I realized those feelings didn't line up with the word of God, the feelings were dismissed.*
- 11. It helped me want to be with the kids. I had their names on a list and every night before I went to CHAMP I would pray for them.*
- 12. Showing the love that God gives me daily even though I mess up at times influenced how I treated the student in that I showed them love.*
- 13. I feel knowing that I was more than just a TAP student, but serving a greater purpose in being a light and encouragement definitely allowed me to go more purposefully into the experience.*

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.

Responding to the question, ***“What was of greatest value to you in this service-learning experience?”*** the students said:

- 1. All in all of our time spent at Gateway was incredibly precious and memorable. But the greatest value to me was the time invested in relationships that I was able to build in such a short time, especially at the Esther House. When you go in with the expectation that things may not pan out so well because of what these women have been through, it then makes it that much more valuable that we were able to be so open and free with them. I will never forget these women, and knowing that they will never forget us is equally amazing.*
- 2. The Esther House portion of my service site was definitely the most valued of my experiences. Going into Esther House was by far the most anxious feeling I had of all the places we went, but it also turned into the part that I most looked forward to each day. Getting to know these women--even in the short time that we spent with them--was inspiring to my own faith. Compared to what they've been through, my concerns with my own life seemed so little and pointless. To see that they still have hope in God after their pain and struggles was beautiful. I wasn't expecting to come to love them in the way that I did. Loving them as been a reward in itself, because these women have had so few people show them love in their lives. It was so good to show them that they are worth our time.*
- 3. I cherished the time I had at Walk in the Light. My time with the people of Haniville has touched me and changed me forever. The relationships I have formed have challenged me and transformed my thinking in ways I cannot even begin to explain. I am blessed to have been able to come back to Haniville and continue to develop relationships I started last summer. I have learned the power of prayer and the hope that comes through Jesus alone. The senior youth taught me what it means to place everything in the arms of Jesus and rest in his power.*
- 4. I didn't only learn Zulu, but I also learned how to communicate with people who don't speak a same language. Almost everyone looks so happy all the time throughout the day, but as I started to get to know them, it was very surprising because they have crazy testimonies. I was amazed with how people could be so humble and joyful when they have more problems than I do, so this is something that really hit me, and at the same time, I respect them and one of the best things I learned from them.*

5. *The greatest value to me was the lessons I was able to learn while at my site and the relationships I was able to form both with my team and with the people we worked with. The women at the support group and the kids at RivLife day care made a huge impact on my life and my team was there to support me the whole time through what we were all going through.*
6. *I was able to be a part of something bigger than myself. At Mpophomeni Family Center there is only one nurse for about 60 children and her goal was to do physical assessments on all of them at least one in the year, maybe twice for those who needed it. Well, her hours got cut substantially, so she would not have been able to obtain her goal without some outside help.*
7. *Simply interacting with HIV patients, as well as praying for them in their homes. These experiences definitely changed my view of people suffering with HIV, as well as my view of privilege and blessings.*
8. *The greatest value for me was learning how to empower people through community engagement from Francis. I did not have the best experience as I was switched half way through and things did not work out, but I know I can use the tools we learned later in life.*
9. *Everything about this service-learning experience was phenomenal. I would say that the thing that was of greatest value was the relationships I built with all of the people there. Getting to hear their stories and get to know them on a more personal level is what really impacted me the most.*
10. *I learned so much by being at WITL. I learned more about what it means to be a White, middle-class American female. I learned about how the world perceives me. I learned more about the importance in understanding people's situations and trusting God.*
11. *I really enjoyed the manual labor aspect. It was very practical and we were able to build relationships as we worked alongside each other to complete tasks.*
12. *The greatest value I took away from this service site was the ability to interact with the people of South Africa that represent the majority and not the exceptionally wealthy few. To be able to have and experience a relationship with these people has forever changed who I am as a person. I never thought I would be able to say I gained so much understanding and mutual respect for one another through this experience.*
13. *Getting to see a different side of the culture that I may have missed. Realizing the need for service isn't limited to just people in South Africa. Growing closer to those that I worked with from APU*
14. *There is so much to say about my service-learning experience, but to be brief, I would say that I most enjoyed and valued being one with the community. I really just learned that we are not to be divided, but to be one. Generally, the world is divided into the haves and the*

have nots, and I really just learned that our socioeconomic place is not necessarily because of us. For some reason, God allotted us to our separate places, and we are not to say segregated. Being privileged as I am, I need to be more ingrained and working in the community. I valued empowering the people and giving them hope. I really valued just being of use and serving others.

15. I valued how we worked as a team, the way the community welcomed us, and that I could take away spiritual growth from the experience, rather than just feeling like it was a one-way ministry.
16. The greatest value to me in this service-learning experience was being able to really become a part of the community, as well as having the opportunity to form meaningful relationships with community members.
17. I loved getting to know the people that I served with better and also so many experiences that I grew from at the feeding scheme and the Ester House. I know that my life has been impacted greatly and I now I will never be the same.
18. Putting into practice the tools that were taught in class and seeing the effectiveness of it. Also meeting the people of Haniville and how they have opened my eyes to poverty and how people live.
19. I think I valued simply being at Haniville. I loved visiting the HIV/AIDS patients and interacting with the Senior Youth. Just being immersed in a community entirely different from my own where God is at work was a blessing. It was also a huge blessing to be able to build a sturdy house for a guy named Mandlo--a paralyzed man with HIV.
20. I really valued the opportunity to work in the community of Haniville and be immersed in the culture of South Africa. I was so thankful to be able to work with children at Walk in the Light because that relates to my major and my hopes of becoming an elementary teacher.
21. The relationships I made with the people at the site were of greatest value because they allowed me to understand more of the community I was serving and to make a connection that led to my service site having a greater impact on my life and ideas of community engagement.

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

1. Likely the biggest reason that I wanted to come to the South Africa semester was because I wanted to learn what it looks like to serve in a community abroad and to bring hope to situations that seem daunting. I cannot say that I expected to be stretched in the ways that I was, but through it I was able to allow my faith to grow. Before we even went out on the first day I wanted to be sure to stay in prayer about what we were doing, and then throughout the day at the site I was praying for God's direction. Also, the fact that all of us on our team were putting God at the forefront of all we did was the biggest reason for

the breakthroughs that occurred. Healing and restoration like what we experienced simply does not happen by human might alone, regardless of the circumstances. So seeing God move so powerfully even in such a short amount of time was such an encouraging reminder of God's capabilities (as if they were ever in question to begin with.)

- 2. My faith commitment had everything to do with my work at Esther House. I was there because God told us to love the least of us...and in this society; these women have felt like the least. Showing them hope in God was our biggest hope. We wanted them to truly understand that, though they didn't feel lovable, that God sees them as precious and priceless. One of the most touching things I experienced at Esther House was in a note to me from a woman named Thuli. Part of the note says, "Hilary you now, sometimes I feel like I'm lonely and I always cry and feel guilty and I ask myself why God created me for all the things bad lucks and there's one question about my baby who can take care of them without me. So I trust God whatever happens now in my life I was pray and praise God because you told us about God."*
- 3. I felt guided by the Holy Spirit. On previous trips, I have felt an overwhelming sense of brokenness and hopelessness, but as I walked around Haniville this trip, I could sense the Holy Spirit moving. I saw Jesus tangibly changing lives. He was there. The Holy Spirit was guiding us into homes, and interceding for the people of Haniville. I was able to give God the pain I saw and the burdens of the people that I heard. I have never been able to do this. Lately I have been discovering the power of laying burdens at the foot of the cross.*
- 4. I promised myself not to give up on anyone and put full effort and energy to love them, and be ready to be used by Him. By making this decision, I was able to focus on the people and the community.*
- 5. My personal faith was a huge part of my experience because I felt that God was teaching me a lot about Himself and about my relationship with Him. I was seeing first-hand from the women how to be a servant and from the kids I saw how to care and love unconditionally for one another. My personal faith was why I was able to see God in so many aspects of my time at RivLife and God more than revealed Himself to me while I was there; He worked in my heart and is molding it back together after being broken.*
- 6. The attitude of a servant was one that I had to remind myself of always having. Also, I was able to use the skills that God has given to directly affect people.*
- 7. The only time that my faith commitment really came into play was when I did home visits. The clinic site that I was with at the time is run by a church, so at each home we prayed for the patients and did a short Bible study. It was an amazing time of sharing our faith with each other.*
- 8. My personal faith played a huge role in my involvement. I would pray for the people I encountered and pray that I would have the strength and the words to interact.*

Everything we did was about bringing glory to Jesus so my faith impacted every part of service-learning.

- 9. There were a lot of days that I just felt exhausted, emotionally and physically, however, I really believed that this is somewhere God wanted me to be. He would provide the strength and energy I needed. I was able to see God in so many things at my service sit and in turn, this experienced strengthened my faith in Him so much.*
- 10. My personal faith in Christ impacted my experience because I needed to cast the burdens of the people in Haniville at the foot of Christ. Even though I cannot solve the huge problems in this community, I can pray for them and love them.*
- 11. Two ways: I was able to love and encourage those on my team by personal interaction, speaking during devotional times, praying and leading worship. Since I acknowledge that God created a diverse world I accepted the culture of the community I was in rather than trying to force my cultural practices on them.*
- 12. The commitment to my faith was already being challenged to improve. This site excelled me beyond the expectations I had for my faith and lifestyle to match it. I will now walk away with a more genuine and sincere approach to the Gospel and how that applies to my lifestyle in every aspect.*
- 13. My faith was challenged by what I saw, but as a result I grew closer and stronger to what I believe. I put forth full effort in the use of my faith in order to portray a Christian.*
- 14. Yet again, I feel like there is so much to say, but yet again to be brief, I feel like my faith commitment impacted my service-learning experience tremendously. I learned so much about what it means to take up my cross--what all that really entails, and what mirroring God really looks like. He cared for everyone. There was not partiality, and honestly He seemed to care more for the broken, the sick, the poor, and the rejected. By walking with God every day while at WITL, I learned more about my faith and how to interact with people. Everything was made for God, including me. I am made to bring Him glory, and I can do that every day with everybody I come into contact with.*
- 15. I was able to ask people about their stories and their own faith. This allowed room for me to use my testimony to talk about how God has impacted my life. I also was able to ask God to help me spread this unconditional love that he has given us through service.*
- 16. My personal faith commitment had a huge impact on my involvement. I saw each day I spent at WITL as an opportunity to serve those in need, as Christ commanded, and love God's people in a tangible way.*
- 17. I feel like my personal faith was definitely the main factor in my involvement at our service-learning site. We talked about Jesus and the different things He has done for us as well as pray before during and now after the whole experience as well. Without my*

faith, I don't know if I could have done everything that we did. The things the women saw in us were definitely no us, but God working through us.

- 18. My personal faith motivated my involvement in the service-learning; it also was the only factor to be there and to be doing development. Without my faith, my development would have been empty and just about their physical wellness.*
- 19. My personal faith commitment is what sent me into this service-learning experience and attracted me to the South Africa program in the first place. To be able to serve in the communities where Christ would, did and does serve is something that's really cool to experience through school.*
- 20. My faith is what drives me to serve. The people that I met at WITL gave me so much hope and encouragement to trust in the Lord always.*
- 21. I was able to see God in everything I did at the site and trusting God gave me hope that what I was doing had a purpose and that, although I couldn't solve all the community's problems, God has a plan for that community and the work we did is not in vain.*

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 and the 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, struggling with often first exposures to limited and inequitable opportunity. Students commented on experiencing shifts in their awareness and a desire to be more active in their communities in support offering opportunities and services to lower socio-economic populations.

Many APU students expressed appreciation and respect for senior adults, commenting that prior to the service-learning experience they had little or no contact with senior citizens. Several students stated that their previously held negative feelings and stereotypes of older individuals shifted to respect for the elderly once they were given the opportunity to spend time serving in assisted living facilities. Students mentioned the value of learning valuable truths through communication and relationship with an older individual.

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, *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