



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

**Spring 2010 SOBAM Evaluation Report: Service-Learning Courses**

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

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**Executive Summary**

The Center for Academic Service-Learning and Research administers an end-of-semester Student Evaluation survey in each service-learning course. The evaluation tool is composed of ten Likert Scale questions and three open-answer questions. This summary report specifically targets eight of the Likert Scale questions and will give a sampling of essay responses taken from all SOBAM service-learning courses.

This report will summarize 104 student evaluation responses collected from four service learning classes. 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 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.

## 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 from 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*. 104 SOBAM students enrolled in four service-learning courses responded to the spring 2010 evaluation<sup>1</sup>.

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

## Student Evaluation Summary

The Likert Scale questions in this report include:

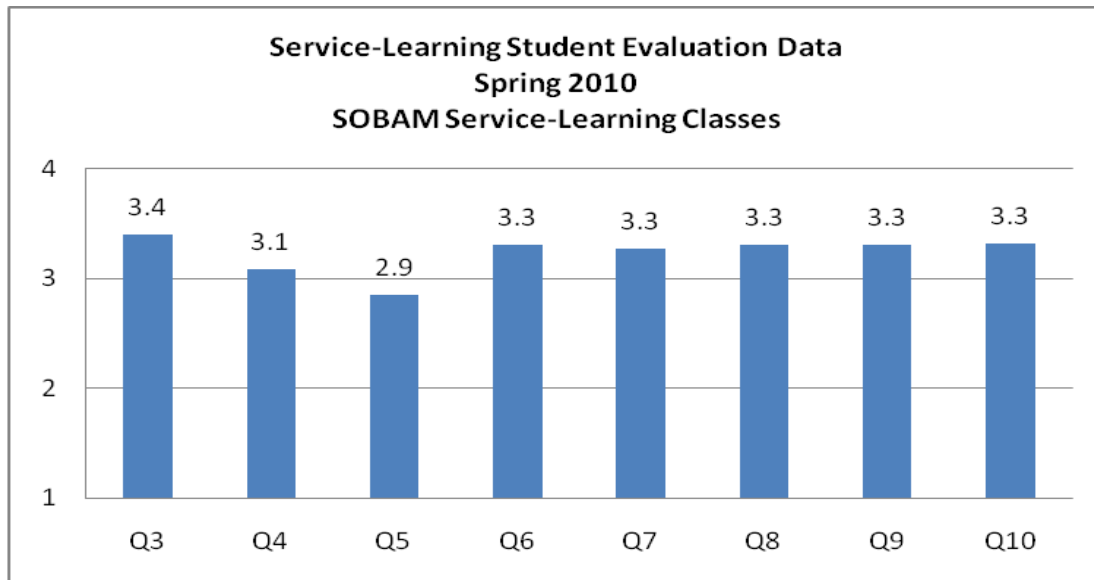
3. I feel that I made a positive contribution at my service site.
4. My professor successfully integrated the service experience with the learning objectives of this course.
5. There was adequate classroom reflection time to get the most out of my service experience.
6. The service-learning experience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

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<sup>1</sup> BUSI 350, BUSI 448, MKTG 363, MKTG 465

The chart below visualizes the averaged totals of the Likert Scale values across the eight questions. Values are ranked:

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 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	.178	.155	.280**	.320**	.247*	.352**	.402**
	Sig. (2- tailed)		.071	.116	.004	.001	.012	.000	.000
	N	104	104	104	104	104	104	104	102
Q4/Prof Integration Material	Pearson	.178	1	.426**	.205*	.365**	.278**	.299**	.417**
	Sig. (2- tailed)	.071		.000	.036	.000	.004	.002	.000
	N	104	104	104	104	104	104	104	102

Q5/Reflection	Pearson	.155	.426**	1	.377**	.391**	.231*	.291**	.351**
	Correlation								
	Sig. (2-tailed)	.116	.000		.000	.000	.019	.003	.000
	N	104	104	104	104	104	104	104	102
Q6/Value Others	Pearson	.280**	.205*	.377**	1	.607**	.447**	.536**	.480**
	Correlation								
	Sig. (2-tailed)	.004	.036	.000		.000	.000	.000	.000
	N	104	104	104	104	104	104	104	102
Q7/Civic Engagement	Pearson	.320**	.365**	.391**	.607**	1	.489**	.555**	.565**
	Correlation								
	Sig. (2-tailed)	.001	.000	.000	.000		.000	.000	.000
	N	104	104	104	104	104	104	104	102
Q8/Christian Values	Pearson	.247*	.278**	.231*	.447**	.489**	1	.571**	.502**
	Correlation								
	Sig. (2-tailed)	.012	.004	.019	.000	.000		.000	.000
	N	104	104	104	104	104	104	104	102
Q9/Faith Integration	Pearson	.352**	.299**	.291**	.536**	.555**	.571**	1	.623**
	Correlation								
	Sig. (2-tailed)	.000	.002	.003	.000	.000	.000		.000
	N	104	104	104	104	104	104	104	102
Q10/Character Devel	Pearson	.402**	.417**	.351**	.480**	.565**	.502**	.623**	1
	Correlation								
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	102	102	102	102	102	102	102	102

\*. 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)*

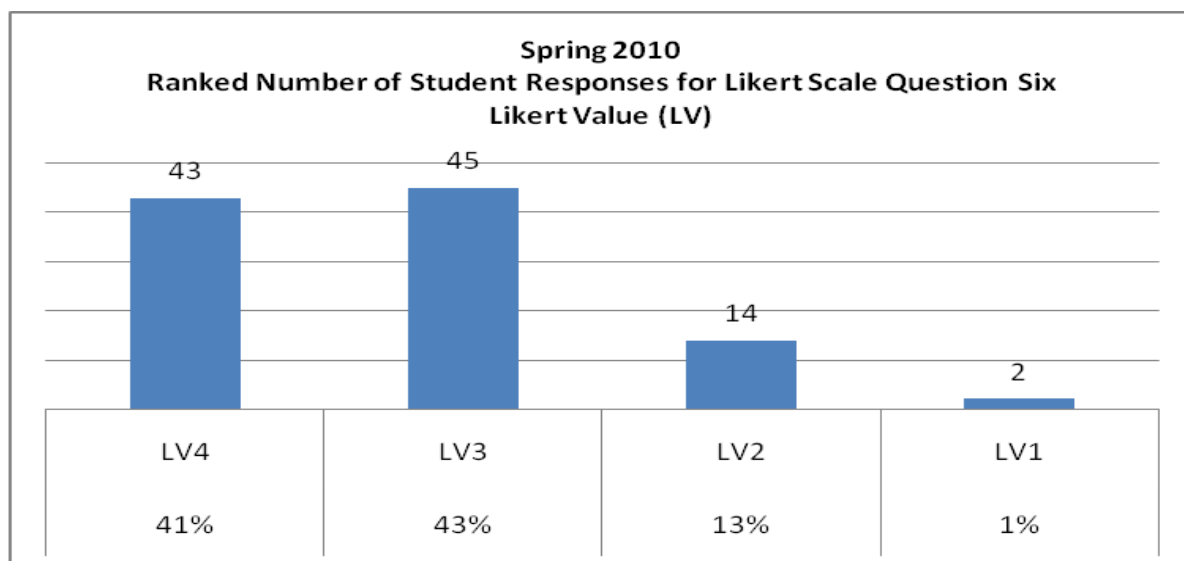
*LV1: Likert Scale values 1 (strongly disagree)*

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



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

- 43 (41%) *strongly agreed*
- 45 (43%) *agreed*
- 14 (13%) *disagree*
- 2 (1%) *strongly disagree*

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

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

The open-answer questions did not ask the students to specifically respond to questions of respect for others or to assess and evaluate their service-learning curricula with an intercultural perspective. 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.

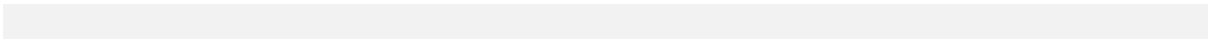
## **Student Self-Reflections**

The service-learning projects assigned to SOBAM students focus on team building skills and creating business and marketing plans in support of local business. Time spent with community partners gives students an opportunity to work closely with people with diverse backgrounds and experiences. Some of the business students were paired with younger local school children teaching basic business and personal finance principles. Service-leaning opportunities extend the classroom learning into the wider community context and frequently the APU students openly reflect upon their engagement with people who they define as “different” from themselves. One student said, *“I was able to build on my communication skills by participating with the students, and in addition, I was able to develop patience when working with individuals that have a different value and belief system from me.”*

Some students showed sensitivity towards younger students noting that the local school district did not have the many advantages they had received in their schools. APU students noted changes and shifts in their perspectives as they encountered the limits in educational resources due to socio-economic disparity. One student said the experience *“expanded knowledge about others and their needs.”* Another SOBAM student said the service opportunity *“deepened my commitment to serving others who cannot serve themselves.”* Other students commented that *“helping kids with needs”* was a *“life changing experiences.”*

Many of the APU students were committed to the *Options* program in a continuation high school. The high school students represented students from varying cultural and economic backgrounds, most often dissimilar from the APU students' personal frame of reference. One APU student said that the experience provided new *"understanding of other races and cultures."* The SOBAM students remarked that they found it valuable to *"befriend"* these younger students, and as one student said, *"It was valuable talking to kids and getting to know them on a personal level and building friendships."*

While teaching business principles to younger students in the community some of the APU students experienced shifts in their perceptions. One student said *"I was able to get to know kids who grew up with much less than I did."* Another student said that the progression had moved from *"having no connection or commonalities at the start"* to *"being able to relate and help others"* after getting to know them. And yet another APU student tied personal faith commitment to valuing others. She said, *"My personal faith commitment teaches me that everyone has value and worth"* and should be treated as a *"friend."*

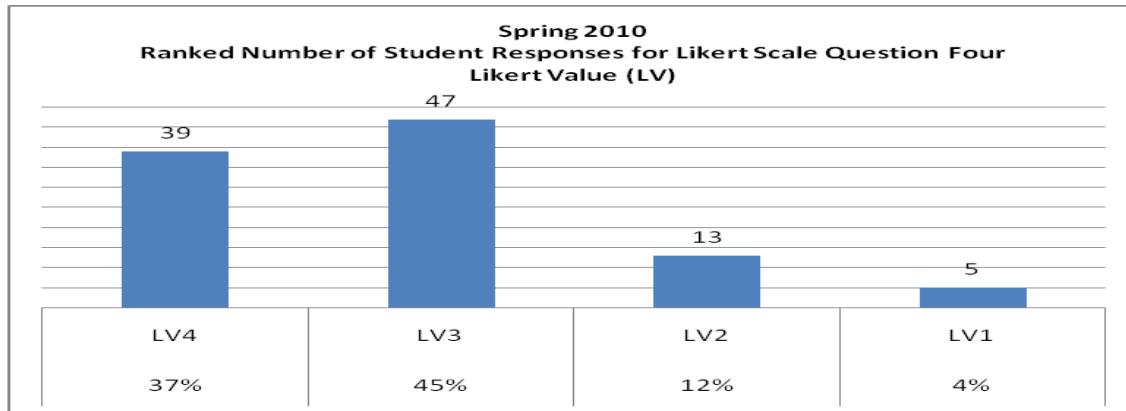




## Transformational Scholarship

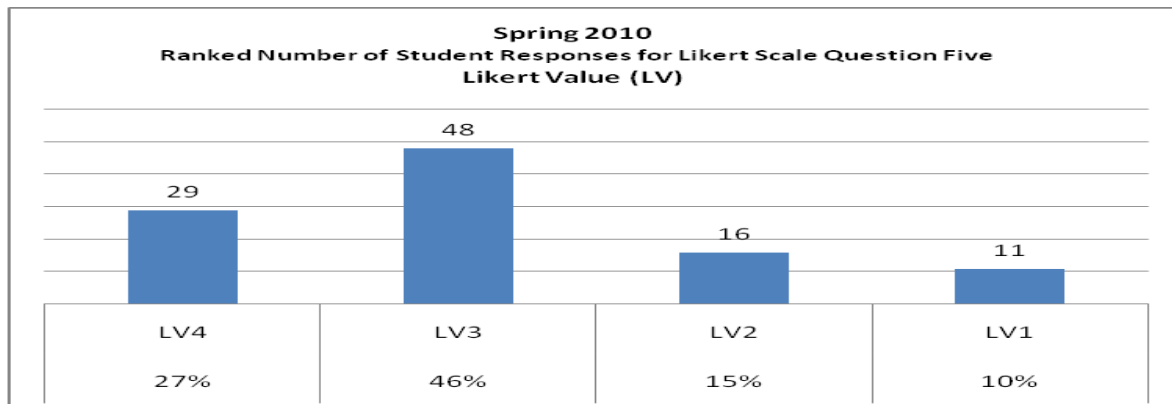
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

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.*

- 39 (37%) *strongly agreed*
- 47 (45%) *agreed*
- 13 (12%) *disagree*
- 5 (4%) *strongly disagree*



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

- 29 (27%) *strongly agreed*
- 48 (46%) *agreed*
- 16 (15%) *disagree*
- 11 (10%) *strongly disagree*

## Student Self-Reflections

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

A MKTG 363 student understood the value of the service-learning opportunity, stating, “*There seems to be a useful nature to gaining real world experience.*” Another student said they appreciated “*hands-on business research experience.*” Students valued the opportunity to share their knowledge with others while at the same time strengthening their personal business acumen. One student said “*learning the practical ways the text related to real life*” made this service-learning experience important.

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

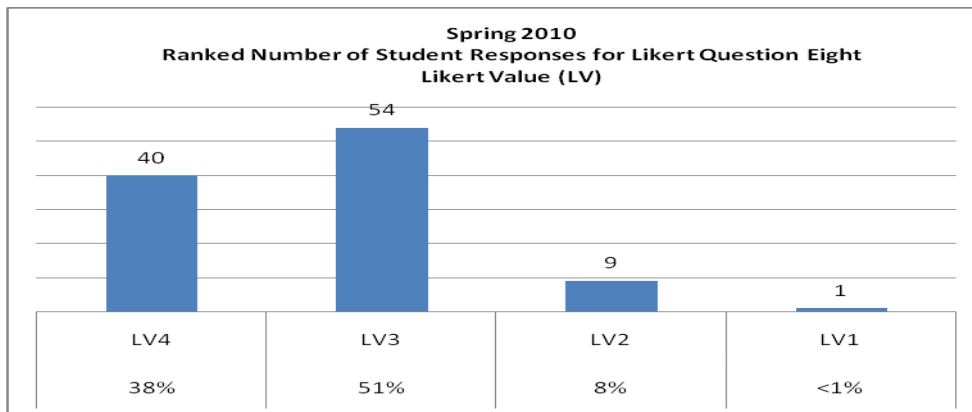
1. *Helping a local business identify what advertising is effective. I appreciated the chance to go out and serve. Being able to apply what I am learning to actual experience was help.*
2. *Getting a chance to take my knowledge and teach others with it was great and made me feel like I was giving something back.*
3. *I enjoyed seeing the results of what we contributed from class played out in our community.*
4. *Meeting all of the students and learning to adapt to a style of teaching that would give them the greatest understanding of the material*
5. *Integrating my major with community service*
6. *Helping others with my business knowledge*
7. *My leadership abilities*
8. *Management and follow through*
9. *Team building skills*
10. *The opportunity to use my business skills to help those in need*
11. *Presentation skills and team work*
12. *Public speaking*

## Faith Integration

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

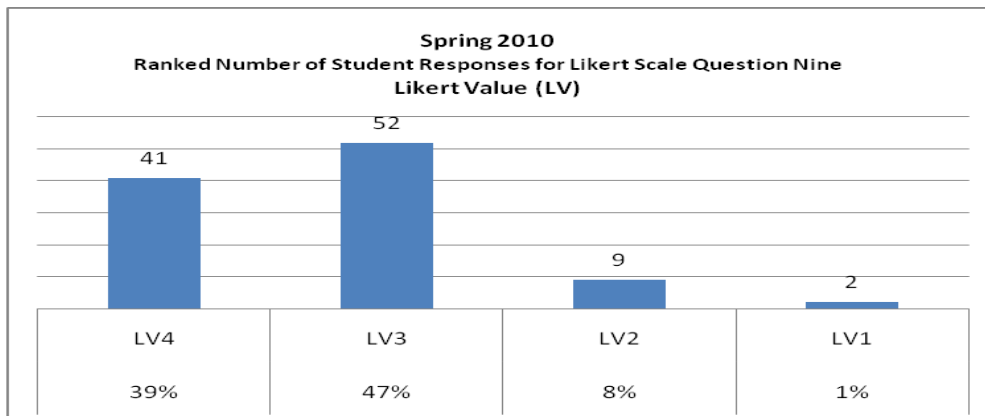
8. *This service-learning experience increased my capacity to live out Christian values in the community.*

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



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

- 40 (38%) strongly agreed
- 54 (51%) agreed
- 9 (8%) disagree
- 1 (<1%) strongly disagree



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

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

## Student Self-Reflections

All three open-answer questions elicited a variety of student responses 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 104 business students were quite capable of identifying and articulating their personal faith responses, correlating personal faith values and beliefs with the service-learning experience. 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 MKTG 363 students assisting community businesses and organizations with consultation services made this correlation. One said, *“God has called us to serve and love others and I am able to do that through projects such as these.”* Another shared, *“My faith encouraged me to want to help this organization and be involved.”*

Several students enrolled in BUSI 448 and the *OPTIONS* program noted the chance to share their faith by modeling Christian attitudes and behaviors. One student said, *“I think it helped me realize that the way I speak and hold myself really does affect other people, such as our students. Consistency was key.”* Another said, *“I attempted to create a Christian presence through my actions. I tried to uplift students who were down on themselves.”* One student commented on how faith reinforced a strong work ethic. She said, *“I wanted to make an impact but to do so I had to make a commitment to be early, prepared and passionate about this.”*

Some students indicated an increased love for the students they tutored or mentored, believing their personal faith in Jesus Christ fueled that desire. *“My faith helped me to be gentle and patient with the students,”* stated one student. Another student shared, *“Part of Christianity is helping those in need, and being loving to your neighbor. This was a way to do that.”*

Students enrolled in MKTG 465 and *SIFE* (Students in Free Enterprise) were challenged to think about business practices and ethics within a broad, international perspective. One student said the experience *“Broadened my Christian worldview.”* Another student shared, *“My confidence as a Christian was strengthened through finding like-minded people interested in reaching out.”*

Two students in COMM 496 were impressed by the other 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 when talking to them.”*

The following quotes taken from the end of semester evaluations provide additional support and evidence of student self-reporting about 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. *My faith fueled my motivation to serve.*
2. *Patience was a huge player in this experience. I have also been working on this a lot in my faith.*
3. *My faith influenced my desire to change the lives of others, especially those less fortunate.*
4. *Living out my faith was putting it into practice.*
5. *I felt that I was able to really understand more about students who were struggling academically and I was able to encourage them and hopefully show my faith.*
6. *Because of my faith I was more motivated and inspired to respond to the students with constant love and understanding even when they were acting out. It was this constancy that allowed us to make an eventual difference.*
7. *I was able to explain to the students what being a Christian meant to me.*
8. *It pushed me to have love and compassion for every student, even when it wasn't easy.*
9. *Understanding the influence we had representing a Christian school was a privilege.*
10. *Christ calls us to disciple, to help the poor and treat your neighbors as yourself. I felt like I was able to act closer to Christ in this project.*
11. *Christ asks us to love our neighbors and share our knowledge with them. This command helped the service-learning experience.*
12. *Some of the students were difficult to deal with but having a Christ-like attitude helped me and my team stay committed to helping each one of them.*
13. *I hope that I was able to set an example of Christ for the students, and that they see how much they are loved by God.*
14. *As a Christian, I was able to integrate faith in all that I do. Furthermore I was able to determine the path that is morally upright.*

## ***Intentional Internationalization***

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

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

## **Summary Observations**

Although the service-learning service sites and opportunities varied within course objectives, the majority of students replied similarly when responding to questions about service-learning and faith integration. The majority of students placed greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith. APU students were also more likely to respond positively about the faith integration aspect of their experience if they had the opportunity to directly work with others. Those working with younger children were among the most vocal as to the value they placed on the experience, correlating an opportunity to mentor a younger student as an opportunity to be a Christ-like role model.

It is also important to remember that although the open-answer questions do not specifically ask the students to relate their service-learning experience to intercultural competency or diversity awareness, when addressing the faith integration aspect of their service many of the students considered respect and care for others as a major component of their spiritual development. 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 problem-solving in a variety of settings. Certainly the business courses were encouraged to think beyond the boundaries of their own experiences and to consider the application of their knowledge and skills on an international scale. These opportunities in turn gave the APU students an opportunity to reflect on diversity and cultural awareness through a focused attentiveness to internationalization.

We in the Center for Academic Service-Learning and Research are committed to supporting faculty, students and community partners, together creating a mutually beneficial service-learning experience leading to successful *student learning outcomes*. We believe that our evaluation processes are the best way to support larger APU assessment needs, providing the much needed evidence that students themselves understand and appreciate the value of *God Honoring Diversity, Faith Integration, Transformational Scholarship*, and to a somewhat lesser degree, yet important in the scope of business students, *Intentional Internationalization*. We believe there is value in our ability to support the university in these four important areas.