



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

Spring 2011 Evaluation Report: Service-Learning Courses

**Student self-reporting through end-of-semester service-learning evaluation surveys
School of Behavioral and Applied Sciences (BAS)**

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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 questions and four open-answer questions. This summary report specifically targets four of the Likert Scale questions and will give a sampling of essay responses taken from BAS service-learning courses.

This report will summarize 155 student evaluation responses from two undergraduate departments in the School of Behavioral and Applied Sciences (BAS). 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: *Transformational Scholarship, God-honoring Diversity, Faith Integration, 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

This report includes data from 155 service-learning evaluations providing an overview of the quantitative and qualitative responses from BAS students. At the close of the semester each service-learning professor received an individual student evaluation report 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*.

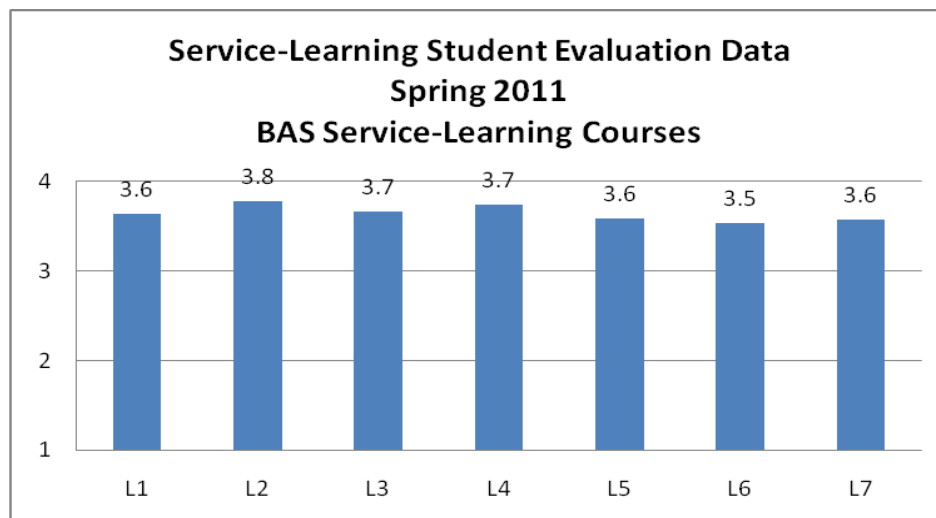
Student Evaluation Summary

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:

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	.313**	.177*	.422**	.364**	.230**	.265**
	Sig. (2- tailed)		.000	.029	.000	.000	.004	.001
	N	153	151	153	152	153	153	153
Q2/ Learning Objectives	Pearson Correlation	.313**	1	.699**	.469**	.519**	.395**	.432**
	Sig. (2- tailed)	.000		.000	.000	.000	.000	.000
	N	151	153	153	152	153	153	153
Q3/Reflection	Pearson Correlation	.177*	.699**	1	.306**	.372**	.290**	.353**
	Sig. (2- tailed)	.029	.000		.000	.000	.000	.000
	N	153	153	155	154	155	155	155
Q4/Value Others	Pearson Correlation	.422**	.469**	.306**	1	.564**	.500**	.559**
	Sig. (2- tailed)	.000	.000	.000		.000	.000	.000
	N	152	152	154	154	154	154	154
Q5/Civic Engagement	Pearson Correlation	.364**	.519**	.372**	.564**	1	.523**	.531**
	Sig. (2- tailed)	.000	.000	.000	.000		.000	.000
	N	153	153	155	154	155	155	155
Q6/Christian Values	Pearson Correlation	.230**	.395**	.290**	.500**	.523**	1	.789**
	Sig. (2- tailed)	.004	.000	.000	.000	.000		.000
	N	153	153	155	154	155	155	155

Q7/Faith Integration	Pearson Correlation	.265**	.432**	.353**	.559**	.531**	.789**	1
	Sig. (2-tailed)	.001	.000	.000	.000	.000	.000	
	N	153	153	155	154	155	155	155

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 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)

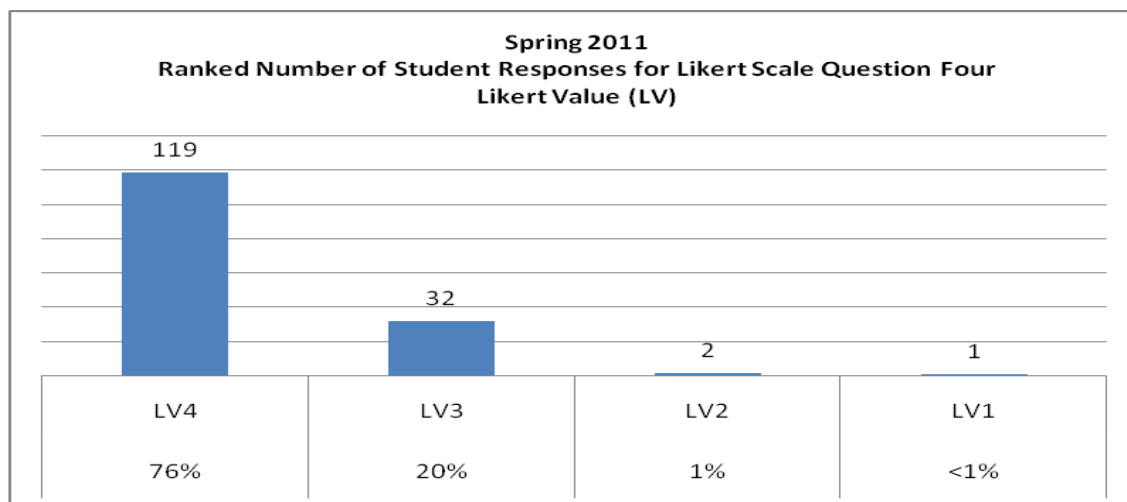
LV1: Likert Scale values 1 (strongly disagree)

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.



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

- 119 (76%) *strongly agreed*
- 32 (20%) *agreed*
- 2 (1%) *disagree*
- 1 (<1%) *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 following responses provide evidence of increased respect for 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 of and support for the more specific goals of the larger *God-honoring Diversity* initiative.

Student Self-Reflections

Department	Projects	Student Comments:
Department of Exercise and Sports Science PE 325 Motor Development and Learning	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>I believe God wants us to love one another, treat them with respect, and kindness and that's what I was able to do.</i>
		<i>Our brains and bodies developed differently so we should not make fun of people for their challenges but provide help for them. I have a greater respect for children and teachers at the elementary school level.</i>
PE 450 P.E. in Elementary School K-6 th grade	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>No matter the age, everyone deserves respect.</i>
		<i>It extends an opportunity to better understand individuals within a group.</i>
		<i>Cultural differences make a huge impact.</i>
		<i>I realize everyone comes from different background and families and that we all can learn and grow from each other.</i>
		<i>This service greatly impacted my understanding because it showed me how to love all types of people in a new environment.</i>
PE 451 Methods in P.E. grades 7-	Mini-Course <i>Students assist in the</i>	<i>It helped me realized that there will be a diversity among my students.</i>

12	<i>local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>Each service-learning session I had a better understanding of the issues junior highers go through and the importance of being respectful and sensitive</i>
PE 452 Adapted Physical Education	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>Showed me even though people have disabilities they are no different from us.</i>
		<i>It showed me how to love on all kinds of people regardless of race, religion, or physical abilities.</i>
		<i>Respecting and having more compassion for students with a disability changed my perspective.</i>
		<i>It further showed me that we need to treat all people equal despite any disability.</i>
PE 475 Motor Development and Learning	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>Each school is full of different types of students.</i>
		<i>Made me realize that everyone is different and comes from different backgrounds.</i>
Department of Social Work Social Work 311 Human Behavior in the Social Environment	<i>Cougar Pals</i>	<i>It helped me to know to respect everyone no matter their age. Giving respect is vital to gaining respect.</i>
		<i>I have learned to respect every person and remember that they all have a lot to offer.</i>
		<i>It helped me recognize how gender and cultural differences impact relationships and respect difference in how people different from me deal with things.</i>
		<i>My respect for others has grown. I learned that I need to be open to understanding different ways of living and points of view.</i>
		<i>People come from many situations and experiences in life, but when you put that aside and really get to know them, there are great relationships to be had.</i>
		<i>I was able to understand learning disabilities on a whole new level.</i>
Social Work 333 Social Work Practice II	<i>Various assignments</i>	<i>It helped me respect people who are different from me (ethnically, culturally, social status, etc).</i>
		<i>It gave me a different point of view with which to value others.</i>
		<i>It allowed me to see the huge significance that respect and dignity with a person are vital.</i>

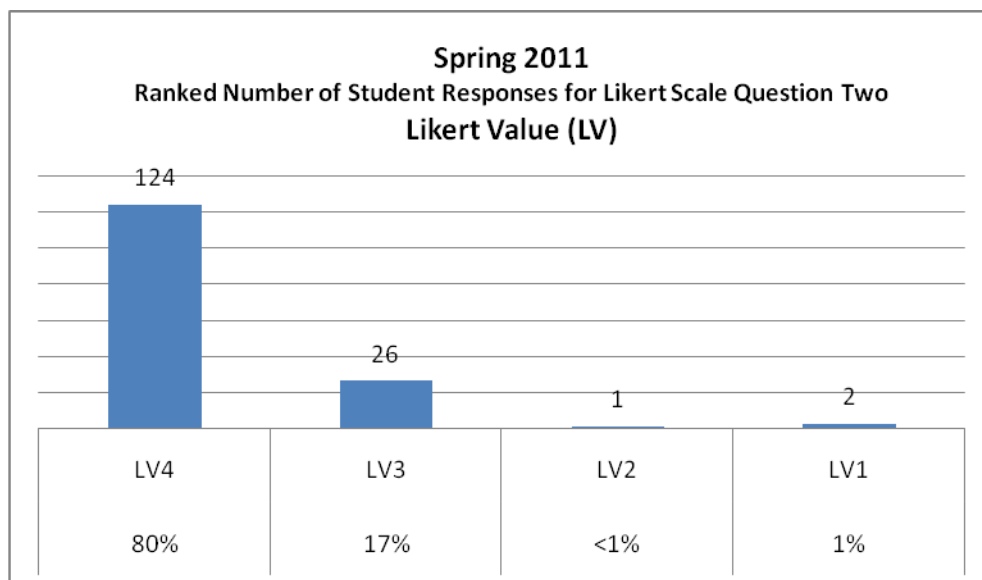
		<i>It impacted the way I needed to work with people that may have had different ideas from mine. It was necessary to respect differences.</i>
		<i>Reinforced the need to respect peoples' differences, limitations and where people excel.</i>
		<i>It gave me a deeper appreciation of all people from different socio-economic statuses, especially upper class.</i>
		<i>I learned to be patient and even though people are different, you can still come together.</i>
Social Work 350 Aging: Implications for Policy and Practice	<i>Students were paired with a senior "buddy and wrote journal reflections about the experience and possible lessons learned about the aging process.</i>	<i>I was able to understand more that while there are individual differences, people shouldn't be generalized.</i>
		<i>I gained a whole new appreciation for the elderly and learned to respect their needs.</i>
		<i>It allowed me to respect people with different disabilities and work places.</i>
		<i>I was able to connect to someone different from me.</i>
		<i>I was able to get a clearer view on the diversity of people and was enriched by their beliefs.</i>
		<i>My Pal definitely came from a different background and walk of life than I did, so it was very cool to hear her background.</i>
Social Work 360 Social Work Practice III	<i>Various Assignments</i>	<i>It allowed me to view others in a more positive perspective.</i>
		<i>Showed me how to respect people because of their past instead of despite of their past.</i>
		<i>It made me respect kids with very different backgrounds than my own.</i>
		<i>It gave me a broader understanding of the difficulties some groups of people encounter.</i>
		<i>Learning a lot more about myself and how to respect different opinions and views.</i>
		<i>It gave me a renewed sense of diversity and different lived experiences.</i>
		<i>Deeper respect for elderly.</i>
Social Work 400 Grant and Proposal Writing	<i>Students wrote grants for various agencies and non-</i>	<i>It gave me a different lens with which to value others.</i>
		<i>I learned I really enjoy learning about other cultures.</i>

	<i>profits</i>	<i>I got to understand better the homeless population.</i>
		<i>This opportunity gave me a chance to better understand a specific population and their needs.</i>
		<i>I saw the structures that are in place in society that function to decrease access to needed resources for marginalized/minority individuals.</i>

Transformational Scholarship

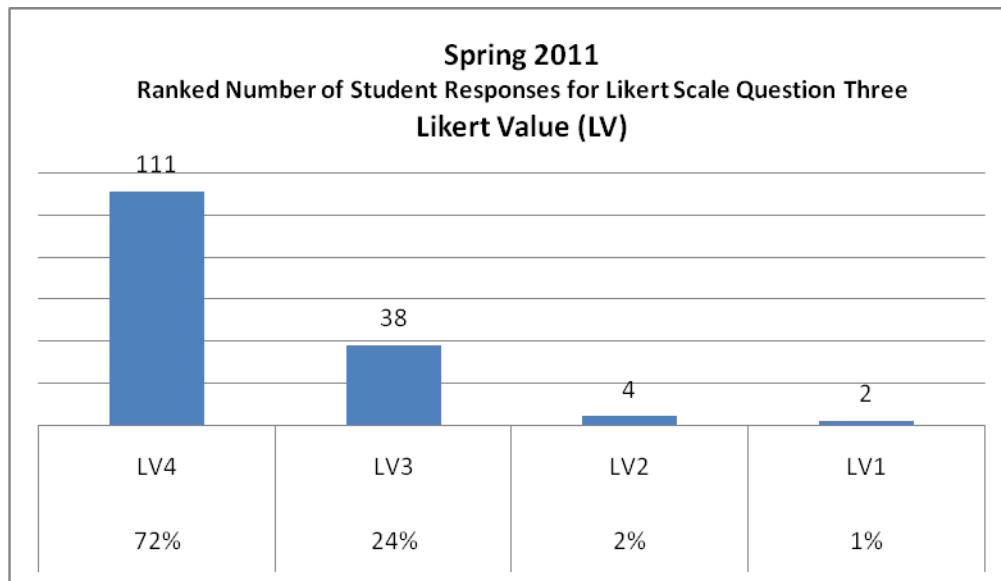
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

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.*

- 124 (80%) *strongly agreed*
- 26 (17%) *agreed*
- 1 (<1%) *disagree*
- 2 (1%) *strongly disagree*



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

- 111 (72%) *strongly agreed*
- 38 (24%) *agreed*
- 4 (2%) *disagree*
- 2 (1%) *strongly disagree*

Student Self-Reflections

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

Department	Projects	Student Comments:
Department of Exercise and Sports Science PE 325 Motor Development and Learning	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>I gained confidence when teaching which made the experience better for me and for the kids I taught.</i>
		<i>It was important to be able to see the different levels of development by working in the different age groups.</i>
		<i>I felt that when we did the service learning is when I gained more knowledge.</i>
		<i>I learned what it is like to work with kids of all different ages.</i>
PE 450		<i>The greatest value to me was just taking</i>

P.E. in Elementary School K-6 th grade	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>the challenges and struggles and really having a chance to learn from them. I'm so glad I get to experience these things now, to help me when I finally start teaching.</i>
		<i>I valued impacting the students and helping them have fun in physical education. It was also helpful to gain more experience teaching students in a PE setting.</i>
		<i>Getting to practice lesson plans and classroom management was valuable.</i>
		<i>What was the greatest value to me out of this experience was being able to get hands on training while applying things I have learned to become a better teacher.</i>
		<i>Getting the hands on <u>teaching</u> experience with PE!</i>
PE 451 Methods in P.E. grades 7-12	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>I learned that time management is one of the most important aspects of a classroom and classroom management.</i>
		<i>It was good experience working with the teachers that we did. It was a model program.</i>
PE 452 Adapted Physical Education	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>I learned that when I push myself out of my comfort zone I can relate to others so much more.</i>
		<i>This was the best service-learning experience I have been a part of. Working with the children who have disabilities has taught me a lot.</i>
		<i>I valued having eyes opened to seeing life through a student with a disability and how they coped with it.</i>
PE 475 Motor Development and Learning	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>I learned that I have the ability to work with kids at the high school level.</i>
		<i>That as a teacher and Christian listening to students needs is so important to helping in their life.</i>
Department of Social Work Social Work 311 Human Behavior in the Social Environment	Cougar Pals	<i>Applying theories learned in class and seeing them played out in the different situations was valuable.</i>
		<i>Putting theory into practice!</i>
		<i>With the help of research, I was able to understand special needs of youth.</i>
		<i>I learned not to judge a person by their</i>

		<i>appearance and that every single person has equal value. These are values I thought I was practicing well until they were challenged</i>
		<i>This challenged my ability to view situations objectively. I felt that I was already very objective but I realized I still have a way to go.</i>
Social Work 333 Social Work Practice II	Various assignments	<i>Learning and practicing community development</i>
		<i>It helped me working with people in the community and further taught me to expand my hands-on learning.</i>
		<i>Really learning what it is like to be a community organizer, hands on.</i>
		<i>The greatest value was using the skills and theory in class to change and help the lives of people.</i>
		<i>The greatest value to me was the experience of being a community organizer.</i>
		<i>I learned that I really want to do community work in the future.</i>
Social Work 350 Aging: Implications for Policy and Practice	<i>Students were paired with a senior "buddy and wrote journal reflections about the experience and possible lessons learned about the aging process.</i>	<i>I was able to look and see some of the things I might be doing in the future if I decided to do the career path.</i>
		<i>Spending one-on-one time with an older adult taught me patience, gave me wisdom, and made me feel like I was actually making a difference in an individual's life.</i>
		<i>The time I was able to spend with an incredible individual and the knowledge gained from her.</i>
Social Work 360 Social Work Practice III	Various Assignments	<i>It helped integrate my faith, learning and hands-on to promote better knowledge and faith.</i>
		<i>Gave me purpose behind action.</i>
		<i>Learning to work with a co-leader.</i>
		<i>It allowed me to view from the different perspectives.</i>
Social Work 400 Grant and Proposal Writing	<i>Students wrote grants for various agencies and non-profits</i>	<i>The greatest value was being able to directly apply what I learned in class.</i>
		<i>Working with an experienced grant write was valuable to me.</i>

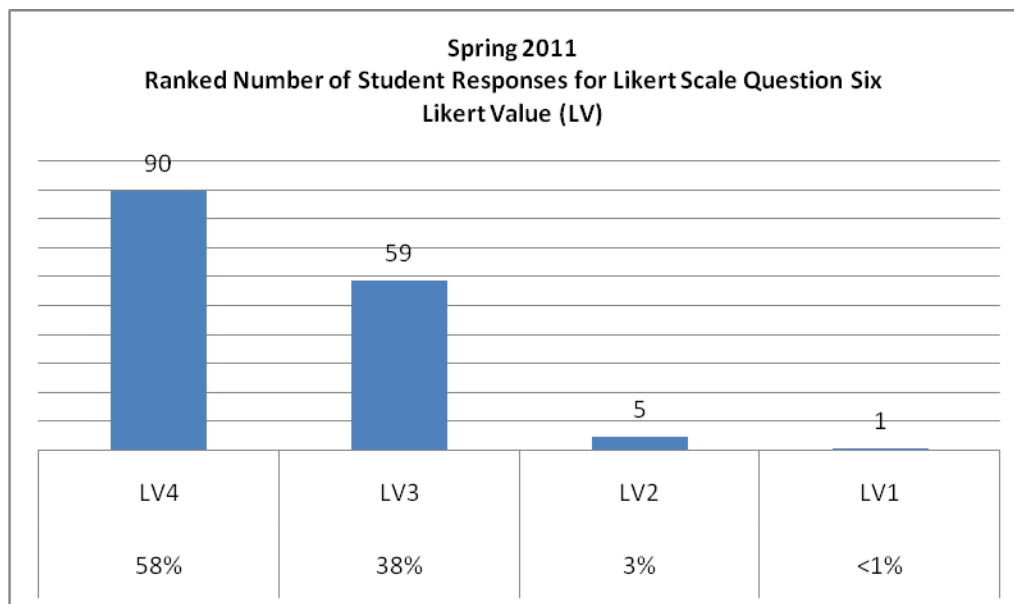
		<i>I know I can take this practical experience and write a grant in the future with confidence.</i>
		<i>Learning the skill so I can actually help out in the future, wherever I go.</i>
		<i>I love that I learned an actual skill that I can use in the real world. It also opened my eyes to the need of my particular population.</i>

Faith Integration

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

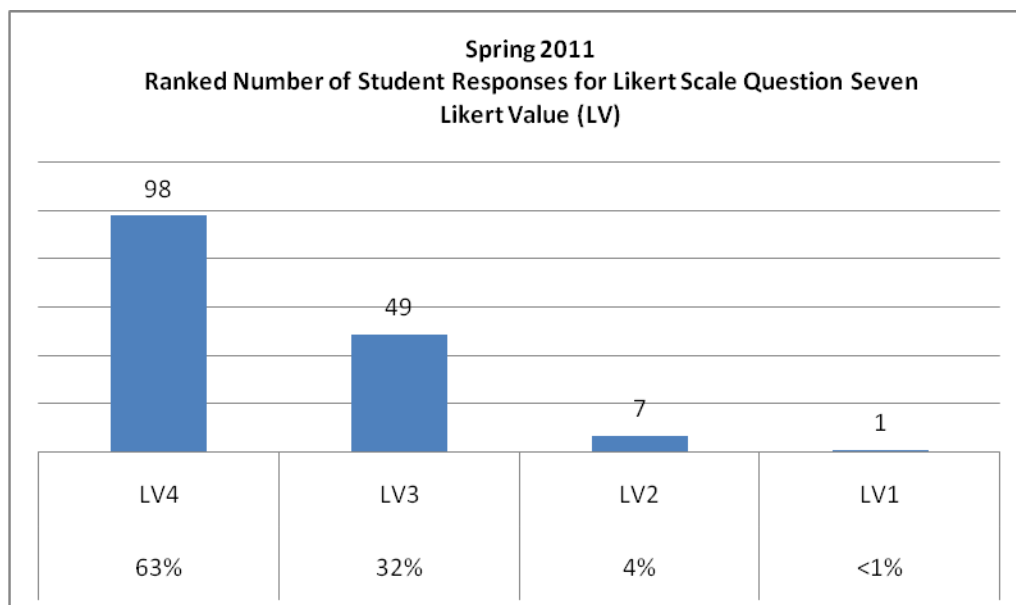
6. *This service-learning experience increased my capacity to live out Christian values in the community.*

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.*

- 90 (58%) *strongly agreed*
- 59 (38%) *agreed*
- 5 (3%) *disagree*
- 1 (<1%) *strongly disagree*



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

- 98 (63%) *strongly agreed*
- 49 (32%) *agreed*
- 7 (4%) *disagree*
- 1 (<1%) *strongly disagree*

Student Self-Reflections

The 155 BAS students were quite capable of identifying and articulating their personal faith responses, correlating 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 provide 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:
Department of Exercise and Sports Science PE 325 Motor Development and Learning	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>My personal faith just made me want to do my best every time I was going to the service learning sites.</i>
		<i>It allowed me to take a positive attitude when asked to work with an age group that I didn't necessarily want to work with.</i>
		<i>It was important to be able to interact and put my faith into application around young kids.</i>
		<i>Made me understand the need for understanding people with patience and kindness.</i>
PE 450 P.E. in Elementary School K-6 th grade	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>My personal faith impacted my involvement by reminding myself these kids watch our every move, so I must set an example of Christ and His love.</i>
		<i>Faith was a huge aspect of this service because it truly requires giving of yourself, in humility.</i>
		<i>I really was tested with patience and showing my love to them in all circumstances, especially when the students are difficult.</i>
		<i>My personal faith commitment allowed me to really open my eyes and heart to learn more from my students rather than them learning from me.</i>
		<i>My personal faith led me to be patient, demonstrate empathy and understanding with the students.</i>
PE 451 Methods in P.E. grades 7-12	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>I demonstrated Christian morals such as patience and integrity.</i>
		<i>By having a personal relationship with God it made me want to be a positive role model for the junior highers.</i>
PE 452 Adapted Physical Education	Mini-Course <i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>I wanted to just honor God.</i>
		<i>It helped me to see every student through God's eyes and how he created them to be.</i>
		<i>I was able to see the students as beautiful creations of God before being distant because of their disability.</i>
PE 475	Mini-Course	<i>I was able to be a witness through my</i>

Motor Development and Learning	<i>Students assist in the local school district teaming with classroom teachers to aid in elementary school physical education</i>	<i>actions to some troubled students. That I was able to apply my faith and knowledge in a way that I could see it affecting their lives.</i>
		<i>Getting to reflect to the students the grace of God.</i>
Department of Social Work Social Work 311 Human Behavior in the Social Environment	Cougar Pals	<i>My faith kept me focused on the worth of my Cougar Pal as a person rather than focused on his circumstances which could constantly change.</i>
		<i>My personal faith commitment impacted my involvement because I was able to integrate my faith in working with my Cougar Pal.</i>
		<i>God calls us to love all people and I think this especially needs to be done for people who are struggling in life. I wanted to do my best in what God has called me to do.</i>
		<i>There were many times when I was not making any progress with my client but trusting in God helped me push through and rely on Him.</i>
		<i>It challenged belief systems and altered (widened) my perspective.</i>
Social Work 333 Social Work Practice II	Various assignments	<i>That I should look out for my neighbors and help them in any way I can.</i>
		<i>Practicing "Kingdom bringing" actions</i>
		<i>It helped me be able to be patient and learn how to connect with people I might not have connected with previously.</i>
		<i>Impacted my faith by allowing me to love others.</i>
		<i>As a Christian I wanted to be the hands and feet of Christ to the lower income families of Claremont.</i>
Social Work 350 Aging: Implications for Policy and Practice	<i>Students were paired with a senior "buddy" and wrote journal reflections about the experience and possible lessons learned about the aging process.</i>	<i>I used my faith to be persistent and consistent throughout the time with a positive attitude.</i>
		<i>After leaving my buddy, I had to really trust and depend on the Lord that He would take care of her.</i>
		<i>It allowed me to comfort the person I</i>

		<i>worked with as well as give me strength with challenges.</i>
Social Work 360 Social Work Practice III	<i>Various Assignments</i>	<i>My faith helped me to meet people where they were at and get me to be involved more.</i>
		<i>I learned to accept others and love on them just like God teaches us.</i>
		<i>Stretched me. At times I had to stop and pray for guidance that my group was being run in a proper fashion.</i>
		<i>It gave me a deeper appreciation for the love of Jesus and the impact HE has on our lives.</i>
Social Work 400 Grant and Proposal Writing	<i>Students wrote grants for various agencies and non-profits</i>	<i>My personal faith commitment impacted my involvement because it made me put my best effort forward for the agency I was helping.</i>
		<i>The grant was to increase health care accessibility to rural Zambians--as a believer this was a practical way to care for the poor and oppressed.</i>
		<i>My personal faith just made me more passionate in participating in the service-learning. I really wanted to serve the community and the people in it.</i>
		<i>Well, indirectly it pushed me to do things with a good attitude and see that this project would help people.</i>
		<i>Helping others in practical ways is /was Jesus' forefront mission.</i>

Intentional Internationalization

Azusa Pacific University's Academic Vision defines "Intentional Internationalization" as emphasizing:

...the pursuit of intercultural and ethnic understanding, both at home and abroad. This desire for global engagement calls for an active exploration of events, institutions, peoples, problems, and issues within and beyond our nation's borders in order to promote the peace, joy, and love of God and to help form culturally competent faculty and students.

The Behavioral and Applied Sciences service-learning courses provide students significant opportunities for hands-on learning in the wider community. Teaching, serving as mentors and buddies as well as providing support and leadership within city government opened learning opportunities to the university students challenged to offer problem-solving ideas and support within the community. Students confronted significant structural and societal issues and were then provided the opportunity to reflect and discuss their observations of how these factors affect all people, including those with different cultural backgrounds from their own. We believe that service-learning enhances each student's learning with hands-on community experiences strongly contributing to the formation of culturally competent students.

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. Students frequently placed greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith. 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 were encouraged to think beyond the boundaries of their own experiences and 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 important in the scope of all students, *Intentional Internationalization*. We believe there is value in our ability to support the university in these four important areas.