



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

Spring 2011 CLAS Evaluation Report: Service-Learning Courses

**Student self-reporting through end-of-semester service-learning evaluation surveys
College of Liberal Arts and Sciences**

Debra Fetterly, M.A.
Coordinator for Service-learning Research and Development

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 five 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 433 student evaluation responses collected from twenty-nine service-learning classes across eight disciplines. 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 essay questions and are then compared to the Likert Scale portion of the service-learning evaluation. When the Likert responses 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 *Intentional 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 eight CLAS 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*.

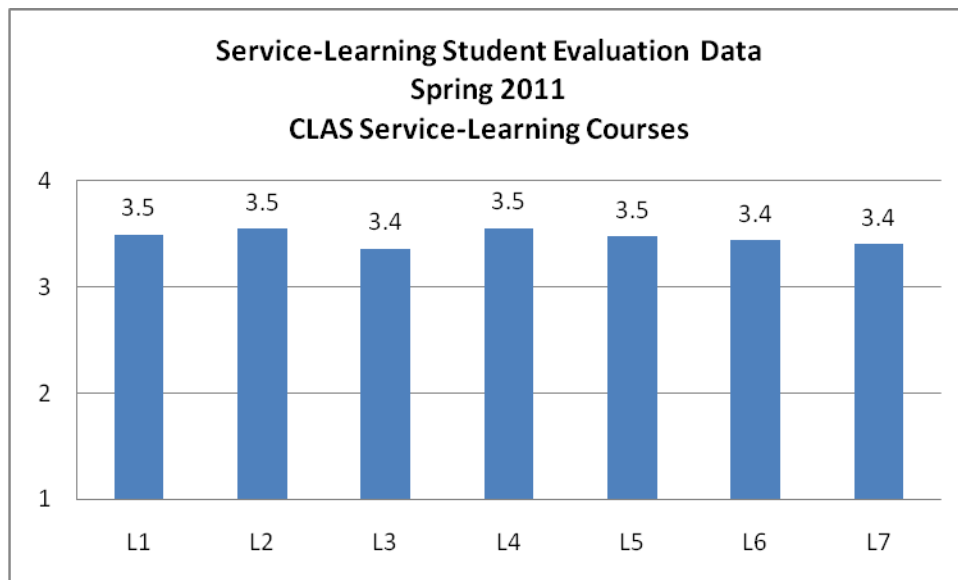
Student Evaluation Summary

433 CLAS students enrolled in service-learning courses in eight departments responded to the spring 2011 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 as tutors within local school district after-school programs. Other students, as part of EDLS 300 (Intro to Teaching) assisted classroom teachers, giving students a close look at the teaching career. 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 formed in relationship with the South African people.

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.



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.

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 | .262** | .144** | .265** | .393** | .352** | .353** |
| | Sig. (2-tailed) | | .000 | .003 | .000 | .000 | .000 | .000 |
| | N | 431 | 431 | 421 | 428 | 428 | 429 | 428 |
| Q2/ Learning Objectives | Pearson Correlation | .262** | 1 | .546** | .236** | .298** | .266** | .285** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 | .000 |
| | N | 431 | 432 | 422 | 429 | 429 | 430 | 429 |

| | | | | | | | | |
|----------------------|-----------------|--------|--------|--------|--------|--------|--------|--------|
| Q3/Reflection | Pearson | .144** | .546** | 1 | .250** | .263** | .245** | .270** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .003 | .000 | | .000 | .000 | .000 | .000 |
| | N | 421 | 422 | 422 | 419 | 419 | 420 | 419 |
| Q4/Value Others | Pearson | .265** | .236** | .250** | 1 | .517** | .461** | .488** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 | .000 |
| | N | 428 | 429 | 419 | 429 | 427 | 429 | 428 |
| Q5/Civic Engagement | Pearson | .393** | .298** | .263** | .517** | 1 | .623** | .607** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 | .000 |
| | N | 428 | 429 | 419 | 427 | 429 | 428 | 428 |
| Q6/Christian Values | Pearson | .352** | .266** | .245** | .461** | .623** | 1 | .669** |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | | .000 |
| | N | 429 | 430 | 420 | 429 | 428 | 430 | 429 |
| Q7/Faith Integration | Pearson | .353** | .285** | .270** | .488** | .607** | .669** | 1 |
| | Correlation | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | |
| | N | 428 | 429 | 419 | 428 | 428 | 429 | 429 |

** . 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 value 2 (disagree)

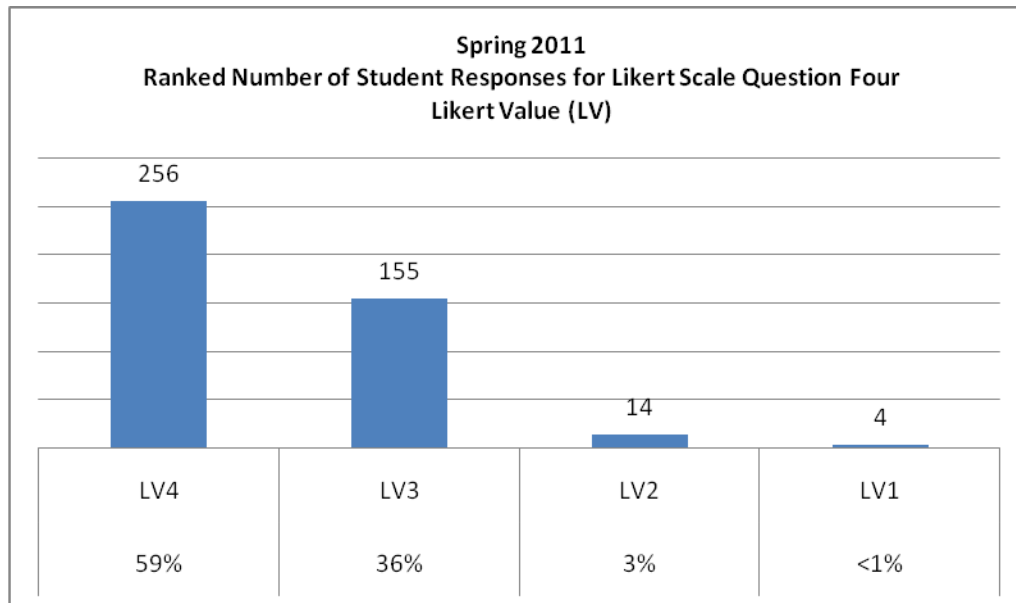
LV1: Likert Scale value 1 (strongly disagree)

God-Honoring Diversity

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

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

The chart below shows the breakdown of student responses to this Likert Scale question. Of the 447 CLAS students who responded to the end-of-semester evaluation:



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

- 256 (59%) *strongly agreed*
- 155 (36%) *agreed*
- 14 (3%) *disagree*
- 4 (<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.

A sample of 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

| Department | Projects | Student Comments: |
|---|---|---|
| ART Art 310 Art 311 | Students create an art project with local children during History Day LA. | <i>It showed me there are a lot of different people with different backgrounds and cultures.</i> |
| | | <i>My project helped me view every child as an important, valued individual and means that they all have something to contribute.</i> |
| | Art students presented art opportunities at the David & Margaret Home. | <i>It helped me understand that people see the world differently. Also that art is beautiful even if we don't see it that way.</i> |
| | | <i>It allowed me to see the uniqueness of each child and how special they all were.</i> |
| | | <i>The project showed me how creative and diverse the community is and the great things that can result from us joining together.</i> |
| | | <i>It reminded me that there are people from all over the world.</i> |
| Math Math 110 Math 115 | Mini-Course | <i>It made me respect teachers more and change my perspective on local schools positively.</i> |
| | Students tutored math concepts in afterschool programs: Kids Campus or THINK Together | <i>I was reminded that people have all different types of strengths and weakness, but that doesn't make them any less of a person.</i> |
| | | <i>Even though these kids are young, they still have so much knowledge and important things to say. Learning to listen to other people, of all ages, is a way of showing respect.</i> |
| | Students taught math principles in AUSD classrooms. | <i>With my service-learning I got to see a different way of life and help those people that might not always get that.</i> |
| | | <i>It helped me see each child as an individual with their own separate relationship to mathematics.</i> |
| | | <i>I realized that everyone deserves God's</i> |

| | | |
|---|---|---|
| | | <i>love and compassion and I could show it by helping some students I have never even met before.</i> |
| | | <i>I enjoyed learning to engage people from another age and ethnicity/socioeconomic background.</i> |
| | | <i>The service-learning impacted my respect for others as a whole, we are all the same.</i> |
| | | <i>I was open to all social/economic classes.</i> |
| Biology BIOL 400 | Mini-Course Students taught principles of science to elementary students in AUD | <i>The service-learning project helped me respect all students regardless of their background/behavior.</i> |
| | | <i>I definitely realized that everyone is different and unique in their own way.</i> |
| | | <i>I struggled as some students did not respect me, but I still chose to respect them. I sought to understand the language barriers in the classroom as well.</i> |
| | | <i>It impacted my understanding and respect for people by helping me realize that God loves everyone and I should show that love too.</i> |
| | | <i>I was able to experience students, teachers, and schools of different backgrounds and culture from me.</i> |
| Communication Studies COMM 111H Jour 310 | APU students taught components of effective oral communication to 6 th grade students at St. Frances of Rome | <i>It broadened my understanding of the Azusa community and caused me to respect and love to be a part of it even more.</i> |
| | | <i>The project got me better acquainted with the city of Azusa. By interacting with the students and the parents I got to know the culture of the city.</i> |
| | Students interview seniors and compile life stories | <i>Being in the middle of the community helped me understand the need for quality education and that these students deserve the same opportunities that I have been given.</i> |
| | | <i>It helped me to realize that there are many different types of people in our community and because of that we need to have respect for their differences and understand that people are diverse.</i> |
| | | <i>This project brought together people of different a race and a different class, and that increases my respect for the people we worked with.</i> |

| | | |
|--|--|---|
| | | <i>I was able to work with a group in my community that if not for this project, I wouldn't have ever interacted.</i> |
| | | <i>I have always respected others but it helped me break down the stereotypes of the elderly.</i> |
| | | <i>I learned so much from my person and it made me respect the value of individual experience.</i> |
| | | <i>This project taught me to not judge people by their looks.</i> |
| Liberal Studies EDLS 405 | C.H.A.M.P. College Headed and Mighty Proud | <i>It made me understand and respect all the kids in my group and the different backgrounds they share.</i> |
| | | <i>"Other" people are not that much different from me.</i> |
| | | <i>It was good to be involved in the Hispanic Community. I learned about their culture and they learned about mine.</i> |
| | | <i>I was able to work with other ethnic groups and learned to see situations from a different perspective.</i> |
| | | <i>I learned not to generalize or assume people will be a certain way, especially students. My buddies surprised me every week, and I need to allow myself to be surprised because I don't know them, not because I think I already do.</i> |
| | | <i>It opened my eyes to some of the struggles students in low SES neighborhoods go through and taught me that these students are just as important as any other students.</i> |
| | | <i>I was able to see the diversity in cultures, family structures, and give knowledge about the college experience. I helped these students realize their individual potential</i> |
| | | <i>It made me realize that it's not really hard interacting with others who are different from you.</i> |
| | | <i>No matter our background or upbringing, we are all important to God and we all have that connection because we are children of God.</i> |
| Liberal Studies | TAP (Teaching as a Profession) | <i>It taught me that although students have differences in cultural, learning levels, etc.,</i> |

| | | |
|--|--|--|
| EDLS 300 | Classroom assistance as an introduction to teaching as a profession | <i>as a teacher it is important to put away any bias and treat every student equally.</i> |
| | | <i>I learned to interact with a colleague of different faith. It challenged my understanding and helped me to grow.</i> |
| | | <i>It helped me realize the differences among people and how it's necessary to be sensitive to those differences.</i> |
| | | <i>It helped me to be open to all people on a school campus and not to discount someone just because they have a job considered by many as "less important" [custodian].</i> |
| | | <i>The children are creations of God and should be treated that way. I now want to be a special-ed teacher.</i> |
| Liberal Studies EDLS 496 | Senior Seminar: Special Needs Partnership | <i>Helped me realize that all people have worth, value, and strengths</i> |
| | | <i>It really helped me with patience and learning to work with different students.</i> |
| | | <i>It made me realize that God made us all different for a reason and even though we are all different we still have a purpose. Treat all people with equal respect.</i> |
| | | <i>It showed me that every person is unique and should be loved.</i> |
| | | <i>Even if I don't understand someone doesn't mean they don't have value.</i> |
| | | <i>It helped me better understand the value of each person.</i> |
| English ENGL 099 ENGL 406 ENGL 434 | APU students strengthened their reading skills while reading to younger school-aged children | <i>Most of the students I worked with are English language learners and so it made me respect how difficult it is to learn another language.</i> |
| | | <i>I was able to see multi-ethnic families join in together and give me the support I needed.</i> |
| | Students went to local libraries and book stores to read out loud to children. | <i>Every person deserves respect no matter how young.</i> |
| | | <i>It helped me realize that everyone has a different story.</i> |
| | | <i>It gave me a better appreciation for people.</i> |
| | | <i>I gained a new respect for teachers and learned patience myself.</i> |
| | | <i>I had an opportunity to show respect for people of different backgrounds and</i> |

| | | |
|-------------------|---|---|
| | | <i>ethnicities.</i> |
| | | <i>It allowed me to remember that we are all brothers and sisters in Christ and that we shouldn't neglect anyone.</i> |
| Psychology | | |
| Psyc 345 | Psychology students tutored elementary students in afterschool programs | <i>The cultural exposure I got by seeing the difference in ages and attitudes within the kids and finding a connection with them was valuable.</i> |
| Psyc 362 | Students provided research assistance in group homes and developmental centers. | <i>Working with others that I normally would not and seeing how great they were in what they did increased my understanding.</i> |
| Psyc 400 | Tutoring in THINK Together | <i>I have learned to respect all walks of life and understand that the culture that a person comes from makes them the person they are.</i> |
| Psyc 430 | Various service assignments | <i>It taught me that humanity is more than race. All people need respect.</i> |
| | | <i>We should respect everyone.</i> |
| | | <i>We all have different backgrounds which are good to recognize, but we also have similarities regardless of age, gender, and culture.</i> |
| | | <i>It greatly impacted my understanding and respect for others - all are worthy and valuable.</i> |
| | | <i>It helped me to better respect different backgrounds.</i> |
| | | <i>I had never really worked with kids with special needs before, so this experience opened my eyes to more of God's people. Although disabled, they are all made in His image.</i> |
| | | <i>Everyone is different and certainly my worldview is not shared by all.</i> |
| | | <i>I better understand the importance of treating all children equally regardless of their backgrounds.</i> |
| | | <i>I learned a lot about the Latin culture and I learned to value and appreciate it more.</i> |
| | | <i>I've learned that everyone comes from different backgrounds and circumstances, but that everyone just wants to know they are loved.</i> |
| | | <i>It introduced me to a variety of different people with different experiences, backgrounds, religions, and ethnicities.</i> |

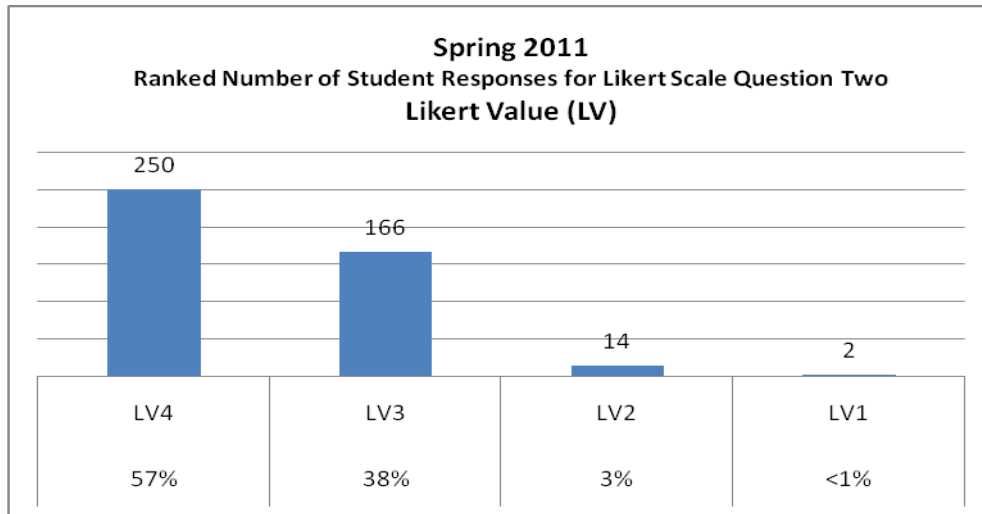
| | | |
|---------------------------------------|-------------------|---|
| Global Studies GLBL 355 | South Africa Term | <i>It allowed me to be open to learning from people who are different from me. It helped me feel like I had more of a purpose in being there and allowed me to just show Christ's love to people.</i> |
| | | <i>Seeing these people in their natural environment rather than just hearing about it was important.</i> |
| | | <i>I was able to see the effects of Apartheid in Sweet Waters and how children were treated there. My eyes were greatly opened to what I saw and the stories I heard.</i> |
| | | <i>I can better appreciate the difference in people.</i> |
| | | <i>I was placed into situations that were not in my comfort zone so it made me work harder to understand people and their culture.</i> |
| | | <i>It allowed me to see and interact with people I never would have before. I loved being around people who were HIV + because I learned so much from them.</i> |
| | | <i>It made me realize you can build relationships even if there are speech problems, such as not knowing one another's language.</i> |
| | | <i>I can see now, even more so, the value of not making assumptions about others and respecting them through that.</i> |
| | | <i>I learned about the Zulu community and the AIDS epidemic and saw people persevere.</i> |
| | | <i>This service helped in learning about culture and I felt among the people, not above them.</i> |
| | | <i>It gave me knowledge of Zulu people that had been completely absent prior to the trip. I value it intensely.</i> |

Transformational Scholarship

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

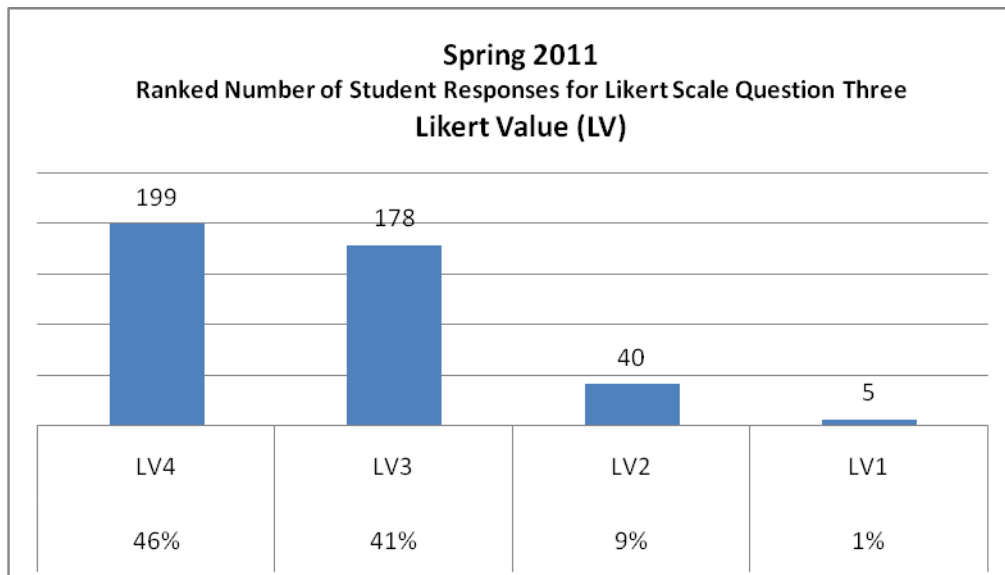
2. *My professor successfully integrated the service experience with the learning objectives of this course.*

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.*

- 250 (57%) *strongly agreed*
- 166 (38%) *agreed*
- 14 (3%) *disagree*
- 2(<1%) *strongly disagree*



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

- 199 (46%) *strongly agreed*
- 178 (41%) *agreed*
- 40 (9%) *disagree*
- 5 (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: |
|---|--|--|
| ART Art 310 Art 311 | Students create an art project with local children during History Day LA. Art students presented art opportunities at the David & Margaret Home. | <i>Working in groups is a good way to learn communication and cooperation skills and teaches respect as well.</i> |
| | | <i>A greatest value was being able to connect with the community while implementing education.</i> |
| | | <i>Just the fact that I was contributing to something bigger. I had one little part of the project but it was part of a bigger picture.</i> |
| | | <i>Since I want to be a teacher, I value any opportunity to work with children. I think it made me more aware of the world around me and what others are going through, along with the healing aspects of art through them</i> |
| Math Math 115 Math 110 | Mini-Course Students tutored math concepts in afterschool programs: Kids Campus or THINK Together Students taught math principles in AUSD classrooms. | <i>Learning to be a better math teacher/tutor since I plan to teach as my career.</i> |
| | | <i>The best part of this service-learning experience was being able to push through my selfishness and reach out to the kids.</i> |
| | | <i>I realized I want to work with kids and teach! I know now that I want to work with elementary kids!</i> |
| | | <i>The opportunity in itself I think is very valuable because of the ability to use academics to serve.</i> |
| | | <i>Teaching and learning with the kids was valuable to me.</i> |
| Biology BIOL 400 | Mini-Course Students taught principles | <i>I loved being able to gain more classroom experience. I also enjoyed the opportunity to teach science and get to know the students</i> |

| | | |
|------------------------------|--|--|
| | of science to elementary students in AUSD | <i>and host teachers.</i> |
| | | <i>It was great for me to see that this is in fact what I want to do as a career. Getting experience teaching what I love was awesome.</i> |
| | | <i>Being able to be hands on with the students is a really great and beneficial to Liberal Studies majors.</i> |
| | | <i>I was glad for practical field experience that pertained to my field.</i> |
| | | <i>Being able to work hand-on, teaching science was a great way to learn how to become a great teacher.</i> |
| | | <i>I learned the best way to integrate other subjects into my teaching.</i> |
| | | <i>I felt more confident as a teacher after teaching to these kids because they were so sweet and respondent.</i> |
| | | <i>I learned that classroom management is the key to fluidity in teaching.</i> |
| | | <i>Great host teacher who was very helpful and flexible. I didn't only get to work with the students, but I learned so much from as well.</i> |
| Communication Studies | COMM 111H APU students taught components of effective oral communication to 6 th grade students at St. Frances of Rome | <i>I learned that to be able to communicate effectively, I needed to adjust my speech to know that the sixth graders understood me.</i> |
| | | <i>I learned the concepts from class better by teaching them and learning from my peers.</i> |
| | COMM 440 APU students facilitated group activities related to copy-editing to students in the Covina School District | <i>Learning from the students was of greatest value to me. The students did a great deal of learning from us but it was especially gratifying to learn from them and get a different perspective.</i> |
| | | <i>I think the greatest value that I got out of this service-learning project stemmed from being able to work with the children in general. It was a great experience to be able to apply what I have learned in a setting that benefits others as well.</i> |
| | JOUR 300 APU students created promotional materials in support of Azusa's "Girls on the Move" exercise program. | <i>Before I worked with these students I thought that I hated teaching, but now I am reconsidering. It was extremely gratifying to know that I helped children learn.</i> |
| | | <i>I think the greatest value to me in this service-learning experience was seeing the</i> |
| | | |

| | | |
|--|---|--|
| | | <i>things I was learning in class being used to help kids to help them learn.</i> |
| | | <i>I found I really enjoyed creating the cards. The graphic design was something I really enjoyed, and connecting with the department chair as well.</i> |
| | | <i>I learned that being a teacher is a lot harder than it seems.</i> |
| | | <i>I was able to go out of my comfort zone and teach about something to someone with a different background than me.</i> |
| | | <i>I learned that I enjoy teaching and working one on one with others.</i> |
| Liberal Studies EDLS 405 | C.H.A.M.P. College Headed and Mighty Proud | <i>I gained experience working with kids that will be my career in the future.</i> |
| | | <i>Being able to learn about different types of learning in my group</i> |
| | | <i>I really had to stretch myself to work with younger students. It was difficult at times, but it was impossible not to love them</i> |
| | | <i>Learning how to interact with a grade level that I usually don't interact with on a teaching level.</i> |
| | | <i>Classroom experience, teaching in a small group setting, being a mentor.</i> |
| | | <i>Being able to practice teaching on a small group level.</i> |
| | | <i>I learned that I love working with kids That not everyone has the same learning style</i> |
| Liberal Studies EDLS 300 | TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession | <i>The experience writing lesson plans and having them reviewed by a teacher was valuable.</i> |
| | | <i>The hands-on experience!</i> |
| | | <i>Watching and learning from my teacher... she was amazing!</i> |
| | | <i>It taught me that although there are differences in cultural, learning levels, etc., as a teacher it is important to put away any bias or reservations and treat every student equally.</i> |
| | | <i>It gave me a different perspective on how to be a Christian in a public school environment.</i> |
| | | <i>The greatest value was being in the classroom and working with students. I saw the classroom dynamic that I will face in the future.</i> |
| | | <i>My host teacher provided great feedback. I</i> |

| | | |
|--|---|--|
| | | <p><i>learned a lot about teaching and had fun helping out in the classroom.</i></p> <p><i>I learned that teaching is much more than a profession but rather about changing lives of children.</i></p> <p><i>I learned how to apply what I was learning to a real situation. It gave me a good sense of how teaching will be in the future.</i></p> |
| Liberal Studies EDLS 496 | Senior Seminar: Special Needs Partnership | <p><i>Getting to experience a special education classroom and making valuable connections.</i></p> <p><i>Getting to work with and spend time with students with special needs. I have never worked with them before and I believe it was an important aspect of the liberal studies major.</i></p> <p><i>Working with children who have special needs because that is what I intend to do in my career.</i></p> <p><i>Expanding my experience to the special education population.</i></p> <p><i>Well I was able to come in contact with a special needs child for the first time ever and I learned a great deal from having had the opportunity.</i></p> <p><i>The ability to seek and gain a connection with these students and to have them impact my life hopefully as much as I did theirs.</i></p> <p><i>Being stretched out of my comfort zone and looking at life from a broader perspective.</i></p> |
| English ENGL 099 ENGL 406 ENGL 434 | <p>APU students strengthened their reading skills while reading to younger school-aged children</p> <p>Students went to local libraries and book stores to read out loud to children.</p> | <p><i>Early learning with families helped me to better understand the importance of reading to kids at a young age thus creating a better future for them.</i></p> <p><i>I saw things I was learning in class outside the classroom.</i></p> <p><i>Getting to put my knowledge to action.</i></p> <p><i>Putting classroom learning into action.</i></p> <p><i>I got to spend time accomplishing real life literacy work!</i></p> <p><i>Getting to apply some of the skills we were learning in the classroom.</i></p> <p><i>The opportunity to practice what I was supposed to be learning.</i></p> <p><i>The opportunity to work with children's literature with children helped prepare me</i></p> |

| | | |
|-----------------------|----------|--|
| | | <p><i>for my future of teaching professionally.</i></p> <p><i>The ability to be in a classroom with kids. I learned how to read in a more interesting and captivating way, which is something more important to me than just being with kids.</i></p> <p><i>I gained further experience in oral reading skills.</i></p> |
| Psychology | Psyc 345 | Psychology students tutored elementary students in afterschool programs |
| | Psyc 362 | Students provided research assistance in group homes and developmental centers. |
| | Psyc 400 | Tutoring in THINK Together |
| | Psyc 430 | Various service assignments |
| | | <p><i>Being able to help out and see the community from a new perspective.</i></p> <p><i>Getting hands- on experience.</i></p> <p><i>I really enjoyed getting to know some of the children at Think Together and I feel like I challenged myself by tutoring these kids.</i></p> <p><i>Getting to immerse myself in another culture and to make connections with local youth.</i></p> <p><i>More hands-on experience with kids.</i></p> <p><i>Gaining valuable field experience.</i></p> <p><i>I got to experience different cultures with these kids and their perspectives.</i></p> <p><i>If I invest honest time with kids, it can change how they view the world.</i></p> <p><i>It just continued to show me how psychology is relevant and everyone comes from a different walk of life and background which is why I never judge.</i></p> <p><i>It made me realize that although APU encourages mission trips, there are people that need guidance in our community as well.</i></p> <p><i>Seeing what teaching in a public school would look like and how it was so different from the private Christian school I've had my whole life.</i></p> |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Global Studies | GLBL 355 | South Africa Term |
| | | <p><i>Spending time with the people, going to their homes to visit and hearing their stories was incredible. I made true friends during my time at Ethembeni, friends that changed my life.</i></p> <p><i>To not just see the community but walk where they walk, get my hands dirty, garden with the women, and actually feel as if I was being immersed in Haniville.</i></p> <p><i>I really enjoyed the hands-on experience at the service site, working directly with the</i></p> |
| | | |

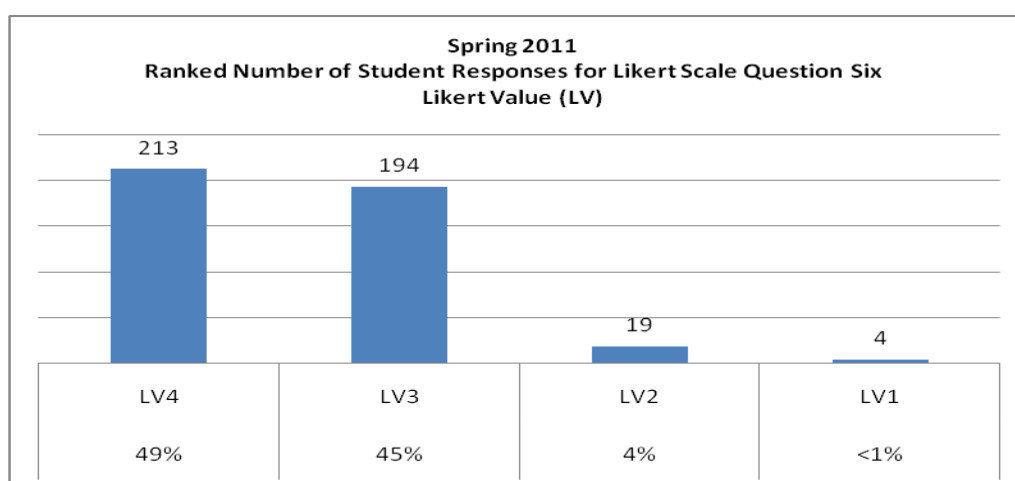
| | | |
|--|--|--|
| | | <i>community.</i> |
| | | <i>Building the mud house. I have never done physical labor for ministry before, and I loved it!</i> |
| | | <i>Reflection time with my team was so valuable.</i> |
| | | <i>As a political science major, I enjoyed learning about the public's relationship with the South African government.</i> |
| | | <i>The interaction and engagement with the community--changing my perspective about a lot of things.</i> |
| | | <i>I was able to learn tools and then actually go and use them and see how they worked.</i> |

Faith Integration

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

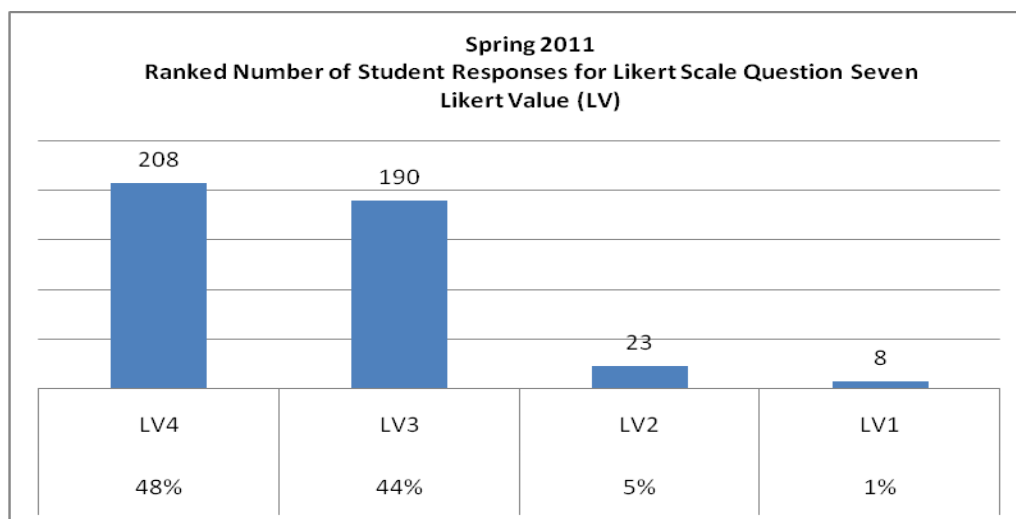
6. *This service-learning experience increased my capacity to live out Christian values in the community.*

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.*

- 213 (49%) *strongly agreed*
- 194 (45%) *agreed*
- 19 (4%) *disagree*
- 4 (<1%) *strongly disagree*



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

- 208 (48%) *strongly agreed*
- 190 (44%) *agreed*
- 23 (5%) *disagree*
- 8 (1%) *strongly disagree*

Student Self-Reflections

The 433 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 four open-answer questions elicited a variety of student responses with evidence of faith integration through service-learning. One question, “*How did your personal faith commitment impact your involvement in this service-learning experience?*” specifically asked the students to self-report about faith integration; however, the three other questions often elicited similar responses from many of the students despite the fact that personal faith commitment and values were not directly mentioned.

The following self-reported responses support and give specific examples of how students experienced faith integration within the course. The data provide support and evidence of

positive faith integration from the student perspective, supporting the goals of the larger APU *Faith Integration* initiative.

| Department | Projects | Student Comments: |
|---|---|--|
| ART Art 310 Art 311 | Students create an art project with local children during History Day LA. | <i>Loving God has given me a deeper love for children and I was able to show that love.</i> |
| | | <i>It allowed me to be more patient with others and have more enthusiasm about participating.</i> |
| | Art students presented art opportunities at the David & Margaret Home. | <i>Jesus calls out to love everyone and volunteer, so anytime I feel like I am obeying His laws and commands I am thrilled!</i> |
| | | <i>It impacted me by how I spoke and acted with all the little kids around. I wanted to be a good example.</i> |
| | | <i>God calls us to love everyone and therefore we tried to include everyone we could in this project.</i> |
| | | <i>My faith was impacted because I had to put time into finishing these artworks. I wanted to make sure my words or actions conveyed Godly messages to the kids.</i> |
| | | <i>My personal faith made it so I appreciated what we were doing more, and made me want to get more involved</i> |
| Math Math 110 Math 115 | Mini-Course Students tutored math concepts in afterschool programs: Kids Campus or THINK Together | <i>I was able to recognize this as an opportunity to sow into these students by sharing the love of Christ through teaching.</i> |
| | | <i>It helped me to treat all of the people we worked with equally no matter what their age.</i> |
| | | <i>I knew that serving others is also a way to serve God.</i> |
| | Students taught math principles in AUSD classrooms. | <i>I believe each and every person should have the opportunity to be loved and treated with respect.</i> |
| | | <i>It gave me compassion, love, and patience with the kids.</i> |
| | | <i>I was following God's call for me to teach.</i> |
| | | <i>My faith impacted me by allowing God's love to show through me by teaching the kids and getting to know them.</i> |

| | | |
|---|---|---|
| | | <i>My faith is based on the life that Jesus led and he was very concerned about helping the poor and marginalized.</i> |
| | | <i>I felt that the work we were doing was bigger than just us, because we were sharing the Gospel (not so much in words) with the kids.</i> |
| | | <i>Being the hands and feet of Christ can include anything like teaching math to the kids. Showing the kids the love of Christ is why I had such a good time.</i> |
| | | <i>It made me aware that I represent Christ, and am an ambassador of Him. It gave me freedom to serve.</i> |
| | | <i>My personal faith helped me to take the experience seriously and do my best to create a positive learning environment for children.</i> |
| Biology BIOL 400 | Mini-Course Students taught principles of science to elementary students in AUSD | <i>My faith helped me have a positive attitude and see all students as God's children.</i> |
| | | <i>As a rule I do my best to have patience with everyone and as a Christian I do my best to love others and treat them with respect.</i> |
| | | <i>My faith impacted my involvement because I was able to represent my faith in my actions at the school.</i> |
| | | <i>Showing Christian values and allowing for them to be shown through interactions and the learning process.</i> |
| | | <i>Being dedicated to my faith helped me hold integrity for the experience.</i> |
| | | <i>It taught me patience and how to rely on God when I didn't know an answer.</i> |
| | | <i>I tried to have compassion and patience like Jesus had for his people.</i> |
| | | <i>I was able to be an example of Christ to the students.</i> |
| | | <i>I attempted to show them my love for Christ in the way I gave my love to them.</i> |
| Communication Studies COMM 111H | APU students taught components of effective oral communication to 6 th grade students at St. Frances of Rome | <i>To love on others, especially children. Jesus said that the kingdom of heaven belongs to such as these.</i> |
| | | <i>My personal faith commitment impacted my involvement because it was important for me to serve the students with a positive</i> |

| | | |
|--|---|--|
| Jour 310 | Students interview seniors and compile life stories | <i>attitude and help them whatever way I could.</i> |
| | | <i>I believe that my personal faith pushed me to be my best at what I was doing in order to be a good role model.</i> |
| | | <i>I think my faith commitment inspired me to serve the students wholeheartedly and to really put forth a lot of effort because by serving them I was also serving God.</i> |
| | | <i>Christ showed a true example of humility through service. It makes me take this project more seriously.</i> |
| | | <i>I guess my faith gives me basic values of service and kindness and seeing the mutuality of all people, and this affects how all my interactions take place, so it was a part of this too.</i> |
| | | <i>Community is encouraged in the Bible and showing consideration and care to those who may not be valued in our society is certainly a Christ centered value.</i> |
| Liberal Studies EDLS 405 | C.H.A.M.P. College Headed and Mighty Proud | <i>It allowed me to see God through these children and hopefully display God's love to them</i> |
| | | <i>I tried to model a certain lifestyle for them. I wanted them to know they were valued and important</i> |
| | | <i>I came into the experience looking at it like a ministry. After hearing some of the kid's stories I just wanted to help them and I did that by praying.</i> |
| | | <i>I think that as God calls us to love everyone equally I tried to implement those beliefs along with mutual respect for everyone in our group and hope they will continue practice what they learn in CHAMP.</i> |
| | | <i>As a follower of Christ, I attempted to show compassion, patience and empathy to my students and to really invest in them and love them so they might see Christ through me.</i> |
| | | <i>By showing Christ's love to these kids and allowing them to see that someone truly cares and wants them to succeed.</i> |
| | | <i>I saw this experience as a ministry</i> |

| | | |
|--|---|--|
| | | <i>opportunity-it helped me learn to look beyond the surface of the situation and try to see the student's in a different way than others.</i> |
| | | <i>I had to decide to take on a servant's heart and witness to these kids via Christ-like words and actions.</i> |
| | | <i>Since APU is a Christian University and the kids know that, I did my best to embody that because I didn't want to seem hypocritical.</i> |
| Liberal Studies EDLS 300 | TAP (Teaching as a Profession) Classroom assistance as an introduction to teaching as a profession | <i>Helped me realize that I need to find a way to integrate faith into my daily life for a public school setting.</i> |
| | | <i>My personal commitment to Jesus and my desire to show God's love to all was emphasized in a setting where I was with kids who don't know Him--I felt a stronger desire to be a role model than when I'm with other believers.</i> |
| | | <i>My personal faith allowed me to serve the students and host teacher to my fullest, allowing God to speak through me in order to teach the students.</i> |
| | | <i>For example, the interview assignment took time and I didn't like relying on other sources to get it done, but praying helped me.</i> |
| | | <i>I wasn't able to express my faith, but held my moral values and tried to be the best role model and example that I could be.</i> |
| | | <i>My personal faith helped me to love, appreciate, and respect all the students and I think they really felt that and it helped me to better develop relationships with them and to teach them better.</i> |
| | | <i>I was able to impact the students in more than just an academic sense. I hope they were able to see my faith through my actions as well as words.</i> |
| | | <i>It helped me to keep a positive attitude and display Christ-like character.</i> |
| | | <i>I was able to use the passion for children that God has put on my heart to enhance my experience and create a positive experience.</i> |

| | | |
|--|--|--|
| | | <i>I was able to pray for wisdom as I taught the class of students. I also learned how to pray for the students themselves.</i> |
| Liberal Studies EDLS 496 | Senior Seminar: Special Needs Partnership | <i>Because of my personal faith I already had an idea about the value of people this project just fortified that belief by giving hands on experience</i> |
| | | <i>It made me consciously think about how Jesus would react to children like the ones we worked with.</i> |
| | | <i>My faith reminded me that God has a specific purpose for everyone and that although I could not necessarily see it, I must appreciate and believe in it.</i> |
| | | <i>I was committed to putting my all into this experience because I know that's what Jesus would have done.</i> |
| | | <i>I relied on my faith a great deal with patience and acceptance, but most of all trying to figure out why I could see so much worth in this student but the world did not.</i> |
| | | <i>It impacted it a lot. The foundational principle of loving others as yourself was the center of my actions at the service learning.</i> |
| | | |
| English ENGL 099 ENGL 406 ENGL 434 | APU students strengthened their reading skills while reading to younger school-aged children | <i>My patience with kids who really struggle with reading I believe showed that I actually valued the students.</i> |
| | | <i>It helped me to realize the importance of community and sacrificing my time to do something good.</i> |
| | Students went to local libraries and book stores to read out loud to children. | <i>It reminded me that not only am I a student teacher but God's servant who is a disciple of education.</i> |
| | | <i>It made me appreciate doing service more.</i> |
| | | <i>In the process of serving others you have to integrate your faith, being a Christ- like servant.</i> |
| | | <i>Knowing Christ motivated me to be patient, kind and helpful throughout the service time.</i> |
| | | <i>I could be a Christian example.</i> |
| | | <i>I recognized the importance of being a role model for the children and making a positive impact.</i> |

| | | |
|-----------------------|----------|---|
| | | <p><i>Helping with children in this course made me feel closer to God.</i></p> <p><i>I was able to see how the smallest act can influence people, even when you think it is insignificant.</i></p> |
| Psychology | Psyc 345 | <i>Made me more aware of my faith and the impact it has on the community.</i> |
| | | <i>Being able to show them God's love and investing time into them.</i> |
| | Psyc 362 | <i>As a Christian, serving children who are our future reminded me that importance of nurturing youth.</i> |
| | | <i>I was more inclined to serve in the community, knowing how important it is to serve as a Christian.</i> |
| | Psyc 400 | <i>Loving and serving people is a part of being an obedient follower of Christ.</i> |
| | Psyc 430 | <i>It gave a reason for my service beyond getting an A on the assignment.</i> |
| | | <i>My personal faith allowed me to come aside children and love them back.</i> |
| | | <i>I was able to be an example of Christ at my site.</i> |
| | | <i>I have learned that in every kid I see an image of God. I saw that God put us as his disciples to spread the love and word to these children.</i> |
| | | <i>I was able to integrate my faith through service learning. I saw that there are many children that need help in our community.</i> |
| | | <i>It made me really be careful with what I said and to live out my faith instead of being verbal.</i> |
| | | <i>I wanted to live out Christian values and be an example but I didn't push anything on the kids because that's wrong and ineffective.</i> |
| Global Studies | GLBL 355 | <i>As a Christian, I believe I should not just be living for myself and I want to share God's love with others. This gave me a perfect opportunity to do this here in Africa where there is so much need to be loved.</i> |
| | | <i>Praying with the people was one of my favorite parts. They had so much righteous desperation, humility, and love in their hearts that absolutely inspired me. I was</i> |

| | | |
|--|--|--|
| | | <i>brought to my knees for them.</i> |
| | | <i>I was able to work as hard as possible for the people because of my faith and beliefs.</i> |
| | | <i>Rather than loving people with my love, I was able to love them through Christ's love.</i> |
| | | <i>My personal faith deepened my desire to participate in my service site. I feel that we are called to serve other people, and I truly have a desire to do so.</i> |
| | | <i>I was pushed, challenged and came face to face with a lot of personal issues while doing this and I grew more in this time than I have in years.</i> |
| | | <i>I have even further understood the need for work and service when it comes to my faith. I see the fruit of being in community with others as so much more beneficial to all involved.</i> |
| | | <i>There were several occasions where I would not have been able to do anything if it were not for prayer and trust in God. He truly works miracles.</i> |

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. The student responses to the service-learning evaluation provide strong evidence supporting all four of the major WASC themes: *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship* and *Intentional Internationalization*.

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

- 1. Apart from the priceless concepts and tools for community building, it was the level of interaction and face time given by Francis to help in any way and encourage us.*
- 2. I loved being able to go into the community and do home visits. I feel that is where I got the best idea of what the community is really like.*

3. *Getting to simply talk with people*
4. *Spending time with the people, going to their homes to visit and hearing their stories was incredible. I made true friends during my time at Ethembeni, friends that changed my life.*
5. *The connections that were formed with the Ethembeni staff, and a new understanding of how love is the greatest gift and purpose for all people and it can be felt and expressed in unexpected ways.*
6. *I enjoyed being able to understand and get to know the people we were helping. I valued the balance between manual labor and quality time.*
7. *The opportunity to employ my major*
8. *I really enjoyed just being able to get involved in the community and build relationships and learn from people. The time we had at the support provided a great opportunity to get to know people.*
9. *I loved being given the chance to get involved within the community. Being able to sit down and have conversations rather than working 24/7 was awesome.*
10. *Being with the people in the community and working with the wonderful Ithemba staff*
11. *Simply seeing a way of living alternative to my own*
12. *The interaction with the community*
13. *The ability to connect with the community and the service site people was of great value to me.*
14. *I loved being able to be immersed in the community to learn by listening and observing instead of inside the classroom.*
15. *The greatest value was being able to be involved with the support groups. I learned the most there and was able to make relationships. Also doing home visits was very impactful.*
16. *Practical business knowledge gained*
17. *I loved my service site and the relationships I made with my staff impacted me the most.*
18. *Working with the women at my site and building relationships with them*
19. *The integration of faith and work and learning was absolutely wonderful. I found myself applying the mentalities and work into my service site and day to day relationships.*
20. *Meeting and getting to know Phindile at WITL - I was unable to do physical labor, and she gave me a purpose and outlet in my weakness.*
21. *Having many different opportunities to engage in within the community*
22. *To not just see the community but walk where they walk, get my hands dirty, garden with the women, and actually feel as if I was being immersed in Haniville.*
23. *I really enjoyed the hands-on experience at the service site, working directly with the community.*
24. *Reflection on what we did.*
25. *Building the mud house. I have never done physical labor for ministry before, and I loved it!*
26. *Being in the townships. Wish it could have been longer.*

27. *The service site staff lent the greatest value to me this semester.*
28. *The greatest value to me was being able to walk away feeling like we had been given the opportunity to see through God's eyes.*
29. *Developing a relationship with Francis and getting to take on completely new challenges and having the responsibility to come through (project gateway).*
30. *Reflection time with my team was so valuable.*
31. *I learned how to love. This experience was the BEST of my life.*
32. *The people at the service site - Bruce and Pendilee*
33. *I believe the greatest value was interaction with people who are extremely different from me.*
34. *As a political science major, I enjoyed learning about the public's relationship with the South African government.*
35. *Learning tasks/games that could be integrated while working at my service site was very beneficial.*
36. *The time I spent with South Africans. Love the country citizens, but disliked APU.*
37. *Creating bonds in the community. I feel like it was the first time all semester I was truly involved with South Africans. I loved learning from them and serving them.*
38. *I was able to learn tools and then actually go and use them and see how they worked.*
39. *The interaction and engagement with the community--changing my perspective about a lot of things*
40. *My time with the women building relationships*
41. *Being able to help in the community*
42. *The changed perspectives I experienced and implementing those changes.*
43. *Knowing that if I work hard I can achieve huge tasks like a business plan.*
44. *I loved being a part of the community and sharing in relationships with people across the world.*

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.

One open-answer question provides an opportunity for the students to relate their service-learning experience to intercultural competency or diversity awareness by asking if the service-learning impacted understanding and respect for other people. It was interesting to

note; however, that students considered respect and care for others as a major component of their spiritual development, and utilized other questions to comment on diversity and intercultural competence and awareness. Students commented on understanding shifts in their awareness and a desire to be more active in their communities in support roles offering opportunities and services to lower socio-economic populations.

The students who studied in South Africa were able to articulate profound new perspectives in faith, intercultural competence and life-changing learning outcomes. 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, *Intentional 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 value our ability to support the university in these four important areas.