



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 Business and Management (SOBAM)**

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 and four open-answer questions. This summary report specifically targets five of the Likert Scale questions and provides a sampling of essay evaluation responses collected from three School of Business and Management service learning classes.

The *Service-Learning Student Evaluation* asks students to assess their personal contribution to the service site, consider the course professor's integration of the service-learning activity into the learning objectives, and to measure the effectiveness of in-class reflection time in relation to the service-learning project. The Likert Scale questions also assess the degree to which service-learning strengthens the student's desire to continue in civic and community engagement, increases their ability to better understand the worth of all people, and the capacity to live out Christian values. Other questions are designed to assess the student's awareness of a possible increase in intercultural competence and two questions address student understanding of faith integration within the course related to the service-learning project.

The data come alive when student voices are pulled from the four additional open-answer questions and are then compared to the Likert Scale portion of the service-learning evaluation. When statistics are studied within the context of the open-answer questions it is clearly evident that the service-learning experience creates significant learning opportunities enhancing individual scholarship in support of the course learning objectives. Service-learning also appears to increase student “awareness of others” while adding to deeper respect for people with diverse cultural backgrounds and experiences. There is also strong evidence from the self-reporting that students reflect upon a deepening personal faith and increased capacity to live out Christian values in the community because the service-learning opportunities support the students' belief that service is a component of biblical Christianity.

The Center for Academic Service-Learning and Research is making this assessment data available as support evidence of the four major WASC themes: *God-honoring Diversity*, *Faith Integration*, *Transformational Scholarship* and *Intentional Internationalization*. Each service-learning professor is provided the specific data from their course which includes a complete list of student essay responses. This report summarizes the data; however, upon request it is possible to provide more detailed research from individual courses.

## Introduction

In this short report data from the Likert Scale portion of the SOBAM student evaluations have been averaged to provide an overview of the quantitative and qualitative responses of student self reporting. At the close of the semester each service-learning business or marketing professor received individual student evaluation reports linked directly to their specific course and service-learning project. Each student comment was provided to the professor in support of pedagogical aims and outcomes, as well as presenting to each professor and department evidence of practical *transformational scholarship*. Sixty-two SOBAM students enrolled in two service-learning courses responded to the spring 2011 evaluation<sup>1</sup>.

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

## Student Evaluation Summary

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

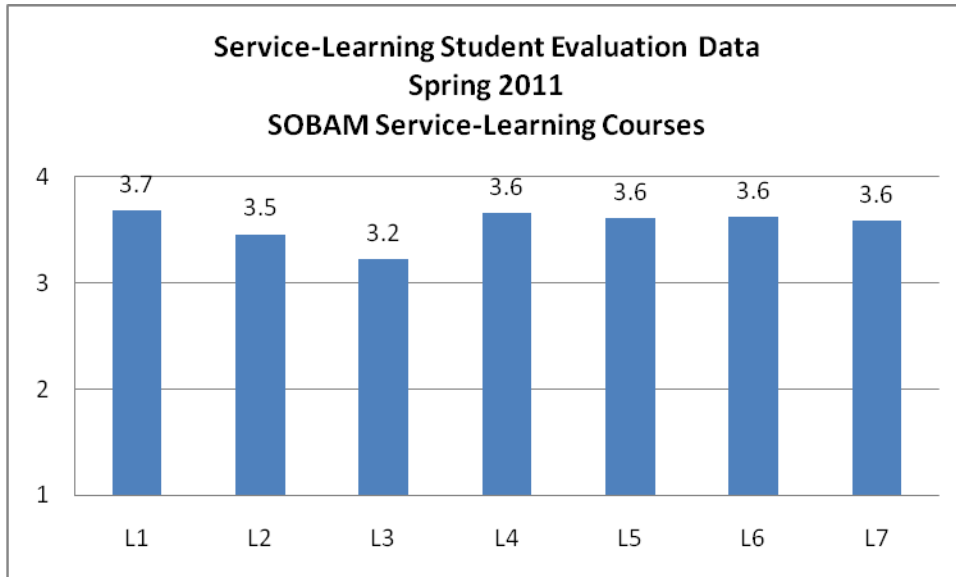
1. I feel that I made a positive contribution at my service site.
2. My professor successfully integrated the service experience with the learning objectives of this course.
3. There was adequate classroom reflection time to get the most out of my service experience.
4. The service-learning experience 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:

---

<sup>1</sup> BUSI 350, BUSI 448

4 = strongly agree  
 3 = agree  
 2 = disagree  
 1 = strongly disagree



The following chart is a basic measurement of the linear correlations resulting from the averaged evaluation Likert data. In many of the courses there is a high correlation between the professor's level of success integrating the service-learning component with course material and student satisfaction across the other questions.

#### Correlations

		Q1/Positive Contribution	Q2/ Learning Objectives	Q3/Reflection	Q4/Value Others	Q5/Civic Engagement	Q6/Christian Values	Q7/Faith Integration
Q1/Positive Contribution	Pearson Correlation	1	.192	.206	.439**	.305*	.482**	.319*
	Sig. (2- tailed)		.138	.114	.000	.017	.000	.013
	N	61	61	60	61	61	61	60
Q2/ Learning Objectives	Pearson Correlation	.192	1	.458**	.191	.239	.175	.066
	Sig. (2- tailed)	.138		.000	.137	.061	.175	.615
	N	61	62	61	62	62	62	61
Q3/Reflection	Pearson Correlation	.206	.458**	1	.216	.231	.261*	.282*

	Sig. (2-tailed)	.114	.000		.095	.074	.042	.029
	N	60	61	61	61	61	61	60
Q4/Value Others	Pearson	.439**	.191	.216	1	.622**	.592**	.424**
	Correlation							
	Sig. (2-tailed)	.000	.137	.095		.000	.000	.001
	N	61	62	61	62	62	62	61
Q5/Civic Engagement	Pearson	.305*	.239	.231	.622**	1	.496**	.474**
	Correlation							
	Sig. (2-tailed)	.017	.061	.074	.000		.000	.000
	N	61	62	61	62	62	62	61
Q6/Christian Values	Pearson	.482**	.175	.261*	.592**	.496**	1	.680**
	Correlation							
	Sig. (2-tailed)	.000	.175	.042	.000	.000		.000
	N	61	62	61	62	62	62	61
Q7/Faith Integration	Pearson	.319*	.066	.282*	.424**	.474**	.680**	1
	Correlation							
	Sig. (2-tailed)	.013	.615	.029	.001	.000	.000	
	N	60	61	60	61	61	61	61

\*\* . 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)*

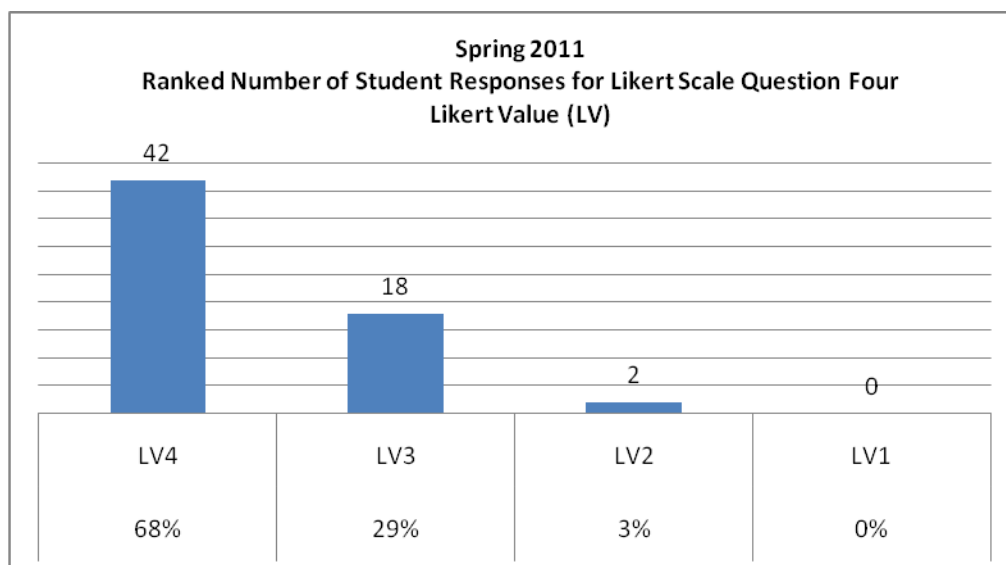
*LV1: Likert Scale values 1 (strongly disagree)*

## 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. Of the 62 business students who responded to the end-of-semester evaluation:



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

- 42 (68%) *strongly agreed*
- 18 (29%) *agreed*
- 2 (3%) *disagree*
- 0 *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.

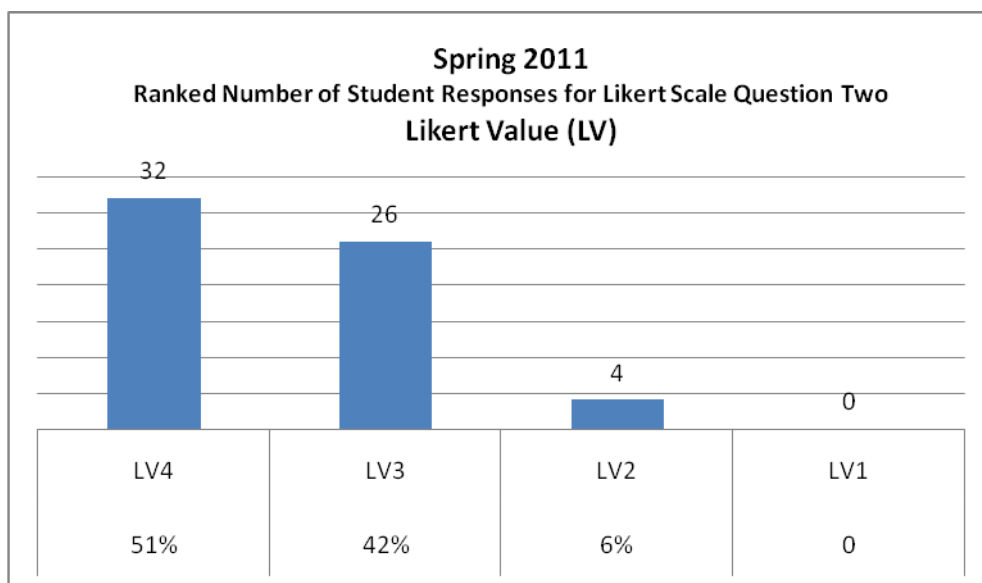
## Student Self-Reflections

Department	Projects	Student Comments:
<b>BUSI 350</b>  Business Internship	<b>SIFE</b>	<i>It taught me how to respect people different from me.</i>
		<i>It helped me to not see people at face value but know there is always something beneath the surface.</i>
		<i>It gave me a new learned respect and understanding to others groups of people who need help.</i>
<b>BUSI 448</b>  Organization and Administrative Behavior	<b>Options</b>	<i>I feel as though this opportunity helped me to view underprivileged youth in a new way. I came to further understand how hard it can be for young people who have not been provided with lots of encouragement and opportunities. However, I came to greatly admire some of them because they are trying so hard to succeed.</i>
		<i>I realized the students were just like me-only in a rougher life situation. I was able to see the value of all people</i>
		<i>It gave me a better understanding of people who come from a different background than I do.</i>
		<i>Through the service learning, I became aware of the fact that each person is important!</i>
		<i>Learning about others in our community with different backgrounds than our own provided us with a better understanding and respect for those different from us.</i>
		<i>I was exposed to a certain level of diversity but despite the cultural difference I cared about those kids.</i>
		<i>It was an opportunity to be able to connect with students of entirely different backgrounds and experiences.</i>
		<i>The service-learning opportunity opened my eyes to how much people of different backgrounds have to deal with on a daily basis and that it might be more difficult for them to succeed.</i>
		<i>I gained a better appreciation for others from various backgrounds.</i>

## ***Transformational Scholarship***

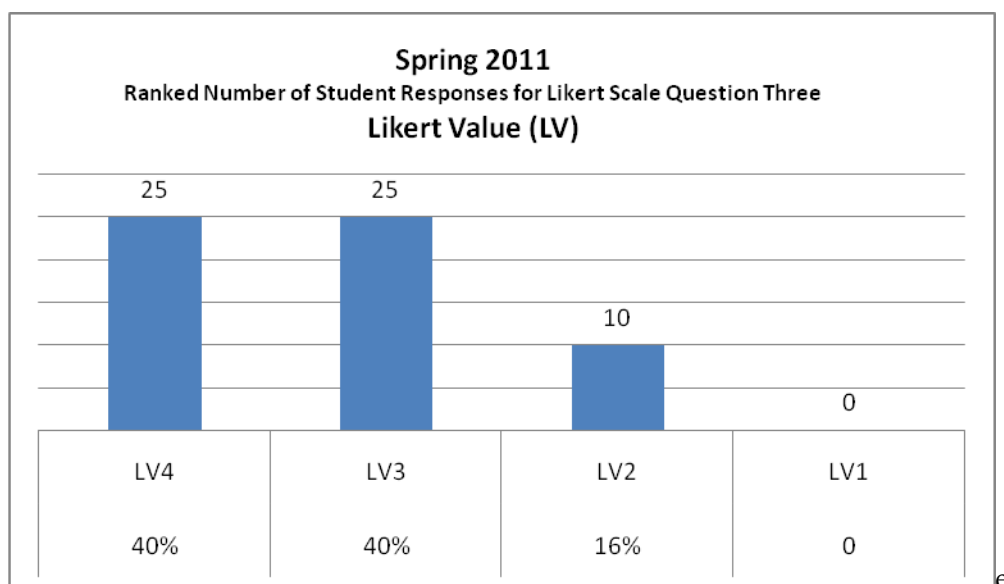
Two of the Likert Scale questions correlate with the university's pursuit of evidence in *transformational scholarship*:

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.*

- 32 (51%) *strongly agreed*
- 26 (42%) *agreed*
- 4 (6%) *disagree*
- 0 *strongly disagree*



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

- 25 (40%) *strongly agreed*
- 25 (40%) *agreed*
- 10 (16%) *disagree*
- 0 *strongly disagree*

## Student Self-Reflections

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

Department	Projects	Student Comments:
<b>BUSI 350</b>  Business Internship	<b>SIFE</b>	<i>I learned that the way a group goes about helping and making changes makes the difference between helping others and just trying to help others.</i>
		<i>I valued learning how to make a change</i>
		<i>Helping mentor my team was important.</i>
<b>BUSI 448</b>  Organization and Administrative Behavior	<b>Options</b>	<i>Learning how to teach/present material in a way that captures interest, is relevant, and will stick in their memory and make a difference.</i>
		<i>Knowing that I actually helped the students and taught them something. The last day a girl told me "thank you". I didn't even know what a resume was before.</i>



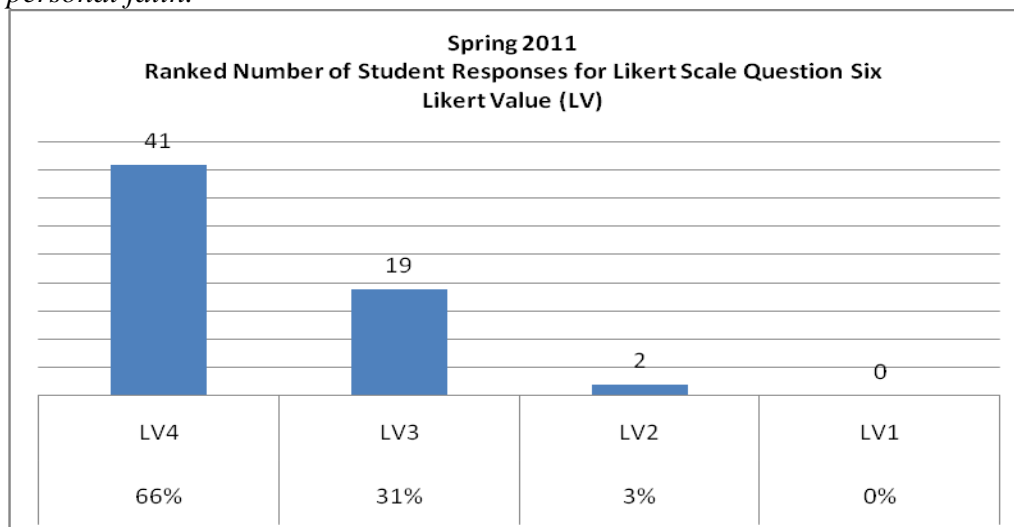
		<i>Discovering what team interplay looks like while working to provide the most significant impact possible to the kids we were working with.</i>
		<i>Working in a group, speaking before an audience, representing God</i>
		<i>The experience of teaching what I've learned through my own classes at APU to others</i>
		<i>Seeing the world from a different perspective; I have not had the opportunity before to spend time with low-income students or alternative high school students. Their experiences are much different from mine.</i>
		<i>The ability, opportunity, and set aside time to interact and teach a group of students at an alternative high school</i>
		<i>To feel that I had helped further someone's knowledge once I left the classroom</i>

### ***Faith Integration***

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

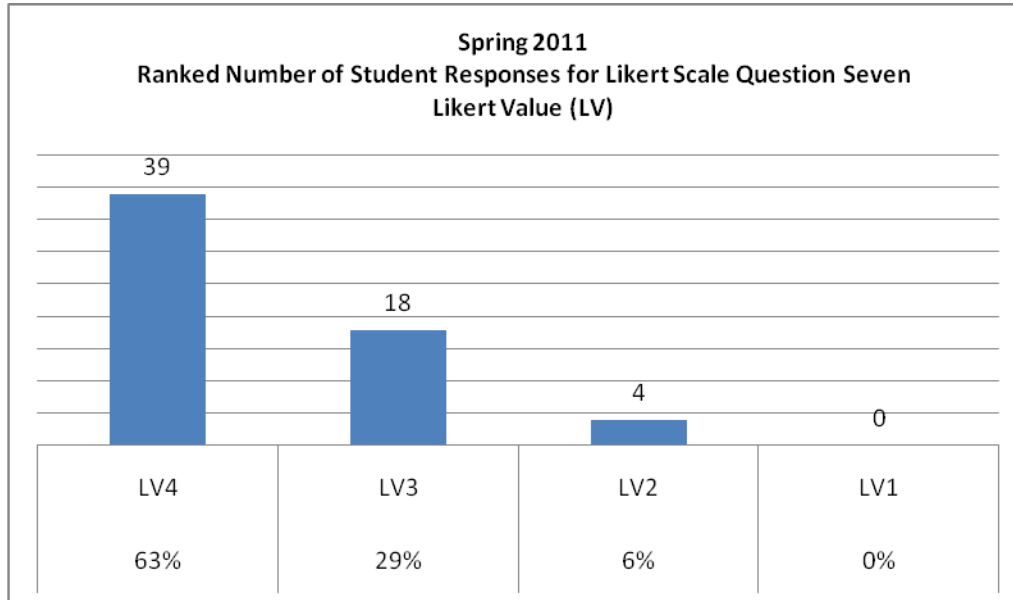
6. *This service-learning experience increased my capacity to live out Christian values in the community.*

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



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

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



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

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

## Student Self-Reflections

The 62 SOBAM students were quite capable of identifying and articulating their personal faith responses, correlating personal faith values and beliefs with the service-learning experience. All four open-answer questions elicited a variety of student responses with evidence of faith integration through service-learning. One question, “*How did your personal faith commitment impact your involvement in this service-learning experience?*” specifically asked the students to self-report about faith integration; however, the three other questions often elicited similar responses from many of the students despite the fact that personal faith commitment and values were not directly mentioned.

The following self-reported responses support and give specific examples of how students experienced faith integration within the course. The data provide support and evidence of positive faith integration from the student perspective, supporting the goals of the larger APU *Faith Integration* initiative.

Department	Projects	Student Comments:
<b>BUSI 350</b>  Business Internship	<b>SIFE</b>	<i>It helped to have a personal faith because I could see God's work play out.</i>
		<i>I can strongly help others with my faith.</i>
		<i>My faith gave me motivation to put my heart into the various projects.</i>
		<i>My attitude was focused on taking care of God's creation.</i>
		<i>My faith gave me more of a purpose behind things.</i>
<b>BUSI 448</b>  Organization and Administrative Behavior	<b>Options</b>	<i>I did my best to show the love of Jesus to these students. I made my best effort to encourage them to reach their fullest potential and achieve any of their goals.</i>
		<i>I responded better in difficult situations because I realized how much God's heart is for them...those who are hurting or alone.</i>
		<i>My personal faith was the starting point for getting involved and the reason behind our work.</i>
		<i>My personal faith commitment impacted my involvement in this service-learning experience because it pushed me to always work to let his light shine through me and be an example.</i>
		<i>Faith brings service-learning to a deeper level. By faith we are no longer simply serving to serve, but instead we serve to act in obedience with God's command for our lives. By faith we bring God's love into the service-learning experience.</i>
		<i>I saw the importance of discovering value in our students, just like God sees our worth.</i>
		<i>It gave me the motivation to continue loving and trying to know the students better even if they seemed un-interested/un-caring.</i>
		<i>It made me have a genuine care for the kids that I was involved with. It was more about them than me.</i>
		<i>My faith helped me pour into the lives of the kids even when I knew they were unreceptive to our presence.</i>

## ***Intentional Internationalization***

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

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

## **Summary Observations**

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

One open-answer question provides an opportunity for the students to relate their service-learning experience to intercultural competency or diversity awareness by asking if the service-learning impacted understanding and respect for other people. It was interesting to note; however, that students considered respect and care for others as a major component of their spiritual development, and utilized other questions to comment on diversity and intercultural competence and awareness. Students commented on understanding shifts in their awareness and a desire to be more active in their communities in support roles offering opportunities and services to lower socio-economic populations. Other students commented on experiencing an increased awareness and a desire to be more active in problem-solving in a variety of settings. Certainly the business courses were encouraged to think beyond the boundaries of their own experiences and to consider the application of their knowledge and

skills on an international scale. These opportunities in turn gave the APU students an opportunity to reflect on diversity and cultural awareness through a focused attentiveness to internationalization.

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