



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

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

**Student self-reporting through end-of-semester service-learning evaluation surveys  
School of Nursing**

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**Executive Summary**

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

The *Service-Learning Student Evaluation* asks students to rate the service site, assess their contribution to the assignment, consider the course professor’s integration of service-learning into the learning objectives, and to think about the effectiveness of in-class reflection time in relation to the service-learning project. Other questions are designed to assess the student’s awareness of a possible increase in their intercultural competence and civic commitment. Two questions address student understanding of faith integration within the course related to the service-learning project. Each service-learning professor is provided the specific data from the full evaluation which includes a complete list of student essay responses.

This report will summarize 243 student evaluation responses collected from eight service learning classes.<sup>1</sup> The Likert Scale questions assess how service-learning has strengthened (or not) students’ desire to continue in civic and community engagement, ability to better understand the worth of all people, and capacity to live out Christian values. The data comes alive when student voices are pulled from the three additional open-answer essay questions and are then compared to the Likert Scale portion of the service-learning evaluation. When the statistics are studied within the context of the open-answer questions it is clearly evident that the service-learning experience has created significant learning opportunities to enhance individual scholarship in support of the learning objectives of the course. An added benefit from the service is often an increased 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

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<sup>1</sup> UNRS 105, 210 (01) (02), 212, 310 (01) (02), 314, 410.

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.

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*. This report summarizes the data; however, upon request it is possible to provide more detailed research from individual courses.

## Introduction

At the close of the semester each nursing professor received individual student evaluation reports linked directly to their specific course and service-learning project. Each student response was provided to the professor in support of pedagogical aims and outcomes, in strong support of *transformational scholarship*. In this short report data from the Likert Scale portion of the evaluation has been averaged from eight nursing service-learning courses to provide an overview of the quantitative and qualitative responses from student self reporting.

## Student Evaluation Summary

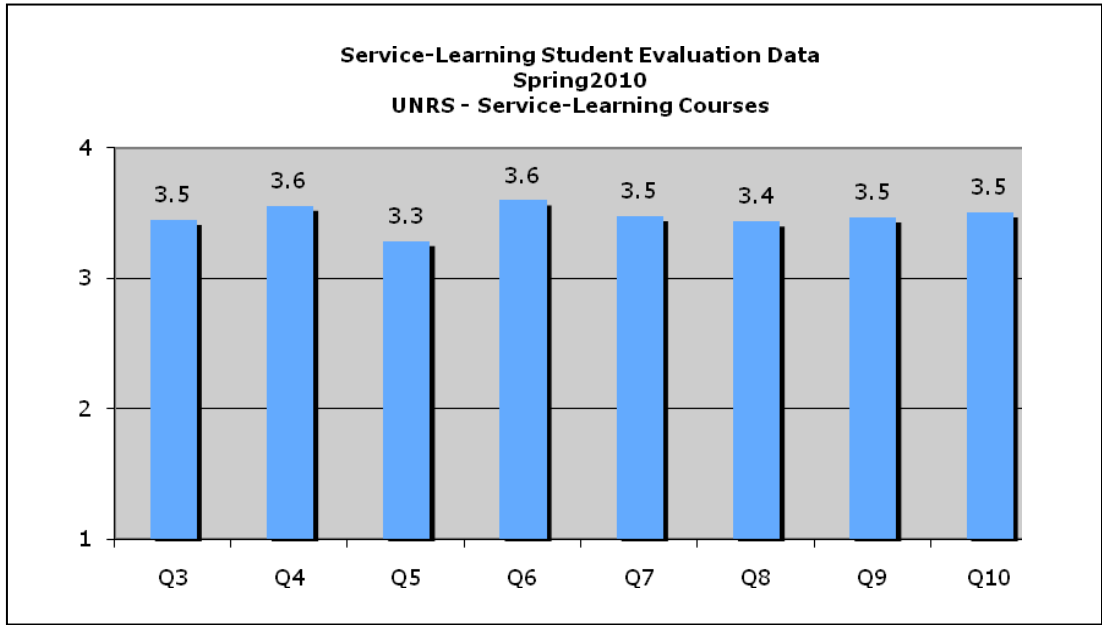
243 nursing students enrolled in eight service-learning courses responded to the spring 2010 evaluation. Nursing students reported increasing skills relevant to future career competencies though working in a variety of clinical settings. As part of the service-learning requirement students were asked to reflect upon their experiences and participate in classroom discussion sharing observations connected to their experience working in hospitals, senior centers, and creating health assessments for community members. Significant aspects of individual and personal reflection processes were shared in the open-answer portion of the student evaluation.

The Likert Scale questions in this report include:

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

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

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



The chart below visualizes 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 Site Prep	Q2 Contribute to Retention	Q3 Positive Contrib to Site	Q4 Prof Integration of Material	Q5 Reflection	Q6 Value Others	Q7 Civic Engagement	Q8 Christian Values	Q9 Faith Integrat ion	Q10 Character Development
Q3 Positive Contribution to Site	1	.478**	.445**	.423**	.537**	.485**	.483**	.543**	1	.478**
	240	240	240	240	240	239	240	239	240	240
Q4 Professor Integration Material	.478**	1	.523**	.386**	.436**	.438**	.397**	.443**	.478**	1
	240	242	242	242	242	241	242	241	240	242

Q5 Reflection	.445** .000 240	.523** .000 242	1  242	.378** .000 242	.427** .000 242	.451** .000 241	.413** .000 242	.411** .000 241	.445** .000 240	.523** .000 242
Q6 Value Others	.423** .000 240	.386** .000 242	.378** .000 242	1  242	.599** .000 242	.606** .000 241	.523** .000 242	.584** .000 241	.423** .000 240	.386** .000 242
Q7 Civic Engagement	.537** .000 240	.436** .000 242	.427** .000 242	.599** .000 242	1  242	.617** .000 241	.564** .000 242	.637** .000 241	.537** .000 240	.436** .000 242
Q8 Christian Values	.485** .000 239	.438** .000 241	.451** .000 241	.606** .000 241	.617** .000 241	1  241	.702** .000 241	.665** .000 240	.485** .000 239	.438** .000 241
Q9 Faith Integration	.483** .000 240	.397** .000 242	.413** .000 242	.523** .000 242	.564** .000 242	.702** .000 241	1  242	.634** .000 241	.483** .000 240	.397** .000 242
Q10 Character Development	.543** .000 239	.443** .000 241	.411** .000 241	.584** .000 241	.637** .000 241	.665** .000 240	.634** .000 241	1  241	.543** .000 239	.443** .000 241

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

Likert Scale values are represented on the charts below with the following indications:

LV4: Likert Scale value 4 (strongly agree)

LV3: Likert Scale value 3 (agree)

LV2: Likert Scale values 2 (disagree)

LV1: Likert Scale values 1 (strongly disagree)

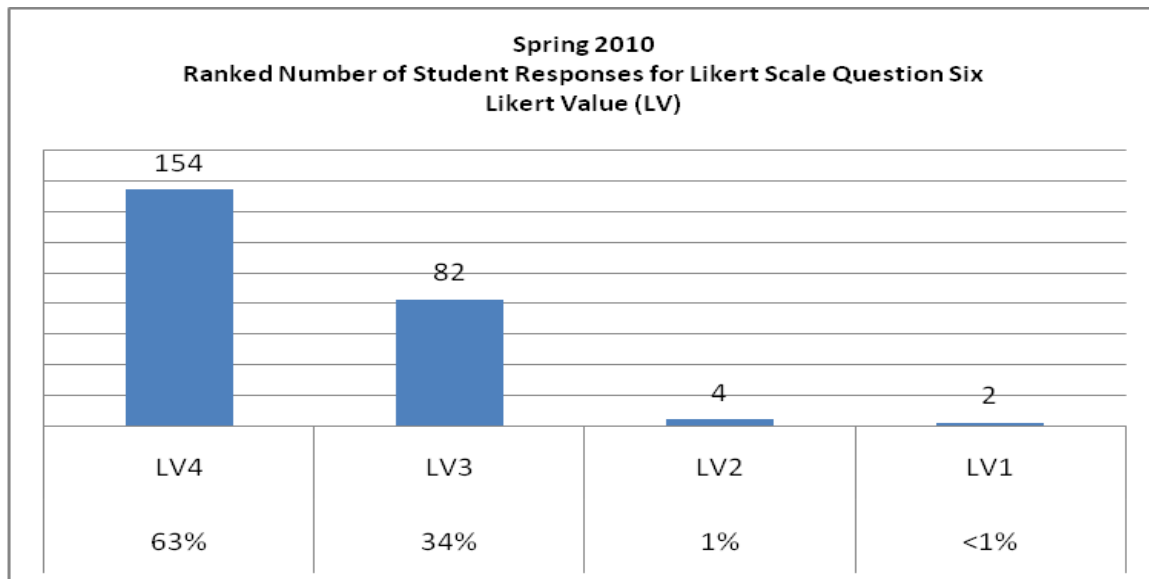
## God-Honoring Diversity

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

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

The chart below shows the breakdown of student responses to this Likert Scale question. Of the 243 nursing students who responded to the end-of-semester evaluation:

- 154 (63%) *strongly agreed*
- 82 (34%) *agreed*
- 4 (1%) *disagree*
- 2 (<1%) *strongly disagree*



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

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

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

The open-answer questions did not ask the students to specifically respond to questions of respect for others or to assess and evaluate their service-learning curricula with an intercultural perspective. The student responses to the open-answer questions provide further evidence that students experienced shifts in perspective as they spent time serving in the community. When students reflected upon their experiences many observed an increase in awareness of others and an enlarged capacity to appreciate diverse cultures, beliefs and values. The follow responses, culled from the three open-answer questions, provide evidence of increased respect and awareness of others, as well as promotion of intercultural competency through civic engagement and service activity tied to the service-learning curriculum. These student learning outcomes provide evidence and support of the more specific goals of the larger *God-Honoring Diversity* initiative.

A representative 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**

Students in UNRS 310 interviewed clergy to provide analysis and recommendations regarding handicap accessibility in local churches. For some nursing students this was an introduction to the physical challenges experienced by some members of their own churches. One student referred to valuing a *“role for advocating for the socially marginalized.”* Another student commented on her experience, *“Having to pay attention to the handicap accommodations of my church was something I have never done. It is amazing what I have never taken the time to notice.”* Another nursing student found that her faith commitment was challenged as she moved through this service experience. She said, *“God says to help the least of these. It is our duty as the church to help/assist them and make church a place of acceptance.”*

A student in UNRS 410 referenced her commitment as *“working with a vulnerable population of children in LAUSD.”* Another student said of the same experience, *“It made me appreciate culture and diversity, and I was able to serve God's children with an open heart and mind. “* Another student said simply, *“I was able to see the worth of all people.”*

Students in UNRS 313 stated, *“All people deserve to be treated equally, despite the physical or mental disabilities an individual may have.”* Another student said, *“Just the opportunity to actually be able to help out in the very diverse community I was in, and to be able to experience worlds outside of my own was valuable to me.”* One student stated very clearly,

*“I was able to interact with people of different beliefs and values. I also found how to treat others regardless of their beliefs, socioeconomic status, or any other difference.”*

A few additional student comments include:

- 1. It made me realize how much more we need to think about disabled individuals' needs.*
- 2. I was able to start conversations with the staff at my church. Through conversation, they saw the needs to address the needs of the disabled. I will be meeting with them again to discuss options and interventions. I will start working in the nursery to assist with the mentally handicapped children.*
- 3. The church I talked to did not have any services available for handicapped/disabled people- I pray that through our conversation, the eyes of the church's leaders and the congregation will be open to how to help.*
- 4. As a Christian, I need to value ALL, especially the overlooked and underprivileged.*
- 5. I realized the barriers that people with disabilities face every day.*
- 6. I was an advocate for vulnerable populations.*
- 7. I valued being able to experience different cultures within the city that was serviced.*
- 8. I was able to help in a community vastly different from my own.*
- 9. I was impacted by getting to know a different population.*
- 10. It enabled me to love and see all people as valuable.*
- 11. I enjoyed the diversity of people in my experience.*
- 12. It helped me value each person's worth, whether they were disabled, or had learning issues, etc.*
- 13. I enjoyed connecting with the Hispanic culture.*
- 14. I enjoyed working with individuals from all types of backgrounds and beliefs.*

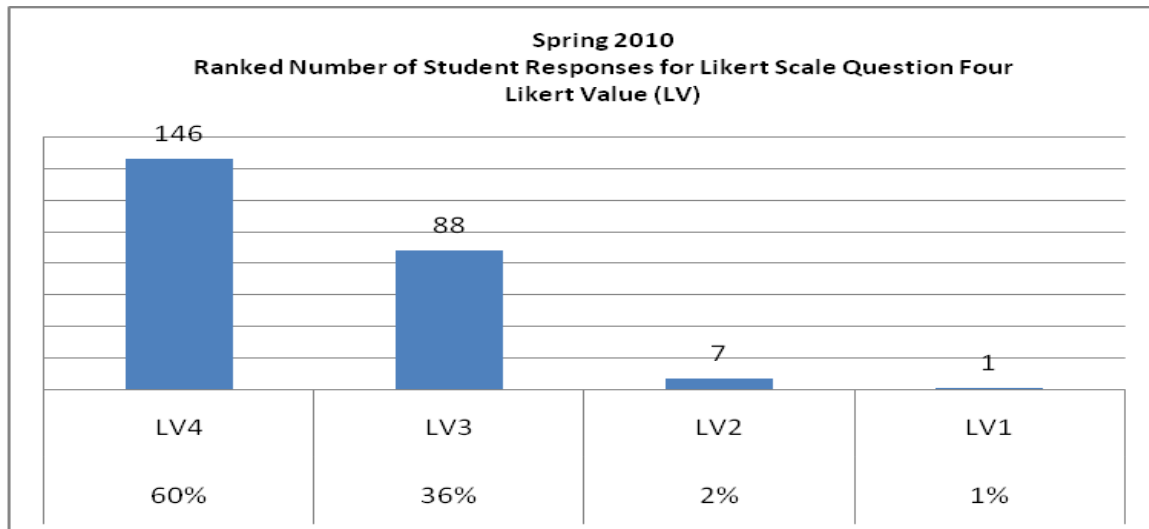
## **Transformational Scholarship**

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

4. *My professor successfully integrated the service experience with the learning objectives of this course.*
5. *There was adequate classroom reflection time to get the most out of my service experience.*

The chart below shows the breakdown of student responses to Likert Scale question four. Of the 243 nursing students who responded to the end-of-semester evaluation:

- 146 (60%) *strongly agreed*
- 88 (36%) *agreed*
- 7 (2%) *disagree*
- 1 (<1%) *strongly disagree*

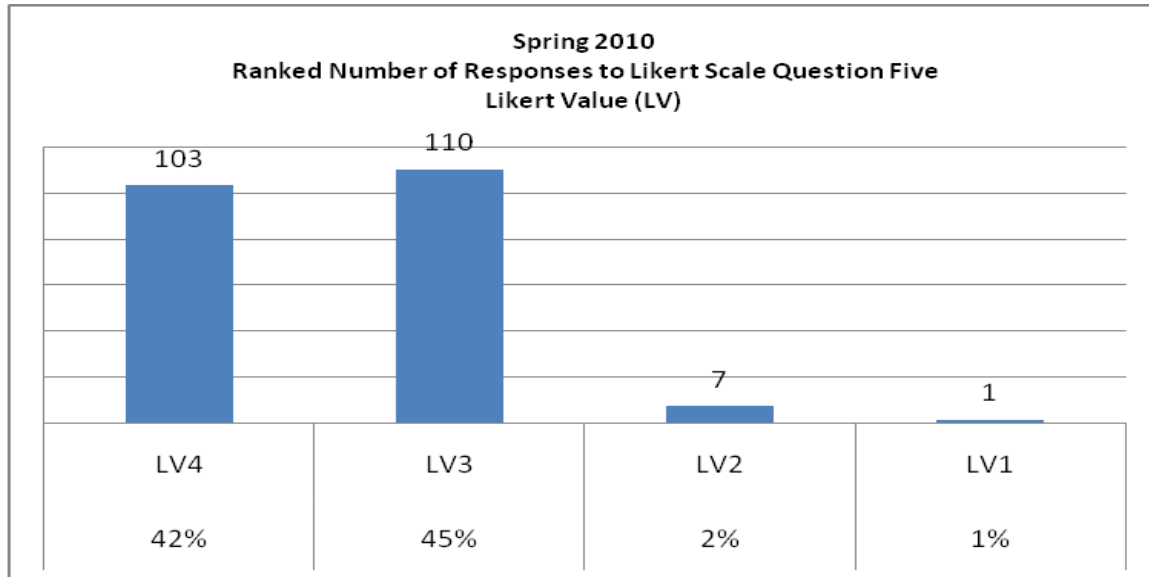


*Q 4: My professor successfully integrated the service experience with the learning objectives of this course.*



The chart below shows the breakdown of student responses to Likert Scale question five. Of the 243 nursing students who responded to the end-of-semester evaluation:

- 103 (45%) *strongly agreed*
- 110 (45%) *agreed*
- 7 (2%) *disagree*
- 1 (<1%) *strongly disagree*



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

### 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.

Some of the nursing students credited service-learning experiences with increasing skills and supporting learning outcomes. A student in UNRS 314 said, “*I learned how to become more patient and grew professionally in this environment.*” Another student from the same cohort said, “*I am continually getting more confident in my speaking skills with patients.*” A UNRS 212 student said that the learning came from “*seeing different perspectives on many aspects of care and to learn how to work with all of the different groups I encountered.*” Another UNRS 210 student said, “*In this rotation I got to see a lot of different kinds of patients and families. I learned a lot about how to handle different situations.*”

Students appreciated the service-learning crediting their experiences with providing support to the classroom learning. One student said, “*I was able to apply my book smarts to practical life.*” Another student said of the service-learning value, “*The greatest value in the service-learning experience is to learn how to apply what we learned in class in the hospital setting. I feel equipped by this learning opportunity.*”

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

1. *I was able to apply what I learned to a real situation to help people.*
2. *My appreciation for the human race developed. I learned that going through hardships and life doesn't necessarily mean a bad life. With experience, we grow.*
3. *I valued being able to participate in deliveries and being a vital member of the hospital team.*
4. *Learning about the unique family circumstances and relationships during the labor/delivery and postpartum process*
5. *The hands-on experience, placing what I learned in lecture into practice*
6. *Putting actions to what I am learning in class was important.*
7. *The greatest value was the learning experience.*
8. *Being able to re-evaluate my view of health and working with/learning more about persons with disabilities [was valuable].*
9. *I was able to see different perspectives on many aspects of care and learn to work with all of the different groups I encountered.*
10. *The ability to see how what I am learning in the classroom can be applied outside the classroom.*
11. *Clinical experience that applies information I learn in class and gives me clinical knowledge and competence*
12. *Being able to directly correlate skills learned and importance of practicing them in clinical settings. Hands-on experience helped me fortify my knowledge and skills.*
13. *Learning to interact with patients on a professional level*
14. *Talking with the residents and learning more about human life on a personal level. I experienced different attitudes and faith that were beyond extraordinary.*

## Faith Integration

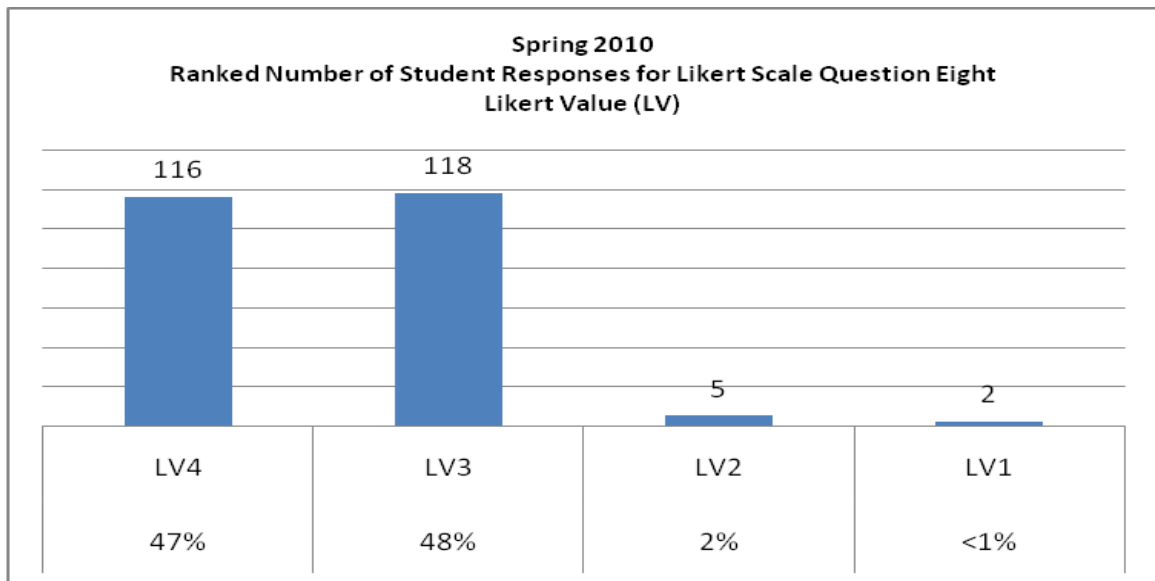
Two of the Likert Scale questions correlate with the university's pursuit of evidence of faith integration:

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

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

The chart below shows the breakdown of student responses to Likert Scale question eight. Of the 243 nursing students who responded to the end-of-semester evaluation:

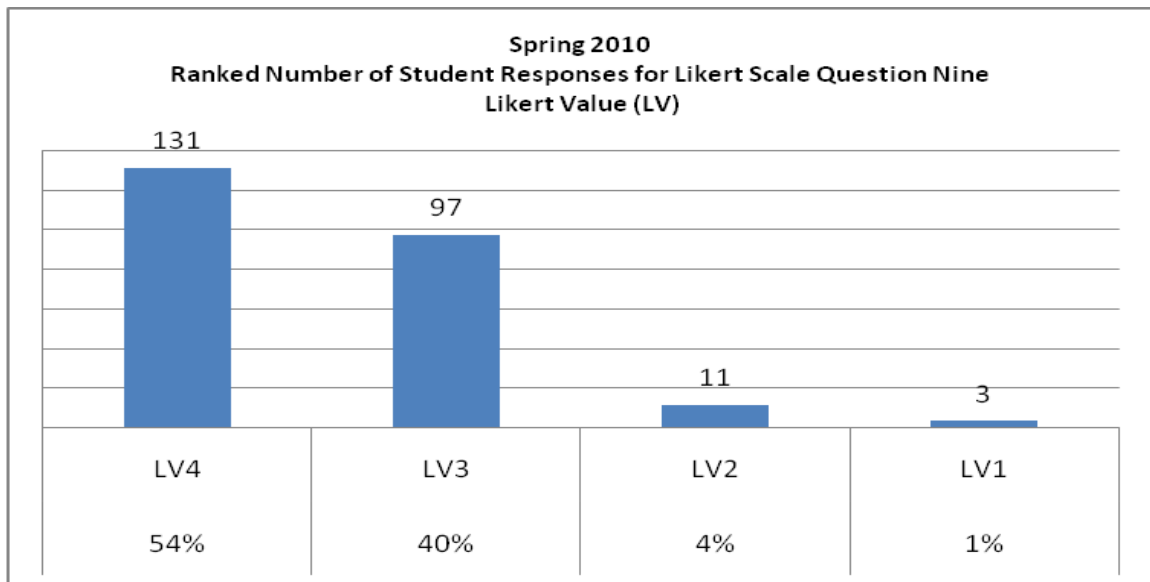
- 116 (47%) *strongly agreed*
- 118 (48%) *agreed*
- 5 (2%) *disagree*
- 2 (<1%) *strongly disagree*



Q8: *This service-learning experience increased my capacity to live out Christian values in the community.*

The chart below shows the breakdown of student responses to Likert Scale question nine. Of the 243 nursing students who responded to the end-of-semester evaluation:

- 131 (54%) *strongly agreed*
- 97 (40%) *agreed*
- 11(4%) *disagree*
- 3 (<1%) *strongly disagree*



*Q9: I was able to understand the connection between my service-learning experience and my personal faith.*

## Student Self-Reflections

The 243 nursing students openly identified and shared personal faith responses, correlating values and beliefs with the service-learning experience. All three open-answer questions elicited a variety of student responses giving evidence of faith integration through service-learning. One question, “*How did your personal faith commitment impact your involvement in this service-learning experience?*” specifically asked the students to self-report about faith integration; however, the other two questions generated similar responses from many of the students.

Service-learning in the nursing program is tied closely to clinical experience. The following student responses support and give specific examples of how nursing students experienced faith integration within the course. The data provides support and evidence of positive faith integration from the student perspective, supporting the goals of the larger *APU Faith Integration* initiative.

The evaluation responses clearly communicate the students' dependence on God for guidance in the often stressful situations. One student said she relied upon her faith *"Being that this was an emotional semester. Dealing with ill children, my faith and trust in the Lord grew to be huge! Proverbs 3:5-6 has never been more alive in my life than it is now."* A UNRS 212 student shared, *"My personal faith impacted my involvement because there were a few death and dying instances where this was a necessary comfort measure to be used."*

Other students expressed shifts in perspective that strengthened their competencies in the workplace and patient care strategies. One said, *"My faith has given me hope and passion in nursing. I see birth as God's creation and it is amazing that I get to be a part of that."* Another student said, *"As a follower of Jesus, I strongly desire to love those who are 'forgotten.' I loved spending time with them and being able to share Christ's joy."*

The following quotes taken from the end of semester evaluations provide additional support and evidence of student self-reporting the connection between their service-learning experiences and their personal faith commitment.

1. *My faith gave me some comfort and understanding when it came to dealing with death in the clinical setting.*
2. *Recognizing the humanity and value of the people that I served from a Christian perspective reinforced my beliefs and convictions about being a servant as Christ was a servant.*
3. *As children of God, we all have worth and value in Him, and to be able to share that with people and see them recognize their own beauty and worth in the Lord is incredible.*
4. *My faith was strengthened as I looked at hope for the handicapped.*
5. *This experience was eye-opening for me because it taught me a new way to love and care for the patients.*
6. *My faith impacts everything that I do by changing my viewpoint of people and life.*
7. *It sustained me when I was going through difficult days.*
8. *I would not have the patience to do this without Jesus.*
9. *Learning to love everyone regardless of their physical appearance*
10. *Using God as a tool to get through all the hard times*
11. *Faith: believing that God has a plan, even in suffering*

### ***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.

Senior-level nursing students enrolled in APU's South Africa Study Abroad Program were asked to respond to the end-of-semester evaluation. The evaluations are anonymous, but three students self-identified they were in the nursing program. The representative samples included below reflect the degree to which this term in such a diverse and challenging culture affected the nursing students.

**Question One: *What was of greatest value to you in this service-learning experience?***

- 1. I was able to be a part of something bigger than myself. At Mpophomeni Family Center there is only one nurse for about 60 children and her goal was to do physical assessments on all of them at least one in the year, maybe twice for those who needed it. Well, her hours got cut substantially, so she would not have been able to obtain her goal without some outside help.*
- 2. Simply interacting with HIV patients, as well as praying for them in their homes. These experiences definitely changed my view of people suffering with HIV, as well as my view of privilege and blessings.*
- 3. The greatest value I took away from this service site was the ability to interact with the people of South Africa that represent the majority and not the exceptionally wealthy few. To be able to have and experience a relationship with these people has forever changed who I am as a person. I never thought I would be able to say I gained so much understanding and mutual respect for one another through this experience.*

**Question Two: *How did your personal faith commitment impact your involvement in this service-learning experience?***

- 1. The attitude of a servant was one that I had to remind myself of always having. Also, I was able to use the skills that God has given to directly affect people.*
- 2. The only time that my faith commitment really came into play was when I did home visits. The clinic site that I was with at the time is run by a church, so at each home we prayed for the patients and did a short Bible study. It was an amazing time of sharing our faith with each other.*
- 3. The commitment to my faith was already being challenged to improve. This site excelled me beyond the expectations I had for my faith and lifestyle to match it. I will now walk away with a more genuine and sincere approach to the Gospel and how that applies to my lifestyle in every aspect.*

**Question Three: *What character trait/aspect of personal character development was strengthened through this service experience?***

- 1. Servanthood*
- 2. Patience and flexibility were definitely strengthened through this experience. The nurses here in South Africa don't work on the same time schedule as the U.S. so it took a lot of patience and flexibility to figure out how to best work with them.*

3. *There were definitely many character traits that were improved but I think the amount of respect that I gained is incomparable to the other traits I improved. I was so sincerely amazed at how positive, or how strong, or how resilient these people were. I now approach every person with respect to their story and the way that they live life because you never know what their past has made them to be.*

## **Summary Observations**

The majority of students replied similarly when responding to questions about service-learning and faith integration. The nursing students in this spring 2010 semester were able to very competently communicate how the service-learning (clinical experience) stretched them as Christians, challenged them to question aspects of their personal faith and/or the nature of God's will in the lives of others, and to fully realize a dependence on God to motivate them as they pushed through difficult and trying experiences. They showed a clear awareness that the complexities of their duties, as well as stressful working circumstances (difficult assignments) encouraged them to draw upon their faith commitments. For many, clear growth in their personal spirituality was evident in their self-reflection.

Whereas in other disciplines the majority of students place greater emphasis on outward expressions (what is observable to others) rather than private, more inward contemplations of their faith, nursing students communicate seasons of profound growth and change through perspective altering encounters with sick and dying patients tied to their own helplessness in such circumstances.

It is also important to remember that the open-answer questions do not specifically ask the students to relate their service-learning experience to intercultural competency or diversity awareness; however, while addressing the faith integration aspect of their service many of the students considered respect and care for others as a major component of their spiritual development. Many of the students expressed an increased sensitivity to the struggles of children and families calling attention to valuable experiences working within cultures different from themselves. The nursing students expressed finding value in these experiences and tied observations about "other" people into strengthening intercultural competency for future career settings.

The service-learning curriculum designed for study-abroad programs and used specifically in the South Africa term (GLBL 355) provides at its core major support aimed at specific student learning outcomes and in support of all WASC themes: *God-Honoring Diversity*, *Faith Integration*, *Transformational Scholarship*, and of course, *Intentional Internationalization*. The Nursing students who participated in this major program experienced clinical settings that by their own account were difficult and stressful. Upon returning to APU they communicated that their core beliefs had been challenged and tested as they worked with extremes of poverty, AIDS and other disease. They also experienced deep Christian humility and enthusiasm for what they could contribute to changing lives as they complete their degree expecting to graduate as well-qualified nurses.

We in the Center for Academic Service-Learning and Research are committed to supporting faculty and students, together creating a positive service-learning experience. Although we plan and create the necessary faculty, student and community connections to support 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* experience. We are delighted with our ability to support the university in these four important areas