

Pepperdine University Pepperdine Volunteer Center

Spring 2012 Student Service-Learning Evaluation Report

Pepperdine Volunteer Center administered the end-of-semester Student Evaluation survey through faculty utilizing service-learning in their courses. The evaluation tool, adapted from Azusa Pacific University's Center for Academic Service-Learning and Research, is composed of six Likert Scale questions and three open-answer questions.

This report will summarize 241 student evaluation responses collected from 15 service-learning classes across seven divisions of Seaver College. 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. Additionally, the Likert Scale questions assess whether students better understand the needs in their community and deepened their desire to be involved in the community in future. The final Likert Scale question follows the mission of Pepperdine University to understand if the course increased the capacity to live out Christian values.

Student Evaluation Summary

Evaluations were distributed in class and through the online survey tool, Survey Monkey, to 19 faculty representing 24 courses. 241 evaluations were returned representing 15 faculty and 15 courses. This is 85 more responses from the previous semester and over double the number of faculty who responded. Three potential reasons for the higher response rate: evaluations were given to professors earlier in the semester, evaluations were made available through an online survey tool and the increased contact and support from the PVC.

The responses represent the following faculty and courses:

Business Administration

Human Resource Management – Dr. Ben Postlethwaite

Management of Non-profit Organizations – Meredith Benton and Dr. Regan Schaffer

Service Leadership – Dr. Regan Schaffer and Dr. Jere Yates

Communication

Organizational Communication Training and Development – Dr. Juanie Walker

Fine Arts

Advance Video Visual Production – Dr. Carin Chapin

Humanities and Teacher Education

Topics in Literature: Jewish Graphic Novel – Dr. Andrea Siegel

Women's Studies – Dr. Maire Mullins

International Studies and Languages

Spanish: Advanced Grammar and Composition - Dr. Lila Carlsen

Spanish: Hispanic Studies – Mexico - Dr. George Carlsen

Spanish 252 - Dr. Graciela Boruszko

Natural Science

Communications in Dietetics - Dr. Loan Kim

Religion

Christianity and Culture - Dr. Luke Tallon

Old Testament and Ethics: The Good Life – Dr. Luke Tallon

Social Science

Abnormal Psychology - Dr. Tomas Martinez

Lifespan Development Psychology - Dr. Emily Scott-Lowe

Students were engaged in a wide variety of service-oriented activities as part of the service-learning curriculum within their courses. Students were placed in teams and created consulting groups to tackle business challenges in non-profits throughout LA and Ventura Counties. While students created Public Service Announcements for non-profits various students in psychology classes had opportunities to support the youth probationary camps in Malibu as well as the missions on Skid Row. Finally, students continued to engage with organizational challenges of the United Cerebral Palsy in Thousand Oaks. Three of the courses represented in the data were recipients of \$750 mini-grants awarded for the Spring 2012 Semester:

- Dr. Andrea Siegel, in Humanities and Teacher Education, received funds to support a writing course on the graphic novel. Students worked with an Israeli non-governmental organization, Al Menarah, to provide an audio Arabic language comic book, Daredevil #1, for the blind.
- Dr. Ben Postlethwaite, in the Business Administration Division, received funds to support a human resources course highlighting Pepperdine employees in Facilities, Management, and Planning, Food Services, and Housekeeping.
- Dr. Loan Kim, from Nutritional Science, used funds to assist her students in providing in-clinic nutrition counseling to seven non-profit organizations in Los Angeles County.

Additionally three Spanish faculty worked with student Service-Learning Advocates to enhance their courses for the Spring semester. These faculty partnered with Habitat for Humanity in Ventura County, Heart of LA (HOLA) and Beethoven Elementary School.

The following chart represents average student responses to the six Likert Scale questions in both the Fall and Spring Semesters.

Service-Learning Student Evaluations		
Average Student Response (1 - Strongly Disagree and 4 - Strongly Agree)		
	Fall 2011	Spring 2012
1. I feel that I made a positive contribution at my service site.	3.52	3.55
2. My professor successfully integrated the service experience with the learning objectives of this course.	3.67	3.59
3. There was adequate classroom reflection time to get the most out of my service experience.	3.49	3.28
4. The service-learning experience helped me better understand the needs in my community.	3.36	3.42
5. This service-learning experience has deepened my desire to be involved in the community in the future.	3.42	3.39
6. This service-learning experience increased my capacity to live out Christian values in the community.	3.27	3.25

Significant responses were found in an overall response average increased in the Spring 2012

semester to 3.41 out of 4 that the service-learning experience helped me better understand the needs in their community. The highest average was found in Dr. Graciela Boruszko's Spanish 252 with 3.75 out of 4. Average Student Responses dropped to 3.59 out of 4 that their professor successfully integrated the service experience with the learning objectives of the course. Dr. Regan Schaffer's Service Leadership course was once again the highest average response with receiving the highest average with 3.91 out of 4.

The chart below compares Pepperdine University to Azusa Pacific University's (APU) College of Liberal Arts and Sciences. Both universities are reporting Fall 2011 data with APU not including question 4.

Selected Qualitative Responses:

Question 1: What was of greatest value to you in this service-learning experience?

Service-Leadership

"The real-life discussions and experiences in this class were extremely valuable to me: feedback, reflection time, working with a real client, and honesty of the professor."

"This course has left a life long impression on me. I am so impressed with how my writing and research skills have grown and how I was able to give my nonprofit organization a tangible tool. This course is excellent! I highly recommend it."

"The greatest thing to me was the hands on experience. I learn the most when I am actually doing something. I have never gotten much out of school because it is always book learning and imaginary cases. With this class it was a real life situation without a predetermined outcome - I wish more classes could be like this."

Spanish 252

"It was very special to me to know that my learning could help out in the Spanish speaking world. I enjoyed learning new phrases while translating."

Topics in Literature: The Graphic Novel

"We connected with individuals around the word. We brought awareness to an intentional cause. It is a great sense of accomplishment."

Lifespan Development Psychology

"Being able to develop relationships at the site and feel needed by participants. I was able to interact and help the participants with hands-on activities like painting, card games, and acting class."

"I was able to see how successful early intervention is, especially for the SES families. I also realized that I don't want to be a child clinical psychologist."

Christianity and Culture

"I was able to understand that needs of my own community in a much deeper way. Being able to talk to the patients and connect with them was something I will never forget."

Question 2: How did your service-learning opportunity impact your understanding and respect for other people?

Service-Leadership

"It let me see the world from a nonprofit perspective. They are in the business of selling themselves, as much as any other business. It gave me a perspective on Christian business, such as a private school. Also, working with team members of different faiths and backgrounds increased my understanding of others."

Spanish: Hispanic Studies

“It was a definite eye opener. Everyone has their own struggles in life but there are some people who come to this country work 3-4 jobs just to put their kids through school and give them an opportunity.”

Topics in Literature: The Graphic Novel

“Especially working with disabled and organizations who build bridges, I really can say I understand and respect other cultures and people more than when I began. Additionally, I learned teamwork and understanding with my amazing website team!”

Abnormal Psychology

“I learned that cerebral palsy, as I would imagine many disorders are, is a deceiving disorder where the physical appearance and motor skills make you think they suffer cognitively more than they actually do.”

Organizational Communication Training and Development

“It made me really think about perspectives and how it is better for people to be able to understand multiple perspectives (ourselves and our trainees) in order to gain better understanding.”

Human Resource Management

“I have always had respect for the employees at Sodexo, but after getting to know them on a personal level, I learned why they love their job, and why they come to work every morning, and I hold a new kind of respect for them. They come to work every day and make the students' lives easier and I'm glad that I could thank them for that.”\|

Advanced Video Visual Production

“It helped me see how I could use my skills to help others.”

Question 3: If applicable, please give examples of something you learned about others or yourself through the service-learning experience.

Service-Leadership

“I learned that I can actually be a better leader and organizer when something needs to get done. I had to step up and take charge of the group on several occasions. I never realized I could lead and people would follow.”

Spanish: Advanced Grammar and Composition

“When someone is passionate about something, they will do anything to do it (learning English).”

Spanish: Hispanic Studies

“Some people are so talented and are yearning for an education to be something. I learned how big of an accomplishment it is to attend a university.”

Lifespan Development Psychology

“I learned how difficult it is for society to see/understand/interact with adults with developmental disabilities because of their different aspects of development (bio/psycho/social) were at different extremes which is different than most adults have experience with.”

Abnormal Psychology

“I learned that the people that have committed crimes are not always bad people. They can be amazing human beings, they just need a little help.”

Human Resource Management

“I learned that Pepperdine employees have a story and everyone can learn from it.”