

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

"Reflecting and making connections between the class lectures and my hands-on team experience. It was gratifying to realize the course material had very practical applications."

"The community-based research. I learned so much about effectively analyzing very intangible concepts. I learned about the people in Malibu and how I can be a greater part of their lives."

"The greatest value was the integration of business learning, team setting, and service for others. I think this class epitomizes Pepperdine's purpose, service, leadership."

Introduction to Exercise Science

"To have an opportunity to spend time with and impact the lives of people whose lives are completely different than mine, but to still get to share common interests with them. Not only did I (hopefully) impact their lives, but they also taught me a lot about other people and myself."

"Learning how to communicate effectively with people who can't always speak their minds. Showing care, attention, and love for the people that are often rejected by the societal and cultural norms."

Latino Culture and Society

"To learn how to teach and use the student's own knowledge to teach themselves."

Abnormal Psychology

"Just being in the environment. Anyone can volunteer, but I probably wouldn't have started without the service learning requirement. I'll definitely keep going next semester, because once you're there, you find your worldview and preconceptions being challenged and expanded. It's a valuable experience."

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

Service-Leadership

"I learned that communication skills are very important, building trust is also key when working with an organization."

Intro to Exercise Science

"It gave me much perspective and made me realize how thankful I should be for my body and mind. I also gained respect for people with disabilities and became aware of just how much help they need, but that they are incredible people just like me."

Spanish 251

“I became aware of the homeless in our area and the kind hearts underneath rugged exterior. They are so easy to talk to and I gained huge amounts of respect as well as a better understanding of these people who come to SOS. They are so non-judgmental and easy-going.”

Organizational Communication Analysis

“This service-learning helped me better understand the meaning and value of helping others and increased my understanding of living out Christian values.”

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

Service-Leadership

“I definitely learned how to be more of a servant leader instead of just a leader. There definitely is a difference and this class showed me that.”

“I learned to coach rather than control other people, and this way I could focus on building better relationships while teaching them what I know.”

Spanish 251

“That I can speak Spanish. Usually in class or with friends I'm too scared or not confident enough to speak, but this gave me confidence to know that if I had to, I really can (and people understand it too).”

Latino Culture and Society

“I learned a lot about myself in terms of how I conduct my relationships, particularly how I prioritize my time and energy into building meaningful connections with others.”

Organizational Communication Analysis

“I realized how my work as a com. Scholar can help all sorts of organizations- especially non-profits. It was very fulfilling to help an organization with a noble cause.”