

Jim Adams, EdD
Exec. Dir. Center for Global Learning & Engagement.

Kimberly B.W. Denu, PhD
Vice Provost

Ilene Bezjian, DBA
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Vic Bezjian, DBA
Exec. Director, Regional Centers

Vicky Bowden, DNSc
Accreditation Liaison Officer

Kneeland Brown, EdD
Exec. Director, Diversity Planning & Assessment

Don Davis, MA
Assoc. VP, IMT/CIO

David Dufault-Hunter
VP Enrollment Management

Bill Fiala, PhD
Assoc. Dean of Students & Dir.-Counseling Center

Jori Ford, MBA
Asst. Dir. of Accreditation & Special Programs

Sandy Hough, MEd
Student Retention

Gail Houghton, PhD
Transformational Scholarship Theme Leader

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Faculty Moderator

Frances Wu, PhD
Global Learning Specialist, Center for Global Learning & Engagement



20 Years of Service (Learning)

Written by Meagan Smith, MA, Assistant Director, Center for Academic Service-Learning & Research

The Center for Academic Service-Learning and Research (CASLR) will celebrate 20 years of service and research through academics this spring. The Center has grown to serve as many as 2500 APU students, 65 professors, and 200 Community Partners each year and has been recognized locally, regionally, and nationally for its commitment to reciprocal learning. Service-Learning students at APU put theory into practice through their courses in Art, Nursing, Communications, Business, Social Work, and more – and make a difference in the community as a result.

This year also marks the 20th anniversary of the College Headed and Mighty Proud (C.H.A.M.P) program, a service-learning partnership among the CASLR, Liberal Studies Department, and the Azusa Unified School District (AUSD). Service-Learning students enrolled in *EDLS 405: Diversity in the Classroom* spend one hour each week for 10 weeks in local fourth grade classrooms teaching a curriculum designed to cultivate students' awareness of and excitement for a college education. Six different AUSD elementary schools participate in the C.H.A.M.P. program each year, an experience that includes a half-day tour of the APU campus and a special graduation ceremony at the end of each semester. Teachers, parents, and the children themselves report that the C.H.A.M.P. pro-

gram starts students on their journey toward college – and an increasing number of them choose APU as their destination.

Assessment data collected at the conclusion of every service-learning project shows that programs like C.H.A.M.P. impact not only community members but APU students and faculty members as well. For example, in response to the statement “This service-learning experience increased my capacity to live out Christian values in the community,” *EDLS 405: Diversity in the Classroom* students indicated an average 3.6 level of agreement (1=strongly disagree, 4=strongly agree). Agreement responses to the statement “The service-learning experience better helped me better understand the worth of all people” were an average of 3.8. The CASLR provides assessment summary reports for each service-learning professor, the School of Business and Management, College of Liberal Arts and Sciences, and the School of Nursing every semester in order to support the achievement of professor and departmental Student Learning Outcomes.

The CASLR is moving forward with exciting plans for the upcoming semester, including facilitating the Community Scholars program beginning Jan. 18, hosting a regional Colloquium with guest speak Elizabeth Hollander Jan. 31, and welcoming the APU community to an open house March 1. Please contact the center with any questions.

The View from Here: An Inside Look at APU's Student Retention

Written by Sandy Hough, Med, Director of Retention and Student Engagement

What an exciting time to be a part of student retention at Azusa Pacific University. From a numbers point of view, our freshmen to sophomore cohort retention rate increased from 81.7% to 85.7% in just one year. In addition over the past several months we have focused on three specific areas; Predictive Modeling, Constituent Relationship Management, and the development of a Retention Task Force.

Predictive Modeling: As we look at data on our first time freshmen, we begin to see trends within our student population and the levels at which they persist. To take this a step further, APU has begun work with Performa Higher Education and their product called PowerALERT®. PowerALERT® is a sophisticated modeling tool which ranks our incoming new students' probability of persistence. If we can identify "at-risk" students early in their first semester and provide appropriate support we can continue to reach the goal of student success.

Constituent Relationship Management: Constituent Relationship Management, commonly referred to as CRM, is a strategy for managing interactions with students. It involves using technology to organize, automate, and synchronize processes so that we connect our students to the needed resources. With a high tech student population we need to continue to find ways to communicate with them in a "real-time" manner.

Retention Task Force: In October of 2010 the Retention Task Force was formed. This team of campus-wide directors meets monthly to help move initiatives forward. Representation from the Career Center, Multi-Ethnic Programs, Student Success, Academic Advising and Retention, and Student Engagement are eager to work collaboratively. The first task at hand was to conduct an internal evaluation of current programs and initiatives. A self audit (Noel Levitz 35 best practices in student retention) was completed and findings will inform our next steps.

In addition to these three areas, critical conversations are occurring all around campus as we realize the depth and impact we as staff and faculty can have with our students. Our data has indicated that we need to make continued efforts with

GRADUATE STUDENT SPOTLIGHT

Investigating Child Abuse in a Rural Village Setting in Rwanda

Written by Jennifer Costillo, MA, PsyD Doctoral Student

Marsella (1998) highlights the notion that the contemporary world is increasingly seen as a global village thus increasing one's responsibility to engage within this global context. As a psychologist in training I participated within this context by qualitatively researching child abuse prevalence, types, and community recommended solutions in a rural village setting in Rwanda, Africa. The study consisted of four different focus groups consisting of village pastors, parents within the community, village caregivers involved with a local non-governmental organization, and local village leaders, each group including esteemed community members. Recognizing my limited knowledge of the cultural context, I relied on the assistance of local leaders and community members for the construction of the structured ten group interview questions, dissemination of the information, and the leadership of groups. In analyzing the information collected, I worked with a graduate school colleague



and Rwandan research assistant. A significantly high rate of child abuse, as collectively defined by each group, was indicated as well as a number of community-based interventions. To increase the relevance of the discovered information, further investigation should take place in a number of rural villages throughout the country, as well as further identification of the actual prevalence and types of abuse taking place, ultimately resulting in the piloting of an abuse prevention program implementing the identified community intervention strategies.

For more information on this study, please do not hesitate to contact the primary researcher, Jennifer Costillo, at jmcostillo@gmail.com.

Marsella, A. J. (1998). Toward a "Global-Community" Psychology. *American Psychologist*, Vol. 53, No. 12, p1282.

our transfer students, specifically freshmen transfers, as well as first generation students. As we begin this spring semester, may each of us be mindful of our role in a student's educational experience and our ability to impact their success.

The Graduate Center: Delivering Enrollment Services in Azusa and Around the World

Written by: Norma Mocabee, MEd, MMu
Office of the Graduate Registrar: Graduate Center

Since Azusa Pacific University began offering its first graduate program in 1975, staff in the offices of Admissions, Student Financial Services and Registrar worked to meet the enrollment needs of graduate students. Through the years APU recognized the unique needs of these students. The business leader running to class at the end of a challenging work day, the teacher calling with a financial aid question during her brief recess, or the pastor shepherding a flock and navigating higher education at the same time – these were the students APU sought to serve in a more personal and effective way.

Now housing the Offices of Graduate Admissions, Graduate Registrar and Graduate Student Financial Services (SFS), the Graduate Center is a one-stop-shop, with extended office hours for working professionals, providing both face-to-face and remote enrollment services. The graduate enrollment offices share a central Client Services team that functions as a customer service and information hub. Frequent

communication and collaboration with Regional Centers and graduate academic departments promote quality service and support. Because our graduate students now stretch from Azusa, to the seven Southern California Regional Centers, to studying face-to-face and online across the country and around the world, the Graduate Center optimizes technological and human resources to meet the needs of a global student population.

Graduate students receive the following services through the Graduate Center: an assigned counselor providing assistance throughout the admissions application process; an online “Virtual Orientation” upon matriculation; assistance with changes of academic program; a student financial services counselor with expertise in financial aid eligibility and payment options; financial aid and refund processing; cashier services; regular direct mail, email and telephone contacts with class schedule and registration information; transcript services; an academic records counselor with expertise in transfer credit evaluation, grading and Incomplete tracking, program requirements, final degree clearances, commencement participation arrangements, and diplomas. The Graduate Center is dedicated to providing each student with the tools they need to enter and proceed through their graduate program.

CAPACITY & PREPARATORY REVIEW

MARCH 9-11,
2011

The CPR is designed to enable the WASC Commission to determine whether an institution fulfills the Core Commitment to Institutional

Capacity: “The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes.” In keeping with the goals of the

Faith Integration

Written by: Ben Nworie, PhD

Since the beginning of the 2010 – 2011 school year in which several changes have transpired in the Office of Faith Integration and the implementation of faith integration across the university, the Office has published two editions of the Faith Integration Newsletter. These newsletters provide helpful information about faith integration development opportunities, as well as vital information about the work the office is doing to make faith integration more accessible for the faculty this year. Contact bnworie@apu.edu for copies of the newsletters. Also in this school year the Faith Integration Fellows have offered four sessions of the “Foundations” Seminar Series which are required for new faculty to help develop tools to integrate their faith into their classes. The first two sessions addressed an overview and models of faith-learning integration. The last two sessions addressed the role of Scripture in Faith

Integration. This year all veteran faculty are invited to attend the seminars and several have taken this opportunity to develop their skills in faith integration.

There are six more sessions this year. The next Sessions which will focus on Faith Integration and the Role of Reason will be offered Thursday, January 27, 2011 from 11:30 am – 12:30 pm and repeated 3:00-4:00 pm in the VIP Room of the Event Center. The Fellows have also been working with the regional centers to help the faculty at different sites become more connected to the mission of faith integration. There is a distinct correlation between attending workshops, talks and other faith integration sponsored events and success with the faith integration requirements for CFEP. With this in mind we are also continuing to refine and expand the development opportunities provided for the faculty to help make faith integration a positive experience for faculty and students at APU.

Assessment, Promoting Conversation

Written by: Shawna L. Lafreniere, Ph.D., Director of Assessment

In a recent national survey of campus assessment practice, 66 percent of chief academic officers name “more faculty engagement” as the highest priority in making further progress (Kuh & Ikenberry, 2009, p. 9). Assessment has the power to promote shared faculty conversation about purposes; about exploring the need to be more explicit about goals for student learning; about discovering better ways to know whether those goals are being met; and about finding and discussing feedback that can strengthen student learning. “Unfortunately, much of what has been done in the name of assessment has failed to engage large numbers of faculty in significant ways” (Hutchings, 2010, p. 3). The literature states that programs where faculty have been engaged in inquiry into the students’ experience better understand learning outcomes because “they have assessed student learning in their classrooms,” and are “noticeably less hostile to institutional assessment” (Ciccone, Huber, Hutchings, & Cambridge, 2009, p. 9).

In an effort to build assessment around the regular, ongoing work of teaching and learning, and to engage more faculty in assessment, the Office of Institutional Research and Assessment (OIRA) has a renewed

focus to serve the faculty in the development and measurement of student learning outcomes. Specifically, OIRA offers one-to-one assessment training with programs that need assistance with their assessment planning and implementation. In addition, OIRA is in the process of coming alongside APU’s co-curricular programs to assist them in the measurement and assessment of the many programs they coordinate. Most co-curricular programs will now have TaskStream accounts that will assist them with their assessment planning. With the development of a new assessment handbook, navigating our TaskStream software has become even more manageable. To conclude, OIRA’s desire is to come alongside programs to support them in any way we are able, and to move assessment conversations away from just a focus on accountability, to assessment as a tool to improve student learning.

References

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QUESTIONS TO BE ANSWERED DURING THE CPR VISIT:

TRANSFORMATIONAL SCHOLARSHIP

CPR Q1:

How do University faculty and students define and engage in transformational scholarship?

CPR Q2:

How does the University recognize, value, support and reward transformational scholarship through resource allocation and institutional infrastructure?

GOD-HONORING DIVERSITY

CPR Q5:

How does institutional infrastructure facilitate the recruitment and retention of faculty, staff, and students of diverse backgrounds and abilities?

CPR Q6:

How do policies, programs, and practices demonstrate and encourage an institutional commitment to God-honoring diversity?

FAITH INTEGRATION

CPR Q3:

What support and infrastructure does the university have in place to support implementation of faith integration content and competencies into curricular and scholarly activities?

CPR Q4:

In what ways does the institution ensure that educational objectives related to faith integration are actively used as guides for decision-making, resource allocation, and action?

INTENTIONAL INTERNATIONALIZATION

CPR Q7:

How is cultural competence defined, assessed, and integrated into curriculum and student outcomes across disciplines at APU?

CPR Q8:

What best practices can APU employ to build infrastructure and policies that promote and support consequential internationalization activities (including research and teaching/learning)?

HOW CAN YOU HELP?

- Volunteer to be part of a focus group when they are announced
- Complete surveys that are sent out so we can have an accurate account of your opinion
- Become familiar with the WASC lingo (see WASC Newsletter)
- Mark the WASC visitation dates on your calendar and be available to answer questions and speak with the WASC Commissioners
- Participate in departmental activities to assess, evaluate, and improve student learning outcomes
- Understand and be able to articulate the four themes:
 - Transformational Scholarship
 - Faith Integration
 - God-honoring Diversity
 - Intentional Internationalization

Los Angeles Term Department of Global Studies/Sociology/TESOL

Written by: Frank Ramero-Cockett, Assistant Director, Los Angeles Term

The world is migrating to the urban center. Three billion of the world's six billion people live in cities. Urban values, products, and lifestyles profoundly affect the other half of the world's total population. This new reality presents the Church with a greater opportunity and a more urgent responsibility than ever before.

Los Angeles Term is an urban semester program that combines experience-based education, hands-on professional training, and cul-



tural immersion into a comprehensive academic semester. We focus our course and field study on social change and community development.

Azusa Pacific University's Los Angeles Term aims to equip undergraduate students to engage the complexities of urban life through their chosen vocations, and to live out their faith and values in a postmodern urban culture.

Los Angeles Term implements an experience-based pedagogy in our courses by hosting the majority of our "class time" offsite in the city. Instead of the traditional approach of lectures and note-taking confined within the four walls of a classroom, the program organizes educational site visits and tours, setting up meetings with political stake-

holders and community leaders, and facilitating critical dialogue between professors and students.



Despite the fact that L.A. Term is only 30 minutes away from the Azusa campus, students pack up and move to Los Angeles for a four-month semester. Instead of living in a dormitory, our program places students with local host families that reside in areas like East L.A., MacArthur Park, Echo Park, East Hollywood, Koreatown, Historic Filipinotown, South L.A., and Victoria Gardens.

Living in the urban environment can be overwhelming and stressful for new students. This is one of the reasons that the program has created a nurturing mentor environment to engage students and help them adjust to city demands at a comfortable pace. Program staff and faculty work collaboratively to ensure that students adapt to their new environment and living situation.

Students engage in a 10-week unpaid internship for 12 hours per week with a nonprofit, community- or faith-based organization that focuses on issues of social equity, economic development, local politics, education reform, community health, youth empowerment, and environmental sustainability.

Another unique feature of the program is our requirement to use only public transportation. Yes, that means getting from point A to point B by bus, train, and foot. Private cars are not permitted in the program during the semester. This is a student's opportunity to interact with people they would not have otherwise met.

Doctorate of Ministry Korean Program

Written by: Daniel Newman, PhD, Program Director

In the best of times, ministry is a daunting charge. Adding variables of immigrant life, cultural discord, clashing values and intergenerational misunderstanding to this setting results in unimagined challenges. Yet, the church remains, living, loving and serving in these very circumstances.

The Greater Los Angeles area is home to the largest population of Koreans outside of Korea and Korean-American pastors live in and lead through these obstacles on a daily basis. In order to support these pastors and the communities they serve, the Haggard Graduate School of Theology began the Asian program more than 25 years ago, offering theological education in the Korean language for Master of Arts and Master of Divinity students. The graduates of this program now minister in churches and as missionaries throughout the world. Many have contacted us and expressed the desire for further education. In response, the Doctor of Ministry Korean Program was launched in Fall, 2010. Focusing on the special issues and concerns of the context, this program emphasizes growth in specific skills for spiritual formation and ministry leadership. Doctoral scholarship and research are utilized to bring theory and praxis into practical ministry application while providing an opportunity for reflection, retooling and renewal that will empower and equip Korean pastors for continued years of effective service.

Intentional Internationalization

Written by: Frances Wu, PhD and Jim Adams, EdD
Center for Global Learning and Engagement

Participation in a sound study abroad program is one of the most life-changing experiences for undergraduate and graduate students alike. This past summer, 129 APU students studied abroad. Of these, 13 went to Myanmar, formerly Burma, on a three-week study trip led by TESOL professor Dr. Mary Wong. In addition to completing one to three courses during a span of 9 weeks, students observed and taught in the Karen Baptist Theological Seminary (KBTS) in Myanmar. Their growth as the result of the trip is articulated by Rita, an international student from Canada, who wrote:

“I have learned so much from my students and from the people of Myanmar. I have learned that music can be a powerful expression of joy and of faith. The students at KBTS on a daily basis demonstrated this truth, and their beautiful voices were a testimony to their love of life and of God. In addition, my students have taught me that even though their lives are fraught with difficulty and hardship, they do not live as though they are to be pitied. They see their suffering in the light of God’s faithfulness, and trust Him as their refuge in times of sorrow and pain.”

Another student, Mark, shared that his students in Myanmar email and tell him that they are praying for him as he begins to teach again in China. He said, “I hope I can continue to be transformed and likewise be steadfast in my prayers and faith as well.” Finally, Mike writes, “Knowing that God is moving in people around the world in mighty ways and seeing the heart of the students and faculty was so encouraging. They didn’t need us there, but they wanted to share what God is doing.”

This study abroad trip has produced growth in the hearts, minds, and hands of these APU students, who seeking to be compassionate language educators, learned from their students lessons of faith in God.



Transformational Scholarship

Written by: Gail Houghton, PhD

In preparing for the university’s WASC accreditation Capacity and Preparatory Review, the Transformational Scholarship Task Force, one of four special teams formed for the visit, focused on how the university demonstrates, recognizes, values, supports and rewards transformational scholarship. Through a lengthy process for collecting information from faculty and students across the university, the Task Force was excited to find ample evidence that the university is committed to and actively promotes research and scholarship. In fact, since the last WASC visit in 2004 there has been a significant increase in university resources for research and scholarship made available to faculty and students largely due to a comprehensive, university-wide infrastructure that provides opportunities for university sponsored grant funding and recognition of their accomplishments.

The *Faculty Scholarship Update*, *Research Reporter*, *Pragmateia*, and the *Undergraduate and Master’s Scholarship Update* proved to be major venues for aggregating, recognizing and disseminating research in which faculty and students have been engaged. Over the past three years there has been a steady increase of students joining faculty to present and/or publish their research. Collaborating with the Office of the Provost, The Office of Research and the Office of Sponsored Research and Grants have played a major role in strengthening the university’s culture of research and scholarship consistent with its purpose and character. Service-learning projects through the Center for Academic Service-Learning and Research and student capstone projects in undergraduate and graduate programs clearly show that research and scholarship completed by students are transformational and are significantly impacting their lives.

To capture fully the impressive research and scholarship from faculty and students, the Transformational Scholarship Task Force plans to regularly collaborate with the Office of the Provost and other parties on campus to ensure there is ongoing documentation and dissemination of faculty and student scholarly work.

Information and Media Technology (IMT)

Written by Don Davis, MA and James Janssen

IMT exists to provide the tools and services that enable the APU community to serve and learn. As enablers, we embrace the notion that technology allows a fusing of purpose, people, process, and information. One example was partnering with departments across the university to implement PeopleSoft. This effort was not just necessary for growth, but strategic as it moved most core university functions to the Web. This move aligned our systems with strategic goals for stewardship and intentional internationalization.

New Initiatives

IMT strives for continuous improvements by providing new services or improving existing services. We want to share with you some of the ways we are trying to bring the best of what's "out there" to you.

We are partnering with you to provide:

- Constituent Relationship Management software. Starting with enrollment, this will enable Internet-rich communication and customer interaction to be utilized for recruitment and retention.
- [Google Apps for Education](#) and APU Gmail for faculty and staff. After a successful transition of students to APU Gmail, we are excited to empower the community with go-anywhere web collaboration tools including: document sharing, simple form creation, group interaction, team website publishing, and integrated real-time chat.
- Personalized mobile access to Student Center and Faculty Center functions on [home.apu.edu](#). The [APU Mobile](#) initiative is off to a great start offering access to general information, maps and trolley location.

The next level is getting to information specific to you. As a faculty member you should be able to see your classes, roster, and quickly get to your class with the most popular mobile devices using a web browser.

- We are transitioning computer labs in common areas to "thin client" technology to reduce costs and increase availability of workstations.

Did you know?

You might know us based on service from our support desk, computer refresh, or chapel media support; however we also provide training, classroom technology support, system analysis, media production, technology project management, development of reports and dashboards for functional units, as well as university document management.

FUN FACTS ABOUT IMT

- We employ nearly 100 student workers, providing hands on experience as an extension of their academic pursuits;
- We provide content for iTunesU by streaming APU athletic competitions, chapel, and community meetings;
- We now offer [home.apu.edu](#) to students who apply to APU in UG, GR, and CAPS programs, and serve 25,000 constituents.
- We are part of the [green team](#). Reducing APU's carbon footprint through implementation of server virtualization, promoting the use of PeopleSoft as an information service to eliminate the need for paper and providing scanning and archiving services which help recycle 5,000 lbs of paper annually.

God-honoring Diversity

Written by: Kneeland Brown, EdD

The God-honoring Diversity theme has begun to see many of its long-standing projects move towards completion as the March 2011 Capacity and Preparatory Review visit grows closer. In the past few months, efforts pertaining to these projects have been greatly advantaged by the institutional partnerships which have been developed over the past two years throughout the campus.

A few milestones:

The God-honoring Diversity essay for the Capacity and Preparatory Review report was completed this past fall and submitted as a portion of the overall report. Contributors to this report included but were not limited to: the university faculty; members of the diversity council of faculty senate; the WASC Executive Steering Committee; the Student Life liaison for God-honoring Diversity; and select university offices,

which contributed data to specific sections of the essay.

Final updates have been submitted and are presently being implemented on the Office of Diversity Planning and Assessment website. One of the principle updates to this site was the improvement of the God-honoring Diversity faculty scholarship page. This catalog of selected scholarship, which contains and thematically categorizes university faculty's engagement in research pertinent to diversity issues, is a useful resource for students, staff, and faculty alike.

Numerous exhibit binders are presently being assembled in preparation for the coming Capacity and Preparatory Review visit. These binders contain institution-wide artifacts from diversity related seminars, events, lectures, and more spanning the past four years. A significant amount of these resources have come through the dedicated work of members of the Diversity Council of faculty senate, as well as Student Life directors.