



Academic Service-Learning

2015-2016 YEAR IN REVIEW



SERVICE-LEARNING BY THE NUMBERS

24

Departments participating in service-learning this year

171

Service-Learning Courses/Sections

3,422

Students engaged in service-learning

52,256

Hours of service to the community through service-learning

COMMUNITY ADVANCEMENT PROGRAMS BY THE NUMBERS

\$1,437,563

Monetary value of service-learning student service-hours*

16,180

CAP Student Hours

\$446,406

Monetary value of CAP student hours*

**Based on 2015 calculation from the independent sector (\$27.59)*

The Center for Academic Service-Learning and Research | (626) 815-6000 ext. 2823 | servicelearning@apu.edu



APU Service-Learning | [#apuservicelearning](https://twitter.com/apuservicelearning) | apu.edu/caslr

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Mission Statement

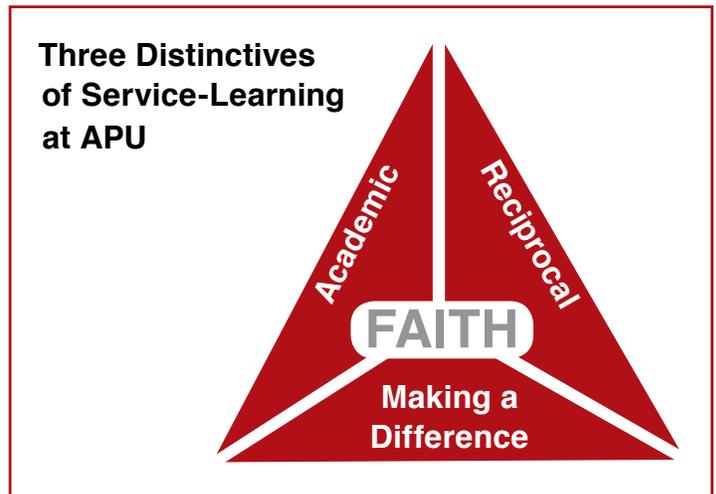


The Center for Academic Service-Learning and Research is an academic unit connecting APU’s Four Cornerstones through quality service-learning experiences across the campus and in the wider community. Service-learning builds community by developing positive, reciprocal relationships between Azusa Pacific University and the local, national, and international private and public sectors in order to enhance scholarship of faculty, students, and community partners through service activities, which integrate faith in Christ with service and learning.

What is Academic Service-Learning?

Academic Service-Learning at Azusa Pacific University is an experientially-based teaching methodology, which combines classroom pedagogy with community action as an integrated aspect of the course. Service-learning gives students the opportunity to test and evaluate academic theories in real life settings. Students gain a larger perspective for the context of course materials which they are studying, and those subjects become more dynamic and authentic because of their experiences and observations.

Service-learning is different from charity or volunteerism in that it is an intentionally reciprocal effort. The community acts as a teacher by providing the student with tangible experiences, discussions, and observation related to course content. The student is also a teacher by providing services, knowledge, energy, and ideas to the community. In a true service-learning model, the community, the students, and the professor are all partners in the learning process.



Service-learning is intended to make a difference. Students in service-learning classes are challenged to predict the potential positive influence their interaction with the community could have. Discussions providing opportunities for personal and group reflection not only focus on learning experiences, but also allow students to discover the many ways that their service-learning activities have impacted them, the community, and APU.

Service-Learning Courses for the 2015–2016 School Year

ACCT332	Federal Taxes II
AES473	Fitness & Exercise Prescription
AES495	Internship in Exercise Science
ART310	Fundamental Art Experiences
ART350	Illustration
BIOL300	Genetics
BIOL326	Neurobiology
BIOL400	Science and Children
BUSI350	Business Internship
BUSI448	Organization & Admin. Behavior
COMM330	Small-Group Communication
CS225	Intro to Computer Science II
ECON251	Principles of Microeconomics
EDLS300	Intro. to Teaching as a Profession
EDLS302	Intro. to Teaching as a Profession: 7–12
EDLS303	Intro. to Special Populations
EDLS304	Intro. to Teaching Special Populations
EDLS405	Diversity in the Classroom
EDLS496	Senior Seminar: Education & Professional Ethics
ENGL99	College Reading & Critical Thinking
ENGL406	Advanced Composition
ENGL434	Children's Literature
ENGL436	Adolescent Literature
ETHN357	The Chicano(a)/Latino(a) Experience
GLBL355	Principles & Practice of Community Engagement
HEBB201	Elementary Hebrew II
LDRS322	Leadership Strengths & Skills
MATH110	College Algebra
MATH115	Analytical Inquiry
MATH130	Introduction to Statistics
MATH162	Calculus II
MKTG260	Principles of Marketing
MKTG362	Consumer Behavior
MUS160	Worship Leadership Formation
MUS441	Music in Worship
MUS486	Opera Workshop: Lead & Minor Roles
PE325	Motor Development & Learning

PE450	PE in Elementary Schools, K-6
PE451	Methods in PE: 7-12
PE475	Test & Measurements in PE & Sports
PSYC410	Psychology of Exceptional Children
PSYC455	Behavioral Science Practicum I
SOCW310	Human Behavior/Social Env. I
SOCW311	Human Behavior and the Social Env. II
SOCW350	Aging: Implications for Policy & Practice
SOCW360	Social Work Practice with Groups
SOCW400	Grant and Proposal Writing
SPAN102	Elementary Spanish II
SPAN103	Elementary Spanish I for Health Care Professionals
SPAN104	Elem. Span. II for Health Care Professionals
SPAN301	Advanced Spanish
SPAN312	Latin American Civilization
SPAN432	Literary Masters
SPAN450	Spanish Language Pedagogy
THTR365	Theater for Social Change
THTR455	Theater and the Church
UBBL100	Intro. to Bible Literature: Exodus/Deuteronomy
UNRS105	Foundations in Prof Nursing
UNRS120	Fundamentals of Human Nutrition
UNRS212	Nursing Care of Adults/Aging
UNRS280	Life Cycle Nutrition
UNRS282	Transcultural Health Care: Country Specific
UNRS312	Nursing Management of Adults
UNRS313	Restorative Nursing
UNRS320	Cultural Aspects of Food & Nutrition
UNRS382	Community Health Nursing
UNRS383	International Health Nursing
UNRS384	Urban Health Nursing
UNRS402	Nursing Care in Maternal, Newborn, & Women's Health
UNRS404	Nursing Care of Children & Young Adults

Service-Learning Faculty for the 2015–2016 School Year

Thomas Allbaugh	Anita Estrada	Skyla Herod	Kevin O'Donoghue	Eric Sorenson
Michael Barnett	Paul Flores	Linda Hunt	Koy Parada	Stava Melissa
Rachel Bodell	Daniel Freemyer	Barbara Johnson	Michael Pereira	Stuart Strother
Cheryl Boyd	Melanie Galloway	Danielle Jorgenson	Megan Prosser	Theodore Szeto
Constance Brehm	Erin Gaw	Karen Kapadia	Lynn Raine	James Thompson
Thomas Buckles	Amy Graley	Dave Landers	Elizabeth Rivas	Myrna Trippon
Courtney Davis	Tracy Granberry	Stephen Martin	Marcela Rojas-Gonzalez	Warren Susan
Stanley Deal	Daniel Grissom	Michael Medeiros	Diana Rudolph	Kristen Watkins
Melinda Dicken	Johannes Harmse	Tammy Milhon	Diane Sadoughi	Carrie Webber
William Dolphin	Ryan Hartwig	Joshua Morris	Kristen Sipper	William Wilkinson
Robert Duke	Susan Hebel	Jean Neely	Peter Smart	Judy Williams
David Esselstrom	Catherine Heinlein	Francis Njoroge	Arianna Smith	
Patricia Esslin	Roxanne Helm-Stevens	Tolulope Noah	Cesar Solozano	

Service-Learning Community Partners

Local Church Congregations (Statistics)	Convalescent Aid Society	Mt. San Antonio Gardens
26 Local Hospitals and Senior Centers (Nursing)	Covina Development Center	Neighborhood Wellness Center
ABCs for Me	Covina Public Library	Oak Tree Lodge
Ability First	Covina-Valley Unified School District	Our Neighborhood Homework House
Altadena Christian Children's Center	David & Margaret Youth & Family Services	Pilgrim Place
ARDENT Group	Department of Children & Family Services, Glendora	Pomona Unified School District
Atria Senior Living Facility	Duarte Unified School District	Redeeming Love
APU Director of Environmental Stewardship	Elizabeth House	Santa Anita Family Services
Azusa City Library	Enactus	Santa Teresita: A Neighborhood of Care
Azusa Renaissance Theater	Family Promise of San Gabriel Valley	Sonrise Christian School
Azusa Senior Center	Foothill Christian School	St. Frances of Rome Church
Azusa Unified School District	Foothill Christian Preschool	St. Frances of Rome School
Back on My Feet	Foothill Pregnancy Resource Center	The Let it Be Foundation
Baldwin Park Unified School District	Give Her Life	Thematic Attic
Bonita Unified School District	Glendora Unified School District	THINK Together
Cal Poly, Pomona	Hope Lutheran Church	Various NGOs in Pietermaritzburg & Cape Town, South Africa
California Tool and Die	La Fetra Senior Center	Visiting Angels, Glendora
Charter Oak Unified School District	Let it Be Foundation	West Covina Senior Center
Citrus College	Love INC (In the Name of Christ)	West Covina Unified School District
Community Day School	Magnolia Learning Center	Whittier Unified High School Serenity Program
Del Norte Campus	Monrovia Unified School District	Young Life
Cornerstone Bible Church	Mothers Helping Others	

Faculty Fellows 2015–2017

The current cohort of Service-Learning Faculty Fellows have engaged in pedagogical research and practice geared to enable faculty to create learning communities within the classroom. They help students connect experiential learning to course SLOs, and inspire them to serve the community well while becoming scholars of their own learning process. Piloting the use of “the Grid,” a reflection process designed by Dr. Hutchinson, Fellows have already found significant success in helping students collectively predict and measure

outcomes in their own learning and growth related to reciprocal involvement with community partners. Consideration of how their faith informs and is impacted by their experience has been deepened.

2015–2017 Service-Learning Faculty Fellows by Discipline:
Computer Science: **Daniel Grissom**; English: **Kristen Sipper**;
Exercise and Sports Science: **Diana Rudolph**; Liberal Studies:
Tolulope Noah; Music and Worship: **Stephen Martin**

Spanish Professor Earns Cornerstones Award



This year's honored recipient of the annual Service-Learning Cornerstones Award, presented by the Academic Cabinet to a professor who best integrates Christ, Scholarship, Community and Service through service-

learning is **Marcela Rojas-Gonzalez, MFA, PH.D. Associate Professor, Department of Modern Languages**. The Azusa community offers a rich cultural experience for our students, particularly for those studying Spanish. When Marcela first integrated service-learning into her Spanish 101 Elementary Spanish course in 2009, she was captivated by the impact on her students and by the potential that she saw for helping students to use their academic preparation to make a Christ-honoring difference in our community. After experiencing the enhanced learning made possible by service-learning she made a decision to integrate this "best practices" pedagogy in all of her courses. Since then she has definitely followed through on that commitment involving her students in service-learning in twelve different courses spanning the Spanish Language curriculum at APU from Elementary Spanish (101) through Latin American Civilization (312), Spanish Language Poetry and Short Story (431), to Special Topics in Spanish (495). For the last two years, Marcela has also integrated service-learning into her summer school courses.

Service-learning opportunities for most of Marcela's classes relate to assisting in local classrooms of Spanish-speaking children. In addition some classes also participate in the promotion and execution of major events, sponsored and co-sponsored by the Department of Modern Languages including the 8th Grade Majors Fair, the Magdala Conference, the Angela Pradelli Lecture, and the Spanish Spelling Bee. Finally, one of her classes plans and implements a campus visit each year for a number of the local elementary school students whom they serve. These experiences are confirming, inspiring and often worldview expanding to the many APU students in Marcela's classes.

"I realized my presence made a positive difference, and I want to continue with my career choice." "I realized every little gesture I make can affect others, and so now I feel a greater responsibility to be a good example." "I had to work on my leadership skills as I had to lead students through different activities." "These leadership skills will be very valuable in any job that I have in the future."

Education to Vocation: Service-Learning and Employability

In support of Provost Mark Stanton's "Education to Vocation Initiative" we have integrated into our end of semester student, faculty and community partner evaluations questions regarding the impact of the service-learning experience on 14 factors deemed most important to employers of newly graduated college students. Evaluations returned by 2,628 students enrolled in service-learning courses representing 24 disciplines provided student rankings of these employability indicators.

- 1 Show interest and enthusiasm **87%** (2,291)
- 2 Develop good working relationship with others **85%** (2,250)
- 3 Demonstrate initiative, maturity, positivity and dependability **83%** (2,186)
- 4 Plan, organize and prioritize work **81%** (2,153)
- 5 Demonstration good listening **79%** (2,091)
- 6 Demonstrate ability to work in teams **79%** (2,078)
- 7 Demonstrate cross-cultural understanding and communication skills **78%** (2,075)
- 8 Demonstrate awareness of personal strengths and challenges **74%** (1,949)
- 9 Demonstrate critical and creative thinking skills **72%** (1,895)
- 10 Formulate and set goals **67%** (1,774)
- 11 Participate in problem solving **66%** (1,750)
- 12 Seek and accept feedback **64%** (1,707)
- 13 Demonstrate tolerance and self-regulation **63%** (1,660)
- 14 Demonstrate insights and adaptability in interpersonal dynamics **63%** (1,660)

End-of Semester Evaluations

A total of 2628 students out of 3422 (77%) in Academic Service-Learning courses over two semesters responded to the Service-Learning Student Evaluations.

STUDENT RESPONSE

Students in service-learning courses reported how their service in the community supported their faith, their commitment to civic engagement and their own appreciation of diversity (*% are for Agree and Strongly Agree*).

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

Civic: This service-learning experience has deepened my desire to be involved in the community in the future.

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

FACULTY RESPONSE

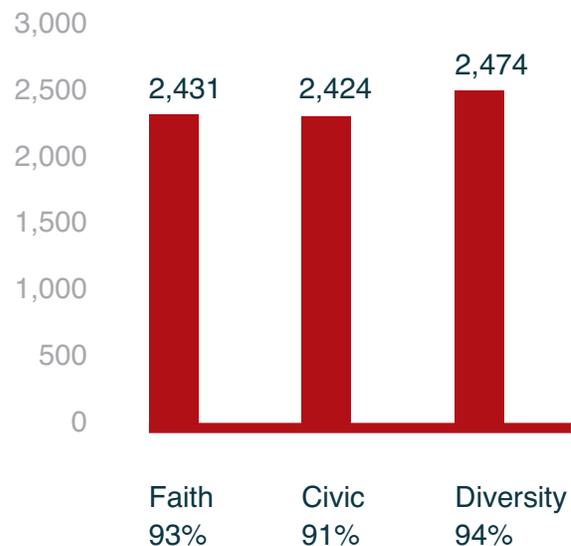
Faculty responded to all three issues (*% are for Agree and Strongly Agree responses*).

Faith: My students were able to articulate how the service-learning experience supports their personal faith commitments.

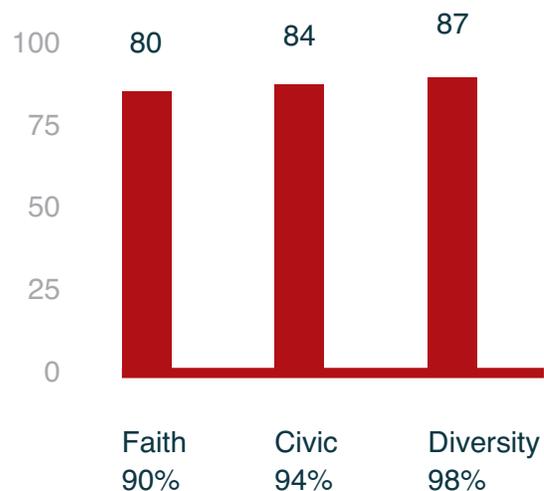
Civic: My students provided evidence of increased civic engagement and community awareness through the service-learning experience/project.

Diversity: My students provided evidence of increased respect for others and a deepened understanding of the worth of all people because of the service-learning/community context.

Service-Learning Student Evaluation Responses:
Faith, Civic, and Diversity Outcomes



Service-Learning Faculty Evaluation Responses:
Faith, Civic, and Diversity Outcomes





VALUING PEOPLE

English 099: Spending time in elementary classrooms and working with slow readers, I found myself praying for the kids. I realized once again that all people matter; it creates and changes relationships when you are willing to serve.

Social Work: It is easy to forget that older adults are the same people they always have been since they were younger. I learned that they deserve a lot of respect and care because of how much they have to offer society.

Art: I helped create a work of art that will improve people's spiritual health and encourage them. It helped me to realize that there are so many ways to reach out to other people to love them.



CIVIC ENGAGEMENT

Children's Literature: It helped me understand the community where I live and serve. The kids helped me know the value of community.

Biology: I loved being able to work with these kids (seventh grade). It reminded me of my curiosity at that age and it gave me the perspective that teachers and mentors are helping youth grow, learning to help make their community or city a better place.

Computer Science: The greatest value to me is my sense of community. I feel more connected to my community through this service-learning experience.



MAKING A DIFFERENCE

Theater: This impacted my respect for the families that celebrate the Passover. It's truly a beautiful holiday and the dedication is amazing.

PE: It made me think deeply about how children operate and how I can best reach them; it gave me a chance to make a difference.

Nursing: Working alongside disabled adults at the day care center has changed my life. They have shown me simplicity in love and thought. It was incredible to love these people, and learn so much by teaching them.

Leadership: I loved how we got the chance to practice what we are learning in class by sharing and making it important for the next generation.

Learning Together with Our Community

Professor Jim Thompson, ART310: Fundamental Art Experiences



Six beautiful murals, designed and created by APU students, are displayed in the previously sterile family meeting rooms at the Los Angeles Department of Children and Family Services facility in Glendora. In spaces that are used for highly emotional and intense situations and conversations, the artwork provides calming serenity and joyful brightness. One of the APU students stated, "I valued that the murals were going to such a great place. Children will enter the social services building feeling sad or maybe broken, but these murals and paintings will make a difference in their lives. They will be able to look at the work and remember hearing those stories they see on the canvas. Any second of joy that it brings to them make this service-learning experience amazing."

Professor Michael Barnett, PE452: Adapted Physical Education

APU students are able to work closely with adapted PE specialists in local schools as they observe, aid, and culminate their experiences by developing and executing PE lessons for a special needs class over the course of the semester. "I got to work with special needs kids and that makes me feel great knowing I may have impacted a life."



Professor Tracy Granberry, UNRS120: Fundamentals of Human Nutrition

APU students develop an interactive flip board teaching tool which they use to present a topic related to health awareness and nutrition to local middle school students. Middle school students were able to rotate through presentations as they learned more about reading food labels, calorie intake, eating breakfast, after school snacks, etc. "The greatest value to me was realizing that I love helping others learn, particularly kids. It's so fun to become knowledgeable about a topic then pass that on to others!"

Interdisciplinary Service-Learning



Passover Seder

Professor Daniel Freemyer, UBBL100: Exodus/Deuteronomy

Professor Bobby Duke, HEB201: Elementary Hebrew

Professor Erin Gaw, THTR455: Theater & the Church

Professor Stephen Martin, MUS160: Worship Leadership Formation & MUS441: Music & Worship Ministry

The Passover Seder experience at Foothill Christian School included traditional Hebrew blessings and customary elements of the meal led by APU's Exodus/Deuteronomy and Hebrew students. Music students composed and performed musical pieces that aligned with Jewish tradition. A short dramatic vignette was written and presented by the Theater students, highlighting the practice of the Jewish Passover throughout history and today. The interactive presentation, rich in culture and learning, was an impactful and educational event for the young students that attended.



StrengthsExplorer and the 8th Grade Majors Fair

Professors Melissa Stava & Mike Medeiros,

LDRS322: Leadership Strengths & Skills

Professor Andre Harmse, MATH130: Introduction to Statistics

In partnership with the fifth annual Majors Fair where 700+ 8th grade students are engaged in hands-on experiences from a variety of majors presented by APU, Cal Poly Pomona, and Citrus College, APU Leadership students facilitated assemblies and interactive lessons highlighting the StrengthsExplorer inventory that middle school students take and making connections to majors that students would be exploring at the Fair. Students from the Statistics course created and administered a survey to all 8th grade students that evaluated their experience and growth in relation to the Majors Fair and Strengths activities. Professional quality reports and analyses were prepared and provided to district administration.



Public Service Announcements and Colon Cancer Screenings

Professor Rachel Bodell, MKTG260: Principles of Marketing

Professors Koy Parada and Julie Pustzai, UNRS384: Urban Health Nursing

A cohort of Nursing students partnered with the Azusa Neighborhood Wellness Center, St. Frances of Rome Church, and APU Marketing students to provide free colon cancer screenings for local residents made possible by a grant from Canyon City Foundation. The Marketing students created public service announcements (PSAs) for local residents to raise awareness, advertise the opportunity, and provide instruction for screening. As a result of the collaboration, 175 residents were screened for colon cancer at the Neighborhood Wellness Center. The interaction between the Marketing and Nursing departments and students provided an incredible platform for unique talents to be used together for a common good.

Community Advancement Programs

Mission Statement

The Office of Community Advancement Programs at Azusa Pacific University strengthens campus-community relationships and supports the institution's academic and civic engagement goals through the creation and support of sustainable programs that meet needs in the community

and improve the quality of life for community residents while complementing and reinforcing the educational program of each student worker, engendering a sense of social responsibility and increasing their professional skills related to employability.

Who We Are | What We Do

Community Advancement Programs funded by Federal Work-Study is more than just a form of financial aid. Rather, it is a powerful career-preparation and community development tool used to support APU's academic and civic engagement goals.

even graduate, and (2) to benefit the Azusa community strengthening university-community relationships. These community-based programs are created, implemented, and managed through the CAP office bringing together community and university resources.

The office spends Federal Work Study monies to fund need-based programs that serve a two-fold purpose:

(1) to intentionally support the educational development and professional goals of student workers involved in these programs thus increasing their employability by giving them real world career experience before they

Student workers involved in these community-based programs are intentionally placed so that the positions enhance their professional development goals and prepare them for their future career. Through interaction with the community, students develop leadership skills while gaining hands-on experience that will shape a lifetime of civic engagement.



◀ “I like my tutor. She helps me to know that I can do it and I got better on my reading. My mom was happy.”

— *Azusa Reads, Writes, Counts, Student*

▶ “I am very thankful for the program it helps my kids to be more active and to eat healthy. Thank you, it is a very good program for the kids.”

— *Kids on the Move, Parent*



What Our Student Workers Are Saying

I feel that my work in the community aligns with my faith.



I believe my CAP position allows me to gain meaningful experience in the field that I am studying.



I have gained a better understanding of diversity through my CAP position.



CAP BY THE NUMBERS

Program	Number of Student Workers	Number Directly Impacted	Community Partner	Faculty Partner
AVID	2	807	Azusa Unified School District	
Azusa Reads, Azusa Writes, Azusa Counts	52	372	Azusa City Library (Reed Strege & Leila Hassen)	Amber Parks, Ed.D. School of Education
Azusa Calculates	12	21	Azusa Unified School District (middle schools and High School)	
BOKS	11	140	Azusa Unified School District (Gladstone St. Elementary, Valleydale Elementary and Powell Elementary)	Diana Rudolph, M.A. Exercise and Sports Science
Computer Lab Tutoring	3	140	Azusa Recreation & Family Services	
Girls on the Move	1	18	Center Middle School	Diana Rudolph, M.A. Exercise and Sports Science
Kids on the Move	3	130	Azusa Recreation & Family Services	Diana Rudolph, M.A. Exercise and Sports Science
Our Neighborhood Homework House	6	197	Our Neighborhood Homework House	
THINK Together	8	200	THINK Together (AUSD middle and high schools)	
W.I.N. (What I Need)	6	100	Powell Elementary (Principal Jenifer Wiebe)	
Classroom/Language Assistant Program	10	90	Gladstone Street Elementary, Valleydale Elementary	
Ready Runners Track Program	1	15	Gladstone Street Elementary	



Carnegie Engaged Campus 2010–2020

In 2010, APU joined the select group of only 310 campuses in the United States who have ever received the prestigious Carnegie designation for “excellent alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement.”



Presidential Honor Roll with Distinction

For nine of the last ten years, APU has been recognized by the President of the United States for “the extraordinary and exemplary community and service contributions of its students, faculty, and staff in meeting critical community and national needs.”

SERVICE-LEARNING STUDENT LEADERS & STAFF



2015-2016 Service-Learning Undergraduate and Graduate Interns

Alyssa Sheriff	Jessica Granner
Ariel Figueroa	Jessica Quintana
Audrey Crouse	Jessie Gomez
Brandt Mabuni	Kara Hayes
Brooke Nagel	Karley Goggins
Daniel Mackay	Kelsey Jones
Danielle Jones	Mackenzie Miller
Elise Edwards	Matthew Jin
Erika Kral	Renaë Giacopuzzi
Ethan Zeidler	Teresa Cuara
Jacara Jenkins	Toby “Nikki” Riedinger

Judy Hutchinson, Ph.D.
Executive Director

Michelle LaPorte, M. Ed.
Associate Director

Anjelica Juarez, M.A.
*Program Manager,
Office of Community
Advancement Programs*

Debra Fetterly, M.A.
*Coordinator for Service-Learning
Evaluation & Research*

Catherine Wade
Office Manager