

Center for Academic Service-Learning & Research

2016-2017 YEAR IN REVIEW



PROGRAMS BY THE NUMBERS

24

Departments participating in service-learning this year

180

Service-learning courses/sections

3,262

Students engaged in service-learning

44,405

Hours of service to the community through service-learning

\$1,225,134

Monetary value of service-learning student service hours*

15,912

CAP student hours

\$452,855

Monetary value of CAP student hours*

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

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

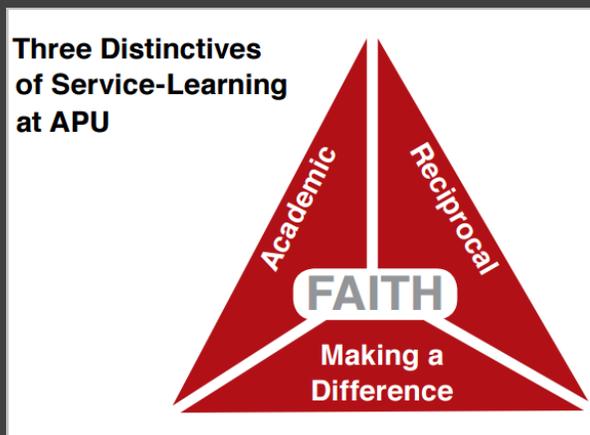
 APU Service-Learning | [#apuservicelearning](https://www.instagram.com/apuservicelearning) | www.apu.edu/caslr

ON THESE PAGES...

What is Academic Service-Learning?.....2	Student Outcomes: Faith Civic Engagement & Diversity8
Faculty Awards, Employability Indicators3	Program Highlights10
Service-Learning Courses4	Community Advancement Programs.....12
Faculty, Community Partners, Faculty Fellows6	Awards and Center Staff14

Academic Service-Learning

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.

Biology Professor Earns Service-Learning Cornerstones Award



Each year, the Service-Learning Cornerstones Award is presented by the Academic Cabinet to a professor who best integrates Christ, Scholarship, Community and Service through service-learning. This year's honored recipient is **Skyla Herod, Ph.D., Associate Professor, Department of Biology and Chemistry.**

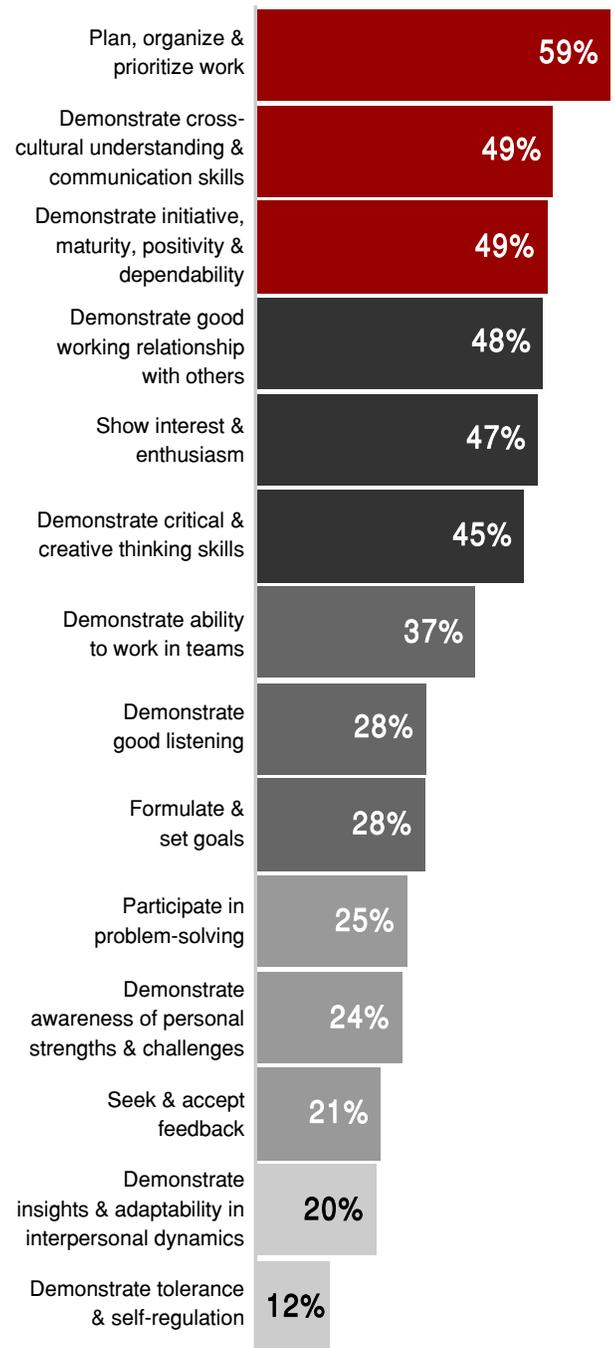
In 2012, Skyla created a dynamic and interactive Brain Awareness Fair for local seventh graders led by her neurobiology students. The goal of the Brain Awareness Fair is for “every 7th grade student to understand more about brain anatomy, senses, neurons, safety, and the effects of drugs and alcohol on the brain.” This course, which has now been experienced by all seventh graders in the AUSD for the past 5 years, has become a heritage program for the school district and for APU.

Seventh grade was chosen for this program because research shows that this age group (12-13) is the most at-risk to begin experimenting with drugs and alcohol. Kids who start drinking before the age of 14 are much more likely to develop abuse or dependence later in life (NIDA, 2003). It was a prime opportunity to teach the risks of such activity on the brain, as well as helmet and sports safety and general neurobiological education. Skyla encourages her students to use their academic learning to love their neighbors.

Nominees for the 2016-2017 award included Rachel Bodell, ABD—Marketing; Stephen Martin, M.M.—Music; Tolulope Noah, Ed.D.—Liberal Studies; and Lynn Raine, Ph.D., MSW, LCSW—Social Work.

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 evaluations for student, faculty and community partner—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 1,671 students, representing 24 disciplines provided rankings of the top 5 attributes which students demonstrated through service-learning courses.



Service-Learning Courses for 2016-2017 School Year



AES473	Fitness and Exercise Prescription	EDLS496	Senior Seminar: Education & Professional Ethics
AES495	Internship in Exercise Science	ENGL406	Advanced Composition
ART205	Ceramics I	ENGL434	Children's Literature
ART206	Ceramics II	ETHN357	The Chicano(a)/Latino(a) Experience
ART270	Sculpture II	GLBL355	Principles & Practices of Community Engagement
ART305	Ceramics III	HEBB200	Elementary Hebrew I
ART306	Ceramics IV	HEBB201	Elementary Hebrew II
ART406	Ceramic Studio Processes	JOUR300	Editing
BIOL300	Genetics	LDRS322	Leadership Strengths & Skills
BIOL326	Neurobiology	MATH110	College Algebra
BIOL346	Regional Human Anatomy	MATH115	Analytical Inquiry
BIOL400	Science and Children	MATH130	Introduction to Statistics
BIOL465	Practicum and Topics in Allied Health	MATH201	Mathematics Concepts for Elementary Teachers
BUSI350	Business Internship	MGMT448	Organization and Administrative Behavior
COMM230	Small-Group Communication	MIN402	Christian Ministry Internship II
CS225	Intro to Computer Science II	MKTG260	Principles of Marketing
EDLS300	Intro Teaching as a Profession	MKTG362	Consumer Behavior
EDLS302	Introduction to Teaching as a Profession: 7-12	MUS404	Instrumental Music Methods
EDLS303	Intro to Special Populations	MUS441	Music in Worship
EDLS304	Intro to Teaching Special Populations		
EDLS405	Diversity in the Classroom		

Service-Learning Courses for 2016-2017 School Year



PE325	Motor Development & Learning	THTR455	Theater and the Church
PE450	PE in Elementary Schools, K-6	UNRS105	Foundations in Professional Nursing/Aging
PE451	Methods in PE: 7-12		
PE452	Adapted Physical Education	UNRS120	Fundamentals of Human Nutrition
PE475	Test & Measurements in Physical Education & Sports	UNRS212	Nursing Care of Adults/Aging
PSYC410	Psychology of Exceptional Children	UNRS280	Life Cycle Nutrition
		UNRS282	Transcultural Health Care: County Specific
PSYC455	Behavioral Science Practicum I		
SOCW250	Introduction to Social Work	UNRS312	Nursing Management of Adults
SOCW310	Human Behavior & Social Env I	UNRS312*	Nursing Management of Adults
SOCW311	Human Behavior & the Social Environment II	UNRS313	Restorative Nursing
		UNRS313*	Restorative Nursing
SOCW350	Aging: Imp Policy & Practice	UNRS320	Cultural Aspects of Food & Nutrition
SOCW360	Social Work Practice with Groups	UNRS382	Community Health Nursing
SPAN101	Elementary Spanish I	UNRS382*	Community Health Nursing
SPAN102	Elementary Spanish II	UNRS383	International Health Nursing
SPAN103	Elementary Spanish I for Health Care Professionals	UNRS384	Urban/Rural Health Nursing
		UNRS402	Nursing Care in Maternal, Newborn, & Women's Health
SPAN104	Elementary Spanish II for Health Care Professionals	UNRS404	Nursing Care of Children & Young Adults
SPAN301	Advanced Spanish		
SPAN431	Spanish Language Poetry & Short Story		

Service-Learning Faculty 2016-2017 School Year



Thomas Allbaugh
Mark Arvidson
Kathleen Bacer
Gregory Bellinder
Rachel Bodell
Cheryl Boyd
Constance Brehm
Thomas Buckles
Robert Campbell

Lisa Gillison
Daniel Grissom
Janice Haley
Johannes Harmse
Heidi Haskins
Susan Hebel
Catherine Heinlein
Roxanne Helm-Stevens
Andrew Henck

Tim Peck
Michael Pereira
Megan Prosser
Lynn Raine
Elizabeth Rivas
Marcela Rojas-Gonzalez
Diana Rudulph
Diane Sadoughi
Jessica Sherer



William Catling
Cheryl Crawford
Christopher Curtis
Courtney Davis
Melinda Dicken
Robert Duke
Matthew Duvall
Patricia Esslin
Anita Estrada

Skyla Herod
Barbara Johnson
Danielle Jorgenson
Alexander Koops
Dave Landers
Stephen Martin
Michael Medeiros
Tammy Milhon
Helen Nazarian

Kristen Sipper
Elizabeth Smart
Peter Smart
Arianna Smith
Eric Sorenson
Theodore Szeto
Kathleen Tallman
Amy Tauati
Kristen Watkins



Suzanne Evans
Paul Flores
Erin Gaw

Tolulope Noah
Kevin O'Donoghue
Koy Parada

Carrie Webber
Yelena Wheeler
William Willkinson

Faculty Fellows 2016-2017

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.

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

Service-Learning Community Partners

2016-2017 School Year

26 Local Hospitals and Senior Centers
ABCs for Me
Ability First
Altadena Christian Children's Center
ARDENT Group
Atria Senior Living Facility
Azusa City Library
Azusa Senior Center
Azusa Unified School District
Baldwin Park Unified School District
Bonita Unified School District
Cal Poly, Pomona
Charter Oak Unified School District
Citrus College
Community Day School Del Norte
Cornerstone Bible Church
Convalescent Aid Society
Covina Development Center
Covina Public Library
Covina-Valley Unified School District
Department of Child & Family Services,
Glendora
Duarte Unified School District
Elizabeth House
Enactus
Family Promise of San Gabriel Valley
Faith Community Church
Food Forward
Foothill Christian School
Foothill Christian Preschool
Foothill Pregnancy Resource Center
Give Her Life
Glendora Unified School District



Hope Lutheran Church
La Fetra Senior Center
Let it Be Foundation
Local Church Congregations
Love INC (In the Name of Christ)
Magnolia Learning Center
Monrovia Unified School District
Mothers Helping Others
Mt. San Antonio Gardens
Neighborhood Wellness Center
Oak Tree Lodge
Our Neighborhood Homework House
Pasadena Salvation Army
Pilgrim Place
Pomona Unified School District
Redeeming Love
Santa Anita Family Services
Santa Teresita: A Neighborhood of Care
Sonrise Christian School
St. Frances of Rome Church
St. Frances of Rome School
The Let it Be Foundation
Thematic Attic
THINK Together
Various NGOs in Pietermaritzburg & Cape
Town, South Africa
Visiting Angels, Glendora
West Covina Senior Center
West Covina Unified School District
Whittier Unified High School Serenity
Program
Young Life



End of Semester Evaluations, 2016-2017

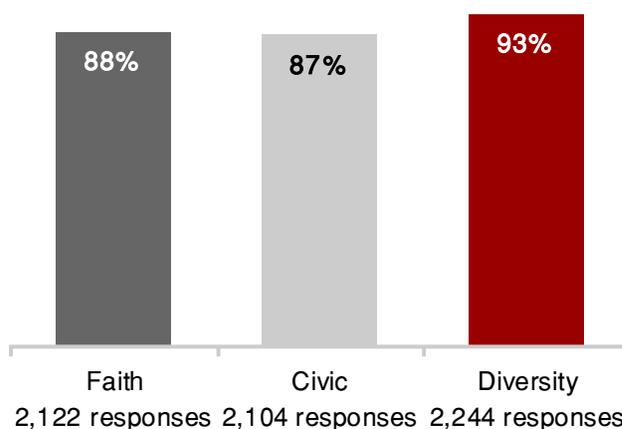
A total of 2,409 students out of 3,253 (74%) in academic service-learning courses over two semesters responded to the Service-Learning Student Evaluations.

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 Engagement:** 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.

Student Evaluation Responses:
Faith, Civic and Diversity Outcomes

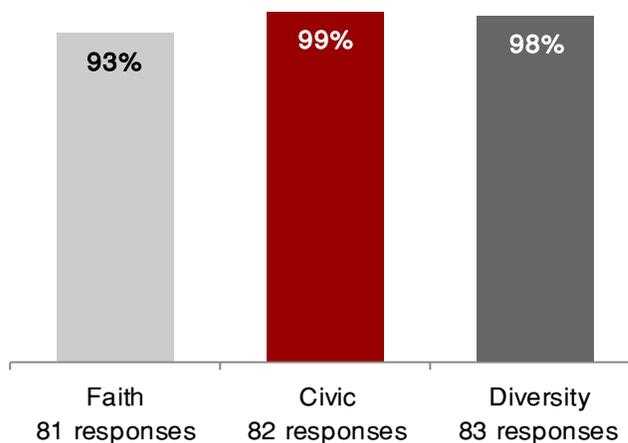


FACULTY RESPONSE

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 Engagement:** 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 service-learning/ community context.

Faculty Evaluation Responses:
Faith, Civic and Diversity Outcomes





VALUING PEOPLE

Internship in Exercise Science: Watching people heal from the ground up was life changing.

Small Group Communication: After seeing the reactions of the people we helped, it encouraged me to want to do something like this again, knowing I impacted others so positively.

Business internship: It allowed me to better see all people as equal under God. Being involved in a cause that helped support women in need allowed me to understand the need for people to be seen as equal.



CIVIC ENGAGEMENT

Ceramics: I originally dreaded the idea of using my time to work with children, but once I met Ivan and Jazmine with their awed expressions and chatty excitement, I was filled with the joy of serving and love for the students.

Intro to Teaching Special Populations: It encouraged me to become a better advocate for those with special needs and really seek out ways to make sure that they are seen, heard, and welcomed in any classroom environment.

The Chicano/Latino Experience: It encouraged me to volunteer and participate more in community outreach.



MAKING A DIFFERENCE

Marketing: It showed me the importance of providing good influences and a good environment for kids, and showed me the effect I can have on my community by using the gifts God gave me.

Nursing: It opened my eyes to how damaging poverty and crime can be. As a result, I have been encouraged to do my best to serve people in all circumstances. My passion for meeting and helping people in different countries was reignited and I look forward to taking this knowledge with me and applying it in the future.

ENGL 434: Children's Literature *Professor Kristen Sipper*

APU students had the opportunity to enhance their understanding of the connections between children's literature, child development, and literacy development through six weekly visits with fifth grade students at Magnolia Elementary School. They worked closely with teachers to support learning goals, engage the students in reading practice, and help them write limericks and poems to share with their class. Alexis Norman, Principal of Magnolia Elementary noted that, *"the excitement that the young APU students bring to the campus helps our students see that college and reading can be fun. It's a win-win all around and I was so happy to witness the smiles on our students faces."*



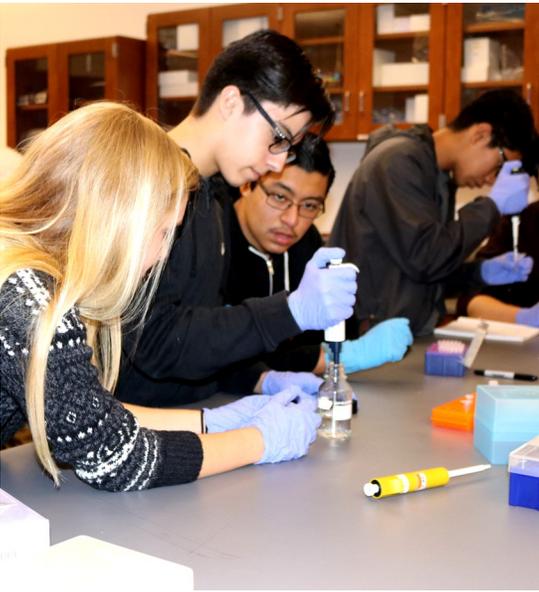
ART 205: Ceramics *Professor Bill Catling*

Fifth graders from Powell Elementary have been enlivening the classroom of APU Ceramics courses, learning to mold clay and paint with colorful glaze. Powell was just recently named Azusa's Visual and Performing Arts Elementary School, and we are honored to partner with them in a project that directly reflects their new identity! This is a multi-day experience for the 5th graders. The creation process begins on the first day, when the 5th grade students are introduced to the medium and work one on one with APU Art students to make their object. The students return a few weeks later to paint their item in preparation for the kiln.

MUS 404: Instrumental Music Methods *Professor Alexander Koops*

Instrumental Music Methods students prepared lesson plans based on a score of their choice, and rotated through Powell Elementary, Slauson Middle School Band, Goddard Middle School Orchestra, Gladstone High School Jazz Band, and Baldwin Park High School Band to teach local students and observe music teachers. APU students led warm-ups and worked with smaller sections of the bands to help in areas of difficulty. Nicole Wright, a senior in the Music Education, Pre-Teacher Certification program said, *"It was a really great experience where I learned a lot about how to engage kids and produce a curriculum that builds each week."*





BIOL 300: Genetics
Professor Megan Prosser

Students in Biology 300 hosted Azusa High School's AP Biology class in the university science lab. APU students worked in groups to creatively design, develop, and implement teaching modules to present various genetics topics to the class. They were divided into groups and then rotated through six different stations to learn about *Drosophila melanogaster* maintenance, Mendelian genetics, in vitro transcription, extensions to Mendelian genetics, mutations and genetic disease, and gel electrophoresis. APU students encouraged the high school students to learn more about the inner workings of genetics, and the applications of this field, for potential inspiration for future study.

CS 225: Intro. to Computer Science II
Professor Daniel Grissom and Professor Christopher Curtis

Students in this course made six visits to a THINK Together after-school program at Valleydale Elementary School, where they taught computer programming modules and integrated career and college knowledge related to this field. Preparing and teaching lessons reinforced the information students learned in their computer science course. One APU student commented on the experience, " *These kids gave me a reason to continue learning in my major. I want to teach others about things that I might be able to create once I finish with this major. These kids were just a start to the amount of people I could make a difference with if I continue with this major.*"



MATH 130: Introduction to Statistics
Professor J. Andre Harmse

Following the annual 8th Grade Majors Fair, which introduces eighth grade students of Azusa to a variety of majors they can choose from in college and encourages their pursuit of higher education, APU Statistics students surveyed 455 eighth grade students from five middle schools. APU students shared their findings in professional statistical reports which included charts, infographics, and open-ended responses. Reports were distributed to school administrators, district personnel, and the organizers of the event to assess the impact of the experience on students' thoughts about pursuing higher education, and to inform further development of the program.



Community Advancement Programs

Mission Statement

The Office of Community Advancement Programs at Azusa Pacific University strengthens campus-community relationship 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 series of social responsibility and increasing their professional skills related to employability.

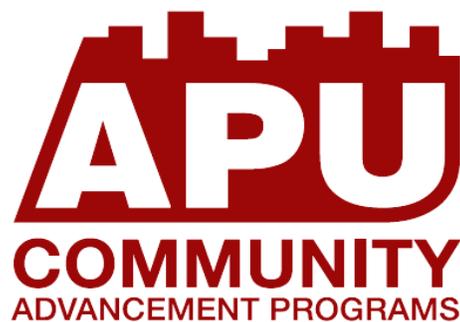
Who We Are | What We Do

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.

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 graduate.
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.



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.



From a tutor: "The lessons that I learned from each child have helped me to understand the behaviors of kids around me today, and I know now, more than ever, the diversity of each student, and how to meet the needs of each individual in a unique manner."

From an Azusa Calculates Parent: "This program has been excellent for her! Her math grade has risen ever since working with her tutor and as a result her self-confidence has grown."



What Our Student Workers Are Saying

To ensure we are adequately meeting the professional development needs of our student workers, each student worker is asked to take an exit survey at the end of each year. The total number of students who completed the survey is 64.

My CAP position has given me an advantage when applying for jobs post graduation.

90.5%

My CAP position allows me to gain meaningful experience in the field I am studying.

94%

My CAP position has assisted my professional development.

99%

CAP by the Numbers



14

Programs



132

Student Workers



13

Community Partners



18

Work Sites



3

Faculty Partners



15,912

Hours Worked



1,422

Community Members Served

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 ten of the last eleven 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.”

The President’s Honor Roll distinguishes APU as a leader in community service and service learning. This award demonstrates the university’s commitment to:

- Being a service leader in our community.
- Building community partnerships.
- Strengthening our neighborhoods.
- Fulfilling our mission and purpose.



2016-2017 Service-Learning Undergraduate and Graduate Interns

- | | | | |
|----------------------|----------------|------------------|------------------|
| Audrey Crouse | Erika Kral | Jessica Quintana | Nikki Riedinger |
| Bernadette Hernandez | Hannah Thomas | Kelsey Jones | Raquel Sariles |
| Daniel MacKay | Heidi Stewart | Mackenzie Miller | Renae Giacopuzzi |
| David Palomino | Jessica Graner | Madison Morgan | Teresa Cuara |
| Ella See | | | |

2016-2017 Service-Learning Staff



Judy Hutchinson, Ph.D.
Executive Director



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



Michelle LaPorte, M.Ed.
Associate Director



Catherine Wade
Office Manager

2016-2017 YEAR IN REVIEW



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WHERE THE CORNERSTONES CONNECT

CHRIST • SCHOLARSHIP
COMMUNITY • SERVICE

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