



Academic Service-Learning

2013-2014 YEAR IN REVIEW



SERVICE LEARNING BY THE NUMBERS

20

Departments participating in service-learning this year

158

Service-learning classes/sections

3,306

Students engaged in service-learning

47,340

Hours of service to the community through service-learning

\$1,246,936

Monetary value of service-learning student service-hours*

13,070

Hours of service through community-based federal work study

\$344,263.80

Monetary value of community-based federal work study programs*

**Based on 2013 calculation from the independent sector*

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Mission Statement

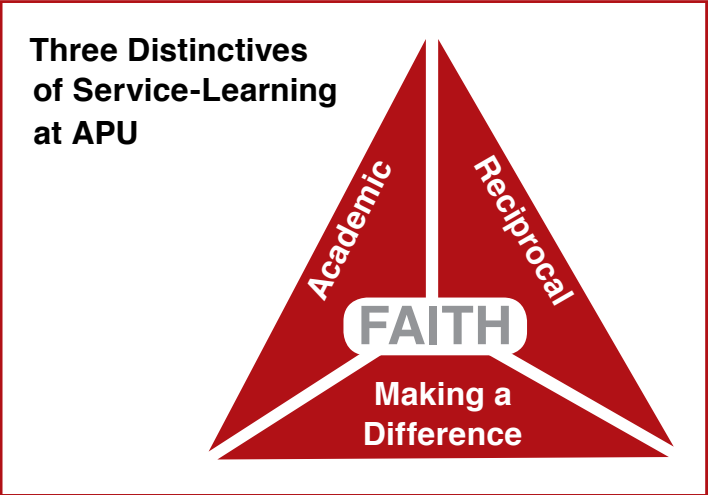


The Center for Academic Service-Learning and Research is an academic unit connecting APU’s Four Cornerstones through quality service-learning experiences across the campus and in the wider community. Service-learning builds community by developing positive, reciprocal relationships between Azusa Pacific 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 2013–2014 School Year

ACCT332	Federal Taxes II	PE451	Methods in PE: 7-12
AES473	Fitness & Exercise Prescription	PE452	Adapted Physical Education
ART310	Fundamental Art Experiences	PE475	Tests and Measurements in PE & Sports
BIOL326	Neurobiology	PSYC345	Psyc of Child & Adolescent Dev
BIOL400	Science and Children	PSYC362	Research Methods in Psychology
BUSI100	Personal Finance	PSYC385	Health Psychology
BUSI350	Business Internship	PSYC400	Cultural Psychology
BUSI360	Principles of Marketing	PSYC410	Psychology of Exceptional Children
BUSI448	Organization & Admin Behavior	SOCW310	Human Behavior/Social Env I
COMM111H	Public Communication - Honors	SOCW311	Human Behavior/Social Env II
COMM211	Presentational Speaking	SOCW350	Aging: Imp Policy & Practice
COMM330	Small-Group Communication	SOCW360	Soc Work Pract III (Groups)
COMM440	Persuasion and Attitude Change	SOCW400	Grant & Proposal Writing
EDLS300	Intro Teaching as a Profession	SPAN101	Elementary Spanish I
EDLS302	Intro Teaching as a Profession 7-12	SPAN102	Elementary Spanish II
EDLS405	Diversity in the Classroom	SPAN201	Intermediate Spanish I
EDLS496	Senior Sem: Educ & Prof Ethics	SPAN301	Advanced Spanish
ENGL406	Advanced Composition	SPAN450	Spanish Language Pedagogy
ENGL434	Children's Literature	TFT274	Story & Character
ENGL99	College Reading & Critical Thinking	UNRS105	Foundations of Nursing
GLBL355	Prin & Prac of Commun Engagement	UNRS210	Nursing Care: Mat, Newbrn, Wom Health
HEBB301	Intermediate Hebrew II	UNRS212	Nursing Care of Adults/Aging
JOUR430	Public Affairs Reporting	UNRS280	Life Cycle Nutrition
LDRS322	Leadership Strengths & Skills	UNRS313	Restorative Nursing
MATH110	College Algebra	UNRS380	Transcultural Health Care Outreach - India
MATH115	Analytical Inquiry	UNRS380	Transcultural Health Care Outreach - Kenya
MATH120	Contemporary Mathematics	UNRS382	Community Health Nursing
MUS201	Introduction to World Music	UNRS314	Nrsg Care Children/Young Adults
MUS486	Opera Workshop: Lead & Minor Roles	UNRS402	Nrsg Care in Maternal, Newborn & Women
PE325	Motor Development & Learning	UNRS404	Nrsg Care Children/Young Adults
PE450	PE in Elementary Schools, K-6	UNRS410	Community Health Nursing

Service-Learning Faculty for the 2013–2014 School Year

Thomas Allbaugh	Robert Duke	Velisa Johnson	Karla Richmond
Nina Ashur	David Dunaetz	Barbara Johnson	Elizabeth Rivas
Debra Baker	Wendi Dykes	Danielle Jorgenson	Marcela Rojas
Michael Barnett	Patricia Esslin	Greg Kaiser	Diana Rudolph
Marcia Berry	Catherine Fisher	Piljoo Kang	Diane Sadoughi
Rachel Bodell	Paul Flores	Karen Kapadia	Karen Schaid
Gail Bouslough	Melanie Galloway	Mary Anne Kilday	Kristen Sipper
Cheryl Boyd	Amy Graley	John Landers	Melissa Stava
Nancy Brashear	Janice Haley	Nancy Lyons	Theodore Szeto
Constance Brehm	Wendy Hall	Juan Mares	James Thompson
Kimasi Browne	Barbara Harrington	Sharon McCathern	Brooke Van Dan
Thomas Buckles	Adele Harrison	Cheryl Mercurio	Jonathan Vermeer
Rachel Castaneda	Jill Hartwig	Ryan Montague	Sarah Visser
Janet Chandler	Ryan Hartwig	Grace Moorefield	Carrie Webber
Linda Crawford	Susan Hebel	Francis Njoroge	Ivy Yee-Sakamoto
Stanley Deal	Catherine Heinlein	Tolulope Noah	
Priscila Diaz	Roxanne Helm-Stevens	Kevin O'Donoghue	
Melinda Dicken	Skyla Herod	Lynn Raine	

Service-Learning Community Partners

ABCs for Me	First Christian Church of Glendora	Pomona Unified School District
AbilityFirst	Empty Bowls Project	Santa Anita Family Services
Altadena Christian Children's Center	First Church of the Nazarene	Santa Teresita:
ARDENT Group	of Pasadena	A Neighborhood of Care
Assemblies of God Covina	Foothill Christian Pre-school	School on Wheels
Avila Gardens	Foothill Community Church	Second Chance for Teens and Adults
Azusa City Library	Foothill Family Shelter	Shepherd's Pantry
Azusa Senior Center	Foothill Unity Center	Sonrise Christian School
Azusa Unified School District	Give Her Life	St. Frances of Rome School
Baldwin Park Unified School District	Glendora Community Church	Stanton Elementary School
Charter Oak Unified School District	Glendora Community Conservancy	The Let it Be Foundation
Christ's Church of the Valley	Glendora Public Library	Thematic Attic
Church in the Park	Glendora Unified School District	THINK Together
Claremont Public Library	Hope Lutheran Church	Unitarian Universalist Community
Community Day School	iThemba Projects	Church of Santa Monica
Del Norte Campus	Julia McNeil Senior Center	United Methodist
Cornerstone Bible Church	La Fetra Senior Center	Preschool of Glendora
Cory's Kitchen	Lamb's Open Door Prison Ministry	West Covina Senior Center
Covina Development Center	Monrovia Unified School District	Westside Vineyard
Covina Public Library	Neighborhood Wellness Center	Christian Fellowship
Covina-Valley Unified School District	New Unto Others	Young Life:
Duarte Unified School District	Ontario Christian Schools	South Central Los Angeles Chapter
eGood	Our Neighborhood Homework House	
Elizabeth House	Pacoima Charter School	
Enactus	Passion of Christ Ministries	
Ethembeni	Pita Pit	



Business 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 Professor **Roxanne Helm-Stevens**, DBA, Associate Professor and Director of Management Programs in the School of Business and Management.

For more than a decade, Dr. Helm Stevens has led her students in Christ-like service to the community through programs such as Angel Sing (Christmas Caroling for homebound seniors) and the GATE/AVID Conference (for local middle-school children and their parents). She created life skills curricula tailored to the needs of alternative high school students. Every semester, her APU students present this valuable material to hundreds of students in Azusa, Glendora, Covina, Duarte, Monrovia, and Pomona.

As a pre-eminent service-learning scholar, Dr. Helm-Stevens has reinforced APU's leadership in the field, with numerous conference presentations and over 11 publications further developing and raising the academic standards of the pedagogy.

Lead Scholar & Faculty Fellows: Under the leadership of Service-Learning Lead Scholar, Professor Karen Lang (Communication), this year's Faculty Fellows research team is furthering the work of the Task Force on Experiential Learning. Members include Professors Pusztai (Nursing), Cox (Education), and Yamada (Psychology), as well as Julia Toothacre (Career Services).

Service-Learning Student Evaluation

The Service-Learning Student Evaluation asks students to assess their personal contribution to the service site, to consider the professor's integration of the learning objectives, and to measure the effectiveness of in-class reflection time.

Seven Likert Scale questions quantify the success of the service-learning course in helping the students grow in foundational principles such as civic and community engagement, value for all people, Christian values, intercultural competence, and integration of personal faith.

The data come alive when student voices are pulled from the four additional open-answer questions which are then compared to the quantified results from the Likert Scale questions. It is clearly evident that service-learning creates significant learning opportunities that enhance individual scholarship and support the learning objectives of the course.

A decade of service-learning data collection has revealed an increased "awareness of others" adding to deeper respect for people with diverse cultural experiences. There is also strong evidence that students show deepened personal faith and increased capacity to live out Christian values in the community because of the service-learning opportunities and the students' belief that service is a component of biblical Christianity.

Each service-learning professor is provided the specific data from the evaluation, including a complete list of student essay responses. In support of APU's Academic Vision 2022, the Center for Academic Service-Learning and Research makes this assessment data available on our website. While the report highlights outcomes around three particular issues (faith, civic engagement and diversity), it is possible to receive more detailed research from individual courses or disciplines by request.

End-of Semester Evaluations

A total of 2,508 students out of 3,306 (76%) in Academic Service-Learning courses over two semesters responded to the Service-Learning Student Evaluations.

STUDENT RESPONSE

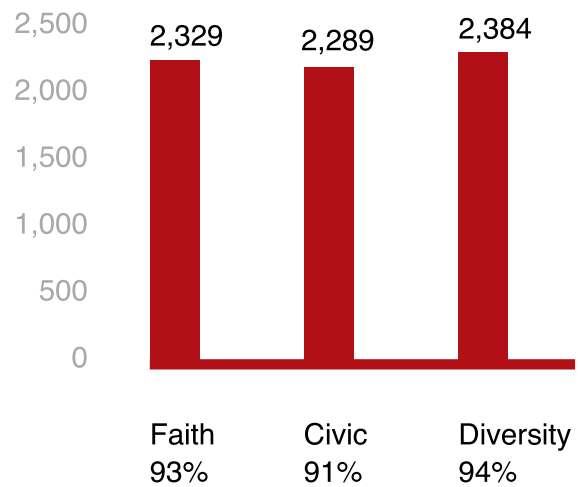
Students in service-learning courses reported how their service in the community supported their faith, their commitment to civic engagement and their own appreciation of diversity (*% are for Agree and Strongly Agree*).

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.

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



FACULTY RESPONSE

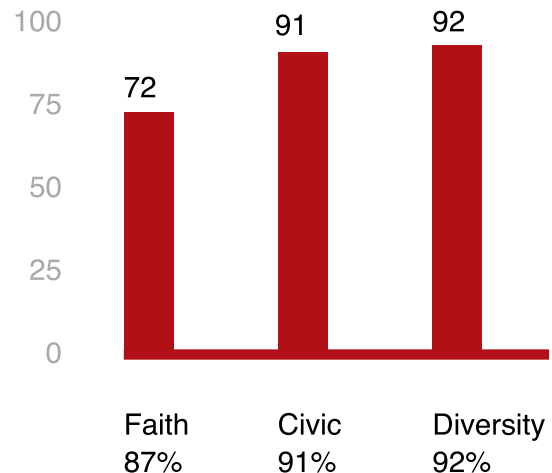
Faculty responded to all three issues (*% are for Agree and Strongly Agree responses*).

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

Civic: 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 Faculty Evaluation Responses: Faith, Civic, and Diversity Outcomes





FAITH INTEGRATION

World Music: My faith gave me a lens through which to find the meaning in the experience. It reminded me of what I feel called to do. I really feel strengthened in my ability to teach and my joy for it as well.

Business, Options: It held me to a higher level of accountability. I was able to gain strength and wisdom through my faith.

Liberal Studies, C.H.A.M.P.: It forced me to recognize what my true moral values are and how I as a Christian am supposed to love others.

Psychology: Knowing how patient God is with me throughout my life really challenged me to be patient with the kids I was working with.



CIVIC ENGAGEMENT

Principles & Practice of Community Engagement

South Africa: I learned that sometimes there are things in this world that we cannot control and cannot change. However, that does not mean we cannot have an impact on the world, and those around us.

Communications: I had a bit of a wakeup call. I realized I was selfish and being called to work hard for something bigger than myself and help each other and lift each other up.

Social Work: I feel like I am better able to respect leaders of nonprofits because I was able to witness the passions and hard work that they devote to their cause.

Political Science: The greatest value was actually being outside of the typical academic environment and engaged in the real world.



VALUING PEOPLE

Theater, Film & Television: No matter our journeys and where we are in our walks of life, we have a lot in common with all humankind and I think there is great value in that.

Adaptive PE: This was the first time I have been involved with kids that have disabilities. Seeing what the field of adaptive physical education is about was the greatest value. I would love to do this for my job.

Math: People are often stereotyped, but many stereotypes are wrong. You cannot truly get to know someone and understand them until you sit down and spend time with them.

Nursing: I now have a greater respect for the lives others lead and have grown in realization that I can learn from their experiences.

Learning Together with Our Community



**Professor Lynn Raine, SOCW 310:
Human Behavior in the Social Environment**



Cougar Pals is a mentoring program that connects Social Work students with at-risk middle school students. APU students provide academic support and positive encouragement for life goals and achievement. “The greatest value to me was developing a relationship based on trust and consistency with my Cougar Pal.”



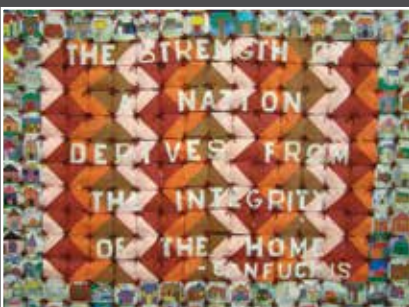
**Professor Adele Harrison,
BUSI 100: Personal Finance**



APU students host financial workshops for high school students in Azusa and Glendora. The workshops introduce students to principles of personal finance, such as budgeting, investing, and debt management. “The greatest value of this service-learning experience was being able to guide the students towards understanding the value of their money and introducing ways to do so.”

Professor James Thompson, ART 310: Fundamental Art Experiences

Students and faculty collaborate with 7th and 8th grade students from St. Frances of Rome School to prepare art projects for History Day L.A. Projects include an 8' x 12' paper quilt and a 30' x 4' ceramic mural that reflect the event's theme: “Rights and Responsibilities in History.” “It was great to be out in the community and to talk to the people here, letting them know that the university is involved in Azusa and wants to take part in everything the community is doing.”



◀ Quilt
(Quilt detail below)



◀ Mural
(Mural detail below)



Service-Learning and Medicine Abroad

Service-learning courses in international programs allow students to engage with the global community as they reinforce their vocational skills and increase their exposure to different cultures, people, and places.

UNRS 410 – Community Health Nursing

Through programs in South Africa and in China, nursing students with senior standing gain experience in community healthcare while utilizing their strengths and gifts through community-based partnerships and individualized projects. In this tangible expression of Christ's love, students enrich their education, increase their exposure to international healthcare, and expand their worldviews.



BIOL 391 – Medical Missions Practicum

Dr. Todd Emerson trains pre-medical profession (medicine, physical therapy, pharmacy, and physician assistant) students in the various specialties of medicine, such as trauma, cardiology, and pediatrics; students gain practical skills such as taking blood pressure, suturing, and documenting complete medical history. Using this knowledge, Dr. Emerson and his students conduct mobile clinics in remote jungle villages of Ecuador, offering complete care (intake, vitals, medical history, consult, and pharmacy) to hundreds of patients that have limited access to medical care.



UNRS 380 – Transcultural Healthcare Outreach.

Nursing students shadow the staff at Calcutta Mercy Hospital in India as they broaden their understanding of the relationship between culture and medicine, especially in the areas of women's health, infectious disease, chronic illness, and death. Students are also asked to assess the hospital, strategically brainstorming improvements for the hospital and creating professional presentations to present to the CEO of Mercy Hospital.



Community-Based Federal Work Study Programs

Mission Statement

The Office of Community-Based Federal Work Study 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 developing career-related leadership skills.

What are Community-Based Federal Work Study Programs?

The Office of Community-based Federal Work Study (FWS) Programs at Azusa Pacific University helps support the institution's academic and civic engagement goals through sustainable programs that meet community needs and improve quality of life for local residents.

These community-based programs are created, implemented, developed, and managed through the office to bridge together community and university resources.

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

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

- (1) To benefit the Azusa community and strengthen university-community relationships and
- (2) To intentionally support educational development and goals of student workers involved in these programs

COMMUNITY-BASED WORK STUDY PROGRAMS



Community-Based Federal Work Study Program Numbers



◀ “**Azusa Reads, Writes, Counts** was one of the highlights of my college career. Living on campus makes it very easy to get stuck in the ‘APU bubble’ and to forget about your surroundings, but working in the library with families from my community helped me to stay grounded and connected to Azusa.”
— *Azusa Reads Tutor*

▶ “Thank you for making this program available! My child feels much more confident with Algebra now that she has repeated the class and had the supplemental tutoring through **Azusa Calculates.**”
— *Azusa Calculates Parent*



◀ “**BOKS** is a great motivator for kids. They are truly excited to attend and often share the exercises they have learned with me. This was consistently the highlight of their day. I saw kids doing many of the stretching exercises whenever they were given a break during class.” — *BOKS Program Teacher*

Program	Number of Student Workers	Number Directly Impacted	Community Partner	Faculty Partner
AVID	13	390	Azusa Unified School District (Tom Vogt, AVID Coordinator)	
Azusa Reads	17	282	Azusa City Library (Reed Strege & Leila Hassen)	Amber Parks, Ed.D. School of Education
Azusa Writes	13			
Azusa Counts	12			
Azusa Calculates	9	26	Azusa Unified School District (three middle schools and Gladstone High School)	
BOKS	8	84	Azusa Unified School District (Gladstone St. Elementary & Powell Elementary)	Diana Rudolph, M.A. Exercise and Sports Science
Computer Lab Tutoring	2	145	Azusa Recreation & Family Services	
Girls on the Move	1	16	Azusa Recreation & Family Services	Diana Rudolph, M.A. Exercise and Sports Science
Kids on the Move	6	114	Azusa Recreation & Family Services	Diana Rudolph, M.A. Exercise and Sports Science
Our Neighborhood Homework House	5	175	Our Neighborhood Homework House	
THINK Together	8	190	THINK Together (AUSD middle and high schools)	



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 six of the past seven 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.” APU is one of only two institutions in California and 13 in the nation to have received this level of acknowledgement five or more times.

SERVICE LEARNING STUDENT LEADERS & STAFF

Judy Hutchinson, Ph.D.
Executive Director

Cindy Montgomery, M.Ed.
Associate Director

Stacey Kim, M.A.,
*Program Manager of Community-based
Federal Work Study*

Debra Fetterly, M.A.,
*Coordinator for S-L
Evaluation & Research*

Catherine Wade
Office Manager

2013-2014 Service Learning Advocates and Graduate Interns

Bethany Weatherill
Brandt Mabuni
Brittney Placencia-Saldana
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Jessie Gomez
Justeen Montelongo
Katie Russo
Ladonna Rodriguez
Lauren Maki
Lily MacKay
Meripa Leaea
Reade Tillman
Tyler Nakamura

