

Research Reporter



October 2008 Research Reporter



\$193,364 Grant Awarded!
Multifamily Beverage Container Recycling Grant from the California Department of Conservation



Toney Snyder, Assistant Director of Environmental Stewardship, has received a \$193,364 Multifamily Beverage Container Recycling Grant from the California Department of Conservation. Azusa Pacific University has not had a formal campus wide recycling program, but with this grant award, centralized recycling containers for bottles and cans will now be dispersed throughout all campus residential areas (dorms and off campus apartments).

This grant is a big win for the facilities management department. Providing bottle and can recycling bins in the residential areas will greatly reduce the thousands of bottles and cans that are simply thrown away in the trash. Program goals include establishing and modeling environmental stewardship to reduce waste and lower university disposal costs. This effort was Toney Snyder's first attempt at pursuing an external grant, and he credits the success of the

grant to working as part of a team; it was not a solo effort. Toney worked with his boss, Bill Asher, to develop the grant proposal, objectives, and the budget. This team effort helped create clarity within the proposal and ultimately led to the successful awarding of a project that will greatly benefit the university.—
Abbylin Sellers



Bill Asher, Supervisor



Lou Hughes, Ph.D., Director of Sponsored Research & Grants

Editors Note: Another important person who is responsible for the success of this grant is my colleague, Lou Hughes, Ph.D., Director of the Office of Sponsored Research & Grants. He met with Tony and guided him through this grant process.—
Carole J. Lambert, Ph.D.

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“Examining Culturally Structured Learning Environments with Different Types of Music-Linked Movement Opportunity” by Juanita M. Cole, Ph.D.



Juanita M. Cole, Ph.D., Assistant Professor of Undergraduate Psychology, and A. Wade Boykin of Howard University explore how music can enhance students’ learning in “Examining Culturally Structured Learning Environments with Different Types of Music-Linked Movement Opportunity” (*Journal of Black Psychology* 34.1 [Aug. 2008]: 331-355). Prefacing their study with the reminder that students “who are actively engaged have high rates of on-task behavior and low rates of disruptive behavior,” they explore how a cultural asset of African American children, “movement expression,” can improve their recalling of stories.

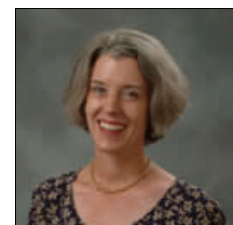
“Movement expression is defined as a premium on the interconnectedness of music—linked movement, rhythm, percussion dance, kinesthetic movement, and gestures,” they explain. They studied forty-eight African American children, half of them males and half of them females, all fourth graders from eight to ten years old from low

-income families in southern California. Twelve children heard Julius Lester’s “Why the Sun and Moon Live in the Sky” read according to the beat of rhythmic music with the reader encouraging them to move freely. Twelve more children heard the story read rhythmically but were not encouraged to move to the beat, although not discouraged if they did so. A third group heard the story read normally with nonsyncopated music playing in the background while the reader encouraged the children to move. Finally, a fourth group heard the story read under these same conditions with no movement encouraged. All of these students answered ten questions about the story as well as completed an adaptation of the Profile of Mood Scale immediately after hearing the story and music.

The results from tabulating these findings indicated that the children in the first group who had moved to the music while the story was read in synch with it scored highest on the

story recall and positive emotions. The last group scored lowest in both areas. This article also reports findings from a second experiment performed with 128 children from ages nine to twelve. Results here were not so clearly defined as with the younger children, and the authors explain why these results differ somewhat from those in the first experiment. They also highlight one important discovery: in the second experiment, children in an additional control group who were read a story with *no* musical accompaniment and instructed to sit very still, as is typical in many classrooms, scored poorest of all.

This article shows that wise teachers willing to enhance the cultural gifts and skills of African American children can create a learning environment filled with music, literature, movement, and joy.
—Carole J. Lambert





“Sources of Social Support and Self-Efficacy for Adult Students”

by Carol A. Lundberg, Ph.D., David D. McIntire, Ph.D., and Caroline T. Creasman, M.A.



Carol A. Lundberg, Ph.D., Professor of College Student Affairs and Organizational Leadership, **David D. McIntire, Ph.D.,** Professor of College Student Affairs and Organizational Leadership, and **Caroline T. Creasman, M.A.,** show how college students twenty-five years and older can be helped to succeed in “Sources of Social Support and Self-Efficacy for Adult Students” (*Journal of College Counselling* 11[Spring 2008]: 58-72). Previous research has revealed that social, emotional, financial, and familial support aid adult students to achieve well academic goals despite the stresses of full-time jobs, career changes, and raising children. However, “adult learners’ self-doubts about their nontraditional status and their fit within the academic environment may lead to decreased confidence and lower levels of academic self-efficacy.” The authors surveyed 196 undergraduates enrolled in an accelerated degree



program for a B.S. in organizational leadership; two-thirds of the study’s participants’ parents had not graduated from college. Analysis of responses from 101 students in their first course of the program and 95 in their last reveals ways students like these can be helped to succeed.

Students at the end of their studies reported receiving less emotional support from their families than those at the beginning. The authors note that “they wanted significant others to understand and support their educational efforts, but they also seemed to be lacking the skills to ask for support. . . . Programs to teach adult students how to appropriately request specific support from significant others

could effectively bolster their social support. . . . Counselor-led orientation programs that involve family and friends could enable students and families to clarify the support expectations of one another, creating shared expectations.”

As adult students proceed through their course work and perhaps lower their expectations and goals, advisors “might prevent such drops by discussing the changing understanding of one’s abilities during the adjustment to college.” These innovations to adult programs along with others mentioned in their article contribute to the belief of the authors that high expectations for college success lead to positive performance until graduation, hence increased retention of these courageous but vulnerable learners.—
Carole J. Lambert



“adult learners’ self-doubts about their nontraditional status and their fit within the academic environment may lead to decreased confidence and lower levels of academic self-efficacy.”



“high expectations for college success lead to positive performance until graduation”



***“Be still and know
that I Am God.”
Psalm 46:10***

Carole Lambert, Ph.D.
Director of
Office of Research
clambert@apu.edu
(626) 815-2085

Kevin Huang, Ph.D.
Director of
Undergraduate Research
khuang@apu.edu
(626) 815-6000 x 3353

Lou Hughes, Ph.D.
Director of
Office of Sponsored
Research & Grants
louhughes@apu.edu
(626) 815-6000 x 3343

Abbylin Sellers, M.A.
Research & Grants
Specialist
asellers@apu.edu
(626) 815-6000 x 3344

Susan Ferrante
Administrative Assistant
sferrante@apu.edu
(626) 15-2082
(626) 815-2087 fax

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