



Academic Service-Learning

2014-2015 YEAR IN REVIEW



SERVICE LEARNING BY THE NUMBERS

22

Departments participating in service-learning this year

182

Service-learning classes/sections

3,758

Students engaged in service-learning

51,160

Hours of service to the community through service-learning

\$1,374,559

Monetary value of service-learning student service-hours*

14,200

Hours of service through community-based federal work study

\$381,554

Monetary value of community-based federal work study programs*

**Based on 2014 calculation from Independent Sector (\$26.87)*

EXECUTIVE DIRECTOR • JUDY HUTCHINSON, PH.D. • JHUTCHINSON@APU.EDU
PUBLICATION EDITOR • JACARA JENKINS

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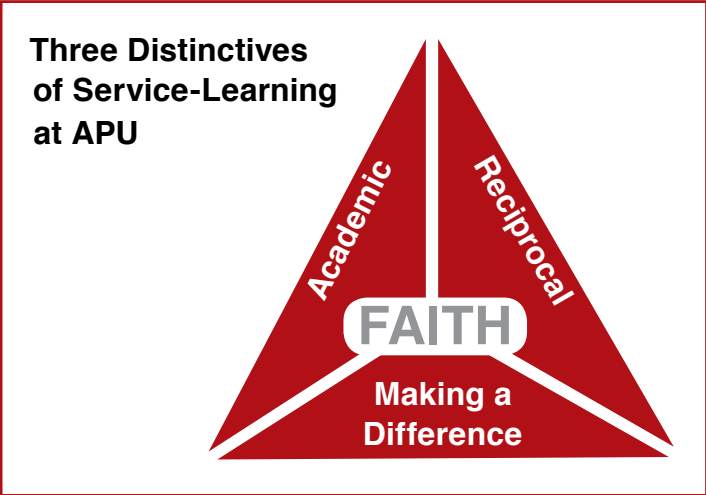
Mission Statement



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 2014–2015 School Year

ACCT332	Federal Taxes II
AES495	Internship in Exercise Science
ART130	Two-Dimensional Design
ART145	Drawing I
ART146	Painting I
ART150H	Introduction to Art
ART170	Sculpture I
ART205	Ceramics I
ART270	Sculpture II
ART310	Fundamental Art Experiences
ART383	Graphic Design II
ART385	Graphic Design III
ART403	Multicultural Art
BIOL326	Neurobiology
BIOL400	Science and Children
BUSI100	Personal Finance
BUSI350	Business Internship
BUSI448	Organization & Admin Behavior
CINE274	Story & Character
COMM211	Presentational Speaking
COMM330	Small-Group Communication
EDLS300	Intro Teaching as a Profession
EDLS302	Intro Teaching as a Profession: 7-12
EDLS303	Intro to Special Populations
EDLS304	Intro to Teaching Special Populations
EDLS405	Diversity in the Classroom
EDLS496	Senior Sem: Educ & Prof Ethics
ENGL406	Advanced Composition
ENGL434	Children's Literature
ENGL99	College Reading & Critical Thinking
ETHN357	The Chicano(a)/Latino(a) Experience
GLBL355	Prin & Prac of Commun Engagemt
HEBB201	Elementary Hebrew II
HEBB301	Intermediate Hebrew II
LDRS322	Leadership Strengths & Skills
MATH110	College Algebra
MATH115	Analytical Inquiry
MATH120	Contemporary Mathematics

MATH130	Introduction to Statistics
MUS160	Intro to Music & Worship Ministry
MUS201	Introduction to World Music
MUS302	Soul Music
MUS441	Music in Worship
MUS486	Opera Wkshp:Lead & Minor Roles
PE325	Motor Development & Learning
PE450	PE in Elementary Schools, K-6
PE451	Methods in PE: 7-12
PE452	Adapted Physical Education
PSYC345	Psych of Child & Adolescent Dev
PSYC400	Cultural Psychology
PSYC410	Psych of Exceptional Children
PSYC455	Behavioral Science, Practicum
SOCW310	Human Behavior/Social Env I
SOCW311	Human Behavior/Social Env II
SOCW350	Aging: Imp Policy & Practice
SOCW400	Grant & Proposal Writing
SPAN101	Elementary Spanish I
SPAN103	Elementary Spanish I for Health Care Professionals
SPAN301	Advanced Spanish
SPAN431	Spanish Language Poetry and Short Story
THTR101	Christianity and the Creative Process
UBBL100	Intro to Biblical Lit: Exodus/Deuteronomy
UNRS105	Foundations of Nursing
UNRS120	Fundamentals of Human Nutrition
UNRS212	Nursing Care of Adults/Aging
UNRS312	Nursing Management of Adults
UNRS313	Restorative Nursing
UNRS382	Community Health Nursing
UNRS383	International Health Nursing
UNRS384	Urban Health Nursing
UNRS402	Nursing Care in Maternity, Newborn & Women's Health
UNRS404	Nursing Care of Children & Young Adults
UNRS410	Community Health Nursing

Service-Learning Faculty for the 2014–2015 School Year

Thomas Allbaugh	Priscila Diaz	Erin Gaw	Karen Kapadia	Elizabeth Rivas
Starla Anderson	Melinda Dicken	Crystal Gentry	John Landers	Rebecca Roe
Diane Apegian	Brent Dickinson	Amy Graley	Nancy Lyons	Marcela Rojas
Michael Barnett	Terry Dobson	Wendy Hall	Stephen Martin	Diana Rudolph
Rachel Bodell	William Dolphin	Johannes Harmse	Sharon McCathern	Diane Sadoughi
Cheryl Boyd	Robert Duke	Adele Harrison	Grace Moorefield	Melissa Stava
Nancy Brashear	Kari Dunham	Susan Hebel	Melissa Muddell	Kristen Sipper
Constance Brehm	Wendi Dykes	Roxanne	Francis Njoroge	Peter Smart
Kimasi Browne	David Esselstrom	Helm-Stevens	Tolulope Noah	Theodore Szeto
Thomas Buckles	Patricia Esslin	Erin Hensley	Kevin O'Donoghue	James Thompson
James Carlson	Lauren Evans	Skyla Herod	Motoichi Okawa	Jonathan Vermeer
Linda Crawford	Catherine Fisher	Barbara Johnson	Koy Parada	Christopher Voth
William Catling	Paul Flores	Danielle Jorgenson	Marion Pyle	Kristen Watkins
Melissa Dabiri	Daniel Freemyer	Greg Kaiser	Lynn Raine	Carrie Weber
Stanley Deal	Melanie Galloway	Piljoo Kang	Caron Rand	

Service-Learning Community Partners

ABCs for Me	Enactus	St. Frances of Rome School
AbilityFirst	First Church of the Nazarene	The Let it Be Foundation
Altadena Christian Children's Center	of Pasadena	Thematic Attic
ARDENT Group	Foothill Christian Pre-school	THINK Together
Azusa City Library	Foothill Community Church	United Methodist Preschool
Azusa Community Scholars	Give Her Life	of Glendora
Azusa Senior Center	Glendora Public Library	Visiting Angels, Glendora
Azusa Unified School District	Glendora Unified School District	West Covina Senior Center
Baldwin Park Unified School District	Henderson Christian Fellowship	Westside Vineyard
Bonita Unified School District	Hope Lutheran Church	Christian Fellowship
Charter Oak Unified School District	La Fetra Senior Center	Whittier Unified High School
Community Day School	LA Regional Goldline	Serenity Program
Del Norte Campus	Monrovia Unified School District	
Cornerstone Bible Church	Neighborhood Wellness Center	INCLUDING
Covina Development Center	Our Neighborhood Homework House	19 Local Church Congregations
Covina Public Library	Pomona Unified School District	(Statistics)
Covina-Valley Unified School District	Project 29:11	26 Local Hospitals and
David & Margaret	Real Connections Child Development	Senior Centers (Nursing)
Youth & Family Services	Santa Anita Family Services	Various NGOs in
Duarte Unified School District	Santa Teresita:	Pietermaritzburg & Cape Town,
Door of Hope	A Neighborhood of Care	South Africa
Elizabeth House	Sonrise Christian School	



Art 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 Jim Thompson**, Ed.D., Professor in the School of Art and Design.

For the past 24 years, since his first year at APU in 1991, Jim Thompson has been a service-learning professor. He has made service-learning central to learning about art for thousands of students in nearly 100 classes. Thompson's service-learning program, DAISY (Developing Art in School Youth), has touched thousands of local school children for over two decades. Jim and his students have also been major contributors to History Day LA, from its very first year at APU. Thompson has made numerous presentations at major professional conferences about the power of service-learning in art education and faith integration. Jim and his students have collaborated with school children to create murals in foster care homes and many other venues. A huge ceramic mural decorates a wall in the Duke Academic Complex.

Lead Scholar & Faculty Fellows

Under the leadership of Service-Learning Lead Scholar, Professor Karen Sorenson-Lang (Communication), this year's Faculty Fellows research team has just completed their "Final Report Experiential/Applied Learning Research Project" 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). As a continuation of the 2012–2013 Experiential Learning Taskforce. The research team met bi-weekly during Spring semester 2014 to frame the goals of the project and update the literature review. The team drafted the survey and distributed to pilot courses Fall 2014. Next possible steps include drafting the manuscript for journal publication and validating the survey instrument in collaboration with APU administrators and any mandate to continue work around an employability assessment initiative.

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 2,826 students out of 3,758 (75%) 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

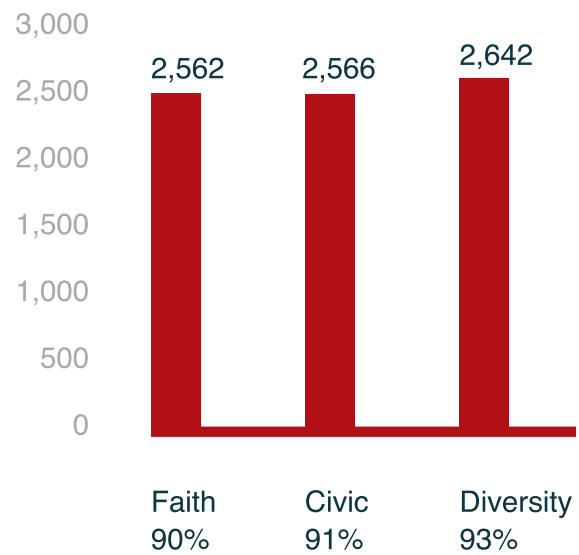
Faculty responded to all three issues (*% are for Agree and Strongly Agree responses*).

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

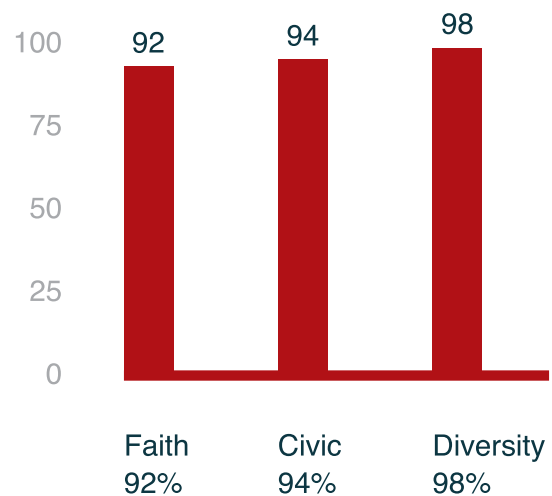
Civic: My students provided evidence of increased civic engagement and community awareness through the service-learning experience/project.

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





TRANSFORMATIONAL SCHOLARSHIP

Brain Awareness Fair: “As a PT (physical therapist), I will have to explain complex science in understandable ways to patients. Teaching youth is paramount to this skill.”

Communications: “Correspondence between our group and the foundation representative and working within a group efficiently will enhance success in my major, because these are both important skills for effective communication.”

Liberal Studies: “The students we worked with need a lot of support. That was humbling and reminding of what Jesus looks like in our community.”

Business, Enactus: “Working with a team, learning how to run a non-profit, and learning how to handle miscommunication were the greatest values.”



CIVIC ENGAGEMENT

English Literature: “I learned how to get to know my reader and to get on their level. It allowed me to meet new people, experience a different culture, and show respect towards others.”

Art: “Most important to me was giving something permanent to the community that will affect the people in Azusa long after I've graduated.”

Liberal Studies, C.H.A.M.P

(College Headed and Mighty Proud): “It widened my view of people from different socio-economic backgrounds.”



VALUING PEOPLE

Nursing: “I gained a better understanding of the depth of care we as nurses provide for patients, and that it goes beyond physical into spiritual and emotional as well.”

Physical Education: “Every child is individual and each has different skills and interests; [I valued] applying what was discussed in my classroom to real life experiences.”

Psychology: “If I hadn't been in a service-learning course, I wouldn't have signed up to volunteer with Think Together. Since getting out of my comfort zone, I have greater understanding and respect for elementary age children and their teachers and mentors.”

Learning Together with Our Community



Professor Greg Kaiser, BIOL400: Science and Children

Through nine weekly visits to local elementary schools, APU students are able to engage in relationships with elementary students and teachers to create exciting science lessons. One student stated, “The service-learning opportunity allowed me to see that every child learns differently, and challenged me to help them as best I could.” Another student stated, “The greatest value of the service-learning project was teaching young children to be inquisitive and curious about the world around them.”

**Professor Daniel Freemyer, UBBL100:
Exodus/Deuteronomy**
**Professor Bobby Duke,
HEB201: Elementary Hebrew &
HEB301: Intermediate Hebrew**
**Professor Erin Gaw,
THTR455: Theater & the Church**
**Professor Stephen Martin,
MUS441: Music & Worship Ministry**



The Passover Seder experience included traditional Hebrew blessings and customary elements of the meal led by APU’s Exodus/Deuteronomy and Hebrew students. APU’s Music & Worship students composed and performed musical pieces that aligned with Jewish tradition. Short dramatic vignettes were written and integrated by APU’s Theater & the Church course,

highlighting culture of the Jewish Passover throughout history and today. The evening, rich in culture and learning, was an impactful event for the guests that attended. “This project helped me understand that others will not always see things the way I do and that I must try to understand their views.”



Professor Kimasi Browne, MUS302: Soul Music

Through an interactive Soul Music presentation at a group foster home in La Verne, APU students support the vision of the David & Margaret Youth & Family Services to provide hope, transform lives and empower children, youth and families through culturally diverse services that foster emotional, educational, and spiritual identity development. “The service-learning project showed me that even little things can really have an impact on people,” said one student.

Service-Learning and Educational Outreach



BUS 448 – OPTIONS

“Options: Business Education and Life Skills for Urban Youth” is specifically designed to meet the needs of alternative high school students in urban communities. Utilizing innovative and engaging curriculum designed to facilitate mentorship opportunities, Options creates mentoring relationships between college students and high school students, equipping at-risk high school students with life skills and business knowledge. Options curriculum topics range from life skills and personal development to basic business knowledge and career planning.



EDLS 405 – C.H.A.M.P (College Headed and Mighty Proud)

Through weekly school visits, a campus visit day, and a graduation that both the 4th graders and their parents attend, APU Liberal Studies students work with local schools to establish higher education as a norm for 4th graders. C.H.A.M.P targets the predominantly low-income, Latino student group, especially susceptible to low graduation rates, and influences them to become college-bound. **“Coming from a home that was outside the middle class, yet knowing at such a young age that college is not only accessible but achievable, was powerful for me. Being encouraged to attend college by actual college students and believing I could do it changed my life.”** enthused Chris Richards, C.H.A.M.P participant.



8th Grade Majors Fair: Passport to Your Future

For the fourth year APU faculty and students, along with those from Cal Poly Pomona, Citrus College, AUSD, and the city of Azusa reinvigorated the interest of 700+ 8th grade students in college by creating a college fair atmosphere where students engaged in hands-on experiences in various majors, many of which they have never known about before. The purpose of this annual event is to steer the life paths of a susceptible group at a critical time in their lives toward a better future and to help build a better community. After the fair, one student reflected an important shift in her outlook about college, saying “I learned that it is okay to go to college.” Another student realized, “I have a choice to choose what I want to study [and] work for [and] what college I want to attend too.”

Community-Based Federal Work Study Programs

Mission Statement

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

What are Community-Based Federal Work Study Programs?

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

- (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
- These Community-Based Federal Work Study Programs are created, implemented, developed, and managed through the office to bridge together community and university resources.

Student workers involved in these Community-Based Federal Work Study 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.

COMMUNITY-BASED WORK STUDY PROGRAMS



Community-Based Federal Work Study Program Numbers



◀ “Working at **ARWC** has allowed me to truly interact with the Azusa community while attending APU. I have loved meeting families and feeling like a real part of what is going on locally to help parents and students when it comes to academic work. I think it is important for college campuses to know and understand the communities in which they are placed, and ARWC really works to do that.”
 — *ARWC (Azusa Reads, Writes, Counts) Tutor*



▶ “After starting **Kids on the Move** I got into a mode where I loved exercising and playing sports. Thank you!”
 — *Kids on the Move, participant*



◀ “All of you are so good at helping our kids be more intelligent and get better grades. Thank you and congratulations because you are all a great team. Thank you and God bless you always.”
 — *ARWC Parent Quote*

Program	Number of Student Workers	Number Directly Impacted	Community Partner	Faculty Partner
AVID	4	803	Azusa Unified School District (Susan Brosche, AVID Coordinator)	
Azusa Reads, Azusa Writes, Azusa Counts	32	320	Azusa City Library (Reed Strege & Leila Hassen)	Amber Parks, Ed.D. School of Education
Azusa Calculates	10	30	Azusa Unified School District (three middle schools and High School)	
BOKS	7	90	Azusa Unified School District (Gladstone St. Elementary, Valleydale Elementary and Powell Elementary)	Diana Rudolph, M.A. Exercise and Sports Science
Computer Lab Tutoring	4	155	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	3	125	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	



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 eight of the last nine 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

Michelle LaPorte, M. Ed.
Associate Director

Anjelica Juarez, M.A.
*Program Manager,
Office of Community-Based
Federal Work Study Programs*

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

Catherine Wade
Office Manager



2014-2015 Service Learning Advocates and Graduate Interns

Amy Keshishians
Ariel Figueroa
Bethany Jepsen
Brandt Mabuni
Brooke Nagel

Danielle Jones
Danny Ledezma
Desirae Calvo
Eric Teeples
Jacara Jenkins

Jessica Velazquez
Jessie Gomez
Kara Hayes
Katie Russo
Kristyn Hernandez

Lily MacKay
Natalie Juarez
Rachel Barcelos
Reade Tillman