

Boston College
June 12, 2020

PULSE Program for Service Learning
E1A Form for Assessment of the Undergraduate Core

Students completing the Theology core will be able to:

- 1.

A. At our end-of-year faculty days in spring 2019, the PULSE faculty chose to assess PULSE core learning goal #3 again (we assessed goal

7. Date of the most recent program review. (Your latest comprehensive departmental self-study and external review.)

Uncertain.

APPENDICES:

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APPENDIX 2

Fostering the Spiritual Development of Undergraduates through Service Learning

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Holistic student development, the belief that education should foster the development of the whole person,



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a pedagogy that has shown promise in facilitating the spiritual development of undergraduates as a limited number of prior studies have found a relationship between spiritual growth and service-learning participation (Astin et al., 2011a; Cherry, De Berg, & Porterfield, 2001; Eyler & Giles, 1999; Kuh & Gonyea, 2006; Lovik, 2010; Radecke, 2007; Yeh, 2010). The existing studies do not simultaneously use comprehensive measures of both spiritual growth and service-learning participation and, therefore, offer inadequate analysis of the relationship between the two. This study seeks to fill this gap and offer further understanding of how service-learning may be utilized as a pedagogical tool to foster spiritual growth within an academic context.

Understanding how to better foster spiritual development among undergraduates can provide many benefits to students, society, and higher education institutions. Prior research has established a relationship between spirituality and psychological well-being (Astin, et al., 2011b; Park & Millora, 2010),

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Interviewees were also selected to ensure variation in academic disciplines, ethnic backgrounds, religious backgrounds, PULSE classes, and PULSE placements.

Of the 272 study participants in the quantitative strand, 36% were male

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in _____ during this time frame. Analyzing the mean responses for each of the individual spirituality variables similarly demonstrates that spiritual growth occurred as all means changed in the positive direction and 43 of 54 of these changes were statistically significant (See Tables 1-6). Similarly, mean responses for all of the spirituality scales changed in the positive direction and all were statistically significant (see Table 7).

Table 1

	Pre-Survey	Post-Survey
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^aExtent to which the variable describes the respondent. 1=Not at all 2=To so 20.6 (o 20.6 (o 0.23 1 Tf []) TJ ET Q q 0.24 0 0 0.24 18 589.92cm BT -

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Table 2

Pre-Survey Post-Survey

^aExtent to which the respondent engages in the activity. 1=Not at all 2=To some Extent 3=To a great extent

^bImportance to the respondent. 1=Not important 2=Somewhat important 3=Very important 4=Essential

^c1=None 2=Some 3=Most 4=All

Table 3

Variable	Pre-Survey		Post-Survey			
	M	SD	M	SD		
Influencing the political structure ^a	2.29	.826	2.71	.884	<.001	.49
Becoming a community leader ^a	2.94	.831	3.27	.810	<.001	.40
Love is at the root of all the great religions ^b	3.22	.804	3.43	.761	<.001	.27
Trying to change things that are unfair in the world ^c	2.29	.553	2.46	.521	<.001	.32
Having an interest in different religious						

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Eastern Orthodox	.033	.033
Episcopalian	-.005	.024
Jewish	-.002	-.043

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to care about. This led students' eyes to be "opened" to the ways in which their prior assumptions/perspectives were inconsistent with what they were observing in the community.

At the same time, class experiences were also exposing students to a new way of viewing the world through: hearing about the placement experiences and diverse perspectives of other students; class readings that presented new perspectives; and professors asking students to consider what they think

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United Church of Christ	.041	.031	.026	.036	.040	.025
None						

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In this proposed model, the process of spiritual growth begins when a student witnesses how injustice impacts the lives of individuals he or she has gotten to know at his or her service site. At the same time a student is being challenged by observing social justice issues at the service site, he or she is simultaneously having his or her assumptions about the world challenged in class. The combination of these challenges leads a student's eyes to be "opened" to the idea that the world is not exactly what he or she believed it to be in a very fundamental way. People living in poverty may have been previously known only through stereotypes—stereotypes that blame the poor for their problems and perpetuate the belief that the poor are fundamentally inferior to those who have been successful in traditional terms. During their PULSE experience, however, students can no longer hold onto these stereotypes and are humbled to see how much they have to learn from those they may have previously believed to be inferior or deficient. As a result, students and community members have the potential to form reciprocal relationships that are mutually

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. An _____ is having an indirect effect on spiritual growth (as measured by change in _____) through _____.

The following quotes from study participants illustrate the concepts in this model. The first quote demonstrates a students' experience of witnessing injustice. The second quote illustrates how an interviewee was challenged in class. In the third quote, a student describes how PULSE was eye opening. The fourth quote demonstrates a student receiving support from peers while undergoing spiritual struggle. In the final quote, a student describes the dynamic interplay between all aspects of the service-learning experience that led to spiritual growth.

She had glaucoma and lost all vision in one of her eyes. When the other one started to go as well, she came to the United States to get better medical care...now she's dealing with 5% total vision. She wasn't able to work, so she became homeless with her daughter. She's struggling to make ends meet and to find a job that she can actually do. If she had her vision she probably wouldn't be homeless. Something that's totally out of her control is completely affecting

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opportunity for spiritual growth to occur in the classroom context (Astin et al., 2004).

Furthermore, integrating opportunities for spiritual growth in the classroom has the potential to lead to other personal and societal benefits found to be associated with spirituality in prior studies. (Astin,

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relationships. The effective integration of classroom material and service can help students to make sense of their challenging experiences and process the disequilibrium they are feeling. As demonstrated in previous research, this important integration can occur in class discussions, small group reflection sessions, journaling, and

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Table A5

	Unstandardized	Standardized
Predictors	<u>Coefficients</u>	<u>Coefficients</u>

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