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:
Appendix 1 (p. 8-9): Michelle Sterk Barrett,

Appendix 2 (p. 10-37): Michelle Sterk Barrett,

Fostering the Spiritual Development of Undergraduates through Service Learning

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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.

Interviewees were also selected to ensure variation in academic disciplines, ethnic backgrounds,

religious backgrounds, PULSE classes, and PULSE placements.

Characteristics of the Sample

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

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

[a]Extent 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 -

Table 2

	Pre-Survey	Post-Survey

[a]Extent to which the respondent engages in the activity. 1=Not at all 2=To some Extent 3=To a great extent
[b]Importance to the respondent. 1=Not important 2=Somewhat important 3=Very important 4=Essential
[c]1=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						

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

SERVICE LEARNING & SPIRITUAL DEVELOPMENT

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

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

. 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

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,

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

Table A5

Predictors	Unstandardized Coefficients	Standardized Coefficients

References

American Council

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Eyler, J., Giles, D., Jr., Stenson,

VonDras, D. D., Schmitt, R. R., & Marx, D. (2007). Associations between aspects of spiritual well-being, alcohol use, and related social-cognitions in female college students. (4), 500-515.

Walker, K. L., & Dixon, V. (2002). Spirituality and academic performance among African American college students. (2), 107-21.

Welch, M. & Koth, K. (20, K. (292 cm BT2 (10 ( ) -10A) 10 0 0.24 18 589 1599 323 Tm /TT1 1 Tf [(a) 24 (m) -2 (on