

**Boston College**  
**June 19, 2018**

**PULSE Program for Service Learning ( ) r ce Learning ( ) A core progr**

College of Arts and Sciences, PULSE's learning outcomes reflect those for the university as well as for the Philosophy and Theology Departments. In June, 2015, the PULSE faculty also developed more specific learning outcomes for the core-level PULSE course, "Person and Social Responsibility."

*Philosophy Core Goals*

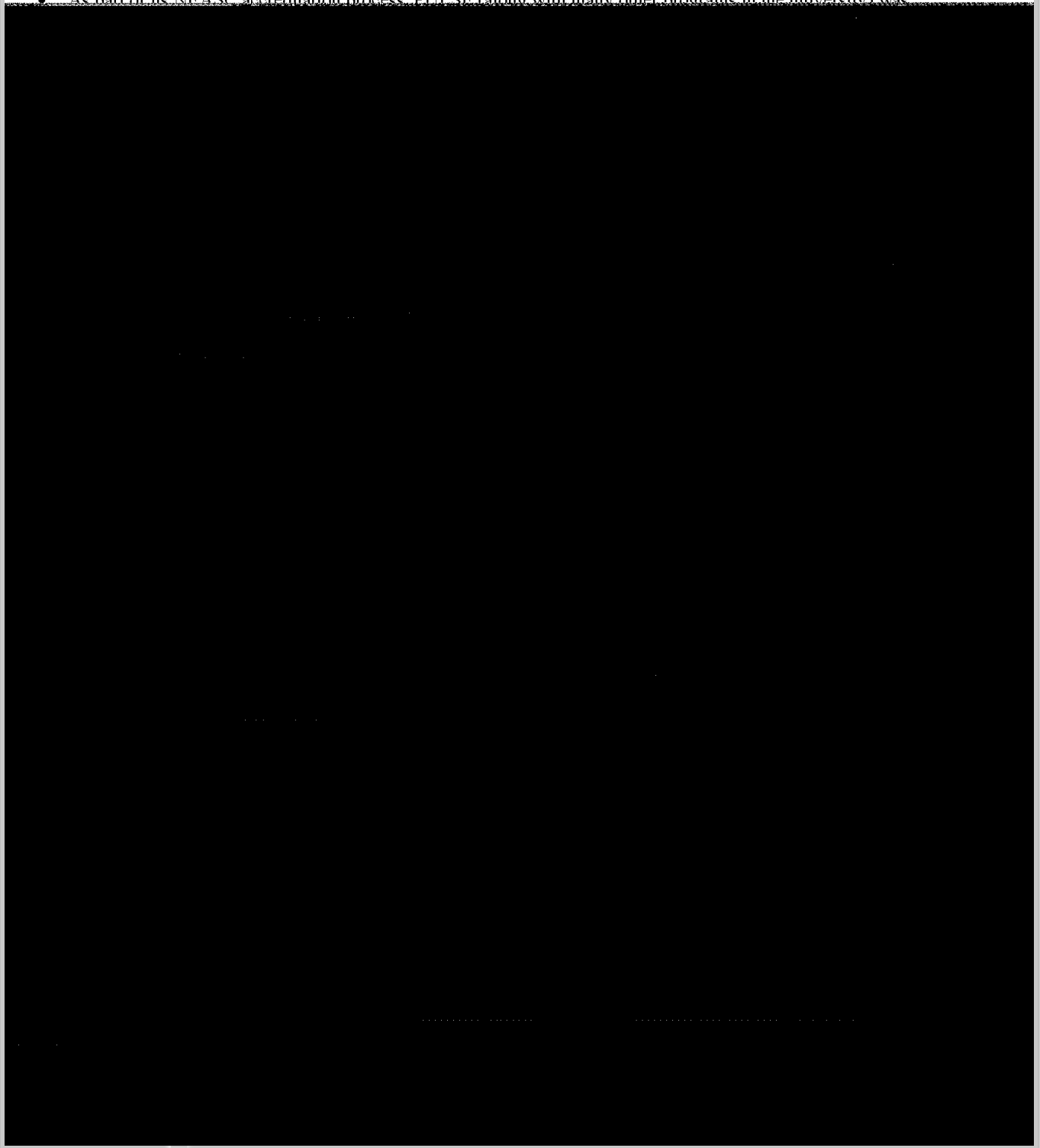


B. Very early in the fall semester, each faculty person will design and assign a writing assignment that fits with his/her course that addresses Goal #1. It is up to each faculty person to decide how to grade the

**PULSE Program for Service Learning  
2016-2017 Core Assessment Process and Results (Direct Evidence)  
Report from Assessment Committee to PULSE Faculty – May 18, 2017**

Background Expectations

- As part of its NEASC accreditation process, PULSE (along with many other programs in the university) was



ometimes the fall papers were

collapse ideas together rather than expand on specific ideas (e.g. s  
stronger than the spring papers).

### Recommendations

We look forward to our conversation this morning.

Respectfully,

### Scale Used

DUI SE Cons Learning Goals





will come from you directly and not from the PULSE office, so please be sure to include it in your syllabus. After you collect your September papers, please hold onto them; if for some reason the PULSE office needs them before the end-of-year papers have been submitted to you from your students, the office will contact you. **Grading:** Please *do* give credit for the assignment in both semesters so that students take it seriously.

There was also discussion regarding how many papers need to be read in order to ensure that the results are sufficiently representative. And there was discussion on what we hope to see in goal #3 assessment papers:

Student identifies privilege and oppression as structural;

Student defines both privilege and oppression and explains how they work;

Student addresses relationship between privilege and oppression;

Student demonstrates an understanding that privilege and oppression are not additive but intersectional;

Students use texts from the year for the spring paper

#### **4. Who collects and interprets the evidence and what process do they use to make recommendations for improvement? When does this occur?**

##### *PULSE RESPONSE*

##### INDIRECT EVIDENCE:

The internally-administered surveys are interpreted by the PULSE Program staff (director and assistant director). The internal survey questions are reviewed at the beginning of each academic year, and the survey results are read by the program staff at the end of each academic year with special attention paid to difficulties students may have encountered, especially with their PULSE service placements.

The external surveys, which are sporadic in their implementation according to the research needs of the researchers, are interpreted by the professional researchers using advanced statistical methodologies and measure students' self-reported impact of PULSE on themselves.

##### DIRECT EVIDENCE:

Please see the previous PULSE memos [pp. 4-7]

#### **5. List the changes that have been made as a result of the recommendations that emerged from the evidence collected with a short explanation of why each change was made.**

*PULSE RESPONSE:* At this time, we are still figuring out how to do the direct assessments. Once we have established a method that seems to work well, we can attend more to responding to the evidence. At this moment in time, the direct evidence is encouraging.

#### **6. Do you have evidence that the change has resulted in improvement in learning outcomes?**

*PULSE RESPONSE:* Not yet applicable.

#### **7. Give the date of your most recent program review and the date of your next review.**

*PULSE RESPONSE:* Uncertain.



***A E DICE :***

Appendix 1 (p. 10-11): Michelle Sterk Barrett, *Fostering the Spiritual Development of Undergraduates through Service Learning (dissertation section)*

Appendix 2 (p. 12-34): Michelle Sterk Barrett, *Fostering the Spiritual Development of Undergraduates through Service Learning (article from dissertation)*

Appendix 3 (p. 35-38): PULSE 2016-2017 *Beginning-of-Year* and *End-of-Year* Student Surveys (indirect evidence)

Appendix 4 (p. 39-42): PULSE 2017-2018 *Beginning-of-Year* and *End-of-Year* Student Surveys (indirect evidence)



The problems that caused people at my placement to need social services were frequently the result of circumstances beyond their control.	271	3.52	.595
I felt supported by other students at my placement.	270	3.49	.740
This course exposed me to diverse perspectives that did not fit with my prior opinions and assumptions.	270	3.50	.644
I built caring relationships with those served at my placement.	271	3.61	.700
Class assignments challenged me to think critically about my assumptions, values, and/or beliefs.	271	3.57	.604

Fostering the Spiritual Development of Undergraduates through Service Learning

Michelle C. Sterk Barrett

University of Massachusetts, Boston

College of the Holy Cross, Worcester

## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

Holistic student development, the belief that education should foster the development of the whole person, is a primary mission of higher education (American Council on Education, 1937; Braskamp, Trautvetter, & Ward, 2006; Kiessling, 2010). One component of holistic student development is spiritual development (Kiessling, 2010).

Studies have found that undergraduates and youth have an overwhelming interest in spirituality. Astin, Astin, and Lindholm (2004) discovered that 78% of undergraduates discuss religion/spirituality with their friends and 75% are actively searching for meaning/purpose in life. Roehlkepartain et al. (2008) investigated spiritual beliefs among 12-25 year olds in eight countries and found that 52% of youth in the United States describe themselves as very or pretty spiritual and only 20% describe themselves as not spiritual.

Yet, students have expressed that academic experiences within higher education are not adequately meeting their desire for spiritual development (Astin et al., 2004; Chickering, Dalton, & Stamm, 2006; Kuh & Gonyea, 2006). Fifty-six percent of undergraduates report that their professors never provide

SERVICE LEARNING & SPIRITUAL DEVELOPMENT



## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

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

Of the 272 study



## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

2001; Kiely, 2005); exposure to complex social problems without easy solutions (Eyler & Giles, 1999; Kiely, 2005); exposure to social problems that seem unjust (Kiely, 2005); and written reflection activities and class discussions that ask students to think critically about prior assumptions, values,

## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

Astin, & Lindholm, 2011b; Braskamp et al., 2006; Love & Talbot, 1999; Roehlkeptian et al., 2008). Based upon this conceptualization of spirituality and the instrument developed by Astin, Astin, and Lindholm (2011a; 2011b), spirituality indicators in the quantitative portion of the study were

## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

differences in the individual service-learning experiences that may have related to whether spiritual growth occurred.

An interview protocol was utilized that included a list of open-ended questions consistent with the research questions. Interviews explored the role that each of the following

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## SERVICE LEARNING & SPIRITUAL DEVELOPMENT



## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

world<sup>a</sup>

Helping others who are in difficulty <sup>a</sup>	3.54	.624	3.69	.500	<.001	.27
Improving my understanding of other cultures and countries <sup>a</sup>	3.25	.791	3.47	.659	<.001	.30
Becoming involved in programs to clean up the environment <sup>a</sup>	2.52	.824	2.79	.880	<.001	.32
Most people can grow spiritually without being religious <sup>b</sup>	3.24	.777	3.40	.716	.001	.21
We are all spiritual beings <sup>b</sup>	3.05	.717	3.13	.750	.100	

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## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

to care about. This led students' eyes to be "opened" to the ways in which their prior





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## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

opportunity for spiritual growth

## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

relationships. The



## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

Table A1

*Descriptive Statistics of Independent Variables/PULSE Components (N=272)*

Variable	<i>n</i>	M	SD
I felt supported by my PULSE professor.	272	3.81	.481
Class journaling / reflective writing challenged me to think critically about my assumptions, values, and/or beliefs.	270	3.47	.672
There was a diversity of perspectives expressed in my PULSE class and discussion group.	270	3.50	.644
The problems that caused			

## SERVICE LEARNING & SPIRITUAL DEVELOPMENT

Table A2

*Regression Analysis Summary for Class Challenge and Witnessing Injustice Predicting an Eye Opening Experience*

Predictors	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	6.491	.863		7.523	.000
Class Challenge	.668	.069	.487	9.742	.000
Witnessing Injustice Scale	.416	.072	.291	5.811	.000

Table A3

*Regression Analysis Summary for an Eye Opening Experience Predicting Change in the Religious/Spiritual Struggle Scale*

Predictors	Unstandardized		Standardized		
	Coefficients		Coefficients		

Table A5

*Regression Analysis Summary for Class Challenge and Witnessing Injustice Predicting Change in Religious/Spiritual Struggle*

## References

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**A E DI 3: 2016-2017 STUDENT SURVEY MATERIAL (Indirect Evidence)**

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	5	4	3	2	1	TOTAL	WEIGHTED		STRONGLY	DISA				
	NEUTRAL	NEUTRAL	NEUTRAL	NEUTRAL	NEUTRAL				DISA					
important to me.						25	142	179	354	4.38				
settings	4.20							9	16	25	148	156	354	
I have an interest in philosophy	35.95%	36.36%	41.92%			15	51	116	128	42	352	3.37	4.26%	14.40%
after PULSE						50	106	147	35	14	352	2.59		
after PULSE	10	353	2.52					52	119	137	35			
probably would not take philosophy	11.85%							7.91%	22.40%	25.45%	23.85%			
I am quite certain about my answer	47	407	4.4	67	400	400	400	400	400	400	400	400	400	
I am quite certain about my answer	6.50%	21.95%	26.93%	20.22%	15.59%									





Answered: 229 Skipped: 7

Response	Count	Percentage	Mean	Standard Deviation
1	2	0.87%	1.00	0.00
2	2	0.87%	2.00	0.00
3	76	33.19%	3.00	0.00
4	76	33.19%	4.00	0.00
5	149	64.63%	5.00	0.00
6	229	100.00%	4.59	0.99

important to me

Response	Count	Percentage	Mean	Standard Deviation
1	0	0.00%	1.00	0.00
2	4	1.75%	2.00	0.00
3	4	1.75%	3.00	0.00
4	109	47.59%	4.00	0.00
5	190	82.51%	5.00	0.00
6	229	100.00%	4.47	0.99

diverse backgrounds

Response	Count	Percentage	Mean	Standard Deviation
1	0	0.00%	1.00	0.00
2	3	1.31%	2.00	0.00
3	29	12.66%	3.00	0.00
4	143	62.44%	4.00	0.00
5	143	62.44%	5.00	0.00
6	229	100.00%	4.28	1.00

I have an interest in theology.

5.24% 15.28% 30.57% 34.06% 14.85%

Response	Count	Percentage	Mean	Standard Deviation
1	3	1.31%	1.00	0.00
2	1	0.43%	2.00	0.00
3	10	4.37%	3.00	0.00
4	131	57.21%	4.00	0.00
5	84	36.69%	5.00	0.00
6	229	100.00%	4.28	1.00

I have an understanding of social justice.

1.31%

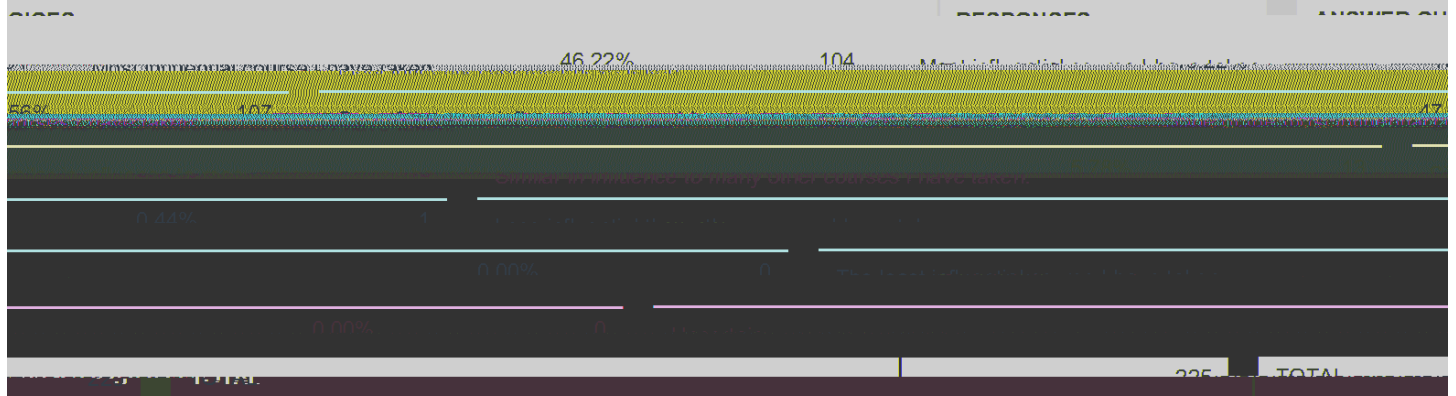
Response	Count	Percentage	Mean	Standard Deviation
1	0	0.00%	1.00	0.00
2	1	0.43%	2.00	0.00
3	10	4.37%	3.00	0.00
4	131	57.21%	4.00	0.00
5	84	36.69%	5.00	0.00
6	229	100.00%	4.28	1.00

I am quite certain about my career path.

Response	Count	Percentage	Mean	Standard Deviation
1	0	0.00%	1.00	0.00
2	3	1.31%	2.00	0.00
3	20	8.73%	3.00	0.00
4	99	43.23%	4.00	0.00
5	105	45.81%	5.00	0.00
6	229	100.00%	4.37	0.99

experience

# experience?



**A E DI 4: 2017-2018 STUDENT SURVEY MATERIAL (Indirect Evidence)**



