

**Breakaway- Alternative Spring Break:
Transforming Students into Active Citizens**

Tiffany Killam Jurey

Jonathan Cellon

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The authors are pleased with the outcomes of this project and look forward to making efforts to enhance active learning opportunities for students and institutionalize Breakaway- Alternative Spring Break at the University of West Florida.

Project Overview

Introduction

Breakaway-Alternative Spring Break is a national movement across colleges and universities that allow students to make a positive difference through service over Spring Break. At the University of West Florida, Breakaway- Alternative Spring Break is a student based program that allows student direction in service opportunities that impact campus, local, and regional communities. Under the direction of Volunteer UWF! (a unit within Career Services and Student Affairs) students are given professional direction in planning and coordinating local service projects throughout the year culminating in a week long service based trip over Spring Break. The following eight components Breakaway-Alternative Spring Break's are built in to the program ensuring quality service and civic education.

- Strong Direct Service: Students engage in direct, hands on service that addresses critical, but unmet social needs
- Orientation: Students are oriented to the mission and objectives of both the program and the organization in which they will be working.
- Education: Involvement gives students a sense of context and understanding of both the region they will be working in and the problems they will be addressing during their service.
- Training: Students are given training in technical and communication skills necessary to carry out their tasks and projects before and after the trip.
- Reflection: During any service experience students reflect on their experiences and contributions individually and as a group. Through the reflection process students form connections from the service experience to their future or intended career path.
- Re-orientation: Allows for all participants to share their experiences with one another and with the campus community. Through this process, students are encouraged to translate their service experience in to a life-long commitment to service.
- Diversity: All students are welcome members.
- Alcohol and Other Drug Free: Breakaway- Alternative Spring Break is alcohol and drug free.

For the 2006-2007 calendar year, Breakaway- Alternative Spring Break chose to focus on environmental issues stemming from pollution, litter, and natural disasters. Through this focus they participated in 5 service projects centered on conservation and environmental recovery. These projects included:

- A one day focused clean-up of the nature trails and preserve on the University of West Florida campus
- A trip over Veteran's Day weekend to assist Hands on Gulf Coast in the environmental disaster recovery efforts stemming from Hurricane Katrina
- A one day clean-up of the Gulf Islands National Seashore on Pensacola Beach
- The week long Spring Break trip to Twin Lakes State Park in Green Bay, VA focused on conservation and resource management

- A one day campus wide clean-up on Earth Day 2007 of the entire University of West Florida campus open to the entire student body.

Additionally other secondary issues were identified by Breakaway-Alternative Spring Break members to be addressed through volunteer service at local non-profits in the Pensacola/Northwest Florida community. Projects were created by individual members to allow others an opportunity to give back to social issues of importance to the individual organizing the project. (Note: these projects were not assessed as part of the QEP process).

Beyond doing service projects leading up to their Spring Break trip, students also developed a budget and raised funds for their organizational activities. To meet their goals, students organized a yard sale, participated in a fundraiser through a local restaurant, and developed a budget request for the University of West Florida's Office of Alumni Relations. Additionally, they had to manage these funds relative to their developed shared vision for the organization and its activities.

Why Assess and Redesign Breakaway-Alternative Spring Break

Breakaway-Alternative Spring Break gives students a positive option to participate in during Spring Break. Through the process of planning and preparing for their week long Spring Break trip students learn valuable project management and teamwork skills by regularly meeting and participating in service projects as an organization. Additionally, students build valuable interpersonal, organizational, and career skills as they plan the activities and direction of the organization. Participation allows students to explore and understand the value of service by their own contributions and interactions with social problems and non-profit agencies; which thereby enhances students' commitment to lifelong service and allows them to form connections to communities locally and regionally where they can make a difference.

Specifically related to the project management domain, students (with the assistance of university staff) plan, monitor, and carry out smaller projects within the context of the focused project over Spring Break that they selected and help design. As part of their participation students gain valuable skills in fundraising, public relations, budgeting, risk management, team building and evaluation. Acquisition of these skills assists students in being leaders on campus, in their future careers, and in the communities in which they will live.

Promoting the development of Breakaway-Alternative Spring Break will assist the university in many ways. Foremost, it aligns with the university's mission in empowering students with knowledge and opportunity to contribute responsibly and creatively to a complex world. Furthermore, it assists students in their development into active citizens, who align their values, priorities, and life choices based on community needs. In promoting the development of Breakaway- Alternative Spring Break through increased financial resources, greater focus centered on increasing student learning and civic education strategies will occur. This will allow opportunities to assess current instructional methods and strategies and use assessment data to appropriate changes relative to increasing learning outcomes from student participation.

Project Results and Interpretation

Student Learning Outcomes and Assessment Plan

The student learning outcomes used to guide this project are ones developed through Volunteer UWF! for student participation in Breakaway-Alternative Spring Break. Therefore, assessment tools were already created for student participation in service projects. Thus, the only assessment tool that had to be created was for student site leaders and agency supervisors. Students, student site leaders and agency supervisors were chosen to give a comprehensive assessment of student participation in service projects. The following chart highlights the connection between the student learning outcomes and their relationship to Volunteer UWF! Academic Learning Compact.

Project Student Learning Outcomes	Relationship to Volunteer UWF! Academic Learning Compact
Students will identify a community need and formulate a plan based on available resources to fit the need.	Project Management Domain SLO: Students will make a plan to address a community need
Students will monitor and evaluate their plan and action to fit a community need.	Project Management Domain SLO: Students will make a plan to address a community need
Students will meet (through group meetings and service projects) throughout the year in preparation for their week long service based trip over Spring Break	Project Management Domain SLO: Students will demonstrate proficient teamwork and communication skills.
Students will collectively take action locally and regionally before and after Spring Break to meet the identified community need	Project Management Domain SLO: Students will demonstrate proficient teamwork and communication skills.
Students will manage and execute service based events and actions of group responsibly.	Project Management Domain SLO: Students will demonstrate professional behavior during service experiences.
Following all service experiences, students will engage in a structured reflection tying their service back to their individual lives.	Project Management Domain SLO: Students will describe how they could make a difference in the world through their service experience.
Through reflection and campus reorientation, students will describe to others what and how they have learned through their services experiences.	Project Management Domain SLO: Students will explain what and how they have learned through volunteer service
After structured trip, reflection, and reorientation are complete, students will be able to identify ways in which they are responsible for, and will be active in, their individual communities.	Project Management Domain SLO: Students will identify potential opportunities and motivation for civic engagement and responsibility in the communities in which they will likely live and work.

The following is the Volunteer UWF! Student Learning Outcomes and Assessment Measures for Breakaway: Alternative Spring Break related to civic engagement, project management, professional behavior and teamwork. The existing measures allow for formative and summative assessment of student participation in Breakaway: Alternative Spring Break.

Outcome	Measure or Performance Indicator	Report Cycle
1. Students will explain what and how they have learned through volunteer service and service-learning.	Evaluated by scoring students' description of what they have learned from the applicable experience against the "Learned through Service" rubric.	Evaluated at the end of each project and semester
2. Students will describe how they could make a difference in the world through their service experience.	Evaluated by scoring students' description of how they can make a difference in the world through their applicable experiences against the "Make a Difference" rubric.	Evaluated at the end of each project and semester
3. Students will demonstrate professional behavior during service experiences.	Evaluated by asking students, faculty members, Volunteer UWF! Supervisor, site supervisors, and/or agency supervisors to rate students' professional behavior based on the "Professional Behavior" rubric.	Evaluated at the end of each project and semester
4. Students will demonstrate proficient teamwork and communication skills.	Evaluated by asking students, faculty members, Volunteer UWF! Supervisor, site supervisors and/or agency supervisors to rate students' teamwork, and communication skills based on the "Teamwork" and "Communication" rubrics.	Evaluated at the end of each project and semester
5. Students will make a plan to address a community need.	Evaluated by asking students, faculty member, and/or Volunteer UWF! Supervisor to rate students plan based on the "Planning" rubric.	Evaluated at the end of each project and semester
6. Students will demonstrate proficient communication skills.	Evaluated by asking students, faculty members, Volunteer UWF! Supervisor and/or agency supervisors to rate student's communication skills based on the "Communication" rubric.	Evaluated at the end of each project and semester
7. Students will identify potential opportunities and motivation for civic engagement and responsibility in the communities in which they will likely live and work.	Evaluated by scoring students' statements of potential opportunities and motivation for civic engagement and responsibility against the "Civic Engagement" rubric.	Evaluated at the end of each semester

As part of the assessment of student learning through participation in Breakaway-Alternative Spring Break, baseline, formative, and summative assessment techniques were used. These assessment plans measured student learning related to project management, teamwork, impact of service and Breakaway-Alternative Spring Break.

Baseline Assessment: Use existing Breakaway- Alternative Spring Break constitution and by-laws; Volunteer UWF! and Breakaway- ASB participation and service statistics; Community Partners/ Agency Evaluations to measure student participation.

Formative Assessment: Throughout the process of project planning and actualization, Volunteer UWF! staff, community partners and Breakaway-ASB members and site leaders will be asked to reflect on the direction of the students and the organization in relation to Breakaway- Alternative Spring Break's mission and the QEP goals.

Summative Assessment: All student participants will evaluate the comprehensive year and the relation participation has on their individual learning associated with the QEP goals. Students will be assessed based on Volunteer UWF!'s established Student Learning Outcomes specific to Breakaway: Alternative Spring Break.

Note: Since two of the five service projects were on campus and the other three occurred primarily during non-operational hours, the Alternative Spring Break advisor with feedback from community agency supervisors completed the agency supervisor assessment.

Assessment Results

Assessment results are highlighted below based on the assessment strategy (baseline, formative, summative) used in the project. At the end of the three sections implications are discussed relative to findings and future practice.

Baseline Assessment Results: For the 2006-2007 calendar year twenty-two student members participated in Breakaway-Alternative Spring Break. Collectively, they combined to volunteer over 640 hours. All of the members participated in at least one service project. Eighteen of the twenty-two students participated in two or more service projects. All members participated in planning and preparing for the Spring Break trip through regular meetings and two fundraising events. However while participation was high, only four of six organizational officer positions were filled leading existing officers (and the organization advisor) to go above and beyond regular duties and responsibilities.

Formative Assessment Results: From the five service projects, data was collected from students, student site leaders, and community agencies (via the advisor). General feedback was gathered as well as feedback on professional competencies, communication, planning, teamwork, civic engagement and learning through service. Below results from each are highlighted.

General Feedback: General feedback was gathered from students on the agency and supervisor, the site leader and their Breakaway- Alternative Spring Break team members. General feedback from student site leaders was also gathered on Volunteer UWF!'s assistance in supporting students in planning their service project. The chart below presents the data on the general feedback from students, student site leaders and the agency supervisor/advisor using a seven-point scale, where 1 equals poor and 7 equals excellent

Student Feedback: Mean averages of students' overall assessment of service projects were consistently rated in the 6 range (from a high of 6.8 and a low of 6.3). Site leaders' rated the five service projects and Volunteer UWF!'s support as 7 on the seven-point scale for all service

projects. Overall, students and student site leaders rated each of the service projects as high quality service experiences.

Agency Supervisor/Advisor Feedback: General feedback from the agency supervisor/advisor was also gathered through student participation in the five service projects. General feedback on students' communication abilities, professionalism, organizational planning, and ASB site leaders was gathered. Students' communication ability scores ranged from 3 to 6 with a mean average of 4.6. In instances of lower ratings, agency supervisor/advisor comments related to these scores ranged from inconsistent communication methods to not communicating plans relative to the completion of the service projects. Students' professionalism at the service project was rated very high by agency supervisors. Scores ranged from 6 to 7 with a mean average of 6.6. Feedback on site leader interaction ranged from a low of 4 to a high of 7 with a mean average of 5.4. Communication and planning issues were cited in instances of lower scores. Ratings of students' planning abilities ranged from 4 to 6 with a mean average of 4.8. Ratings for planning skills did improve through the year with the first three projects being rated at the 4 level and the last two service projects being rated at the 6 level. Again, issues of consistency in communication and planning were cited as factors in instances of lower scores. Overall feedback on student participation in service projects ranged from a low of 4 to a high of 6 with a mean average of 5.2. Overall community agencies rated Breakaway-Alternative Spring Break participation in the good to above average range and were generally impressed by the students' participation. However, issues related to consistency in communication and planning pre-service project were cited as areas for improvement. The chart below highlights all of the general feedback results.

Breakaway- Alternative Spring Break 2006-2007

Feedback of Students, Student Site Leaders and Community Agency Supervisor

		Agency Rating	Agency Supervisor	Site Leader	Team Members	Overall Rating
Student Feedback on Agency	Trails Cleanup (8)	6.85	6.85	6.3	6.85	6.7
	Hands on Gulf Coast (8)	6.8	6	6	6.6	6.8
	Gulf Islands Nat. Seashore (6)	5.3	6.5	6.3	6.7	6.3
	Twin Lakes State Park (7)	5.25	5.5	7	7	6.4
	Campus Cleanup (8)	7	7	7	6.75	6.75
		Agency Rating	Agency Supervisor	Team Members	Volunteer UWF!	Overall Rating
Site Leader Feedback on Agency	Trails Cleanup (1)	7	7	7	7	7
	Hands on Gulf Coast (1)	7	5	7	7	7
	Gulf Islands Nat. Seashore (1)	7	7	7	7	7
	Twin Lakes State Park (2)	6	6.5	7	7	7
	Campus Cleanup (1)	7	7	7	7	7
		Student Communication	Student Professionalism	Site Leader Interaction	Planning	Overall Rating
Community Agency Supervisor/Advisor Feedback	Trails Cleanup (1)	4	6	5	4	5
	Hands on Gulf Coast (1)	4	7	5	4	5
	Gulf Islands Nat. Seashore (1)	3	6	4	4	4
	Twin Lakes State Park (1)	6	7	6	6	6
	Campus Cleanup (1)	6	7	7	6	6

Ratings: 1= poor 7= excellent
Mean averages (number of responses in parentheses)

Professional Competencies: Using a four-point scale (1=unsatisfactory, 2=basic, 3 proficient, 4=advanced) students' professional behavior relative to completion of service projects was assessed. Overall, students' professional competencies were rated very high by their own self assessments, the peer student site leader assessment, as well as by the agency supervisor/advisor. Agency supervisor/advisor ratings of students were somewhat lower than their own self assessments and the site leaders' assessments. Below the results are briefly discussed and presented for each area of professionalism assessed.

Attire: Mean average of students' self assessment of their attire ranged from a low of 2.85 to a high of 4. Additionally, students self assessments relative to attire consistently improved from the first service project (2.85) to the last (4). Site leader assessments of attire for the five service projects were all rated at the 4 level. Agency supervisor/advisor assessment of attire was also rated high with lows of 3 scored for the first two service projects and highs of 4 scored for the last three service projects.

Promptness: Mean averages of students' self assessment of their attire ranged from a low of 2.8 to a high of 3.3. Site leader assessments of promptness for the five service projects ranged from a low of 2.5 to a high of 4. Four of five agency supervisor/advisor rated students' promptness at the 3 level with the remaining agency rating promptness at the 4 level. No trends were found in the data relative to students' promptness.

Attitude: Overall attitude ratings were consistently high. Mean averages of students' assessment of their attitudes ranged from 3.7 to 3.8. Mean averages of site leaders' assessments were also very consistent with all scores at the 4 level except one which was rated at the 3.5 level. Agency supervisors/advisor rated students' attitude high with four rating their attitude at the 3 level and one rating it at the 4 level.

Self Awareness: Students' assessment of their self awareness was also high with mean averages ranging from 3.3 to 3.7 on a four-point scale. Site leader assessments were also high with all scores at either the 3 or 4 rating. However, agency supervisor/advisor ratings were somewhat lower with four of five being at the 3 level and one was at the 2 level.

Students acting as a leader or follower: Mean averages of students and site leaders' assessment of their ability to act as a leader or follower were also high and increased throughout the year. Mean averages of students' self assessments ranged from 3 (at the first three service projects) to 3.4 (at the last service project). Site leaders' ratings ranged from 3 (at the first three service projects) to 4 (at the last service project). Again, scores by the agency supervisor/advisor were somewhat lower with two scores at the basic (2) level and three scores at the proficient (3) rate.

Appropriate relationships: Ratings of appropriate relationships were high with mean averages of students' scores ranging from 3.6 to 3.4 while all site leaders' scores were at the 4 level. Agency supervisor/advisor ratings were also high and ranged between 3 and 4.

Organizational procedures: Ratings relative to following organizational procedures were consistently high. Mean averages of students' scores ranged from 3.4 to 3.8 while four of five site leaders' scores were at the 4 level. Similarly, four of five agency supervisor/advisor scores were at the 4 level. In both cases, the fifth score fell at the 3 level.

Breakaway- Alternative Spring Break 2006-2007

Students, Student Site Leaders and Community Agency Supervisors' Assessment of Professional Competencies

		<i>Attire</i>	<i>Promptness</i>	<i>Attitude</i>	<i>Self Awareness</i>	<i>Acts as a leader or follower</i>	<i>Appropriate relationships</i>	<i>Organizational Procedures</i>
Professional	Trails Cleanup (8)	2.85	2.85	3.7	3.7	3	3.6	3.7
Behavior	Hands on Gulf Coast (8)	3.2	3	3.8	3	3	3.6	3.4
Student Self	Gulf Islands Nat. Seashore (6)	3.7	3.3	3.7	3.3	3	3.7	3.7
Assessment	Twin Lakes State Park (7)	4	3.2	3.75	3.3	3.3	3.7	3.7
	Campus Cleanup (8)	4	2.8	3.8	3.4	3.4	3.4	3.8
Professional	Trails Cleanup (1)	4	3	4	4	3	4	4
Behavior	Hands on Gulf Coast (1)	4	3	4	3	3	4	3
Site Leader	Gulf Islands Nat. Seashore (1)	4	4	4	4	3	4	4
Assessment	Twin Lakes State Park (2)	4	2.5	3.5	3	3.5	4	4
	Campus Cleanup (1)	4	4	4	4	4	4	4
Professional	Trails Cleanup (1)	3	3	3	3	2	3	3
Behavior	Hands on Gulf Coast (1)	3	3	3	3	3	4	4
Agency Supervisor/	Gulf Islands Nat. Seashore (1)	4	3	3	2	2	3	4
Advisor	Twin Lakes State Park (1)	4	4	4	3	3	4	4
Feedback	Campus Cleanup (1)	4	3	3	3	3	4	4

Ratings: 1 = unsatisfactory 2 = basic 3 = proficient. 4 = advanced

***mean averages (number of responses in parentheses)**

Communication: Listening, verbal and written communication skills were assessed and generally were rated high by students and student site leaders using a four-point scale.

Listening Skills: Mean averages of students' self assessment of listening skills range from 3.2 to 3.6 while site leader ratings of listening skills were all the 4 level. Again agency supervisor/advisor

rated students somewhat lower with mean averages ranging from a low of 2 to a high of 4 with the other three scores at the 3 level.

Verbal Communication Scores: Mean averages of student ratings for verbal communication skills ranged from 2.8 to 3.7 while student site leader scores range from 3 to 4. Again, student assessments were higher than agency supervisor/advisor assessments. Students' verbal communication skills were consistently rated at the 3 level for all five service projects.

Written Communication Skills: Mean averages of student self ratings for written communication scores ranged from 3 to 3.6 while site leader assessments' ranged from 3 to 4 with four of five scores being 3.5 or higher. All agency supervisor/advisor ratings were at the 3 level.

Breakaway- Alternative Spring Break 2006-2007

Students, Student Site Leaders and Community Agency Supervisors' Assessment of Communication Skills

		Listening Skills	Verbal Communication Skills	Written Communication Skills
Communication Student Self Assessment	Trails Cleanup (8)	3.6	3.7	3.4
	Hands on Gulf Coast (8)	3.2	2.8	3
	Gulf Islands Nat. Seashore (6)	3.3	3.3	3.3
	Twin Lakes State Park (7)	3.5	3.5	3.5
	Campus Cleanup (8)	3.6	3.6	3.6
Communication Site Leader(s) Assessment	Trails Cleanup (1)	4	4	4
	Hands on Gulf Coast (1)	4	3	3
	Gulf Islands Nat. Seashore (1)	4	4	4
	Twin Lakes State Park (1)	4	3.5	3.5
	Campus Cleanup (1)	4	4	4
Communication Agency Supervisor Advisor Feedback	Trails Cleanup (1)	3	3	3
	Hands on Gulf Coast (1)	3	3	3
	Gulf Islands Nat. Seashore (1)	2	3	3
	Twin Lakes State Park (1)	3	3	3
	Campus Cleanup (1)	4	3	3

Ratings: 1 = unsatisfactory 2 = basic 3=advanced 4=proficient

***mean averages (number of responses in parentheses)**

Planning: Students' ability to formulate, implement and assess a plan for their service projects was also assessed and again students and student site leaders generally rated their own skills higher than the scores that the agency supervisors/advisor gave them. Below results are summarized and presented.

Formulate plan: Mean averages of students' self assessments range from 2.2 to 3.8 while site leader ratings range from 3 to 4. Agency supervisor/advisor ratings range from 2 to 4 with three of five scores rated at the advanced level. Generally speaking all scores increased slightly as the year progressed.

Implement plan: Student generally rated their ability to implement their plan very highly with a few exceptions. Mean averages of students' self assessments ranged from 2.5 to 3.8 with four of five scores at 3.3 or higher. Student site leaders also rated their ability implement their plan highly

with all scores ranging from 3 to 4. Agency supervisor/advisor assessment of student ability to assess their plan ranged from 2 to 4 with three of five scores at the 3 range.

Assess Plan: Student generally rated their ability to implement their plan very highly with a one exception. Mean averages of students' self assessments ranged from 2.2 to 3.8 with four of five scores at 3.3 or higher. Student site leaders also rated their ability assess their plan highly with all scores ranging from 3 to 4. Agency supervisor/advisor assessment of student ability to assess their plan ranged from 2 to 4 with three of five scores lying at the 3 range.

Students, Student Site Leaders and Community Agency Supervisors' Assessment of Planning Skills

		<i>Formulate Plan</i>	<i>Implement Plan</i>	<i>Assess Plan</i>
Planning Student Self Assessment	Trails Cleanup (8)	3.3	3.57	3.57
	Hands on Gulf Coast (8)	2.2	2.5	2.2
	Gulf Islands Nat. Seashore (6)	3	3.3	3.3
	Twin Lakes State Park (7)	3.5	3.5	3.5
	Campus Cleanup (8)	3.8	3.8	3.8
Planning Site Leader Assessment	Trails Cleanup (1)	4	4	4
	Hands on Gulf Coast (1)	3	3	3
	Gulf Islands Nat. Seashore (1)	3	4	3
	Twin Lakes State Park (2)	3.5	3.5	3.5
	Campus Cleanup (1)	4	4	4
Planning Agency Supervisor/ Advisor Feedback	Trails Cleanup (1)	2	3	2
	Hands on Gulf Coast (1)	3	3.5	3
	Gulf Islands Nat. Seashore (1)	3	2	3
	Twin Lakes State Park (1)	3	4	3
	Campus Cleanup (1)	4	4	4
Ratings: 1 = unsatisfactory 2 = basic 3= advanced 4=proficient				
*Mean averages (number of responses in parentheses)				

Teamwork: Students' teamwork skills were also assessed as part of their participation in their service projects and were rated very high. Relative to previous areas student assessments of their teamwork skills are more in line with agency supervisors/advisor. High levels of respect and sharing skills were rated by all constituents. Below the results of the assessment are summarized and presented.

Helping: Relative to helping skills, students again rated their abilities overall very high. Mean average scores of students' self assessments ranged from 3 to 3.75 while site leader scores were all at the 4 level. Three of five agency supervisor/advisor scores were at the 4 level with the initial two service projects having scores of 3.

Listening: Mean averages of students' assessments of their listening skills ranged from 3.3 to 3.75 while four of five site leader scores were at the 4 level. Site leader assessment of students' listening skills also fell in the 3 to 4 range.

Participating: Participating scores among students ranged from 3.2 to 3.75 while site leaders rated their peers' participation with scores ranging from 3 to 4. Agency supervisors/advisor scores were more positive with all scores at the 4 level.

Questioning: Students scores of their questioning abilities also fell in the proficient range with mean averages of scores falling from 3 to 3.5. Student site leaders and agency supervisor/advisor rated their questing skills similarly with skills ranging from 3 to 4.

Respecting: Students' respecting skills were rated very high by themselves, their peer site leader and the agency site supervisor. Mean averages of student scores ranged from 3.4 to 4 while site leader and agency supervisor/advisor scores were all at the 4 level.

Sharing: Mean averages of student sharing scores all ranged between 3 and 4 and were consistent with student site leader and agency supervisor/advisor assessments. Together with respecting, students demonstrated high level of support and trust in one another.

Students, Student Site Leaders and Community Agency Supervisors' Assessment of Planning Skills

		<i>Helping</i>	<i>Listening</i>	<i>Participating</i>	<i>Questioning</i>	<i>Respecting</i>	<i>Sharing</i>
Teamwork Student Self Assessment	Trails Cleanup (8)	3.4	3.57	3.3	3.3	3.7	3.14
	Hands on Gulf Coast (8)	3.6	3.4	3.6	3.4	4	3.4
	Gulf Islands Nat. Seashore (6)	3.3	3.3	3.6	3	4	3.6
	Twin Lakes State Park (7)	3.75	3.75	3.75	3.5	4	3.75
	Campus Cleanup (8)	3	3.6	3.2	3	3.4	3.2
Teamwork Site Leader Assessment	Trails Cleanup (1)	4	4	4	4	4	4
	Hands on Gulf Coast (1)	4	4	3	3	4	3
	Gulf Islands Nat. Seashore (1)	4	4	3	3	4	4
	Twin Lakes State Park (2)	4	3.5	3.5	3.5	4	4
	Campus Cleanup (1)	4	4	4	4	4	4
Teamwork Agency Supervisor/ Advisor Feedback	Trails Cleanup (1)	3	3	4	3	4	3
	Hands on Gulf Coast (1)	3	3	4	4	4	3
	Gulf Islands Nat. Seashore (1)	4	4	4	3	4	3
	Twin Lakes State Park (1)	4	4	4	3	4	4
	Campus Cleanup (1)	4	3	4	4	4	4
		<i>Ratings: 1 =</i>			<i>3 =</i>		<i>4 =</i>
		<i>unsatisfactory</i>			<i>2 = basic</i>		<i>proficient</i>
							<i>advanced</i>

***Mean averages (number of responses in parentheses)**

Learning through Service: As part of the reflection process, students' ability to express learning through service was assessed by site leaders and site supervisors. Assessments differed somewhat in the evaluation of students' ability to express learning with student site leaders rating their peers' learning levels higher than the ratings of the agency supervisor/advisor. Conversely, students' ability to express how they can make a difference through service was generally scored lower by student site leaders. Below specific findings are discussed and data is presented.

Learning through Service: Site leader assessments of students' ability to express learning through service ranged between 3 and 4 with three of five scores falling at the 4 level on a four-point scale. Agency supervisor/advisor scores ranged from 2 to 4. Generally student site leaders rated their peers' learning levels higher than the agency supervisors/advisor.

Make a difference: Students' ability to express how they feel they can make a difference through service was generally scored lower by student site leaders (with scores ranging from 2.5 to 3) and scored higher by agency supervisors/advisor (with four of five scores at the 4 level).

Student Site Leaders and Community Agency Supervisors' Assessment of Students Learning through Service

		<i>Learning from Service</i>	<i>Make a Difference</i>
Learning through Service Site Leader(s) Assessment	Trails Cleanup (1)	4	3
	Hands on Gulf Coast (1)	4	3
	Gulf Islands Nat. Seashore (1)	3	3
	Twin Lakes State Park (2)	3	2.5
	Campus Cleanup (1)	4	3
Learning through Service Agency Supervisor/Advisor Feedback	Trails Cleanup (1)	2	3
	Hands on Gulf Coast (1)	3	4
	Gulf Islands Nat. Seashore (1)	2	4
	Twin Lakes State Park (1)	3	4
	Campus Cleanup (1)	4	4

***Mean averages (number of responses in parentheses)**

Civic Engagement: Using a four point scale (where 1=Member, 2=Volunteer, 3+ Conscientious Citizen, 4=Active Citizen), students' were assessed to gauge their level of commitment to serving in the community and participate in democracy. Generally mean averages of scores ranged in the conscientious citizen level among all three constituent groups.

Serving in the community: Scores for all three constituents groups fell primarily in the conscientious citizen range where students demonstrate concern about the social issue the service project focuses on.

Participating in democracy: Mean averages of students' self assessments and the agency supervisor/advisor rose through the year (while site leader assessment remained relatively consistent) and again primarily fell in the conscientious citizen range where students are concerned with discovering the root causes of social issues.

Students and Student Site Leaders Assessment of Level of Civic Engagement

		<i>Serving in the Community</i>	<i>Participating in Democracy</i>
Civic Engagement Student Self Assessment	Trails Cleanup (8)	3.14	2.85
	Hands on Gulf Coast (8)	3.4	3.2
	Gulf Islands Nat. Seashore (6)	3	3
	Twin Lakes State Park (7)	3.6	3.6
	Campus Cleanup (8)	3.4	3.6
Civic Engagement Site Leader(s) Assessment	Trails Cleanup (1)	4	4
	Hands on Gulf Coast (1)	3	3
	Gulf Islands Nat. Seashore (1)	3	3
	Twin Lakes State Park (2)	3.5	3.5

	Campus Cleanup (1)	4	4
Civic	Trails Cleanup (1)	3	2
Engagement	Hands on Gulf Coast (1)	3	3
Agency Supervisor/	Gulf Islands Nat. Seashore (1)	3	3
Advisor	Twin Lakes State Park (1)	3	3
Feedback	Campus Cleanup (1)	4	4
1 = Member	2 = Volunteer	3= Conscientious Citizen	4= Active Citizen

***Mean averages (number of responses in parentheses)**

Summative Assessment Results: Using the Division of Student Affairs rubrics to assess teamwork skills and final products of organizational activities the Breakaway-Alternative Spring Break advisor assessed the summative organizational activities for each semester. Below results are summarized.

Teamwork Skills: Using a four point scale (1=unsatisfactory, 2=basic, 3 proficient, 4=advanced) students demonstrated basic to proficient skills in preparation, participation, attendance, team member support, and conflict resolution. Students demonstrated gains in preparation and participation between the Fall 2006 and Spring 2007 semester. Attendance, team member support and conflict resolution remained at the proficient level. Often students seemed hesitant to step up to leadership roles and fully support organizational activities. However, levels of participation increased as the year progressed. In the future more focus should be placed on team building and maintenance activities throughout the year to raise levels of teamwork skills. Specifically, efforts should be made earlier in the year to increase student participation in organizational activities and leadership roles within the organization.

Summative Assessment of Students Teamwork Skills by Breakaway-Alternative Spring Break

Advisor		
	<i>Fall 2006</i>	<i>Spring 2007</i>
Preparation	2	3
Participation	2	3
Attendance	3	3
Team Member Support	3	3
Conflict Resolution	3	3

Ratings:
1 = unsatisfactory **2 = basic** **3 = proficient**
4 = advanced

Teamwork Product Assessment: Students' teamwork final product for each semester was assessed by the Breakaway-Alternative Spring Break advisor. Specifically, project conceptualization, regulation and teamwork skills were assessed using a three-point scale (1=fails to meet expectations, 2=expectations, 3=exceeds expectations). Overall students met expectations in the Spring 2007 semester but failed to meet expectations in identifying resources

and obstacles, assessing quality of plan, executing proper priorities, planning backup strategies, properly dividing responsibilities, equally contributing to task, and assessing contributions accurately. All areas that failed to meet expectations in the Fall improved to meet expectations in the Spring. Again, greater emphasis should be placed on teamwork skills as well as project management. Clearly students are gaining skills and acquiring learning through participation in the organization, however more emphasis should be placed on organizational planning, project regulation and equitable division of responsibilities.

Students Teamwork Product Summative Assessment

by Breakaway-Alternative Spring Break Advisor

	Fall 2006	Spring 2007
Project Conceptualization		
Selects and defines realistic problem to be solved	2	2
Identifies relevant resources and potential obstacles	1	2
Strategizes execution in relation to constraints	2	2
Integrates discipline concepts appropriately	2	2
Accurately assesses quality of plan	1	2
Regulation		
Sets appropriate goals for completing project	2	2
Manages appropriate timeframe	2	2
Executes appropriate priorities	1	2
Shows flexibility by planning backup strategies	1	2
Delivers acceptable product on time	2	2
Accurately identifies quality of individual process	2	2
Teamwork skills		
Equal division of responsibilities	1	2
Appropriate ethical judgment	2	2
Equal contribution to task completion	1	2
Conflict managed among team members	2	2
Delivers acceptable product on time	2	3
Assesses the quality of contribution accurately	1	2
1= Fails to meet expectations 2= Meet Expectations 3= Exceeds Expectations		

Student Impact: As part of the reflection process for service projects and each semester students were asked specifically to journal thoughts and share the impact of the service projects on their lives. The following student quotes taken from student reflections of service projects illustrate the impact of the service activities on their learning and civic engagement.

"It was cool to do something to help out the community here. I felt like I was doing something useful with my time."

"This experience made me think about how much help is needed in the world."

"It made me feel good that we made a difference and it was awesome to see all of us working together as a team"

"It meant a lot! We were able to accomplish so much and meet so many new people. I really enjoyed it and learned a lot by being involved."

"It's so nice to know that there is such an organization as ASB. Being able to get away, make a difference, and experience a different part of the country- All while having fun is such an important and rewarding experience while in college. ASB helps me to realize and understand what's going on in the world and how I can change things for the better. I really value this experience."

Students through their reorientation process developed and organized a campus wide service project on campus to highlight the organization and the environmental issues faced throughout the year. In this way they transformed their action into advocacy. Additionally students organized a comprehensive internal assessment of the organization year. Through this process they identified areas for improvement within themselves and within the organization. Areas cited for organization improvement were: greater teamwork participation and recruitment efforts, new ideas for fundraising, as well as new ideas for service projects and ways to coordination. Overall, the assessment served as a valuable way to look back and plan for the future of the organization.

Conclusion of Results

Through the assessment process it is clear that students are learning a great deal from participation in Breakaway-Alternative Spring Break. Generally students develop and demonstrate proficient professional skills but further emphasis is needed on helping students develop planning, and teamwork skills. Students typically overestimated their abilities in those areas as compared to the agency supervisor/advisor assessments. That being said students, through the reorientation process after the trip, were able to identify deficiencies in their actions and in the organization and make plans for improvements. Additionally, students need additional help in expressing learning from service and making connections to how they can make a difference through service.

Dissemination and Institutionalization

The information and data gathered through this assessment process will serve valuable for faculty and staff of the university. Foremost it will allow quality improvements and expansion to be made to the Breakaway-Alternative Spring Break program related to teamwork, planning and project management skills. However, many ties exist to other opportunities for learning and growth in students. Specifically the creation of curriculum based Alternative Spring Breaks will allow students to further explore academic curriculum of interest and use skills and knowledge obtained through involvement to specific social issues. This development will allow students to better express the learning they experienced through service while also connecting their new knowledge to efforts to make a difference.

Information dissemination will focus on developing partnerships with faculty to enhance the learning experience and creating new opportunities for students to make positive contributions to social issues through service. Specifically, use of informational sessions in the Fall 2007 semester for faculty and staff will be used. The informational sessions will allow for information from this project to be presented and allow opportunities for faculty to take an active role in exploring the Breakaway-Alternative Breaks program and form connections to their discipline. Other secondary materials will be published to disseminate the information across campus and the continued use of the QEP Symposium will occur.

Conclusion

Students are learning a great deal from participation in Breakaway- Alternative Spring Break. However, this assessment allows for quality enhancements to be made to efforts to increase student learning and engagement in service opportunities. Specifically, efforts to increase teamwork, planning and project management skills need to be enhanced and more focus given to helping students form connections from their service to other opportunities to make a difference.

Continued assessment of students is needed through the reflection process students engage in as part of service activities. Additionally partnerships need to be developed to explore greater faculty participation relative to specific social issues of concern to students. Exploration of curriculum based Alternative Spring Breaks should occur to enhance discipline specific knowledge and practical application through service.

Teamwork Product Assessment		Fall 2006	Spring 2007	Change
	Project Conceptualization			
	Selects and defines realistic problem to be solved	2	2	no change
	Identifies relevant resources and potential obstacles	1	2	increased 1
	Strategizes execution in relation to constraints	2	2	no change
	Integrates discipline concepts appropriately	2	2	no change
	Accurately assesses quality of plan	1	2	increased 1
	Regulation			
	Sets appropriate goals for completing project	2	2	no change
	Manages appropriate timeframe	2	2	no change
	Executes appropriate priorities	1	2	increased 1
	Shows flexibility by planning backup strategies	1	2	increased 1
	Delivers acceptable product on time	1	2	increased 1
	Accurately identifies quality of individual process	2	2	no change
	Teamwork skills			
	Equal division of responsibilities	1	2	increased 1
	Appropriate ethical judgment	1	2	increased 1
	Equal contribution to task completion	1	2	increased 1
	Conflict managed among team members	1	1	no change
	Delivers acceptable product on time	2	3	increased 1
	Assesses the quality of contribution accurately	1	2	increased 1
Scores:	<i>Fails to meet Expectations</i>	<i>Meet Expectations</i>	<i>Exceeds Expectations</i>	

Scored by Breakaway: ASB advisor at end of each term