

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

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Breakaway- Alternative Spring Break

- Breakaway-Alternative Spring Break is a national movement across colleges and universities that allow students to make a positive difference through service over extended breaks from school.
- At UWF, Breakaway- Alternative Spring Break is a student based program that allows student direction in service opportunities that impact campus, local, and regional communities.
- Plan and coordinate local service projects throughout the year culminating in a week long service based trip over Spring Break.

Eight Components

- **Strong Direct Service:** Allows for students to 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.

Eight Components cont...

- **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 goals or career path.
- **Re-orientation:** Upon returning to campus reorientation sessions 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:** Organization is designed to include participants representing the range of students present in the campus community.
- **Alcohol and Other Drug Free:** Organization is alcohol and drug free and students are educated and trained on alcohol and drug related issues.

Rationale of QEP Assessment

- Aligns with the university's mission of empowering students with knowledge and opportunity to contribute responsibly and creatively to a complex world.
- Students build valuable interpersonal, organizational, and career skills as they plan the direction of the organization
- Participation allows students to explore and understand the value of service through their contributions and interactions with non-profit, community based 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.
- Assists students in their development into active citizens, who align their values, priorities, and life choices based on community needs.
- Greater focus will be given on increasing student learning and civic education strategies through focused assessment of current strategies. This will create greater student impact in future years.

Instructional Strategies

- (4) one day service projects directly related to the issue chosen (for the larger, week long project) open to the entire campus community and facilitated by Breakaway-Alternative Spring Break leaders and members to promote civic action (project conceptualization and delivery) to a community need as well as teamwork and self regulation in the Project Management Domain
- Use of (2) one-day, fundraisers to promote student and group project planning, conceptualization, teamwork and communication skills.
- Use of formal reflections after every service project and fundraiser to allow students an avenue to explain what and how they have learned and connect students to how they can make a difference in the world through service.

Instructional Strategies

- Utilize the one week service project over Spring Break to actualize and culminate the year's preparation and service by the group prior to that point. Thereby, students form connections to social needs where they understand the dynamics of the problem and how they can by their actions address it.
- Employ a reorientation session and service project to help students identify potential opportunities for civic engagement and describe to others on campus how they will make a difference in the world through service.

Student Learning Outcomes

Outcome	Measure or Performance Indicator	Report Cycle
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
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

Student Learning Outcomes

Outcome	Measure or Performance Indicator	Report Cycle
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
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

Student Learning Outcomes

Outcome	Measure or Performance Indicator	Report Cycle
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
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 semester
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

Early Feedback

From Day 1: Biloxi, MS Service Project Reflection: Veterans Day weekend: November 10, 2006

- **What happened today?**

- “We finished gutting a church that had been picked up by storm surge and put back down. It had been infected with mold. We tore off carpets, swept floors, and pulled out nails and took down drywall.”
- “A lot! We were able to do a whole bunch at the church and become engaged in the community at Hands on Gulf Coast. The work wasn’t right up my alley but it was still important and very much needed.”

- **What did your experience mean to you?**

- “It was amazing seeing how damaged the area was after over a year. I felt very humbled to have helped out in the church.”
- “It was a fulfilling experience. I enjoyed helping others, and especially in communities that need as much work as Biloxi. I was also very surprised by how bad the city still was after a year after the storm.”
- “It was awesome to see all of us working together as a team. I will remember it always.”
- “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.”

Early Feedback

From Day 1: Biloxi, MS Service Project Reflection: Veterans Day weekend:
November 10, 2006

- **What are your feelings about today?**
 - “I love volunteering and it felt very rewarding.”
 - “I had a good time, worked hard, got dirty and helped the community.”
 - “I had wonderful time I am really excited about tomorrow.”
 - “I feel really good about today. I feel like I’ve done a really good thing and had a positive impact. I worked really hard and gave today’s work my all.”
- **What did you learn today? About yourself? About others in the group? About our project?**
 - “I learned even though it had been over a year since Hurricane Katrina, this area still needs a lot of help. I learned that I am needed in other ways beside for school work. I learned that other group members are very helpful. I learned that in the project there are many little projects.”
 - “I learned that I have the most wonderful bunch of friends and that together we can accomplish anything.”
 - “I learned some skills but also a lot about the importance and impact of serving. From the group I learned that we all have to come together to get things done, even though we may not enjoy doing a particular task. Imagine if everyone else had that attitude. About our project. I learned the importance of willing individuals committed to change.”

What's Next???

- Week long service based Spring Break trip to Twin Lakes, VA State Park focused on environmentalism and conservation – March 18-24th
- Community Cleanup Project: Area cleanup project led and facilitated by ASB members for all students and student organizations to help cleanup and raise awareness for local parks and preserves and the pollution issues our area faces – planned for Earth Day: April 22nd, 2007

Any questions

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