Project Summary

Bennion Center / Alternative Spring Break Pre and Post 2015

Goal and desired outcomes of the program or service:
Increased commitment to or involvement in civic engagement/volunteering

Goal of assessment:
Pre: Gain information about participants prior to their alternative break experience on preparedness, volunteer/engagement levels, and issue knowledge.

Post: Assess the effect of programming and trip experience on students – the impact that educational, reflection, and volunteer components had on them. Allow student participants the opportunity to give feedback on the program.

Overall: Longitudinal benchmarking data regarding student participants and the Alt Break program

Population sampled:
Student Participants in Alternative Break Trips

Response Rate:  Pre: 96.8% (151 of 156) and Post: 91% (142 of 156)
Administration Type:  Campus Labs app on iPod touches (Pre); paper responses with data entry into Campus Labs (Post)

Summary of Key Findings

The pre-assessment accomplished the assessment goal according to the questions that were asked. AB Admin was able to gain information about participants prior to their alternative break experience surrounding trip preparedness, volunteer/engagement levels, and issue knowledge. We were also able to learn more about programmatic preparation pre-trip for participants.

- Pre-assessment indicates about 54% already volunteered through BC.
- Pre-assess - 60% Volunteer independent of the U of U.
- Pre-assess – About 67% Strongly Agree or Agree that volunteer work plays a part in their life. About 22% were neutral and only 9% disagree.
The post assessment was helpful as it highlighted the effect of programming and trip experience on students; Specifically, the impact that educational, reflection, and volunteer components had on them. Allow student participants the opportunity to give feedback on the program. The programmatic feedback is reviewed by AB Admin and shared with student Site Leaders and Staff Partners that developed individual trip experiences to support student leadership and development. Additionally, the post assessment guides strategic programmatic decisions for student participants in the future.

- Post trip - 50% of students are more likely to become involved in community through volunteerism.
- Post Trip – 54.41% (strongly agree) and 38.24% (agree) that looking back, participants felt prepared for the experience prior to their trip.
- Post Trip – 44% (strongly agree), 31% (agree), and 22% (neutral) that the Social Justice 101 or 201 was valuable to their experience.
- Post Trip – 68% (significant extent), 26% (moderate extent) felt that the AB experience has increased their ability to discuss their trip issue with an informed perspective.

Overall assessment was helpful as it can be compared to Fall Pre and Post data and Spring Post-post data to provide quantitative and qualitative longitudinal benchmarking data regarding student participants and the Alt Break program.

Other results indicate sense of belonging at UU campus specifically goes unchanged before and after trip. 50% are connected, 40% somewhat connected, rest are little or not at all.

**Actions Taken/Planned based on the findings from this assessment:**

- Findings will support AB Admin in identifying better ways in which students are planning to increase volunteerism post trip (potentially through programmatic component of reorientation) in order to sustain a long-term impact of engaging with the AB program.
- Provide feedback to student site leader and staff partner leadership teams to support student development.
- Evaluate effectiveness of pre-trip preparation and trainings. Insights gained from this evaluation will be used to adjust and enhance trainings and preparation accordingly.
Alignment

Student Affairs Key Activity: [still in process]

Departmental Key Activity: Alternative Breaks

Departmental goal(s) this project addresses:

1. Cultivate an ethic of lifelong community service and engagement
2. Provide students with meaningful opportunities to develop leadership skills

Student Affairs Learning Domain Connection: Civic Engagement & Social Responsibility

Please explain how this project demonstrates student learning in this Learning Domain:
Programmatic learning goal(s) that align with this domain include: student leader development (increased leadership skills, increased professional skills, increased cultural competencies and inclusion practices, increased civic engagement, increased knowledge of trip issue), participant development (increased knowledge of trip issue, increased civic engagement, increased cultural competencies and inclusion practices, and community impact (volunteer hours dedicated to accomplishing community identified needs).