



ALTERNATIVE BREAKS RESEARCH OVERVIEW - "AB JSTOR" Updated 1/30/2015

Articles with a focus on Alternative Breaks

Act Local or Global?: Comparing Student Experiences in Domestic and International Service-Learning Programs | *Michigan Journal of Community Service Learning*, Fall 2013

Elizabeth Niehaus (*University of Nebraska Lincoln*) and Lena Kavaliauskas Crain (*University of Maryland, College Park*)

International service-learning (ISL) is a popular way to facilitate student growth in the areas of cross-cultural learning and civic engagement. However, many have questioned whether international trips provide any added value compared to domestic service-learning. *Using the context of Alternative Break programs*, this study compares student experiences in similarly structured international and domestic service-learning programs. In doing so, it contributes to the larger debate over the relative costs and benefits of international service-learning programs.

Affective Attitudes Toward the Poor Through Group Process: The Alternative Break Service Trip

Journal of Higher Education Outreach and Engagement, Volume 10, Number 3 (2005), pp. 7-22

Joanna Gumpert (*Marywood University*) and John W. Kraybill-Greggo (*East Stroudsburg University*)

The intensive group process inherent in alternative break service trips offers a unique opportunity to foster transformative learning in undergraduate students. This exploratory study focuses on a two-year project in which graduate students who were professionally educated in group work led undergraduate students in national and international service trips focused on working with the poor. Analysis of triangulated data suggests a significant change in attitudes toward the poor during the service trip. This shift appears to be facilitated through the group process guided by the graduate student group leaders. Specific strategies that promote group development and reflective group interaction are identified. Areas for additional study are suggested.

Alternative Break Programs: From Isolated Enthusiasm to Best Practices - The Haiti Compact

Journal of Higher Education Outreach and Engagement, Volume 17, Number 2 (2013), pp. 87-110

Jill Piacitelli (*Break Away*), Molly Barwick (*Indiana University*), Elizabeth Doerr (*University of Maryland*), Melody Porter (*College of William & Mary*), and Shoshanna Sumka (*American University*)

Alternative break programs, which are short-term service-learning trips, immerse students in direct service and education, resulting in the creation of active citizens who think and act critically around the root causes of social issues. Over the last 20 years, domestic alternative breaks have effectively created strong community partnerships and fostered student development. After the 2010 earthquake in Haiti, universities around the United States were seeking opportunities to offer "hands on" aid, and the need for best practices to avoid potential pitfalls of international volunteerism became plainly apparent. In response, a small group of alternative breaks professionals from five U.S. universities came together with Break Away (the national alternative breaks nonprofit organization), to form the Haiti Compact. The Compact developed best practices for international alternative breaks, allowing staff and students to overcome potential harm done to communities while contributing to student learning and engagement. This essay shares those practices and their application to work in Haiti.

Alternative Break Service Trips - The World As Classroom

About Campus, July-August 2010

Carrie DuPre (Clemson University)

Today's students want to change the world. Correction—today's students *are* changing the world. I've seen students on my campus take bold "what if?" thoughts and turn them into action plans for affecting positive change—proving that millennials are capable of working together to make their world a better place. Even as we understand how our millennial students learn in such different ways than previous generations (watching how-to videos downloaded from youtube or engaging in experiential learning adventures), colleges still rely heavily on in-the-classroom learning. I can't offer an alternative to this classroom format (sometimes it simply makes the most sense), but I do suggest that we continue to broaden our view of where learning can take place. One such place is on the alternative break service trip, where students trade in the traditional classroom for an experience that takes them beyond campus. Students might sign up for these trips as a fun alternative to going home over a fall or spring break, or for a way to meet new people while "doing some good," but they soon discover what educators knew all along: these trips are outstanding opportunities for student learning. As the advisors for these trips, it is our privilege to use this "real world classroom" to do what Norleen Pomerantz highlighted as a necessary challenge for student affairs professionals: to shape the learning environment in such a way that demands engagement through modeling our own actions and supporting the actions of our students.

Alternative Spring Break: Learning through Community Service

NASPA Journal, Volume 35, Winter 1998, pp. 100-118

Robert A. Rhoads (UCLA) and Julie Neururer

Examines the experiences of a group of 24 university students and 14 staff members who worked as volunteers in a low-income rural community. Interviews, participant observations, and document-analysis methods explore learning outcomes of engagement in community service.

Alternative Spring Break Jamaica! Service Learning and Civic Engagement in a Developing Country

Global Partners in Education Journal, Volume 3, Number 1 (2013), pp. 49-56

Cheryl Clark, C. Victoria Faircloth, Rebecca Lasher, and Michael K. McDonald (Western Carolina)

This article features the work of an interdisciplinary faculty collaborative project that involved 35 university students who participated in a week long spring break service learning trip to the island of Jamaica. Details regarding the planning process are highlighted. A section is included on the experiences of students, student outcomes, and faculty assessment of how outcomes were met. Finally, a section on lessons learned for university faculty who are interested in developing similar experiential learning experiences for students is provided for future planning efforts.

Alternative Spring Break Service Experiences: A Case Study at the Community College Level

Inquiry, Volume 12, Number 1 (2007), pp. 62-67

Amanda Ellis Bohon (Southwest Virginia Community College)

The author reviews themes of the alternative spring break and describes a case study in which three Virginia community colleges collaborated on an alternative spring break exchange. Goals and outcomes of the exchange and recommendations for replication within the community college system are discussed.

Fostering College Students' Civic Engagement through Alternative Breaks

Journal for Civic Commitment, Volume 16, January 2011

Glenn A. Bowen (*Independent Scholar*)

Higher education institutions in the United States sponsor alternative breaks to give students an opportunity to assist underserved communities during spring and fall/winter breaks. As students address social issues during alternative breaks, many are likely to commit themselves to long-term involvement in community service. This article is based on research conducted at a public, comprehensive university in Western North Carolina. Case study methods were used to explore the learning/development outcomes of the university's alternative break program and the influence of alternative break experiences on students' continued involvement in civic activities. The research revealed that, despite the limitations of short-term service projects, students who participated in alternative breaks became sensitive to social issues and seemed committed to community causes. Three specific recommendations are offered. Among them, reflection is highlighted as a process designed to help students derive meaning from their experiences and develop positive attitudes to civic engagement.

Professional Development for the Weary: Rejuvenation Through an Alternative Spring Break

Multicultural Perspectives, Volume 12, Issue 3 (2010), pp. 161-166

Connie E. North (*University of Maryland, College Park*)

In March 2009, I accompanied 19 university students to El Paso, Texas, for an alternative spring break (ASB). We traveled to the urban zip code with the lowest per capita income in the country to study U.S.–Mexico border issues. In the ASB program's language, we sought to gain "new perspectives on social issues while meeting community needs and learning about and building upon community assets." As one of two staff advisors, I primarily distributed funds and handled emergencies. In contrast, the two undergraduate student leaders, Julia and Brian, created the itinerary and arranged all of our learning and service opportunities. In this article, I highlight two powerful learning events that occurred in El Paso. These episodes pushed me, a university-based educator, to contemplate how I structure learning spaces and enter into dialogues on social issues. They also speak to the importance of both direct experiences and teacher and student diversity in education for social justice. I therefore hope the following portrayal spurs further engagement with and examination of "justice-learning," both within the United States and beyond its borders.

(The Changing Face of Study Abroad:) Students' Personal Beliefs and Motivations When Participating in Alternative Break Programs

GlobalSL.org, December 2014

Megan Francis (*Rutgers University*)

The field of study abroad is as old as the United States. Originally seen as a means for the wealthy to gain a European education, today, study abroad ranges from the traditional semester and yearlong sojourns to short term, intensive programs (Hoffa, 2007). In particular, there is an increasing interest in programs that have a service component, which date back to the late 19th and early 20th centuries (Hoffa, 2007). These international service-learning (ISL) programs are assumed to enhance the student learning experience through the opportunity to participate in the internationalization movement sweeping US universities while also giving back to the community at large. Bringle and Hatcher (2011) specifically note, "As a result, the international service experience provides opportunities for additional learning goals, activities and relationships that are not available in the same domestic service learning courses or in traditional study abroad" (p. 11). It is understood that participants are afforded the

opportunity to increase civic understanding and skill acquisition through participating in these programs. However, with the increased interest in these study abroad opportunities, it is important to maintain ethical standards of practice in all applications of programs with a service component. In particular, this study focuses on how alternative break programs, or student led international volunteer programs, are perceived by universities and students and the subsequent implications for the field of international service learning.

Toward Critical Service Learning: Alternative Breaks at UC-Berkeley

Undergraduate Journal of Service Learning and Community-Based Research, Volume 2 (2013)

Sarah Ducker, Katharine Hinman, Chika Kondo, Danielle Ngo (*University of California, Berkeley*)

Alternative Breaks is a service-learning program that began in 2001 as part of the UC Berkeley Public Service Center. The program has changed considerably over the last 12 years, fluctuating in trip locations, issues of focus, and participant numbers. We believe that we cannot effect real social change if we do not understand the systems that perpetuate oppression, if we do not understand and work to redistribute power in the unjust hierarchies that support these systems, and if we do not build deep, authentic relationships within our own communities and with the community partners doing this important work everyday. We have made conscious strides in the last year with the goal of more fully embodying the components of crucial to critical service-learning. This article is our attempt to document and share some of the strategies and facets of our program that best showcase the strengths and limitations we've encountered.

Articles with a focus on Community Impact

Assessing Alternative Breaks - Moving Beyond Sleeping on Floors and Pass-the-Candle Reflection

About Campus, November-December 2011

Melody Porter (*College of William & Mary*)

Alternative breaks often bring a smattering of images to mind: college students in matching t-shirts, cramped vans, well-used work gloves, physical labor, and, perhaps, way too much peanut butter. All of these images are at least in part accurate for our alternative break program at the College of William and Mary. Add to them a strong sense that sending students to partner with communities on diverse service projects for a weekend, a week, or a month creates a powerful experience with a positive impact on students and communities. The challenge in our field has been to quantify the impact, going beyond intuition and anecdotes to demonstrate real development in students and accomplishment with communities. Why do we pack students into vans and on airplanes to build houses and tutor children? Does the impact of such experiences last after the photos are posted on Facebook? Do they have any effect on students' academic pursuits? To answer those questions, William and Mary's alternative break program, Branch Out, has developed learning outcomes, assessment tools, and growing conversations with community partners, all to capture what actually happens when more than 300 students learn about social issues, address those issues through service in a new community, and reflect on their experience.

Assessments by Community Agencies: How "the Other Side" Sees Service-Learning

Michigan Journal of Community Service Learning, Fall 2010, pp. 35-40

Joseph R. Ferrari and Laurie Worrall (*DePaul University*)

Collecting information from community-based organizations (CBOs) about their perspectives about service-learning (SL) students is a valuable and important form of feedback to schools with such

programs. In the present study, supervisors from 30 CBOs located in a large urban setting at the end of an academic term completed items about their perception of each SL student located at their site (total n = 109). Factor analyses (varimax rotation) of the CBO supervisor ratings of 9-rating items about students yield two reliable factors explaining over 74% of the common variance, namely: students demonstrated service skills (constructive relationship with others, respectful of clients, sensitivity to needs of clients, appropriate dress, positive attitude), and work skills (good attendance, punctuality, dependable, and strong work qualities). These results suggest that the CBO supervisors perceive SL students as providing useful service and work-related skills, and that the University partnership is beneficial to their agency.

Equity in International Experiential Learning: Assessing Benefits to Students and Host Communities

PRISM: A Journal of Regional Engagement, Volume 1, Number 2 (2012), pp. 106-128

Erika D. Nelson (*Miami University*) and Thomas Klak (*University of New England*)

This research uses participant observation and other qualitative methods to evaluate whether faculty-led short-term study abroad programs can successfully carry out responsible 'fair trade', and thereby substantially benefit not only students but also the host communities. The research draws insights by comparing two experiential learning courses taught in South Africa and Dominica. Results suggest that students benefit in various transformative ways in both courses, by applying sustainability and development studies concepts to real-life service and hands-on learning in cross-cultural situations. The Dominica course yields more host community benefits, however, because of the instructors' long-term commitments to reciprocal partnerships and equitable engagement. The paper concludes with recommendations for enhancing the impacts of short-term study abroad on students and, especially, on their host communities.

Measuring Engagement Impact on Communities: Challenge and Opportunities

Journal of Higher Education Outreach and Engagement, Volume 15, Number 3 (2011), pp. 31-44

Mary Hutchinson (*Penn State Lehigh Valley*)

This article describes the author's reflections on a service-learning course at Penn State Lehigh Valley, a campus of The Pennsylvania State University. The author provides background about the university, the community need, and the service-learning course. Reflections from assessing two semesters of the service-learning course are provided.

Articles with a focus on Assessment

Assessing Learning in Community Service Learning: A Social Approach

Michigan Journal of Community Service Learning, Fall 2006, pp. 44-55

Leda Cooks and Erica Scharrer (*University of Massachusetts-Amherst*)

This essay advances a way of thinking about assessment that envelops both process and outcome. We assert that learning in community service learning and the assessment thereof might fruitfully be considered in communication with others (the students, constituents from the community, instructors, etc.). Concepts central to a social approach to learning are identified, and examples of ways to assess those concepts are advanced. Finally, methods of assessing the social dimension of learning are provided, including interviews and focus groups, the analysis of journal assignments, and the observation of videotaped interactions.

Bringing an Ethnographic Sensibility to Service-Learning Assessment

Michigan Journal of Community Service Learning, Spring 2010, pp. 22-37

Deborah Keisch Polin and Arthur S. Keene (*University of Massachusetts-Amherst*)

This paper explores the methodological implications of applying an ethnographic sensibility to evaluation in service-learning. It describes the evolution of such a method over the past 10 years within the Citizen Scholars Program at the University of Massachusetts, and outlines what we have learned from employing this method, as well as the challenges we face as we move toward institutionalizing this approach.

Bringing Public Engagement into an Academic Plan and Its Assessment Metrics

Journal of Higher Education Outreach and Engagement, Volume 16, Number 4 (2012), pp. 61-77

Preston Britner (*University of Connecticut*)

This article describes how public engagement was incorporated into a research university's current Academic Plan, how the public engagement metrics were selected and adopted, and how those processes led to subsequent strategic planning. Some recognition of the importance of civic engagement has followed, although there are many areas in which further research and support are needed. These experiences are shared in the interest of generating ideas about the roles of leadership, planning, data, and recognition in promoting and strengthening a university's commitment to civic engagement.

Articles with a focus on Student Learning Outcomes

A Meta-analysis of the Impact of Service-Learning on Students

Journal of Experiential Education, Volume 34, Number 2 (2011), pp. 164-181

Christine I. Celio, Joseph Durlak (*Loyola Chicago*), and Allison Dymnicki (*American Institutes of Research*)

Service-learning (SL) has become a popular teaching method everywhere from elementary schools to colleges. Despite the increased presence of SL in the education world, it is still unclear what student outcomes are associated with SL programs and what factors are related to more effective programs. A meta-analysis of 62 studies involving 11,837 students indicated that, compared to controls, students participating in SL programs demonstrated significant gains in five outcome areas: attitudes toward self, attitudes toward school and learning, civic engagement, social skills, and academic performance. Mean effects ranged from 0.27 to 0.43. Furthermore, as predicted, there was empirical support for the position that following certain recommended practices—such as linking to curriculum, voice, community involvement, and reflection—was associated with better outcomes. Current data should be gratifying for educators who incorporate SL into their courses, and should encourage more SL research to understand how students benefit and what conditions foster their growth and development.

The Impact of Immersion Trips on Development of Compassion Among College Students

Journal of Experiential Education, Volume 32, Number 1 (2009), pp. 28-43

Thomas G. Plante, Katy Lackey, and Jeong Yeon Hwang (*Santa Clara University*)

The purpose of this study was to examine the possible enhancement of compassion in college students as a result of participating in community-based learning immersion trips. In two separate experiments, a total of 123 college students were given a series of questionnaires immediately before and after university-sponsored immersion experiences to measure compassion and related constructs. In

Experiment I, 19 participants on college immersion trips as well as 20 comparison students not attending immersion trips were evaluated. In Experiment II, the same questionnaires were administered to 45 immersion participants and 39 comparison students. Results of Experiment I suggest that immersion participants had higher post-trip empathy scores and less stress. In Experiment II, results indicate a significant increase in compassion scores among students who participated in an immersion experience compared to those who did not. Because community-based learning seeks to increase student and community engagement and connection to those in greatest need, it is likely that compassion and related constructs such as empathy are nurtured through these now popular experiential learning opportunities.

Individual Beliefs and Cultural Immersion in Service-Learning: Examination of a Reflection Process

Journal of Experiential Education, Volume 26, Number 2 (2003), pp. 88-96

Michael J. Maher (*Loyola Chicago*)

The purpose of this study was to examine the effectiveness of a set of reflection tools used with college students engaged in service-learning immersion trips. The tools were a set of writing and discussion activities that directed students to ask questions and make observations about the communities they were visiting and to connect those questions and observations to their own values, beliefs, and sources of beliefs. The tools evoked a greater depth of reflection on beliefs and a greater depth of immersion into communities for students. Students became more in tune with their beliefs, changed their beliefs, and articulated their beliefs more clearly through these service-learning immersions, and that process was facilitated by the reflection tools.

Learning Outcomes Assessment: Extrapolating from Study Abroad to International Service-Learning

Journal of Higher Education Outreach and Engagement, Volume 17, Number 2 (2013), pp. 67-86

Donald L. Rubin (*University of Georgia*) and Paul H. Matthews (*University of Georgia*)

For international service-learning to thrive, it must document student learning outcomes that accrue to participants. The approaches to international service-learning assessment must be compelling to a variety of stakeholders. Recent large-scale projects in study abroad learning outcomes assessment—including the Georgia Learning Outcomes of Students Studying Abroad Research Initiative—offer precedent from which international service-learning assessment programs may draw. This article outlines five promising practices to guide international service-learning assessment activities: (1) focus on outcomes about learning; (2) employ multiple sources and methods for data collection; (3) invest in compiling credible comparison groups to build the case for a causal relationship between international service-learning and learning; (4) acquire data from multiple and diverse institutions and programs to better generalize and also to warrant conclusions about best program practices; and (5) acquire data from large samples of program participants to provide insights into under-represented groups and program sites.

The Meaning Students Make as Participants in Short-Term Immersion Programs

Journal of College Student Development, Volume 52, Number 2 (March/April 2012), pp. 201-220

Susan R. Jones (*Ohio State*), Heather T. Rowan-Kenyon (*Boston College*), S. Mei-Yen Ireland (*Ohio State*), Elizabeth Niehaus (*Maryland, College Park*), and Kristan Cilente Skendall (*Maryland, College Park*)

The purpose of this article is to present the results of a multi-site case study designed to investigate students' experiences as participants in four week-long immersion programs (New York City, Peru, the Czech Republic, Chicago). Results highlight the significance of the context of the trips and specific characteristics of the trip (e.g., getting out of the bubble, boundary crossing, and personalizing), which served as the springboard for learning and meaning making. In particular, meaning making focused on

developing new understandings of social issues, privilege, and stereotypes, reframing experiences upon participants' return, and shifting sense of purpose and career planning.

Tools vs. Textbooks: Comparing the Impact of Alternative Break Trips and Classroom-Based Learning

Undergraduate Journal of Service Learning and Community-Based Research, Volume 2, Fall 2013

Annie Wendel (Providence College)

The purpose of this study is to examine the learning outcomes of student participants in a Providence College ASB program compared to students in classroom-based instruction with a focus on intercultural service and global citizenship. Interviews of pre- and post-trip participants were analyzed using five different learning objectives defined in the course curriculum to identify what program elements were most effective in achieving student learning. Participants showed differences in cognitive and psychological outcomes, demonstrating the importance of both traditional classroom-based and experiential learning as well as the benefit of developing students as co-educators both in and out of the classroom.

Articles with a focus on Break Away

Creating Engaged Citizens

Stanford Social Innovation Review, Winter 2011, pp. 63-64

Tamara Straus (Stanford University)

Overview of Break Away - its history, programs, reach and the decentralized alternative breaks model - and how the organization works to connect campuses and communities to promote service-learning trips that inspire lifelong citizenship.

Articles with a focus on Service-Learning Pedagogy

Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models

Michigan Journal of Community Service Learning, Spring 2008, pp. 50-65

Tania Mitchell (Stanford University)

There is an emerging body of literature advocating a "critical" approach to community service learning with an explicit social justice aim. A social change orientation, working to redistribute power, and developing authentic relationships are most often cited in the literature as points of departure from traditional service-learning. This literature review unpacks these distinguishing elements.

Dissertations and Theses

Alternative Break Programs and the Factors that Contribute to Changes in Students' Lives

Elizabeth Kathleen Niehaus (University of Maryland, College Park), 2012

The purpose of this study was to explore the extent to and ways in which student participants in Alternative Break (AB) programs report that their AB experience influenced their intentions or plans to volunteer, engage in advocacy, or study or travel abroad, or their major or career plans. Additional

analysis explored the specific program characteristics related to the influence of the AB experience on students' lives in these six ways, and differences between domestic and international AB programs. The data from this study were collected as part of the National Survey of Alternative Breaks, a multi-institutional survey of students who participated in Alternative Spring Break programs in 2011. Overall 2187 students responded to the survey, representing 443 separate AB trips and 97 colleges and universities. The results of this study show that students overwhelmingly do report that their AB experience influences these outcomes, and there are a number of program characteristics related to the influence of the AB programs. The extent to which students were emotionally challenged and able to connect their AB experience to larger social issues, the frequency with which students wrote in individual journals, the amount students learned from their interactions with community members and other students on their trip, and the comprehensiveness of the reorientation program after returning to campus were all significant, positive predictors of all or most of the outcomes explored. Finally, an international program location was significantly related to the influence of the AB experience on students' intentions or plans to study or travel abroad.

Alternative Breaks: The Impact of Student-to-Student Connections in Non-Classroom Service-Learning Experiences | Zac D. Johnson (*West Virginia University*), 2013

Alternative breaks represent a new tradition in collegiate service learning, wherein students forego traditional break activities (e.g., vacations) to participate in community service with their peers through university sponsored programs. Despite their growing popularity these programs are understudied. Research that has examined alternative breaks has arrived at claims based on anecdotal data. This dissertation investigated two claims found in alternative break literature: students forge connections and alternative break experiences have a long reaching impact on students. This was accomplished through two studies. Study One examined the relationship of connectedness to other similar outcomes such as organizational assimilation, small group socialization, and social integration. Study Two examined the long term impact of alternative break participation by questioning alumni regarding their experience with these programs. Study One revealed that connectedness is positively related to the familiarity with peers, recognition, involvement, and role negotiation dimensions of organizational assimilation, small group socialization, and social integration among peers. Study Two discovered that connections are formed among participants and these connections do persist even upon graduation. Further, participation in alternative breaks has long-term effects beyond relationships. Relationships formed on alternative break could have far reaching impact affecting success and persistence. Taken together these findings indicate that alternative break experiences are a unique opportunity for an institutional program to make substantive contributions to the experience and development of students.

Alternative Spring Break and Internationalization: A Qualitative Study Using Chickering's Theory of Student Development | Wendy Barclay (*University of Southern California*), 2010

Higher education is beginning to see a shift in emphasizing co-curricular activities and experiences outside the classroom. Furthermore, higher education institutions are taking a more philanthropic approach and adding the component of community service into their institutions and into their mission statements. The form in which this community service is offered varies. Some are in the immediate setting, as seen especially in institutions located in an urban setting. Some last a long period of time such as a few weeks or even a summer. Some result from an emerging crisis, for instance the tsunami in Indonesia, Katrina, or more recently Haiti. Yet some are a more purposeful short term projects located in a particular company. This thesis focuses on that short term emersion experience. Throughout a year, I followed a group of thirteen individuals who embarked on a ten day alternative spring break experience to Isla de Las Mujeres, Mexico. The purpose of this research is to understand how American

undergraduate students perceive their own self-development changes after participation in an international alternative spring break experience.

Alternative Spring Break and Social Responsibility: Is There a Relationship?

Judith Angela Biggs Garbuio (*University of Southern California*), 1999

Community Perspectives - How Study Abroad with Service Learning Impacts the Locals

Sarah J. Delcambre (*SIT Graduate Institute*), 2012

This case study focuses on the community perspectives of homestay families, partner organizations, and local program staff that collaborated with Xplore USA Summer Language Adventure Camps in the Summer of 2011, in Asheville, North Carolina. The researcher focused on the service work aspect of the Xplore programming, and its impact on the local community via the local community's perspective, to inform the reader of an underexplored subject. Interviews and survey results showed that the volunteer service projects performed by Xplore students and their local brothers and sisters were perceived as beneficial by an overwhelming majority of all local parties concerned: Xplore staff, host family siblings and parents, and local recipient organizations. The case study illustrates the need to collect local community feedback for proper evaluation of international service learning experiences.

International Alternative Spring Break: A Qualitative Study Examining Personal and Professional Identity Development of Graduate Students | Kashima B. Samuels (*California State University, Long Beach*), 2013

The purpose of this qualitative case study is to explore how graduate students' personal and professional identity develops as a result of their participation in a service-learning experience as part of an international Alternative Spring Break (ASB) trip. The findings will demonstrate how service-learning opportunities influence the development of graduate student identity.

Student Outcomes of Community Service Learning: A Comparative Analysis of Curriculum-Based and Non-Curriculum-Based Alternative Spring Break Programs

Kellie A. McElhane (*University of Michigan*), 1998

The goal of this study is to expand our understanding of the kinds of complex outcomes that students derive from community service. The experiences of a group of undergraduate students who worked in a community service immersion project, Alternative Spring Break (ASB), over one university's spring break provided the setting for this research. This study focuses on the service learning outcomes for the individual student, not on the effects on the institution or community. I draw upon an outcomes typology from the college student outcomes literature in order to discuss the impact of service learning on the student.