

# Application Questions and Rubric for ASB Student participant Applicants

1. What is Alternative Spring Break? Describe the program in your own words.
2. Review the [Community Engagement](#) – Foundations of Community Engagement online module. Which level(s) of involvement do you think the Alternative Spring Break program engages in? Explain your answer.
3. Review [the Community Engagement](#) – Deconstructing Power and Privilege online module. Select one strategy from ‘Power & Privilege in Practice’ and reflect on how you could use that strategy throughout your Alternative Spring Break experience.
4. Reflection plays a critical role in Alternative Spring Break. Explain in your own words, why you believe reflection to be a critical component of ASB.

	None (0 points)	Limited (0.5 point)	Somewhat (1 point)	Good (1.5 points)	Excellent (2 points)
<b>Understanding of ASB</b> – Student understands that ASB is a CEL co-curricular program, mentions some or all of the program goals (see website), discusses reflection, service, learning, specific trip information, etc.	Receives zero points, because has no understanding of the program and provided <b>zero</b> point/example/fact/statement	Provided <b>one</b> point/example/fact/statement  Was <b>unclear</b> about their understanding of the program	Provided <b>two</b> point/example/fact/statement  Was <b>somewhat clear</b> about their understanding of the program	Provided <b>three</b> point/example/fact/statement  Was <b>clear</b> about their understanding of the program	Provided <b>four</b> point/example/fact/statement  Was <b>clear and concise</b> about their understanding of the program
<b>Foundations of Community Engagement</b> – provides relevant levels of involvement such as inform, consult, collaborate and empower and provides appropriate examples from the ASB program for those levels of involvement	Receives <b>zero</b> points, because provides no level of involvement or connection to the ASB program	Was able to provide <b>one</b> level of involvement and connection to the ASB program  Points were <b>unclear</b> and <b>irrelevant</b>	Was able to provide <b>two</b> levels of involvement and connection to the ASB program  Points were <b>somewhat clear</b> and <b>somewhat relevant</b>	Was able to provide <b>three</b> levels of involvement and connection to the ASB program  Points were <b>clear</b> and <b>relevant</b>	Was able to provide <b>four or more</b> levels of involvement and connection to the ASB program  Points were <b>clear, relevant and argued</b> for their participation
<b>Strategy from Power &amp; Privilege in Practice</b> – is able to connect a strategy of addressing power and privilege to the ASB program	Receives <b>zero</b> points, because is unable to connect a strategy of addressing power and privilege to the ASB program	Was able to connect ASB to <b>one</b> strategy of addressing power and privilege to the ASB program	Was able to connect ASB to <b>two</b> strategies of addressing power and privilege	Was able to connect ASB to <b>three</b> strategies of addressing power and privilege	Was able to connect ASB to <b>four or more</b> strategies of addressing power and privilege

		Points were <b>unclear</b> and <b>irrelevant</b>	Points were <b>somewhat clear</b> and <b>somewhat relevant</b>	Points were <b>clear</b> and <b>relevant</b>	Points were <b>clear, relevant and demonstrated</b> connection to their education
<b>Reflection</b> – has an understanding of how reflection acts to connect the experience to their academic studies, will allow them to apply that knowledge to other situations, and provides an opportunity to debrief what they experienced during ASB. It also students to ask What? So What? Now What? <i>(students should not gain their points only by providing examples of reflection)</i>	Receives <b>zero</b> points, because has no understanding of reflection or activities they may complete	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>one</b> point/example/fact/statement	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>two</b> point/example/fact/statement	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>three</b> point/example/fact/statement	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>four or more</b> point/example/fact/statement  Points were <b>clear, relevant and demonstrated</b> connection of the experience to everyday life
<b>Articulation</b> – can articulate their answers and points in a way that is clear and concise.	Was unable to articulate clearly and concisely	Was able to articulate their answers and points in a limited manner	Was able to articulate their answers and points somewhat	Was able to articulate their answers and points in a clear manner	Was able to articulate their answers and points in an excellent manner