

**Gulf Coast Community College
Supporting Actions for Engagement (SAFE) Project**

**Service Learning Homeland Security Projects
Overview**

Spring 2005

LEADERSHIP

Project Title: Evacuation Route Plan

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In GEB2090, Leadership, students were required to have 15 community service hours. These hours could be accumulated in a variety of ways. This requirement reinforces the necessity of servant leaders and allows the students to see the benefit to their community as well as the networking that takes place while accumulating the hours.

For five of their community service hours, a student could make a map that indicated three evacuation routes to a city approved by the teacher. Each of the three maps uses Panama City, Florida as their origination point and shows three different routes to the destination city. For full credit the students should include driving instructions, emergency phone numbers for Panama City and the destination area, rest stops, hospitals, and other items of interest to a family that is evacuating the area. The destination cities used were: Orlando, Tallahassee, Jacksonville, Atlanta, Pensacola, Mobile, Birmingham, Macon, Columbus, Huntsville, and Valdosta.

Summary of Leadership Students' Responses to the Disaster Forum

A forum on *Disaster! How Can We Meet the Challenge?* was held at Gulf Coast Community College on February 8, 2005, at 9:30 a.m. Participants were made up of students from GCCC classes in Local Government and Leadership. Katy and Keri Keene, student moderators, assisted Dr. Terry Jack, the lead moderator, with the forum by asking pre-selected questions and following up on participant replies.

During the following class meeting, the students of the leadership class discussed their thoughts on the forum and completed a forum evaluation form. Based on this discussion and the summary table of the forms listed below, the students felt comfortable with the forum setting for analyzing and evaluating hard decisions. Many students commented that the objective nature of the setting helped them to maintain an open mind thereby allowing them to take in more information that may have been prevented if the discussion had become more of a debate. The Disaster forum had many leadership students reflecting that they will look at planning, responding, and recovering from a disaster with a more informed perspective both personally and in assisting their community. The addition of the student moderators was deemed crucial to the success of the forum due to the exchange between peers instead of a professor to student. A more careful analysis of student responses may be made by reviewing the attached forum evaluation forms.

Based on the summary table and the discussion held in the leadership class, using a forum setting for difficult decision making should become a foundation to the course in assisting with the dissemination of course material and in allowing the students to become comfortable enough in the process that they will take it with them to use in multiple environments.

Summary Table of Forum Evaluation Forms

Question	Scale of Importance				
	Not at all	Not very	No Opinion	Some-what	Extremely
1. How familiar/knowledgeable about the topic were you prior to the forum?	0	2	0	8	3
2. Do you feel you were well prepared for the discussion?	1	2	2	7	1
3. Do you believe the topic has relevance for each of us as individuals?	0	0	1	0	12
4. Do you feel the format (discussion of three different perspectives) was helpful/educational?	0	1	0	6	6
5. Do you feel the forum will benefit your studies?	0	3	1	5	4
6. As a result of the forum, do you better understand perspectives that differ from you own?	0	0	4	5	4
7. As a result of the forum, do you feel motivated to act?	0	2	2	6	3
8. Do you feel the moderators were fair and allowed all participants to voice their opinions and provide input?	0	0	0	2	11
9. Do you feel the moderators remained neutral by not encouraging or discouraging a particular viewpoint?	0	0	1	5	7
10. Has this forum changed the steps you will take in planning for a disaster?	1	2	2	5	3
11. Has this forum changed the steps you will take in responding to a disaster?	1	1	1	7	3
12. Has this forum changed the steps you will take in recovering from a disaster?	1	1	1	6	4
TOTALS: USING 13 PARTICIPANT RESPONDENTS	4	14	15	62	61
PERCENTAGES	2.6%	9%	9.6%	39.7%	39.1%

Involvement hours:

Students - discussion prior to forum, participating in forum, after forum discussion, completion of evaluation form
 4 hours x 13 students = 52 hours

Professor – preparation and discussion prior to forum, participating in forum, preparation and after forum discussion, summarizing and writing up analysis of discussion and forms
 12 hours

Total Involvement 64 Hours