Santa Ana College Student Services

Planning Portfolio

Student Development
Department

Student Services
Division

Evaluation · Planning · Implementation

Portfolio
2012–2013

Portfolios
2008–2009

Portfolios for Planning

The purpose of the planning portfolio is to provide an instrument for department planning, evaluation, and resource prioritization that is streamlined and that coordinates those related activities.

In good practice, planning processes are cyclic, and priorities for resource allocation result from the identification of goals. That is, evaluation or program review, conclusions are used to identify future goals; those goals are used for budgeting. After plan implementation, further evaluation results in refined, revised plans, and so forth.

The portfolio process is designed to enhance the cohesion of planning-related activities as well as to allow for maximum customization of planning and evaluation activities for each unique support services department.

The portfolios should be maintained on an ongoing basis, with goals and budgets being updated each year and SLO's refined and measured as appropriate. In this way, the portfolio can be used as an on-going source document for planning, program development, and resource allocation requests when needed.

Student Services Division

Vice President of Student Services
Sara Lundquist, Ph.D.

Admissions and Records
- Mark Liang, J.D., Associate Dean
- Christopher Truong, Registrar

Counseling (Cross-listed under Academic Affairs)
- Micki Bryant, Ph.D., Dean

Disabled Student Programs & Services
- Elyse Chaplin, Ph.D, Associate Dean

EOPS
- Vacant, Associate Dean

Financial Aid
- Robert Manson, Associate Dean

Foundation Office
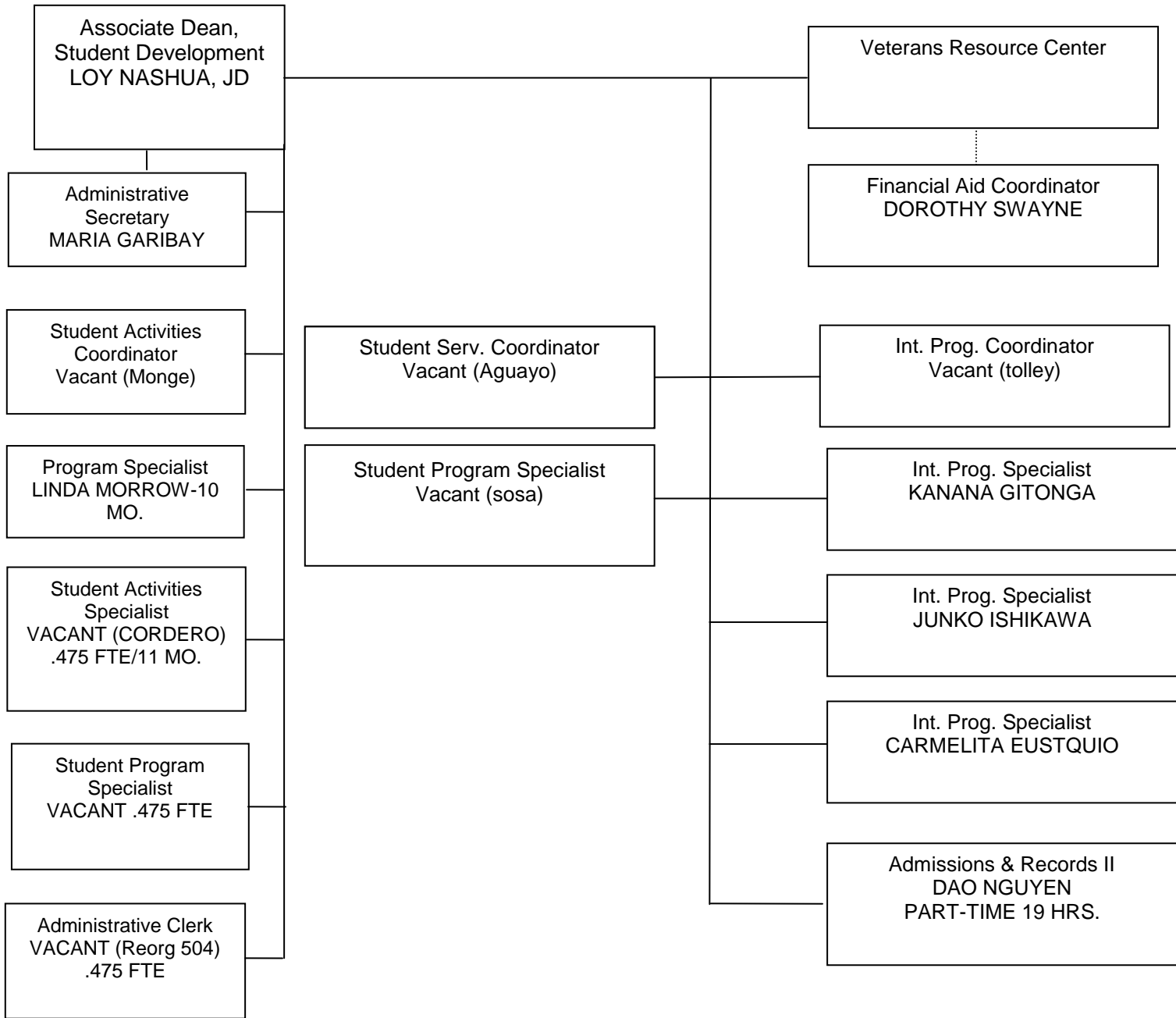- Christina Romero, Excutive Director
- Teresa Mercado-Cota, Assistant Dean

Student Affairs
- Lilia Tanakeyowma, Ed.D., Dean

Student Development Office
- Loy Nashua, J.D., Associate Dean

Organization Chart

Associate Dean, Student Development LOY NASHUA, JD	**Veterans Resource Center**
Administrative Secretary MARIA GARIBAY	**Financial Aid Coordinator** DOROTHY SWAYNE
Student Activities Coordinator Vacant (Monge)	**Student Serv. Coordinator** Vacant (Aguayo)	**Int. Prog. Coordinator** Vacant (tolley)
Program Specialist LINDA MORROW-10 MO.	**Student Program Specialist** Vacant (sosa)	**Int. Prog. Specialist** KANANA GITONGA
Student Activities Specialist VACANT (CORDERO) .475 FTE/11 MO.		**Int. Prog. Specialist** JUNKO ISHIKAWA
Student Program Specialist VACANT .475 FTE		**Int. Prog. Specialist** CARMELITA EUSTQUIO
Administrative Clerk VACANT (Reorg 504) .475 FTE		**Admissions & Records II** DAO NGUYEN PART-TIME 19 HRS.

Functions

Functions and services provided by the **Office of Student Life**:

Commencement

Santa Ana College recognizes and honors the achievements of its graduating students with a commencement ceremony. The event is a public ceremony to announce to the students' family, friends, peers, and to the world of their accomplishments. Santa Ana College takes great pride in providing the best ceremony possible for its graduating students.

Population to be served:
The Office of Student Life provides a commencement ceremony annually for any eligible graduating student participants.

International Student Program

The International Student Program, since 1954 at SAC, is responsible for recruitment and admission of international students. To this end, developing, implementing, and administering comprehensive programs and activities related to community service volunteerism, community partnerships, career exploration, career experience and service learning. Service learning is an educational experience in which students perform community service while also participating in a structured educational program or course. Through reflective activities built into the curriculum (such as journal writing and class discussion), students gain further understanding of the course content, a broader appreciation of the discipline, increased understanding of social issues/social problems, and enhanced sense of civic responsibility. The program partners with many local non-profit agencies, and educational institutions each of which offers numerous volunteer opportunities. Students match their skills and interests to the need of the community and gain valuable personal experience. Instructors utilize service learning as a course requirement or as an extra credit opportunity to enhance the student classroom experience. Students also use service learning as a way to explore a career pathway and obtain work experience. This exploration provides participants with a snapshot of a profession they might be considering and links participants to their future career.

Service Learning Center

The Service Learning Center is responsible for developing, implementing, and administering comprehensive programs and activities related to community service volunteerism, community partnerships, career experience and service learning. Service learning is an educational experience in which students perform community service while also participating in a structured educational program or course. Through reflective activities built into the curriculum (such as journal writing and class discussion), students gain further understanding of the course content, a broader appreciation of the discipline, increased understanding of social issues/social problems, and enhanced sense of civic responsibility. The program partners with many local non-profit agencies, and educational institutions each of which offers numerous volunteer opportunities. Students match their skills and interests to the need of the community and gain valuable personal experience. Instructors utilize service learning as a course requirement or as an extra credit opportunity to enhance the student classroom

experience. Students also use service learning as a way to explore a career pathway and obtain work experience. This exploration provides participants with a snapshot of a profession they might be considering and links participants to their future career.

The Service Learning Center administers the following programs:
Internships

Student Activities
The Office of Student Activities complements the academic program of studies and enhances the overall educational experience by offering students opportunities for participation in social, multicultural, leadership, recreational, health, judicial and governance programs. This unit advises and oversees the Associated Student Government, the Inter-Club Council, and the student activities of all clubs and organizations on campus. This unit also overseas the ASG Budget, Work for Your Book program, the Game Room, the Student Leadership Institute, leadership recognition programs, Homecoming activities, and the Staff Welcome Back Barbecue. In addition, Student Activities also coordinates efforts with other campus departments, such as visits by vendors, the Student Trustee selection process, Kinder Caminata, and commencement.

The Student Activities mission is to foster and inspire leadership development; to provide opportunities that challenge and support an individual's involvement in co-curricular activities; to maintain an accessible environment committed to providing resources in a facilitator-oriented atmosphere; to advise and create collaborative working relationships with the campus community that will assist us in motivating and empowering each person in reaching his/her optimal level of achievement.

Student Activities administers the following programs:
- Student Activities
- Student Leadership Institute (SLI)

Population to be served:
Any Santa Ana College student with a desire and will to engage in student life.

Student Conduct
Santa Ana College is primarily an academic community, as such, the college seeks to maintain an optimal learning environment. To achieve this objective, the College protects its educational environment by maintaining standards of conduct for its students as individuals and in groups. These standards reflect the very nature of an academic community. Being a part of a community of learners provides many opportunities for students to exercise individual rights but also requires the assumption of responsibilities. As such, students are encouraged to integrate the values and attitudes of the Student Code of Conduct.

Population to be served:
The Office of Student Life provides services and opportunities to all students on the Santa Ana College main campus.

Veterans Resource Center (VRC)
The VRC assists veteran students make a transition from soldiers to students. Services provided include accessing veteran education benefits, referral to campus resources, general counseling (in partnership with the campus's Psych Services Office and the Orange County Mental Health Agency/Veterans Affairs Office), academic counseling, membership in the Veteran Student Association, benefits certification, student employment, book and micro loans, and a devoted study and social space for veteran students.

Population to be served:
The VRC serves all RSCCD students who are entitled to VA benefits. This includes veterans, active duty military, reservists, and eligible spouses and dependants. There has been significant growth in our veterans' population over the last two years. The 2011/2012 year had approximately 450 VA certification requests. This is up from 200 during the 2007/2008 year.

Student Learning and Program-Specific Outcomes

Please describe and quantify both Student Learning Outcomes (SLO's) and program-based outcomes. Compare to goals and previous year results as appropriate.

Student Learning Outcomes

SLO	ACTIVITIES	BASELINE & PROGRESS TARGETS (Include data sources)	TIMELINE
International Programs (ISP)			
Students will know how to attain an AA/AS degree and/or transfer to four year institutions.	Three day orientation to new students and continuing guidance and support services while the students attend SAC.	Surveys will be distributed to ISP students to determine knowledge gained in the area of attaining AA/AS degree and transfer to four year institutions. Summary of results of the surveys are attached, appendix 1.	A pre-test will be distributed to ISP students in the beginning of the year followed by a post post-test at the end of the year. Results will be tabulated and analyzed to be shared with the ISP staff during a planning meeting in the summer prior to the new academic year.

Service Learning Center (SLC)

Students will have a better understanding of different career paths and options after participation in SLC.	Students are presented with opportunities to apply classroom theories directly to hands on experience in over 100 community agencies for possible future career options.	Surveys will be administered to SLC students to assess awareness of possible career options. Summary of results of the surveys are attached, appendix 2.	Students will complete a survey at the end of the spring semester.

Student Activities

Student participants, in Student Leadership Institute (SLI), will gain leadership attributes and life skills for application in their educational and personal settings.	Leadership and life-skill workshops.	The SLI survey has been implemented over the last two years. This year's survey focuses on leadership development through attending SLI. Summary of results of the surveys are attached, appendix 3.	Participants will complete pre and post surveys in the spring of 2013.

Veterans Resource Center

Veteran students will plan their academic career to maintain eligibility to receive their VA benefits	1. Students will get educational plans from Counseling and follow them. 2. Students will receive guidance from the VA Office through publications, Website, email and in person.	10/11: 87.7% enrolled in minimum number of eligible units. 11/12: 91.2% enrolled in minimum of number of eligible units. Goal has been met for the 11/12 year. Maintain current process. 12/13: 93.6% enrolled in minimum number of eligible units. Goal has been met for the 12/13 year. Maintain current process.	January through May annually

Program Outcomes
(Please summarize as appropriate)

Commencement
- This year approximately 695 graduating students participated in the 97rd annual commencement exercise, with approximately 5000 plus in attendance.
- The diploma presentation was repositioned to the front of the field near the stage.
- The Office of Student of Student Life has establish a solid collaboration with other internal and external offices to successfully execute a successful commencement ceremony.
- The Santa Ana High School Wind Ensemble for the "Prompt and Circumstances" and the Santa Ana High School Drumline continue to be a highlight at the beginning and end of the commencement ceremony.
- The sound needs improvement. The sounds was not as clear in the remaining 30 minutes of the program.

International Student Program (ISP)
Based on the ISP data collected at the beginning of the year compared to results of that at the end of the year, the following conclusion can be drawn: 1. ISP has to improve on its survey distribution and collection methodologies. The initial sample population of 26 students (11%) of the total 232 student population was positive. However, only 10 participants (38% of the initial survey members) completed the post survey. Despite repeated reminders and offering an incentive for follow-up participation, just 38% of the original survey participants completed the post-survey. 2. The silver lining, however, is that of the 10 students who took the post survey, students were able to respond positively in these areas:
1. Do you know how to make an appointment to see a counselor?
    a. Pre-survey results: 19% responded with a yes.
    b. Post-survey results: 70% responded with a yes.
2. Do you how to create an educational plan?
    a. Pre-survey results: 0% responded with a yes.
    b. Post-survey results: 60% responded with a yes.
3. Do you know the courses you will need to attain your degree goal?
    a. Pre-survey results: 0% responded with a yes.
    b. Post-survey results: 70% responded with a yes.
4. Do you know the courses required to transfer to a CSU or UC?
    a. Pre-survey results: 4% responded with a yes.
    b. Post-survey results: 60% responded with a yes.

Students in the post-survey demonstrated that they know how to utilize on campus resources to attain an AA/AS degree and/or transfer to a four year institution.
The results of the surveys will also be shared in the ISP staff planning meeting scheduled for Wednesday, July 17, 2013. The discussion will include program effectiveness, best practices, need for improvement and methods of increasing survey participants for a more comprehensive reflection of the program's outcomes.

Service Learning Center (SLC)
The SLC survey was implemented in the spring 2013 to 204 (15%) randomly selected 1,394 SLC students. On a scale of 1 (strongly disagree) to 5 (strongly agree), students were asked to provide feedback on their understanding of different career pathways, developing skills in their field of study/major, and the ability to apply classroom knowledge to the real world before and after their involvement with SLC.
The survey results revealed that ~86% of the participants (rated a 4 or 5 on the survey), compared to 62% prior to their involvement with the SLC, indicated that they have a better understanding of career paths and options after participating in the SLC. The results support SLC's goal of exposing students to possible career paths and options.

Student Activities
Student Leadership Institute (SLI) surveys were administered, to SLI participants, at the start and at the end of the program, in spring of 2013. All 63 participants took the survey. The results were analyzed and shared with the Student Life Office and the SLI Advisory Board following the program at the end of the spring term.

On a scale of 1-10 (1 being very low and 10 being very high), 81% of the SLI participants rated themselves at 7 or lower in the area of leadership ability. After completing SLI, however, 87% of the participants responded with a 9 or 10 rating. 73% of the students showed an increase of 3 levels or more in leadership development after participation in SLI.
The data showed that students developed valuable leadership and life skills that can be immediately applied in their day-to-day life after completing SLI. Students have conveyed, in the surveys, that they have a much better understanding of how to be an effective leader.

Student Conduct
- Worked with Loretta Jordan (Associate Dean, Student Development, at Santiago Canyon College) to revise Board Policy 5411, the Associate Student Government Organization.
- The following cases were adjudicated in the 2012-2013 academic year:
    - Academic dishonesty—57
    - Battery/Assault—4
    - Disruptive behavior—30
    - False info./forgery—0
    - Harassment—6
    - Stalking— 3
    - Vandalism—0
    - Weapon—0
    - Suspensions—10

Veterans Resource Center
With the increase in the number of Veterans' Affairs students, the retirement of our long-time VA coordinator, and the creation of out Veterans' Center, the Veterans' Affairs program is also in need of a new model. While much has been accomplished in the last year, organizing and documenting our new procedures is a priority this next year. We

will also evaluate whether or not our new software implementations can be used to serve our veteran population.

Progress Towards Program Goals
Established in 2011-2012
(insert and update as appropriate)

Goal	Measures of Progress	Progress Rating 1-10 (10=completed)
International Student Program (ISP)		
Aim to stabilize the decline of international student enrollment at 224 students.	The enrollment of international students in the 11/12 year.	8 ISP averaged 220 students in the 12/13 year, 14% rate of decline vs. 27% in 11/12.
Increase the international student diversity population	The enrollment of student from different countries	6 New students from Japan, S. Korea and India.
Service Learning		
Seek and secure funding for the 2012-2013 academic year	Whether funding is secured.	0 No applicable funding options were obtainable for the SLC in the 12/13 year.
Student Activities		
Increase the Student Leadership Institute certificate recipients by 10%	The number of SLI certificate recipients increased to 61 in 10/11, versus 50 recipients from the 09/10 year.	7

Recommended Goals for Current Year: 2012-2013
(Include any multi-year goals and indicate time span)

Goal and Measures	Who is responsible	Completion Date
International Student Program		
Aim to stabilize the decline	Everyone in International	June 30, 2014

of international student enrollment at 235 students.	Student Program	
Service Learning		
Seek and secure funding for the 2013-2014 academic year	John/Loy/Lilia	Ongoing
Student Activities		
Increase the Student Leadership Institute certificate recipients by 10% (63 participants received SLI certificates in 12/13)	TBD (the position of the Student Services Coordinator has been reorganized from full time to part time)—TBD	June 30, 2014

Student Services Program Effectiveness Review

Program: _International Student Program due in 12/13; Student activities due in 13/14_____

Submitted By:__L. Nashua_____Date:__06/20/13__

Brief Program Summary/Purpose 2012-13:

The International Student Program (ISP) Office is committed to providing international students opportunities for obtaining an associated degree, transfer to a four year college/university, a vocational certificate, optional practical training and improving the use of the English language through the English Language Academy. ISP has a role to assist international students succeed in pursuit of academic excellence and personal achievement. The object is to provide programs and services to meet Santa Ana College's mission of "access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community." To that end, the International Student Program Office is committed to motivating and empowering international students in reaching their optimal level of achievement and to encourage international students to share their cultural richness to enhance the overall learning experience at Santa Ana College.

Area I: Environmental Scan: Provide highlights of the most significant trend data, student input, strategic planning efforts, and other activities or environmental impacts that were a significant part of the current year.

The global crisis in the last few years has driven colleges and universities to rely on revenues generated through international student enrollment. As such, the international student recruitment landscape is much more

competitive now than ever at the two and four-year institutions. In addition, more and more countries are realizing the importance of educating international students as an "export." Canada is a case to this point. Data, from the Office of Foreign Affairs and International Trade Canada, shows that between 2000 and 2010, the number of international students increased from 53,168 to 116,890, respectively. Within a decade, the international student population has more than doubled. In 2012, Canada welcomed a record number of international students. A major contributor to Canada's international student population increase was driven by its change in the country's immigration policy. Canada has experienced a negative birth rate in the recent two decades and thus has a need to increase its youth population with a young and educated work force. An increase in the number of students also translates to a contribution of over $8 billion dollars to the Canadian economy as announced by the Government of Canada.
The U.S. still holds the top position as a destination by international students for their study abroad experience. ISP recognizes this advantage and it has positioned itself to rebound from the enrollment decline over the last five years. A strategic plan of investing in personnel, marketing and recruitment, improving the facility and support services will recapture the robust and dynamic international student population SAC once had. The strategic plan calls for immediate stabilization of the enrollment decline, targeted recruitment to diversification in the international student population, hiring a Director of Special Program to assist with the day-to-day operations and SEVIS compliance, and strategic marketing to improve the overall student yield. An increase in international student recruitment will promote educational and cultural exchange, provide an excellent educational experience, allow access for career opportunities and contribute to the larger U.S. economy. According to the U.S. Department of Commerce, international students contribute 22.7 billion dollars to the U.S. economy in 2012.

Area II: Comparative Context: Consider your work in context and comment on significant issues relative to the impact of the program over time and/or the relative status of peer programs regionally.

As stated above, the competition of international student recruitment has reached a new peak. In the long term, ISP will have a very difficult time maintaining and attracting new students to SAC if resources are not dedicated to stabilize and grow the program. Colleges regionally have dedicated resources to enhance its existing international programs. UCI, Cal State Long Beach, Cal State Fullerton, Santa Monica College, have all participated in various international educational fairs throughout Asia, Europe, and South America. Within RSCCD, Santiago Canyon College (SCC), has also created a separate International Student Program Office from SAC.

This means addition competition within the RSCCD serving areas. In its short existence, SAC has lost four students to SCC's ISP Office.

Area III: Analysis: What are the implications of the above information for the program work in progress and future efforts?

Based on the information from above, the competitive nature of attracting international students will be more challenging than before. With so many types of institutions, special areas of concentration, global locations, immigration policies and ethos considerations to choose from, international students have more choices than ever when it comes to making a selection on where to study. It is imperative that ISP evolves to be relevant to continue to remain competitive and attract new students to its program. This means making the proper investments and providing the support needed to properly execute a strategic plan to meet its goals and targets.

Area IV: Plan: Please highlight related action and planning items. So what?

In order to stabilize and grow ISP, a strategic plan was implemented in the 12/13 year. This plan calls for a reinvestment of resources in ISP with personnel, facilities, marketing, and recruitment travel. In the area of personnel, international students need a dedicated academic counselor to provide academic advisement to meet their educational objectives. Another important component of an international student's experience is having the proper space to call home. ISP has created an international student lounge to include new and comfortable furniture, a coffee maker and a TV that will broadcast international channels to allow students to catch up with their respective countries' news and programming. One of the objectives of the strategic plan is to stabilize and grow ISP. To meet this goal, ISP has been allocated a marketing and travel budget aimed at recruiting new international students. A part of this initiative here is also to diversify the ISP student population. This will help alleviate extreme reliance on recruitment from Vietnam. Another area of improvement is in customer service. Processes, attitude and response time are reevaluated to ensure the best service possible to increase the students' experience at SAC.

2012-13 Budget
(Summary of Current Dedicated Budget and Source)

Commencement

Budgeting Category/Description	General Fund	Categorical Fund	Diversified Fund	Total
4000 (supplies, printing, materials)	$2,000	0	$2,000	$2,000
5000 (conference, consultants)	0	0		0
6000 (equipment, software)	$8,000	0	0	$8,000
7000 (other out-going)	$8,000	0	0	$8,000
Total Funding	$18,000	0	$2,000	$20,000

International Student Program

Budgeting Category/Description	General Fund	ELA	Match	Total
1000 (faculty salaries)	0	$80,465	0	$80,465
2000 (classified salaries)	$191,258	0	0	$191,258
3000 (benefits)	$65,288	$19,141	0	$84,429
4000 (supplies, printing, materials)	0	0	0	0
5000 (conference, consultants)	0	$10,154	0	$10,154
6000 (equipment, software)	0	0	0	0
7000 (other out-going)	0	$21,468	0	$21,468
Total Funding	$256,546	$131,228	0	$387,774

Student Activities

Budgeting Category/Description	General Fund	Categorical Fund	Diversified Fund	Total
1000 (faculty salaries)	0	0	0	0
2000 (classified salaries)	$104,601	0	$6,854	$111,455
3000 (benefits)	$66,111	0	$4,649	$71,260
4000 (supplies, printing, materials)	0	0	0	0
5000 (conference, consultants)	0	0	0	0
6000 (equipment, software)	0	0	0	0
7000 (other out-going)	0	0	0	0
Total Funding	$170,712	-0-	$11,503	$182,715

Veterans Resource Center

Budgeting Category/Description	Foundation Fund	Categorical Fund	Grant	Total
1000 (faculty salaries)	0	0	$10,000	$10,000
2000 (classified salaries)	0	0	0	0
4000 (supplies, printing, materials)	0	0	0	0
5000 (conference, consultants)	0	0	0	0
6000 (equipment, software)	0	0	0	0
7000 (other out-going)	$74,000	0	0	$74,000
Total Funding	$74,000	-0-	$10,000	$84,000

2013-14 Budget Requests

(NOTE: Please complete this sheet in consultation with program staff in your division and submit it to your VP in April of each academic year to align with the college's budget planning process.)

Item (Please list in order of importance to program)	Brief Description of Importance to Program & Relation to Goals	Cost (Please identify potential alternative sources of funding, if any)
Hire a Director of Special Programs in International Student Program	This position leads, implements and directs ISP activities to promote ISP abroad and the success of ISP students.	$91,048
Part time counselor for International Student Program	A dedicated counselor will provide immediate and necessary academic counseling for international students. Critical for establishing a clear academic plan and provide support to increase retention and transfer.	PT Counselor (28 LHE, 42 hrs/LHE = 1,176 hours at $50.90/hr) $59,859 salary + $8,805 benefits. Given the late notification of available counseling hours, only $33,664 ($15,000 fall/$18,664 spring) of the $68,664 total will be assigned for the 2013-2014
Travel budget in the International Student Program Office for recruitment of new international students	The International Student Program Office has experienced a substantial decline of enrollment, approximately 190 students, over the last 4 years. This decline is largely attributed to the inability to fully market to prospective students. The ability to travel for recruitment aboard will help restore the enrollment and allows for an introduction into new market countries.	$88,000
Advertising publication budget	This is another method which ISP markets to the world market to complement the traveling effort to recruit new international students.	$16,000
Student Services Coordinator for Student Activities	This position leads, implements, coordinates and directs student services activities to assist	$87,771

	students' leadership development and provide a co-curricular learning experience.	
Reorganization of the Student Activities Program Specialist position from a 10 month employee to a 12 month employee.	This reorganization will allow the office to properly serve our students. The differential in salary is $10,459.	$10,459

Appendix 1
International Student Program (ISP)
2012-13 Student Survey Summary

Survey implementation

Fall 2012: pre-survey	N=26 students (11% of the ISP student population)
Spring 2013: post-survey	N=10 students

The pre-survey yielded a healthy return of 26 students, 11% of the overall 232 ISP Students. The post-survey, however, was not as successful. Only 10 students of the original 26 students surveyed responded.

Pre-survey results

Fall 2012: pre-survey, 26 participants	
Questions	**Response**
Do you know how to make an appointment to see an academic counselor?	5/26 responded with a yes; 21/26 responded with a no.
Do you know how to create an educational plan?	26/26 responded with a no.
Do you know the courses you will need to attain your degree goal?	26/26 responded with a no.
Do you know the courses required to transfer to a SCU or UC?	1/26 responded with a yes; 25/26 responded with a no.

Post-survey results

Spring 2013: post-survey, 10 participants	
Questions	**Response**
Do you know how to make an appointment to see an academic counselor?	7/10 responded with a yes; 3/10 responded with a no.
Do you know how to create an educational plan?	6/10 responded with a yes; 4/10 responded with a no.
Do you know the courses you will need to attain your degree goal?	7/10 responded with a yes; 3/10 responded with a no.
Do you know the courses required to transfer to a SCU or UC?	6/10 responded with a yes; 4/10 responded with a no.

Appendix 2
SANTA ANA COLLEGE – SERVICE LEARNING CENTER
STUDENT SURVEY RESULTS 2012- 2013

N = 204

Dear Student Volunteers:
We need your feedback in order to improve the Service Learning Center's program.
Please take a minute to complete the survey below and return it to the SLC Office.
Your cooperation is greatly appreciated.
Thank you.

Instructions: Please circle the appropriate answer to the questions below as it pertains to Service Learning, using the following scale: 1 – strongly **disagree** …….
Through…….   5 – strongly **agree**

Before participating in Service Learning:
1. I had good knowledge of different career paths or options prior to my involvement with Service Learning.

1	2	3	4	5
(11) 4.28%	(12) 4.66%	(74) 28.79%	(84) 32.68%	(76) 29.57%

2. I was able to obtain internship in the field related to my study/major without the help of service learning.

1	2	3	4	5
(46) 17.89%	(52) 20.23%	(69) 26.84%	(40) 15.56%	(50) 19.45%

After participated in the Service Learning:
3. After my involvement in Service Learning, I have a better understanding of career paths and options.

1	2	3	4	5
(3) 1.16%	(2) 0.77%	(32) 12.45%	(80) 31.12%	(140) 54.47%

4. After my involvement in service learning, I have gained skills in my field of study/major.

1	2	3	4	5
(8) 3.11%	(7) 2.72%	(33) 12.84%	(79) 30.73%	(130) 50.58%

5. In service learning, I was able to apply classroom knowledge to my internship.

1	2	3	4	5
(5) 1.94%	(8) 3.11%	(32) 12.45%	(88) 34.24%	(124) 48.24%

Appendix 3
2013 Student Leadership Institute (SLI) Student Survey Summary

Summary of responses to questions on seminar knowledge:
Scale: 1= very low and 10= very high

Seminar	Question/Response	Question/Response
	Before completion of all seminars, my knowledge of all topics was	After completion of all seminars, my knowledge of all topics is
All Seminars	An average of 78.3% responded with a 7 or lower	An average of 89.8% responded with an 8 or higher

Summary of responses to questions on components of ALL seminars:
Scale: 1=Poor and 5=Excellent

Question	Response
Content of Seminars	94.9% responded with 4 or higher
Presentation Style/Format	91.0% responded with 4 or higher
Knowledge/Application of Information	95.8% responded with 4 or higher
Length of Time	93.8% responded with 4 or higher

Summary of response on leadership skills BEFORE the start of SLI
Students were asked this question before starting the SLI Program:
Scale: 1= very low and 10= very high

Question	Response
Before you started the institute, how would you rate your overall knowledge of leadership skills?	➢ 51/63 or 81% responded with a 7 or lower

Summary of response on leadership skills AFTER completing SLI
Students were asked this question after completing the SLI Program:
Scale: 1= very low and 10= very high

Question	Response
After you have completed the institute, how would you rate your overall knowledge of leadership skills?	42/63 or 66.7% responded with a 10 13/63 or 20.6% responded with a 9 8/63 or 12.7% responded with a 8 NO ONE RESPONDED WITH A 7 OR LOWER

Statistically Significant Results
  ➢ 93.7% of students showed increase in knowledge of overall leadership skills from before to after having completed SLI
  ➢ 73% of students showed increase of 3 levels or more in knowledge of overall leadership skills from before to after having completed SLI