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Secondary Evaluation of Camp Kesem National's Impact on College Students Who Plan and Implement Summer Camps

Public Administration Program

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This evaluation was prepared for Camp Kesem National. It was conducted by Monika Villanueva, Molly Buchsieb, and Naima Jameson, under the direction of Dr. Sheldon Gen, all of San Francisco State University's Public Administration Graduate Program.

All findings and opinions expressed in this report are the authors' alone, and not necessarily those of San Francisco State University nor Camp Kesem National.

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Summary

Camp Kesem National (CKN) is a non-profit organization that provides college students across the nation with the tools and support to create self-sustaining summer camp programs for children with parents who have or have had cancer. To compliment its success in evaluating the experiences of campers and their parents, the program recently undertook efforts to evaluate the impact of the CKN experience on the college students who run the camps.

This program evaluation seeks to build upon previous efforts to investigate the impact of experiential learning on the personal growth of student leaders who plan and implement camp. Previous evaluation efforts employed a survey instrument as an easy means to collect annual quantitative data on student responses to a range of questions. However, given a low student response rate and instrument insensitivity to nuances in student opinion, the survey method provided an incomplete picture of program impact. To compensate, this evaluation utilized a focus group instrument to collect additional qualitative data, providing a more in-depth look at overall student experiences. General results from analysis of data collected from both quantitative and qualitative methods suggest that the training and experience of planning and running Camp Kesem have had positive effects on the personal growth of participating student leaders, and provide compelling evidence of program impact.

Introduction to the Camp Kesem Program

The Camp Kesem summer camp model was created in 2000 by a group of students at Stanford University. The students conducted a needs assessment of what services were lacking for children, and found that the emotional needs of children who have or have had a parent with cancer are often overlooked. The Stanford students went on to create a summer camp program to meet the emotional needs of these children. After two successful summer camps, the Camp Kesem model grew into Camp Kesem National (CKN). This non-profit organization was granted 501(c)3 tax-exempt status in May 2003. By summer 2008, there will be free camps for children ages 6-13 at 20 different college campuses (see Appendix F for a full list).

The Camp Kesem program provides children a positive, peer supportive experience. The camp goals for the participating children are that they enjoy a magical, safe, loving camp

experience; leave camp with an increased level of self-esteem; leave camp with the tools to express their emotions in safe and productive ways; and develop friendships at camp with children with whom they can relate. These goals are achieved through the efforts of college students at participating campuses, with the support of CKN.

The goal of CKN is “to provide college students across the nation with the tools and support necessary to create self-sustaining summer camp programs for children who have or had a parent with cancer.” These college students are given an opportunity to help an underserved population, attain personal growth, and gain skills and knowledge through experiential learning. Over the course of a year, the students plan all aspects of the camp including everything from developing financial and human resources, to marketing and implementing the program. CKN provides training and support to teach students the skills necessary to do this work.

Each student leader is assigned to one of four managerial committees: Administration and Camp Program, Camper Care, Fundraising, and Student Support. Each of these committees has two student coordinators while two student co-chairs who oversee the overall program. The common goal for all participating student leaders is to have positive learning experiences. The specific goals for each committee and the co-chairs are as follows:

Co-Chairs

GOAL #1: To learn how to manage a nonprofit program

GOAL #2: To gain knowledge about the nonprofit community

Administration & Camp Program Coordinators

GOAL #1: To learn how to successfully manage all budgetary/financial and logistical aspects of the camp

Camper Care Coordinators

GOAL #1: To learn how to successfully establish community partnerships

GOAL #2: To learn how to successfully manage a PR campaign

Fundraising Coordinators

GOAL #1: To learn how to run a successful fundraising campaign

Student Support Coordinators

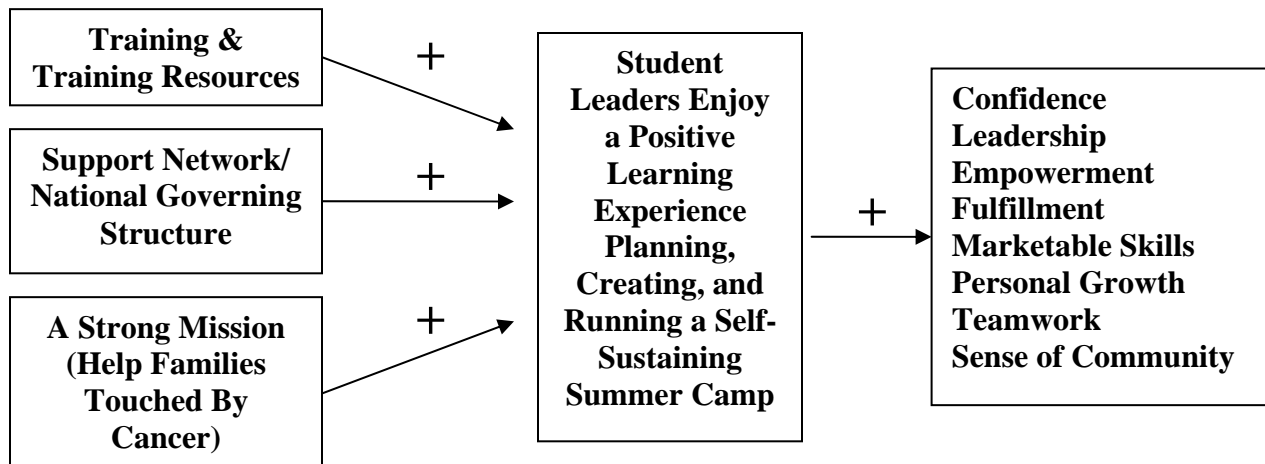
GOAL #1: To recruit sufficient numbers of student organizers (to plan camp during the year)

GOAL #2: To recruit and train a high quality staff for the week of camp

Program Theory

CKN believes that exogenous variables such as training, organizational support from National, and a strong mission to support families touched by cancer will lead to a positive learning experience for the student leaders who plan, create, and run a self-sustaining summer camp. In turn, the positive learning experience leads to increased student confidence, leadership, empowerment, fulfillment, marketable skills, personal growth, teamwork and sense of campus community. Diagram 1.1 highlights the numerous positive impacts the program is intended to have on the student leaders who are instrumental to making the camp a reality.

Diagram 1.1 **Camp Kesem National Impact Theory**



CKN program support is provided by the national board which is made up of part-time staff, a bookkeeper, board members, and volunteers. Specific resources provided to the student leaders include: the Camp Kesem Resource Manual, weekly phone meetings with co-chairs, on-site training, bookkeeping, online fundraising, a strong mission, a website with email, an annual national conference, a national network of student leaders, and brochures. At the local campus level, the student co-chairs and coordinators are responsible for running the program at their respective campus with support provided from each other and the national board. (Table 1.1. Camp Kesem National Logic Model, highlights Camp Kesem’s organizational plan, service utilization plan, program outputs, and intermediate and long-term program outcomes.)

Table 1.1 Camp Kesem National Logic Model

Inputs	Activities	Outputs	Intermediate Outcomes	Long-term Outcomes
Program which provides college students the support, tools, and resources to create self-sustaining summer camps for children who have or have had a parent with cancer. - Manual / CD- Rom - Letters and other templates - CKN website/email - Fundraising strategies - Assistance from CKN staff/bookkeeping/ weekly phone calls - Annual National Conference - Online Newsletter Strong mission - Brochures	Program trains students in program administration, fundraising, camper care, and student support. Students attend Annual National Conference where they have opportunities to: - Network and bond - Share best practices - Collaborate within and across campuses - Build CK branding and enthusiasm Students plan and implement camp	Improvement in student skills, including the following: communication, planning, fundraising, public speaking, writing, marketing, time-management, stress-management, teamwork, meeting deadlines, recruitment and retention Successful operation of campus committees Increased interaction and collaboration with students from other campuses	Students enjoy a fulfilling experience Students successfully run and develop an organization Increased camp and campus community cohesion, collaboration, and connectedness	Students experience personal growth: improved self-confidence, sense of accomplishment, leadership, sense of community, direction and clarity on career goals, and appreciation for giving and working for others

Table 1.1 depicts Camp Kesem National’s organization plan, service utilization plan, outputs, and outcomes. The organization plan, also referred to as the inputs, describes the program and its intended participants. The primary targets for the program are motivated college students who aspire to become student leaders on campuses in which the campus currently operates. Inputs are followed by activities, which describe how CKN provides the services the students need to self-sufficiently run the program. Co-chairs and coordinators are trained in each of their respective committees, which include Camper Care, Administration, Fundraising, and Student Support. Participants of CKN experience both intermediate and long-term outcomes, which include successfully running an organization, completion of camp in the summer, business and leadership experience, and personal growth.

Review of Similar Evaluation Efforts

Universities and colleges have long been interested in student positive learning experiences, and much academic research has focused on higher education program models designed to impact student experience. CKN shares many similar qualities with university-sponsored community service and work-based learning program models. As with other research-tested program models, CKN student leaders are given an opportunity to plan from inception to culmination a complex service project. Participation requires work over a long duration, with

opportunity to talk about and process experiences - important elements of service programs that impact student outcomes. (Shumer et al 1994) Research indicates that student involvement in community service programs with these characteristics has a positive impact on student career plans, field or disciplinary knowledge, grade point average, self-confidence, teamwork, and leadership. (Astin et al, 1998; Shertzer et al, 2004)

But some CKN program characteristics are unique compared to programs studied in academic research. CKN is not overseen by a local academic entity or integrated into a campus course. “One of the best supported findings of research about community service is that students learn most...when they are in programs that have regular opportunities to process and talk about their direct experiences,” unlike many university-sponsored programs, the CKN program is not incorporated into the formal curriculum. (Hedin 1988, 206) And some studies suggest participation in service programs can have a negative effect on student grades if the program structure conflicts and is not coordinated with the school. (Stern et al, 1997) For these reasons, it seems wise for CKN to undertake its own impact evaluation, to explore the ability of its program model to deliver a positive student learning experience.

In February of 2006, CKN commissioned an evaluation of program processes and outcomes to investigate the impact on student experience. Specifically, researchers analyzed the effectiveness of the training and support provided by CKN and the skills gained by student leaders. The results of this preliminary evaluation offer evidence that CKN’s program is meeting its process and outcome goals. Results suggested that student leaders experienced positive change in skill levels in areas such as leadership, communication, organization, and had a positive experience overall. (Luong et al, 2006) However, researchers were unable to draw strong conclusions due to a small sample size (22 respondents). The following evaluation was commissioned as a means to build upon the 2006 evaluation results, to provide more conclusive proof of program impact.

Method

This evaluation is an analysis of both processes and outcomes. It measures the effectiveness of the training and support provided by CKN (processes), as well as the skills

gained as a result of participation, and the experiences of the students (outcomes). The measurements, goals, and experimental design outlined in the previous evaluation still hold true to this current evaluation: the objective is to determine program impact on the positive learning experience of participating students on all camp committees.

This evaluation builds on last year's evaluation by analyzing surveys mailed to each CKN campus. During the summer of 2006, 100 surveys were mailed to co-chairs and coordinators at each CKN campus soliciting feedback on their experience as leaders for the 2005 camp year (see Appendix D: 2005 Survey Instrument). However, only 19 students from just two campuses responded (University of California, Los Angeles (UCLA), and University of California, San Diego (UCSD)). Although this low overall response rate increases the risk of bias, the fact that the small sample represents the majority population of student leaders from both campuses compensates for some distortions. To increase the sample size, results from last year's survey were included in the statistical analysis, for a total of 41 survey responses. To verify results and strengthen conclusions focus groups were conducted in February 2007.

The main focus of this evaluation is an analysis of focus group data. This data will be complimented by analysis of survey data received from the survey responses from 2005 and 2006.

Focus groups were conducted at the 1st Annual CKN Conference held in Loma Mar, California on February 23, 2007. All CKN student leaders attending the conference were invited to participate. A total of 69 student participants were assigned to one of eight focus groups based on their specific student leadership position (co-chair or coordinator) and whether they were new to the program or a veteran. The campuses that participated were Stanford, UC Davis, UCLA, UCSD, UC Berkeley, SDSU, ASU, BYU, University of Illinois, Indiana University, Northwestern University, Michigan State University, Duke, and MIT. The resulting distribution included 1 group of 11 veteran co-chairs, 2 groups of veteran coordinators totaling 16, 2 groups of new coordinators totaling 15, and 1 group of 13 Stanford and Duke University students. Each focus group session lasted approximately 90 minutes and represented one of the culminating activities of the conference.

Focus group participants were questioned and evaluated on five topics including: 1) Motives for taking the position; 2) Training and support from CKN; 3) Development of skills

during the Camp Kesem Experience; 4) Overall experience and areas for improvement; and 5) Perception of the conference (see Appendix A: Focus Group Instrument). Questions were designed based on explicit CKN program goals. Like the survey, two of the topics aimed to measure the effect of the Camp Kesem experience on the participating students by determining the difference in levels of student skill before and after working with Camp Kesem.

Data and Analysis

Focus group data was collected and analyzed for ranges, similarities, differences, and patterns among student responses (see Appendix C: Focus Group Responses). Results provide a qualitative means to measure and evaluate the effects of the experiential learning on the personal growth of the 2006 student leaders who planned and implemented the summer camps. Data collected from survey results was entered into Microsoft Excel and analysis was conducted to compliment focus group results (see Appendix F: Survey Results for 2006).

Focus group topics were analyzed based on focus group composition. For topic 1, Coordinators' responses and Co-Chairs' responses were compared. For topics 2-5, New Co-Chairs' responses and Veteran Co-Chairs' responses were compared. Additionally, for topics 2-5, and New Coordinators' responses were compared with Veteran Coordinators' responses. Stanford and Duke Universities operate independently of CKN and do not receive the same training materials as the other campuses. Both campuses are financially independent and do not pay dues to CKN. Because of this unique relationship between CKN and Stanford and Duke University, responses from student leaders from these schools were analyzed separately.

Motives for Taking a CKN Student Leader Position

An analysis of the students' motives for participating in Camp Kesem found that students shared many of the same reasons for becoming either a co-chair or coordinator. A central theme that emerged from the evaluation of student motivation from both focus group and survey data was the desire to work for a specific cause. Many of the participants across leadership positions have been affected by cancer, either personally or indirectly through the sickness of a family member and cited this as motivation for participation. Students identified with CKN's mission

and felt motivated to participate as leaders to help others, get involved, work with kids, and contribute towards a worthy cause. These themes are further supported by evaluation of survey results. 67.5% of the responses state that students were motivated to either help other people/perform community service or to learn about/work with children who have been effected by cancer.

Another driving factor motivating participation in CKN was a desire to take on more responsibility, whether to achieve personal goals, gain experience, build skills, or explore potential career options. Many focus group participants noted prior experiences with CKN as a motivator to become a coordinator or co-chair. Others simply wanted to become more involved on campus. Finally, referrals from friends to join CKN was another reason frequently cited that students chose to become involved with CKN either as a co-chair or coordinator.

Focus group results revealed some variance between the motivation of co-chairs and coordinator positions. Co-chairs expressed personal goals to improve specific skills, such as their leadership and management skills. Some co-chairs previously held positions as coordinators and decided to undertake the co-chair position to do things such as have more responsibility, see CKN from a different perspective, and to try to make improvements to the program on their campus. Coordinators were less likely to cite improvement of specific skills as motivation, and instead mentioned the influence of their academic majors, such as non-profits and counseling. Coordinators also expressed enjoyment in working with children, and saw the coordinator position as a great opportunity.

Expectations and Perceptions on Training and Support Received

Focus group participants were asked a range of questions designed to reveal their expectations and perceptions of training and support received from CKN. Several themes surfaced through analysis of focus group responses, including expectation and perception of: 1) training materials such as a manual/CD-Rom; 2) orientation (to their role, to support materials, and to the overall program); 3) communication; and 4) opportunity to network/bond with National and other CKN campuses. Overall, students expectations around materials were met, suggesting that CKN has done a thorough job of providing helpful training materials. This satisfaction is further supported by the survey, where 21.7% of responses found the CD-ROM

and manual the most helpful tool offered by National. Several coordinators offered ideas to supplement existing materials, including adding video training downloads to the CKN website and publishing a “CKN best-practices guide” as well as a collection of personal stories from camp, “to help remind us why what we do is important.”

The theme of orientation to the student leader role was raised mostly by new and veteran coordinators, but was also cited by co-chairs. New coordinators expressed an expectation that their position would be stressful and time consuming, and struggled with ambiguity around their role within the big picture of camp. They expressed a strong desire for more team-building/bonding/networking with other campuses, as well as for increased encouragement from and communication with National to help alleviate doubt and fear experienced as students took on a new leadership role. New coordinators and co-chairs desired explanation of how National spends the obligatory 10% contribution raised by student leaders, and cited orientation to their roles and responsibilities as an expectation that had not been met.

Many students expressed a satisfaction of expectations around National’s accessibility. They also expressed a desire for increased communication with CKN’s program director and Board. Veteran Co-Chairs found the weekly phone calls and personal meetings very helpful. While students expressed strong satisfaction and appreciation for emails, site visits, and phone conferences with National, they also expressed frustration around timeliness, quality, and scheduling of interactions. Co-chairs expressed a desire for information on how to add items to the Board’s agenda.

Students across positions perceived National staff as “spread too thin,” and noted that “some things fall through the cracks” due to the size of student needs compared to the number of staff available for support. There seemed to be strong support for organizational changes at CKN to facilitate improved communication and guidance from National to campus leaders. Students across several focus groups suggested regional directorship, and increased communication with the Board as means to achieve improvement. Other ideas included establishing mentorship programs, increasing cross-campus collaboration, and a continuation of the “fall training sessions.”

Focus group participants repeatedly cited team and network building skills as support not yet received. New coordinators were particularly interested in team building, while co-chairs cited interest in group facilitation training and training on how to network with program alumni.

Expectations and Perceptions on Skill Development

Focus group participants were asked several questions to help identify specific skills they wished to develop or perceived as most improved from their experience as student leaders. Not surprisingly, new coordinators expressed a desire to improve their basic skills to plan and run camp. They wished to improve their ability to plan the camp schedule, network with other campuses and National, interact with camper parents, and learn camp songs, games, and procedures. Many new coordinators also cited communication and interpersonal skills, including leadership skills such as delegation, and self confidence, and technical skills such as grant writing and public speaking as areas with greatest potential for improvement.

Interestingly, veterans from both leadership positions expressed perceived improvement in many of the same areas identified as areas with greatest potential for improvement. Veteran coordinators expressed greatest improvement in every area identified as the most important skill they learned or improved. Technical, teamwork, and time management skills were areas students cited as having experienced greatest improvement. Veteran coordinators and co-chairs cited technical skills such as grant writing and fundraising; leadership and professionalism skills such as management, delegation and self confidence; and teamwork skills such as working with diverse populations as areas where they experienced greatest improvement. Veteran co-chairs also cited organizational skills as an additional area of greatest perceived development.

These improvements are also supported by survey results. A comparison of pre-test and post-test skill areas for each of the five committees shows a general increase in the mean rating score for each skill measured. The reported averages are on a scale of 1 to 5, where 1= no skills and 5 = highly competent. Co-chairs exhibited the greatest improvement in mean skill level in all areas. All skill areas exhibited statistically significant increases in at least one skill area.

Statistically significant increases were also seen in the following areas:

- The mean skill level increased with statistical significance in all areas for co-chairs.

- The mean skill level in the Administration and Camp Program Committee, increased with statistical significance in all areas except basic bookkeeping and organizational skills.
- The mean skill level in the Camper Care Committee increased with statistical significance in all areas except networking.
- The mean skill level in the Student Support Committee increased with statistical significance in all areas.
- In the fundraising committee, mean skill level increased with statistical significance in executing a fundraising plan. Mean skill level increased with moderate significance in other skills, which include developing a fundraising plan and program planning.

Overall Experience and Areas for Improvement

Focus group participants were asked to describe personal benefits or impacts they expected or received from their leadership experience with CKN. Personal growth, sense of accomplishment, skill development, and passion and inspiration were common themes across all groups. One unique theme that emerged from co-chair focus group responses was recognition of the fun of CKN. Co-chairs described a strong sense of enjoyment, rapport, and community within CKN, which added to their level of satisfaction. In addition, new coordinators expected to experience increased confidence, professional growth, fundraising skills, strengthened families, and fulfillment. Veteran coordinators experienced many of these same impacts, including a sense of purpose from the experience, a desire to help others, and a high level of satisfaction. In the survey, where the overall experience with CKN was rated on a scale of 1 to 5 where 1 = strongly disagree and 5 = strongly agree, the mean of students' responses ranged from 3.95 to 4.64.

Coordinators cited interaction and unity between campuses as anticipated challenges as well as areas needing improvement, and some leaders suggested establishing regional staff support and a formal mechanism to transfer information from experienced to new leaders. In the survey, the mean level of satisfaction with CKN was rated on a scale of 1 to 5 where 1 = very dissatisfied and 5 = very satisfied. Question 6 in the survey asked students to rate their satisfaction of training and support materials provided by CKN. For 12 of the 13 items, students

gave mean ratings ranging from 3.56 and 4.17. Slight dissatisfaction was indicated with a mean score of 2.66 for the connection with other Camp Kesem student leaders nationwide.

Focus group participants suggested that the benefits of CKN could be improved by increasing inter and cross-campus interaction via implementation of such tools as web-based discussion boards and an online calendar with a timeline and benchmarks, a CKN newsletter, a student leader directory, and Q & A resources.

Overall, veteran groups felt that CKN provided leaders with adequate recognition. In fact, an interesting theme across veteran groups was that they didn't expect recognition from CKN. Instead, "the joy and appreciation from campers and their families" and reuniting with them for the reunions was what truly made students feel recognized and satisfied.

Conference Evaluation

Focus group participants were asked for feedback on whether the National Conference had met its objectives to enhance student collaboration, to offer opportunities to exchange best practices, and create a cohesive and interconnected Camp Kesem community. Analysis of the data reveals that many of the students were satisfied overall with the conference. Between co-chairs and coordinators, there were many similarities in the usefulness of the conference. Networking with other campuses was perceived as a major student benefit, and students expressed that the conference gave them the opportunity to share best practices, experiences, and advice. Many of the participants enjoyed the keynote speakers and made notable comments about Scott's and Eva's presentations specifically. A majority of focus groups agreed that the safety video was not very beneficial and that, while some sessions were useful, the structure of the sessions could have been greatly improved by building in time for new members only and veteran only discussions. Scheduling was another major topic of discussion among the focus groups. Many agreed that the conference should not be scheduled in the spring, and should instead occur at the beginning of the camp planning process.

Other focus group recommendations for ways to improve future conferences included making sure each school is represented at the conference and increasing the number of structured opportunities to meet and get to know people. Students also suggested that the structure of cabin chats should be improved, and that there should be motivational starts to each day (e.g. an

engaging speaker, an inspirational camp story). To address scheduling, participants suggested that the conference be held in May or September and/or during the first semester of school. One group commented that the conference should run a day longer. Others students suggested that the conference should be located by a major city or school and should have more vegetarian options.

Stanford University & Duke University Analysis

Because Stanford University and Duke University operate independently of CKN, their responses were analyzed separately. Many students from Stanford and Duke were motivated for the same reasons as students from other campuses. There reasons included the desire to help kids, personal growth, and to gain experience. Similar to the other campuses some students have also been personally affected by a family member who has had cancer.

Unlike the other focus groups, which were separated according to co-chair or coordinator, this focus group was a combination of co-chairs, coordinators, and the director for Stanford. Although the group expressed some interest in increasing their ability to network with other campuses and draw on some National resources (technology, purchasing power and risk management strategy), overall both schools expressed concern, and some resentment, about working with National. Students have occasional contact with Stanford's Director and have limited contact with National.

Students identified both professional and personal skills that they hoped to improve through their experience with CKN. Students expressed the desire to learn/improve both basic technical skills and higher-level leadership and management skills. The ability to manage/balance the emotional side of their CKN experience was also a desire.

Because they are independent of National, Stanford and Duke students do not receive materials, nor do they have much contact with leaders from other campuses. Both campuses have established mechanisms to transfer information and a structure for recruitment . When asked about becoming a part of CKN, students expressed concern over what they would have to give up to work with National. Stanford has a strong alumni base and welcomes occasional contact with National for networking, awareness, and communication purposes.

Overall, students expressed feeling a sense of fulfillment after experiencing the program. A common theme in student responses was experiencing a sense of achievement from taking on

the challenge of their responsibilities and fulfilling a broader mission. In their minds, the challenges and responsibilities of the CKN program were worth it just to see the end results.

Conclusions

Camp Kesem National offers a year-long internship to aspiring student leaders. Participants have the opportunity to plan, program, and implement a summer camp. The experience is fulfilling, but also offers students an opportunity to develop and gain professional and leadership skills. The program also gives students an opportunity for personal growth. This evaluation measures the changes in students' skills as a result of Camp Kesem and measures the effectiveness of the training materials provided by CKN.

The data collected from focus groups and surveys indicates that CKN has had a significant positive impact on the overall experience of student leaders. However, there is still room for improvement. While the data suggest a high level of student motivation and dedication to the Camp Kesem program, and provides evidence of student learning and growth, the data also revealed unmet expectations in terms of the support received from CKN.

Overwhelmingly, students identified with CKN's mission. Students were adamant about their decision to participate in CKN to make a difference in the lives of others, not out of the desire for any personal gain or recognition for their efforts. Although personal gain was not their main motivation, students frequently cited personal growth in a range of areas, including professional and organizational skills, leadership, teamwork, and self confidence. They found elements of the program extremely helpful, such as the CKN manual/ CD-Rom, and agreed that the National Conference met its established objectives. CKN should be proud of its ability to stimulate such expressed motivation and dedication from its student leaders.

Undoubtedly, the ability to engage students in the program mission has influenced CKN's continued expansion. And yet with this continued growth come new challenges. Evaluation results suggest that CKN's organizational structure may be experiencing a few growing pains as its limited National staff works to address the needs and expectations of more students across more campuses. Student responses suggest a need for improved communication with National; opportunities for intra and inter campus networking and bonding; understanding

of each leadership role within the organization; and program benchmarking and best practice sharing. Results also indicate that CKN could make better use of web-based technologies such as online training resources, newsletters and listserves, to meet many student expectations.

CKN's program model appears to be working. Students express a strong desire to contribute to CKN, and many appear to reap the benefits of improved skills and personal growth. But there is some evidence that organizational characteristics may limit CKN's ability to meet student needs and satisfy expectations, especially in light of continued national campus expansion. By revisiting the organizational structure of National to address student perceptions and expectations, CKN may be able to strengthen what is already an effective program and continue its positive impact on student learning and personal growth.

Motives and Expectations

The strong mission of Camp Kesem to help children and families affected by cancer was the main motivating factor for most student leaders to participate in this internship. Secondary motivations included challenging themselves in a leadership position, developing professional skills, and the recommendations and encouragement from recruiting veterans.

Skill Development and the Training and Support Received from CKN

Overwhelmingly, the training manual and the CD-ROM were the most helpful tools provided to student leaders in their planning and implementation of camp. Professional, technical, teamwork, fundraising, organizational, and time-management skills were cited as the most improved skills among student leaders. Frequently cited areas for improvement include: an interactive CKN website with video training downloads, discussion boards, a student directory, a Q & A section, and an online calendar with timelines for meeting benchmarks. Additional recommendations include a best practices guide with advice from previous leaders in their positions, increased team-building and networking among campuses, and increased Board contact/communication.

The Overall CKN Experience

Overall students expressed a strong sense of personal growth and accomplishment, professional skill development, strengthened families, self-confidence, and a fun and enjoyable experience. Their participation with Camp Kesem provided fulfillment and community that is unique to the organization and its mission. Methods for improving the organization include

more cross campus collaboration, a CKN newsletter, establishing regional support or directorships, and establishing a formal mechanism to transfer information from experienced leaders to new recruits in those positions.

Evaluation of the 1st Annual CKN Conference

Overwhelmingly, the student leaders responded positively to the conference and most found it useful on several fronts. The main benefit cited was the opportunity to network with other student leaders and to build unity and collaborations between campuses. The information provided by the speakers and the contact with the board was new and appreciated. Areas recommended for improving the conference would be through having it in May or September, shortening or eliminating the safety video, and structured opportunities for students to meet, especially grouped by their role in the organization.

Stanford and Duke Universities

Student leaders from these two independent campuses were motivated by similar themes as expressed by the other campuses under CKN and also felt fulfillment through their work for the camp. They also hoped to improve their leadership and management skills. As they are independent from National, they do not receive their training materials or have much contact with the other campuses. Both universities expressed some concern and possible resentment towards working with CKN and losing their autonomy.

Appendices

Appendix A: Focus Group Instrument

(Conducted by San Francisco State University's Public Administration Program at the CKN National Student Leadership Conference, Loma Mar, CA, February 18, 2007)

Evaluation of Camp Kesem Student Leader Experiences

FOCUS GROUPS' DISCUSSION GUIDES

February 18, 2007, Loma Mar, California

Conducted by San Francisco State University's Public Administration Program

Veteran Co-Chairs Group

Instructions for moderator and scribe:

- *Begin by describing the purpose of the focus group, introducing yourselves, and establishing ground rules.*
- *After this, you will have approximately 75 minutes to cover the 5 discussion topics, which averages about 15 minutes per topic.*
- *The moderator's main task is to collect data. This means facilitating the discussions by keeping it on topic and on time, creating an atmosphere for open discussion, and ensuring everyone has the opportunity to contribute to the discussions. The scribe's main task is to accurately record the data by taking notes and reflecting/summarizing the information gathered. In the process of doing this, the scribe also facilitates the discussion by closing topics. Both the moderator and the scribe support each other's tasks if one is having difficulties.*

Pre-discussion

- Good morning. The purpose of this focus group is to learn more about the impact of Camp Kesem National on the professional skills and personal growth of its student leaders. My name is _____ and I will facilitate our discussion. This is _____ and he/she will take notes on our discussion and assist me in facilitating the discussion. We are both graduate students in the Public Administration Program at San Francisco State University. We have been asked by Camp Kesem National to conduct this focus group as part of an evaluation of its effectiveness. You are being asked to participate in this study because you hold a student leadership role for Camp Kesem, and your responses may be helpful in improving the experiences of future student leaders in Camp Kesem.
- Your participation in this discussion is voluntary. You may choose to answer only those questions you wish to answer, and you may decline to answer any question. Be assured that your responses will be kept confidential and will not be attributed to you individually.
- The focus group will last for about 1 hour and 15 minutes.
- Does anyone have any questions about this focus group and the project?
 - *Answer any questions raised.*
- Let's begin. First, let me explain some ground rules. The most important one is that there are no right or wrong answers. Everyone's opinions count, and we ask everyone to respect each other's opinions even if they contradict your own. Also, we ask you to speak one at a time so we can take accurate notes on the discussion.
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Topic 1: Motives for taking Co-chair position

- What were your most important reasons for originally deciding to be a co-chair with Camp Kesem?
 - Probe: What specific skills or experiences did you seek, if any?
 - Probe: For example, community service, leadership experience, assist families with cancer, etc.

Topic 2: Training and support from Camp Kesem National

- Think back to your training during the first year you were a co-chair. The training and support you received from Camp Kesem National may have included several items including:
 - on-campus training in the fall and winter or spring terms,
 - weekly phone meetings with CKN,
 - CKN email address and email correspondence with CKN,
 - accessible staff at CKN,
 - connection with other Camp Kesem student leaders nationwide,
 - online donation service,
 - web hosting service,
 - CKN manual (binder and CD), and
 - CKN brochure.

With these things in mind, and all the other support services you received, what were the **most helpful services or materials** you received from Camp Kesem National?

- List any services or support you did **not** receive from CKN that you wish you had received.

Topic 3: Development of skills during the Camp Kesem experience

- What were the **most important** skills you learned or improved from your co-chair experience?
 - Probe: For example, communications, leadership, supervision, delegation, team work, organizational skills, meeting facilitation, networking, etc.
- In which skill areas did you personally see the **greatest improvement**, if any?
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Topic 4: Overall experience and areas for improvement

- Beside the impacts Camp Kesem has had on the families that participate in it, we are also interested to know if it has impacted you on a personal level. Has your experience as a co-chair affected you personally? Be specific about areas in your life that have been affected.
 - Probe: For example, it may have affected your overall personal growth, or given you a sense of empowerment, increased confidence, or recognition.
- Do you feel that CKN has provided you with adequate recognition for the services you have provided? Please explain.
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- Finally, we'd like to ask you a few questions about this conference. Did the conference meet its objectives?
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Evaluation of Camp Kesem Student Leader Experiences

FOCUS GROUPS' DISCUSSION GUIDES

February 18, 2007, Loma Mar, California

Conducted by San Francisco State University's Public Administration Program

Veteran Coordinators Group

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 - Probe: For example, communications, team work, organizational skills, budgeting, grant writing, marketing, recruiting, training, etc.
- In which skill areas did you personally see the **greatest improvement**, if any?
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FOCUS GROUPS' DISCUSSION GUIDES

February 18, 2007, Loma Mar, California

Conducted by San Francisco State University's Public Administration Program

New Co-Chairs Group

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 - Probe: What specific skills or experiences did you seek, if any?
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Topic 2: Training and support from Camp Kesem National

- Think back to when you first decided to take this co-chair position. At that time, what expectations did you have for the training and support you would get to fulfill your job? Be as specific as you can.
 - Probe: What kinds of training? What kinds of services?
 - Probe: How much contact with CKN? What kind of contact with CKN (in person, telephone, email)? How much contact with student leaders at other campuses?
 - Probe: What kinds of materials?
- Which of these expectations have been met so far, and which have been the **most helpful** to you so far?
- List any services or support you have **not** yet received from CKN but hope to. Which of these are the most important to you?

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- Again, think back to when you first decided to take this co-chair position. At that time, what were the **most important** skills you hoped to learn or improve from your co-chair experience?
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- Beside the impacts Camp Kesem has had on the families that participate in it, we are also interested in any impacts it might have on you. What personal benefits or impacts do you expect to get from your experience as a co-chair? Be specific about areas in your life that might be affected.
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Appendix B: Focus Group Variables Measured

Goal/Objective	Variable/Area of Question Interest	Focus Group Measure
Students will have a positive learning experience.	Motivation, Expectation, Satisfaction, Fulfillment, Achievement of Skills, Receipt of Support, Personal Impact, Recognition	Topic #1, 2, 3 and 4
New student leaders: To learn or improve important skills	Expectation and/or potential to improve important skills (e.g. human resource management skills; communication skills; leadership; supervision; delegation; team work; organization skills)	Topic #3
Veteran student leaders: To learn or improve important skills	Perception of learning and/or improvement of important skills (e.g. human resource management skills; communication skills; leadership; supervision; delegation; team work; organization skills)	Topic #3
Camp Kesem National will provide all necessary training materials and support for all students to plan and implement the camp.	Student satisfaction with all forms of support, including services, communication, and materials.	Topic #2, 4, and 5
Camp Kesem National Leadership Conference will create a cohesive, interconnected, interactive Camp Kesem community.	Student perception of conference efficacy and satisfaction with conference experience.	Topic # 5

Appendix C: Focus Group Responses

(Note that **BOLDED** items inside the tables below represent frequently repeated responses)

Topic 2: Training and Support from CKN

New Coordinators v. Veteran Coordinators

A comparison of the responses from *new and veteran coordinators* expressed similar needs for improved communication and support, especially from the National Board. *New and veteran coordinators* found the manual and CD-Rom very helpful. The following tables further outline specific **expectations**, **expectations that have been met**, and **support needed** by *new coordinators*.

New Coordinator: Expectations

Technical	Interpersonal	Informational	Organizational	Material
- more team building activities from own school	- position would be difficult, stressful, and time consuming - lots of bonding/networking opportunities - would get to know each other prior to camp	- understanding of the big picture and their role within the program - explanation of camp terms		- manual/ cd-rom

New Coordinator: Expectations Met So Far

Technical	Interpersonal	Informational	Organizational	Material
- help from other coordinators on campus			- opportunity to network	- manual/ cd-rom

New Coordinator: Services/Support Not Yet Received

Technical	Interpersonal	Informational	Organizational	Material
- how to unify, motivate and lead volunteers - how to cope with stress - how to break barriers of communication between different committees - how to set up a website and use	- reminders throughout year/affirmation of the importance of their work - encouragement from national to boost confidence and alleviate doubt and fears - org. structures in place to build	- need a better sense of how role fits in to overall picture - improved communications with national and with their counterparts on other campuses - access to best practices/lessons learned from other		- access to video downloads from website - best-practices/ lessons learned booklet - personal stories from camp (to help remind them why what they do is important)

certain software - how to be a good counselor /deal with difficult kids/homesickness - how to work as a team - separate training tracks for veterans & new leaders	socializing/ networking within campuses and between campuses (to break up campus cliques/groups)	campus - explanation of how national spends the 10% contribution - communications other than/in addition to emails		
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Veteran Coordinator: Most Helpful Support/Training So Far

Technical	Interpersonal	Informational	Organizational	Material
- team building meeting lead by program director			- accessibility of national staff	- manual/cd-rom/templates provided

Veteran Coordinator: Services/Support Not Yet Received

Technical	Interpersonal	Informational	Organizational	Material
- some schools did not receive any formal training from ckn - how to start and run their own camp. - how to utilize online donations	- more networking (both within and between campuses), especially with leaders holding the same positions - preference for phone calls vs. in-person meeting with director	- knowledge of where 10% contribution is spent	- program director spread too thin; need more support and formal training - better access and ability to communicate with national - ckn to oversee/manage ckn website	- national brochures for the specific campus

New Co-Chairs v. Veteran Co-Chairs

The following tables further outline what **training and support** has been the **most helpful** and what **services have not yet been received** by *veteran co-chairs*.

New Co-Chair Expectations

Technical	Interpersonal	Informational	Organizational	Material
- orientation to manual	- campus visits from ckn staff	- communication with all sites and with national director, jeff - availability of board - information passed down from previous co-chairs - explanation of use of 10% revenue sent to national	- guidance and direct contact with ckn - orientation for new leaders and role responsibilities	- manual - websites

New Co-Chair: Expectations Met So Far

Technical	Interpersonal	Informational	Organizational	Material
	- recognition provided at the conference	- informal (phone/email) contacts with jeff - overwhelmingly, one focus group expressed support for jeff and his training	- advisory board helpful	- manual is helpful (but could be more user friendly) - branding, logos, t-shirts

New Co-Chair: Services/Support Not Yet Received

Technical	Interpersonal	Informational	Organizational	Material
- more technical support for start ups - group facilitation skills - delegation skills - networking skills	- to meet and have contact with the board - a sense of connection to the “community” of ckn leaders - more communication with jeff	- it connections (e.g. teleconferences) - newsletters from campuses	- establish regional directorships for national; need more support/more jeffs - more inner campus committee connections - cross campus collaboration (new campuses team up with veteran campuses) - mentorship program for start ups - board should be more responsive	- standardized training/orientation - cd-rom covering all committees and roles - email list serve of co-chairs - list of local resources/contacts from the board - video showing how a real camp is run

Veteran Co-Chair: Most Helpful Support/Training So Far

Technical	Interpersonal	Informational	Organizational	Material
	- conference helped unify leaders and access to national - personal meetings help put faces to names; nice to talk to someone	- weekly phone calls - milestones provided to help keep campus on schedule	- fall training sessions - national’s help with website, database and “nitty gritty” details - the ckn conference helped unify campuses and provide the big picture.	- manual/cd-rom

Veteran Co-Chair: Services/Support Not Yet Received

Technical	Interpersonal	Informational	Organizational	Material
- training on how to retain knowledge and build networks with alumni leaders	- affirmation that it’s ok to speak up about what does and doesn’t work for a particular camp	- timely response from national to emails and questions - information on how to add items to board’s agenda/access to national in general - schedule of board meetings	- alumni network - regional directorship - mechanism to track phone conferences so that national remembers details: “some things fall through the cracks”	

Topic 3: Development of Skills during the Camp Kesem Experience

New Coordinators v. Veteran Coordinators

The following table identifies other specific **skills** that *new coordinators* wish to improve.

Leadership	Technical Skills	Communication	Interpersonal Skills	Camp Specific
- delegation	- programming skills - camper recruitment - marketing - fundraising - budgeting - planning the camp schedule	- contact with donors - building partnerships with community - networking - connecting with other campuses and CKN	- stay connected with the community - form lasting relationships with campers/families	- learning songs, cheers, fun skills - understanding how camps works/logistics

The following table identifies other specific **skill** areas where *veteran coordinators* experienced improvement.

Leadership	Technical Skills	Interpersonal Skills	Personal
- good management skills - ability to see big picture	- how to organize on a large scale basis (camper care)/ event planning - grant & proposal writing - outreach to prospective donors - counselor recruitment	- team work - flexibility - depending on each other - confrontational skills - working with different personalities	- time management - self confidence - interview skills - professionalism - coping - stepping outside of your comfort zone with kids and families

New Co-Chairs v. Veteran Co-Chairs

The following table identifies areas for the **greatest potential improvement** for *new co-chairs*.

Leadership	Experience for Future/Resume Builder	Technical Skills	Communication	Personal Growth
- delegation - trusting others	- running an organization - selling Camp Kesem	- fundraising - group facilitation - site identification/camp coordination - grant writing	- contact with donors - community - public speaking - presentations - networking	- taking the time to make a difference - discerning important things in life - stepping out of comfort zone - coping - professionalism - self confidence

The following table identifies areas where *veteran co-chairs* experienced greatest improvement.

Leadership	Technical Skills	Interpersonal Skills	Personal Growth
- delegation - how to keep camp	- presentations - looking for details	- interview skills - teamwork	- time management and organization

structured, but not hierarchical - how to keep team motivated and hold them accountable	- grant writing - fundraising - identifying/tapping resources	- depending on each other - confrontation skills - working with different personalities	- self confidence - professionalism - coping
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Topic 4: Overall experience and areas for improvement

The following table identifies the **benefits** the *new coordinators* and *new co-chairs* **expect to gain** from their CKN experience.

Experience for Future/Resume Builder	Technical Skills	Communication	Personal Growth	Interpersonal
- professional experience; concrete skills - enhance the college experience - helps with life goals and direction	- interact with adults professionally to fundraise - time and stress management	- overcome fear of public speaking - CKN helps with networking within and between campuses	- adaptation to outdoor life - gain confidence and overcome shyness - preparation to become a better parent - stay grounded and set priorities - finding your passion - sense of ownership and success - self-fulfillment through achieving goals set - empowerment and accomplishment	- acceptance to be yourself - strengthen the appreciation and trust within my family

The following table identifies the **challenges** the *new coordinators* and *new co-chairs* **expect to** experience from their CKN involvement.

Monetary	Teamwork	Recruitment/ Retention	Tasks/ Responsibilities	Camp Promotion	Time Management
- college students have to use own money before being reimbursed by national - fundraising the money needed for camp - concerned about how 10% fee to national is spent; want increased transparency and support services	- student committee members too busy with school - committee's work independently, need more unity - accommodating to everyone's needs on the team	- finding new members as seniors graduate - motives for involvement - volunteer retention/ turnover - prevent burnout and keeping up morale	- making sure all tasks are completed; taking leadership - running the camp in the summer - patience with the process and minutia of it all	- making ck authentic and gaining student body trust - communicating the energy of ck	- managing priorities of school, ck, job, activities - ck is a year round job

The following table for *veteran coordinators* and *veteran co-chairs* identifies the **personal impact** of Camp Kesem, the **recognition of their efforts**, their level of **satisfaction**, and **suggestions for improvement**.

Recognition from National	Satisfaction Level	Personal Growth / Direction	Suggestions
<ul style="list-style-type: none"> - did not want or expect monetary recognition - recognition comes from the joy of camp and appreciation from campers and their families - recognition comes from the national board (<i>only one such response</i>) - receive recognition from campers and their families during the reunions, evaluations, appreciation letters, crafts 	<ul style="list-style-type: none"> - high level of satisfaction from all participants - the experience is rewarding and a lot of fun - good feeling helping coordinators step up to be leaders 	<ul style="list-style-type: none"> - provided a feeling of purpose - good feeling from making a difference in other's lives - empowering; sense of accomplishment and responsibility to others; can take on anything - learned they want to contribute to society; to help others - eye opening to learn about other people through helping them - helped to find career goals; careers in medicine/oncology - realized their passion; enjoyed working with people with the same passion 	<ul style="list-style-type: none"> - keep people more involved through message boards and forums - ck newsletter with accomplishments, best practices, info. page for each position - more rapport building with staff - more campuses should start up programs - build more interaction between campuses in region - build an online network with other schools - directory of student leaders - their roles and contact info. - calendar with goals and milestones to reach - discussion boards, q&a, start-up tips - co-chairs could use more staff support with regional directors - help with professional networking and getting jobs after school - develop a packet of tips and words of wisdom from experienced leaders to new leaders in each position

Topic 5: Conference Evaluation

Co-chairs

<i>Most Beneficial</i>	<i>Least Beneficial</i>	<i>Recommendations</i>
<ul style="list-style-type: none"> - inspirational - network/informal contact with board/other students - share best practices - good keynote speakers - Saturday workshops - good atmosphere - unity - safety training and video 	<ul style="list-style-type: none"> - scheduling: near midterms - scheduling: shouldn't replace spring training - sessions were too long/got off topic - waking up early - wish more people could come - safety video - best practices were not addressed - need more professional support in grant writing, fundraising and budgets 	<ul style="list-style-type: none"> - extend camp a day longer - hold camp in May or September - hold camp during first semester - location: should be located near a major city or by school - more vegetarian options - should be held in several locations so don't have to travel far - allow time for veteran chairs to talk amongst themselves

- templates for camp	- need more support from National: smaller schools face bigger challenges than bigger schools	
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Coordinators

<i>Most Beneficial</i>	<i>Least Beneficial</i>	<i>Recommendations</i>
<ul style="list-style-type: none"> - connecting with other campuses - discussions in sessions - felt good to see other going through same things - networking - best practices - sharing experiences and advice - meetings with veterans - keynote speakers - enthusiasm from other campuses - now motivated to begin camp process - learning about other schools - ran smoothly - support from other campuses - group sessions gave insight - time allotted to talk with Scott (consultant) 	<ul style="list-style-type: none"> - some sessions were lacking - more structure, need organization - safety session - section on recruiting was common sense - safety session was too long - marketing session was too long and not useful - didn't need to hear story of new logo - more time needed for separate coordinator groups - separation between new and established camps - mattresses were uncomfortable - scheduling: camp starts too early - "Promise to Camp Kesem" presentation was too long - panel session wasn't useful - sessions poorly planned - more time with advisory board 	<ul style="list-style-type: none"> - more time for new people to meet together and become acquainted with the program; and veterans to meet to share best practices - would like to meet with advisory board separately - elect someone to lead cabin chats at night - more structured ways to meet/interact with people at camp - conference should start with something motivational - increase diversity of campus representation at each break-out session

Stanford & Duke

The following table identifies the **benefits and challenges** of the *coordinators* and *co-chairs*.

Benefits	Challenges
<ul style="list-style-type: none"> - realization of passion for things outside of the normal college track - fulfilling; see the importance of end results - new experiences and met new people every year 	<ul style="list-style-type: none"> - discovered they will push through boring tasks to fulfill an important broader mission - challenged themselves in new ways

Appendix D: 2005 Survey Instrument

Camp Kesem National is conducting this survey to evaluate its effectiveness in providing guidance and support to Camp Kesem student leaders and to understand the impact of Camp Kesem on student leaders such as yourself. Your feedback will help Camp Kesem improve its program for all who participate. Please take a few minutes to thoughtfully respond to these questions. Please be assured that your individual responses will be kept confidential.

1. Please identify the campus where you volunteered with Camp Kesem.
 - Duke University
 - Indiana University
 - Northwestern University
 - Stanford University
 - UC Davis
 - UCLA
 - UCSD
 - University of Illinois
 - University of Notre Dame
 - University of Virginia

2. Please identify the academic year(s) in which you served as a Coordinator with Camp Kesem.
 - 2003-2004
 - 2004-2005
 - 2005-2006

3. What are the two most important reasons you *initially* decided to be a Coordinator for Camp Kesem?
 - To help other people / To perform a community service
 - To learn about or work with children who have/had a parent with cancer.
 - To learn about or work with different ethnic / cultural groups
 - To explore educational interests
 - To get involved in health issues
 - To explore future job interests
 - To learn about running a program
 - To gain leadership skills
 - To be part of a club/group on campus
 - Other (please specify):

For the following questions, think about your experience the MOST RECENT time you served as a Coordinator for Camp Kesem.

4. Please identify which position you held with Camp Kesem at your school this past year.
 - Co-Chair

- Admin & Camp Program Coordinator
- Fundraising Coordinator
- Camper Care Coordinator
- Student Support Coordinator

5. Think about your skills in the following areas. For each skill area, please indicate your skill level before and after Camp Kesem on a scale of 1 to 5, where 1 = No Skills and 5 = Highly Competent. (note: based on the answer for Q5, the on-line survey will automatically pull up the appropriate table)

Skill Area (Co-Chairs)	Skill level prior to Camp Kesem					Skill level as a result of Camp Kesem				
	1	2	3	4	5	1	2	3	4	5
Recruitment and selection of key leaders on a team										
Communication skills										
Leadership										
Supervision										
Delegation										
Team work										
Organizational skills										
Meeting facilitation										
Networking										

Skill Area (Admin)	Skill level prior to Camp Kesem					Skill level as a result of Camp Kesem				
	1	2	3	4	5	1	2	3	4	5
Monitoring a budget										
Basic Bookkeeping										
Organizational skills										
Communication skills										
Program planning										
Leadership										
Teamwork										

Skill Area (Camper Care)	Skill level prior to Camp Kesem					Skill level as a result of Camp Kesem				
	1	2	3	4	5	1	2	3	4	5
Building community partnerships										
Marketing and PR										
Organizational skills										
Communication skills										
Program planning										
Leadership										
Teamwork										
Networking										

Skill Area (Fundraising)	Skill level prior to Camp Kesem					Skill level as a result of Camp Kesem				
	1	2	3	4	5	1	2	3	4	5

Developing a fundraising plan										
Executing a fundraising plan										
Grant writing										
Communication skills										
Organizational skills										
Leadership										
Teamwork										
Program planning										

Skill Area (Student Support)	Skill level prior to Camp Kesem					Skill level as a result of Camp Kesem					
	1	2	3	4	5	1	2	3	4	5	
Recruitment and selection of a team of peers to fulfill a specific mission											
Development and execution of a staff training program											
Communication skills											
Organizational skills											
Leadership											
Teamwork											

6. Please rate your satisfaction with the following support and training materials provided for you by Camp Kesem National (CKN) on a scale of 1 to 5, where 1 = Very Dissatisfied and 5 = Very Satisfied.

	Very Dissatisfied			→	Very Satisfied	Not Applicable
	1	2	3	4	5	
On-campus training (Fall)						
On-campus training (Winter/Spring)						
Weekly phone meetings with CKN (Co-Chairs only)						
Email correspondence with CKN						
Accessibility of CKN staff						
Response time of CKN when a request was made						
Connection with other Camp Kesem student leaders nationwide						
Online donation service						
Provision of Camp Kesem e-mail address						
Web hosting service						
Manual (hard copy binder)						
Manual (CD-ROM)						
CKN brochure						

7. Please list the top 3 most helpful services/materials you received from Camp Kesem National.

1. _____
2. _____
3. _____

8. Please list any service(s) or form(s) of support you didn't receive from Camp Kesem National that you wish you had.

9. For the following question, consider your overall experience volunteering with Camp Kesem. Please indicate whether you agree or disagree on a scale of 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

	Strongly Disagree	1	2	3	4	Strongly Agree
I gained useful skills volunteering with Camp Kesem.						
I received recognition for the work I did with Camp Kesem.						
I am satisfied with my overall experience volunteering with Camp Kesem.						
My experience with Camp Kesem has been empowering.						
My experience with Camp Kesem has given me increased confidence.						
My experience with Camp Kesem has given me gratification and fulfillment.						
I would encourage a friend to volunteer with Camp Kesem.						

10. Please add any additional comments about your experience with Camp Kesem or any suggestions you have for Camp Kesem National.

THANK YOU!

Appendix E: 2006 Survey Code Book for Data Analysis

<i>Variable</i>	<i>Question</i>	<i>Values</i>	<i>Measurement Level</i>
CAMPUS	Please identify the campus where you volunteered with Camp Kesem.	1 = UCLA 2 = UCSD	Nominal
YEARCOOR YEARCOOR_A	Please identify the academic year(s) in which you served as a Coordinator with Camp Kesem.	1 = 2003-2004 2 = 2004-2005 3 = 2005-2006	Nominal
INTLRSNS INTLRSNS_A	What are the <u>two</u> most important reasons you <i>initially</i> decided to be a Coordinator for Camp Kesem?	1 = To help other people / To perform a community service 2 = To learn about or work with children who have/had a parent with cancer. 3 = To learn about or work with different ethnic / cultural groups 4 = To explore educational interests 5 = To get involved in health issues 6 = To explore future job interests 7 = To learn about running a program 8 = To gain leadership skills 9 = To be part of a club/group on campus 10 = Other 99 = Blank	Nominal
INTL_other	If participant selected “Other” to question 3, What are the <u>two</u> most important reasons you <i>initially</i> decided to be a Coordinator for Camp Kesem?	(open-ended)	Ratio
PSTNHELD	Please identify which position you held with Camp Kesem at your school this past year.	1 = Co-Chair 2 = Admin & Camp Program Coordinator 3 = Fundraising Coordinator 4 = Camper Care Coordinator 5 = Student Support Coordinator	Nominal
COCHBFOR (A through I)	Think about your skills in the following areas. (Skill level prior)	1 = No skills 2 3 4 5 = <i>Highly competent</i>	Interval
COCHAFTR (A through I)	Think about your skills in the following areas. (Skill level after)	1 = No skills 2 3 4 5 = <i>Highly competent</i>	Interval

<i>Variable</i>	<i>Question</i>	<i>Values</i>	<i>Measurement Level</i>
ADMNBFOR (A through G)	Think about your skills in the following areas. (Skill level prior)	1 = No skills 2 3 4 5 = Highly competent	Interval
ADMNAFTR (A through G)	Think about your skills in the following areas. (Skill level after)	1 = No skills 2 3 4 5 = Highly competent	Interval
CCBFOR (A through H)	Think about your skills in the following areas. (Skill level prior)	1 = No skills 2 3 4 5 = Highly competent	Interval
CCAFTR (A through H)	Think about your skills in the following areas. (Skill level after)	1 = No skills 2 3 4 5 = Highly competent	Interval
FUNDBFOR (A through H)	Think about your skills in the following areas. (Skill level prior)	1 = No skills 2 3 4 5 = Highly competent	Interval
FUNDAFTR (A through H)	Think about your skills in the following areas. (Skill level after)	1 = No skills 2 3 4 5 = Highly competent	Interval
STSPBFOR (A through F)	Think about your skills in the following areas. (Skill level prior)	1 = No skills 2 3 4 5 = Highly competent	Interval
STSPAFTR (A through F)	Think about your skills in the following areas. (Skill level after)	1 = No skills 2 3 4 5 = Highly competent	Interval
SUPRTRAN (A through M)	Please rate your satisfaction with the following support and training materials provided for you by CKN	1 = Very Dissatisfied 2 3 4 5 = Very Satisfied 98 = n/a	Interval
MOSTHELP (1-3)	Please list the top 3 most helpful services/materials you received from Camp Kesem National	(open-ended)	Ratio

<i>Variable</i>	<i>Question</i>	<i>Values</i>	<i>Measurement Level</i>
DIDNTGET	Please list any service(s) or form(s) of support you didn't receive from Camp Kesem National that you wish you had.	(open-ended)	Ratio
OVRALLXP (A through G)	For the following question, consider your overall experience volunteering with Camp Kesem.	1 = Strongly Disagree 2 3 4 5 = Strongly Agree	Interval
ADDSUGST	Please add any additional comments about your experience with Camp Kesem or any suggestions you have for Camp Kesem National.	(open-ended)	Ratio

Appendix F: Survey Results for 2006

1. Please identify the campus where you volunteered with Camp Kesem.

Campus	Frequency	% of Respondents
Indiana University	6	14.6%
Northwestern University	6	14.6%
UC Davis	2	4.9%
UCLA	13	31.7%
UCSD	14	34.1%
Total	41	100.0%

2. Please identify the academic year(s) in which you served as a Coordinator with Camp Kesem.

Year	Frequency	% of Respondents
2003-2004	1	1.7%
2004-2005	26	44.1%
2005-2006	32	54.2%
	59	

3. What are the two most important reasons you *initially* decided to be a Coordinator for Camp Kesem?

Reasons Initially Decided to be a Coordinator	Frequency	% of Responses
To help other people/To perform a community service	33	40.7%
To learn about or work with children who have / had a parent with cancer	22	27.2%
To learn about or work with different ethnic / cultural groups	0	0.0%
To explore educational interests	1	1.2%
To get involved in health issues	1	1.2%
To explore future job interests	1	1.2%
To learn about running a program	3	3.7%
To gain leadership skills	8	9.9%
To be part of a club/group on campus	8	9.9%
Other	4	4.9%
	81	

4. Please identify which position you held with Camp Kesem at your school this past year.

Position	Frequency	% of Respondents
Co-Chair	12	29.3%
Admin & Camp Program Coordinator	7	17.1%
Camper Care Coordinator	7	17.1%
Fundraising Coordinator	6	14.6%
Student Support Coordinator	8	19.5%
Held No Position Previously	1	2.4%
	41	

5. Think about your skills in the following areas. For each skill area, please indicate your skill level before and after Camp Kesem on a scale of 1 to 5, where 1 = No Skills and 5 = Highly Competent.

Skill Area (Co-Chairs)														
N = 12 frequencies	skill level prior to Camp Kesem							skill level as a result of Camp Kesem						
	1	2	3	4	5	Mean	SD	1	2	3	4	5	Mean	SD
	Recruitment and selection of key leaders on a team	1	3	6	2	0	2.75*	0.87	0	0	1	5	6	4.42
Communication skills	0	1	8	3	0	3.17*	0.58	0	0	0	9	3	4.25*	0.45
Leadership	0	1	8	3	0	2.83*	0.58	0	0	0	7	5	4.42*	0.51
Supervision	1	2	8	1	0	2.67*	0.49	0	0	2	7	3	4.08*	3.92
Delegation	1	5	6	0	0	3.00*	0.95	0	1	1	8	2	3.92*	0.79
Team work	0	1	2	5	4	3.33*	0.65	0	0	1	6	5	4.33*	0.65
Organizational skills	1	0	7	4	0	3.17*	0.83	0	1	1	8	2	3.92*	0.79
Meeting facilitation	0	3	6	3	0	3.00*	0.74	0	0	1	6	5	4.33*	0.65
Networking	0	3	8	1	0	2.83*	0.74	0	0	2	7	7	4.08*	0.67

*Indicates statistically significant change at the 95% confidence level, using paired-sample t-test.

Skill Area (Admin)														
N = 6 frequencies	skill level prior to Camp Kesem							skill level as a result of Camp Kesem						
	1	2	3	4	5	Mean	SD	1	2	3	4	5	Mean	SD
Monitoring a budget	0	4	2	0	0	2.33*	0.52	0	0	3	3	0	3.5*	0.55
Basic Bookkeeping	0	1	3	2	0	3.17	0.75	0	0	3	3	0	3.5	0.55

Organizational skills	0	1	3	1	1	3.33	1.03	0	0	1	3	2	4.17	0.75
Communication skills	0	0	4	2	0	3.33*	0.52	0	0	0	6	0	4*	0
Program planning	0	1	4	1	0	3*	0.63	0	0	2	3	1	3.83*	0.75
Leadership	0	1	4	1	0	3*	0.63	0	0	0	6	0	4*	0
Teamwork	0	0	4	1	1	3.5*	0.84	0	0	0	3	3	4.5*	0.55

*Indicates statistically significant change at the 95% confidence level, using paired-sample t-test.

Skill Area (Camper Care)														
N = 8 frequencies	skill level prior to Camp Kesem							skill level as a result of Camp Kesem						
	1	2	3	4	5	Mean	SD	1	2	3	4	5	Mean	SD
Building community partnerships	1	4	3	0	0	2.25*	0.71	0	0	3	5	0	3.63*	0.52
Marketing and PR	3	3	1	1	0	2*	1.07	0	2	2	4	0	3.25*	0.89
Organizational skills	0	1	2	2	3	3.88*	1.13	0	2	1	2	3	4.25*	0.71
Communication skills	0	0	4	4	0	3.5*	0.53	0	0	1	4	3	3.75*	0.46
Program planning	1	2	3	2	0	2.88*	0.99	0	0	2	6		4.25*	0.71
Leadership	0	2	3	3	0	3.13*	0.83	0	0	1	4	3	4.25*	0.71
Teamwork	0	0	2	6	0	3.75*	0.46	0	0	1	4	3	4.25*	0.71
Networking	1	2	3	2	0	2.75	1.04	0	0	5	2	1	3.75	0.96

*Indicates statistically significant change at the 95% confidence level, using paired-sample t-test.

Skill Area (Fundraising)														
N = 3 frequencies	skill level prior to Camp Kesem							skill level as a result of Camp Kesem						
	1	2	3	4	5	Mean	SD	1	2	3	4	5	Mean	SD
Developing a fundraising plan	0	0	3	0	0	3*	0	0	0	1	1	1	4*	1
Executing a fundraising plan	0	0	3	0	0	3*	0	0	0	1	2	0	3.67*	0.58
Grant writing	1	1	0	1	0	2.33	1.53	0	0	0	3	0	4	0

Communication skills	0	0	0	2	1	4.33	0.58	0	0	0	2	1	4.33	0.58
Organizational skills	0	0	0	2	1	4.33	0.58	0	0	0	2	1	4.33	0.58
Leadership	0	0	1	2	0	3.67	0.58	0	0	0	3	0	4	0
Teamwork	0	0	1	2	0	3.67	0.58	0	0	1	2	0	3.67	0.58
Program planning	0	0	1	2	0	3.67*	0.58	0	0	0	2	1	4.33*	0.58

*Indicates statistically significant change at the 95% confidence level, using paired-sample t-test.

Skill Area (Student Support)														
N = 4 frequencies	skill level prior to Camp Kesem							skill level as a result of Camp Kesem						
	1	2	3	4	5	Mean	SD	1	2	3	4	5	Mean	SD
Recruitment and selection of a team of peers to fulfill a specific mission	0	1	2	1	0	2.75*	0.89	0	0	0	3	1	4.13*	0.64
Development and execution of a staff training program	1	0	3	0	0	2*	0.93	0	0	0	3	1	4.00*	0.76
Communication skills	0	0	0	4	0	3.75*	0.71	0	0	0	3	1	4.25*	0.46
Organizational skills	0	0	2	2	0	3.75*	0.71	0	0	1	1	2	4.36*	0.74
Leadership	0	0	1	3	0	3.87*	0.64	0	0	0	2	2	4.63*	0.52
Teamwork	0	0	1	2	1	4.00*	0.76	0	0	0	0	4	4.75*	0.46

*Indicates statistically significant change at the 95% confidence level, using paired-sample t-test.

6. Please rate your satisfaction with the following support and training materials provided for you by Camp Kesem National (CKN) on a scale of 1 to 5, where 1 = Very Dissatisfied and 5 = Very Satisfied.

frequencies	Very Dissatisfied 1	2	3	4	Very Satisfied 5	Missing	Mean	SD
On-campus training (Fall)	0	4	8	16	3	7	3.59	0.84

On-campus training (Winter/Spring)	0	4	8	17	3	6	3.64	0.86
Weekly phone meetings with CKN (Co-Chairs only)	0	2	4	3	4	16	3.69	1.11
Email correspondence with CKN	0	2	8	12	9	7	3.88	0.91
Accessibility of CKN staff	0	0	9	17	10	2	4.03	0.73
Response time of CKN when a request was made	0	1	3	21	10	3	4.17	0.7
Connection with other Camp Kesem student leaders nationwide	2	16	7	3	3	7	2.66	1.07
Online donation service	0	1	9	14	10	4	3.97	0.82
Provision of Camp Kesem e-mail address	0	1	4	6	5	22	3.94	0.9
Web hosting service	0	0	2	9	6	21	3.78	0.73
Manual (hard copy binder)	0	5	11	14	5	2	3.56	0.91
Manual (CD-ROM)	0	2	6	13	14	3	4.08	0.91
CKN brochure	1	2	5	13	8	4	3.83	1.02

7. Please list the top 3 most helpful services/materials you received from Camp Kesem National.

Service/Materials	Frequency	% of Responses
CD-ROM	20	21.7%
Manual	15	16.3%
Email correspondence	11	12.0%
On-line donation service	5	5.4%

Phone meetings	6	6.5%
Iris's trainings/contact	4	4.3%
Network to other camps/contact information	3	3.3%
Website	1	1.1%
Accessibility to CKN	1	1.1%
Sarah Turtle's Training Notebook	1	1.1%
Training	2	2.2%
Professional advice	1	1.1%
Debriefing advice and CD	1	1.1%
Reimbursements	1	1.1%
Brochures	2	2.2%
Personal support	1	1.1%
Co-chair correspondence	1	1.1%
Meetings/checking in with CKN Director	3	3.3%
training materials/templates	3	3.3%
Support from CKN staff	6	6.5%
Connection to therapist	1	1.1%
Guidance on bookkeeping	1	1.1%
Help from ex-Kesem coordinators	1	1.1%
Insurance	1	1.1%
	92	100.0%

9. For the following question, consider your overall experience volunteering with Camp Kesem. Please indicate whether you agree or disagree on a scale of 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

	Strongly Disagree				Strongly Agree		
	1	2	3	4	5	Mean	SD
I gained useful skills volunteering with Camp Kesem.	0	0	9	17	30	4.38	0.75
I received recognition for the work I did with Camp Kesem.	0	4	15	18	20	3.95	0.89
I am satisfied with my overall experience volunteering with Camp Kesem.	2	0	4	18	33	4.44	0.85

My experience with Camp Kesem has been empowering.	0	0	7	20	29	4.44	0.68
My experience with Camp Kesem has given me increased confidence.	0	2	6	20	29	4.36	0.78
My experience with Camp Kesem has given me gratification and fulfillment.	0	2	3	17	35	4.49	0.76
I would encourage a friend to volunteer with Camp Kesem.	0	2	2	15	38	4.64	0.67

Appendix G: CKN Camp History

(Retrieved from the Camp Kesem National website, April 21, 2007.

<http://www.campkesemnational.org/site/c.jvI0ImN0JuE/b.2468137/k.AFFB/Camps.htm>)

Camp History

Year	Campers	Counselors	Student Leaders	Campuses
2003	98	62	83	3
2004	189	93	64	4
2005	341	207	89	8
2006	459	257	140	9
Total	1087	619	376	

2007 Returning Campuses

Camps	Year Founded	Campers	Counselors	City
Stanford	2001	100	50	Palo Alto, CA
Duke/UNC	2003	100	45	Durham, NC
Notre Dame	2003	40	25	South Bend, IN
UCSD	2004	49	26	San Diego, CA
Indiana	2004	38	25	Bloomington, IN
UCLA	2004	50	33	Los Angeles, CA
Northwestern	2005	38	25	Evanston, IL
UC Davis	2005	28	20	Davis, CA
UVA	2006	16	11	Charlottesville, VA

New 2007 Campuses

Campus	Launch Year	City
University of Illinois	2007	Champaign, IL
Saint Rose College	2007	Albany, NY

MIT	2007	Boston, MA
ASU	2007	Phoenix, AZ
UC Berkeley	2007	Berkeley, CA
Michigan State University	2007	East Lansing, MI
Washington University	2008	St. Louis, MO
University of Florida	2008	Gainesville, FL
BYU	2008	Provo, UT
University of Cincinnati	2008	Cincinnati, OH
Columbia University	2007	New York, NY
San Diego State University	2008	San Diego, CA

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