



**Abstract:**

Among the participants there are individuals on the panel and within the room who have participated in more than 25 different Learning to Learn Camps. Learning more about these camps is an important goal of most participants at the conference. This plenary provides participants an opportunity to perform research and share their experiences. Each panel member will add to the discussion based upon their one-to-two page personal analysis of “Why the Learning to Learn Camp worked.” These presentations are in the program notebook for participants to read. Each panel member will take 5 minutes to share key principles and/or questions for the panel and participants to discuss, as they work to figure out what it is that makes a Learning to Learn Camp work.

The panel participants have years of experiences with Learning to Learn Camps from a variety of programs across the country. Wendy Wenner has supported the use of Learning to Learn Camps within the Honors College at Grand Valley State University: The Scholars’ Institute, The Freshmen Academy / Academic Success Institute, and the recovery course. Patrick Barlow represents Madison College’s use of the Learning to Learn Camp as part of their professional development program and additionally helping more than 100 traditional age students transition into college successfully, each year. Libby Mahaffey was instrumental in getting Learning to Learn Camps into Hinds Community College especially with an emphasis on helping students transform academic failures into life successes through achieving professional placement. Carol Nancarrow, author of the Learning to Learn Camp facilitator Guide, will share her years of experiences leading camps at different institutions. Wade Ellis has authored a variety of articles and papers focused on the Learning to Learn Camp, the concept of Learning to Learn, the profile of a collegiate learner, and the 25-year retrospective of Process Education.

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Notes

**Abstract**

*The Madison College Learning to Learn Camp is a laboratory for professional development and student learning as well as a welcoming environment for incoming Freshmen on our campus. For over 16 years faculty and staff have worked with students to increase their opportunities for success, prepare them for the rigors of college learning, and help them integrate into the college culture and climate. The principle outcome is to increase the students' capacity to learn successfully and to assume their roles as active members of the college community. This unique blending of Learning Methodology and Student Success Strategies has resulted in higher student retention rates and lasting changes in faculty performance.*

**Introduction**

This brief paper will describe the origins, intended outcomes, actual outcomes, and structure of the Madison College Learning to Learn Camp. Because of the unique organizational structure of the learning to Learn Camp as both a student success strategy and a powerful professional development experience for faculty and staff, the camp has become a formalized piece of our college's extensive student success strategy. Evidence in the form of Real time assessment retention data demonstrate that L2L is a successful endeavor.

The Madison College Learning to Learn camp is a laboratory for professional development and student learning as well as a welcoming environment for incoming Freshmen on our campus. For over 16 years faculty and staff have worked with students to increase their opportunities for success, prepare them for the rigors of college learning, and help them integrate into the college culture and climate; thereby building the students capacity to learn successfully and to assume their roles as competent members of the college community. This unique blending of Learning Methodology and Student Success Strategies has resulted in higher student retention rates and lasting changes in faculty performance. While the Camp has undergone constant assessment and revision in structure and content, the basic outcomes remain the same.

**Madison College (MC) Learning to Learn Camp Outcomes & Benefits****Impact on incoming freshman**

The camp provides an in-depth orientation to our college for specific population that will produce better prepared students entering their first college classes. It also allows for a lighter study load in the first semester. Focus on goal setting and student accountability will result in less dropped or failed courses thus providing a cost benefit for the student and college.

**Experience for Current Students**

Students in MC's Event Planning Program coordinated the catered lunches for the week and provided them with real world work experience for which they received credit. Current and past MATC students play various roles in the camp.

**Connection to High Schools**

The camp provides a means of communication for high school teachers, counselors, and MC faculty and staff. This can help to improve perceptions of MC in high school staff and create an awareness in MC staff of what is happening in the high schools.

**Staff/Faculty Learning Laboratory**

The camp creates an environment for faculty and staff to practice what they have learned in the Learning Academy. It allows for risk taking and creates a culture that embraces peer assessment in the classroom.

**Alignment with other MC Initiatives**

The camp will support the efforts of the Trio Grant currently being developed for submission. It will also align directly with at least three of four "concept proposal elements: unveiled by the WTCS Underprepared Learner's Work Group.

- Create a new category of transitional course – general college - to support AAS degree
- Place students in courses based on more careful assessment
- Work with high school to close curricula and achievement gaps
- Mount a sustained effort to develop instructional and student support strategies, including insistent advising, that improve student success

## Extensive use of SII: Assessment Strategies

The camp continues the tradition of extensive use of Assessment Strategies including the SII model introduced in the PE Faculty Institute. Real time immediate assessment as well as more thorough and detailed assessment is practiced throughout the experience. Students use a self-assessment process in journaling throughout the camp and the 8 week course to learn the power of self assessment and their use of the inner voice to motivate and support their work.

## History

The Madison College L2L Camp is a concrete outcome of Madison College's explicit focus on student success which began in the late 1990's. Influenced by Terry O'Banion's call for the "Learning College" and our participation in the League for Innovation's Vanguard project, Madison College answered the call of faculty and staff for a more intense and outcome related focus on the lack of student preparedness and high failure rates the college had been experiencing. Understanding that this was both a moral and financial problem, the college began to seek out experts who could help us learn about and focus more directly on purposeful interventions to meet this obstacle. We simply could not continue to have a "revolving door" attitude to student failure and lost income with the nation and our state needing highly trained employees and engaged citizens.

At the same time the college began to recognize the issues related to a lack of student success, we began to learn more about the process of learning and some of the many roadblocks that our student body were experiencing. New brain studies of the 1990's and before, along with social science research about the impact of affect on learning was exploding and challenging our understanding of teaching and learning. The work of Dr. Pat Cross, Mary Ellen Meimer, Dr. Rita Smilkstein, Dr. Terry O'Banion and many others helped us to sharpen our focus on how learning had changed and how our teaching must evolve as well. The college had to find a way to articulate these discoveries in ways that our faculty and staff could internalize and be motivated to create a new understanding of our roles in the learning process. This required the college to engage experts who could lead us toward this new understanding. In 1997 the college engaged Dr. Daniel Apple and Pacific Crest to present a series of Faculty Institutes exposing faculty and staff to the concept of Process Education and the need for a more structured focus on Learning Methodology in course design and learning activities. An annual Faculty Institute and other workshops designed by Pacific Crest

continued to be a featured professional development event each year. The Learning to Learn Camp was a direct outgrowth of this event.

The L2L Camp has become a flagship part of our Student Success initiative as well as a leading professional development experience for faculty and staff. The success of the camp has been assessed and studied in several ways, all pointing to continued success and favorable outcomes. A look at the 201-2013 retention data will demonstrate the role of L2L in the continued success related to the persistence and retention of our students. Students, faculty, and staff involved are all provided the opportunity to assess each course, group activity, assessment of student work, camp structure and policy. Each year these assessments are combined into an annual report that is presented to the Vice President of Student Success, The Provost and the President of the college.

## Structure of the L2L Camp at Madison College

### Early Structure

In the early years the camp was conceived as a part "boot camp" and part "indoctrination experience." It was a move far beyond most common college orientations, which were almost non-existent and not required in those days at Madison College. The camp was conceived as a five-day non-residential experience taking place approximately 3-4 weeks prior to the beginning of the academic year. Taking place on the main flagship campus the camp would require reading, writing, and activities. Students work would be assessed and students would receive both a grade and 3 academic credits for the camp. Staff would be compensated via stipends for their time and could also receive professional development/recertification credits working on the camp.

Following the concepts of Process Education the camp was designed with three specific roles for faculty and staff. Members of the team could be "Facilitators", "Mentors", or later on, "Assessors". Each role was carefully designed with a specific function of learning as it's focus. "Facilitators" would function as session instructors who would experiment with learning in small groups focused on subjects connected to skills that successful students exhibited. Learning Methodologies would be experimented with so that subjects like time management, reading skills, group dynamics and roles, and test taking strategies could be explored in an environment both demanding and safe for incoming students. "Mentors" would focus on larger groups called "Home Groups" that would meet daily to focus on building relationships, trust, and cooperation. Mentors would lead activities,

assist student with mandatory journaling, and counsel individual students who were struggling. Finally, after a few years, it was determined that the role of “Assessors” would take responsibility for reviewing and assessing all student work. This came about because of the intensity of the camp and the time necessary for the assessment and feedback of student work. The Facilitators would create the required lessons, establish the assessment criteria, but trained “Assessors” would then take on the responsibility for reviewing and assessing all student work.

### Evolving Structure

Over the subsequent 16+ years the leadership team continued to craft the structure of the camp experience have made many significant adjustments and additions to the camp. The advent of camp credit, need for financial aid, impact on academic GPA, scheduling challenges with changing college academic calendars, the impact on program design, as well as learned experience all influenced changes in the design, content, and expectations of the camp.

Beginning in 2003 several key changes included the advent of incorporation the work of Dr. Skip Downing and his Student Success Strategies into the course design for the camp. His more psychological focus on student success blended nicely with the logical focus of Pacific Crest on Learning Methodologies. These two success strategies were supported by the work of Terry O'Banion, Pat Cross, Rita Smilkstein, and other scholars across the country. During this same time period the camp expanded from a 100 to 200 student capacity; requiring more facilitators, mentors, and assessors. An 8-week course called College Success was created in 2005 as an extension of the camp. Student would complete the camp for 2 credits and earn the third credit by attending the College Success course during the first 8 weeks of the

college career. 2005 also brought a curricular connection to our Learning Academy experience wherein faculty could take specific courses for recertification that connected them directly to the three roles in Learning to Learn Camp. Compensation, in the form of a \$500 stipend was available for staff and faculty who are not under contract during the week of the camp. Hours toward 5 year recertification were available to those who work in the camp. Others who participate are compensated as part of their regular work day. Certification credit and Undergrad/Grad credit from Platteville was offered to those attending the Learning Academy.

Teaching Methods – WTCS #52 for facilitators

Guidance & Counseling – WTCS #55 for Coaches/Mentors

Educational Evaluation/Assessment – WTCS #54 for Assessors.

In 2007 the camp budget became formalized and integrated into the new Center for Excellence in Teaching and Learning created with the guidance of Pacific Crest. In 2010 a camp director position was created along with a L2L leadership team who would assume responsibilities for future iterations of the camp. At this time a stronger connection to our counseling department and to our overall Student Success strategy was created by naming a counselor as the principle leader of L2L. In 2011 a winter version of the camp was created for younger students entering our new “Middle College” experiment. In 2015, due to a significant change in the academic year calendar of Madison College, the L2L Camp was suspended. Issues with college credit, financial aid, and the intrusion into student’s summer time work and income all played a role in reexamining the experience. In 2016 the camp is being recast into a three-day experience to accommodate the needs of the new college academic calendar.

**Figure 1: Recent Madison College Success Results**

	2011-2013 Learning to Learn		Overall College Success Course	
	Program Headcount	% of Program Students	Program Headcount	% of Program Students
Retained - Within Term	201	91.36%	7,028	85.10%
Graduated/Completed	4	1.82%	74	0.90%
Internal Transfer	0	0.00%	0	0.00%
Not Retained - Within Term	15	6.82%	1,163	14.08%
<b>Retention - Within Term</b>	<b>220</b>	<b>100.00%</b>	<b>8,259</b>	<b>100.00%</b>

**Figure 1: Recent Madison College Success Results (continued)**

	2011-2013 Learning to Learn		Overall College Success Course	
	Program Headcount	% of Program Students	Program Headcount	% of Program Students
Persisted	147	66.82%	4,878	59.06%
Graduated/Completed	6	2.73%	99	1.20%
Internal Transfer	10	4.55%	428	5.18%
Did not Persist	57	25.91%	2,775	33.60%
UNKNOWN	0	0.00%	93	1.13%
<b>Persistence - Term to Term</b>	<b>220</b>	<b>100.00%</b>	<b>8,259</b>	<b>100.00%</b>
Retained	104	47.27%	3,301	39.97%
Graduated/Completed	6	2.73%	126	1.53%
Internal Transfer	26	11.82%	865	10.47%
Not Retained	84	38.18%	3,457	41.86%
UNKNOWN	0	0.00%	529	6.41%
<b>Retention - Year to Year</b>	<b>220</b>	<b>100.00%</b>	<b>8,259</b>	<b>100.00%</b>
New Entrant	0	0.00%	0	0.00%
In Progress	111	50.45%	1,401	16.96%
Graduated/Completed	12	5.45%	903	10.93%
Internal Transfer-Another Program	42	19.09%	2,126	25.74%
Discontinued - NonProgram Enrollee	46	20.91%	3,562	43.13%
Discontinued - Left College	9	4.09%	288	3.49%
<b>Program Outcome Status - Final</b>	<b>220</b>	<b>100.00%</b>	<b>8,259</b>	<b>100.00%</b>

**Figure 2: L2L Camp Assessment Results (the entire camp experience)**

**Strengths:**

- Facilitators—They were excellent and students had so many kind words about them. They opened up students to new insights.
- Team building—there were a lot of activities to break monotony and get students moving (Charades, Pictionary).
- The community built in this camp gave the freedom to ask any question and approach anyone. This is as students or staff.
- The staff ROCKED and were so supportive + flexible
- H.S. and College staff was a great way to have many perspectives
- Smooth transitions between classes
- Information transitions were smooth
- Caliber of students was highest ever
- Staff: Experienced staff did a lot of prep, made week go smoothly
- The sense of community was amazing.
- The communication between our staff (mentors and assessors) was phenomenal!
- ...Can I be with John Lalor and Lawrence again next year?
- The sincere efforts of the staff to work together as a team was a great strength.
- Great organization –Things went very well this year from getting students registered to scheduling etc.
- Great group of students –I felt this was one of the best group of students I worked with in 6 years.
- We learn great things from past camps to help improve future camps.
- Excellent preparation and coordination –Very smooth transitions
- Good teamwork and support – Everyone worked together and supported each other
- Dedicated staff and instructors –people went above and beyond.

- Very empowering for the students
- Very good teaching
- Well organized
- Excellent community building activities
- Thank you for all the extra help, the food and support. I learned and reviewed a lot of powerful strategies for working with students.
- People are very helpful towards each other → Builds community.
- Camp leadership willing to listen to proposed changes → Makes each year better.
- Meet people from all over the college and wouldn't otherwise meet → Builds closer ties.
- Staff—I have so many resources for my dual credit class.
- Organization—Roles of all were spelled out and put together in a professional manner.
- The entire camp experience ! Energizes me!
- Communication with everyone at the camp was great. Very good experience.
- Organization by staff Was easy to follow!
- We learned a lot more than the students!
- The “headquarters” staff → Their organization, sense of calm, ability to make decisions and knowledge makes our jobs easier.
- Improves made each session → Willingness to keep improving benefits the students
- Transitions between sessions are extremely well organized and clearly outlined in the daily schedule. This made it easy for students and staff to be acclimated to the building.
- Sessions and learning communities activities varied so that students' diverse learning styles were addressed.
- Organization which includes responsibilities –this is a strength because it helps alleviate stress.
- The amazing green group – What an honor to work with John—The wealth of knowledge this man has is so valuable. The connection with Lawrence and Bb will be so useful this coming school year.
- Well-organized
- Issues were solved quickly
- Students gained so much
- Amazing staff put in so much hard work!
- Well-coordinated sessions
- The staff was great –Related to each other and the students to make it a great camp.
- The students –Worked at the tasks and seemed to understand the purpose of the camp better than in the past.
- Well organized
- Smart, dedicated, responsive leadership.
- Very relevant to incoming students
- Great boost.
- Not dwelling on mistakes →Moving on of getting at fixing the issue right away.
- Asking for improvements so program gets better and doing it constantly. Demonstrating that criticism leads to positive changes
- The staff –all- and students who teach us so much.
- The organization of the camp and directions on assignments/activities went very well. There seemed to be fewer questions on logistics this year.
- Organization. As usual, the camp was very well organized. This made it easy to get students where they needed to be and for staff to know what was expected of them.
- Pictionary and Charades were much more well managed with the students seated. That was a great innovation this year.
- The camp was great for students by helping to build their confidence, giving them hands on experience, and introducing them to college.
- It was great being able to collaborate with college and other high school faculty and fun to teach with them.
- Community rooms –Students get to know each other quickly, share with each other, motivate each other. Feeling of starting over with new group of people –nobody judging them. Great environment to create so students can focus on learning.
- Leadership –Very strong and organized.
- Team building –creates strong bonds between students and faculty.
- Personal –Allows students and staff to understand and navigate college.
- The entire experience! Having communities promotes a sense of security and belonging. The academic rigor prepares them for the realities of college, but in a structured, supportive environment.
- Peer observations: at first, I didn't like the idea; however, it was a powerful experience. I received much sincere and constructive input.
- Amazing team support and collaboration. Josh S =Sincere thanks for being so positive, motivating, driven, professional and inspiring. You and the facilitator team were so cool to me (my first camp and only second year of teaching.) I had no idea what the heck this camp was about nonetheless its impact. Thank you for not talking above me, but TO me and giving me lots of support, materials, and balls to pull this off LOL. 😊 Thanks for hooking us up with free food!!
- Teaching the rubric/worksheets and quality assessment –This allowed me to explain how they were going to be addressed. Also allowed me to introduce myself.
- Providing feedback and directions for improvement on the rubric.
- Excellent camp organization and curriculum; this is a huge strength because this is a high quality course that provides all students an outstanding experience!
- Diversity of staff in terms of teaching experience and high school/college roles; this is a strength because every year I learn with new resources and knowledge that I can immediately utilize with my students.
- This camp is fun and rewarding; this is a strength because it rejuvenates me as an educator –this is one of my favorite work weeks of the year.
- Portfolio –able to follow what students have –Helped organization.

- Daily Schedule and assignments –going over who was responsible–helped us to stay organized and know responsibilities.
- Luke Matthews—Really got the students excited about classes, chose great topics to add to learning this week.
- Training last week –Helped us to get to know the topics/ assignments and made it easier to lead them.
- Schedule –Great job keeping students and staff busy but not overwhelmed with important work –no busy work.
- Mentor team – College success instructor, HS teacher, and a college instructor is a great formula! Consistency with the success instructor, HS teacher is a good bridge for them, and the college instructor gives real college examples.
- The organization of material makes preparing for lessons seamless.
- The rigor for students gives them realistic expectations for college.
- The leadership of this camp is AWESOME. And that helps it run smooth because of the variety of talent you all possess.

### Areas for Improvement:

- Have a location (like a staff room) for blank grading forms for people to grab.
- On Monday's meeting add to take attendance in technology or sessions in computer labs so they know they need to enter grades.
- Rubric—Was rather generic and made it hard to grade some of the assignments.
- Would like more time to read some of the assignments we didn't grade to better understand students.
- I worked with a great group of OFS students who enrolled in camp this year; my area of improvement is to continue to increase the number of OFS students who will attend next year and to continue to develop effective college prep instruction to help them prepare for this experience.
- Match syllabus to the directions.
- Redo rubric for journals 10, 13, 15, 22, 23 to reflect more points when more than one or two questions required a response. Consider 3 or more points when these responses were required.
- I would have liked to have an outline, syllabus, and text earlier so I could have read them more in-depth and had more time to absorb /come up with ideas ahead of time versus on the fly. I was very overwhelmed and exhausted trying to stay on task, but learning on the fly.
- I can't think of any specific improvement. The experience was intense and impactful.
- Would have liked more community time beginning of week but have no idea how to fit it all in. ☺
- Sense of presentation topics very similar –More variety?
- A lot of worksheets to fill out –other ways of tracking learning.
- Exercises that students spend time should be graded –have value.
- Review time for homework –how can you do better.
- I found some of the “overview” materials a bit confusing. There are so many moving parts it's hard to get the big picture. IDK ☺
- I also think the mentors should grade the first journal to be able to get to know the students better.
- Have homework assignment in one place on syllabus.
- Texts. I would suggest buying the books then assessing the costs to students as a materials fee. That will avoid the financial aid issues.
- Give instructors one-card access to their rooms and computer labs.
- Assessment of facilitator sessions could be refined, revisited. Have all observers, assessors stay through the session, and have assessors be more accountable.
- Explanation of rules when assessing also could be stronger.
- Activating one-cards for locked rooms.
- Thank you for the snacks but maybe more fruits and veggies.
- Grade entering is awkward
- Promote the camp with high school counselors and for new and returning staff/ with brochures/incentives.
- Construction with room numbers confused students (I'm sure next summer'd be much better)
- Coffee or water bottles would be really nice for staff/ instructors ☺
- Perhaps have the books available to dual-credit teachers ahead of time. If I take a creator role, however, I could have ordered the book so perhaps make that suggestion to others via email next year.
- As a first time participant in L2L camp, I would have loved to have had the opportunity to see every presentation session offered to better grasp on how might translate the content to the HS Setting.
- Silly as it is- Food at lunch needs “real” veggies!
- Keys for lead mentors (room access)—would allow students/staff not to haul staff – more efficiency is not locked out.
- On rotation schedule –perhaps call them by letters of alphabet instead of numbered/alpha. Food groups, fruits, anything for less confusion for students.
- Portfolio was confusing at times. Might want to use different table of contents.
- Lunch! ☺ (Not really bad.)
- Time –We needed a little more time to review grades.
- We need to improve the rubric for the final project – I take notes on what each student says for lead mentor's future reference, and there's not enough room (Especially the three growth experiences. ) Can we re-do?
- Journals should match textbook
- Concerns that relate to only one person should not be brought up to large group.
- College staff have misconceptions regarding HS teaching and procedures.
- If you have a policy you want followed, all must enforce it.
- Lunch could be improved.



- I need to remember to collect the camp SII as part of the final project assessing before I leave the room.
- Textbook information –let students know to bring money to buy/rent textbook before coming to class/camp.
- The camp was well high perfect.
- I felt awful when lunch was supplied, but those with dietary needs did not have sufficient foods.
- It was suggested to do a large group activity where teams/ colors could “compete” to show their strength of working together.
- Lunch is really mediocre: more imaginative menu would help.
- Keep working on those vegetarian lunches. We pride ourselves on diversity and going green. Let’s pride ourselves on healthy lunches too, please. Suggestion: teachers lead mentors get \$7 or \$5 lunch tickets and can use them for salad bar or fish or vegetarian choices. This is done for PT faculty @ convocation and it’s nice.
- Perhaps a “toolbox” of compiled activities (icebreakers, team building, writing exercises) that staff have successfully used over the years. We could collect them and create a packet.
- Give some more structure and guidance around how and where to conduct 1:1’s with students. I didn’t get through everyone and I felt short on time.
- I wish that all members of my team had been here on Friday (Staff Training). I felt like we were behind on day one and that we needed to play catch-up. I understand “special circumstances” but it would help I think to have everyone here on that Friday, Monday would be more cohesive. If it’s mandatory, it should be mandatory.
- New markers/better markers.
- I would like to see a more consistent enforcement of college policies, like make guy with bare feet wear shoes. A number of people talked about it but the dude was barefoot all week.
- Half the time or less, assessors showed up to evaluate my lesson. Even though people signed up, some did not show up. Next year this needs to be emphasized as an important part of the week. Facilitators need this feedback.
- Sleep and rest – So, so important. LOL
- I learned that I play a significant role in the college when it comes to technology.
- More I.T need to participate so there is a place for technology.
- This is a great professional development opportunity.
- I touch students and staff lives. I make a difference.
- This camp is truly an outstanding professional development opportunity; the connections I have formed with the L2L staff members are very valuable in developing my skills as an educator and in helping me to connect my students to college resources.
- How great it is to work with a team- and share responsibilities- made it less stressful and worked off each other’s strengths.
- I shouldn’t tell my kids “you are being naughty!” I should say “I don’t like how you are behaving.” I don’t want to make them feel they are bad, I want to stress the behavior.
- Many of the ideas and concepts will work well not only in my class, but in my life. Thanks.
- There are really two communities, the student community and staff community because they both offer and need support.
- I learned (was reminded) of how much I love students and how honored I feel to teach them.
- I had fun at L2L camp and miss teaching at Madison College.
- This material is just as valuable this year as the first year I taught it.
- I am again amazed how emotionally engaging the poster presentations become.
- I am a very, very tired person but a while lot humbler and better than I was last week.
- I will STRONGLY encourage our program students to take this course. Seeds were planted.
- What phenomenal staff at the college!
- Not new, but reaffirmed the importance and value of this type of experience for all.
- How much and what you can do with the students in just one week is amazing. Their testimonials (and poster presentations) showed how much they grew this week. Thank you.
- I would like to modify some of the week’s activities to perhaps use with high school freshmen and their first week of high school.
- Amazing MATC faculty.
- Many students who initially struggle to “connect” with the content and find meaning in “on course” principles made incredible strides throughout the week and found the camp to be extremely valuable.
- It never ceases to amaze me ---Students grow so much and share so much because there’s such a high level of comfort.
- Every student is different. I need to consider this in my classes.
- Journals were hard for most students. We pushed them and they did very well in the end.

### Insights/Discovery:

- Insight into the needs students arrive at camp with –not an even playing field.
- We can push them to do quality work.
- Students value opportunity to connect with staff—help them later when they have to talk to faculty, etc.
- .rtf = Rich Text Format
- L2L Camp is wonderful!!
- Students taught me how to use my stop watch on my phone!
- Very uplifting
- There are SO many more ways to teach, to deliver content, to make an impression. I’m learning fuel of inspiration. THANK YOU!
- The big impact “community.” Building confidence, friendships, networking, peer inspiration, collaboration, getting my bed to earlier every night so I can bring my “A-Game” 😊

- Posters were dreaded. Again, we pushed them and they all did great.
- We are not that much different in personnel at MC and high school.
- Student presentations: It was amazing to see the growth over just one week.
- Each year I am amazed at all I get out of this camp experience. It is a really motivating way to start the year –I am so energized! Thank you for the opportunity!
- College teachers have the same concerns as high school instructors.
- There are the same percent of happy, positive people, complainers and etc in every group. I am very glad my team was happy, positive people.
- Once again, thank you for being a great administrative team.
- Learned so much about everyone and their passions – modeling.
- Helped prepare for the school year –efficient.
- These SIs help tremendously!
- It just gets better!
- Every year is unique unto itself.
- Sometimes life is unbelievably good.
- Seeing which students spoke was inspiring- students I didn't expect to say anything at the large group testimonials stood up! ☺
- Students seemed more committed and involved than in previous camps.
- I am calmer, more confident and this time for the first time ever I played the neutralizer between two dueling people. It was a nice change of pace. I did a great job of telling them they brought value and talent to the table also told them they could bring their gifts and talents to common ground of compromise. It went well!
- Learning more about the structure of the college. This will help me immensely in my role of supporting students.
- Staying tied in and keeping an eye on my students and having other staff to do the same will really carry on into the fall.
- Students NEED this to transition and retain.
- SO MANY! It was great interacting with a different student population than I normally do and it led me outside of my normal teaching comfort zone. I also really enjoyed the team teaching/facilitating aspect of this experience. It's always so valuable to see how others teach and interact with students.
- This experience also led me to discover a number of activities and exercises that I can use in my class rooms and courses.
- It was obviously the impact this camp had on the students. What I did not expect was the impact it would have on me. I was stretched in preparing for my lessons, I did not have prior experience, and I was very tempted to “over prepare,” but I resisted the urge to satisfy my anxiety and found that I was well prepared and could engage the students. This helped my self-confidence as a teacher

## Conclusions

The L2L camp and the association with Process Education has changed the landscape at Madison College forever. Professional Development for faculty and staff has become an expected norm for the college community. From the New Faculty Institute for full and part time faculty, to workshops and courses focused on all aspects of teaching our Center for Excellence in Teaching and Learning has become a successful component in our college's student success strategy. Never again will we assume that our students have the “Freedom to Fail” but rather the expectation that our college will take every step possible to create a context for success. While the work will continue to be that of the individual learner the responsibility for an “Opportunity to Succeed” will be a collaboration between student, faculty, staff, and administrators. Both anecdotal and scientific evidence provide a clear picture of what our association with Process Education and the Learning to Learn Camp have meant to the success of our students and to our college.

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POSITION  
PAPER  
BIG IDEA



*Title*

Author: Willie Perkins (Hinds Community College)

SYMPOSIUM:

LEARNING TO LEARN CAMPS

Notes



## Introduction on Learning to Learn Camps Research

Over the last 2 years, Dan Apple and I, together with others, have begun a series of research papers on why the Learning to Learn Camps work.

These papers are all available from the secure site ([www.processeducation.org/peconf/2016/secure](http://www.processeducation.org/peconf/2016/secure)):

- **Learning-to-Learn Camps: Their History and Development**
- **Learning How to Learn: Improving the Performance of Learning**
- **What is Self-Growth?**
- **Identifying At-Risk Factors That Affect College Student Success**
- **Key Learner Characteristics that Produce Academic Success**
- **An Evaluation System That Distinguishes Among Levels of Learning in Engineering and Technology**
- **Developing Working Expertise (Level 4 Knowledge)**

The Scholarship of Teaching and Learning comes from the ability to assess, analyze, and research current practice with the idea of improving future practice of self and others in new contexts. I will be sharing the participation in both Learning to Learn Camps at three different institutions, but with a research mindset of how the camps really work. This research is ongoing and leads to new ideas. I will share this type of thinking with the panel.

Future Research includes:

1. Learning to Learn Math - Why is it critical?
2. Cultural Analysis of Reasons behind the “At-risk” factors and development of key learner characteristics using the Transformation of Education Model
3. Implementing the Learning to Learn Process Through the use of a Concept Map
4. Profile of a Learning to Learn Facilitator, the developmental process, and measurement of capability

Notes



**Abstract:** Experience with a variety of camps, camp roles, and institutions has shown these important concepts: Learning to Learn Camp produces significant growth in students of any ability level and age; Camp can be a profound learning experience for faculty and staff; the Camp model can be easily expanded to accommodate large numbers of students without loss of effectiveness.

### **Big Idea I:**

Learning to Learn Camp is beneficial for every type of student. Diversity of any possible type is an asset for Learning to Learn Camp. Camp does work well for relatively homogeneous student groups, like unsuccessful nursing students or honor students, but it also works well for very diverse audiences, as we learned at Sinclair Community College. Recruiting from programs for at-risk students, returning students, and high school dropout prevention programs, we ended up with students from 16 to 60 years of age, with academic skills from outstanding to barely achieving admission to community college, and students with physical handicaps and learning disabilities, and ESL students from several countries.

In every case, the students felt the Camp made them more prepared to enter college, more determined and confident in their ability to succeed, and more appreciative of the benefits of working with people unlike themselves. Despite the fact that this group would be statistically likely to drop out of college, following these students over three years (and providing ongoing support through a very dedicated counselor), the Camp graduates had a persistence rate that far exceeded that of the college as a whole. (A high rate of dropouts is a continuing and serious problem for community colleges in general.)

In fairness, there is certainly an advantage of Camp for students who will continue to be together in their academic programs. They can support one another and continue the bonding that the atmosphere of Camp produces.

### **Big Idea II:**

For Learning to Learn Camp to work its magic, a dedicated staff of leaders committed to the philosophy of Process Learning is essential. This means that at least key members of the leadership team should be as well versed in process learning as possible. However, the environment produces an active learning laboratory like no other in the academic world. Faculty and staff members who participate fully in Camp get extensive experience in assessment (real-time and reflective), facilitation skills, and evaluation. They model skills for one another, get immediate feedback both formally and informally, from students and peers, and get immediate opportunity to put what they have learning into action. Once we expanded Camp enrollment, facilitators led the same session twice, with a break in between, so they could immediately apply feedback and see what difference it made. That's a huge difference over waiting until next semester to try a new idea.

At Sinclair, we made a conscious effort to take advantage of the faculty development aspect of Camp in several ways. Perhaps most important was the designation of one member of the leadership team whose entire workload was faculty development. This meant that there was a systematic way to put both skilled and novice facilitators into sessions to do peer assessment. The feedback was also delivered orally, with the faculty development facilitator present, so that she could make sure the feedback did not become evaluation instead of assessment, and so that she could generalize learning from the various assessment

for delivery for the entire group, which was then discussed while the student council was meeting at the end of each day. We could then set goals for the next day to, for example, prioritize time in sessions so that students could effectively record their learning. She also facilitated a long assessment meeting after Camp ended (and we had time to rest but not forget), with an eye to our next Camp. She also collected and filed copies of paperwork generated, with assessment notes, which made planning the next Camp a lot easier.

As a result of setting an atmosphere that was seen as hugely beneficial to faculty, we had a very high rate of faculty who returned for all three of the camps we had, even though this was unpaid and most faculty development opportunities at Sinclair were paid. That meant that Camp became a lot less stressful for the leadership team. In addition to the skills they acquired, faculty also valued the relationships they had with peers and with students. Many felt they had a new appreciation of what could be expected from students.

(Wondering why Sinclair had Camp only three years? We got a new administrator who wanted to implement a freshman experience course and was firmly convinced that there had to be academic content, so we had a series of interdisciplinary freshman experience courses, which were largely unsuccessful in improving student success and retention.)

**Big Idea III:**

Learning to Learn Camp can be scaled up to a large number of students, and it may need to be to become important to an institution and to accommodate demand. Recruiting for the first Camp at Sinclair, even though it was free and grant-funded, took considerable effort, and we had about 24 students. The next year we had about 40, and the third year we planned for 80 and had 78 complete.

After this first year, students recommend Camp to their friends and families, so it is easier to get enrollment. Also, we had pictures and video of the first camp to use in recruiting. And we needed more spots for faculty, as the first year ones wanted to come back, but we needed space for first timers too. Faculty recruited one another just like the students did. We found that 80 was as manageable as 40, except for scheduling, which could be done in advance anyway. That did create some pretty chaotic game sessions, and if we had gotten even bigger, we would have needed to divide games into groups also. The talent show was long, but fun anyway. More teams and learning communities increase competition, which turned out to be a good thing. So, Camp does not have to be for a small segment of the student population. The real limits are physical space, funding, and the number of weeks of Camp you can manage. (And we found that it is much better to charge students a reasonable fee and provide college credit.)

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**Abstract:**

I have been working for Grand Valley State University at the Department of Sociology for 21 years now. From the very inception I have dedicated time and involvement with students outside the classroom in both the university student community and the underrepresented/ underprivileged communities off campus as well. I have been involved and/or continue working with programs such as big brother big sister, Project Rehab/Yo Puedo (I Can...), the Summer Freshman orientations, the Freshman Seminar, the Sociology Student Internships, and more recently with the Academic Success Institute and the Academic Learning Camp. Over the years I have tried to identify ways to best coach and help students understand and tackle with the rigors a college education endeavors call for.

Quite often, the students enter the first college year highly motivated and with not doubt they feel are in the path to success. However, they often take for granted a number of elements which will most like have an impact in their very first year of college. Aside from structural factors, I believe a first year college student must understand the importance to acquire and put to practice a set of skills and self-growth elements which will likely make their success in college more feasible. Here we are not only alluding to time management and budgeting accountability, but also with stress copying skills, comprehensive reading and critical thinking, as well as the implementation of the various learning methodologies to their self-growth.

I am vested to witness the success of all students regardless their demographic backgrounds. Nevertheless, based on the experience I have acquired in the field, no student is immune to one or more of those factors I highlighted above. I come here representing Grand Valley State University to share with you my perspective(s) on Learning to Learn Camps because my involvement with all those programs listed above and with the 3 years involvement with the Academic Success Institute and the 2 years involvement with the Academic (Recovery) Learning Camp.

Notes