



◆ The Learning to Learn Camp experience and the institutional benefits to hosting a camp.

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◆ The structure of the Learning to Learn Camps leads directly to the success of those involved.

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◆ Those who Coach or Mentor at a Camp gain invaluable and transformative experience.

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◆ Students share, in their own words, their experience with Learning to Learn Camps.

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Learning to Learn Camp

Why Host a Camp?

While students, faculty, and staff benefit *most* directly from participating in the camp, the hosting institution benefits by being able to:

- **Create a quality learning community** in which bonds are built among and between students, mentors, coaches (faculty and staff), and facilitators.
- **Develop a model** for a quality freshman foundations course; addressing issues related to retention, student readiness, and academic performance.
- **Gain experience** with a model for learner empowerment and growth that can be replicated in many contexts within the institution.
- **Observe growth** in the performance skills of students, faculty, and staff.
- **Encourage Faculty Development** in a laboratory experience with real-time learning.

The Camp Experience

Challenges galore. Blank looks. Upsets with team members. "I can't do this....." Raising the bar—every day. "Tell me what to do so I can do it." Work piled on more work. "But we're so tired...." That sick feeling midway through after realizing that there is a lot more to come and you're the only one who can do it.

Camp participants and support staff must learn to survive and thrive in the intense environment of the Learning to Learn Camp. This five-day experience is designed to put students in the "hot seat," challenging them to grow and develop essential college and life skills. Faculty and staff who mentor at the camp also grow because the hands-on experiences improve their teaching, mentoring, and collaborative skills.

The camp integrates two key processes, "learning how to learn" and "mentoring." The learning community environment of the camp helps students to build relationships, gain a sense of "belonging" and improve their ability to perform in the classroom—all factors critical to student retention. Through a rigorous and diverse set of camp activities, students develop cognitive, social, affective, and academic skills. Faculty and Staff who mentor at the Camp work with students to facilitate the process of developing learner ownership, self-esteem, and empowerment.

As a result of experiencing and learning from both successes and failures during the course of the week, students gain confidence in their ability to perform in areas such as writing, time management, problem identification, listening, adapting to change, personal reflection, assessment, coping, teamwork, and articulating an idea (to name a few).

Staying up all night to finish what is expected. Laughs all around. Smiles and applause for a job well done. A real sense of accomplishment and self-worth. Nobody wants to leave at the end, knowing that together they have survived one of the toughest weeks they will probably ever face in college.

Pacific Crest

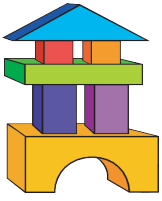
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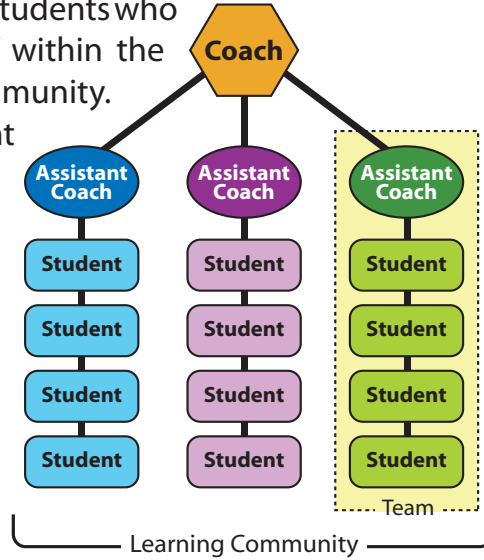
Camp Organization



A Learning to Learn camp can accommodate up to 100 (or more) students. The facilitation team for a camp consists of a lead facilitator from Pacific Crest and two or three co-facilitators from the host institution who will be trained to lead future camps. In addition, there are a group of coaches who are responsible for 12-15 students who

comprise a “learning community” within the structure of the entire camp community.

Each coach has three to five assistant coaches who are responsible for a “team” of three or four students. This large staff, with its small ratio of students to coaches is highly desirable in order to maximize the camp experience. Coaches are mostly from the host institution but Pacific Crest can assist with recruiting coaches from other institutions as needed.



Learning to Learn Camps are typically five days long and run from 8:00 a.m. to 5:00 p.m. for non-residential students (8:00 a.m. to 8:00 p.m. for residential students). Past camps have usually been scheduled during the summer months; a popular period is the time just prior to the start of school.

Who Should Participate?

Camp participants may include entering college students already enrolled at an institution, high school students with the potential to go on to college, or enrolled students who have been designated as “at-risk”.

Our 15 years experience in conducting Learning to Learn Camps have shown us that they dramatically increase retention and the likelihood for success for students entering college as they transition from the culture and expectations of high school.

With high school students, the camp serves as both a positive and significant learning experience for students and faculty and also as a marketing tool for the host school. By the end of camp, students are familiar with the institution, some staff and fellow students, and a set of skills required for success.

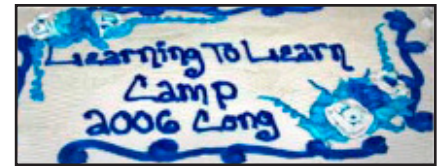
We recommend that the host institution arrange for students to receive some college credit for successful completion of the camp.

Success isn't Easy, but it CAN be Fun...



Daily games between teams, in addition to providing fun and relaxation, help build team identity and community spirit. Typical Camp activities also include contests in writing, speech, problem-solving, and art.

The reward system of the camp is designed to encourage participants to mentor their peers and help others to learn. Successful students, teams, and Learning Communities are given rewards at the closing ceremony, which usually includes a talent show and awards banquet.



...AND Productive!

Successful completion of the Learning to Learn Camp requires students to submit a comprehensive portfolio of their work. For most students, this portfolio will contain a considerable amount of writing. In general, the portfolio includes academic activities, entries from a learning assessment journal, documentation of math and problem-solving skills, a self-assessment or self-growth paper, and a life vision analysis.

Success Isn't Only for Students



The Learning to Learn Camp provides a collegial environment where faculty, staff, and administrators come together with the common goal of producing a quality learning environment. The camp staff have a unique opportunity to improve their skills in mentoring—guiding someone who desires to improve in areas of mentoring, assessment, facilitation, communication, and peer coaching. Camp participation encourages faculty to experiment with new teaching methods, further refine their affect management skills, and develop their desire to be risk-takers and to become self-growers. After the camp, as a result of their newfound capabilities and connectivity to the greater school community, staff often become role models in their own institutions. The two most common discoveries for staff during the week of the camp are the destructive role that enabling has on student growth and how much more students can accomplish than is often expected of them.

“As faculty we were witnesses to genuine life transformations in attitude and self-image. In addition, as faculty we were mentoring one another all day long.”

What Staff, Coaches, and Instructors Have to Say



“I plan to revamp my math courses following this model.”

“I’ve changed how I teach, how I assess and evaluate..... the camp completely changed me as a teacher.”

“The changes are subtle, but important. I turn more control over to the students.”

“It stimulated me to use student self-assessments as a tool to foster critical thinking analysis skills.”

“Self-assessment—what an economical tool. It costs five minutes of your time and can give a lifetime of returns.”

“The camp is a living laboratory of the power of mentoring.”

The Goals of a Learning to Learn Camp

- Create a quality learning environment in which bonds are built among all participants.
- Provide a model for a first year foundations course, address retention, student readiness and performance issues.
- Provide a model for learning empowerment and growth that can be replicated in many contexts.
- Grow performance skills of students, faculty and staff.

Goals for Students

- Develop and improve learning skills from cognitive, social and affective domains.
- Formulate a life vision.
- Develop a sense of learner ownership.
- Develop a sense of identity and a positive attitude toward self-growth.
- Increase self confidence and improve academic abilities.

Goals for Coaches

- Develop respect, rapport and networking among and between faculty and staff.
- Engage in and practice learning strategies that promote personal growth in students.
- Improve the facilitation skills in active, student-centered learning environments.
- Improve and develop mentoring skills including peer coaching.



In Their Own Words

This class has meant so much to me that words cannot explain. Most of all I have never seen a team of instructors that worked so hard and gave so much of their time to help others. You are special angels to put up with me. This in itself has motivated me to excel.

I really don't want to look at what the outcome might have been if I hadn't taken this course. I was an immature student, not taking my schoolwork seriously and not living up to my potential. This week has really done wonders for me. I realized I have so much potential academically.... The Learning to Learn Camp really blew my mind and has given me a gift that I can use for the rest of my life. They gave me the tools I need to help me succeed in anything life has to offer.

I have been inspired by my teacher to do all that I can and to be all I can be...to work hard even when I am tired and do not want to. I like the overall goal to make us better students. The fact that we can learn from each other and that I can learn from my mistakes and the mistakes of students around me and that we are all there for the same purpose to learn and get ready for college was what I learned.

I learned that college is a very serious place. I have learned how to approach studying, to be on time for class, and how to change a bad attitude into a good attitude.

Learning how to learn provided me with the abilities to see myself more clearly. Learning how to learn not only taught me how to become a better student, but it also taught me how to become a better person. I feel like a more mature person than I was before I attended this camp. I feel more adult like. I feel that I have control over my life.

This camp has taught me that things in life aren't always easy. College is especially not easy. Despite the heavy workload you can succeed in college. This can be done with a lot of goal setting and determination. All colleges should have this, since people would probably be lost when they start college.

I have learned some valuable lessons about teamwork. We shared the load of answering questions and doing reports. We talked and laughed, and we did it together. I now know that I don't have to struggle through this all by myself.

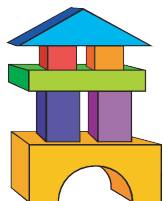
I learned how to take "risks" and feel more comfortable talking to people and asking for help.

I am a 33-year-old mother who recently returned to college... I honestly did not think I was going to learn any new skills-especially in such a short period of time. To my surprise, I learned several things about myself and my ability to learn. -Just when you think you can't learn anymore, you learn you can!

Teamwork helped me learn more in a shorter period of time.

Learning to Learn Camp Details

Camp participants may include entering college students already enrolled at an institution, high school students with the potential to go on to college, or enrolled students who have been designated as “at-risk”. Learning to Learn camps increase retention and the likelihood for success for students entering college as they transition from the culture and expectations of high school. With high school students, the camp serves as both a positive and significant learning experience for students and faculty and also as marketing tool for the host school. By the end of camp, students are familiar with the institution, some staff and fellow students, and a set of skills required for success. This results in self confidence as they enter this new world. We recommend that the host institution arrange for students to receive some college credit for successful completion of the camp.



How is the camp structured?

A Learning to Learn camp can accommodate up to 100 (or more) students. The facilitation team for a camp consists of a lead facilitator from Pacific Crest and two or three co-facilitators from the host institution who will be trained to lead future camps. In addition, there are a group of coaches who are responsible for 12-15 students who comprise a “learning community” within the structure of the entire camp community. Each coach has three to five assistant coaches who are responsible for a “team” of three or four students. This large staff, with a ratio of three students to one coach is highly desirable in order to maximize the camp experience. Coaches are mostly from the host institution but Pacific Crest can assist with recruiting coaches from other institutions as needed.

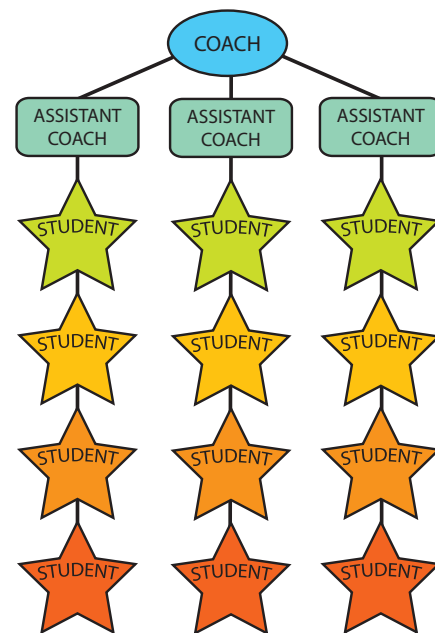
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The Host School is responsible for:

- arrangement of campus rooms & facilities including a larger meeting room, computer labs with available printers, classrooms
- recruitment and related marketing of students for the camp
- registration and decisions about college credit earned
- food for students, facilitators, and mentors/coaches including an awards banquet
- certificates, prizes, and awards to be presented to students at the awards banquet
- housing for all students and facilitators (if necessary)
- generation of scholarship funds for those in need of financial assistance

Pacific Crest provides:

- complete facilitation of the camp
- complete curriculum for the camp
- performance assessments for the coaches/mentors
- assistance with the development of future camp facilitators
- opportunities to co-facilitate activities with performance feedback & assessment
- if the host school needs help, recruiting 4 to 8 coaches



What is the cost of a Learning to Learn camp?

The following items are the cost considerations associated with a week-long learning to learn camp:

Facilitation fee: \$14,000 plus expenses	Materials (books, etc.): \$100/student	Food budget: (recommended) \$12/person/day	Supplies, prizes, awards, etc. : \$500 for the event
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Note: A stipend for mentors and coaches is not recommended but may be a necessary cost for some institutions. In some instances, CEU's or graduate credits have been the benefit for involvement in a camp.

For more information, please contact us at inquiries@pcrest.com

What happens in the camp?

The host institution selects the activities for the five-day camp. Here's a list of activities that are included in a typical Learning to Learn camp.

Building Learning Communities & Learning Teams

The Learning Assessment Journal

Exploring the Campus

DAY 1

Who am I?
Reading Skills
Math Skills
Values Clarification
Reading Methodology
Learning Community Time

The Learning Process Methodology

Math Skills

Becoming a Self-grower
Learning Community time

DAY 2

Time Analysis
Using the Internet
Writing Methodology
Learning Community Time

Personal Development Methodology

Math Skills

Coping Skills

Game—Pictionary
Educational Goals & Objectives
Quality of Internet Information

DAY 3

Using the Library
Portfolio Preparation

Communication Methodology

Math Skills

Game—Charades

Assessing Journals

Career Search

Using E-mail

Using a Textbook

DAY 4

Learning Assessment Journal preparation
Buffet Dinner
Talent Show

Problem Solving Contest

Speech Contest

Writing Contest

Math Skills

Art Contest

DAY 5

Awards Celebration

What do students read, write & study?

Each student receives the following set of books:

Foundations of Learning
Foundations of Learning Activities
The Learning Assessment Journal
Math and Graphing Skills
An algebra book (optional)



Foundations of Learning is an ideal curriculum for preparing students to succeed in college and beyond. Based on the premise that all students have the ability to improve how they learn, the curriculum addresses developing skills from all domains including cognitive, social, and affective. Methodologies, profiles of quality performers, and Web resources are used to help students make the transition to college and develop into lifelong learners.



In general, work products will include academic activities, entries in from a learning assessment journal, documentation of math and problem solving skills, a self-assessment/self-growth paper, and a life vision analysis. Student work products from a learning to learn camp include:

Life Vision Analysis or Portfolio

The life vision analysis involves self-reflection and assessment, planning, and goal setting. Typical criteria for assessing the life vision analysis include level of openness, completeness (all sections and with a minimum of 25 pages), thoughtfulness, objectivity, and visual presentation.

A Learning Assessment Journal

The Learning Assessment Journal is a powerful journal-writing tool designed to assist educators with assessing the development of students as learners, team members, critical thinkers, and members of a larger learning community. Students are required to complete various forms from the journal including reading logs, reflector's reports, recorder's reports, free writing, self-assessment, and collection points.

Math & Graphing Skills assessment

The Math and Graphing Skills curriculum is a computer-based resource with 40 self-paced modules that provide an easy means for students to review, assess, and improve their basic math skills and abilities. Progress is made throughout the week as students work in various formats (by themselves, in pairs, and with an instructor) to increase their skill with basic math content. At the end of the week, students demonstrate their progress by taking a timed performance test.