

What is a Student Success Institute?

The 3-day Student Success Institute is based on the premise that a key role of educators in higher education is that of a mentor who fosters a learner's growth and the development of his or her cognitive, social, and affective skills. Success is referred to not simply in terms of academic success but rather in terms of a broad set of those skills required for success beyond college. The Student Success Institute is the best possible preparation for faculty who will be participating in a Learning to Learn Camp. The 1-day Student Success Workshop has the same focus as the longer institute, but with a reduced scope.

Institute Focus and Themes

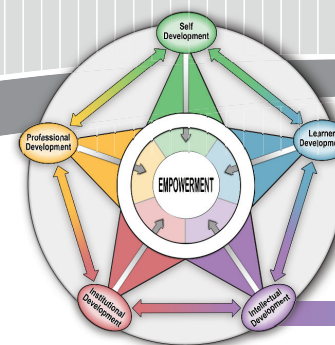
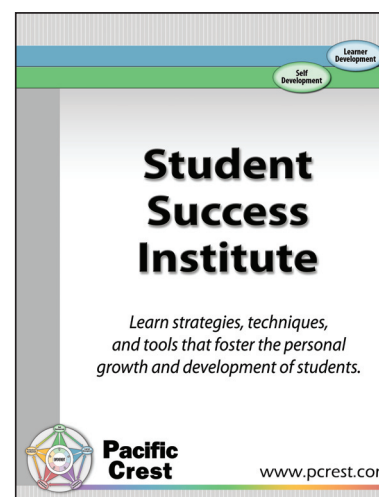
The institute will provide strategies, techniques, and tools which foster personal growth and development of students in the context of first-year courses and learning-to-learn camps. During the institute, participants will be introduced to a variety of tools which support the philosophy of Process Education and lead to a quality first-year course. These tools include:

- life vision portfolio
- self-growth paper
- the Student Success Toolbox
- methodologies
- levels of knowledge
- peer assessments
- guided-discovery activities
- learning communities
- classification of learning skills
- performance measures

Outcomes

The institute will provide strategies, techniques, and tools which foster personal growth and development of students in the context of first-year courses and Learning to Learn Camps. Institute participants will learn how to:

- Create a productive learning environment
- Elevate the use of assessment and integrate assessment into a course
- Design, build, and facilitate effective learning teams and cooperative learning
- Facilitate active learning with constructive interventions on key issues and skills
- Use journaling and self-reflection
- Foster learner ownership and implement strategies for overcoming resistance
- Connect with students and believe in their potential
- Challenge performance (raising the bar)
- Grow learner performance (including a special emphasis on reading)
- Pre-assess individuals and assess learning outcomes
- Design a process-oriented syllabus with clearly defined expectations and requirements
- Help students take ownership for their own success (student buy-in)
- Help students to build strong individual identities consistent with their life visions



LEARNING FOR SUCCESS THROUGH LEARNING TO LEARN CAMPS

Learners: The Camp

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 a marketing tool for the host school. By the end of camp, students are familiar with the institution, some staff and fellow students, and the set of skills and expectations required for being successful. This results in self confidence as they enter this new world.

Faculty: The Institute

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Everyone Learns

For institutions and schools interested in promoting not only increased student success but also a transformed culture of mentoring and success among faculty, Pacific Crest is pleased to offer a bundled program of two of its most popular events: The **Learning to Learn Camp** and the **Student Success Institute**.



What benefits does this program offer?

- 1 A research & practice-based focus on improving students' ability to learn. As students begin to learn *how* to learn, they become capable of increasing their *ability* to learn.
- 2 A more effective culture of student success at your institution
- 3 Transformed faculty practices in the areas of learning, teaching, mentoring and assessing
- 4 A train-the-trainer model so that the institution is able to own the process and continue its own growth and improvement
- 5 A set of valuable resources for foundational and first-year courses that help to increase first-year retention

Pacific Crest www.pcrest.com
906 Lacey Ave. Ste 206 Lisle, IL 60532 630-737-1067

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 12-20 students who comprise a “learning community” within the structure of the entire camp community. Each coach has 3 to 5 assistant coaches who are responsible for a “team” of 4 or 5 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.

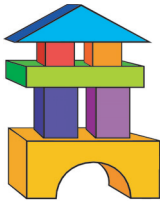
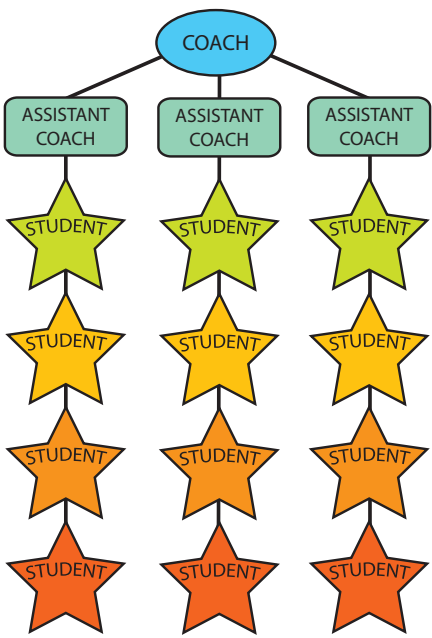
Learning to Learn Camps are typically 5 days long and run from 8:00 a.m. to 5:00 p.m. for non-residential students (8:00 a.m. to 8:00 p.m. for residential students). Past camps have usually been scheduled during the summer months.; a popular period is the time just prior to the start of school.

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
- Recruiting 4 to 8 coaches, if the host school needs help

The Host School is responsible for:

- Arrangement of facilities (a meeting room, computer labs with available printers, an auditorium for Friday’s activities & 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
- Video capturing of camp activities, especially on Friday
- A team of 10 to 15 visitors/evaluators for Friday to observe camp outcomes



What is the typical cost of a week-long Learning to Learn Camp?

The following items represent the costs associated with a week-long learning to learn camp:

Facilitation fee: \$14,000 plus expenses	Materials (learning kit): \$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 generally 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

The program and curricula shown below are simply our most popular. We often customize both the agenda and curricula to suit an institution's particular needs.

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 camp.

DAY 1	Student Breakfast • Coaches Meeting • Building Learning Communities • Orientation: Expectations Becoming a Self-Grower • Math Skills • Lunch • Pictionary • Analyzing a Course Syllabus - Camp Using a Reading Log • Learning to Learn Chemistry • Student Council (Faculty SII Assessment) • Dinner Creating A Life Vision Portfolio • Analyzing the Learning Process Methodology • Exploring Team Roles Life Vision Portfolio Development • Self-assessment of Day 1
DAY 2	Students Breakfast • Coaches Meeting • Learning Community Time • Learning Assessment Journal Practicing the Reading Methodology • Math Skills • Exploring the Campus • Lunch • Charades • Time Management • Applying the LPM • Analyzing the Problem Solving Methodology • Dinner • Learning Community Time • Student Council (Faculty SII Assessment) • Exercise • Help System • Learning to Learn Mathematics • Self-assessment & Writing
DAY 3	Student Breakfast • Coaches Meeting • Learning Community Time • Exploring the Assessment Methodology • Personal Development Methodology • Math Skills • Self-assessment of Progress • Lunch Pictionary • Developing an Educational Plan • Team Logo Design • Academic Honesty • Dinner • Learning Community Time • Student Council (Faculty SII Assessment) • Exercise • Assessing and Revising Learning to Learn Biology • Preparation Time
DAY 4	Learning Community Time • Team Design Competition • Applying the Problem Solving Methodology Information Processing Methodology • Math Skills • Lunch • Charades • Student Handbook • Applying the Writing Methodology • Building a Criteria List • Learning Community Time • Student Council (Faculty SII Assessment) • Exercise • Dinner • Self-growth Paper • Analyzing a Literary Text • Free Writing
DAY 5	Learning Community Time • Math Skills • Writing Contest • Problem Solving Contest • Lunch • Speech Contest • Talent show • Open Mike - Buffet • Awards Ceremony

What do students read, write & study? Each student receives the following set of books: *Foundations of Learning, Student Success Toolbox, Math & 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.

Student Success Toolbox

The Student Success Toolbox 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 error logs, reading logs, reflector’s reports, recorder’s reports, performance assessment, self-assessment, and glossary.

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.