

Building Institutional Support for a Recovery Course for Academically Dismissed Students

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Abstract

Since 2010, Grand Valley State University (GVSU) has implemented various intensive Learning to Learn experiences to improve student success across its first year programs. These experiences improved academic performance for students in both the Honors program and the Freshman Academy, a program to support first generation students that show academic potential. Based on favorable outcomes and expanding involvement of faculty/staff, GVSU decided to offer an academic recovery course using a modified Learning to Learn model for first and second year students who were being dismissed as a result of academic failure. This progression of student success offerings was accompanied by wider and wider faculty confidence in their ability to facilitate growth in the skills and qualities of collegiate learners. Thinking that other institutions could benefit from lessons learned at GVSU, the authors have applied a process documentation lens on organizational development surrounding the Process Education implementation of the recovery course. This documentation includes an examination of the history of the recovery course, the design and organization of the course, recruitment and registration of the students, recruitment and training of faculty, implementation of the course, necessary support services such as housing and food services, as well as the process of reenrolling the students and securing financial aid.

Introduction

First year retention and 6-year graduation rates have become critical measures of institutional success and accountability in the last 10 years. Common risk factors and overall lack of college readiness cause many students to become overwhelmed and leave college within 12 months (Horton, 2015). Institutions are seeking to understand these critical reasons for the loss of students during the first year and are increasing their efforts to retain these students through to graduation. The National Student Clearinghouse Research Center reports that average national first-year retention rates are 70 percent for full-time students and 60 percent for full and part time students combined. As the population of 18-year olds and high school graduation numbers continue to decline, retention has become an even more important concern as well as an implied social obligation (SREB, 2010).

The focus of this article is one solution to first-year retention—a recovery course especially designed to improve learning performance for first-year and second-year students who are about to be academically dismissed. When students re-earn admittance by earning an A or B in this one-week intensive course, they are given an opportunity to re-enroll and re-engage at that institution. In the process of facilitating the course and mentoring students, an institution and its faculty can also learn the reasons why their students did fail, how to transform a significant percentage of these students into successful collegiate learners, and

how to adapt methods included in the course as part of their first-year curriculum to increase first-year retention of all students.

Two Process Education principles underlie adoption of this student success initiative: (1) Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability and (2) Faculty (institutions) must fully accept responsibility for facilitating student success (Burke et al., 2009). In the following we explore how GVSU embraced these principles with students who do not meet the minimal level of achievement.

Research Methodology

As with all useful case studies of successful efforts that produce significant institutional cultural change, scholarship is not just telling the story of a specific implementation, but also providing careful *process documentation* that has wider meaning (UNESCO, 2017). We have used Process Documentation to detail the history that led up to and including the first three implementations of the GVSU recovery course (Cycle 1: Feb 2015 - June 2015; Cycle 2: Sept 2015 - June 2016; Cycle 3: Nov 2016 - June 2017). In this case study, we identify key components in an institutional change process, actions that increased valuing of student success, recruitment and training of key players, decisions made, new processes that were developed, required changes in systems or structures, outcomes obtained, and their assessment.

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To begin, the authors provide a set of questions that colleges and universities should have answered before they undertake a similar project as well as for the reader to reflect on to better understand the larger institutional questions and the cultural changes surrounding implementing the recovery course. These questions and the key underlying research are itemized in Table 1. Within these referenced resources is an extensive set of articles from the student success literature

In reflecting on the recovery course, the authors prioritized the most important elements that had to be addressed to achieve a successful Process Education implementation. These critical elements are described in Table 2. Institutions considering implementing a similar recovery course should ensure that they have Process Education (PE) readiness, similar to that of GVSU, especially related to the two aforementioned PE principles.

Table 1 Key Questions Addressed and Related Scholarship Regarding Recovery Course

Question
<ul style="list-style-type: none"> • Research or Resources
<p>1. How does a Process Education or Learning to Learn environment have significant impact on increasing student learning performance or success?</p> <ul style="list-style-type: none"> • <i>What is Special about Process Education? (Desjarlais and Morgan, 2013)</i> • <i>25 Years of Process Education (Apple, Ellis & Hintze, 2016)</i>
<p>2. What is the evidence that a Learning to Learn Camp, in a compressed 5-day format, transforms learners into collegiate learners?</p> <ul style="list-style-type: none"> • <i>Learning to Learn Camps (Armstrong et al., 2007)</i> • <i>Using a Developmental Model to Facilitate Team-Based Design Experiences in a Pre-College Engineering Science Camp. (Duncan-Hewitt et al., 2009)</i>
<p>3. How does focusing on growth mindset and the development of learner performance actually work?</p> <ul style="list-style-type: none"> • <i>Mindsets: The New Psychology of Success (Dweck, 2016)</i> • <i>Learning How to Learn: Improving the Performance of Learning (Apple & Ellis, 2015)</i>
<p>4. How do you prepare faculty to willingly embrace PE Learning to Learn practices used in a recovery course?</p> <ul style="list-style-type: none"> • <i>Ability and Mathematics: the mindset revolution that is reshaping education (Boaler, 2013 p. 150)</i> • <i>25 Years of Process Education (Apple, Ellis & Hintze, 2016) - see Professional Development Section</i>
<p>5. What evidence is there that empowering students with a set of key learner characteristics can mitigate students' personal factors that caused their failures, such as learned psycho-social-economic issues which are external to the academic process and outside the control of a college?</p> <ul style="list-style-type: none"> • <i>Ability and Mathematics: The mindset revolution that is reshaping education (Boaler, 2013)</i> • <i>Key Learner characteristics for academic success (Apple, Duncan & Ellis, 2016)</i>
<p>6. What is the nature of the course design and curriculum that has been created for an audience of academically dismissed students?</p> <ul style="list-style-type: none"> • <i>Learning to learn: Becoming a self-grower (Apple & Morgan, 2013)</i> • <i>25 Years of Process Education (Apple, Ellis & Hintze, 2016) - see Learning to Learn Camps</i>
<p>7. What are the typical institutional barriers to innovation in implementing a recovery course?</p> <ul style="list-style-type: none"> • <i>The New Mexico Experiment: Educational Innovation and Institutional Change (Kaufman et al., 1989)</i> • <i>The transformation of education: 14 aspects (Hintze, Beyerlein, Holmes & Apple, 2011)</i>
<p>8. How flexible is the recovery course design and implementation in addressing variation in student capacity, personal factors, learning preferences, and specifics of the actual first year experience?</p> <ul style="list-style-type: none"> • <i>Syllabus for Achieving Academic Success (GVSU, 2015)</i> • <i>Learning to learn camps: Their history and development (Apple, Ellis & Hintze, 2015)</i>

The critical elements delineated in Table 2 help to frame key considerations and actions that a change leader within an institution – a grant principal investigator, an Academic Quality Improvement Program (AQIP) or Quality Enhancement Plan (QEP) project director, the chair of the student success committee, the student retention leader on campus (various titles), VP of enrollment management, and the provost or academic vice-president – would use to facilitate similar changes at their own institution. An important quality improvement process surrounding student success interventions is measuring and nurturing faculty mindsets in relationship to the PE principles about unlim-

ited learner capacity and about faculty responsibility for facilitating student success.

Historical Development and Implementation of the GVSU Recovery Course

GVSU is a comprehensive state institution with enrollment over 25,000 and even though the university's 82 percent first year retention rate is strong for a comprehensive state institution, student success is a very important strategic initiative. GVSU has partnered with an outside vendor for five years before the startup of the recovery course proj-

Table 2 Critical Elements Required for Recovery Course Implementation

Critical Element: <i>How GVSU addressed this aspect of the process</i>
1. Institutional valuing of student success: <i>GVSU spent 4 years implementing many new approaches to increase first year success: The Scholar's Institute, Academic Success Institute, Freshmen Academy, and assigned an associate VP of Student Success; all are evidence of a strong institutional commitment.</i>
2. Strong institutional change agent: <i>The dean of Interdisciplinary Studies had supported the previous processes with money and institutional support and was valued by many people in the organization who could provide support for the project.</i>
3. Strong advocate who can help the team to solve specific institutional issues or problems: <i>The VP of Enrollment Management believed in and supported the project as well as working in many different ways to smooth the path to implementation.</i>
4. Support of the decision maker: <i>The provost provided the resources to make the project work knowing that the return would cover the investment.</i>
5. Recruitment of Students: <i>The registrar was proactive and effective at identifying, inviting, recruiting, and registering students for the course.</i>
6. Logistics for supporting students outside normal semesters: <i>A person was dedicated to making arrangements for the course, and the registrar worked with housing, food service, academic services, and facilities to make sure support exists outside of normal times.</i>
7. Recruitment of faculty and associated Professional Development: <i>GVSU provided professional development for continuing and new faculty about learning to learn and delivering the recovery course which is documented in the paper.</i>
8. Facilitator Training: <i>The most effective faculty members from the initial professional development event and first recovery course implementation were identified and targeted to become the recovery course facilitators. These facilitators were trained over the next two cycles.</i>
9. Effectiveness of the current appeals process: <i>Not many students used the existing appeals process to successfully get readmitted thus, this recovery course was an order of magnitude jump in students returning to their home institution.</i>
10. Decision process for which students to readmit/final appeals process approval: <i>The course was designed so that a student achieving an A or B earned re-admittance with the support of their coach. This design aligned with the current appeals process and included evaluation of student work products by outside faculty.</i>
11. Financial aid: <i>The students who are being academically dismissed usually also lose their financial aid. The appeals process is designed to work with financial aid during the reconsideration process.</i>
12. Covering additional room and board expenses: <i>GVSU partnered with both housing and food services to minimize the cost but bundled an additional fee with the tuition.</i>

Table 3 Existing Conditions Supporting Key Questions (from Table 1) and Critical Elements (from Table 2) Necessary for Implementation

1. GVSU Advantage	GVSU had experienced prior Learn to Learn camps in a variety of formats that had produced learner success (6 Learning to Learn Camps over 5 years).
<i>Question Addressed</i>	Every one of the eight issues were addressed over the five years, including most of all the flexibility of the experience across a range of students
<i>Critical Element</i>	Elements 1, 2, 4, 6, 7, 8 were developed in implementing the previous learning to learn experiences
2. GVSU Advantage	Over 100 faculty and staff at GVSU had already been trained in Process Education and Student Success.
<i>Question Addressed</i>	These faculty were strong advocates in addressing issues 3, 4 and 5
<i>Critical Element</i>	Items 1, 7, 8 are all strongly supported by this asset
3. GVSU Advantage	GVSU had analyzed the impact that these experiences had on learner success, for example the ASI produced an 18 percent increase in first year retention (88 percent vs. 70 percent for the control group).
<i>Question Addressed</i>	The knowledge that under prepared collegiate learners could be transformed into quality collegiate learners really provided answers to issues: 1,2,3,5,7 and 8
<i>Critical Element</i>	Items 1, 2, 3, 4, and 7 were all positively impacted from these evidence based analyses
4. GVSU Advantage	GVSU had champions within the faculty and administration that were highly convinced that applying this expertise to a recovery course would be very successful.
<i>Question Addressed</i>	Although the involvement of the senior leadership was just on the last day, their understanding of the impact addressed all issues but 6.
<i>Critical Element</i>	Items 1, 2, 3, 4, 5, 6, 7, 8 and 12 were developed by the involvement of the senior leadership in their experience set of seeing the process in action
5. GVSU Advantage	GVSU Board of Trustees was vocally supportive of this student success initiative because of its past successes.
<i>Question Addressed</i>	Does not address any of the issues directly
<i>Critical Element</i>	Items 1,2, 3, 4 were supported by this board support

ect. The relationship started when a member of GVSU's Honor's College faculty who attended the Biennial Conference on Chemical Education (BCCE), found out about the Learning to Learn Camps. They then visited the Learning to Learn Camp at Illinois Institute of Technology for at-risk engineering students. During the following year the GVSU Honor's College director, faculty and staff prepared an Honors Scholar's Institute for incoming first year honors students. The student outcomes as a result of the camp were strong, and the faculty decided to repeat the camp to learn how to facilitate the experience themselves. In preparation for the second camp, a train-the-trainer's model was used both for faculty development and as directed practice for co-facilitators. The next year, the Honor's College faculty recruited and trained additional faculty and facilitated the Scholar's Institute on their own.

Based on the success of these camps in improving the honors students' academic success and retention, GVSU decided to incorporate the Learning to Learn Camp into the Oliver Wilson Freshmen Academy, a support program for conditionally admitted, low-income, first-generation students. The camp was customized for this population, and the camp staff was expanded to include professional staff connected to the Freshman Academy, as well as student mentors who had already been through the camp. In the second year, the same train-the-trainers strategy was used to shift the facilitation of the camp to campus faculty. The first year retention of this second Learning to Learn Camp cohort was 88 percent, 18 percent higher than the control group of similar students, and 6 percent higher than the university's overall first-year retention rate. The program is entering its 6th year for summer of 2017.

In 2015, with the support of the Provost, the Vice President of Enrollment Development, and Vice Provost for Student Success, the Learning to Learn Camp was restructured to support students on probation and in jeopardy of being academically dismissed. These students had shown at mid-term of winter semester (second semester) that they were very unlikely to meet minimum qualifications for continual enrollment. Students were notified that they would be given a second chance if they enrolled in and achieved at least a B grade in this recovery course.

As of 2016, over 120 faculty and staff participated in at least one GVSU camp or professional development experience and the energy and involvement around the recovery course continues to increase and expand as the train-the-trainer model is being fully implemented. There were many conditions that set the stage for GVSU being the pioneer in implementing the recovery course. These conditions relate the key questions that need to be considered as delineated in Table 1 and the critical elements necessary

for implementation of the recovery course, as previously delineated in Table 2. In Table 3, the advantages/conditions that GVSU had in place prior to implementation, the Key Issues this advantage impacted, as well as which critical elements were influenced, supported or developed from this advantage are outlined.

GVSU Recovery Course Design

The issues surrounding why students fail and their need for this recovery course are captured in the risk factors listed in Table 4 (Horton, 2015). The transformation of the students who exhibit many of these *at-risk behaviors* towards the performance illustrated by the Profile of a Quality Collegiate Learner is the target of the recovery course and its impact is being measured with an analytical rubric (Apple, Duncan, Ellis, 2016).

Table 4 Critical At-Risk Behaviors that Impact College Success

Aimless (No Clear Direction/Goals)	Lacks Mentors/Role Models
Doesn't Transfer/Generalize Knowledge	Lacks Self-Discipline
Fear of Failure	Memorizes Instead of Thinking
Financial Constraints	Minimal Metacognitive Awareness
First Generation College Student	No Sense of Self-Efficacy
Fixed Mindset	Non-Team Player
Highly Judgmental/Negative of Self	Procrastinates
Insecure Public Speakers	Teacher Pleasers
Irresponsible	Unchallenged (bored)
Lacks a Support System	Unmotivated
	Source: Horton (2015)

The learning outcomes for the recovery course are cited in Table 5. These learning outcomes illustrate the intended transformation of students who exhibit many of these risk factors and have experienced a year's worth of academic failure. Students grow towards becoming a quality collegiate learner as they develop each of the listed outcomes (Apple, Duncan & Ellis, 2016).

The GVSU recovery course has been designed as an intensive one week course. This design is implemented because previous experiences upon which it is based were effective one week learning to learn camps (Apple, Ellis & Hintze, 2015). Other researchers have found that intensive programs have powerful benefits for student development (Scott and Conrad, 1991; Farrington et al., 2012). Finally, it

Table 5 Learning Outcomes for a Recovery Course

Outcome: A student will develop...	Description
A Growth Mindset	In which they firmly believe that learning performance is not fixed but can be significantly improved through self-growth (at least doubled within the course timeframe) by being more of a self-starter, open-minded, positive, open to feedback and committed to their own success through continually advancing self-challenging and self-assessment (Dweck, 2016)
An Academic Mindset	In which they are self-motivated by knowing they belong, enjoy and find value in their academic challenges and know they will succeed by clarifying expectations, asking questions and developing life visions
Learning Processes	Which are a set of explicit, step-wise learning processes (methodologies) such as reading for learning, writing to learn, critical thinking, problem solving, information processing, and reflecting
Learning Strategies	That empower them to take control and ownership of their learning and life by expanding their tool set of learner practices (habits, tools, strategies, and approaches) such as goal setting, planning, using resources effectively, working hard, and validating their learning
Affective Learning Skills (Grit)	By getting outside of their comfort zone, taking risks, embracing failure, managing frustration, asking for help, adapting, managing time, prioritizing, being disciplined and doing what is necessary to achieve eventual success, leading to greater emotional intelligence.
Social Learning Skills	For engaging in teams and communities to increase their effectiveness by seeking diversity, connecting with others, asserting oneself, collaborating, performing in teams, communicating, speaking publically, and being responsible for self and others
Productive Academic Behaviors	Such as being prepared, continually focused, extremely engaged, and systematically organized (mentally and with other resources) which are desired by all faculty
A Success Plan	In which they identify self-defeating habits, limiting beliefs and personal factors which have prevented their success in order to create the cohesive plan that will empower them to transform themselves and their situation, thus producing a roadmap to fulfill their unlimited potential

allows students the opportunity to attend the course before going home for the summer. GVSU's schedule of the intensive week of class activities that are used to produce the desired transformation is summarized in Table 6. The specific objectives of each activity's contribution are fully documented in Table 7 and illustrate how the learning outcomes in Table 5 are produced (Kovach & Apple, 2014; Apple & Ellis, 2015; Apple, Duncan & Ellis, 2016). The activities utilized in the recovery course come primarily from *Learning to Learn: Becoming a Self-Grower* (Apple, Morgan & Hintze, 2013).

On the first day of the course (Sunday evening) the students are introduced to their teams, the challenges that they will face during the week, and a vision of what they can become by the week's end (Smith & Spoelman, 2009). They are given a syllabus that lists their daily learning activities

and the associated preparation assignments for each activity. Their discovery that they will be in classroom activities for approximately 10 to 11 hours (8:00 am to 9:00 pm) each day and still have an additional 3 to 4 hours of preparation homework leaves them overwhelmed. They have the opportunity to question this process, determine if it is going to be worth it, and time to develop their growth goals that will effectively address their academic issues of the past year.

To obtain at least a B in the course requires the students to produce 60 pages of critical thinking responses to key content of learning to learn and self-growth, 50 pages of reflective writing and self-assessments, 10 pages of writing their success plan, 25 pages on their life vision, and a 4-page self-growth paper all in 5 days. During each team based, active learning experience, the expectation is that a student gets to the level of consistently producing 4 pages of writing

Table 6 Summary Schedule of Course Activities

Sunday	Wednesday
Faculty Orientation and Preparation	CH8 Activity: Performing While Being Evaluated
Handout materials to students who haven't picked up	CH9 Activity: Performing in Teams
Orientation: Expectations and Sunday Homework	S1 Activity: Wellness
Helping Students Prepare for Monday	CH11 Activity: Meta-cognition
Monday	Presenting Recovery plan for peer-assessment
Team Building	CH12 Activity: Leveraging Failure
Analyzing the Course Syllabus: SSTB	Interview the Faculty: CH12 pre-activity interview
Reading Performance-Repeated Reading Quizzes	Learning to Learn Math
CH1 Activity: Performance Analysis of Honor Student	Review and Strengthen the L2L Activities Book
CH1 Activity Performance Analysis of year	Plan to finish LVP package
Pictionary	Preparation for L2L experiences 13-15 LVP 8: 12
Using A Reading Log: Experience 4 preparation	Thursday
CH2 Activity: Learning to Learn: Learning Process Methodology	CH13 Activity: Choosing Mentors
Math and Graphing Skills	CH14 Activity: Turning Evaluation into Assessment
Reflective Practices: SSTB	Financial planning: Creating a workable plan for next yr
Faculty Assessment/Student Council (30 min)	CH15 Activity: Intrinsic Motivation
Recreation/Wellness Center	Learning Practices Inventory
Preparation for Experience 3: in pairs	What is Self-Growth: Paper
My Past: Strengths & Opportunities Worksheet	Success plan preparation
Self-Assessment Day 1	Final Preparation for L2L Activities Book & SSTB
Homework: Preparation for Exp 4: 6 LVP CH1: 4 (apprx 4 hrs)	Team Time: Turn in L2L Books
Tuesday	Labs Open: Help on LVP & Recovery Plans
Team Time	Friday
CH4 Activity: self-assessment	Team Time in Comm.: Turn in LVP & Recovery Plans
CH3 Activity: Learning and Moving on	Writing Contest: Self-Growth Papers
Interview the Faculty: Chapter 7 pre-activity	Math Competition
CH5 Activity: Time Management	Problem Solving Contest
CH6 Activity: Problem Solving Methodology	Speech Contest: 2 sessions 2 min
Solving the Problem of Why You Failed: pairs	Talent show
CH10 Activity: Reading for Learning	Awards Ceremony
Developing a Performance Solution for this course	
Developing a Performance Solution for a retake course	
Homework: Preparation Plan	
Homework Preparation for Exp 8: 12 LVP: Exp 5: 8	

Abbreviations:

LPV: *Life Vision Portfolio*

SSTB: *Student Success Toolbox*

L2L: *Learning to Learn: Becoming a Self-Grower*

Table 6 Contribution of Each Activity in Producing Learning Outcomes

Purpose of Each Activity

Outcome	Outcome	Outcome
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Orientation to the L2L Course

Institutional commitment to student success	Profile of a collegiate learner	Impact on their own success
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Analyzing the Course Syllabus: (Student Success Toolbox)

Clarify expectations	Start to define work plan	Understand the why behind the course
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Repeated Reading Quizzes

Improve learning from reading	Meaning of being prepared for class	Improve test taking skills
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Ch 1: Performing Like a Star

Set expectations of unlimited growth	Identify growth goals	Build self-belief of future success
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Performance Analysis of Honor Student

Theory of performance	Analyze performance	Expectations of collegiate learner
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Ch 2: Becoming a Master Learner

Provide a model of learning	Analyze past learning performances	Strengthen metacognition of learning process
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Ch 3: Past Doesn't Define Future

Believing in self	Strengthen identity	Address personal factors
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My Past: Strengths and Opportunities

Clarify past issues	Identify growth goals	Leverage past
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Ch 4: Self-Assessment

Differentiate from self-evaluation	Validate strengths	Focuses areas for improvement
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Ch 5: Time, Planning, and Productivity

Value time as being precious	Think and plan before doing	Prioritize what by when
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Develop Plan for Course

Academic plan for success in a course	Connect performance expectations with plan	Produce a task list
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Ch 6: Methodologies: Problem Solving Methodology

See process through a methodology	Teach problem solving	Strengthen ability to solve personal problems
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Developing a Solution First Term Success

Transfer this thinking to each course	Understanding an evaluation system	Developing a plan for an "A" student
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Ch 7: Visioning Your Future

Analyze the past for leverage	Self-analysis of who you are	Project where you want to be in life
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Ch 7: Maximize Resources On Campus

Seeking out timely help	Better connect with campus	Use resources to improve performance
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Interview Faculty/Coach

Get to know faculty as people	See how others plan their life	Excite about life possibilities
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Ch 8: Performing in Teams

Playing a role effectively	How roles support each other	Using the supporting reflection forms
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Ch 9: Performing While Being Evaluated

Appreciate being challenged	Learn and grow from evaluation	Elevate performance through being prepared
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CH 10: Reading for Learning

Learn to ask inquiry questions	Connect reading with learning	Elevate level of learning from reading
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Ch 11: Meta-Cognition: Thinking About My Thinking

Think about thinking	Stepping back from doing	Listening to your inner compass
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Ch 12: Using Failure as a Stepping Stone

Embrace failure	Learn to assess, not evaluate failures	Grow from failures
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Interview the Faculty on Failure

Learn that faculty also have failed	Learn how others value failure	Lessen the impact of current failures
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Ch 13: Choosing and Using Mentors Effectively

Being proactive	Asking for help	Understanding mentoring process
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Ch 14: Turning Evaluation into Assessment

Value all feedback	Focus on improvement	Use assessment vs. Evaluation
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Ch 15: Shifting from Extrinsic to Intrinsic Motivation

Owenship of life	Be responsible	Growth oriented
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S1 Activity: Wellness

Maintain balance	Letting things go	Diet and exercise
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S2 Activity: Financial Planning

Developing resources for college	Determining a financial plan	Living to one's plan
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Reflective Practices

Why these forms	Role of reflection	Assessment of forms
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What is Self-Growth: Paper

Stepping back to see the journey	Understand self-growth	Role of collegiate learner
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Writing Contest

Capture self-growth papers in class	Reduce thursday workload	See what can happen with writing in 45 min
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Problem Solving Contest

Final team performance challenge	Fun and integrates skills
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Speech Contest

Get over the hurdle of public speaking	Builds confidence	Shares with the community what has happened
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Award Ceremony

Letting students know their grade	Experience what hard work produces	Acknowledge everyone
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per hour, with the quality of their thinking, assessments and reflections improving throughout the week.

GVSU Recovery Course Logistics

The target population for the recovery camp is GVSU students who are identified as at risk for not returning the following fall based on lack of academic performance, that is, students on probation during their winter term with mid-term grades that showed a high probability of the student being dismissed. With a capacity for 100 students, 171 freshman and sophomore students who shared these characteristics were invited, first by e-mail and then with follow up phone calls. From a special population of **at-risk** students, an additional 19 students were invited. From these two groups, there was a final class enrollment of 87 students, with most in jeopardy of being dismissed. The course was held the week after final exams (April 27 through May 1). The winter semester grades became available to students on Thursday of the camp week and it is interesting to note that not a single student withdrew after finding out that they didn't actually need the course to be readmitted. The tuition for the one credit recovery course was \$462. If the student had fewer than 15 winter semester credits, the course was added without any charge. These students were housed in a special campus housing unit, provided three meals per day, and equipped with a set of textbooks, all at no additional cost.

Campus partnerships were key to the success of the recovery camp. Members of key offices across the whole campus participated in the first recovery course as follows:

- Housing and Residence Life provided the housing
- Campus Dining provided the meals
- Student Academic Success Center provided advising
- Vice President of Enrollment Development supported the recruitment of students
- Academic Computing provided open computer labs when normally they would be closed
- Registrars' Office provided the extensive communication, scheduling, grading and support logistics
- Provost's Office provided the faculty training and overall budget
- Facilities provided the extra rooms needed during the week, and
- Financial Aid helped many of the students obtain the financial resources needed for their re-enrollment.

To run the camp, key staffing were recruited. The coaches consisted of 18 faculty members along with three graduate students who all had participated in previous learning to learn camps. A ten-hour online professional development

event gave them background on some of the latest research and practices, including new materials that had not been used previously. Each coach was given a team of 5 students who they mentored throughout the week and one learning experience to facilitate. Coaches were expected to assess and provide constant feedback to help students improve their learning performance. Additionally, there were 8 student mentors that had previously been in a learning to learn camp who helped work with students especially in the evenings and overnight.

GVSU Camp Outcomes

In 2015, a total of 89 students registered for the new, one-credit, Learning to Learn course and, with the help of 21 faculty who had participated in past GVSU camps, went through the week-long recovery course. The focus of the camp was developing Quality Collegiate Learners (Apple, Duncan, & Ellis, 2016) and building a culture of success for both students and faculty. Student participants earned 81 As, 2 Bs, 1 F, and 5 withdrawals. Of the 83 students who earned the right to re-enroll, 61 students actually did re-enroll for Fall semester. Of this original group, 41 re-enrolled for the Winter semester and 31 re-enrolled for the Fall of 2016. In May 2016, 75 students took the recovery course, 70 earned at least a B, 62 re-enrolled for Fall of 2016. In May 2017, 77 students took the recovery course, 77 earned at least a B, and 51 re-enrolled for Fall 2017. GVSU plans to offer its fourth Recovery Course in May 2018.

Conclusion

The process documentation of the GVSU 3-year journey toward an innovative, sustainable recovery course, adapting processes from their experiences with learning to learn camps and train-the-trainer courses, may help other institutions develop successful, sustainable recovery courses. Not only has GVSU developed over 100 faculty coaches and 4 to 5 faculty facilitators during this journey, they have also developed an effective recruitment and appeals process. All of these developments indicate systemic change at the institution. GVSU has improved upon what they have learned about the recovery course processes and now owns the recovery course as well as its implementation. GVSU leaders have also applied this knowledge and faculty training process to improve first year retention by adding a learning to learn camp option to their set of orientation options for new students.

GVSU benefited from several pre-existing conditions in implementing their recovery course. A significant number of faculty and key administrators had come to believe student academic performance could be improved with intensive one week activities from their 5 previous years of various learning to learn camps. They brought about

strong administrative and governing board support as well as the cooperation of the university facilities and food services units because of the level of faculty commitment. These pre-conditions for the implementation of a recovery course may not be in place at other institutions. A significant effort should be undertaken to lay the groundwork for successful initiation of a recovery course. Incorporating faculty from other institutions that have implemented effective, sustainable recovery courses as part of the instructional team for the first offering of such a course would enrich the experience for all involved.

This article has documented the multi-year journey that GVSU has followed in leading up to the implementation of a recovery course. This course called "Achieving Academic Success," has been entirely facilitated by university faculty since May 2016. Thirty-five faculty members participated

in an online Teaching Learning to Learn Institute to better prepare to serve as coaches for the 2016 course. In order to continue to improve the speed of dissemination of recovery courses, GVSU intends to continue to invest in cultural buy-in surrounding the two fundamental PE principles: 1) every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability and (2) faculty (institutions) must fully accept responsibility for facilitating student success.

There are many interesting research questions about the design, implementation, and overall impact of the recovery course within different college cultures. The Academy of Process Educators has developed a research team that will pursue many of these research questions. Lessons learned from the case study reported here will inform these efforts.

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