

# **Youth Impact Study: Outdoor Ministries Connection Oversample**



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## **EXECUTIVE SUMMARY**

The main purpose of this research was to investigate the impact of mainline Christian camps on young peoples' long-term learning. There were 101 respondents who filled out a questionnaire from a nationally representative sample of camps associated with the Outdoor Ministries Connection (OMC). The learning outcomes that were most distinctly learned at camp and useful in daily life included faith in God, living in the moment, follower of Jesus Christ, service to others, independence, appreciation for diversity, self-identity, and empathy and compassion. These outcomes were primarily learned at camp compared to other noncamp settings (e.g., school or work).

There were benefits when young people attended camp for more weeks throughout their childhood. Individuals who attended their last camp for 7 weeks or more reported greater development of outcomes overall compared to those who went to camp for 6 weeks or less. Additionally, Counselor-in-Training (CIT) programs offered young people greater development across all learning outcomes.

These data were compared to findings from two other samples. A sample from ACA accredited camps consisted of first-year counselors who hadn't started working at camp yet. The panel sample consisted of individuals who went to camp as a child but were not associated with camp anymore. Individuals from the OMC sample reported significantly greater development for all outcomes (except organization, responsibility, and career orientation) at camp compared to the panel sample. The sample from ACA accredited camps had greater development for responsibility at camp compared to the OMC sample, and there were no differences for organization and career orientation. Additionally, the OMC sample reported all outcomes (except organization) were more important in daily life compared to the panel sample. The OMC sample said appreciation for diversity was more important in daily life than the panel sample, as well as the ACA accredited camps sample. There were no differences for organization.

Respondents answered open-ended questions identifying the most valuable outcomes learned from camp. Again, the most valuable learning from camp was related to spiritual development (e.g., faith in God and service to others). Furthermore, social development (e.g., relationship skills and empathy and compassion) emerged as an important theme. The program elements at camp that supported the development of these outcomes were predominantly people (staff and peers).

Mainline Christian camps offer young people the opportunity for important growth and development that lasts long after camp ends. The most notable learning was associated with spiritual development. Future research should focus on understanding how camps can complement other important settings for spiritual development and in understanding the importance of mainline Christian camps for youth who chose to discontinue participation earlier than the former campers who responded to this survey.

## **INTRODUCTION**

### **BACKGROUND**

The University of Utah and the American Camp Association (ACA) partnered on a national research project called the Youth Impact Study. The main purpose of the Youth Impact Study was to understand former campers' long-term learning from summer camp. In spring 2017, the research team conducted interviews with former campers and identified 18 learning outcomes distinctly learned at summer camp that were transferable to other life contexts. These learning outcomes were then used to develop a questionnaire to measure which outcomes were most distinct to camp and useful in daily life. The questionnaire was reviewed by the ACA's Research and Evaluation Advisory Committee (ReAC), a panel of experts in the youth development industry. Additionally, the questionnaire was piloted among 173 college-aged undergraduate students to ensure the instrument was clearly articulated and measuring the intended constructs. The instrument was finalized and data was collected with two different nationally representative samples: 1) the ACA accredited sample which included former campers intending to work as a counselor the upcoming summer recruited through summer camps, and 2) the panel sample which included former campers not positively biased toward camp recruited through an online panel.

Shortly after these national studies concluded, a number of independent organizations expressed interest in conducting similar studies with former campers recruited through their affiliated camps. The University of Utah and ACA titled these series of independent research projects, Oversamples, as they allow generalization to subgroups through over-recruitment from targeted subpopulations. The Outdoor Ministries Connection (OMC) was one of the organizations that partnered with ACA to conduct an oversample study. The main purpose of this oversample was to investigate former campers' long-term learning from mainline Christian camps. This report details the results from the OMC's oversample study, and compares these data to the ACA accredited and panel sample data.

## **METHODS**

### **SAMPLING PROCEDURE**

The sample was recruited through an intentionally stratified sample of mainline Christian camps aligned with the OMC. Participants were eligible for the study if they met the inclusion criteria: individuals who lived in the United States as a child, attended camp for at least 3 weeks, and were 18 to 25 years old. This sampling strategy was employed to recruit a more representative sample from OMC's mainline Christian camps.

### **SAMPLE**

One-hundred-one former campers who met the sample inclusion criteria completed the questionnaire and provided useable data. The age of respondents ranged from 18-25 years old with a mean age of 19. They were 63% females, 35% male, and 2% individuals who are gender non-conforming. Respondents identified predominantly as Caucasian and mainline Christians. Most

individuals were in enrolled in college and planned to still be enrolled in college in the fall. The individuals in the sample had no previous summer camp work experience and were reporting on their experiences as former campers. A breakdown of the participant demographics can be found in Table 1.

Table 1 *Breakdown of Participant Demographics*

<b>Demographics</b>	<b>Frequency</b>	<b>Percentage</b>
Gender		
Female	64	63%
Male	35	35%
Gender Non-Conforming	2	2%
Ethnicity		
Caucasian	90	89%
African-American	4	4%
Asian	1	1%
Hispanic	1	1%
Multi-Racial	5	5%
Education		
Highschool	29	29%
Associate's Degree	4	4%
Some college credit	63	62%
College	2	2%
Graduate School	1	1%
Other	2	2%
Religion		
Christian (No Specific Denomination)	24	24%
Lutheran	20	20%
Methodist	20	20%
Presbyterian	9	9%
Baptist	8	8%
Episcopalian	7	7%
Catholic	5	5%
No Religious Preference	3	3%
United Church of Christ	2	2%
Atheist or Agnostic	2	2%
Other Christian Denomination	1	1%
CIT Experience		
Yes	44	44%
No	53	52%
Don't Know	4	4%
Plans for Fall		
Enrolled in college	89	88%
Not sure of plans	7	7%
Working full-time	2	2%
Enrolled in high school	1	1%
Missing	2	2%

## INSTRUMENT

Through past research (Sibthorp, Wilson, Meerts-Brandtsma, & Browne, 2018; Wilson & Sibthorp, 2018), former campers identified 18 long-term developmental outcomes from camp via interviews. These outcomes were used to design a retrospective questionnaire to measure which outcomes were distinctly developed at camp and useful in daily life. For this oversample, five learning outcomes distinct to mainline Christian camps were added to the questionnaire. Table 2 outlines the learning outcomes included on the questionnaire and provides a definition of each outcome.

Table 2 *Definitions of Learning Outcomes*

<b>Learning Outcome</b>	<b>Definition</b>
Relationship Skills	Ability to form relationships with others
Teamwork	Ability to work as part of a team on a task
How to Live with Peers	Ability to live in close quarters with peers
Empathy and Compassion	Ability to empathize with others
Organization	Ability to be organized
Responsibility	Willingness to be responsible for own behaviors
Independence	Ability to function independently without reliance on family
Perseverance	Ability to persevere in the face of challenges
Career Orientation	Understanding of what to do for a career or in college
Self-Identity	Understanding of who I am and how I want to live my life
Emotion Regulation	Ability to control emotions
Self Confidence	Confidence in abilities to be successful
Appreciation for Diversity	Appreciation for different people and perspectives
Willingness to Try New Things	Willingness to try new things
Living in the Moment	Appreciation for being present in the moment
Leadership	Ability to lead a group of peers to complete a task
Leisure Skills	Ability to participate in sport and/or recreation activities
Affinity for Nature	Appreciation for the natural world/nature
Faith in God	Having faith in God
Church Community	Understanding the importance of being involved in the life of a church
Spiritual Practices	Ability to perform spiritual practices (e.g., personal prayer)
Follower of Jesus Christ	Understanding what it means to be a follower of Jesus Christ
Service to Others	Sense of calling to use God-given gifts in service to others

The retrospective questionnaire included four sections: 1) a ten-point scale that measured the role summer camp had on developing these outcomes, 2) a ten-point scale that measured the importance of these learning outcomes in participants' daily life, 3) the primary setting participants developed these learning outcomes, and 4) open-ended questions. An example item for the learning outcome relationship skills is displayed in Table 3.

Table 3 Example Questions from the Retrospective Questionnaire

<b>Section 1</b>	Camp was critical to the development of my ability to form relationships with others.	Very False 1 2 3 4 5 6 7 8 9 10 Very True
<b>Section 2</b>	In your daily life, how important is your ability to form relationships with others?	Least Important 1 2 3 4 5 6 7 8 9 10 Most Important
<b>Section 3</b>	In what one setting did you primarily develop your ability to form relationships with others?	Camp Home School Work Sports Church Other
<b>Section 4</b>	Of the things you learned while at summer camp, which one is the most valuable to you today?	

*Note.* The descriptor ‘my ability to form relationships with others’ was used to measure the learning outcome relationship skills and demonstrates what a sample question looked like on the questionnaire. The other questions had different descriptors that were relevant to each of the remaining learning outcomes. Additionally, if participants indicated a 9 or 10 on a ten-point scale for the questions in section 1 then conditional logic was used to display a corresponding question about that learning outcome in section 3.

## DATA ANALYSIS

These data were cleaned and screened for univariate outliers, and any missing data were removed from the dataset. Descriptive statistics were performed to measure the role of camp in developing the learning outcomes and the importance the learning outcomes had in daily life.

Profile analysis was used to analyze the 23 learning outcomes. Profile analysis is a multivariate technique that allows the comparison of response patterns across groups (Ender, 2014). Profile analysis tested differences for former campers’ responses on the 23 learning outcomes grouped by a variety of factors (weeks at camp, camp employment, and CIT experience) which are defined in Table 5.

## RESULTS

### LEARNING OUTCOMES MAP

Respondents were asked whether camp was critical to their learning and how important the learning outcomes were in their daily life on a ten-point likert scale. Table 4 outlines the mean scores of participants' responses from the OMC Sample.

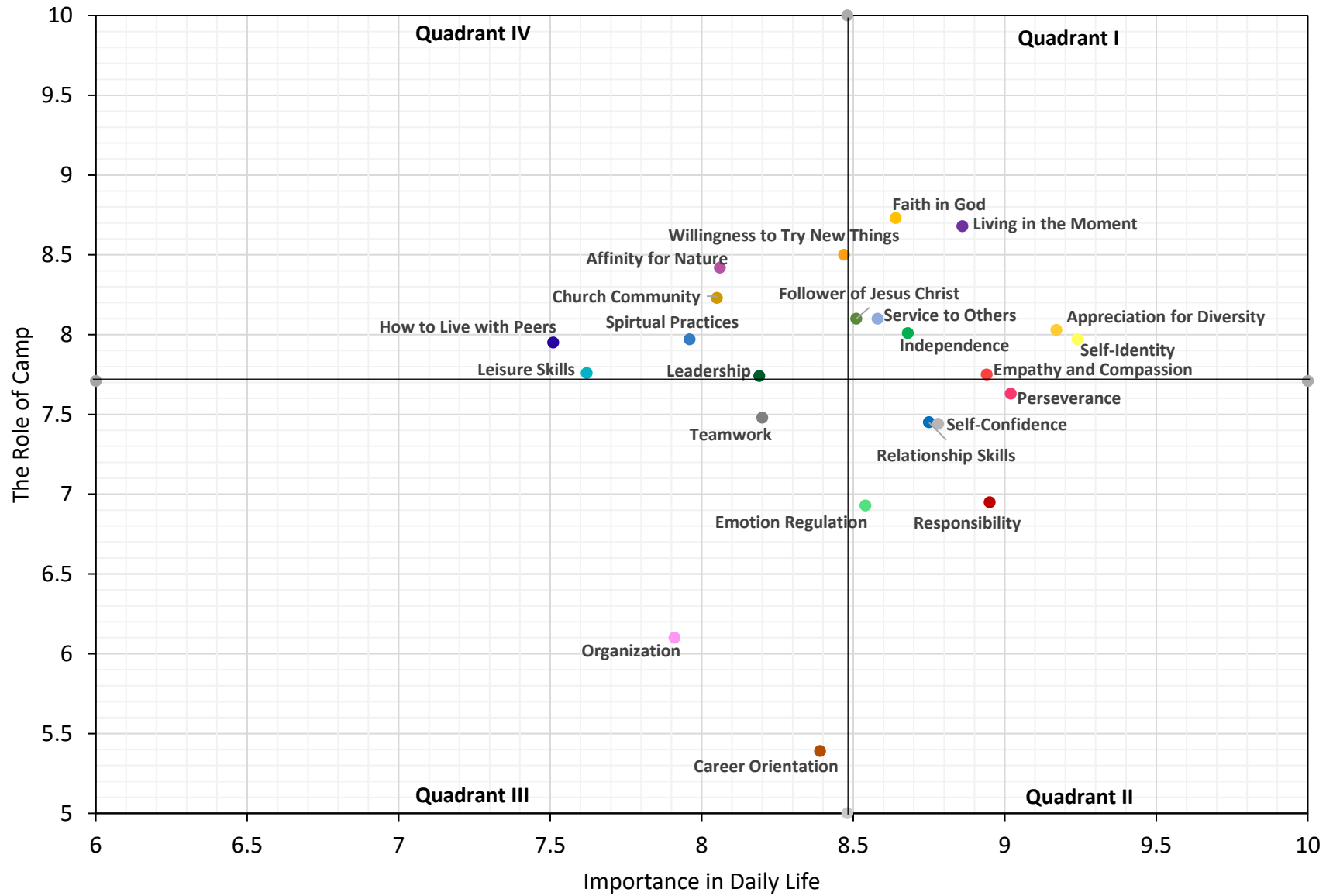
Table 4 *OMC Learning Outcome Mean Scores*

Learning Outcome	Outdoor Ministries Oversample	
	Camp is Critical	Importance in Daily Life
Relationship Skills	7.45	8.75
Teamwork	7.48	8.20
How to Live with Peers	7.95	7.51
Empathy and Compassion	7.75	8.94
Organization	6.10	7.91
Responsibility	6.95	8.95
Independence	8.01	8.68
Perseverance	7.63	9.02
Career Orientation	5.39	8.39
Self-Identity	7.97	9.24
Emotion Regulation	6.93	8.54
Self Confidence	7.44	8.78
Appreciation for Diversity	8.03	9.17
Willingness to Try New Things	8.50	8.47
Living in the Moment	8.68	8.86
Leadership	7.74	8.19
Leisure Skills	7.76	7.62
Affinity for Nature	8.42	8.06
Faith in God	8.73	8.64
Faith Community	8.23	8.05
Spiritual Practices	7.97	7.96
Follower of Jesus Christ	8.10	8.51
Service to Others	8.10	8.58
<b>Overall Mean</b>	<b>8.48</b>	<b>7.71</b>

For this report, the mean scores for the OMC sample were graphed onto a chart with four quadrants (see Figure 1). Additionally, the grand means of all learning outcomes for camps role and daily importance were placed on the plot to divide the graph into four quadrants. Quadrant I includes outcomes that were distinct to camp and important in daily life. Quadrant II includes outcomes camp was less attributed to camp but were important in daily life. Quadrant III includes outcomes that were less attributed to camp and were less important in daily life than other outcomes. Lastly, Quadrant IV includes outcomes distinct to camp but were less important in daily life than other outcomes.



Figure 1 OMC Means for Learning Outcomes



Participants acknowledged faith in God, living in the moment, follower of Jesus Christ, service to others, independence, appreciation for diversity, self-identity, and empathy and compassion as learning outcomes most attributed to camp and most important in daily life (Quadrant I). The means for each of these learning outcomes (for the role of camp and daily importance) were higher than the average mean (see Figure 1).

Camp was less attributed to developing perseverance, self-confidence, relationship skills, emotion regulation, and responsibility which participants considered important in daily life (Quadrant II). Camp was less central to participants' development of teamwork, career orientation, and organization. These outcomes were also considered less important to individuals' daily lives compared to other outcomes (Quadrant III). Camp was identified as a critical setting for developing a willingness to try new things, affinity for nature, leadership, how to live with peers, church community, spiritual practices, and leisure skills, but these outcomes were identified as less important in daily life (Quadrant IV).

### COMPARISONS ACROSS GROUPS

Tests were run to see if there were differences in the development of learning outcomes for different groups of respondents based on weeks at camp, CIT Experience, and camp employment. While people who had previously worked at camp were eliminated from the majority of this report, we did have individuals fill out the questionnaire who had camp employment experience ( $N = 31$ ). These data were used to compare results based on camp employment. Table 5 outlines the different groups of respondents that were compared.

Table 5 *Different Groups of Respondents*

Variable	Definition	Groups
Weeks at Camp	The number of weeks spent at the camp last attended	Group 1: 7 or more weeks ( $N = 53$ ) Group 2: 6 weeks or less ( $N = 43$ )
CIT Experience	Whether a participant went to a CIT program or not	Group 1: CIT participant, never employed ( $N = 44$ ) Group 2: Camper ( $N = 51$ )
Camp Employment	Whether a participant worked at camp or not	Group 1: Camp employee ( $N = 31$ ) Group 2: Camper ( $N = 99$ )

#### ***Weeks at Camp***

We wanted to see if individuals who went to their last camp for 7 weeks or more throughout their childhood reported different levels of development than individuals who went to camp for 6 weeks or less. We found that respondents who went to their last camp for 7 weeks or more (on average) reported greater development across the outcomes ( $p < .05$ ). The outcomes that explain the overall effect include: relationship skills, teamwork, how to live with others, empathy and compassion, responsibility, self-identity, emotion regulation, self-confidence, appreciation for diversity, willingness to try new things, living in the moment, leadership, affinity for nature, faith in God, church community, spiritual practices, follower of Jesus Christ, and service to others. Some

participants indicated greater development of some outcomes ( $p < .05$ ) than others (e.g., greater development of living in the moment compared to career orientation). For a more detailed statistical analysis, please see Appendix B.

### ***CIT Experience***

We wanted to see if individuals enrolled in a CIT program reported different levels of development than individuals who were not CITs. Respondents who were CITs reported greater development across the outcomes ( $p < .05$ ). There were a number of specific outcomes that explain the overall effect: relationship skills, teamwork, how to live with others, empathy and compassion, responsibility, career orientation, self-identity, emotion regulation, self-confidence, appreciation for diversity, willingness to try new things, living in the moment, leadership, affinity for nature, faith in God, church community, spiritual practices, follower of Jesus Christ, and service to others. Some outcomes were reported more than others ( $p < .05$ ). For example, respondents reported greater development of independence compared to organization). For a more detailed statistical analysis, please see Appendix B.

### ***Camp Employment***

We wanted to see if a sample of individuals who worked at camp reported more or less development of learning outcomes than individuals who were former campers. There were no differences in the development of outcomes based on employment ( $p > .05$ ). However, some outcomes were more reported than others ( $p < .05$ ). For example, people reported self-identity more than emotion regulation. For a more detailed analysis, please see Appendix B.

## COMPARISONS ACROSS SAMPLES

Respondents indicated on a ten-point rating scale the role camp had in the development of learning outcomes. The mean scores of participants' responses for the OMC sample, a sample of ACA accredited camps, and panel sample are presented in Table 6 so the reader can compare the OMC sample to other national samples.

*Table 6 Camp is Critical Mean Scores Across Different Samples*

Learning Outcomes	Outdoor Ministries			ACA Accredited Sample			Panel Sample		
	Camp is Critical Mean	95% Confidence Interval		Camp is Critical Mean	95% Confidence Interval		Camp is Critical Mean	95% Confidence Interval	
		Lower	Upper		Lower	Upper		Lower	Upper
Relationship Skills	<b>7.45</b> <sup>+</sup>	6.99	7.91	7.68	7.43	7.93	<b>6.65</b> <sup>-</sup>	6.39	6.91
Teamwork	<b>7.48</b> <sup>+</sup>	7.03	7.92	7.48	7.23	7.74	<b>6.92</b> <sup>-</sup>	6.65	7.19
How to Live with Peers	<b>7.95</b> <sup>+</sup>	7.52	8.38	7.84	7.56	8.12	<b>6.59</b> <sup>-</sup>	6.32	6.88
Empathy and Compassion	<b>7.75</b> <sup>+</sup>	7.30	8.20	<b>7.21</b> <sup>-</sup>	6.95	7.47	<b>6.40</b> <sup>-</sup>	6.15	6.67
Organization	6.10	5.59	6.61	6.41	6.14	6.68	6.09	5.82	6.37
Responsibility	<b>6.95</b> <sup>-</sup>	6.47	7.43	<b>7.50</b> <sup>+</sup>	7.25	7.75	6.86	6.61	7.13
Independence	<b>8.01</b> <sup>+</sup>	7.56	8.46	8.24	7.99	8.49	<b>7.31</b> <sup>-</sup>	7.05	7.56
Perseverance	<b>7.63</b> <sup>+</sup>	7.16	8.11	7.87	7.63	8.12	<b>7.12</b> <sup>-</sup>	6.86	7.37
Career Orientation	5.39	4.82	5.95	5.66	5.33	5.99	5.06	4.76	5.37
Self-Identity	<b>7.97</b> <sup>+</sup>	7.47	8.47	7.56	7.27	7.85	<b>6.08</b> <sup>+</sup>	5.79	6.37
Emotion Regulation	<b>6.93</b> <sup>+</sup>	6.41	7.45	6.94	6.67	7.23	<b>6.22</b> <sup>-</sup>	5.95	6.49
Self-Confidence	<b>7.44</b> <sup>+</sup>	6.93	7.94	7.34	7.08	7.61	<b>6.58</b> <sup>-</sup>	6.31	6.85
Appreciation for Diversity	<b>8.03</b> <sup>+</sup>	7.52	8.54	7.72	7.45	7.98	<b>7.06</b> <sup>-</sup>	6.81	7.32
Willingness to Try New Things	<b>8.50</b> <sup>+</sup>	8.09	8.90	8.36	8.12	8.59	<b>7.37</b> <sup>-</sup>	7.12	7.62
Living in the Moment	<b>8.68</b> <sup>+</sup>	8.25	9.11	8.40	8.15	8.65	<b>7.02</b> <sup>-</sup>	6.76	7.29
Leadership	<b>7.74</b> <sup>+</sup>	7.28	8.21	7.64	7.37	7.91	<b>6.67</b> <sup>-</sup>	6.40	6.95
Leisure Skills	<b>7.76</b> <sup>+</sup>	7.30	8.23	7.63	7.37	7.90	<b>7.17</b> <sup>-</sup>	6.89	7.46
Affinity for Nature	<b>8.42</b> <sup>+</sup>	8.01	8.83	8.56	8.31	8.80	<b>7.35</b> <sup>-</sup>	7.08	7.62
Faith in God	8.73	8.26	9.20	X	X	X	X	X	X
Faith Community	8.23	7.73	8.73	X	X	X	X	X	X
Spiritual Practices	7.97	7.44	8.51	X	X	X	X	X	X
Follower of Jesus Christ	8.10	7.57	8.63	X	X	X	X	X	X
Service to Others	8.10	7.61	8.59	X	X	X	X	X	X

*Note.* For each learning outcome, a \* beside each mean indicates there was a significant difference across different samples. Additionally, a <sup>+</sup> indicates the mean was significantly higher and a <sup>-</sup> indicates the mean was significantly lower

Respondents indicated on a ten-point rating scale the importance of the learning outcomes in their daily lives. The mean scores of participants' responses for the OMC sample, ACA accredited sample, and panel sample are presented in Table 7 so the reader can compare the OMC sample to other national samples.

*Table 7 Importance in Daily Life Mean Scores Across Different Samples*

Learning Outcomes	Outdoor Ministries			ACA Accredited Sample			Panel Sample		
	Importance in Daily Life	95% Confidence Interval		Importance in Daily Life	95% Confidence Interval		Importance in Daily Life	95% Confidence Interval	
		Lower	Upper		Lower	Upper		Lower	Upper
Relationship Skills	<b>8.75<sup>+</sup>*</b>	8.50	9.01	8.64	8.48	8.81	<b>7.98<sup>-</sup>*</b>	7.79	8.18
Teamwork	<b>8.19<sup>+</sup>*</b>	7.87	8.53	8.29	8.13	8.45	<b>7.54<sup>-</sup>*</b>	7.34	7.75
How to Live with Peers	<b>7.51<sup>+</sup>*</b>	7.10	7.93	7.58	7.34	7.82	<b>6.64<sup>-</sup>*</b>	6.38	6.91
Empathy and Compassion	<b>8.94<sup>+</sup>*</b>	8.70	9.18	8.64	8.47	8.82	<b>7.68<sup>-</sup>*</b>	7.47	7.90
Organization	7.91	7.56	8.26	8.19	8.00	8.39	8.02	7.82	8.22
Responsibility	<b>8.95<sup>+</sup>*</b>	8.72	9.18	8.91	8.77	9.07	<b>8.40<sup>-</sup>*</b>	8.22	8.58
Independence	<b>8.68<sup>+</sup>*</b>	8.43	8.93	8.76	8.61	8.91	<b>8.14<sup>-</sup>*</b>	7.94	8.34
Perseverance	<b>9.02<sup>+</sup>*</b>	8.81	9.23	9.00	8.87	9.15	<b>8.22<sup>-</sup>*</b>	8.04	8.41
Career Orientation	<b>8.38<sup>+</sup>*</b>	8.01	8.76	8.24	8.03	8.46	<b>7.65<sup>-</sup>*</b>	7.43	7.89
Self-Identity	<b>9.23<sup>+</sup>*</b>	8.98	9.49	8.98	8.83	9.13	<b>8.11<sup>-</sup>*</b>	7.91	8.33
Emotion Regulation	<b>8.54<sup>+</sup>*</b>	8.25	8.84	8.46	8.29	8.64	<b>8.02<sup>-</sup>*</b>	7.84	8.22
Self Confidence	<b>8.78<sup>+</sup>*</b>	8.51	9.05	8.66	8.52	8.82	<b>8.08<sup>-</sup>*</b>	7.89	8.27
Appreciation for Diversity	<b>9.16<sup>+</sup>*</b>	8.95	9.38	<b>8.73<sup>-</sup>*</b>	8.57	8.91	<b>7.93<sup>-</sup>*</b>	7.74	8.13
Willingness to Try New Things	<b>8.46<sup>+</sup>*</b>	8.14	8.79	8.48	8.31	8.67	<b>7.63<sup>-</sup>*</b>	7.44	7.83
Living in the Moment	<b>8.86<sup>+</sup>*</b>	8.59	9.13	8.68	8.51	8.85	<b>7.95<sup>-</sup>*</b>	7.77	8.14
Leadership	<b>8.18<sup>+</sup>*</b>	7.89	8.49	8.31	8.14	8.49	<b>7.28<sup>-</sup>*</b>	7.05	7.52
Leisure Skills	<b>7.62<sup>+</sup>*</b>	7.22	8.03	7.88	7.65	8.11	<b>7.03<sup>-</sup>*</b>	6.77	7.29
Affinity for Nature	<b>8.06<sup>+</sup>*</b>	7.72	8.40	8.27	8.05	8.49	<b>7.48<sup>-</sup>*</b>	7.26	7.70
Faith in God	8.64	8.22	9.07	X	X	X	X	X	X
Faith Community	8.05	7.62	8.48	X	X	X	X	X	X
Spiritual Practices	7.96	7.51	8.41	X	X	X	X	X	X
Follower of Jesus Christ	8.51	8.08	8.95	X	X	X	X	X	X
Service to Others	8.58	8.20	8.97	X	X	X	X	X	X

*Note.* For each learning outcome, a \* beside each mean indicates there was a significant difference across different samples. Additionally, a <sup>+</sup> indicates the mean was significantly higher and a <sup>-</sup> indicates the mean was significantly lower.

### ***The Role of Camp in Developing Learning Outcomes***

There were some significant differences between the OMC sample and the other national samples for the development of certain learning outcomes. The OMC sample had significantly higher means compared to the panel sample for relationship skills, teamwork, how to live with peers, independence, perseverance, self-identity, emotion regulation, self-confidence, appreciation for diversity, willingness to try new things, living in the moment, leadership, leisure skills, and affinity for nature. The OMC sample had significantly higher means compared to the ACA accredited and panel sample for empathy and compassion. The OMC sample had significantly lower means compared to the ACA accredited sample for responsibility. There were no significant differences between the OMC sample compared to the ACA accredited and panel sample for organization and career orientation.

### ***Learning Outcomes Importance in Daily Life***

There were some significant differences between the OMC sample and the other national samples for the development of certain outcomes. The OMC sample had significantly higher means compared to the panel sample for relationship skills, teamwork, how to live with peers, empathy and compassion, responsibility, independence, perseverance, self-identity, career orientation, emotion regulation, self-confidence, willingness to try new things, living in the moment, leadership, leisure skills, and affinity for nature. The OMC sample had significantly higher means compared to the ACA accredited and panel sample for appreciation for diversity. There were no significant differences between the OMC sample compared to the ACA accredited and panel sample for organization.

## **SETTING QUESTIONS**

Respondents who indicated that camp was critical to their development of an outcome (i.e., selected a 9 or 10 on a ten-point rating scale) were displayed a setting question. The setting question pushed participants who thought camp was critical to their development to reflect if they primarily learned the outcome at camp or a different setting (e.g., home or school). Table 8 indicates which settings were primarily responsible for the development of outcomes. For a detailed breakdown of frequencies and percentages of responses for each learning outcome, please see Appendix C.

Table 8 *Settings Learning Outcomes Were Primarily Learned In*

Learning Outcome	Settings						
	Camp	Home	School	Work	Sports	Church	Others
Relationship Skills ( <i>N</i> = 35)	X						
Teamwork ( <i>N</i> = 37)					X		
How to Live with Peers ( <i>N</i> = 45)	X						
Empathy and Compassion ( <i>N</i> = 42)	X						
Organization ( <i>N</i> = 17)			X				
Responsibility ( <i>N</i> = 28)		X					
Independence ( <i>N</i> = 46)	X						
Perseverance ( <i>N</i> = 41)			X				
Career Orientation ( <i>N</i> = 16)	X		X				
Self-Identity ( <i>N</i> = 53)	X						
Emotion Regulation ( <i>N</i> = 29)	X						
Self-Confidence ( <i>N</i> = 38)	X						
Appreciation for Diversity ( <i>N</i> = 38)	X						
Willingness to Try New Things ( <i>N</i> = 56)	X						
Living in the Moment ( <i>N</i> = 61)	X						
Leadership ( <i>N</i> = 40)					X		
Leisure Skills ( <i>N</i> = 42)					X		
Affinity for Nature ( <i>N</i> = 57)	X						
Faith in God ( <i>N</i> = 70)	X						
Church Community ( <i>N</i> = 61)	X					X	
Spiritual Practices ( <i>N</i> = 55)	X						
Follower of Jesus Christ ( <i>N</i> = 59)	X						
Service to Others ( <i>N</i> = 56)	X						

*Note.* *N* represents the number of respondents who indicated camp was critical to their development of an outcome. The shaded areas labelled with an X indicate the setting with the highest percentage of responses for the setting question.

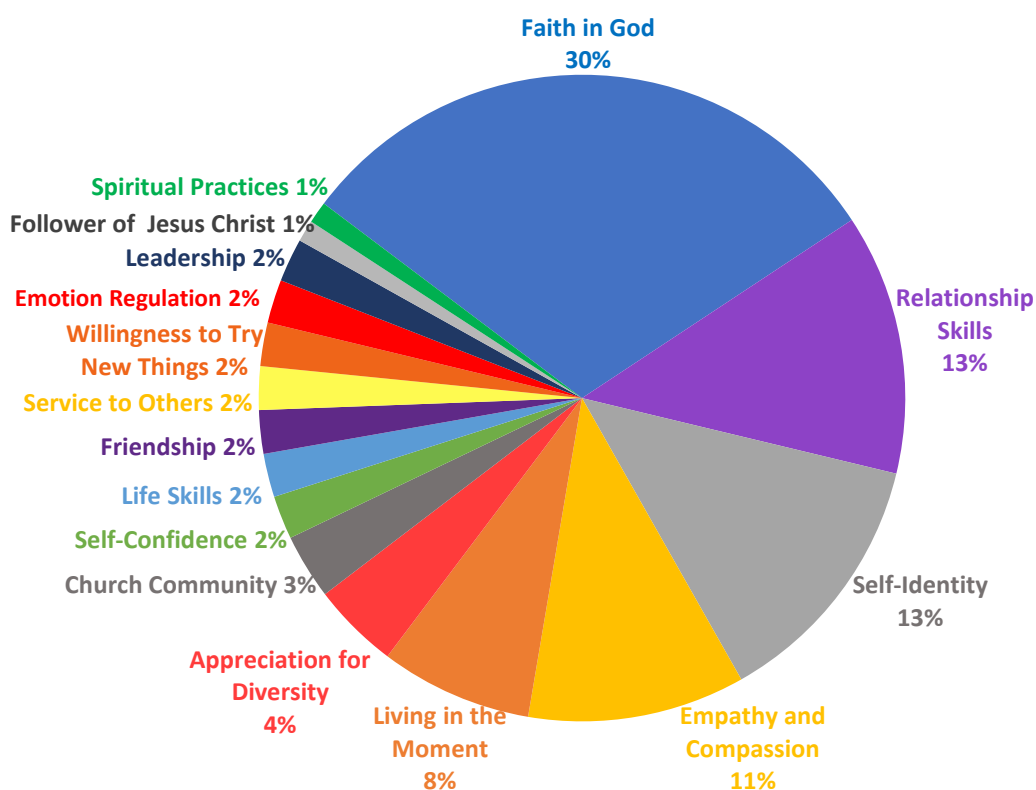
There were several outcomes where individuals indicated there was a setting other than camp where they primarily learned the outcome. The most notable learning outcomes were: teamwork, organization, responsibility, perseverance, career orientation, leadership, leisure skills, and church community. Former campers said they learned teamwork, leadership, and leisure skills primarily in organized sports. Participants indicated that organization and perseverance was developed primarily at school. Respondents reported that they learned responsibility primarily at home.

## QUALITATIVE FINDINGS

### ***Learning Outcomes***

We had 92 useable responses to the first question regarding the primary outcome learned at camp. The 16 retained themes are displayed in Figure 2. While a number of outcomes are attributable to camp, religiously-oriented outcomes such as faith in God, church community, service to others, follower of Jesus Christ, and spiritual practices makes up 38% of the data and illustrates the strength of religiously-affiliated camps' as a setting for spiritual development. Additionally, interpersonal outcomes such as relationship skills, empathy and compassion, and friendship makes up 26% of the data and remains important as youth are afforded opportunities for social development.

Figure 2 *Primary Learning Outcomes from Camp*



The second ladder/sequenced question prompted study participants to articulate why the primary outcome was more valuable than other things they experienced at camp. Most of these



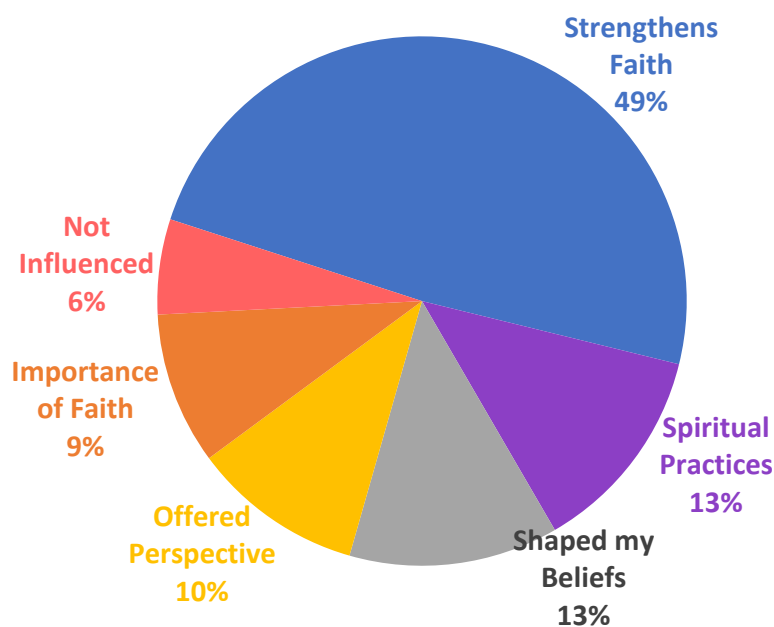


The fourth ladder question asked study participants to explain why the program element was important to their learning at camp. Three conclusions might be drawn from these data. First, people at camp (including leaders and peers) directly teach many outcomes at camp (24%). Second, people serve as role models for campers (23%) and are critical sources of support and encouragement (17%). Third, people learn at camp through direct hands-on experiences and have opportunities to practice skills at camp (19%).

### ***Faith-Based Learning Outcomes***

We had 86 useable responses to the fifth question regarding how summer camp influenced former campers' faith and understanding in God. The 6 retained themes are displayed in Figure 4. Almost half of respondents (49%) said attending summer camp helped them strengthen their faith. Going to summer camp shaped campers' beliefs (13%) and gave them the opportunity to explore and establish spiritual practices (13%). Campers learned about God and faith at camp which offered them perspective (10%). Camp instilled in campers the importance of faith and God (9%). Lastly, there were some campers who said their camp experiences did not influence their faith or understanding of God (6%).

Figure 4 *Faith-Based Learning Outcomes from Camp*



## CONCLUSION

Participants reported learning important outcomes that were distinctly attributed to camp and were useful in everyday life long after camp ended. Many of the outcomes identified in the national samples remain relevant in mainline Christian camps. The most notable difference was the prevalence of campers' spiritual development; participants were able to connect more with their spiritual selves and developed their faith in God at camp. For this sample, this spiritual development was more attributed to camp than any other setting, including home and church. Former campers were also able to develop an appreciation for living in the moment, nature, and trying new things. Dosage (i.e., weeks at camp) is associated with greater levels of reported learning across the range of outcomes.

The people at camp (e.g., staff and peers) drive young peoples' learning of these important outcomes. Notably, the camp staff remain critical catalysts of growth for many of the outcomes. Staff teach, role model, and offer support and encouragement that allow campers to strengthen their spiritual development and specifically their faith in God.

### Limitations and Future Directions

Despite similarities in the relative position and patterns in the data, it is evident that survey participants who are applying for work at camp (the ACA accredited and OMC samples) are different from those not seeking camp employment (the panel sample). It is likely that people seeking camp employment remain positively biased toward camp and future research should seek additional input from campers who choose to discontinue camp involvement before late adolescence. In addition, it is interesting that participants in this study more readily associate camp with their spiritual development than their home or church settings. A better understanding of how these settings compare, contrast, and complement one another would be an interesting next step. If the fundamental characteristics of mainline Christian camps include active participation, being unplugged from home, relationships, safety, and faith (Sorenson, 2018), then what do home and church settings lend to spiritual development and how might these settings best work in consort to achieve their aims?

# APPENDIX A: Learning Outcome Maps

Figure 5 Outdoor Ministries Map

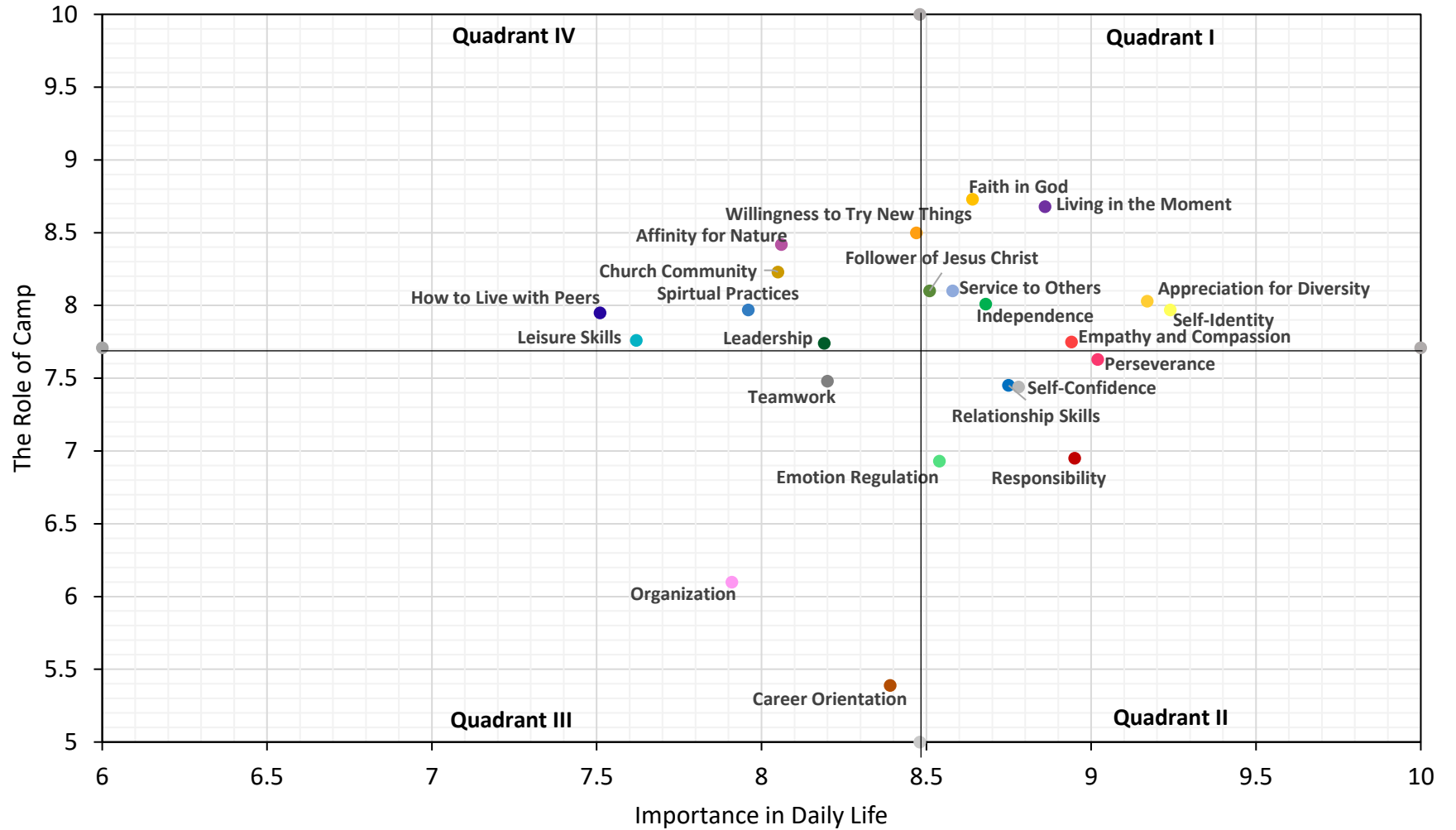


Figure 6 ACA Accredited Sample Map

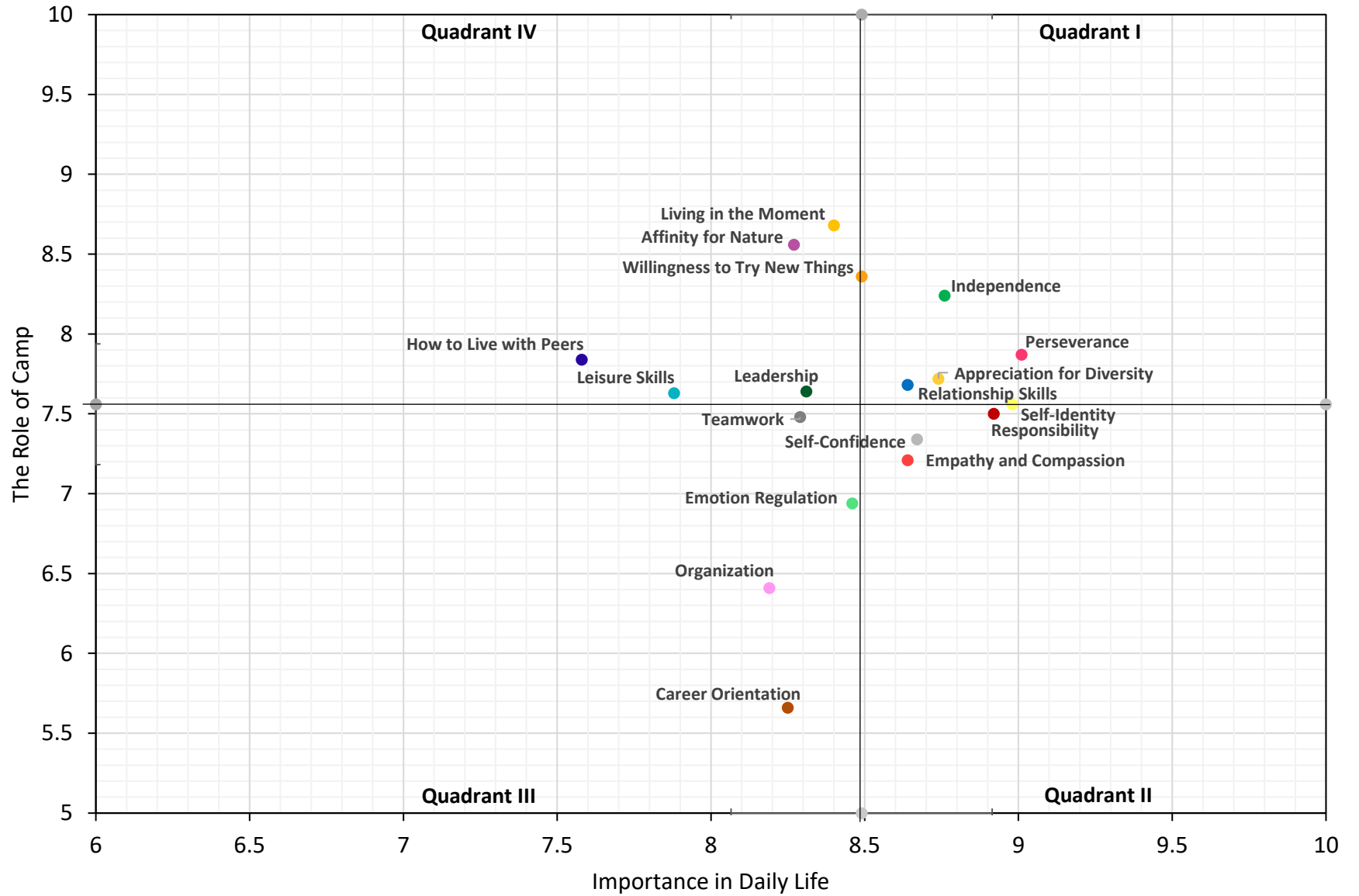
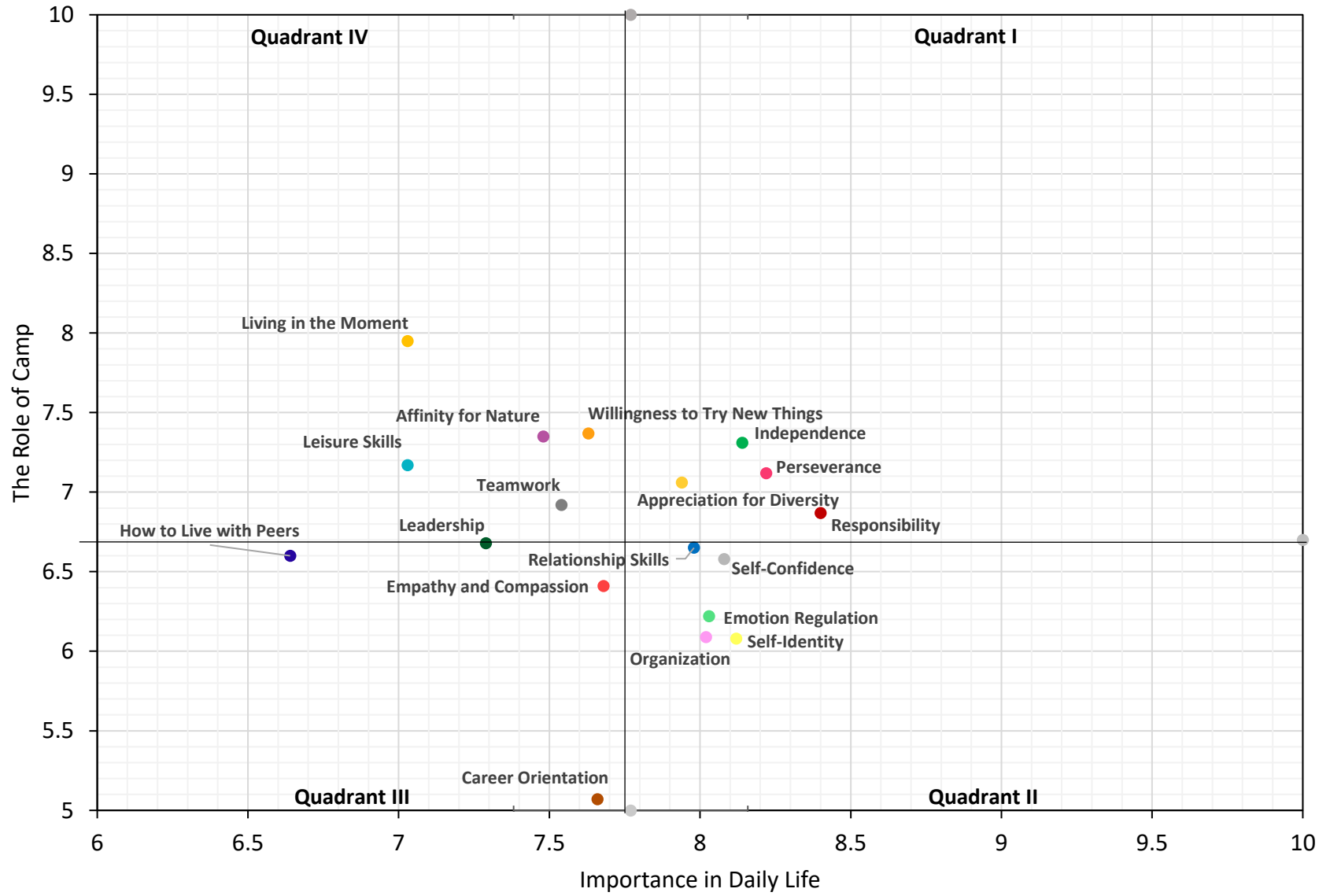


Figure 7 Panel Sample Map



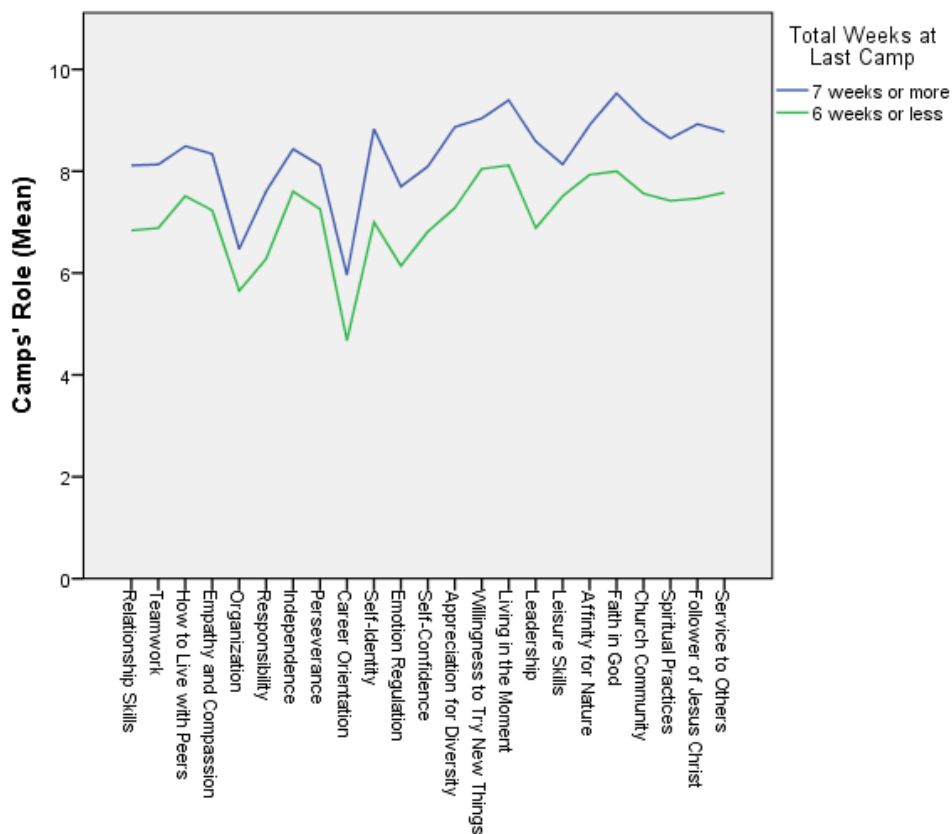
## APPENDIX B: Comparisons Across Groups

### Weeks at Camp

The first profile analysis evaluated the 23 youth development outcomes segregated by weeks at camp. There were two groups being compared: individuals who went to their last camp for 7 weeks or more and individuals who went to their last camp for 6 weeks or less. Wilks' criterion was used and the profiles (seen in Figure 8) did not deviate significantly from parallelism,  $F_{(22, 73)} = .841$ ,  $p = .667$ , partial  $\eta^2 = .202$ . For the levels test, statistically significant differences were found between groups when all outcomes were averaged,  $F_{(1, 94)} = 12.171$ ,  $p < .001$ , partial  $\eta^2 = .115$ . For the flatness test, profiles deviated significantly from flat,  $F_{(22, 73)} = 11.063$ ,  $p < .001$ , partial  $\eta^2 = .769$ .

Respondents who went to camp for 7 weeks or more reported greater development across the outcomes. Based on the confidence intervals calculated for each outcome mean (for both group means) there were a number of specific outcomes that explain the overall effect: relationship skills, teamwork, how to live with others, empathy and compassion, responsibility, self-identity, emotion regulation, self-confidence, appreciation for diversity, willingness to try new things, living in the moment, leadership, affinity for nature, faith in God, church community, spiritual practices, follower of Jesus Christ, and service to others. The profiles were also not flat; participants indicated greater development of some outcomes (e.g., living in the moment) than others (e.g., organization).

Figure 8 Profile Plot of the 23 Learning Outcomes by Weeks at Camp

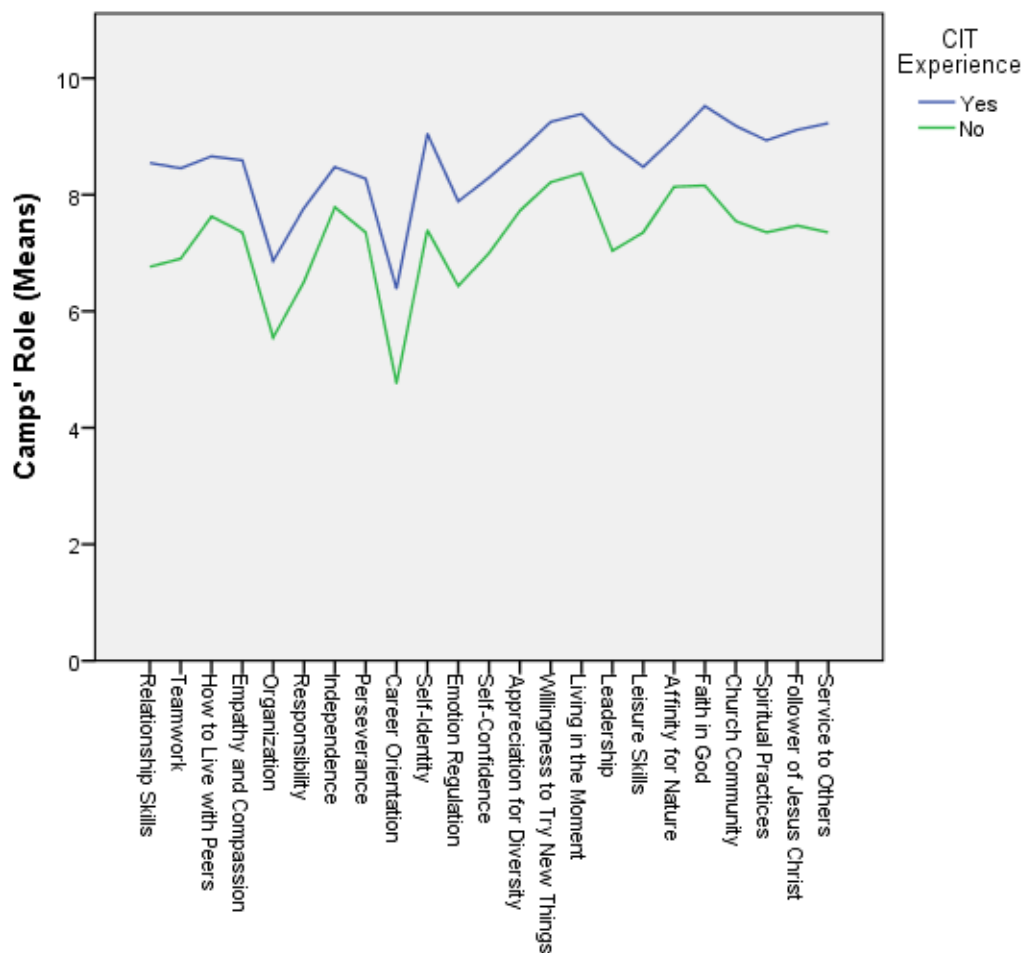


### **CIT Experience**

The second profile analysis evaluated the 23 youth development outcomes segregated by CIT experience. There were two groups being compared: individuals who were CITs but not employed and individuals who were former campers only. Wilks' criterion was used and the profiles (seen in Figure 9) did not deviate significantly from parallelism,  $F_{(22, 72)} = .741$ ,  $p = .783$ , partial  $\eta^2 = .185$ . For the levels test, statistically significant differences were found between groups when all outcomes were averaged,  $F_{(1, 93)} = 13.388$ ,  $p < .001$ , partial  $\eta^2 = .126$ . For the flatness test, profiles deviated significantly from flat,  $F_{(22, 72)} = 10.500$ ,  $p < .001$ , partial  $\eta^2 = .762$ .

Respondents who were CITs but not employed reported greater development across the outcomes. Based on the confidence intervals calculated for each outcome mean (for both group means) there were a number of specific outcomes that explain the overall effect: relationship skills, teamwork, how to live with others, empathy and compassion, responsibility, career orientation, self-identity, emotion regulation, self-confidence, appreciation for diversity, willingness to try new things, living in the moment, leadership, affinity for nature, faith in God, church community, spiritual practices, follower of Jesus Christ, and service to others. The profiles were also not flat; participants indicated greater development of some outcomes (e.g., living in the moment) than others (e.g., career orientation).

Figure 9 Profile Plot of the 23 Learning Outcomes by CIT Experience



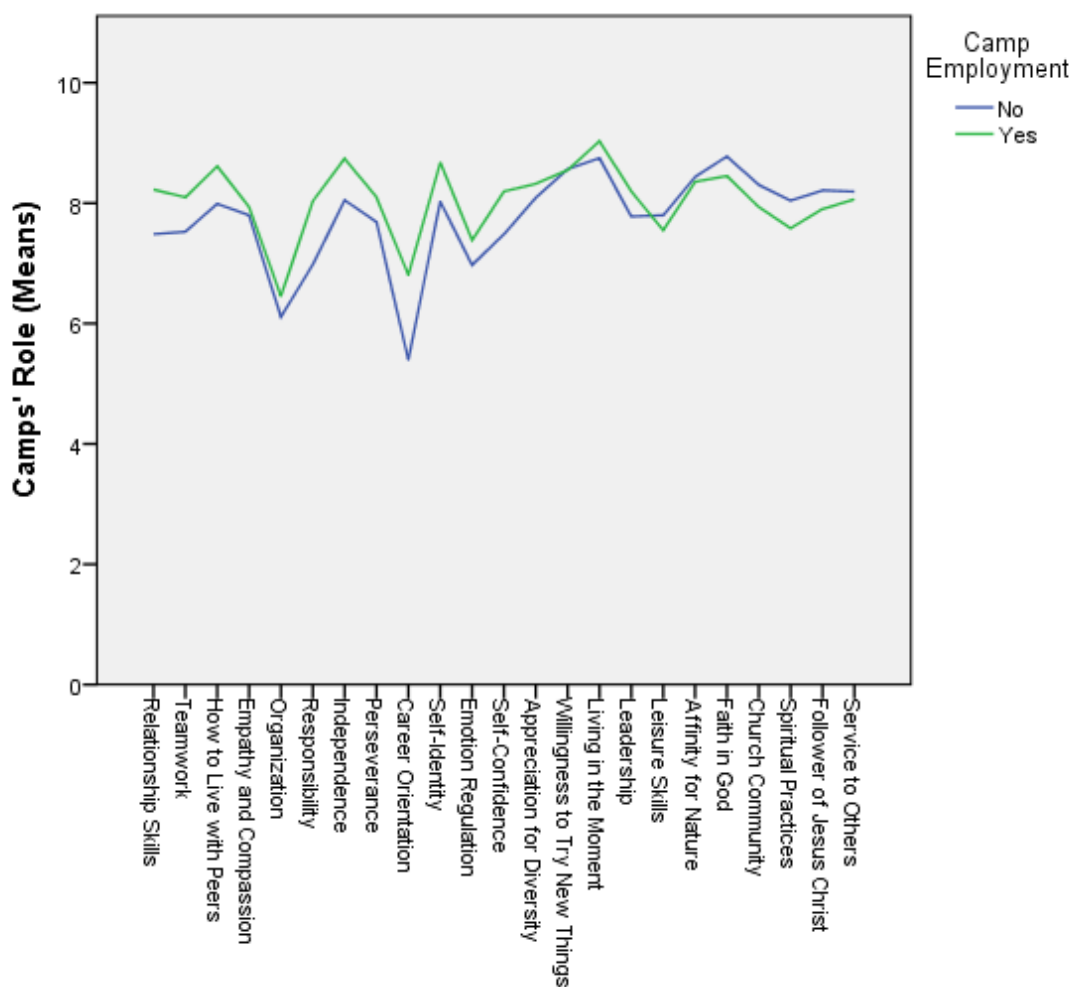


### Camp Employment

The third profile analysis evaluated the 23 youth development outcomes segregated by camp employment. There were two groups being compared: individuals with camp employment experience and individuals with no camp employment experience. Wilks' criterion was used and the profiles (seen in Figure 10) did not deviate significantly from parallelism,  $F_{(22, 107)} = 1.220$ ,  $p = .247$ , partial  $\eta^2 = .200$ . For the levels test, no statistically significant differences were found between groups when all outcomes were averaged,  $F_{(1, 128)} = .643$ ,  $p = .424$ , partial  $\eta^2 = .005$ . For the flatness test, profiles deviated significantly from flat,  $F_{(22, 107)} = 10.820$ ,  $p < .001$ , partial  $\eta^2 = .690$ .

There were no differences in development based on camp employment. However, the profiles were not flat; participants indicated greater development of some outcomes (e.g., living in the moment) than others (e.g., career orientation).

Figure 10 Profile Plot of the 23 Learning Outcomes by CIT Experience



## APPENDIX C: Setting Questions

### *Relationship Skills*

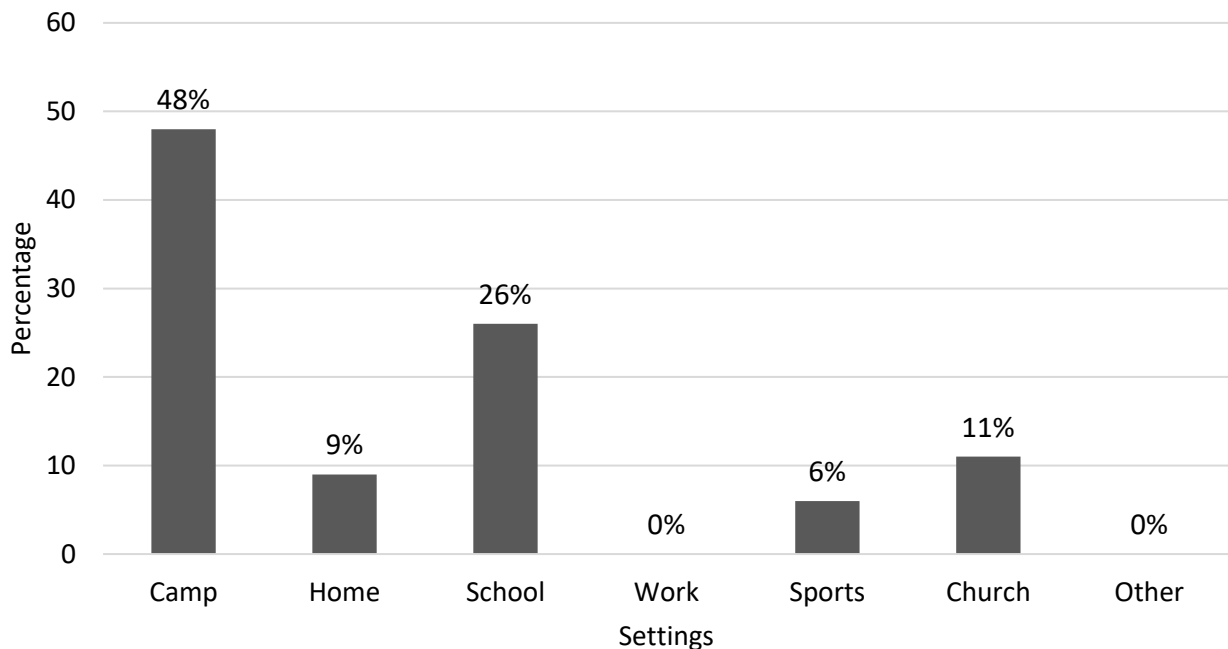
There were 35 individuals who selected that camp was critical to their development of relationship skills. When asked where they primarily learned relationship skills, 48% of these respondents said that camp remained the most important setting for their learning. Table 9 and Figure 11 provides a breakdown of responses.

Table 9 *Relationship Skills*

Settings	Frequency	Percent
Camp	17	48
Home	3	9
School	9	26
Work	0	0
Organized Sports	2	6
Church	4	11
Other	0	0
Total	35	100

Note. N = 35 individuals

Figure 11 *Relationship Skills Setting Bar Chart*



### Teamwork

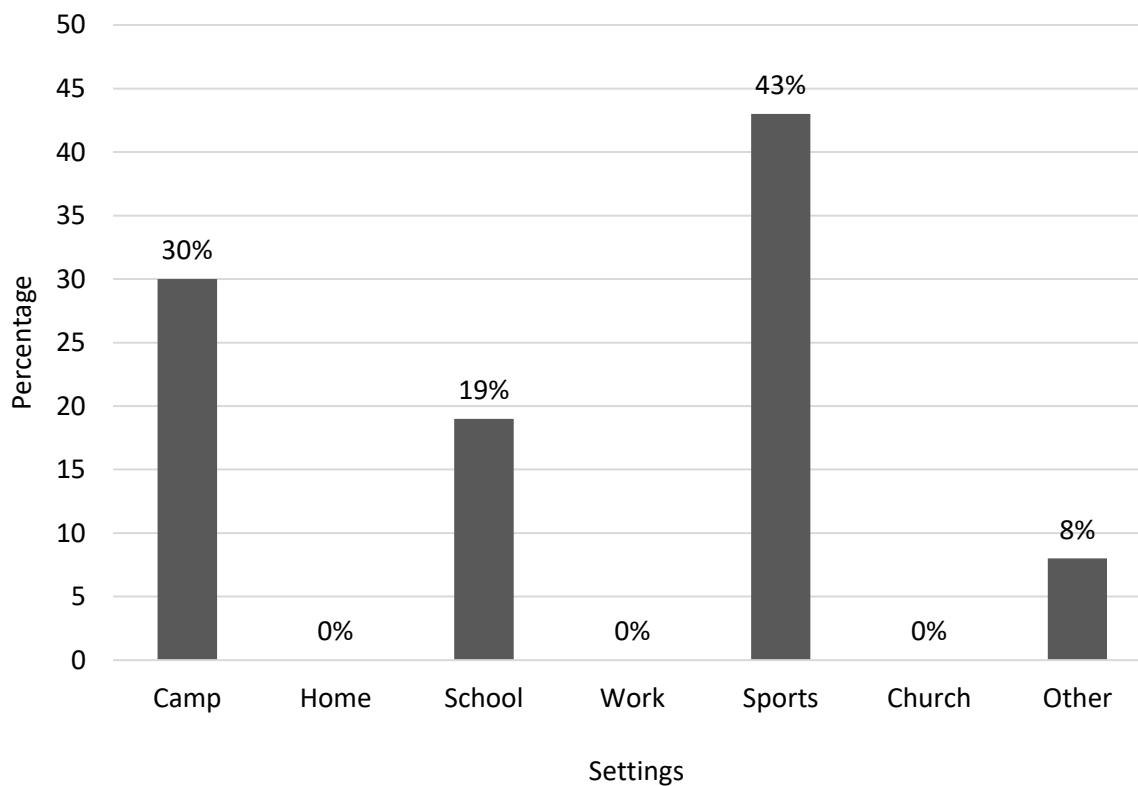
There were 37 individuals who selected that camp was critical to their development of teamwork. When asked where they primarily learned relationship skills, 43% of these respondents said that the most important setting for their learning was participating in organized sports. Table 10 and Figure 12 provides a breakdown of responses.

Table 10 *Teamwork*

Settings	Frequency	Percent
Camp	11	30
Home	0	0
School	7	19
Work	0	0
Organized Sports	16	43
Church	0	0
Other	3	8
Total	37	100

Note. N = 37 individuals

Figure 12 *Teamwork Setting Bar Chart*



### How to Live with Peers

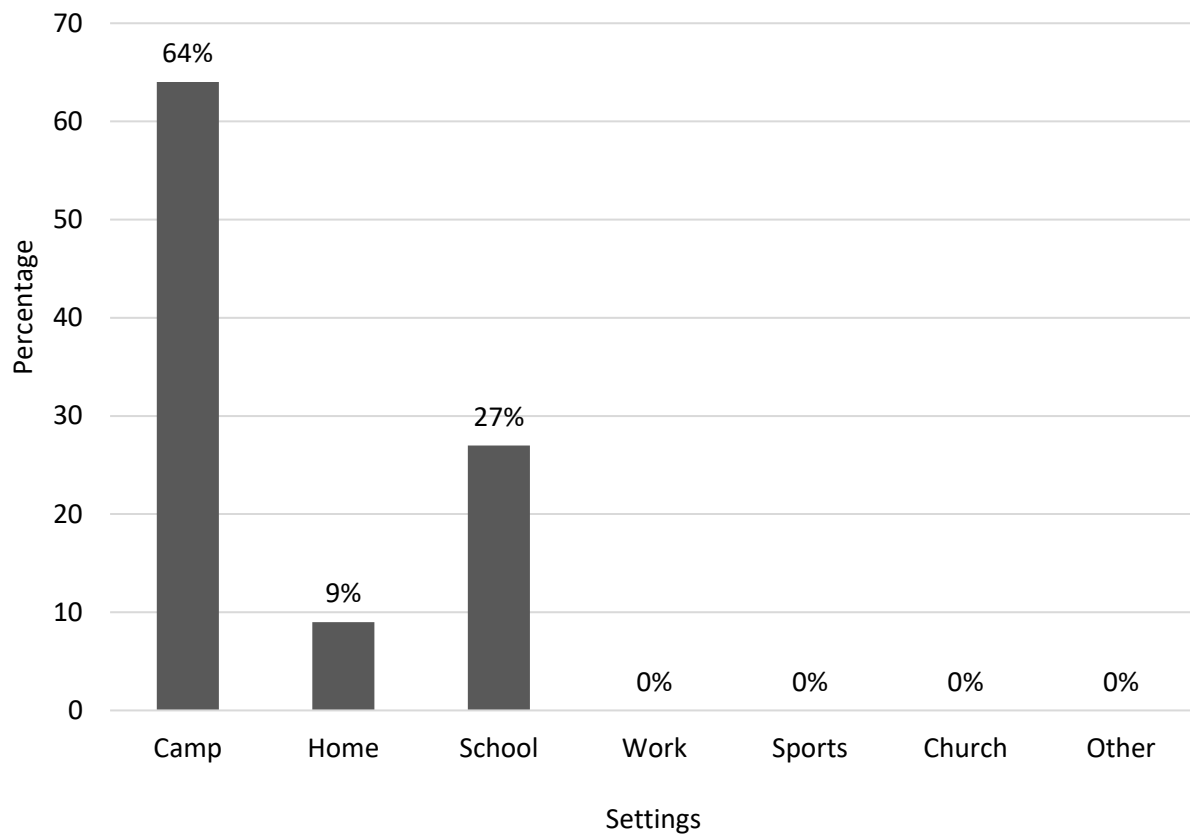
There were 45 individuals who selected that camp was critical to their development of how to live with peers. When asked where they primarily learned how to live with peers, 64% of these respondents said that camp remained the most important setting for their learning. Table 11 and Figure 13 provides a breakdown of responses.

Table 11 *Primary Setting for How to Live With Peers*

Settings	Frequency	Percent
Camp	29	64
Home	4	9
School	12	27
Work	0	0
Organized Sports	0	0
Church	0	0
Other	0	0
Total	45	100

Note. N = 45 individuals

Figure 13 *How to Live with Peers Setting Bar Chart*



### Empathy and Compassion

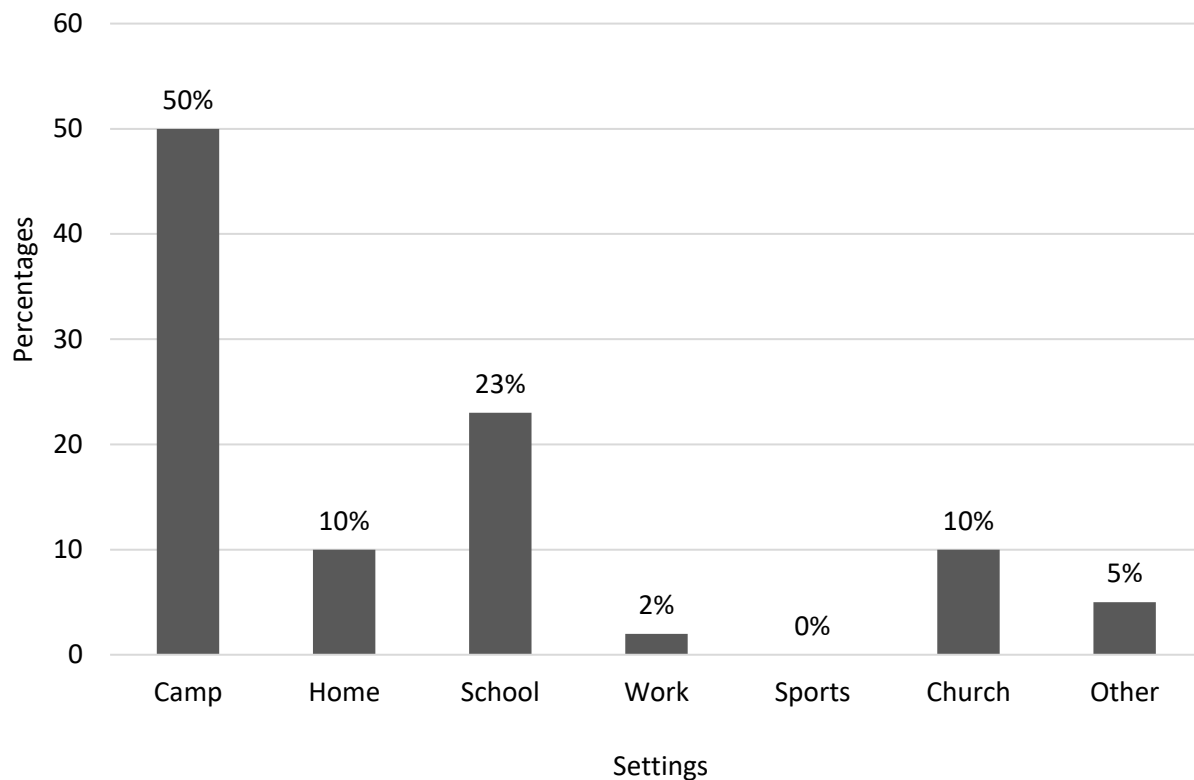
There were 42 individuals who selected that camp was critical to their development of empathy and compassion. When asked where they primarily learned empathy and compassion, 50% of these respondents said that camp remained the most important setting for their learning. Table 12 and Figure 14 provides a breakdown of responses.

Table 12 *Primary Setting for Empathy and Compassion*

Settings	Frequency	Percent
Camp	21	50
Home	4	10
School	10	23
Work	1	2
Organized Sports	0	0
Church	4	10
Other	2	5
Total	42	100

Note. *N* = 42 individuals

Figure 14 *Empathy and Compassion Setting Bar Chart*



### Organization

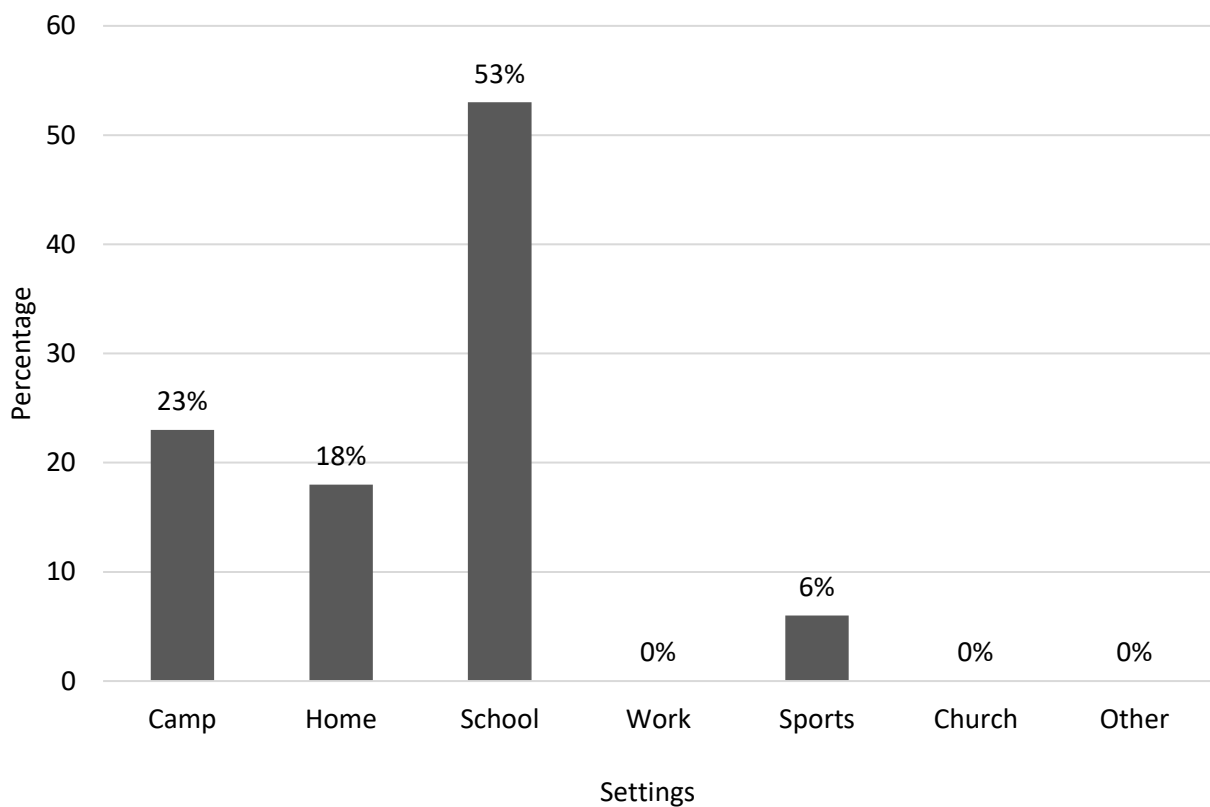
There were 17 individuals who selected that camp was critical to their development of organization. When asked where they primarily learned organization, 53% of these respondents said that school was the most important setting for their learning. Table 13 and Figure 15 provides a breakdown of responses.

Table 13 *Primary Setting for Organization*

Settings	Frequency	Percent
Camp	4	23
Home	3	18
School	9	53
Work	0	0
Organized Sports	1	6
Church	0	0
Other	0	0
Total	17	100

Note. N = 17 individuals

Figure 15 *Organization Setting Bar Chart*



### **Responsibility**

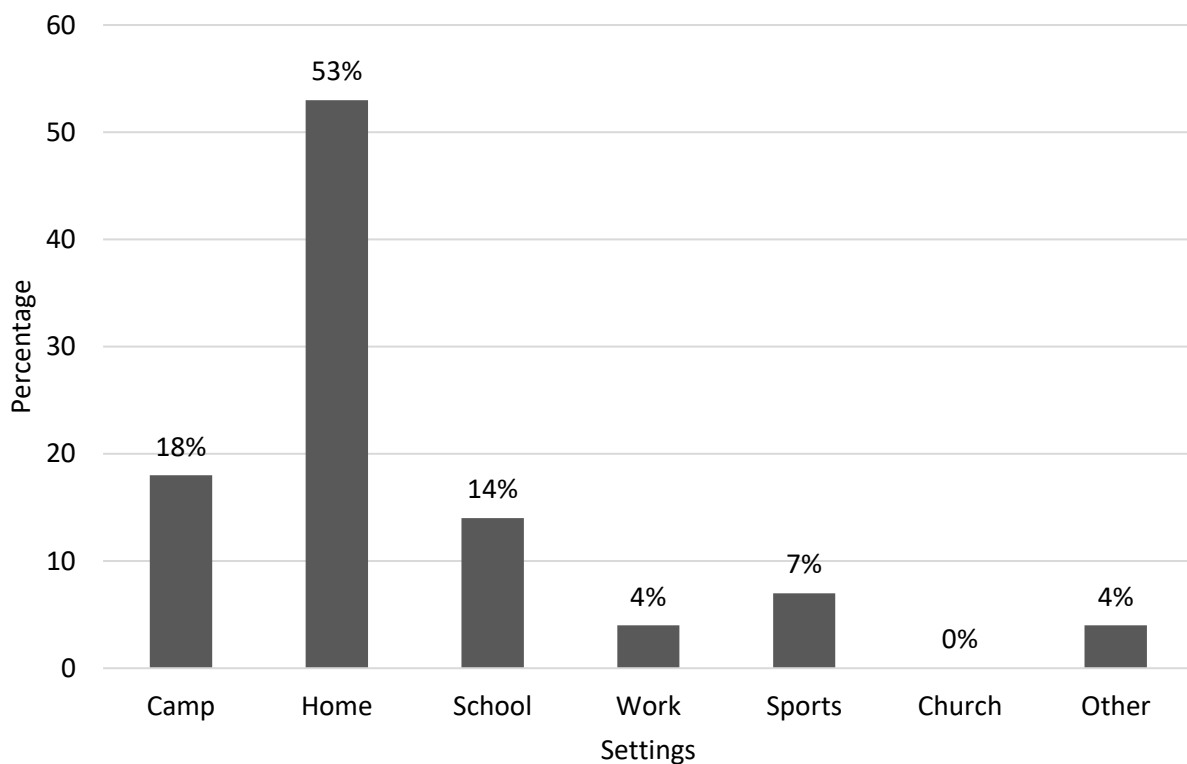
There were 28 individuals who selected that camp was critical to their development of responsibility. When asked where they primarily learned responsibility, 53% of these respondents said that home was the most important setting for their learning. Table 14 and Figure 16 provides a breakdown of responses.

Table 14 *Primary Setting for Responsibility*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	5	18
Home	15	53
School	4	14
Work	1	4
Organized Sports	2	7
Church	0	0
Other	1	4
<b>Total</b>	<b>28</b>	<b>100</b>

Note. N = 28 individuals

Figure 16 *Responsibility Setting Bar Chart*



### **Independence**

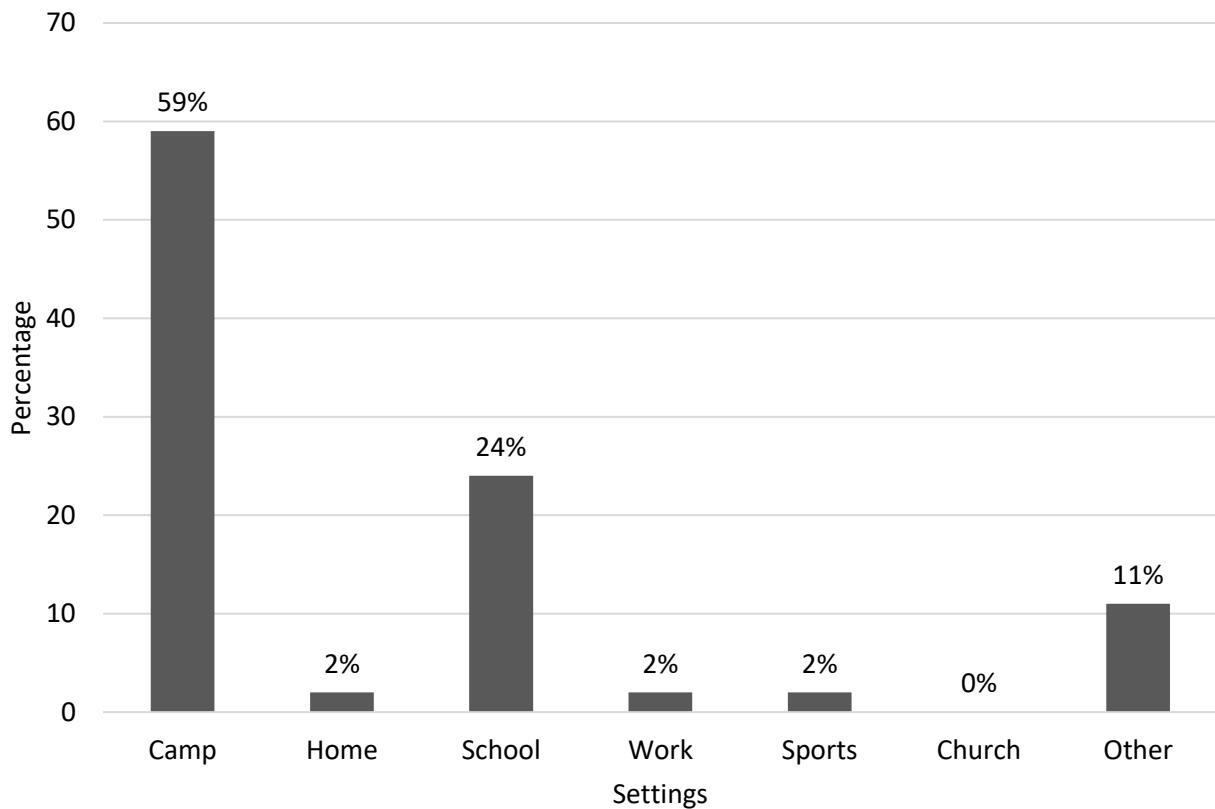
There were 46 individuals who selected that camp was critical to their development of independence. When asked where they primarily learned independence, 59% of these respondents said that camp remained the most important setting for their learning. Table 15 and Figure 17 provides a breakdown of responses.

Table 15 *Primary Setting for Organization*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	27	59
Home	1	2
School	11	24
Work	1	2
Organized Sports	1	2
Church	0	0
Other	5	11
<b>Total</b>	<b>46</b>	<b>100</b>

Note. N = 46 individuals

Figure 17 *Independence Setting Bar Chart*





### **Perseverance**

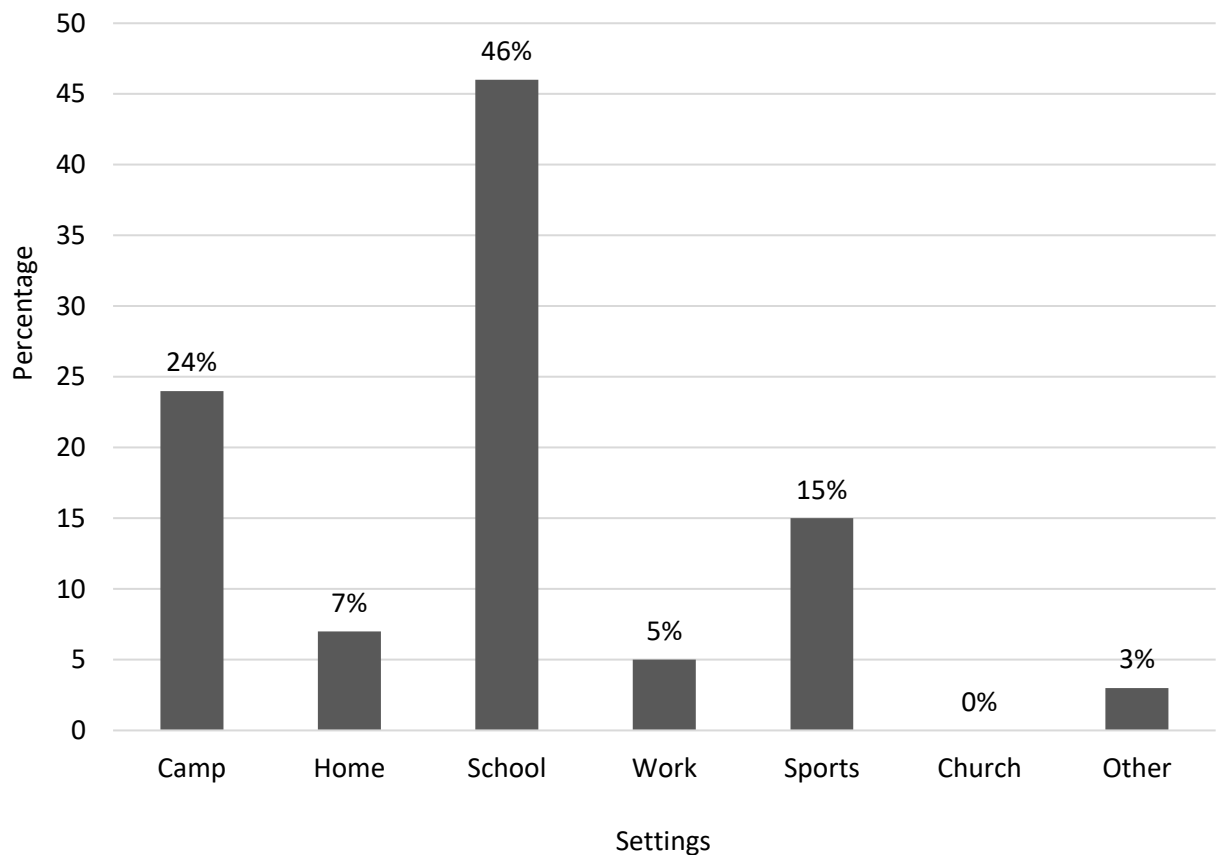
There were 41 individuals who selected that camp was critical to their development of perseverance. When asked where they primarily learned perseverance, 46% of these respondents said that school was the most important setting for their learning. Table 16 and Figure 18 provides a breakdown of responses.

Table 16 *Primary Setting for Perseverance*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	10	24
Home	3	7
School	19	46
Work	2	5
Organized Sports	6	15
Church	0	0
Other	1	3
<b>Total</b>	<b>41</b>	<b>100</b>

Note. N = 41 individuals

Figure 18 *Perseverance Setting Bar Chart*



### Career Orientation

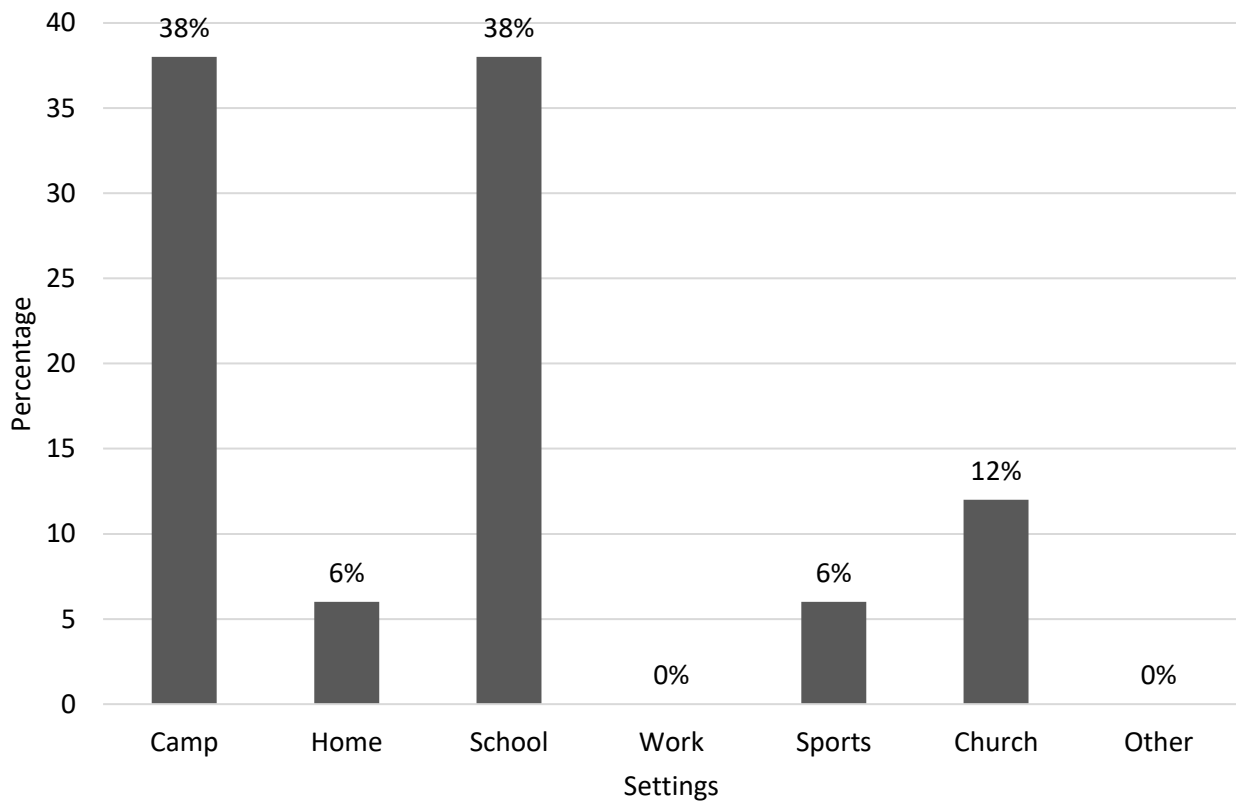
There were 16 individuals who selected that camp was critical to their development of career orientation. When asked where they primarily learned career orientation, 38% of these respondents said that camp and school was the most important setting for their learning. Table 17 and Figure 19 provides a breakdown of responses.

Table 17 *Primary Setting for Career Orientation*

Settings	Frequency	Percent
Camp	6	38
Home	1	6
School	6	38
Work	0	0
Organized Sports	1	6
Church	2	12
Other	0	0
Total	16	100

Note. N = 16 individuals

Figure 19 *Career Orientation Setting Bar Chart*



### **Self-Identity**

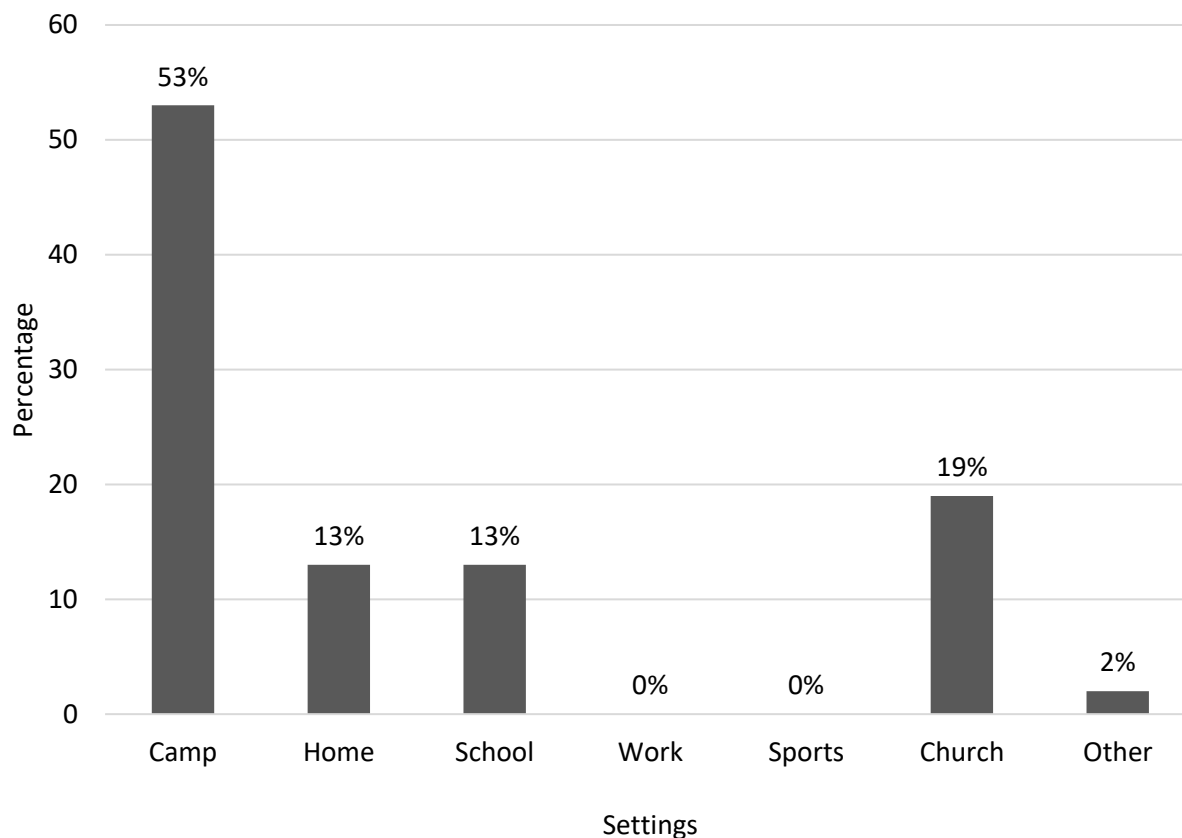
There were 53 individuals who selected that camp was critical to their development of self-identity. When asked where they primarily learned self-identity, 53% of these respondents said that camp was the most important setting for their learning. Table 18 and Figure 20 provides a breakdown of responses.

Table 18 *Primary Setting for Self-Identity*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	28	53
Home	7	13
School	7	13
Work	0	0
Organized Sports	0	0
Church	10	19
Other	1	2
<b>Total</b>	<b>53</b>	<b>100</b>

Note. N = 53 individuals

Figure 20 *Self-Identity Setting Bar Chart*



### **Emotion Regulation**

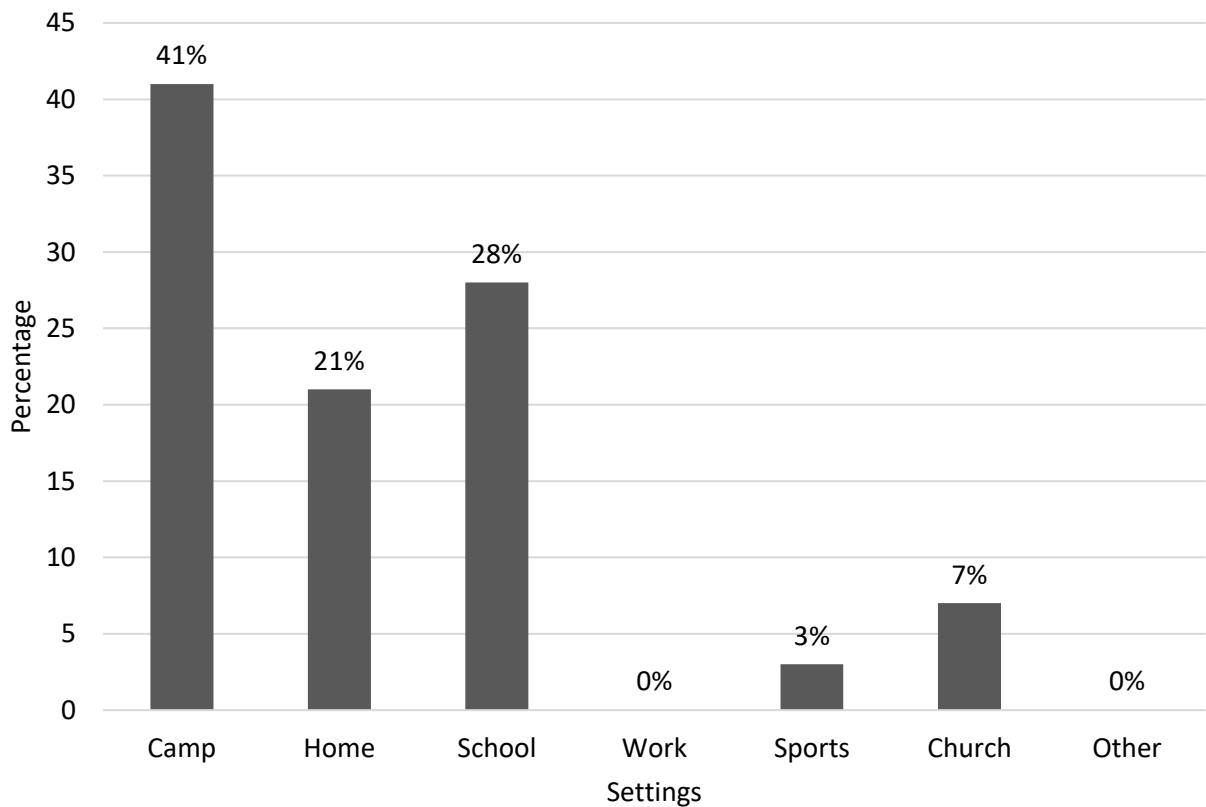
There were 29 individuals who selected that camp was critical to their development of emotion regulation. When asked where they primarily learned emotion regulation, 41% of these respondents said that camp was the most important setting for their learning. Table 19 and Figure 21 provides a breakdown of responses.

Table 19 *Primary Setting for Emotion Regulation*

Settings	Frequency	Percent
Camp	12	41
Home	6	21
School	8	28
Work	0	0
Organized Sports	1	3
Church	2	7
Other	0	0
Total	29	100

Note. N = 29 individuals

Figure 21 *Emotion Regulation Setting Bar Chart*



### Self-Confidence

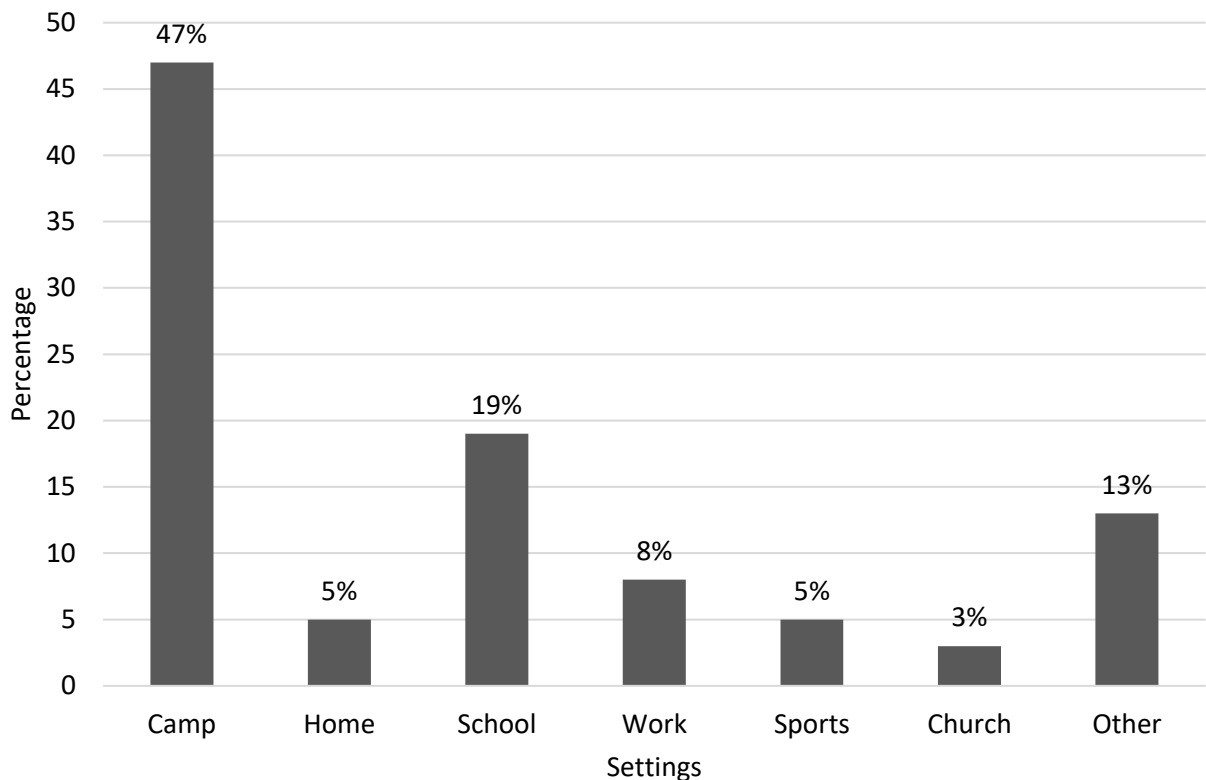
There were 38 individuals who selected that camp was critical to their development of self-confidence. When asked where they primarily learned self-confidence, 47% of these respondents said that camp was the most important setting for their learning. Table 20 and Figure 22 provides a breakdown of responses.

Table 20 *Primary Setting for Self-Confidence*

Settings	Frequency	Percent
Camp	18	47
Home	2	5
School	7	19
Work	3	8
Organized Sports	2	5
Church	1	3
Other	5	13
Total	38	100

Note. N = 38 individuals

Figure 22 *Self-Confidence Setting Bar Chart*



### ***Appreciation for Diversity***

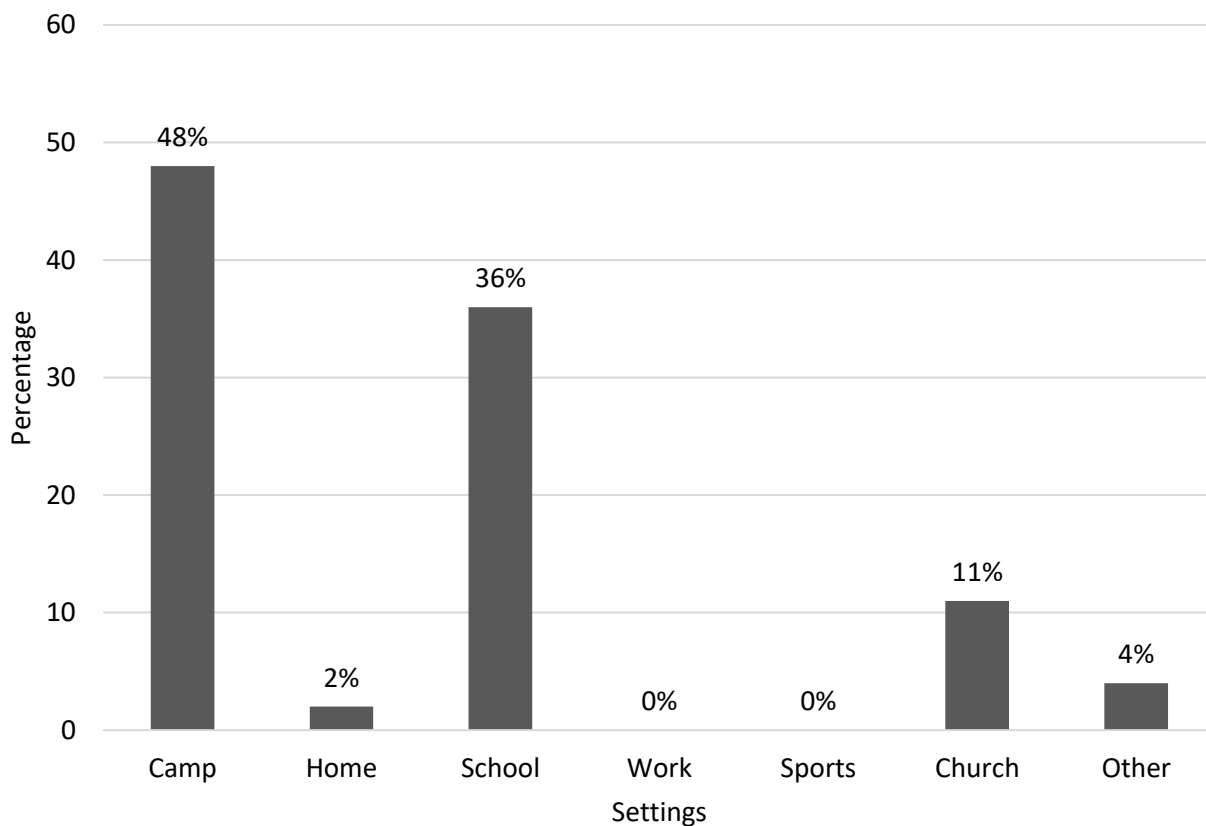
There were 56 individuals who selected that camp was critical to their development of appreciation for diversity. When asked where they primarily learned appreciation for diversity, 48% of these respondents said that camp was the most important setting for their learning. Table 21 and Figure 23 provides a breakdown of responses.

Table 21 *Primary Setting for Appreciation for Diversity*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	27	48
Home	1	2
School	20	36
Work	0	0
Organized Sports	0	0
Church	6	11
Other	2	4
<b>Total</b>	<b>56</b>	<b>100</b>

Note. N = 56 individuals

Figure 23 *Appreciation for Diversity Setting Bar Chart*



### ***Willingness to Try New Things***

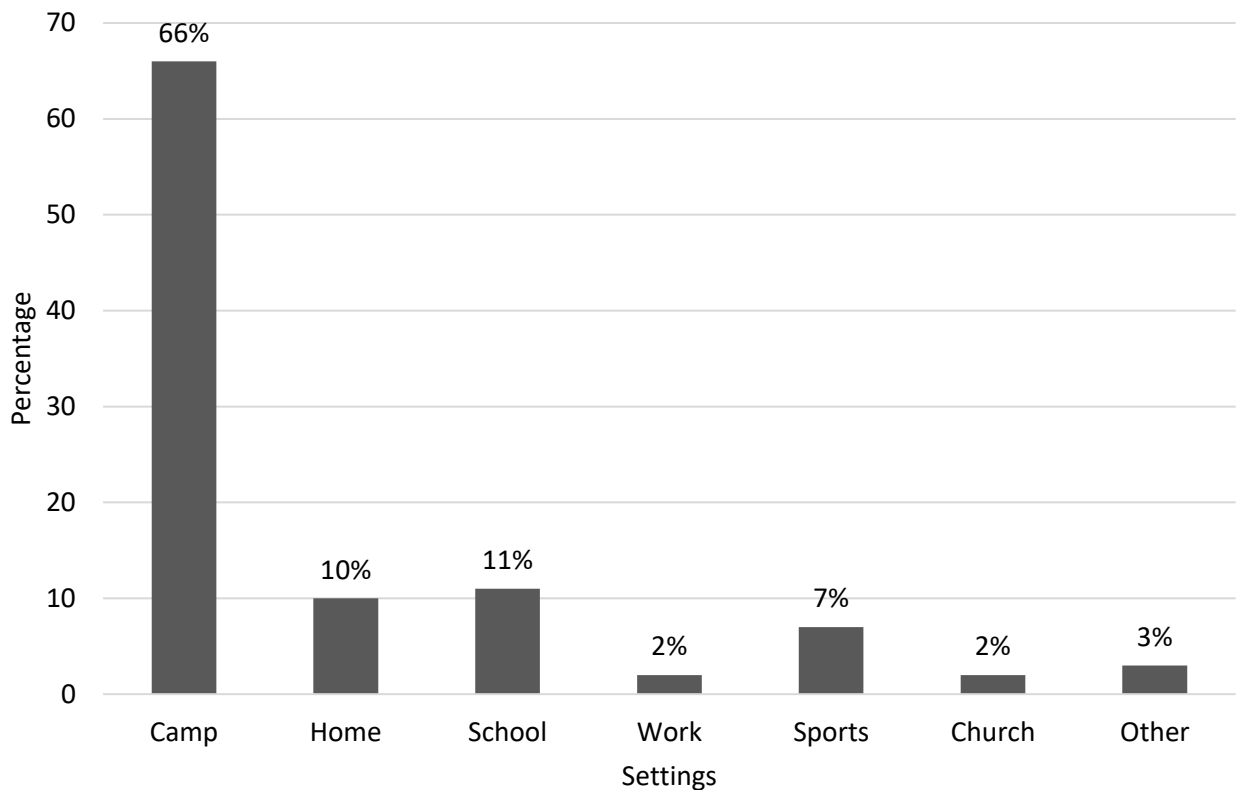
There were 61 individuals who selected that camp was critical to their development of willingness to try new things. When asked where they primarily learned willingness to try new things, 66% of these respondents said that camp was the most important setting for their learning. Table 22 and Figure 24 provides a breakdown of responses.

Table 22 *Primary Setting for Willingness to Try New Things*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	40	66
Home	6	10
School	7	11
Work	1	2
Organized Sports	4	7
Church	1	2
Other	2	3
<b>Total</b>	<b>61</b>	<b>100</b>

Note. N = 61 individuals

Figure 24 *Willingness to Try New Things Setting Bar Chart*



### ***Living in the Moment***

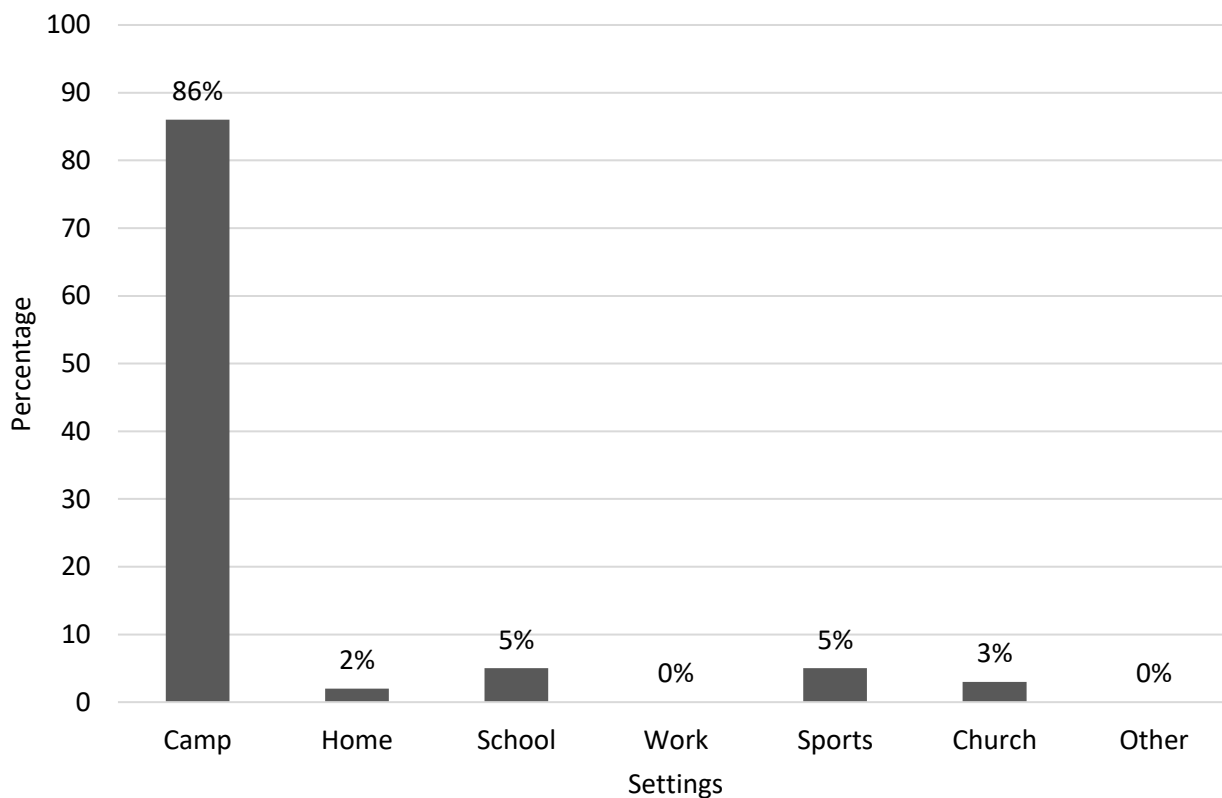
There were 66 individuals who selected that camp was critical to their development of living in the moment. When asked where they primarily learned living in the moment, 86% of these respondents said that camp was the most important setting for their learning. Table 23 and Figure 25 provides a breakdown of responses.

Table 23 *Primary Setting for Living in the Moment*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	57	86
Home	1	2
School	3	5
Work	0	0
Organized Sports	3	5
Church	2	3
Other	0	0
<b>Total</b>	<b>66</b>	<b>100</b>

Note. N = 66 individuals

Figure 25 *Living in the Moment Setting Bar Chart*





### Leadership

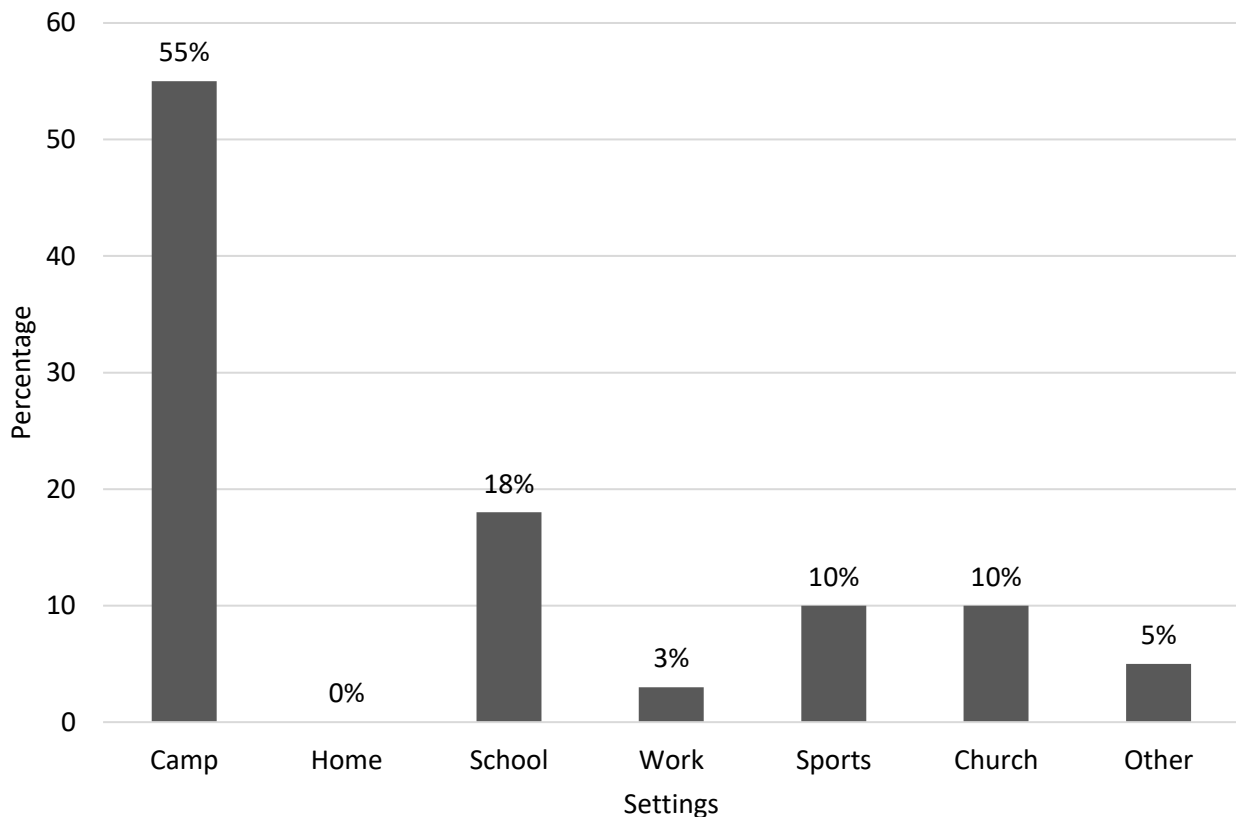
There were 40 individuals who selected that camp was critical to their development of leadership. When asked where they primarily learned leadership, 55% of these respondents said that camp was the most important setting for their learning. Table 24 and Figure 26 provides a breakdown of responses.

Table 24 *Primary Setting for Leadership*

Settings	Frequency	Percent
Camp	22	55
Home	0	0
School	7	18
Work	1	3
Organized Sports	4	10
Church	4	10
Other	2	5
Total	40	100

Note. N = 40 individuals

Figure 26 *Leadership Setting Bar Chart*



### Leisure Skills

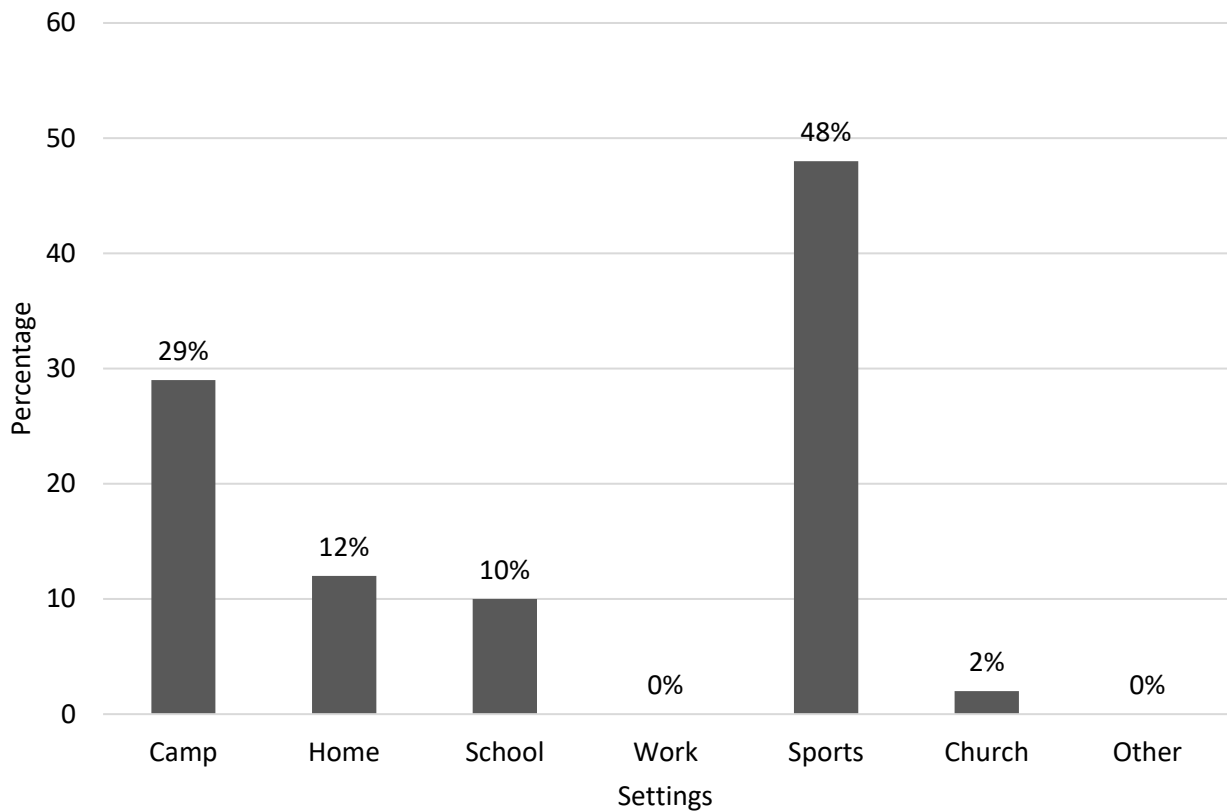
There were 42 individuals who selected that camp was critical to their development of leisure skills. When asked where they primarily learned leisure skills, 48% of these respondents said that organized sports was the most important setting for their learning. Table 25 and Figure 27 provides a breakdown of responses.

Table 25 *Primary Setting for Leisure Skills*

Settings	Frequency	Percent
Camp	12	29
Home	5	12
School	4	10
Work	0	0
Organized Sports	20	48
Church	1	2
Other	0	0
Total	42	100

Note. N = 42 individuals

Figure 27 *Leisure Skills Setting Bar Chart*



### ***Affinity for Nature***

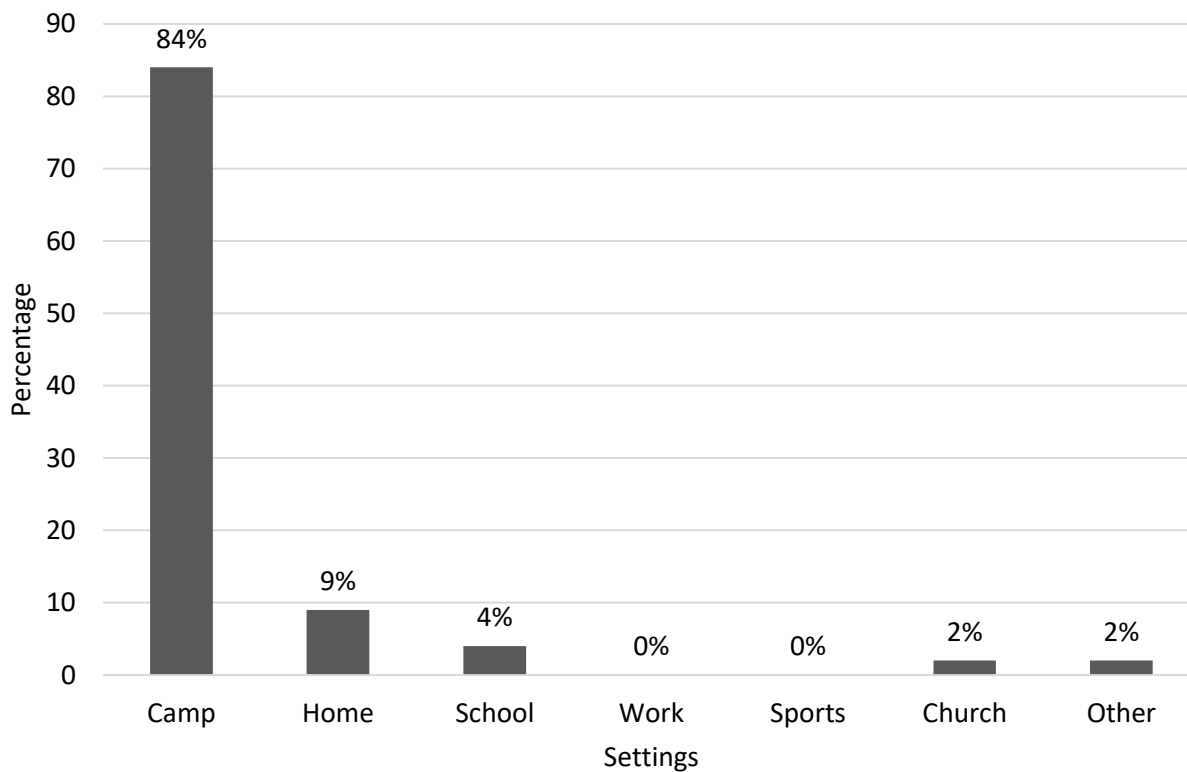
There were 57 individuals who selected that camp was critical to their development of affinity for nature. When asked where they primarily learned affinity for nature, 84% of these respondents said that camp was the most important setting for their learning. Table 26 and Figure 28 provides a breakdown of responses.

Table 26 *Primary Setting for Affinity for Nature*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	48	84
Home	5	9
School	2	4
Work	0	0
Organized Sports	0	0
Church	1	2
Other	1	2
<b>Total</b>	<b>57</b>	<b>100</b>

Note. N = 57 individuals

Figure 28 *Affinity for Nature Setting Bar Chart*



### ***Faith in God***

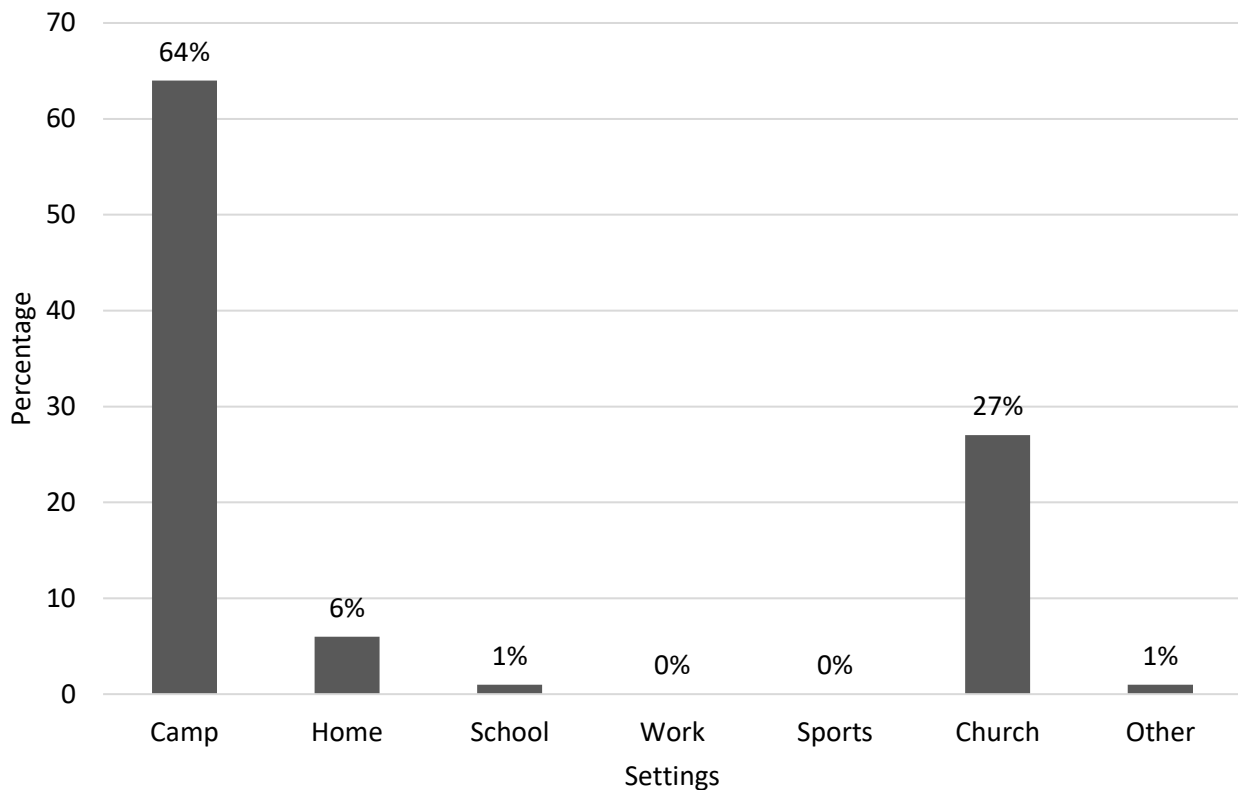
There were 70 individuals who selected that camp was critical to their development of their faith in God. When asked where they primarily learned faith in God, 64% of these respondents said that camp was the most important setting for their learning. Table 27 and Figure 29 provides a breakdown of responses.

Table 27 *Primary Setting for Faith in God*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	45	64
Home	4	6
School	1	1
Work	0	0
Organized Sports	0	0
Church	19	27
Other	1	1
<b>Total</b>	<b>70</b>	<b>100</b>

Note. N = 70 individuals

Figure 29 *Faith in God Setting Bar Chart*



### **Church Community**

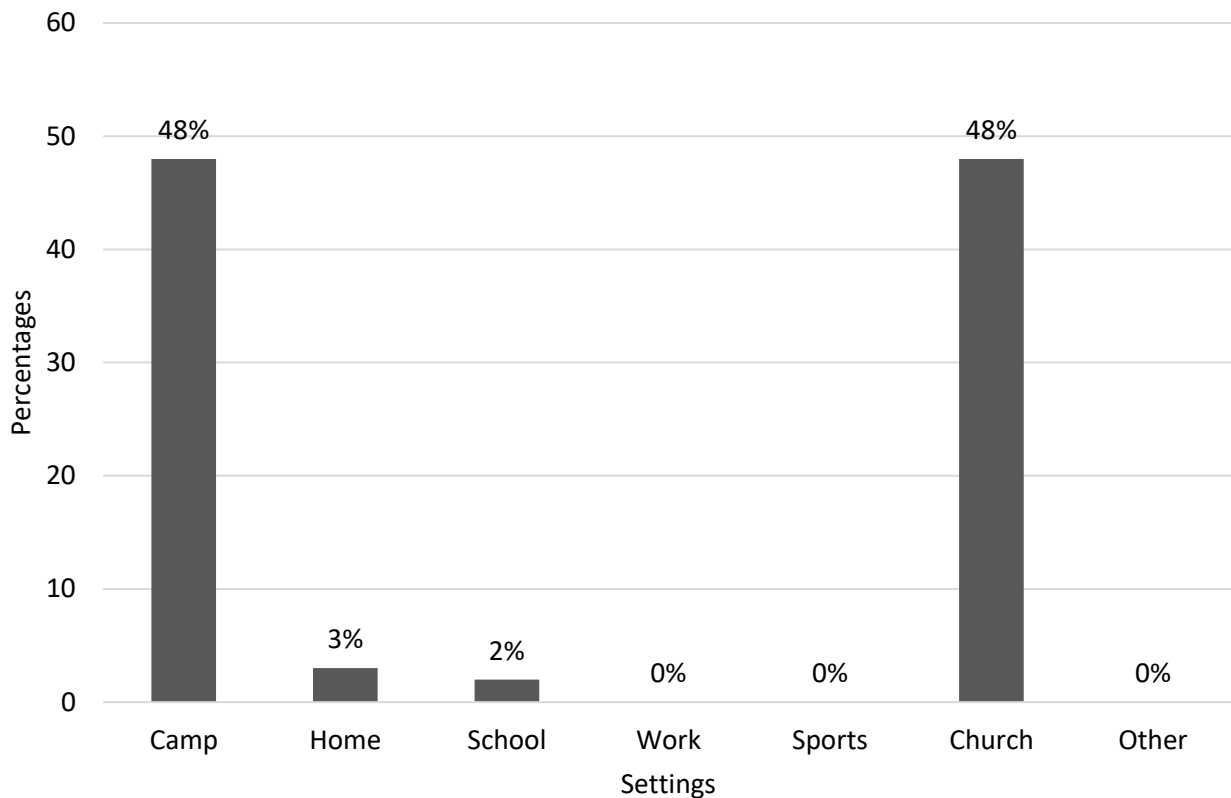
There were 61 individuals who selected that camp was critical to their development of church community. When asked where they primarily learned about the importance of church community, 48% of respondents said camp and 48% of respondents said church was the most important setting for their learning. Table 28 and Figure 30 provides a breakdown of responses.

Table 28 *Primary Setting for Church Community*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	29	48
Home	2	3
School	1	2
Work	0	0
Organized Sports	0	0
Church	29	48
Other	0	0
<b>Total</b>	<b>61</b>	<b>100</b>

Note. N = 61 individuals

Figure 30 *Church Community Setting Bar Chart*



### ***Spiritual Practices***

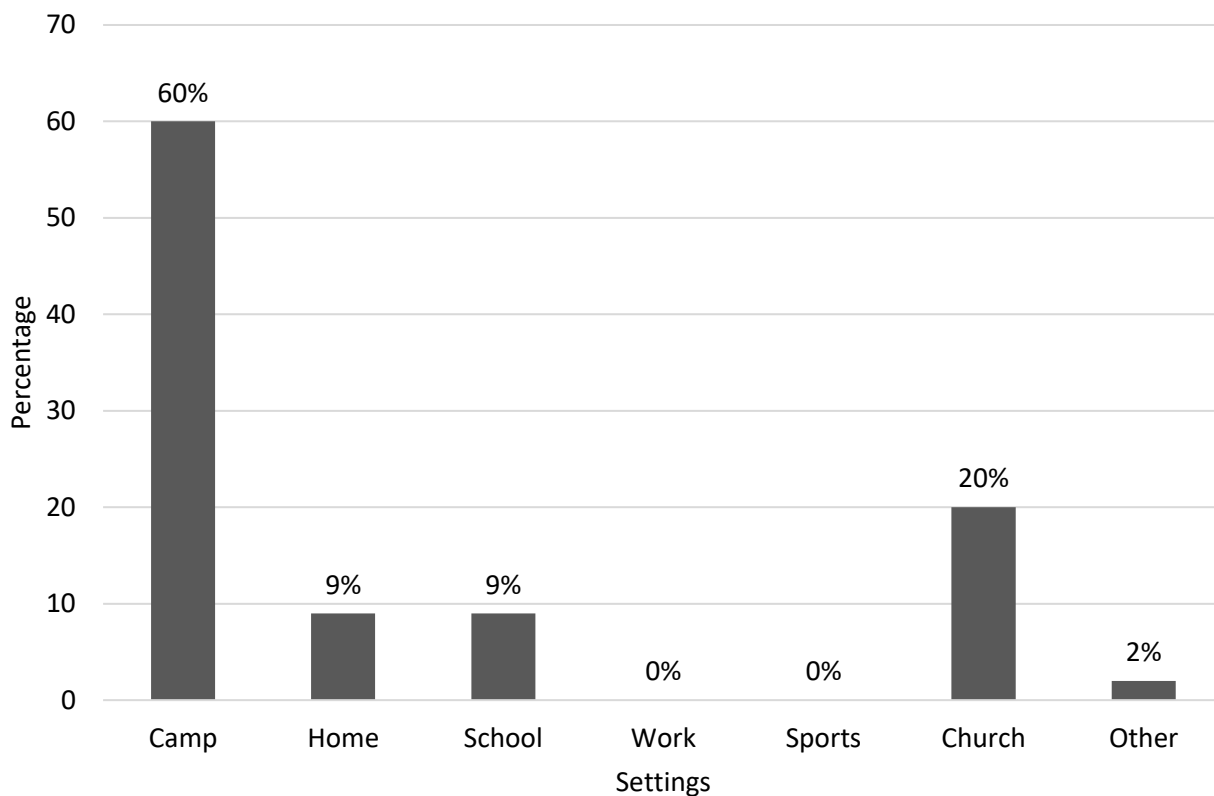
There were 55 individuals who selected that camp was critical to their development of spiritual practices. When asked where they primarily learned spiritual practices, 60% of these respondents said that camp was the most important setting for their learning. Table 29 and Figure 31 provides a breakdown of responses.

Table 29 *Primary Setting for Spiritual Practices*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	33	60
Home	5	9
School	5	9
Work	0	0
Organized Sports	0	0
Church	11	20
Other	1	2
<b>Total</b>	<b>55</b>	<b>100</b>

Note. N = 55 individuals

Figure 31 *Spiritual Practices Setting Bar Chart*



### ***Follower of Jesus Christ***

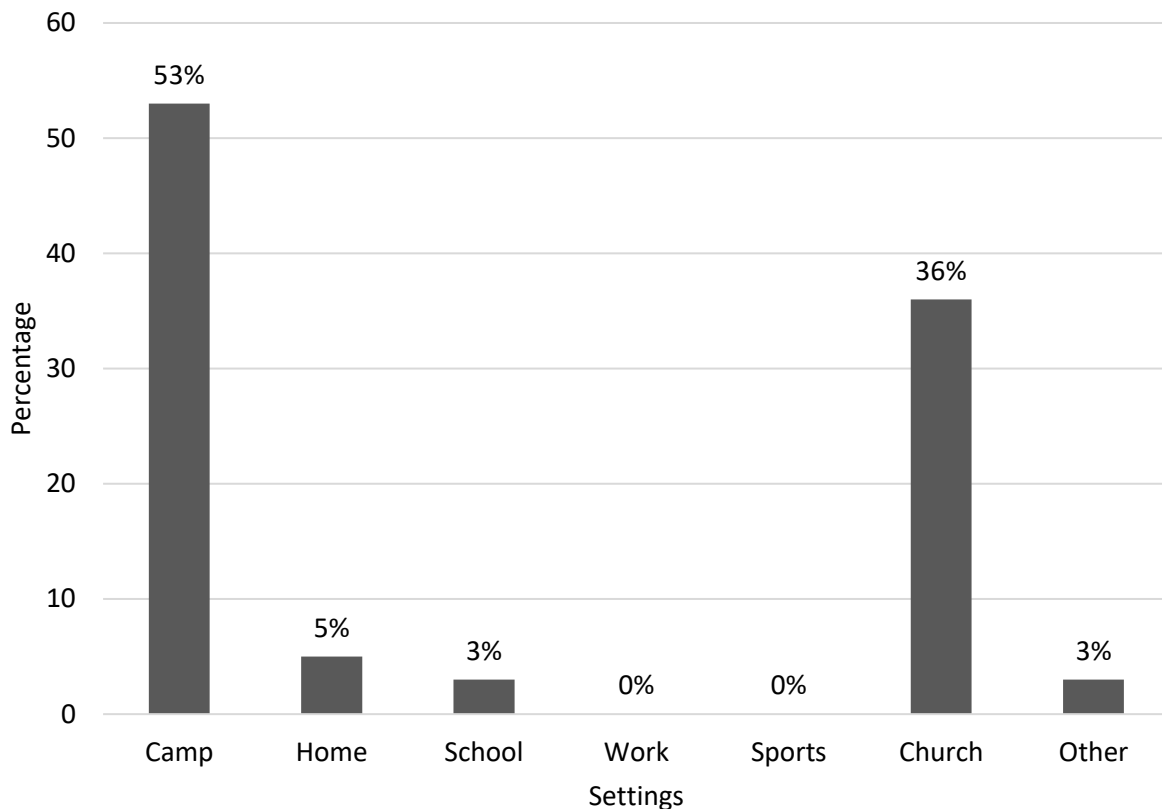
There were 59 individuals who selected that camp was critical to their development of follower of Jesus Christ. When asked where they primarily learned follower of Jesus Christ, 53% of these respondents said that camp was the most important setting for their learning. Table 30 and Figure 32 provides a breakdown of responses.

Table 30 *Primary Setting for Follower of Jesus Christ*

<b>Settings</b>	<b>Frequency</b>	<b>Percent</b>
Camp	31	53
Home	3	5
School	2	3
Work	0	0
Organized Sports	0	0
Church	21	36
Other	2	3
<b>Total</b>	<b>59</b>	<b>100</b>

Note. N = 59 individuals

Figure 32 *Follower of Jesus Christ Setting Bar Chart*



### **Service to Others**

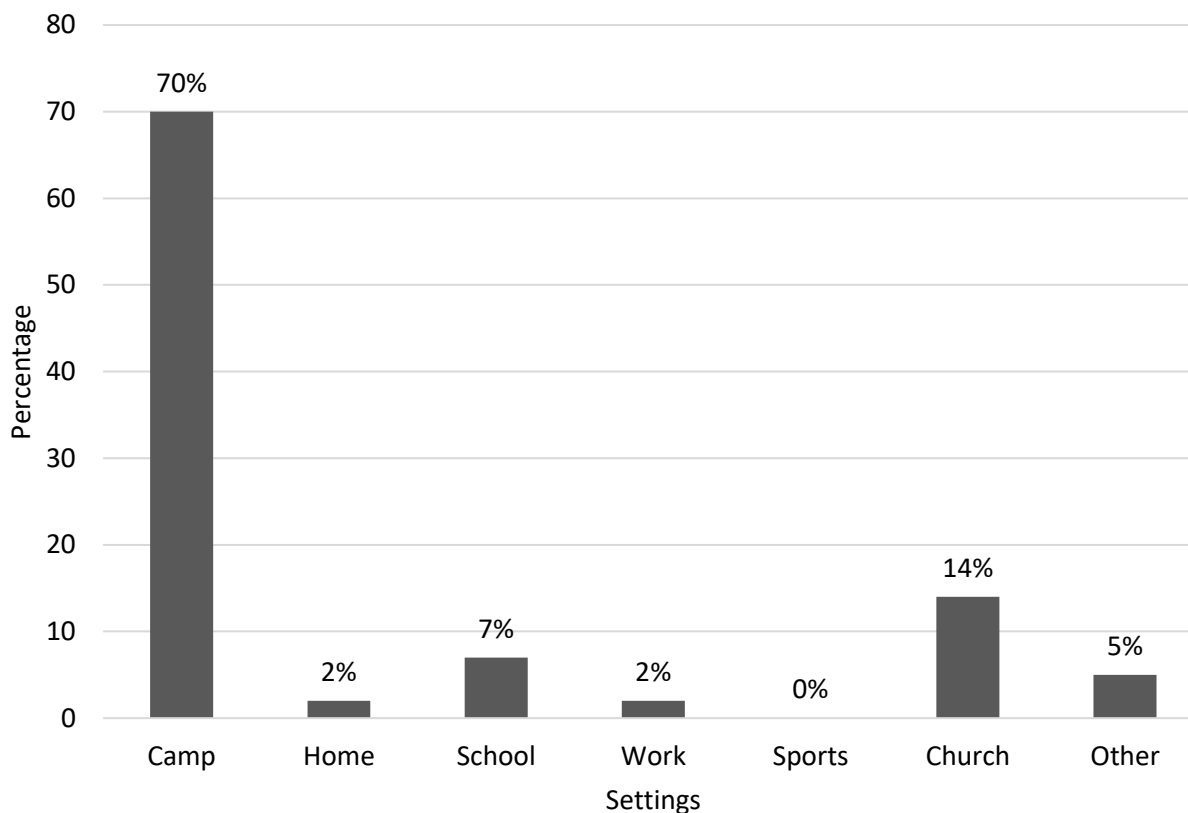
There were 56 individuals who selected that camp was critical to their development of service to others. When asked where they primarily learned service to others, 70% of these respondents said that camp was the most important setting for their learning. Table 31 and Figure 33 provides a breakdown of responses.

Table 31 Primary Setting for Service to Others

Settings	Frequency	Percent
Camp	39	70
Home	1	2
School	4	7
Work	1	2
Organized Sports	0	0
Church	8	14
Other	3	5
Total	56	100

Note. N = 56 individuals

Figure 33 Service to Others Setting Bar Chart





## APPENDIX D: Program Elements Breakdown

Table 32 *Learning Outcome by Program Elements Breakdown*

<b>Faith in God</b>	<b>22%</b>
Leaders	14%
Programming	5%
Peers	1%
Self	1%
Camp Overall	1%
<b>Empathy and Compassion</b>	<b>17%</b>
Leaders	9%
People (in general)	4%
Peers	2%
Camp Overall	1%
<b>Self-Identity</b>	<b>15%</b>
Leaders	7%
People (in general)	5%
Programming	2%
Safe and Supportive Enviro	1%
<b>Relationship Skills</b>	<b>11%</b>
Leaders	5%
Diversity of People	4%
Peers	1%
Programming	1%
Separate Time and Space	1%
Camp Overall	1%
<b>Living in the Moment</b>	<b>7%</b>
Leaders	2%
Separate Time and Space	2%
People (in general)	1%
Programming	1%
<b>Church Community</b>	<b>5%</b>
Leaders	2%
People (in general)	1%
Communal Living	1%
<b>Appreciation for Diversity</b>	<b>4%</b>
Diversity of People	1%
People (in general)	1%
Leaders	1%
<b>Self-Confidence</b>	<b>4%</b>
Safe and Supportive Enviro	2%
Programming	1%
<b>Emotion Regulation</b>	<b>2%</b>
Peers	1%
Challenges	1%

<b>Friendship</b>	<b>2%</b>
People (in general)	2%
<b>Leadership</b>	<b>2%</b>
Communal Living	1%
Leaders	1%
<b>Willingness to Try New Things</b>	<b>2%</b>
Leaders	1%
People (in general)	1%
<b>Independence</b>	<b>1%</b>
Leaders	1%
<b>Life Skills</b>	<b>1%</b>
Programming	1%
<b>Responsibility</b>	<b>1%</b>
Peers	1%
<b>Total</b>	<b>100%</b>

*Note.* Each learning outcome and the percentage of respondents who reported the outcome as the most valuable is bolded. The learning outcome percentage is then broken down by the program elements that respondents reported supported their development. For example, 22% of respondents reported faith in God as the most valuable outcome learned from camp. There were 14% of those individuals that said leaders supported their learning.

## APPENDIX E: Camp Sample Breakdown

Table 33 *Camp Sample Breakdown*

<b>Camp Name</b>	<b>Frequency</b>	<b>Percentage</b>
North Georgia UM Camp Retreat Ministries	24	23.8%
Cross Trails Ministry	11	10.9%
Camp Hardtner	10	9.9%
Rainbow Trail Lutheran Camp	10	9.9%
Clearwater Forest	8	7.9%
Twinlow Camp and Retreat Center	7	6.9%
Ferncliff Camp and Conference Center	6	5.9%
Iowa Conference UM Camp Retreat Ministries	6	5.9%
Paradise Point Camp	4	4%
Sequanota Lutheran Conference Center and Camp	3	3%
Lutherans Outdoors in South Dakota	3	3%
Hopewell Camp and Conference Center	3	3%
Johnsonburg Presbyterian Center	2	2%
Lakeshore Center at Okoboji	2	2%
Camp Huston	1	1%
Mount Luther	1	1%
<b>Total</b>	<b>101</b>	<b>100%</b>