

**Youth Impact Study:
Canadian Camping Association
Oversample**



***Canadian Camping Association
Association des camps du Canada***

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EXECUTIVE SUMMARY

The main purpose of this research was to investigate the impact of Canadian camps on young peoples' long-term learning. There were 112 respondents who filled out a questionnaire from a sample of Canadian camps. The learning outcomes that were most distinctly learned at camp and useful in daily life included appreciation for diversity, perseverance, relationship skills, self-confidence, and living in the moment. 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 16 weeks or more reported greater development of outcomes overall compared to those who went to camp for 15 weeks or less.

These data were compared to findings from two national samples from the United States. A sample from American Camp Association (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 Canadian sample reported significantly greater development for all outcomes at camp compared to the panel sample. The Canadian sample had greater development for relationship skills, teamwork, how to live with peers, independence, perseverance, self-confidence, appreciation for diversity, willingness to try new things, living in the moment, leadership, and affinity for nature compared to the ACA accredited sample. Additionally, the Canadian sample reported all outcomes (except how to live with peers, organization, independence, and emotion regulation) were more important in daily life compared to the panel sample. The ACA accredited sample said independence and leadership were more important in daily life than the Canadian sample. There were no differences for how to live with peers, organization, and emotion regulation.

Respondents answered open-ended questions identifying the most valuable outcomes learned from camp. The most valuable learning from camp was related to social development (e.g., relationship skills, and empathy and compassion). The program elements at camp that supported the development of these outcomes were predominantly people (staff and peers).

Canadian camps offer young people the opportunity for important growth and development that lasts long after camp ends. The most notable learning was associated with social development, openness (i.e., being present in the moment and appreciating peoples' differences), perseverance, and self-confidence. Future research should focus on understanding how camps can complement other important settings for social development and in understanding the importance of Canadian camps to youth who chose to discontinue participation earlier than the former campers who responded to this survey.

INTRODUCTION

BACKGROUND

The American Camp Association (ACA) partnered with the University of Utah 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 were collected with two different nationally representative samples: 1) former campers not positively biased toward camp recruited through an online panel, and 2) former campers intending to work as a counselor the upcoming summer recruited through summer camps.

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 Canadian Camping Association (CCA) 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 Canadian camps. This report details the results from the CCA'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 Canadian camps. Participants were eligible for the study if they met the inclusion criteria: individuals who lived in Canada as a child and attended a camp for at least 3 weeks. This sampling strategy was employed to recruit a more representative sample from Canadian camps.

SAMPLE

One-hundred-twelve former campers who met the sample inclusion criteria completed the questionnaire and provided useable data. The age of respondents ranged from 15-21 years old with a mean age of 17. They were 65% females, 33% male, and 2% individuals who are gender non-conforming. Respondents identified predominantly as Caucasian and were currently enrolled in high school. The majority of individuals in the sample participated in a counselor-in-training (CIT) program. All participants had no previous work experience as counselors 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*

Demographics	Frequency	Percentage
Gender		
Female	73	65%
Male	37	33%
Gender Non-Conforming	2	2%
Ethnicity		
Caucasian	100	88%
Multiracial	5	5%
Asian	4	4%
Other	2	2%
Black, African	1	1%
Education		
Some high school	41	39%
High school	57	53%
Some college credit	4	4%
College	1	1%
Graduate School	1	1%
Other	2	2%
CIT Experience		
Yes	95	85%
No	14	12%
Don't Know	3	3%
Weeks at Camp		
1-10 weeks	35	32%
11-20 weeks	36	33%
21-30 weeks	26	24%
31-40 weeks	6	6%
41-50 weeks	4	3%
51+ weeks	3	2%

INSTRUMENT

Through past research (Sibthorp, Wilson, Meerts-Brandsma, & 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, one learning outcome of distinct interest to the CCA was added to the questionnaire (healthy lifestyle). Table 2 outlines the learning outcomes included on the questionnaire and provides a definition of each outcome.

Table 2 *Definitions of Learning Outcomes*

Learning Outcome	Definition
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
Healthy Lifestyle	Willingness to lead a healthy and active lifestyle

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*

Section 1	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
Section 2	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
Section 3	In what one setting did you primarily develop your ability to form relationships with others?	Camp	Home	School	Work	Sports	Religious	Org	Other				
Section 4	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

The 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 19 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 19 learning outcomes grouped by one factor (weeks at camp) which is defined in Table 5.

RESULTS

LEARNING OUTCOMES MAP

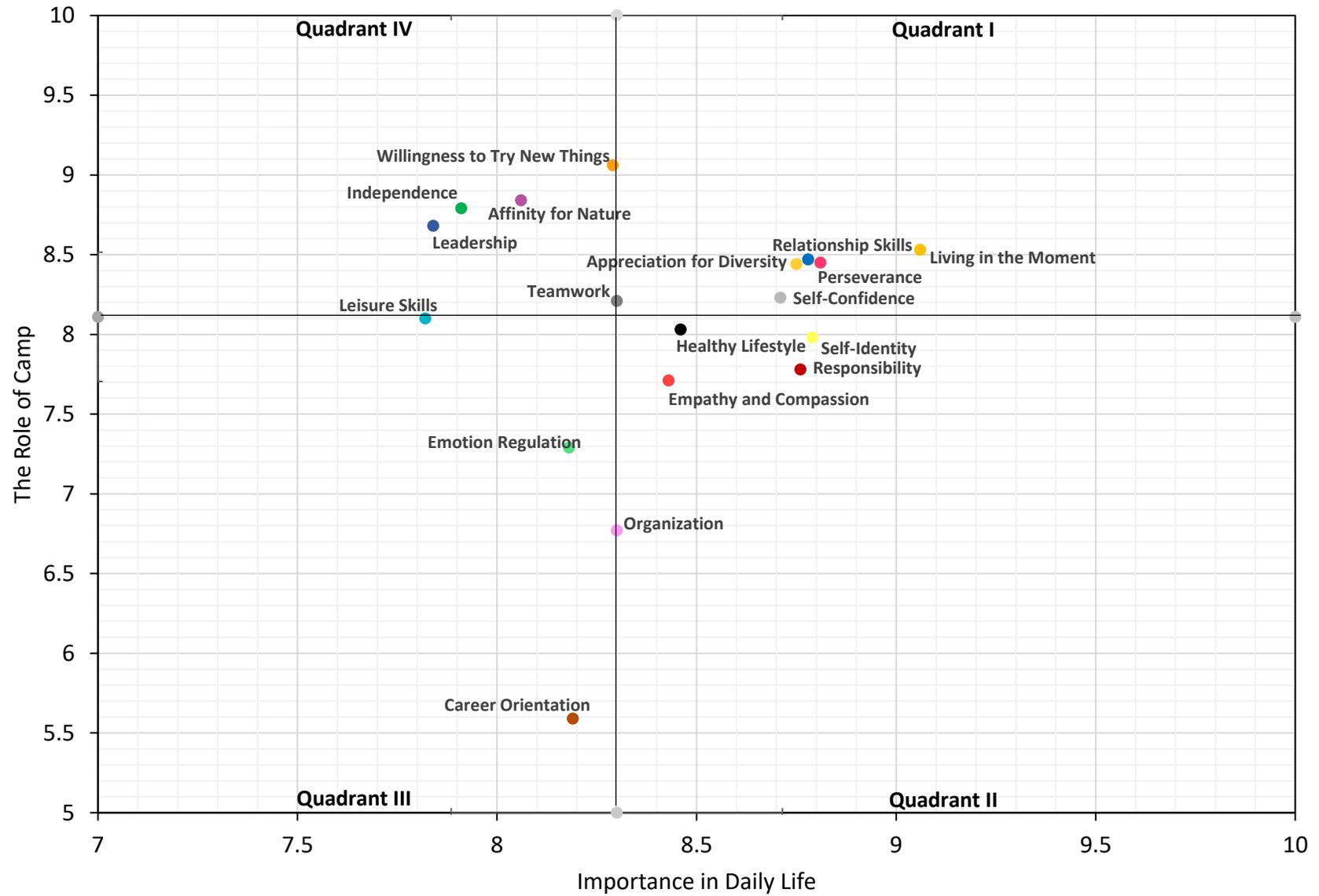
Respondents were asked whether camp was critical to their learning and how important the learning outcomes were in their daily life on a ten-point likert scale. Table 4 outlines the mean scores of participants' responses from the CCA Sample.

Table 4 CCA Learning Outcome Mean Scores

Learning Outcome	Canadian Camping Association Oversample	
	Camp is Critical	Importance in Daily Life
Relationship Skills	8.47	8.78
Teamwork	8.21	8.30
How to Live with Peers	8.64	6.77
Empathy and Compassion	7.71	8.43
Organization	6.77	8.30
Responsibility	7.78	8.76
Independence	8.79	7.91
Perseverance	8.45	8.81
Career Orientation	5.59	8.19
Self-Identity	7.98	8.79
Emotion Regulation	7.29	8.18
Self Confidence	8.23	8.71
Appreciation for Diversity	8.44	8.75
Willingness to Try New Things	9.06	8.29
Living in the Moment	9.06	8.53
Leadership	8.68	7.84
Leisure Skills	8.10	7.82
Affinity for Nature	8.84	8.06
Healthy Lifestyle	8.03	8.46
Overall Mean	8.11	8.30

For this report, the mean scores for the CCA 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 CCA Oversample Means for Learning Outcomes



Participants acknowledged appreciation for diversity, perseverance, relationship skills, self-confidence, and living in the moment 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 self-identity, healthy lifestyle, responsibility, and empathy and compassion, which participants considered important in daily life (Quadrant II). Camp was less central to participants' development of career orientation, emotion regulation, 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, independence, affinity for nature, leadership, teamwork, 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. 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: 16 or more weeks ($N = 56$) Group 2: 15 weeks or less ($N = 52$)

Weeks at Camp

We wanted to see if individuals who went to their last camp for 16 weeks or more throughout their childhood reported different levels of development than individuals who went to camp for 15 weeks or less. We found that respondents who went to their last camp for 16 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, independence, perseverance, self-identity, self-confidence, living in the moment, leadership, and affinity for nature. Some participants indicated greater development of some outcomes ($p < .05$) than others (e.g., greater development of career orientation compared to career orientation). For a more detailed statistical 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 CCA Sample, a sample of ACA accredited camps, and panel sample are presented in Table 6 so the reader can compare the CCA sample to national samples from the United States. Please note, the CCA sample is comparable to the ACA accredited sample because participants met the same inclusion criteria (e.g., age and weeks at camp). The panel sample is slightly different as participants were 18-25 years old; this should be considered when comparing the findings.

Table 6 Camp is Critical Mean Scores Across Different Samples

Learning Outcomes	Canadian Camping Association Sample			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	8.47 ⁺	8.17	8.78	7.88 [*]	7.72	8.04	6.65 [*]	6.39	6.91
Teamwork	8.21 ⁺	7.89	8.52	7.73 [*]	7.57	7.90	6.92 [*]	6.65	7.19
How to Live with Peers	8.64 ⁺	8.29	8.99	7.77 [*]	7.57	7.96	6.59 [*]	6.32	6.88
Empathy and Compassion	7.71 ⁺	7.34	8.09	7.43	7.25	7.61	6.40 [*]	6.15	6.67
Organization	6.77 ⁺	6.35	7.19	6.38	6.19	6.57	6.09 [*]	5.82	6.37
Responsibility	7.78 ⁺	7.41	8.14	7.61	7.44	7.77	6.86 [*]	6.61	7.13
Independence	8.79 ⁺	8.46	9.12	8.36 [*]	8.20	8.52	7.31 [*]	7.05	7.56
Perseverance	8.45 ⁺	8.11	8.78	7.91 [*]	7.75	8.07	7.12 [*]	6.86	7.37
Career Orientation	5.59 ⁺	5.07	6.11	5.39	5.16	5.61	5.06 [*]	4.76	5.37
Self-Identity	7.98 ⁺	7.56	8.41	7.66	7.47	7.85	6.08 [*]	5.79	6.37
Emotion Regulation	7.29 ⁺	6.89	7.70	7.03	6.84	7.22	6.22 [*]	5.95	6.49
Self-Confidence	8.23 ⁺	7.89	8.58	7.69 [*]	7.52	7.87	6.58 [*]	6.31	6.85
Appreciation for Diversity	8.44 ⁺	8.11	8.77	8.09 [*]	7.92	8.26	7.06 [*]	6.81	7.32
Willingness to Try New Things	9.06 ⁺	8.82	9.30	8.64 [*]	8.50	8.79	7.37 [*]	7.12	7.62
Living in the Moment	9.06 ⁺	8.78	9.35	8.55 [*]	8.39	8.71	7.02 [*]	6.76	7.29
Leadership	8.68 ⁺	8.36	8.99	8.10 [*]	7.93	8.27	6.67 [*]	6.40	6.95
Leisure Skills	8.10 ⁺	7.72	8.48	7.83	7.65	8.01	7.17 [*]	6.89	7.46
Affinity for Nature	8.84 ⁺	8.53	9.15	8.52 [*]	8.36	8.69	7.35 [*]	7.08	7.62
Healthy Lifestyle	8.03	7.66	8.40	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 ⁺ indicates the mean was significantly higher and a ⁻ 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 CCA Sample, ACA accredited sample, and panel sample are presented in Table 7 so the reader can compare the CCA sample to national samples from the United States.

Table 7 Importance in Daily Life Mean Scores Across Different Samples

Learning Outcomes	Canadian Camping Association Sample			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	8.78 ⁺	8.56	8.99	8.68	8.57	8.79	7.98 ⁻	7.79	8.18
Teamwork	8.30 ⁺	8.04	8.57	8.27	8.15	8.38	7.54 ⁻	7.34	7.75
How to Live with Peers	6.77	6.35	7.19	6.84	6.65	7.04	6.64	6.38	6.91
Empathy and Compassion	8.43 ⁺	8.14	8.72	8.56	8.44	8.68	7.68 ⁻	7.47	7.90
Organization	8.30	7.99	8.62	8.25	8.11	8.39	8.02	7.82	8.22
Responsibility	8.76 ⁺	8.49	9.03	8.89	8.79	9.00	8.40 ⁻	8.22	8.58
Independence	7.91 ⁻	7.56	8.26	8.43 ⁺	8.29	8.57	8.14	7.94	8.34
Perseverance	8.81 ⁺	8.56	9.06	8.94	8.83	9.04	8.22 ⁻	8.04	8.41
Career Orientation	8.19 ⁺	7.89	8.49	8.06	7.90	8.23	7.65 ⁻	7.43	7.89
Self-Identity	8.79 ⁺	8.52	9.07	8.92	8.81	9.03	8.11 ⁻	7.91	8.33
Emotion Regulation	8.18	7.89	8.47	8.41	8.29	8.54	8.02	7.84	8.22
Self-Confidence	8.71 ⁺	8.45	8.96	8.71	8.60	8.82	8.08 ⁻	7.89	8.27
Appreciation for Diversity	8.75 ⁺	8.50	9.00	8.77	8.65	8.89	7.93 ⁻	7.74	8.13
Willingness to Try New Things	8.29 ⁺	8.04	8.53	8.39	8.26	8.52	7.63 ⁻	7.44	7.83
Living in the Moment	8.53 ⁺	8.27	8.79	8.57	8.44	8.69	7.95 ⁻	7.77	8.14
Leadership	7.84 ⁺	7.54	8.14	8.18 ⁺	8.05	8.31	7.28 ⁻	7.05	7.52
Leisure Skills	7.82 ⁺	7.42	8.22	7.93	7.77	8.09	7.03 ⁻	6.77	7.29
Affinity for Nature	8.06 ⁺	7.71	8.41	8.00	7.83	8.17	7.48 ⁻	7.26	7.70
Healthy Lifestyle	8.46	8.17	8.76	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 ⁺ indicates the mean was significantly higher and a ⁻ indicates the mean was significantly lower.

The Role of Camp in Developing Learning Outcomes

There were some significant differences between the CCA sample and the national samples for the development of certain learning outcomes. The CCA sample had significantly higher means compared to the panel sample for empathy and compassion, organization, responsibility, career orientation, self-identity, emotion regulation, and leisure skills. The CCA sample had significantly higher means compared to the ACA accredited and panel sample for relationship skills, teamwork, how to live with peers, independence, perseverance, self-confidence, appreciation for diversity, willingness to try new things, living in the moment, leadership, and affinity for nature.

Learning Outcomes Importance in Daily Life

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

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> = 53)	X						
Teamwork (<i>N</i> = 50)	X						
How to Live with Peers (<i>N</i> = 71)	X						
Empathy and Compassion (<i>N</i> = 43)	X						
Organization (<i>N</i> = 20)			X				
Responsibility (<i>N</i> = 43)		X					
Independence (<i>N</i> = 75)	X						
Perseverance (<i>N</i> = 61)	X						
Career Orientation (<i>N</i> = 22)	X						
Self-Identity (<i>N</i> = 56)	X						
Emotion Regulation (<i>N</i> = 28)	X						
Self-Confidence (<i>N</i> = 54)	X						
Appreciation for Diversity (<i>N</i> = 61)	X						
Willingness to Try New Things (<i>N</i> = 80)	X						
Living in the Moment (<i>N</i> = 80)	X						
Leadership (<i>N</i> = 72)	X						
Leisure Skills (<i>N</i> = 56)					X		
Affinity for Nature (<i>N</i> = 73)	X						
Healthy Lifestyle (<i>N</i> = 52)	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.

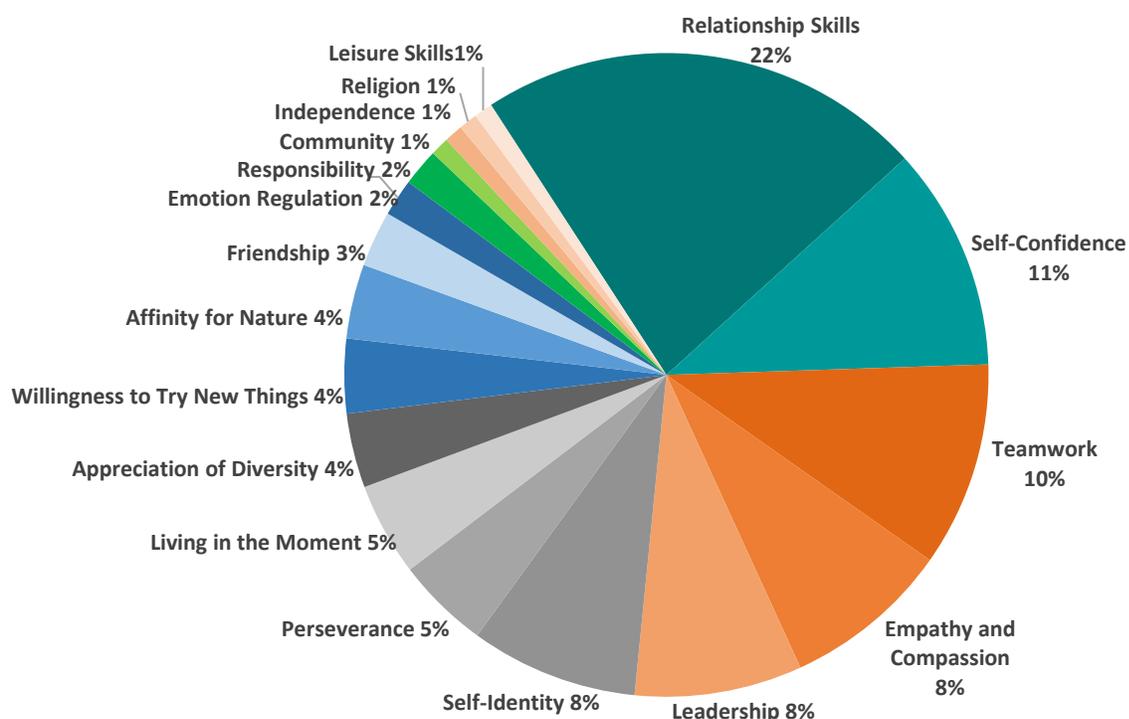
There were several outcomes where individuals indicated there was a setting other than camp where they primarily learned the outcome. The most notable learning outcomes were: organization, responsibility, and leisure skills. Former campers said they learned organization primarily in school. Participants indicated that responsibility was developed primarily at home. Lastly, respondents reported that they learned leisure skills primarily in sports.

QUALITATIVE FINDINGS

Learning Outcomes

We had 107 useable responses to the first question regarding the primary outcome learned at camp. The 18 retained themes are displayed in Figure 2. While a number of outcomes are attributable to camp, interpersonal outcomes such as relationship skills, teamwork, empathy and compassion, and friendship, makes up 43% of the data and illustrates the strength of Canadian camps' as a setting for social development. Additionally, self-confidence (11%), leadership (8%), and self-identity (8%) were important outcomes learned at camp.

Figure 2 *Primary Learning Outcomes from Camp*



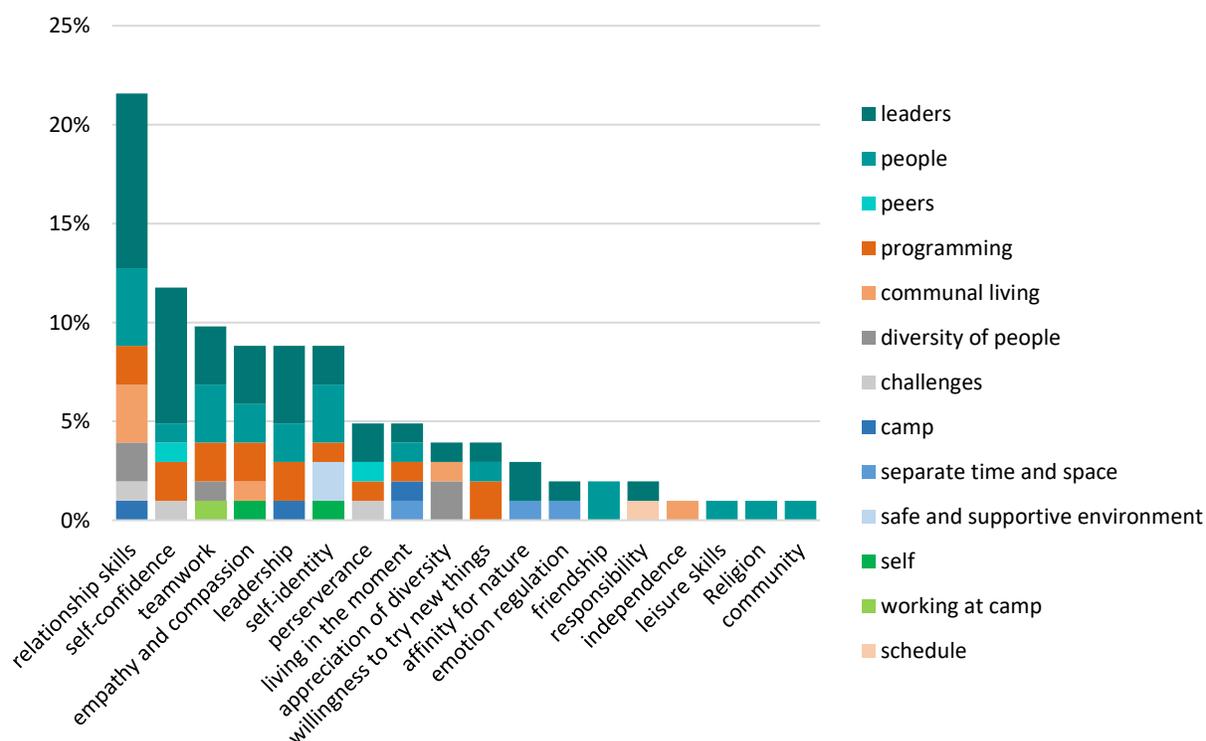
The second ladder/sequenced question prompted study participants to articulate why the primary outcome was more valuable than other things they experienced at camp. Most of these responses were coded into 5 categories: transferable to everyday life (30%, regular applicable and useful), building blocks to other benefits (18%, a skill that led to the development of other valuable outcomes), personal growth and development (18%, helped them figure out who they were, belief that the outcome was an important skill to have (14%), modified their developmental trajectory

(11%, fundamentally changed who they were and their developmental path), and camp offered a unique opportunity for learning that couldn't be learned easily elsewhere (6%). While not a major theme, two percent of the participants reported that the learning indicated was most memorable.

Program Elements

The responses from question 1 were linked with those of question 3 to better understand the program elements most commonly associated with specific outcomes. We had 102 retained matched responses; these are displayed in figure 3. Several patterns emerged. First, people at camp (leaders and peers) are frequently identified as the active ingredient across a range of outcomes. Camp staff/leaders and peers are reported as central to the learning process at camp. Second, programming is a driver for some of the lessons, especially developing interpersonal outcomes, self-confidence, leadership, and willingness to try new things. Third, some outcomes are linked to specific mechanisms in expected ways. For example, appreciation for diversity is disproportionately attributed to exposure to diverse people. Additionally, challenges experienced at camp are reported as catalysts of perseverance.

Figure 3 *Primary Outcome by Program Element*



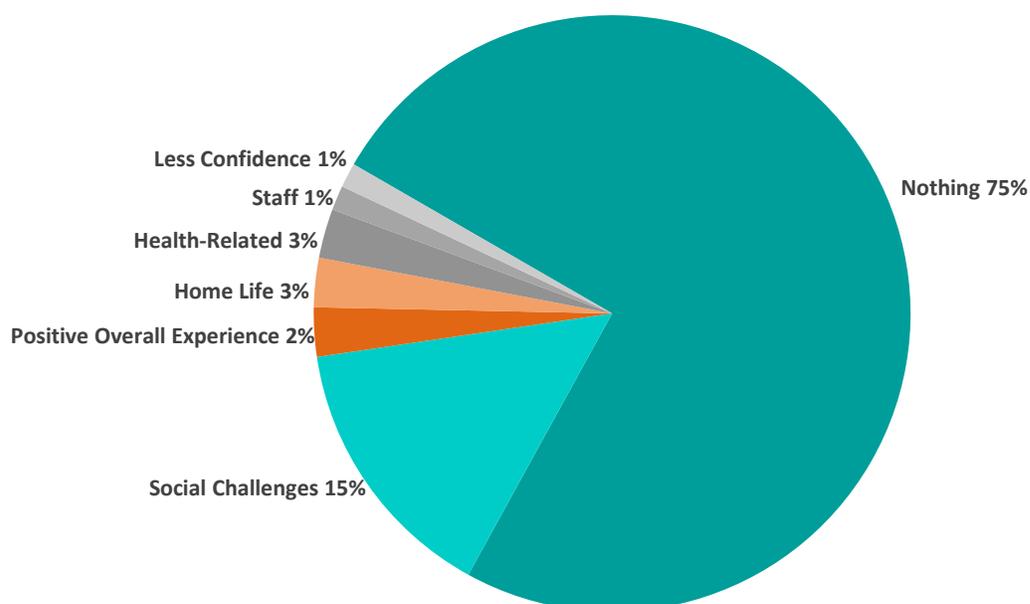
The fourth ladder question asked study participants to explain why the program element was important to their learning at camp. Three conclusions might be drawn from these data. First, people at camp (including leaders and peers) are critical sources of support and encouragement at camp (23%). Second, people learn at camp through direct hands-on experiences and have

opportunities to practice skills at camp (21%). Third, people serve as role models for campers (14%) and directly teach campers important outcomes (13%).

Negative Experiences

We had 100 useable responses to the last open-ended question regarding any negative experiences that occurred at camp. The 7 retained themes are displayed in Figure 4. The majority of campers said they did not have any negative experiences at camp (75%). The primary challenges campers faced at camp were related to social challenges such as bullying or not fitting in with peers (15%). There were some campers who reiterated that they only had a positive overall experience at camp (2%). Additionally, campers had negative experiences due to missing out on their life at home (5%), their health such as injuries or being sick (5%), not being happy with the staff (1%), and having less confidence than before going to camp (1%).

Figure 4 *Negative Experiences at 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 of camps identified in the national samples remain relevant in Canadian camps: relationship skills, perseverance, appreciation for diversity, and living in the moment. The most notable difference was Canadian campers' development of self-confidence distinctly at camp. In many cases, the development reported from the CCA sample was significantly greater than the panel sample. In some cases, the

CCA sample indicated greater development than the ACA accredited sample. The CCA sample included a high percentage of participants who enrolled in CIT programs and the differences between samples may stem from the number of CITs in the sample. This group is likely more attached to camp programming than campers who chose other activities in adolescence. Additionally, in previous research, we have found individuals who enroll in CIT programs tend to report greater development 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 social development.

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 (ACA accredited and CCA samples) are different from those not seeking camp employment (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, the CCA sample included a disproportionate amount of individuals who enrolled in CIT programs. The camps in the CCA sample have done an exceptional job of retaining campers into CIT programs and subsequently encouraging these campers to apply for camp employment. While this can be viewed as a strength of the sample of Canadian camps, it does constrain comparison with the national samples from the United States. Further research should explore why these individuals chose to enroll in CIT programs in adolescence instead of transitioning into other out-of-school time activities.

APPENDIX A: Learning Outcome Maps

Figure 4 CCA Learning Outcomes Map

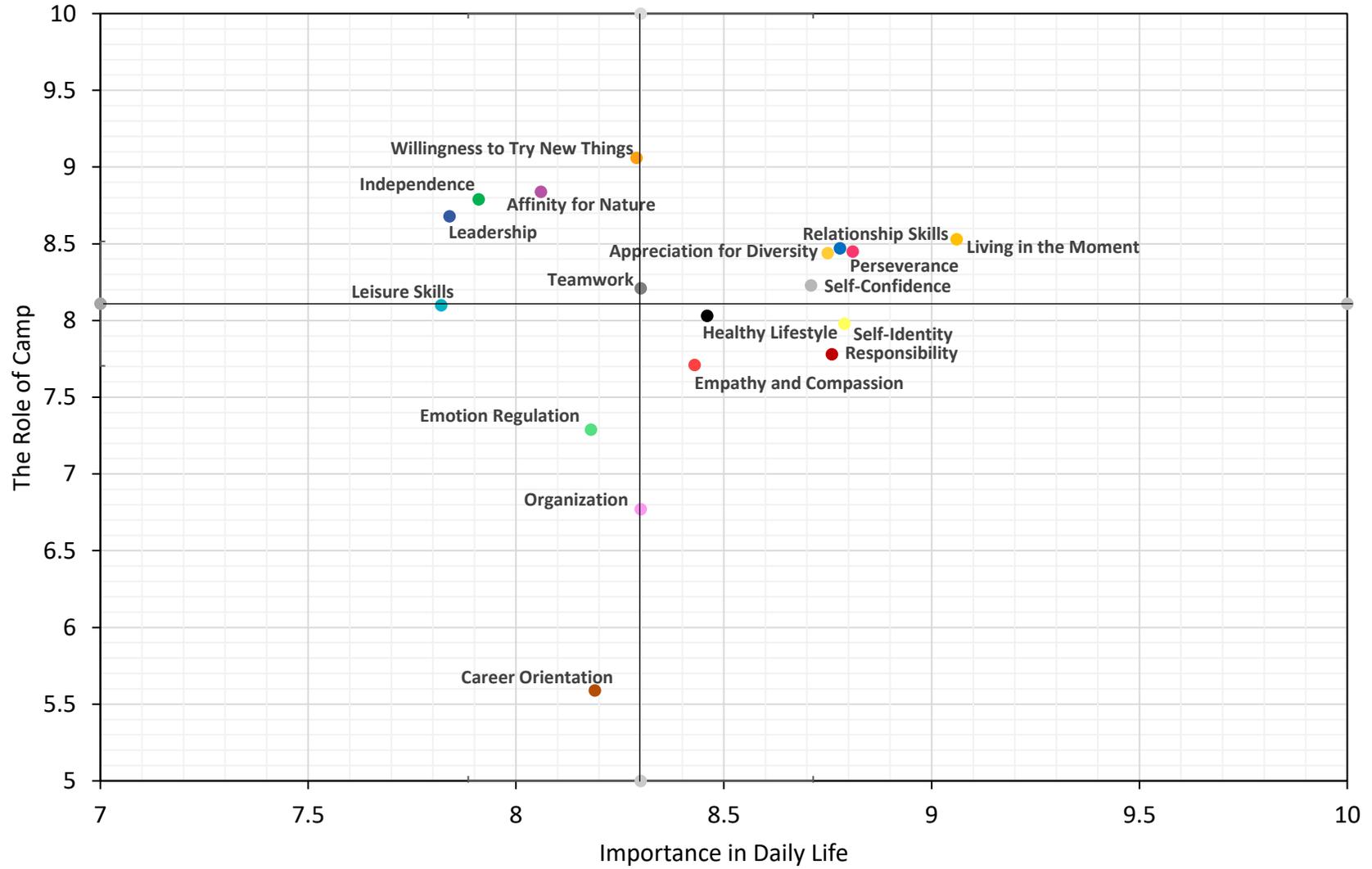


Figure 5 ACA Accredited Sample Map

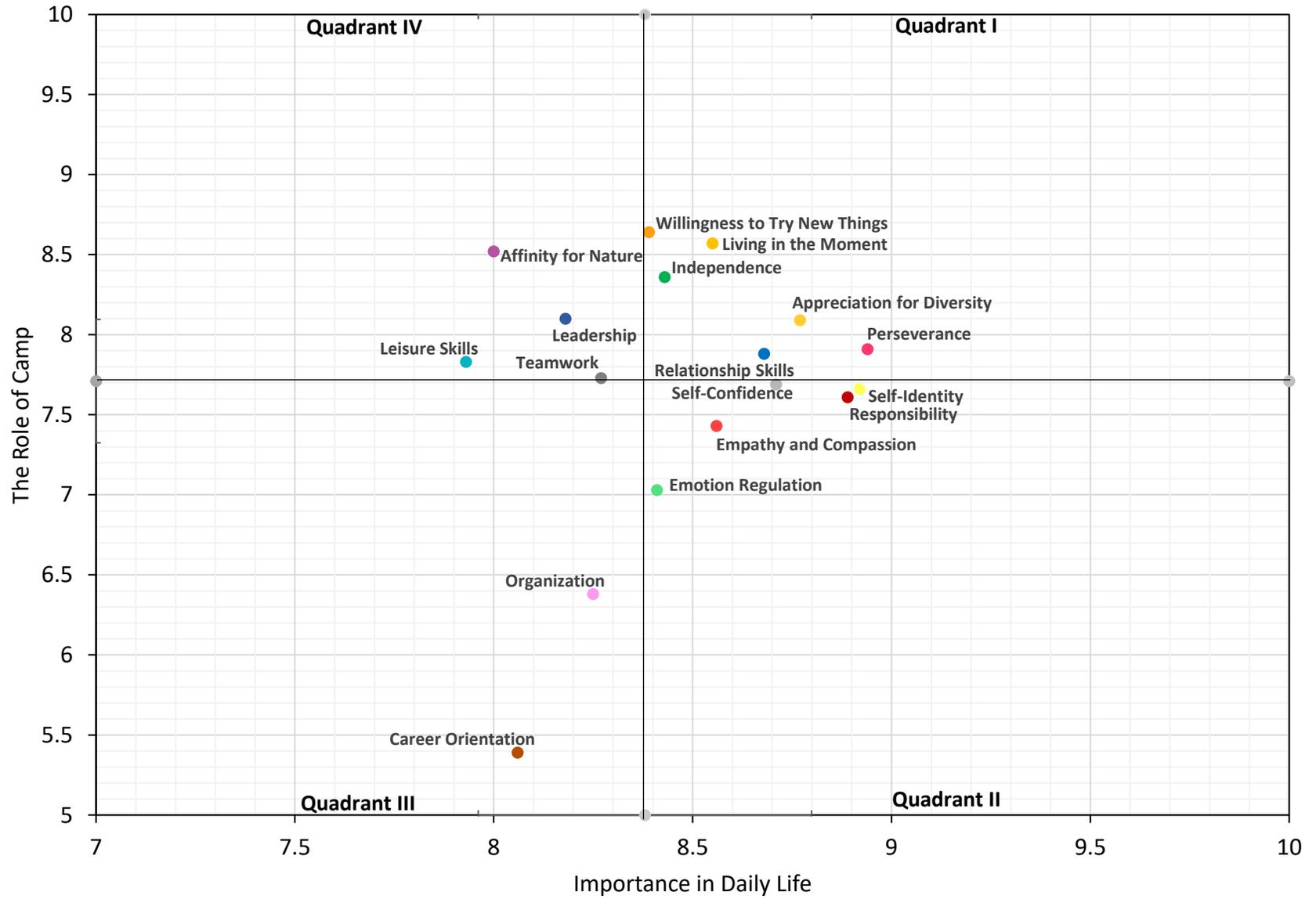
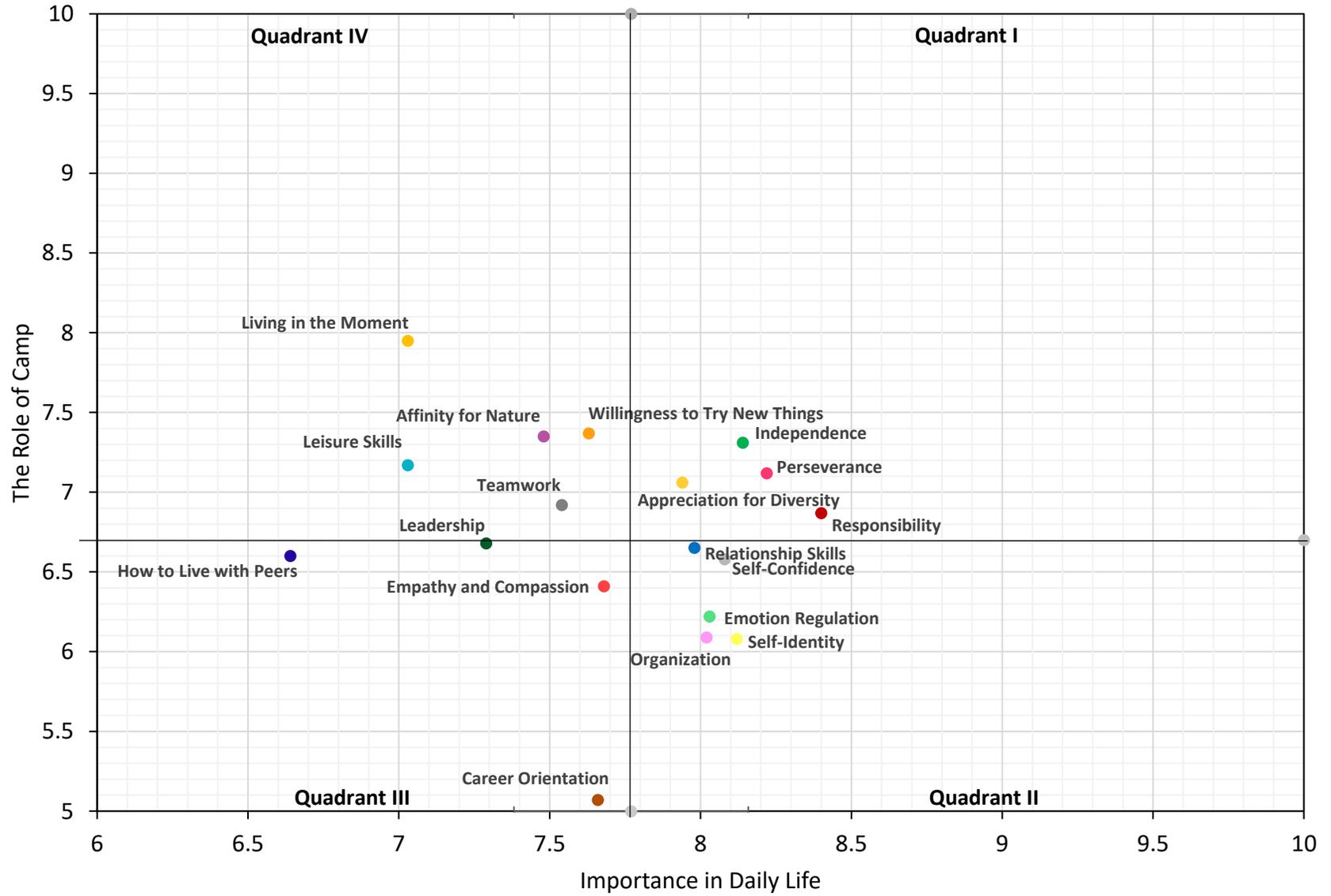


Figure 6 Panel Sample Map



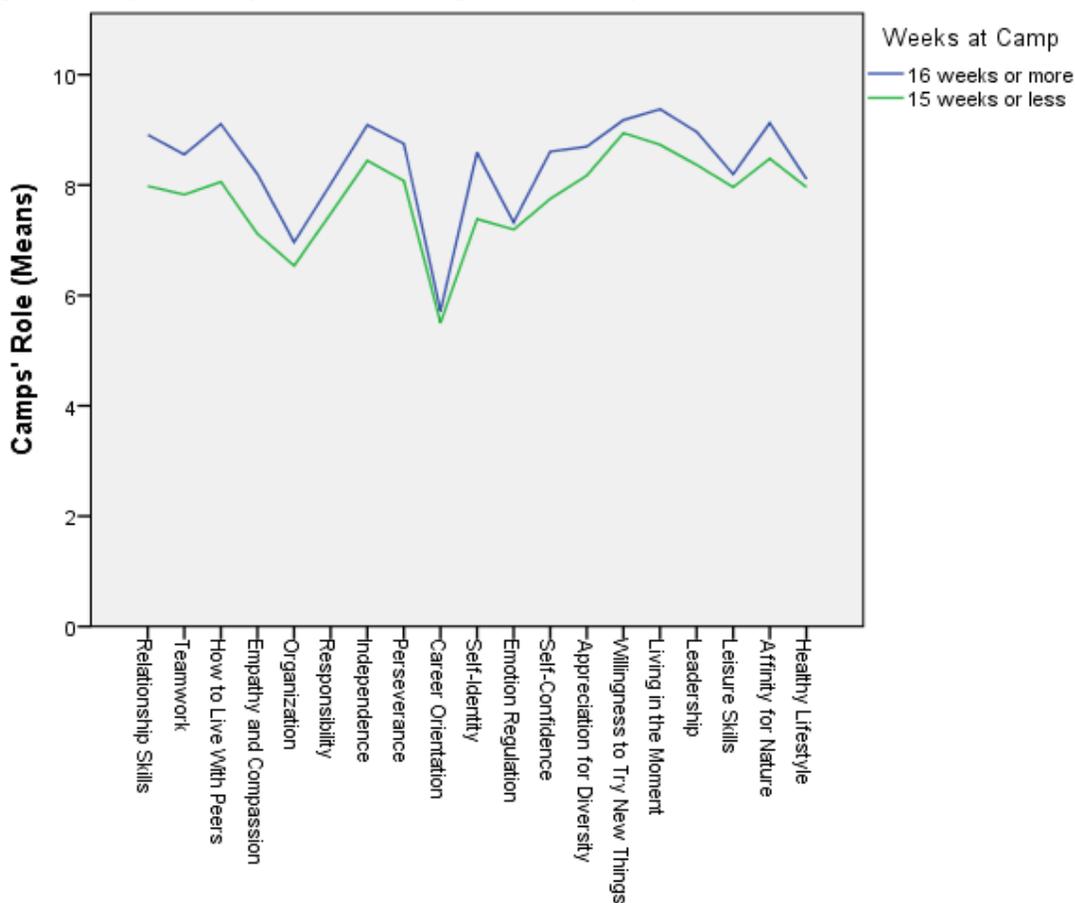
APPENDIX B: Comparisons Across Groups

Weeks at Camp

The first profile analysis evaluated the 19 youth development outcomes segregated by weeks at camp. There were two groups being compared: individuals who went to their last camp for 16 weeks or more and individuals who went to their last camp for 15 weeks or less. Wilks' criterion was used and the profiles (seen in Figure 7) did not deviate significantly from parallelism, $F_{(18, 89)} = 1.337$, $p = .185$, partial $\eta^2 = .213$. For the levels test, statistically significant differences were found between groups when all outcomes were averaged, $F_{(1, 106)} = 5.116$, $p < .001$, partial $\eta^2 = .046$. For the flatness test, profiles deviated significantly from flat, $F_{(18, 89)} = 15.222$, $p < .001$, partial $\eta^2 = .755$.

Respondents who went to camp for 16 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, independence, perseverance, self-identity, self-confidence, living in the moment, leadership, and affinity for nature. The profiles were also not flat; participants indicated greater development of some outcomes (e.g., independence) than others (e.g., career orientation).

Figure 7 Profile Plot of the 19 Learning Outcomes by Weeks at Camp



APPENDIX C: Setting Questions

Relationship Skills

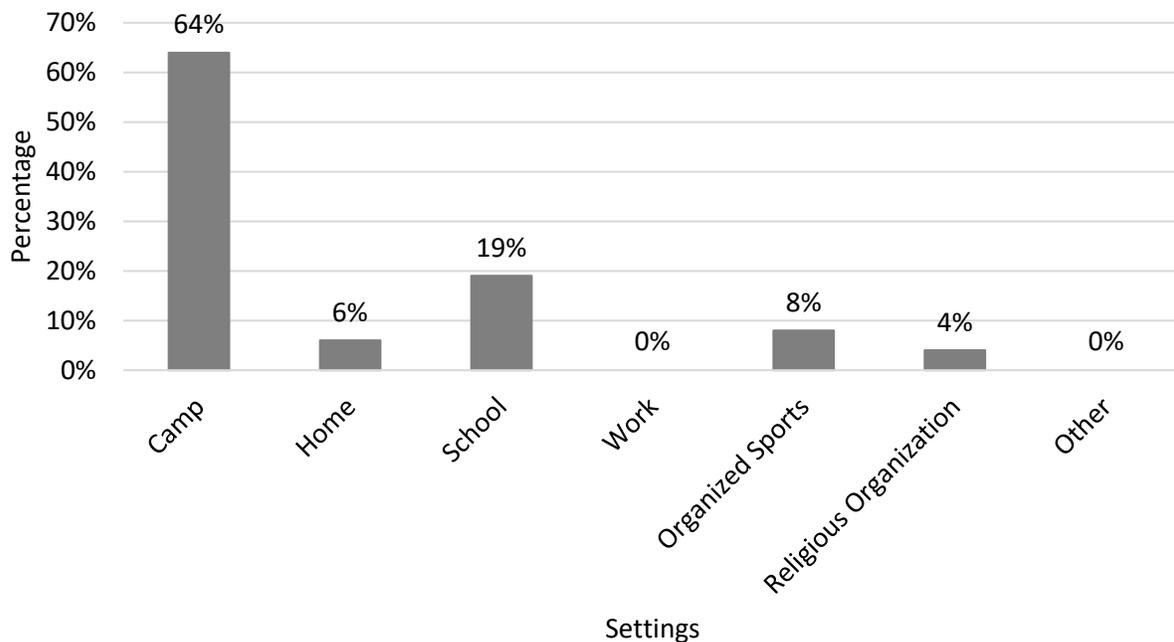
There were 53 individuals who selected that camp was critical to their development of relationship skills. When asked where they primarily learned relationship skills, 64% of these respondents said that camp remained the most important setting for their learning. Table 9 and Figure 8 provides a breakdown of responses.

Table 9 *Relationship Skills*

Settings	Frequency	Percent
Camp	34	64
Home	3	6
School	10	19
Work	0	0
Organized Sports	4	8
Organized Religion	2	4
Other	0	0
Total	53	100

Note. *N* = 53 individuals

Figure 8 *Relationship Skills Setting Bar Chart*



Teamwork

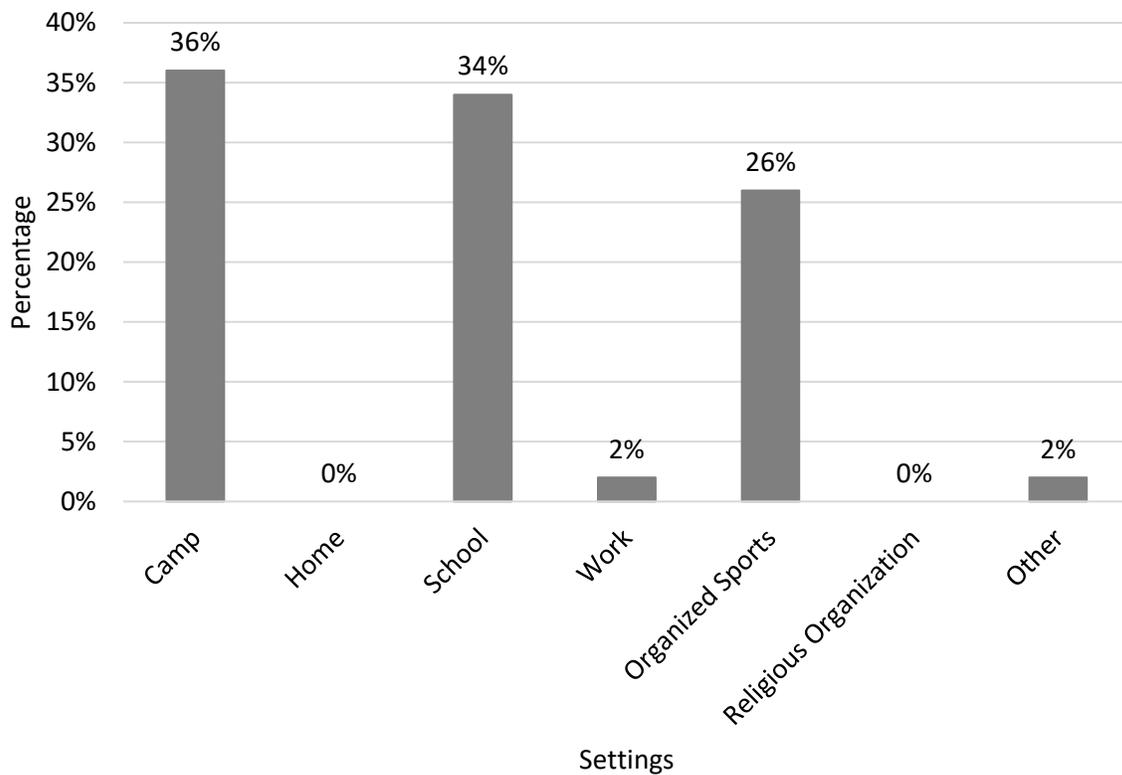
There were 50 individuals who selected that camp was critical to their development of teamwork. When asked where they primarily learned relationship skills, 36% of these respondents said that camp remained the most important setting for their learning. Table 10 and Figure 9 provides a breakdown of responses.

Table 10 *Teamwork*

Settings	Frequency	Percent
Camp	18	36%
Home	0	0%
School	17	34%
Work	1	2%
Organized Sports	13	26%
Religious Organization	0	0%
Other	1	2%
Total	50	100

Note. N = 50 individuals

Figure 9 *Teamwork Setting Bar Chart*



How to Live with Peers

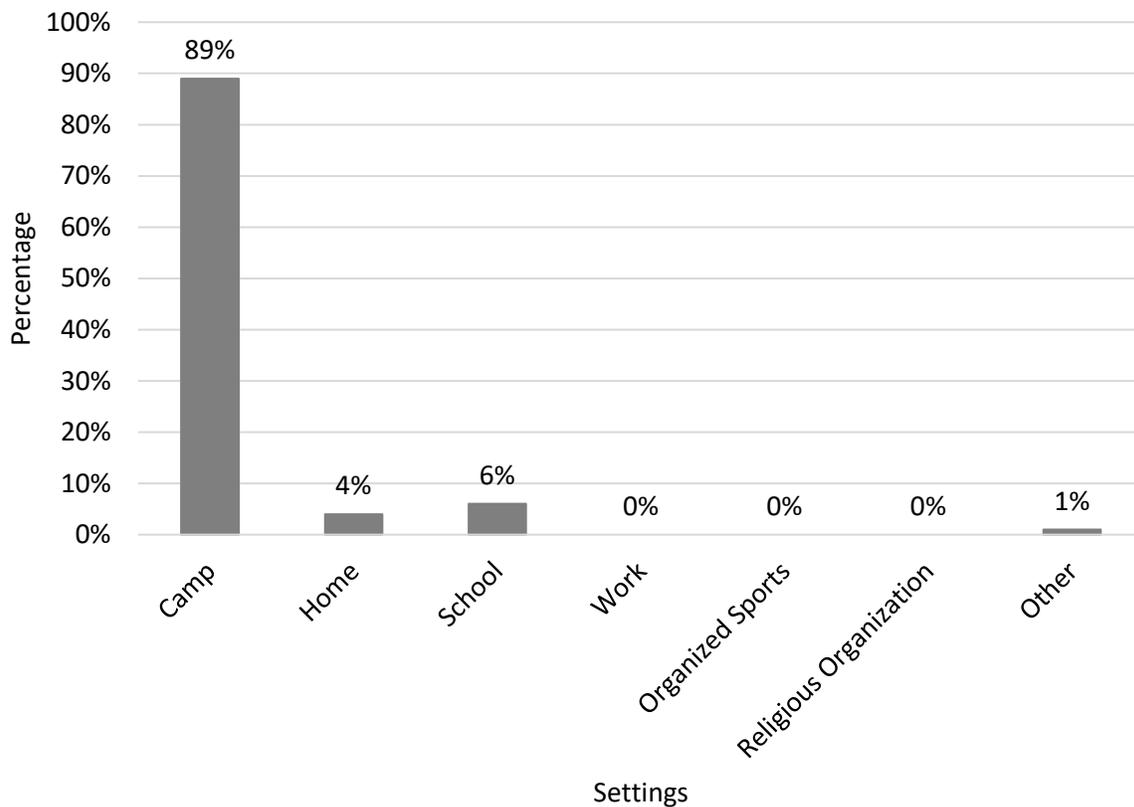
There were 71 individuals who selected that camp was critical to their development of how to live with peers. When asked where they primarily learned how to live with peers, 89% of these respondents said that camp remained the most important setting for their learning. Table 11 and Figure 10 provides a breakdown of responses.

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

Settings	Frequency	Percent
Camp	63	89
Home	3	4
School	4	6
Work	0	0
Organized Sports	0	0
Religious Organization	0	0
Other	1	1
Total	71	100

Note. N = 71 individuals

Figure 10 *How to Live with Peers Setting Bar Chart*



Empathy and Compassion

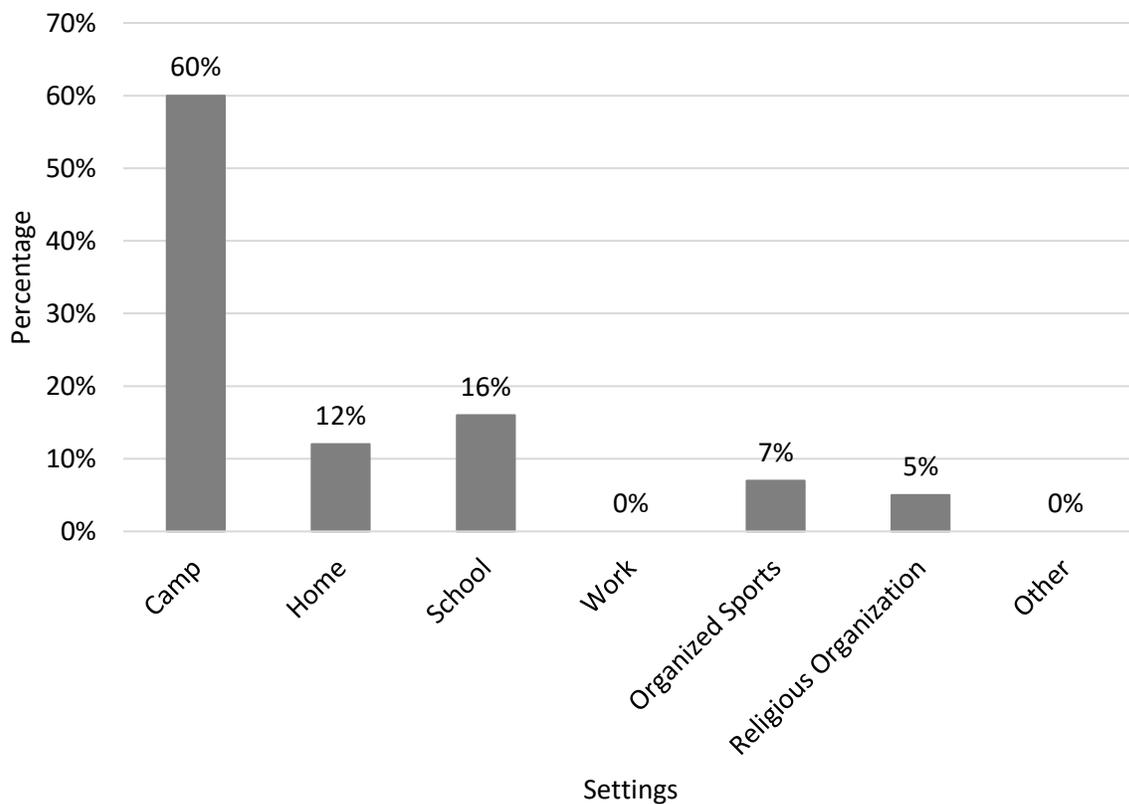
There were 43 individuals who selected that camp was critical to their development of empathy and compassion. When asked where they primarily learned empathy and compassion, 60% of these respondents said that camp remained the most important setting for their learning. Table 12 and Figure 11 provides a breakdown of responses.

Table 12 *Primary Setting for Empathy and Compassion*

Settings	Frequency	Percent
Camp	26	60
Home	5	12
School	7	16
Work	0	0
Organized Sports	3	7
Religious Organization	2	5
Other	0	0
Total	43	100

Note. *N* = 43 individuals

Figure 11 *Empathy and Compassion Bar Chart*



Organization

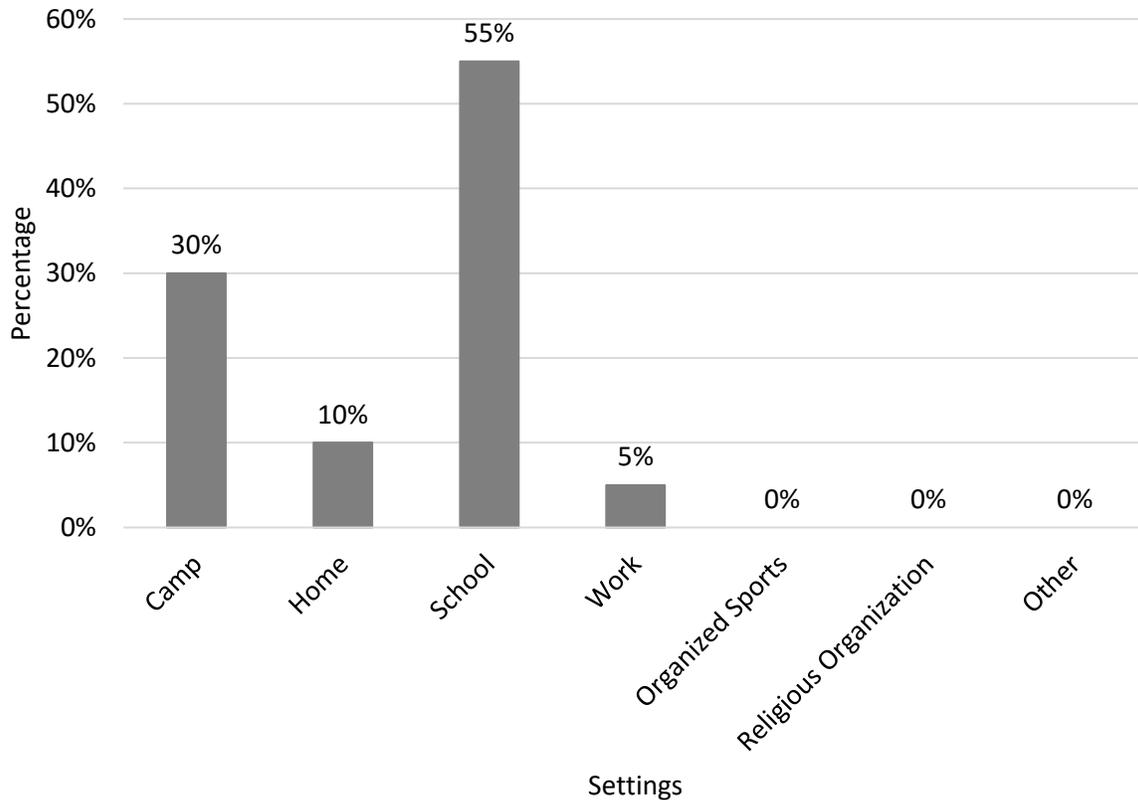
There were 20 individuals who selected that camp was critical to their development of organization. When asked where they primarily learned organization, 55% of these respondents said that school was the most important setting for their learning. Table 13 and Figure 12 provides a breakdown of responses.

Table 13 *Primary Setting for Organization*

Settings	Frequency	Percent
Camp	6	30
Home	2	10
School	11	55
Work	1	5
Organized Sports	0	0
Religious Organization	0	0
Other	0	0
Total	20	100

Note. N = 20 individuals

Figure 12 *Organization Bar Chart*



Responsibility

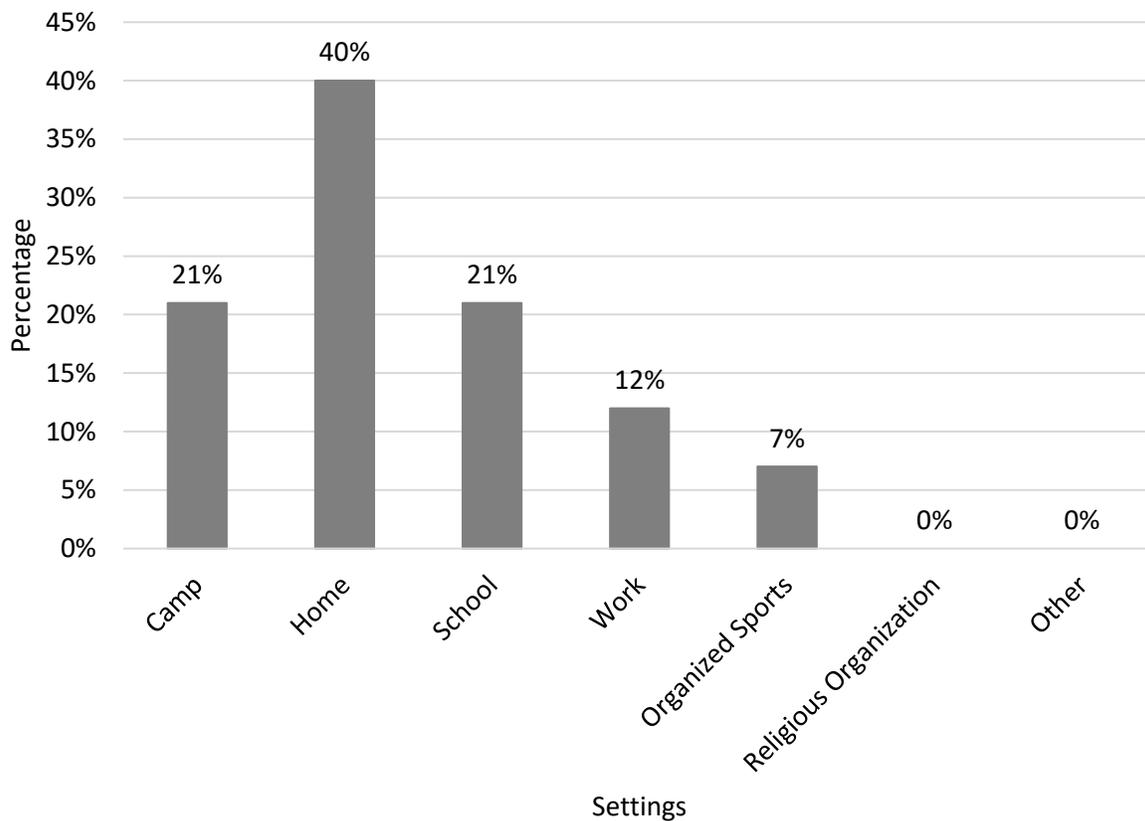
There were 43 individuals who selected that camp was critical to their development of responsibility. When asked where they primarily learned responsibility, 40% of these respondents said that home was the most important setting for their learning. Table 14 and Figure 13 provides a breakdown of responses.

Table 14 *Primary Setting for Responsibility*

Settings	Frequency	Percent
Camp	9	21
Home	17	40
School	9	21
Work	5	12
Organized Sports	3	7
Religious Organization	0	0
Other	0	0
Total	43	100

Note. N = 43 individuals

Figure 13 *Responsibility Bar Chart*



Independence

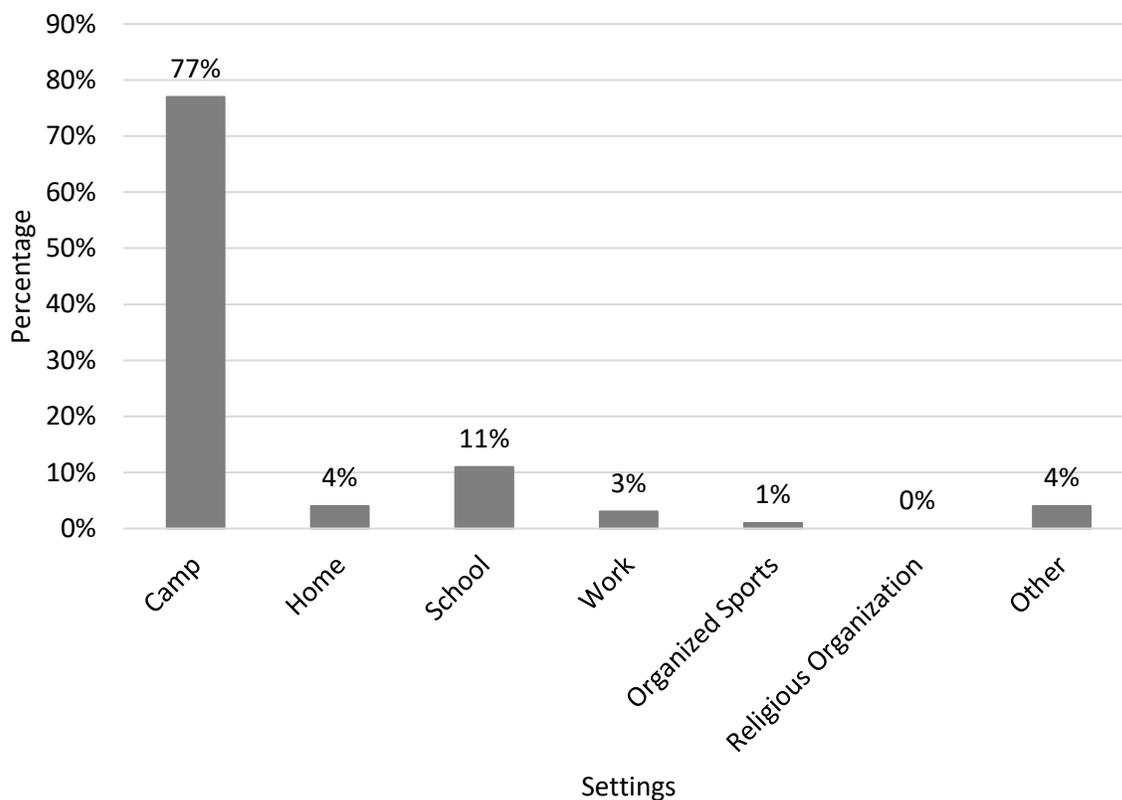
There were 75 individuals who selected that camp was critical to their development of independence. When asked where they primarily learned independence, 77% of these respondents said that camp remained the most important setting for their learning. Table 15 and Figure 14 provides a breakdown of responses.

Table 15 *Primary Setting for Independence*

Settings	Frequency	Percent
Camp	58	77
Home	3	4
School	8	11
Work	2	3
Organized Sports	1	1
Religious Organization	0	0
Other	3	4
Total	75	100

Note. N = 75 individuals

Figure 14 *Independence Bar Chart*



Perseverance

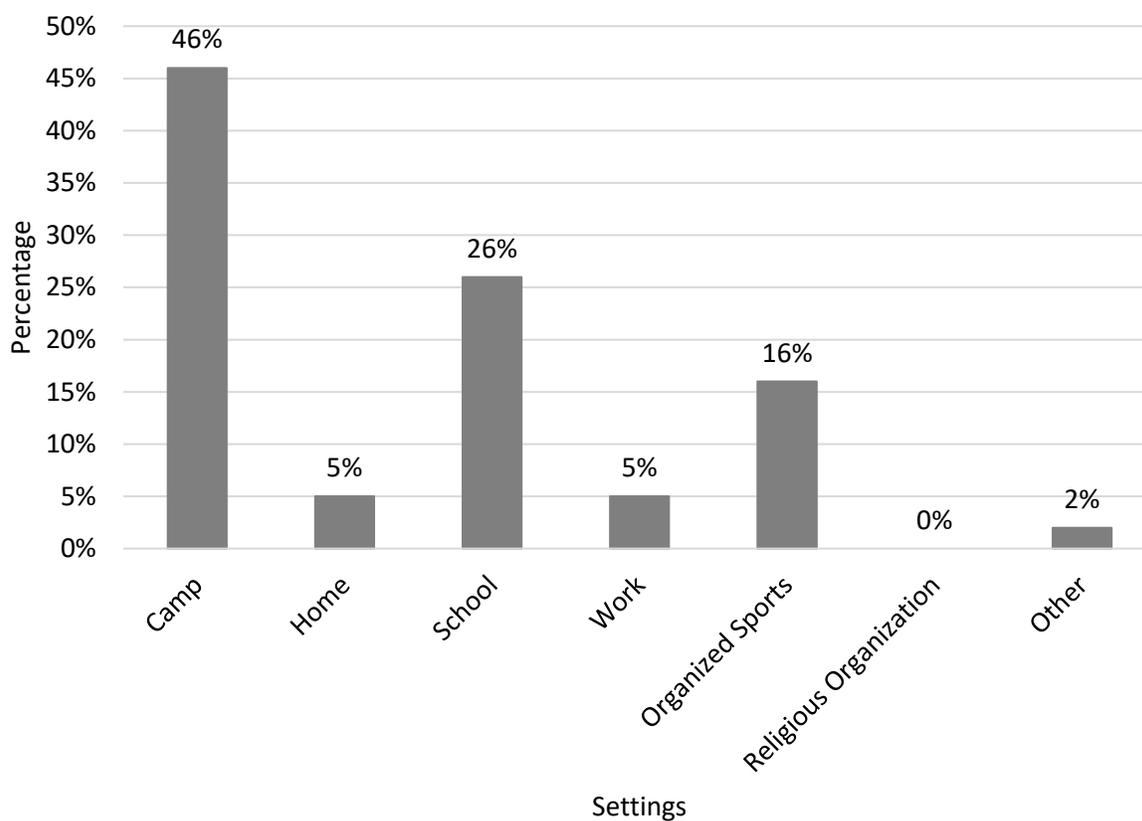
There were 61 individuals who selected that camp was critical to their development of perseverance. When asked where they primarily learned perseverance, 46% of these respondents said that camp remained the most important setting for their learning. Table 16 and Figure 15 provides a breakdown of responses.

Table 16 *Primary Setting for Perseverance*

Settings	Frequency	Percent
Camp	28	46
Home	3	5
School	16	26
Work	3	5
Organized Sports	10	16
Religious Organization	0	0
Other	1	2
Total	61	100

Note. N = 61 individuals

Figure 15 *Perseverance Bar Chart*



Career Orientation

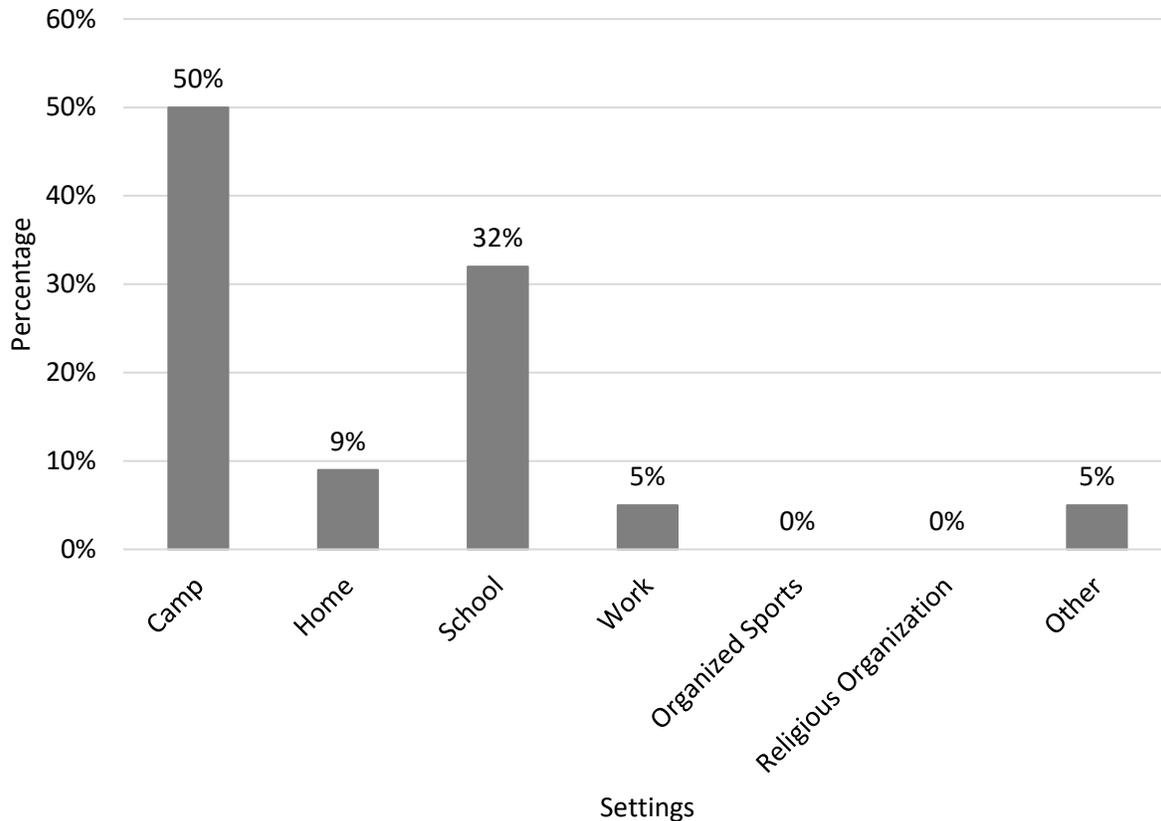
There were 22 individuals who selected that camp was critical to their development of career orientation. When asked where they primarily learned career orientation, 50% of these respondents said that camp was the most important setting for their learning. Table 17 and Figure 16 provides a breakdown of responses.

Table 17 *Primary Setting for Career Orientation*

Settings	Frequency	Percent
Camp	11	50
Home	2	9
School	7	32
Work	1	5
Organized Sports	0	0
Religious Organization	0	0
Other	1	5
Total	22	100

Note. N = 22 individuals

Figure 16 *Career Orientation Bar Chart*



Self-Identity

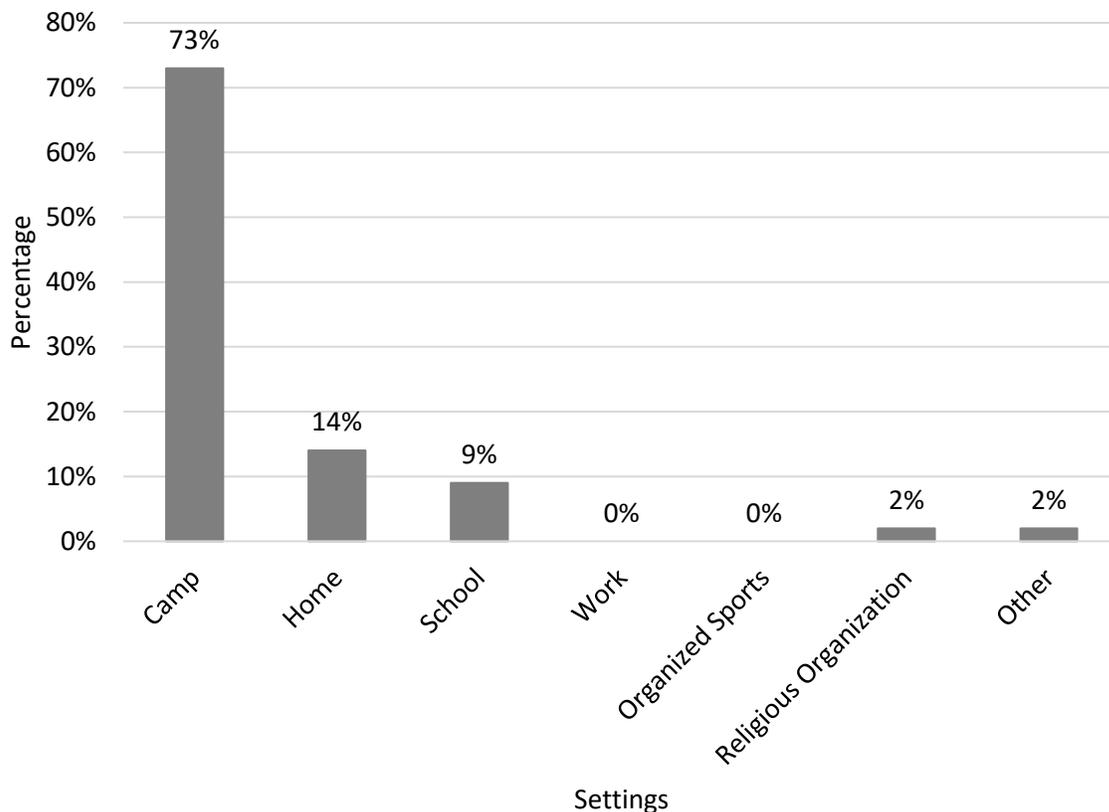
There were 56 individuals who selected that camp was critical to their development of self-identity. When asked where they primarily learned self-identity, 73% of these respondents said that camp was the most important setting for their learning. Table 18 and Figure 17 provides a breakdown of responses.

Table 18 *Primary Setting for Self-Identity*

Settings	Frequency	Percent
Camp	41	73
Home	8	14
School	5	9
Work	0	0
Organized Sports	0	0
Religious Organization	1	2
Other	1	2
Total	56	100

Note. N = 56 individuals

Figure 17 *Self-Identity Bar Chart*



Emotion Regulation

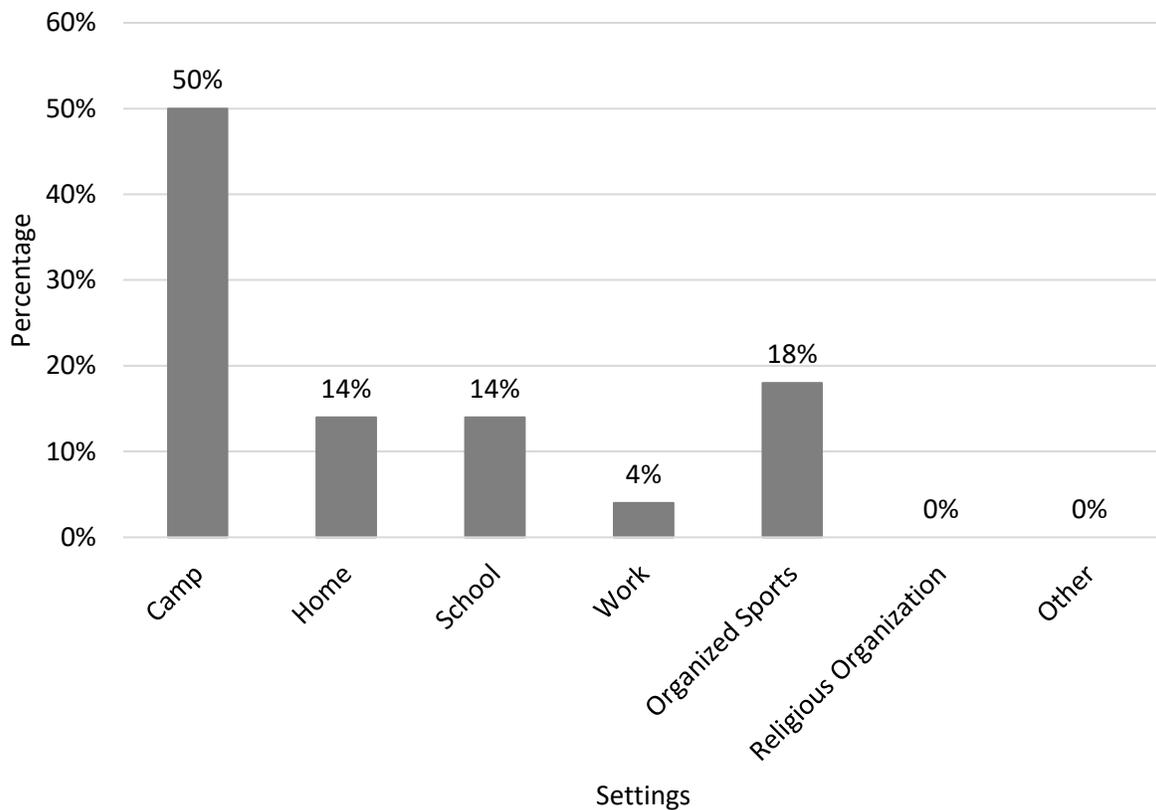
There were 28 individuals who selected that camp was critical to their development of emotion regulation. When asked where they primarily learned emotion regulation, 50% of these respondents said that camp was the most important setting for their learning. Table 19 and Figure 18 provides a breakdown of responses.

Table 19 *Primary Setting for Emotion Regulation*

Settings	Frequency	Percent
Camp	14	50
Home	4	14
School	4	14
Work	1	4
Organized Sports	5	18
Religious Organization	0	0
Other	0	0
Total	28	100

Note. *N* = 28 individuals

Figure 18 *Emotion Regulation Bar Chart*



Self-Confidence

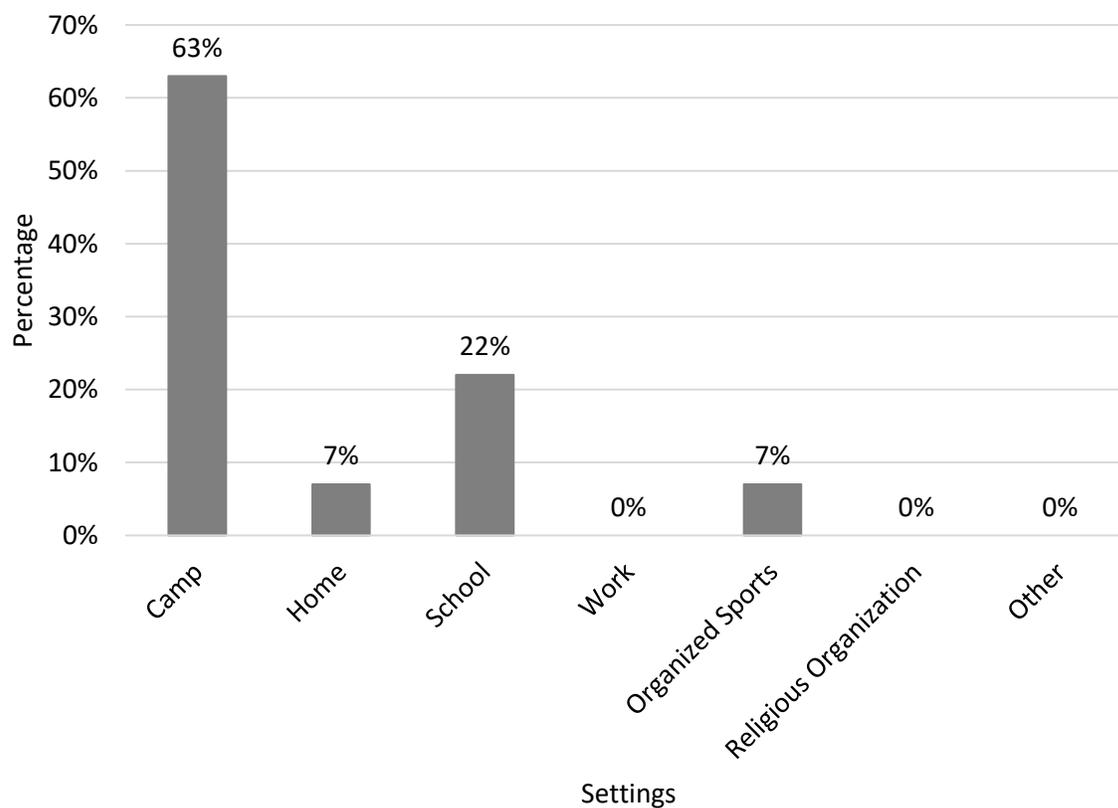
There were 54 individuals who selected that camp was critical to their development of self-confidence. When asked where they primarily learned self-confidence, 63% of these respondents said that camp was the most important setting for their learning. Table 20 and Figure 19 provides a breakdown of responses.

Table 20 *Primary Setting for Self-Confidence*

Settings	Frequency	Percent
Camp	34	63
Home	4	7
School	12	22
Work	0	0
Organized Sports	4	7
Religious Organization	0	0
Other	0	0
Total	54	100

Note. N = 54 individuals

Figure 19 *Self-Confidence Bar Chart*



Appreciation for Diversity

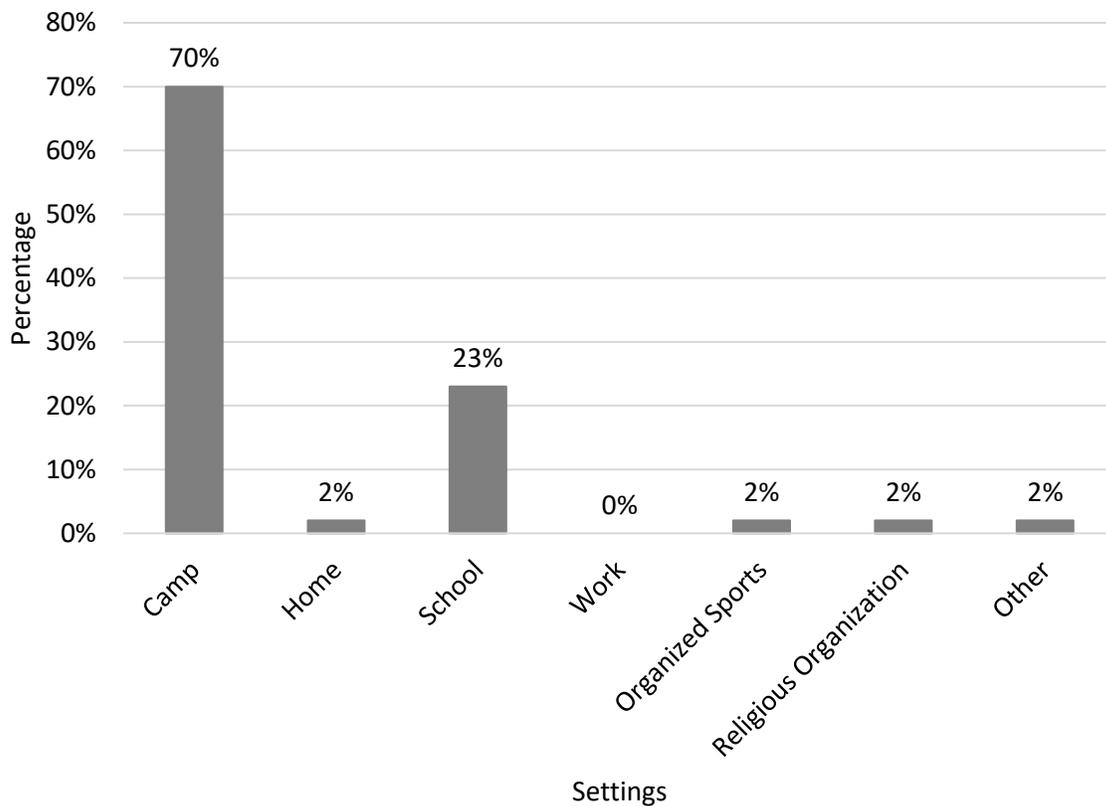
There were 61 individuals who selected that camp was critical to their development of appreciation for diversity. When asked where they primarily learned appreciation for diversity, 70% of these respondents said that camp was the most important setting for their learning. Table 21 and Figure 20 provides a breakdown of responses.

Table 21 *Primary Setting for Appreciation for Diversity*

Settings	Frequency	Percent
Camp	43	70
Home	1	2
School	14	23
Work	0	0
Organized Sports	1	2
Religious Organization	1	2
Other	1	2
Total	61	100

Note. N = 61 individuals

Figure 20 *Appreciation for Diversity Bar Chart*



Willingness to Try New Things

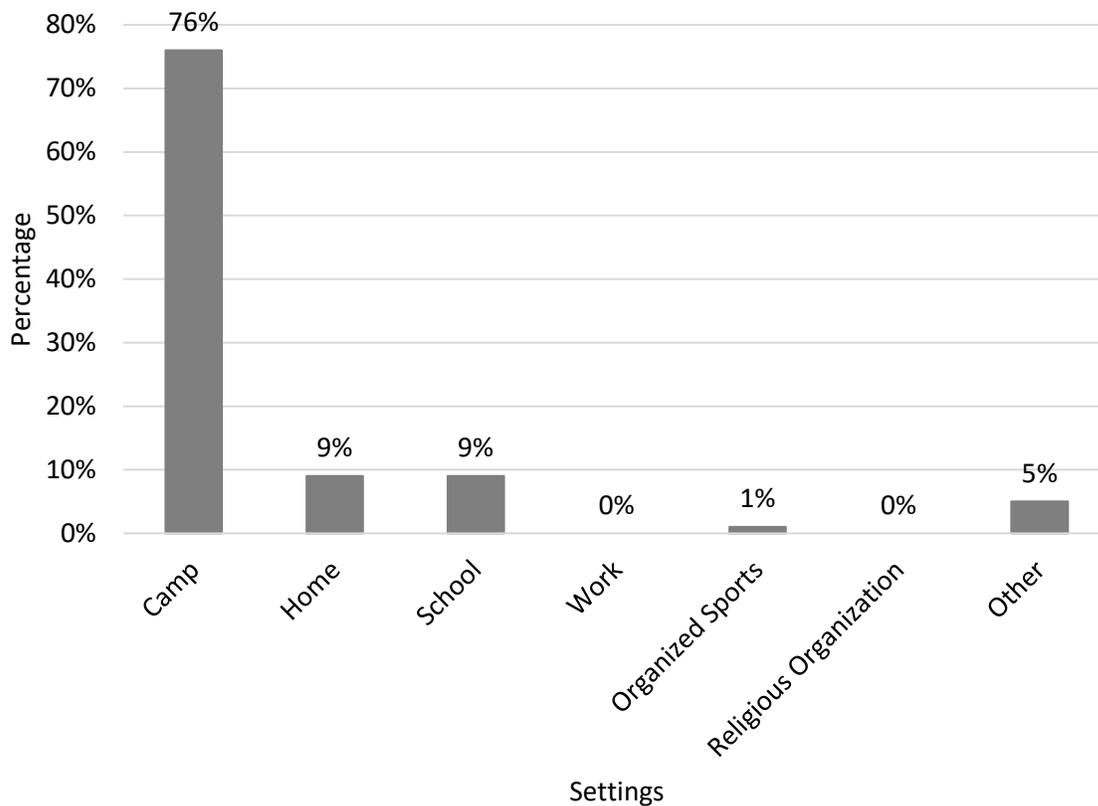
There were 80 individuals who selected that camp was critical to their development of willingness to try new things. When asked where they primarily learned willingness to try new things, 76% of these respondents said that camp was the most important setting for their learning. Table 22 and Figure 21 provides a breakdown of responses.

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

Settings	Frequency	Percent
Camp	61	76
Home	7	9
School	7	9
Work	0	0
Organized Sports	1	1
Religious Organization	0	0
Other	4	5
Total	80	100

Note. N = 80 individuals

Figure 21 *Willingness to Try New Things Bar Chart*



Living in the Moment

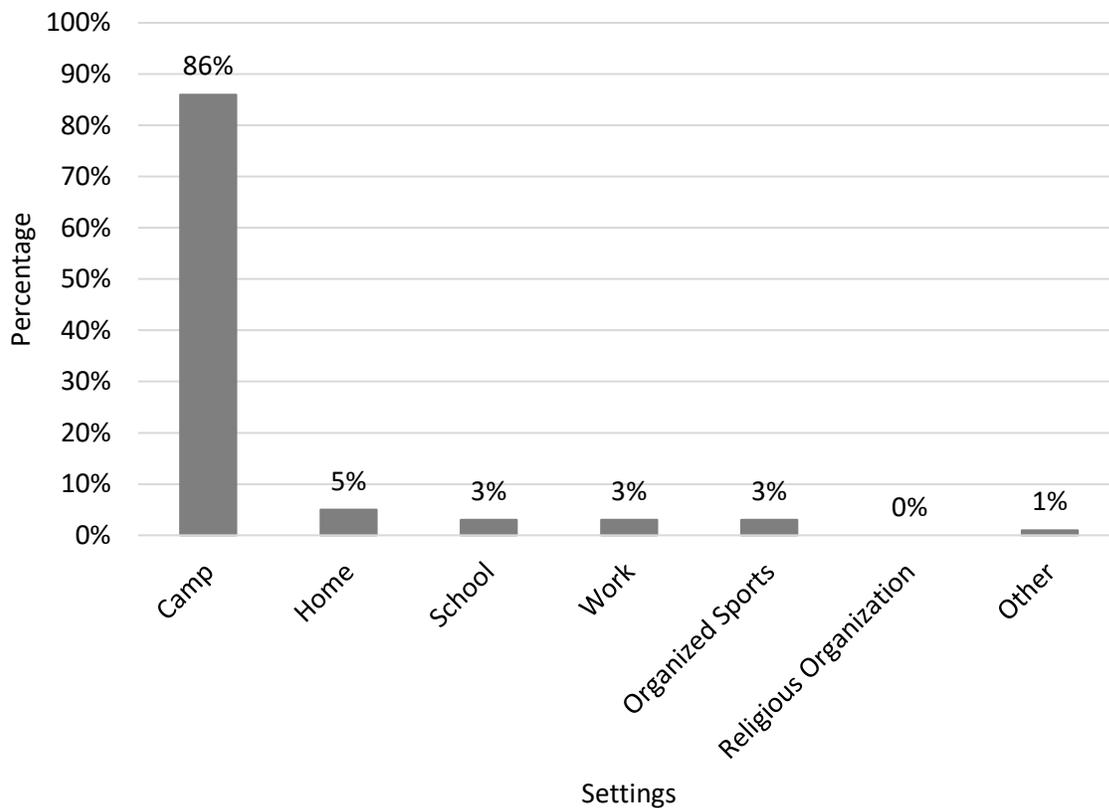
There were 80 individuals who selected that camp was critical to their development of living in the moment. When asked where they primarily learned living in the moment, 86% of these respondents said that camp was the most important setting for their learning. Table 23 and Figure 22 provides a breakdown of responses.

Table 23 *Primary Settings for Living in the Moment*

Settings	Frequency	Percent
Camp	69	86
Home	4	5
School	2	3
Work	2	3
Organized Sports	2	3
Religious Organization	0	0
Other	1	1
Total	80	100

Note. N = 80 individuals

Figure 22 *Living in the Moment Bar Chart*



Leadership

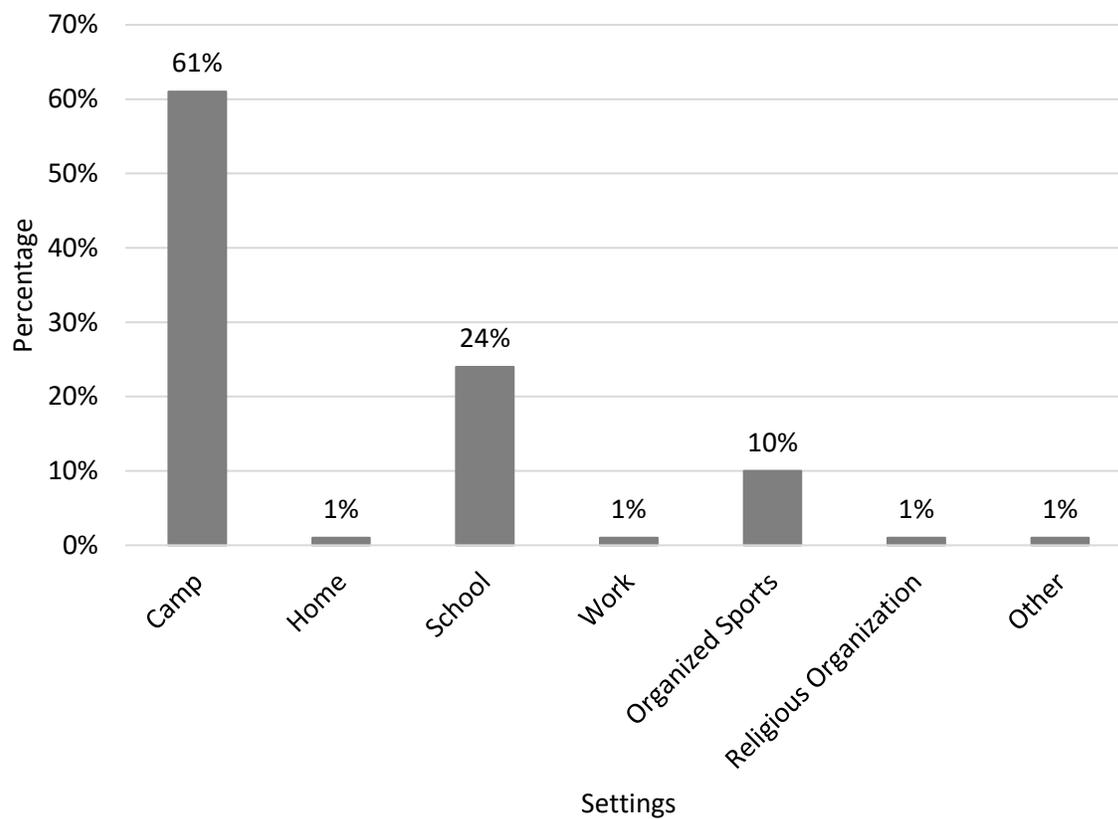
There were 72 individuals who selected that camp was critical to their development of leadership. When asked where they primarily learned leadership, 61% of these respondents said that camp was the most important setting for their learning. Table 24 and Figure 23 provides a breakdown of responses.

Table 24 *Primary Setting for Leadership*

Settings	Frequency	Percent
Camp	44	61
Home	1	1
School	17	24
Work	1	1
Organized Sports	7	10
Religious Organization	1	1
Other	1	1
Total	72	100

Note. N = 72 individuals

Figure 23 *Leadership Bar Chart*



Leisure Skills

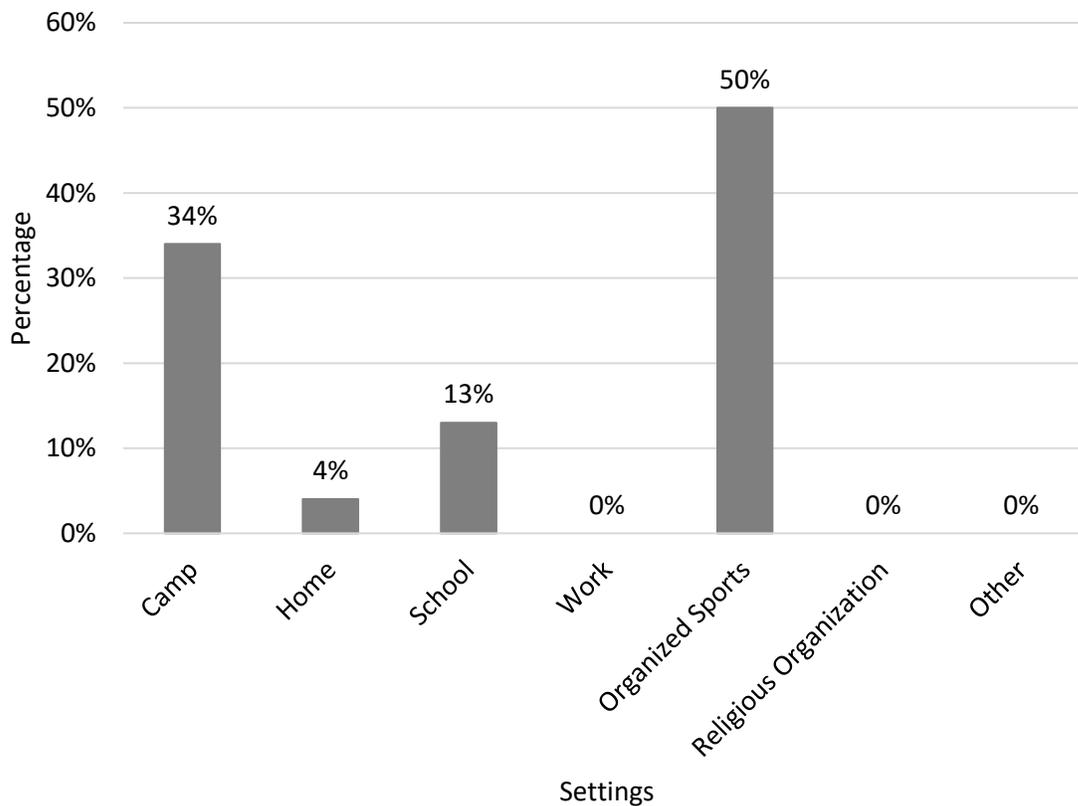
There were 56 individuals who selected that camp was critical to their development of leisure skills. When asked where they primarily learned leisure skills, 50% of these respondents said that organized sports were the most important setting for their learning. Table 25 and Figure 24 provides a breakdown of responses.

Table 25 *Primary Setting for Leisure Skills*

Settings	Frequency	Percent
Camp	19	34
Home	2	4
School	7	13
Work	0	0
Organized Sports	28	50
Religious Organization	0	0
Other	0	0
Total	56	100

Note. N = 56 individuals

Figure 24 *Leisure Skills Bar Chart*



Affinity for Nature

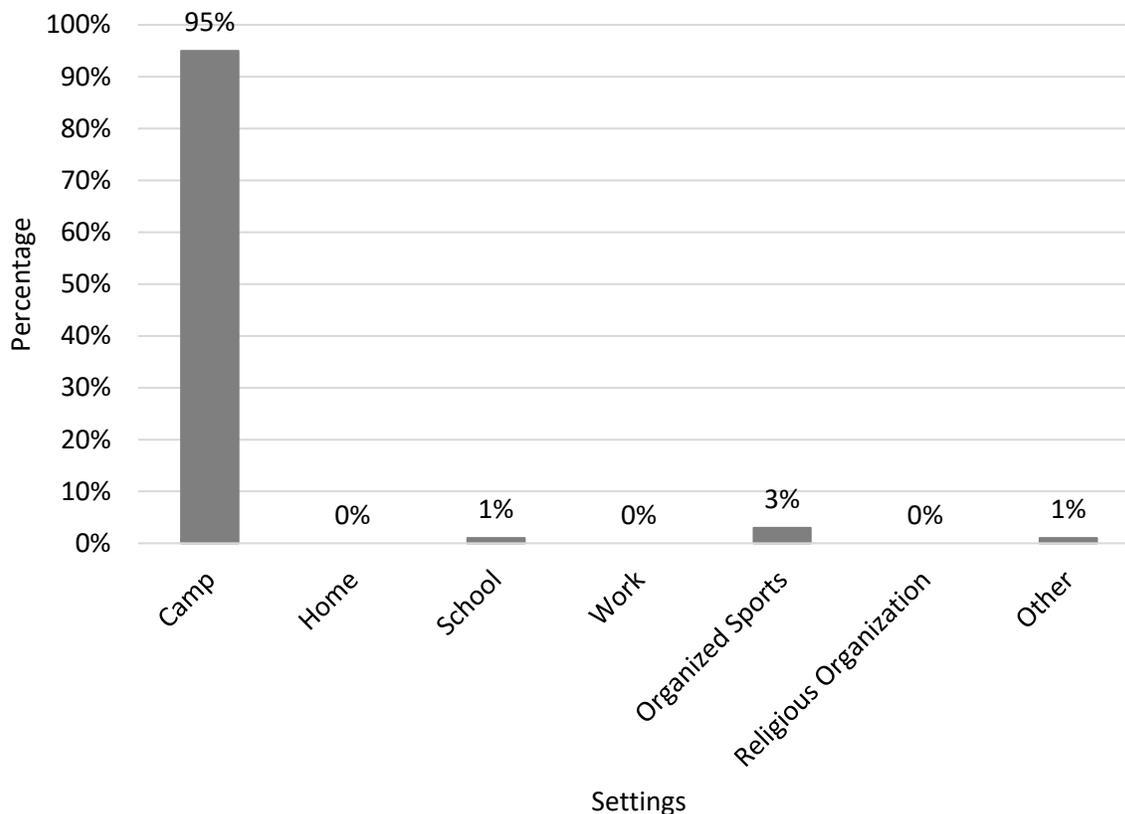
There were 73 individuals who selected that camp was critical to their development of affinity for nature. When asked where they primarily learned affinity for nature, 95% of these respondents said that camp was the most important setting for their learning. Table 26 and Figure 25 provides a breakdown of responses.

Table 26 *Primary Setting for Affinity for Nature*

Settings	Frequency	Percent
Camp	69	95
Home	0	0
School	1	1
Work	0	0
Organized Sports	2	3
Religious Organization	0	0
Other	1	1
Total	73	100

Note. N = 73 individuals

Figure 25 *Affinity for Nature Bar Chart*



Healthy Lifestyle

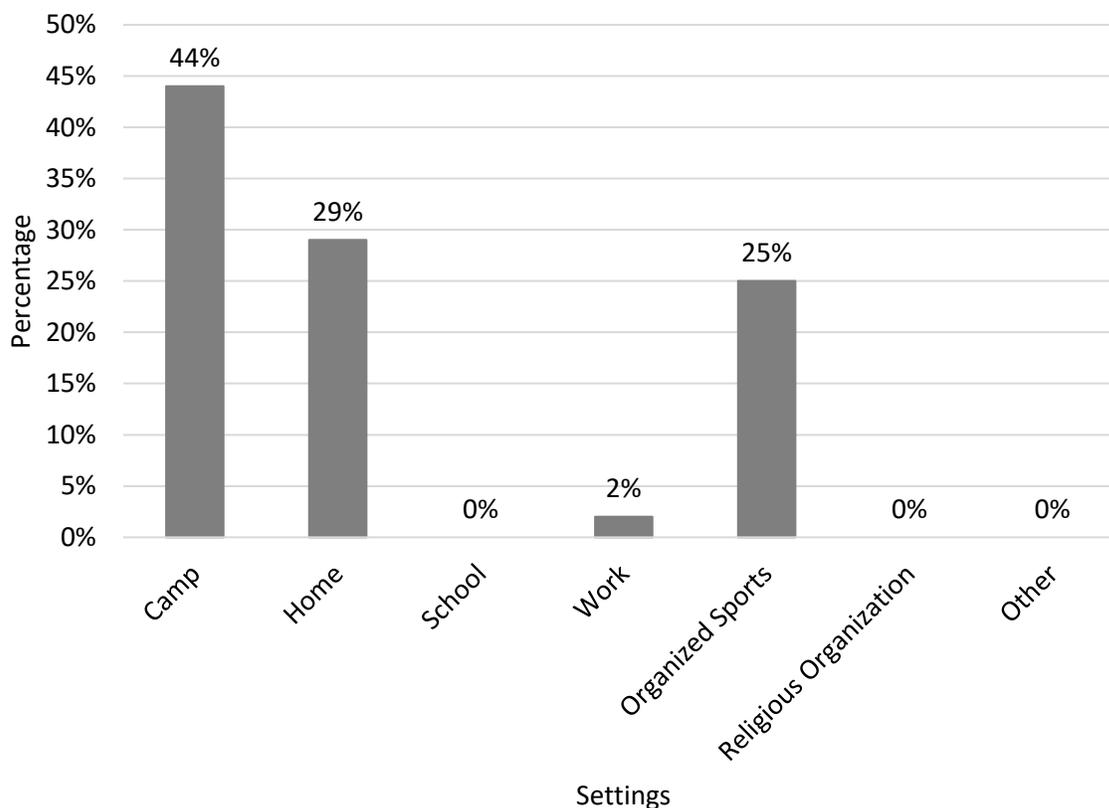
There were 52 individuals who selected that camp was critical to their development of their healthy lifestyle. When asked where they primarily learned healthy lifestyle, 44% of these respondents said that camp was the most important setting for their learning. Table 27 and Figure 26 provides a breakdown of responses.

Table 27 *Primary Setting for Healthy Lifestyle*

Settings	Frequency	Percent
Camp	23	44
Home	15	29
School	0	0
Work	1	2
Organized Sports	13	25
Religious Organization	0	0
Other	0	0
Total	52	100

Note. N = 52 individuals

Figure 26 *Healthy Lifestyle Bar Chart*



APPENDIX D: Program Elements Breakdown

Table 32 *Learning Outcome by Program Elements Breakdown*

Relationship Skills	22%
Leaders	9%
People	4%
Communal Living	3%
Programming	2%
Diversity of People	2%
Challenges	1%
Camp Overall	1%
Self-Confidence	12%
Leaders	7%
Programming	2%
People (in general)	1%
Peers	1%
Challenges	1%
Teamwork	10%
Leaders	3%
People (in general)	3%
Programming	2%
Diversity of People	1%
Working at Camp	1%
Empathy and Compassion	9%
Leaders	3%
People	2%
Programming	2%
Communal Living	1%
Self	1%
Leadership	9%
Leaders	4%
People	2%
Programming	2%
Camp Overall	1%
Perseverance	5%
Leaders	2%
Peers	1%
Programming	1%
Challenges	1%
Living in the Moment	5%
Leaders	1%
People	1%
Programming	1%
Separate Time and Space	1%
Camp Overall	1%
Appreciation for Diversity	4%

Diversity of People	2%
Leaders	1%
Programming	1%
Willingness to Try New Things	4%
Programming	2%
Leaders	1%
People	1%
Affinity for Nature	3%
Leaders	2%
Separate Time and Space	1%
Emotion Regulation	2%
Leaders	1%
Separate Time and Space	1%
Friendship	2%
People	2%
Responsibility	2%
Leaders	1%
Schedule	1%
Independence	1%
Communal Living	1%
Leisure Skills	1%
People	1%
Religion	1%
People	1%
Community	1%
People	1%
Total	100%

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 relationship skills as the most valuable outcome learned from camp. There were 9% of those individuals that said leaders supported their learning.

APPENDIX E: Camp Sample Breakdown

Table 33 *Camp Sample Breakdown*

Camp Name	Frequency	Percentage
Camp Tawingo	19	17
Camp Wenonah	14	12
Pearce Williams	12	11
Camp Warwa	12	11
Silver Lake Mennonite Camp	8	7
Arrowhead Camp	8	7
McMaster Camps	5	4
Camp Iawah	5	4
Camp Squeah	4	3.5
Camp Centennial	4	3.5
Camp Northway	4	3.5
Camp Tapawingo	4	3.5
Camp Couchiching	3	3
Red Pine Camp	3	3
Kuriakos	2	2
Wilvaken	2	2
Crow's Nest Lake Bible Camp	1	1
Easter Seals	1	1
Camp Ouareau	1	1
Total	112	100