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Chapter 1: Introduction to the Problem

1.1 The Problem:

One of Occidental College's institutional weaknesses is that it does not offer sufficient programs and services for students' personal development outside the classroom; specifically, Occidental College does not have an institutionalized outdoor adventure education program. After freshman orientation, students are released to wander through their four years of classes and campus events. While there are leadership opportunities on campus – students can run for office in the student government, or they can apply to be a Resident Advisor or director of Programming Board – these experiences are not inherently educational. Moreover, few students take advantage of these experiences, graduating from Occidental with inadequate leadership experience, problem solving skills, communication skills, self-confidence, and self-efficacy.

1.2 A Solution

Unlike existing leadership opportunities at Occidental, an institutional outdoor adventure education program is educational by design. Such a program would incorporate well-planned, well-supported, and well-funded experience-based educational opportunities to help students develop interpersonal and intrapersonal skills, leadership and technical abilities, and an increased understanding of the natural environment. The proposed program's mission and goals are consistent with the mission of the College: "To foster both the fulfillment of individual aspirations and a deeply rooted commitment to the public good."[1] The program will also contribute to the holistic educational environment that Occidental College strives to create. By explaining the author's personal experience at Occidental, outlining the

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contemporary literature dealing with this topic, and analyzing the benefits and methodologies of outdoor adventure education, this paper seeks to provide a solution to the gaps in Occidental's current pedagogy.

1.3 Purpose

The purpose of this research project is to design an outdoor adventure education program for Occidental College's Office of Student Life. As this program matures, academic credit may be offered for participation in specific programs.

1.4 My Stake:

I participated in numerous outdoor education programs during my middle and high school years. My current personality and career goals are a direct result of my experiences in these programs. Throughout my time at Occidental, I was keenly aware of the lack of opportunities to engage in organized, school-sponsored adventures into the outdoors. In response, I organized the Outdoor Adventure Club. I wanted to offer students a chance to experience their natural environment in fun and constructive ways, while simultaneously engaging in activities beneficial for the mind, body and spirit. I quickly realized that I could not meet the demands of the campus community, as they were beyond my organizational and structural means.

Despite my unsuccessful first attempt to bring the benefits of outdoor education to Occidental, I am committed to further efforts, as I believe such education acts as a catalyst for personal, communal, and social growth. When, in the fall of 2003 more than 180 students registered for the Outdoor Adventure Club, I knew that I could not develop programs to meet all of their needs. Many students who participated in the programs that were created did not believe the programs were educational in nature. Because students were more engaged in the

The survey I employed was designed to assess students' current involvement in different outdoor activities, as well as their attitudes, beliefs and values surrounding outdoor education.

1.6 Outline

The aim of this paper is to build a case for the development of an outdoor adventure education program at Occidental College. The first three chapters explain the general benefits of outdoor adventure education. More specifically, chapter 2 will be a literature review that situates outdoor adventure education in the broader fields of outdoor education, experiential education, and adventure experience. Chapter 3 will be a discussion of the participant outcomes of outdoor adventure education. Chapter 4 will include a description of leadership theory and an analysis of four styles of leadership. The two subsequent chapters will prove the applicability and benefits of outdoor adventure education in various educational settings. More specifically, chapter 5 will describe the benefits of outdoor adventure education in mainstream education and special education. Chapter 6 will detail the benefits of outdoor adventure education in higher education, paying particular attention to its applicability at Occidental College. Chapter 7 will discuss the current climate of Occidental College students surrounding outdoor adventure education, which will include results of a recent study. Chapters 8 and 9 will propose a method for implementing an outdoor adventure program at Occidental College, and specific policy recommendations that will aid the implementation process. Finally, Chapter 10 will offer concluding arguments for the creation of an outdoor education program at Occidental College.

Chapter 2: Literature Review

2.1 Introduction

Outdoor adventure education combines elements of many different philosophies and pedagogies to create an educational experience like none other. Its outcomes have been studied and evaluated by dozens of researchers and practitioners. Outdoor education and experiential education are two related but distinct pedagogies that contribute to outdoor adventure education's unique and powerful educational style. The literature review will begin by introducing the reader to the field of outdoor adventure education – what it is and what it is not. By introducing outdoor adventure education as the area of overlap among outdoor education, experiential education, and adventure experience, the reader will gain a clearer picture of what outdoor adventure education is.

2.2 Outdoor Education

Outdoor education, as defined by the Outdoor Institute, is "the use of experiences in the outdoors for the education and development of the 'whole person.'"[2] Outdoor education is not associated with one specific field, but focuses instead on the holistic growth of the individual. This definition contrasts sharply with Wilderdom's definition of outdoor education: "An experiential method of learning by doing, which takes place primarily through exposure to the out-of-doors."[3] Wilderdom's definition emphasizes the location in which the learning takes place, as opposed to its impact on the individual. For Wilderdom, a third grade class that takes a field trip to a lake to learn about watersheds is engaging in outdoor

[2] The Outdoor Institute, quoted by: Wilderdom - a project in natural living & transformation http://www.wilderdom.com/definitions/definitions.html
[3] Wilderdom - a project in natural living & transformation http://www.wilderdom.com/definitions/definitions.html

education. The broadest definition of outdoor education is education that takes place in, about, and for the benefit of the outdoors. This definition allows for the greatest flexibility and innovation in outdoor education as it does not imply a specific method of teaching, only that teaching and learning must take place outdoors.

2.3 Experiential Education

While outdoor education emphasizes the location of learning and teaching, experiential education emphasizes a pedagogy based on experience. Thus, experiential education can occur in a classroom and outdoors; it relies on a specific educative process, not a location. An example of experiential education would be to have a math class learn about fractions by evenly cutting and distributing 4 apples around a class of 12 students. The students would then read about and reflect on

fraction of their diet that should consist of fresh fruits and vegetables, while at the same time learning about where they come from and how they grow. Their lesson would teach them about fractions, while at the same time teach them about the real world. Their experience would affect more than just their understanding of fractions. It would challenge them to think about where food comes from, and why it is important to eat nutritional foods. The learning that takes place is experientially based, but is brought about by experiential education.

2.3.1 Experiential Learning vs. Experiential Education

Although the terms 'experiential learning' and 'experiential education' are often used interchangeably, they refer to very different concepts. Learning is "the act, process, or experience of gaining knowledge or skill."[4] More than a cause or effect, it is a process by which an individual enhances her understanding of the world. Education, on the other hand, incorporates a series of techniques to create an environment in which a student can learn. Thus, we can say that experiential learning is the act or process of gaining knowledge or skills through an experience. Experiential education employs techniques that cause a student to experience something in a way that sets the learning process in motion.

2.3.2 Experiential Education Philosophy

Experiential education is a philosophy that can be employed in virtually every educational context. The following passage describes the philosophy and the desired outcomes of experiential education:

> "Experiential education is a holistic philosophy, where carefully chosen experiences supported by reflection, critical analysis, and synthesis, are structured to require the learner to take initiative, make decisions, and be accountable for the results, through actively posing questions, investigating,

[4] www.dictionary.com

> experimenting, being curious, solving problems, assuming responsibility, being creative, constructing meaning, and integrating previously developed knowledge. Learners are engaged intellectually, emotionally, socially, politically, spiritually, and physically in an uncertain environment where the learner may experience success, failure, adventure, and risk taking. The learning usually involves interaction between learners, learner and educator, and learner and environment. It challenges the learner to explore issues of values, relationship, diversity, inclusion, and community."[5]

Experiential education, then, involves more than immersing a student in an experience. It also incorporates the reflection on, and analysis and synthesis of the experience into the student's behavior. The focus is not learning a specific piece of knowledge via an experience, but rather the development of the learner's ability to approach new and diverse situations, and to react based on her analysis of the situation.

The essence of experiential education is to teach one how to learn. Through repetition of the "experience, reflection, analysis, and synthesis," stages of the learning process will become engrained in the learner. Thus, when an individual approaches a new situation or problem, she will know how to react. She will reflect on the experience; analyze the experience in its educational context; and then meaningfully synthesize what she has learned with her pre-existing knowledge.

2.3.3 Outdoor Adventure Education

Outdoor adventure education is "education that relies on adventure experience as a catalyst for personal and interpersonal growth," which could include increased self-efficacy or the acquisition of new skills.[6] Interpersonal growth refers to the improvement of social skills, communications skills, problem solving skills, and conflict management skills within a group.

[5] Itin, Christian M. *Reasserting the philosophy of experiential education as a vehicle for change in the 21st century*. 1999: 97
[6] Martin, Bruce, et al. *Outdoor Leadership: Theory and Practice*. 2006: 291.

Chapter 3: Participant Outcomes of Outdoor Adventure Education

3.1 Introduction

Outdoor adventure education programs have

3.3 Improvement of Group Dynamics and Participant Social Skills

The body of research regarding changing group dynamics and social skills of participants in outdoor adventure education programs is much smaller than that regarding self-systems. Ewert states that, "despite the importance and popularity of the issues associated with group dynamics, there have been relatively few systematic studies done under the rubric of organized groups in wilderness settings." He continues, "What studies have been done have usually demonstrated increases in communication between group members, increased trust and willingness to take risks and increased group identity."[20] Neill and Richards conducted extensive studies on the effects of wilderness settings on group functioning. They conclude that outdoor adventure education programs positively affect participants' interpersonal and leadership skills.[21] Hattie, Marsh, Neill and Richards analyzed 96 studies to determine the various effects of outdoor adventure education programs of participants. Their results also show a significant increase in leadership and interpersonal

Each of the benefits listed above is only relevant to the broader educational system if the participants can apply these skills to their daily lives, and if the benefits are long lasting. College life is very demanding and requires students to do more than complete homework assignments in a timely fashion. Students are expected to register for their own classes, manage their time effectively in the face of a rigorous academic schedule and social life, and work in groups on various tasks. If a student has not learned skills like cooperation, interpersonal communication, and time management, she may fail at one or more responsibilities. The reality of college life underlines the need for colleges to develop more outdoor adventure education programs to improve students leadership and interpersonal skills, as well as their ability to handle the challenges of higher level education.

3.4 Growth of Environmental Awareness

While there is general consensus as to the individual benefits of outdoor adventure education, researchers disagree about the effects of such education on environmental awareness and conservation ethics. Numerous studies conclude that there is a relationship between outdoor adventure education and increased environmental awareness. James Miller states that, "Evidence shows that people who establish personal connections with natural areas are more highly motivated to protect such environments."[23] Some, though not all, outdoor education programs work to foster connections between participants and the natural environment. Another study, conducted by Gillett, is summarized by Ewert. The title and focus of Gillett's study is the effects of wilderness camping and hiking on the self-concept and environmental attitudes of twelfth graders. He states "they found… significant change in

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environmental knowledge in the experimental group."[24] Kellert found that participation in three wilderness-based programs (Outward Bound, NOLS and the Student Conservation Association) produced a stronger commitment to conservation and the environment."[25] Despite the affirmative results of this research, not all outdoor adventure education programs foster connections between participants and the natural environment.

The following two paragraphs address the work of researchers who concluded that outdoor adventure programs do not improve, but undermine environmental awareness. Nancy Watzman says that outdoor recreation not only harms the environment, but that these programs are one of the greatest threats to the environment.[26] The activities and programs she cites, however, involve off-road vehicles. These include snowmobiling, and off-roading with all-terrain atal 0T0 1 T48 Tw 0v, hoxz 0 ,4.22 482.16l0446.04zel drJ-0s 7 w -2 7. 0 T.00The foll0 0 115.15

results to assist in delineating which methodology is more effective in producing environmentally responsible behaviors…The findings of the present study did not find that one teaching method was significantly better for increasing overall environmentally responsible behaviors in college students than the other."[27] The problem with Hughes's study is that the 'non-traditional' outdoor education group only spent one night in the outdoors practicing leave-no-trace ethics. They did not spend every class period in the outdoors, nor did they participate in an outdoor adventure program. Steven Simpson states that short-term experiences "are relatively ineffectual in changing the environmental ethics of the participants."[28] Thus, a multi-day experience is preferable. Furthermore, the curriculum and teaching style of a specific course is crucial to the effectiveness of environmental education.

A study published by Bruce Matthews and Cheryl Riley entitled "Teaching and Evaluating Outdoor Ethics Education Programs" provides a further challenge to the research of Waltzman, Estes, and Hughes.[29] This study is critical of traditional educational techniques as a means to affect ethical behavior. Matthews and Riley conclude that the following have not worked in bringing about ethical, behavioral change in students: "lectures, excessive moralizing, external(ly) derived codes of ethics/conduct, adults setting the ethics agenda, and teachers/leaders as authoritarian figures."[30] Instead, they believe that "to change behavior, we must focus on ownership and empowerment. Ownership of an issue is critical to responsible environmental behavior. If we can make it personal and pertinent and help students realize that their actions can make a difference in their world, we have a much better chance of

[27] Hughes, Coley S. and Estes, Cheryl A. *The Influence of Environmental Education on Environmentally Responsible Behaviors of Undergraduate Students in a Traditional and Nontraditional Setting*. 2005: 1
[28] Ewert, Alan et al. *The Effects of Wilderness Settings on Organized Groups: A State-of-Knowledge Paper*. 2000: 17
[29] Matthews, Bruce E. and Riley, Cheryl K. *Teaching and Evaluating Outdoor Ethics Education Programs*. 1995
[30] Matthews, Bruce E. and Riley, Cheryl K. *Teaching and Evaluating Outdoor Ethics Education Programs*. 1995: 17

Chapter 4: Leadership

4.1 Introduction to Leadership Theory

Leadership is a phenomenon that has existed for all of human history. It is an essential part of our survival, and an essential aspect of outdoor adventure education. But what is it? Peter Northouse states that, “leadership is a process whereby an individual influences a group of individuals to achieve a common goal.”

4.2.1 Trait Approach

The trait approach to transactional leadership is one of the earliest. Northouse offers a succinct definition: "The trait perspective suggests that certain individuals have special innate or inborn characteristics or qualities that make them leaders, and it is these qualities that differentiate them from nonleaders."[39] This approach is sometimes referred to as the 'Great Man Theory' or 'natural leader theory', because the characteristics of the leader are innate, not learned or developed.

The strengths of the trait approach are that it is the most straightforward approach to understanding leadership because it only focuses on the leader and her traits. In addition, due to its long history this approach is supported by nearly a century of research, whereas many other theories only have a few years worth of supportive research.

Criticisms of this approach abound. Despite a century of research, there is no definitive list of leadership traits. Furthermore, this theory discounts the importance of situational leadership, and does not discuss the outcomes of leadership on group members. Perhaps the largest problem associated with this style of transactional leadership is that it excludes a large percentage of the population from being leaders.

4.2.2 Skills Approach

While the trait approach focuses on a leader's innate characteristics, the skills approach focuses on a leader's skill set. One model used in this approach is the Skills Model, developed by Mumford and colleagues: "The model is characterized as a *capability* model because it examines the relationship between a leader's knowledge and skills (i.e.,

[39] Northouse, Peter G. *Leadership: Theory and Practice*. 2004: 4.

leader requires that an individual adapt her style to the demands of different situations."[42] In essence, situational leadership requires leaders to change their style according to their

will not be as active in developing healthy interpersonal skills. As a result, the group may disintegrate, and interpersonal relations may become unhealthy.

4.2.4 Servant Leadership

Robert Greenleaf developed the servant theory of leadership in 1970 in an essay titled "The Servant as Leader."[43] Believing that the word *serve* is inappropriately associated with a negative connotation, his work focuses on combining the ideas of service and leadership. Greenleaf asks if the ideas of servant and leader can be "fused in one real person, in all levels of status or calling."[44] Martin continues by stating, "One who acts as a servant first is always searching, listening, and not only believing, but expecting that there is hope for the future… The practice of servant leadership theory manifests itself in an ethic of care whereby the leader, who is a servant first, ensures that other people's greatest needs are being met." [45]

Greenleaf states that this approach "differs from other leadership approaches by eschewing the common top-down hierarchical style, and instead emphasizing collaboration,

primarily auditory. One major benefit of experiential education is that it accommodates the diversity of learning styles by consistently stimulating multiple senses. We can learn from one source of stimulus, such as hearing, but if we see, hear, and feel what we are learning, we can assimilate the new knowledge much more efficiently. James Miller states that "the natural world is the most information-rich environment that people will ever encounter."[51] Because there is a plethora of sounds, sites, smells, textures, temperatures, climates, and emotions for people to experience in the natural world, every person can learn something new from every location. If an individual is open to learning, and implements some form of the experiential learning model (experience, reflection, critical analysis, and synthesis), that individual will learn something new.

5.2 Special Education

Research shows that outdoor adventure programs hugely benefit youth with learning disabilities, such as Attention Deficit Disorder (ADD). Edward Lappin tells us that "positive

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education.[54] Their learning, and excitement about learning, can then be transferred to the classroom. Thus, outdoor adventure education programs are an effective addition to special education programs. Outdoor adventure education programs are also applicable to students in higher education.

5.3 Importance to Higher Education

Outdoor adventure education is, and will be, increasingly important to institutions of higher education in the twenty-first century. In

> disengaged from the classroom, professors and curriculum, they are much more likely to leave the institution. When students are engaged with and immersed in the educative process, they will feel empowered and able to make decisions about their education. This will in turn make college an experience to be valued, rather than an obstacle to be overcome."[61]

Outdoor adventure education addresses the issues of engagement and empowerment. A simplified definition of experiential education is "learning by doing"; 'engage' is defined as "to attract and hold the attention of."[62] Therefore, when a student is learning a concept by doing it or paying attention to it, they are engaging in what they learn. Outdoor adventure education utilizes experiential education by presenting problems that students must solve, and students are free to choose whatever solution they feel is most appropriate. Thus, the students are empowered by the facilitators to engage and solve a problem through first-hand experience. The students can then transfer this empowerment back to their campus life through follow-up programs and positions of leadership, which will deepen students' involvement with their campus community, ultimately raising retention rates.

5.3.2 Community Building and Civic Engagement

A student's sense of community and belonging is not only an important factor in retaining and graduating that student, but also in improving the quality of her education. Judith A. Boss refers to this concept within the following quote:

> **"**Harvard educational psychologist Howard

> whole environment as a source of knowledge. The community, rather than the classroom, is the context of learning"[63]

The 'connected learning' a student acquires links her to a community. When this education occurs in the context of a campus community, the student will become more involved in campus life. When the educational context is the city, state, or world, the student may become involved in corresponding political, social or environmental issues. Engagement is central to the success of college retention programs and to Occidental's mission statement.

5.4 Effectiveness in Higher Education

It is now clear why outdoor adventure education is important in a higher educational context, but how effective is it in the setting of higher education? The following is a summary and analysis of various studies that describe the effects of outdoor adventure education on college-level retention, grade point average (GPA), self-system and group function, and environmental ethics.

5.4.1 Retention

Michael A. Gass conducted a study using freshman at the University of New Hampshire during their first two semesters in 1984. He concluded that the students that participated in the outdoor adventure program were more likely to remain in school. The experimental group showed a retention rate of 94%, whereas the control group produced a 69% retention rate.[64] A 25% increase in a retention rate is not only significant, but monumental for a college. Occidental's retention rate is 73%. With anJ0.0004 T05 Tw 15.825 0 in a retudelf

5.4.2 Grade Point Average

In the same study, Gass found that the experimental group achieved a higher cumulative GPA than the control group. At th

about environmental ethics, they should offer programs and courses with the goal of fostering a strong environmental ethic.

5.5 Conclusions

Outdoor adventure education will be an important im

Chapter 6: Current Climate

A number of Occidental's clubs, organizations, and departments utilize the outdoors in their programs and events, but they do not implement a structured curriculum. The Outdoor Adventure Club plans hiking, backpacking and rock climbing trips to local and nearby national parks. The Rotaract Club spent their Spring Break helping the Katrina relief effort. The Office of Residence and Greek Life plans a trip to Yosemite National Park every year, and the Geology department visits various national parks to conduct field research. While every outdoor event is valuable to the community, outdoor adventure education implements a more structured and methodical curriculum than current outdoor campus-sponsored events, and has the potential to bring greater benefits to Occidental. Through outdoor adventure education programs students can learn more effective methods to approach new situations and problems

Results from a recent survey of the study body (n=50) illustrate the current campus climate surrounding outdoor adventure activities. The sample was selected at random by sitting in the academic quad during the lunch hour on a sunny Friday in April. Because not every student walks through the quad every day, there is a potential for sample bias. A larger sample size would have been beneficial, but time constraints did not permit it.

Eighty-two percent of surveyed students would like to see camping, hiking and/or backpacking offered if an outdoor adventure program were developed. And 77% of the respondents believe that they "would benefit from an outdoor adventure program," while 89% of students surveyed believe that "the Oxy community would benefit from an outdoor

adventure program."[67] While some students were neutral, no one "disagrees," or "strongly disagrees" that an outdoor adventure program would benefit them or the Oxy community. These results show that an overwhelming number of Occidental students not only want an outdoor adventure education program, but they believe everyone would benefit from it.

Another interesting statistic is that 66% of respondents said that they never "engage in organized activities in the outdoors," but everyone said that they engage in some sort of outdoor activity at least once a semester. "Organized activities" are defined as activities in the outdoors that are more organized than a few friends deciding to go hiking for an afternoon. The "organized activity" must have some formal, pre-planned structure for which the participant signs-up.

It is clear that students desire more opportunities to engage in outdoor adventure activities, especially hiking, camping and backpacking trips.[68] While various clubs sporadically offer off-campus events, students need a structured program that helps them engage in meaningful activities in the outdoors.

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Chapter 7: Implementation and Oversight

As we can now conclude, an unorganized and unsupported outdoor adventure program is not effective, but a waste of time and resources. Gass supports this claim by stating, "Although some studies… have found that [outdoor adventure education] programs positively affect outcomes like academic performance, Brinkerhoff and Sullivan (1982) concluded that most programs have little or no effect on retention. Green (1985) stated that this ineffectiveness is often related to the fact that most programs 'are sloppily planned, loosely implemented, and underfinanced.'"[69] In order for an outdoor adventure education program to succeed at Occidental, it must have a clear implementation plan.

The first step in the implementation process must be to gather substantial support from the administration. Deans, professors, and staff are all important. If they believe in the benefits of outdoor adventure education, their support will help generate an effective program. Without administrative support, Occidental's outdoor adventure program will be under-funded and unsuccessful. Money is needed for this program. A director will need to be hired and paid a competitive salary with benefits. Equipment will also need to be purchased and stored. A small increase in students' Associated Students of Occidental College (ASOC) contribution would help to decrease the financial load. Additionally, a portion of the Student Life budget could be diverted to support the formation and development of a program.

The second step toward implementing an effective outdoor adventure education program at Occidental must be to search for highly-qualified and highly-skilled professionals. The position of program director must be a full-time position that is filled by an individual with a great deal of knowledge and skill, as well as a substantial amount of experience

[69] Gass, Michael A. *The Longitudinal Effects of an Adventure Orientation Program on the Retention of Students*. 1990: 33 quoting Green, D. *Student Retention Programs should be more than Self-Serving Scams.* 1985: 96

working with college-aged students, outdoor programming and facilitation, administrative work, and evaluative research. The director's knowledge and skills should be in adventure activities that will be of use and interest to the Occidental community. Without a qualified director, programs will not benefit students to their maximum capacity.

The third step must be to create a constitution to serve as the philosophical foundation of the program. It should include a mission statement, a statement of purpose, and broad organizational goals and objectives. The constitution should be written with the support of the program director, staff facilitators, and students. It will provide a common framework from which individual programs and activities can be developed, and be used to mediate disputes regarding programming and leadership style.

The efficiency of the implementation process depends, in part, on the oversight of the process. I propose that a small committee be formed to oversee the implementation of the program, by serving as an advisory council and/or executive board. Some of the administrative advocates who are identified in the first stage of the implementation plan should serve as committee members, along with a number of students. On this committee, every member will have equal power and authority to voice opinions and make decisions. Above all, this should be an organic process, whereby no one is in a position of complete control over the implementation process, as this program is to be designed for the benefit of everyone affiliated with Occidental College.

Chapter 8: Policy Recommendations

- Occidental College should build and support a student service that offers adventures in the outdoors:
  - The adventures should incorporate:
    - the experiential model of education,

      . Without the use of this model, the programs and activities that students experience will not have as great an effect; students may not transfer their learning to their daily life; and students may be confused about the purpose of the educational experience.

    - a servant style of transformational leadership
  - The student service should develop programs that build:
    - student leadership,
    - students' self-systems,
    - students' environmental ethics, and
    - students' commitment to the public good

      . The sum of each of these goals results in the attainment of the Oxy mission statement: dedication to "a total educational experience" that "prepares them for leadership" and "a deeply rooted commitment to the public good."[70]

  - The student service should have:

- support from the administration,
- oversight from professional staff,
- support from student leaders,
- institutional funding, and
- institutional scholarships to lessen the financial impact on low-income students

. Without support and dedication from the administration, the program will never be successful. With the direction of a professional who is trained in outdoor and experiential education, students will be afforded the opportunity to participate in adventure education of the highest quality. As students de

to implement when all of the program participants live together and interact on a regular basis.

After students return to campus after a 10-day adventure, they should participate in follow-up programs that connect their learning to the community. These programs can include: day hikes, beach cleanups, community service projects, community-based internships, and involvement in student organizations and leadership roles. Outdoor adventure education serves as a philosophical model, if not a concrete model, for the development of a civically engaged and environmentally conscious society.

Appendix 1: Sample Survey

Hometown:	_____				
Age:	_____				
Year at Oxy:	1st	2nd	3rd	4th	5th or more
Gender:	Male	Female			
I engage in activities in the outdoors:	Never	Once a month	Twice a month	Once a week	Multiple times a week
I engage in organized activities in the outdoors: (organized means more than just two friends going on a hike, such as a club activity, ropes course, kayak/sail trips)	Never	Once a month	Twice a month	Once a week	Multiple times a week
I participate in a club that offers opportunities to be in the outdoors:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have participated in a Ropes Course:	Never	Once	Twice	Thrice	Four or more times
I personally benefited from my experience(s) in the Ropes Course:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would personally benefit from an outdoor program at Oxy:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel that the Oxy community would benefit from an outdoor Adventure program:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
If Oxy developed an outdoor adventure program, what activities would you like to see offered?					
Please describe your skill level in any outdor activity with					

Glossary

Adventure Activity: "An activity encountering risk, hazards or bold undertakings, in which hazards are to be met and the issue hangs upon unforeseen events."[71]

Core Competency: "proficiency at a task or activity that is central to a practice, in this case outdoor leadership."[72]

Debriefing: "can occur during or after an experience. The facilitator asks the group to reflect on their experience and to identify points of learning."[73]

Ethic of Care: "An ethic based on relationships. One person responds to another out of love or natural inclination."[74]

Expedition Behavior: "The effect you have on your companions; the effect can be positive or negative, motivating or distracting."[75] It "involves commitment to the group, a positive attitude, and cooperation to achieve a goal."[76]

Facilitation: "The process of moving a group or individual toward a desired outcome."[77]

Frontloading: "is prebriefing or setting the stage before an activity. The facilitator tells the group what they should learn from an experience in order to create focus and a reference point for the group."[78]

Leisure: "is nonwork activity into which people enter voluntarily for enjoyment. The ultimate goal of leisure activity is cultivation of the self. Leisure involves three elements: perceived freedom, intrinsic motivation, and a positive outcome."[79]

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[71] Ewert, Alan.

Outdoor Education: "A teaching methodology that combines direct experience… and multi-sensory learning to teach through or for the out-of-doors. Outdoor Education is intended to supplement and compliment the indoor classroom rather than to replace it."[80]

Outdoor Leadership: "Practice of leading individuals and groups into natural settings on safe, enjoyable, and environmentally sound excursions."[81]

Recreation: "Form of leisure in which individuals exert energy through some form of physical activity."[82]

Risk: "is an integral part of adventure experiences. Without risk, there is no adventure; with too much risk, there is misadventure, which can possible result in injury or death. It is the outdoor leader's responsibility to find a proper balance between too little risk and too much risk."[83]

Risk Management: "Systematic process of reduction the potential occurrence of an accident during an adventure experience."[84]

Self-Authorship: "the capacity for individuals to author, or invent, one's own beliefs, values, sense of self, and relationship with others"

Self-Concept: an individual's perception of him or herself including personal abilities, appearance, and performance. "The individual's self-concept has been demonstrated to be highly influential in his [sic] behavior and directly related to his general personality and state of mental health."[85]

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[80] Ewert, Alan. *The Effects of Outdoor Adventure Activities upon Self-Concept.* 1977: 8
[81] Martin, Bruce, et al. *Outdoor Leadership: Theory and Practice*. 2006: 294
[82] Martin, Bruce, et al. *Outdoor Leadership: Theory and Practice*. 2006: 294
[83] Martin, Bruce, et al. *Outdoor Leadership: Theory and Practice*. 2006: 250
[84] Martin, Bruce, et al. *Outdoor Leadership: Theory and Practice*. 2006: 295
[85] Ewert, Alan. *The Effects of Outdoor Adventure Activities upon Self-Concept.* 1977: 7

Self-Efficacy: "Perception about what we can or cannot do. It is developed from direct and indirect experience."[86]

Self-Systems: generally refer to a body of knowledge and beliefs that an individual holds about themselves and it is developed through experience and comparison with others.

Stress Activities: "Activities which involve the utilization of apparent dangerous, risky, or uncomfortable situation. The risks or dangers involved are implied rather than real, in that, the student perceives danger while the instructor sees a controlled situation."[87]

Task Behaviors: "Behaviors that move a group toward accomplishing goals."[88]

[86] Martin, Bruce, et al. *Outdoor Leadership: Theory and Practice*. 2006: 295
[87] Ewert, Alan. *The Effects of Outdoor Adventure Activities upon Self-Concept.* 1977: 8
[88] Martin, Bruce, et al. *Outdoor Leadership: Theory and Practice*. 2006: 295

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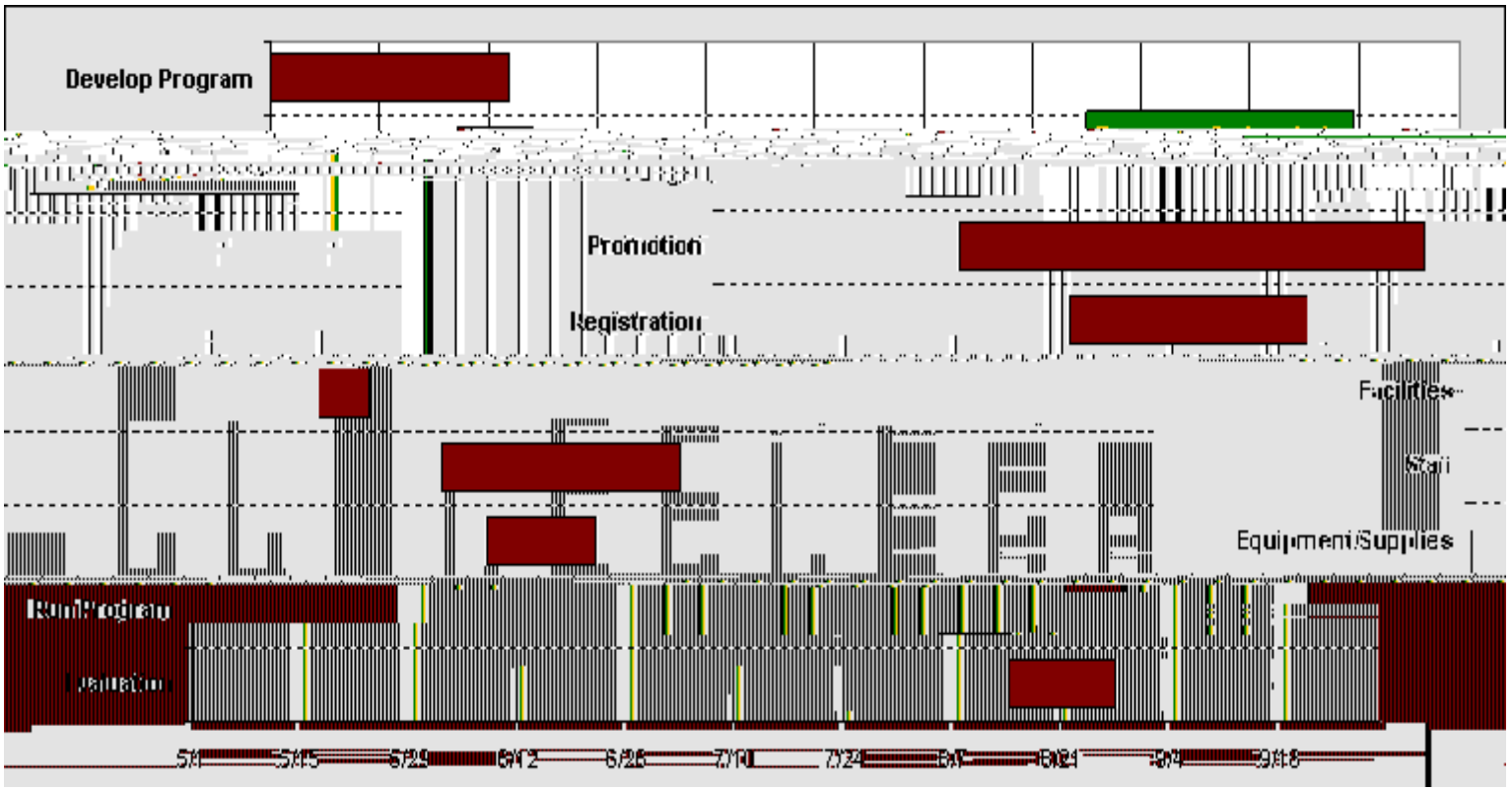
Appendix 2: San Gorgonio Wilderness Adventure

A 10-day sample program for Occidental College Adventure Pursuits (OCAP)

Table of Contents

Task Overview Gantt Chart



Complete Task Description List

3. Facilitators

- Determine the qualifications needed for facilitators
- Send out a notice to qualified individuals
- Hire and Train leaders

4. Promotion

- Develop an advertising strategy
- Design, print and distribute advertisements

5. Registration

- Design a registration form
- Decide criteria for participation (who is accepted?)
- Compile a participant conformation packet

6. Equipment and Supplies

- Assess the quality and quantity of current supplies/equipment currently
- Purchase new supplies, where necessary
-

Sequencing Rational

The sequence of activities for this program was chosen for a specific reason. There is a gradual increase in the level difficulty throughout the duration of the program. The end of the tenth day will include a de-escalation of difficulty and stress.

As the group grows and develops, the activities in which it engages will increase in difficulty. This will facilitate the improvement of technical skills, leadership skills, and self-confidence.

The first day's activities will include low-risk, group forming activities designed to develop the comfort level of group members. The following day, the group will participate in a low-ropes course on campus. These activities are devised to build trust and communication within the group. The backpacking portion of the adventure will begin on the third day after a short drive to the wilderness area.

The activities on the trail will be a mixture of leadership development, technical skill practice, and environmental activities. Each of the activities will build on skills and knowledge from the previous activities.

The level of emotional safety and exploration will follow the sequencing plan as well. For example, activities like the solo and the ropes course are done early in the week to promote self-awareness and interpersonal dialogue. As the program progresses, group functioning will improve, and programs will become more effective on intrapersonal and interpersonal development. With a carefully chosen sequence of activities, the facilitators will be more likely to achieve the program goals.

Adventure Itinerary

Saturday, August 5, 2006: Day 1

11:00am	Students arrive on the Occidental campus
12:00pm	Lunch in Sycamore Glen
1:00pm	Introductions and Ice-breaker games
2:00pm	Rules, expectations, goals
2:30pm	Low Ropes-Course
7:00pm	Dinner in Sycamore Glen
8:30pm	Backpack packing seminar/workshop

Sunday, August 6, 2006: Day 2

7:00am	Wakeup
7:30am	Breakfast in Residence Hall
8:00am	Drive to San Gorgonio Wilderness Area
10:00am	Begin hiking **5.7miles to Limber Pine Bench Trail Camp**
1:00pm	Lunch on trail and group check-in
1:30pm	Seminar on Leave No Trace backcountry ethics
2:00pm	Continue hiking to Limber Pine Bench Trail Camp
6:30pm	Arrive at Limber Pine Bench Trail Camp and setup camp
7:00pm	Divide and complete camp duties
7:30pm	Dinner at Limber Pine Bench Trail Camp
8:15pm	Debrief the day

Monday, August 7, 2006: Day 3

7:00am	Wakeup
7:30am	Breakfast and camp breakdown
8:15am	Begin hiking **5miles to Trail Fork Springs Trail Camp**
10:00am	Map and compass seminar/workshop
10:30am	Snack on trail

Thursday, August 10, 2006: Day 6

7:00am	Wakeup
7:30am	Breakfast in camp
8:30am	Begin hiking **7.7miles to Fish Creek Trail Camp**
10:30am	Nature in the city seminar and workshop
11:15am	Snack on trail
1:30pm	Survival in the wilderness seminar/workshop
2:00pm	Lunch on trail
4:30pm	Arrive Fish Creek Trail Camp and setup camp
5:15pm	Stream eco-system seminar/workshop
6:30pm	Dinner in camp
7:00pm	Debrief day

Friday, August 11, 2006: Day 7

7:00am	Wakeup
7:30am	Breakfast in camp
8:30am	Begin hiking **5.6miles to Big Tree Trail Camp**
10:30am	Wilderness habitat seminar/workshop
11:15am	Snack on trail
1:30pm	Lunch on trail
4:00pm	Arrive at Big Tree Trail Camp and setup camp
6:00pm	Dinner in camp
7:00pm	Debrief day

Saturday, August 12, 2006: Day 8

7:00am	Wakeup
7:30am	Breakfast in camp
8:30am	Begin hiking **5.6miles to San Gorgonio Mountain Trail Camp**

11:15am	Snack on trail
1:30pm	Lunch on trail
4:30pm	Arrive San Gorgonio Mountain Summit 11,502feet
5:15pm	Setup camp
6:00pm	Dinner in camp
7:00pm	Debrief day

Sunday, August 14, 2006: Day 9

7:00am	Wakeup
7:30am	Breakfast in camp
8:30am	Begin hiking **8miles to Vivian Falls Picnic Area**
11:15am	Snack on trail
1:30pm	Lunch on trail
3:00pm	Arrive at Vivian Falls Picnic Area and drive to Oxy
5:30pm	Arrive at Oxy
6:00pm	Feast on campus
7:30pm	Debrief experience

Monday, August 15, 2006: Day 10

8:00am	Wakeup
8:30am	Breakfast
9:00am	High Ropes-Course at Oxy
1:30pm	Lunch on campus
2:30pm	Debrief experience
3:00pm	Evaluations
3:45pm	Wrap-up

Supplies and Equipment

Group:

- 3 tents (1 per group of 4 students)
- 3 stoves (1 per group of 4 students)
- 3 sets cooking utensils (pot, pan, strainer, large spoon, spatula)
- 3 water containers (3 gallons per group per meal time)
- Water purification devices
- Tarps to cover cooking area (depending on weather report)
- Bear canisters or equivalent

Personal:

Very important items

- Footwear: A good sturdy pair of hiking boots. These must be broken in to your feet and need to be sealed with a waterproofing treatment. A pair of Gore-Tex boots is highly recommended. Your selection of boots may mean the difference between a very enjoyable trip and a very uncomfortable trip.
- Pack: A 3000 to 4000 cubic inch will hold everything for the trip. Internal frame packs are recommended for their comfort and balance when hiking. The pack should have padded shoulder straps, and a padded waist belt.
- Sleeping Bag: Most summer trips are warm and a bag rated to about 25°F will be plenty warm. Use a stuff sack to reduce the volume of the bag.
- Sleeping pad: A 3/4 length Ultralight thermarest is the best pad. Bring a Thermarest repair kit to fix any leaks.

Clothing: Avoid cotton wherever possible. Cotton keeps moisture close to the body, which can cause discomfort, and in extreme cases, hypothermia.

- Head

  Wool hat – must cover ears

  Wide-brim hat – for sun protection

- Upper Body

  Lightweight long undershirt

  Midweight long undershirt

  T-shirt

  Fleece jacket

  Rain jacket

- Lower Body

  Long underwear bottom

  Hiking pants – light-weight, quick drying fabric

  Swimsuit

  Rain pants

- Feet

  Sock liners -- thin polyester is recommended. Two or three pair is recommended. A liner sock and outer sock combination is most comfortable and will help prevent blisters.

  Note: One clean pair per day is recommended to help prevent blisters. They can be washed in camp and dried on the trail during the day while strapped to the top of your pack.

  Outer socks: Two or three pair of a wool / polyester blend is recommended. Just like sock liners, a liner sock and outer sock combination is most comfortable and will help prevent blisters. Ones with extra padding in the heel and under the ball of the foot are a little more comfortable.

  Note: One clean pair per day is recommended to help prevent blisters.

Food Needed

Breakfasts:

- ☐ Oatmeal – ½cup per person per day = 16.5lbs
- ☐ Black Tea – 1bag per person per day = 0.66lbs

Lunch and Snacks:

- ☐ Energy Bars – 1bar per person per day = 22.5lbs
- ☐ Fruit Leather – 1 per person per day = 6.25lbs
- ☐ Fruits and Nuts – 1cup per person per day = 37.5lbs
- ☐ Peanut Bu 5 9a 54.6Azr per person per day =

- ☐ = 8.126lbs

Map of San Gorgonio Wilderness

Description of Facilities

Wilderness areas do not have facilities for human comfort. By definition, a wilderness area does not accommodate a luxurious human living arrangement. A wilderness area is a "region where the land is left in a state where human modifications are minimal."[1] And according to outdoors.org, "Designated by Congress, this land is a protected area where no roads or permanent structures may be built. No logging or mining is allowed, and vehicle use is strictly limited. Most forms of recreation are allowed."[2] Therefore, water must be collected and filtered from streams, and food and shelter must be carried from the city.

A trip to a wilderness area does not, however, have to be uncomfortable. Established trail campsites line the trails, and moss acts as a great mattress. Modern tents are extremely waterproof and trap body heat to provide a warm, dry sleeping arrangement. Plus, food always tastes better in the backcountry. So, while you will not see a shower for 8 days, you will experience a place rarely visited by humans.

[1] www.wikipedia.com

not to enter the wilderness area, but they cannot stop rain or snow. If they could, there would be no more adventure. When human dangers are minimized, environmental dangers pose less potential for accidents to occur. Therefore, facilitators must assess their participants competencies and preparedness before entering a wilderness area. Our facilitators are servant leaders; they are not authoritarian figures. Their job is to ensure the safety of the adventure participants while leading them through an educational program.

An adventure in the San Gorgonio Wilderness Area presents a variety of risks. These risks include bears, access to fresh water, rapidly changing weather, and access to emergency medical response. Through intensive preparation by highly skilled facilitators, each of these dangers can be transformed into perceived risks. 'Perceived risks' help to create an atmosphere of adventure from which participants learn and grow, but they do not pose a significant accident potential.

Encounters with bears rarely result in accidents, but they do present a great deal of danger. To minimize the real danger that bears pose, our facilitators must teach the students about proper bear safety. This includes how to tie a bear bag, and what to put into the bear bag.

The risk of running out of drinkable water is a real risk, but its accident potential can be easily lessened. There are many streams, lakes, and rivers from which water can be collected and filtered. Our facilitators must be familiar with the San Gorgonio Wilderness Area in order to plan and ration drinkable water. An eight-day supply of water cannot be carried. Therefore, the group must utilize the streams and rivers they encounter to insure their supply of fresh water.

Weather can change very rapidly, and bad weather does present a multitude of risks. For example, students can become sick and hurt themselves on the trail. In order to minimize the