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# Evaluation of the Ralston Public Schools Outdoor Education Program

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EVALUATION OF THE RALSTON PUBLIC SCHOOLS  
OUTDOOR EDUCATION PROGRAM

Presented to the

Graduate Faculty  
University of Nebraska  
at Omaha

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

University of Nebraska

by

Joseph F. Zadina, Jr.

May 1989

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska,  
in partial fulfillment of the requirements for the degree  
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## CHAPTER ONE

### Introduction

In our modern society, schools are no longer places with the threefold academic directive of teaching reading, writing, and arithmetic. Our world of social change has required schools to broaden the focus of their curriculum to include education in life skills as they are evident today. Changes in the basic structures of home and family life automatically alter the traditional social base of school children. The increasing number of mothers in the work force and the growth of single-parent families alter life situations that, in dramatic ways, alter the core and content of education.

Changes in our technological world also mandate changes in our school systems. The computer revolution has prompted the purchase, instruction, and usage of computers daily in the classroom. Students are given exposure and experience in the latest advances in math, science, and economics in order to take full advantage of this era of modern genius. America's revitalized return into the frontiers of space challenges educators to stimulate students to make their dreams reality.

There are also lessons to be learned that do not require classroom walls and a chalkboard. These are the lessons that require a different textbook, or a special method, or perhaps, a novel approach.

That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experience, outside the classroom, in contact with native materials and life situations, should there be learned. (Sharp, 1948, p. 104)

Outdoor education has been a part of education since learning began. Using nature as a classroom to teach the lessons of life is not a brainchild of modern times. As our world becomes more complicated, there is an ever-increasing obligation to teach students how to value, protect, and preserve our environment.

As machines "think" for people and man's mind becomes a stressful entity, it is even more evident to redirect living back to life's important values. Man must learn to function in the world he has created for himself. He must do this in ways that promote a healthy self and a respect for one another in our world. These are the contemporary challenges of the outdoor education program. These are the "instructional" objectives that should be taught in nature's classroom. These are some of the "lessons" that today's students need to study and learn in order to cope in our modern world.

Educators in the Ralston Public Schools have recognized the influence and importance of an outdoor education program. Sixth grade student participation in a two and a half day residential outdoor program has been part of the curriculum for years. District teachers and volunteer high school student counselors



work with students in confidence-building activities and nature study-block assignments.

The focus of the Outdoor Education Program in Ralston has been to develop an appreciation and respect for nature. The outdoor experience seeks to provide students with various opportunities to use and sharpen their senses (Ralston Outdoor Education Manual, 1984). Through formal and informal activities, students can fully utilize their senses to better understand the natural environment.

Objectives to develop and/or improve social skills during camp living and interactions are also emphasized. A student's positive image and self-esteem are enhanced through confidence-building exercises. Teamwork and cooperation skills are also stressed in the outdoor experience.

As with any educational program, the key to its successful future is the positive evaluation of its present performance. In order to justify the continuance of the program, one must evaluate its merit to all the parties involved. This is true of the Ralston Outdoor Education Program and, thus, the directive of the present study.

#### Statement of the Problem

Does the Outdoor Education Program of the Ralston Public School system fulfill the goals and objectives of the outdoor education curriculum?

### Purposes of the Study

The main purpose of the study was to determine, in the perceptions of the sixth grade students, their parents, the involved certified staff, and the high school student counselors, if the Outdoor Education Program fulfilled the following stated goals and objectives:

1. The Outdoor Education Program provided the student with an opportunity to better understand and appreciate nature and to sharpen his or her senses.

2. The Outdoor Education Program emphasized subject areas of the classroom, as well as provided appropriate educational study-block experiences.

3. The Outdoor Education Program enabled the student to develop and/or improve social skills during camp living and interactions.

4. The Outdoor Education Program provided a worthwhile and valuable experience for everyone involved.

In addition to evaluating the fulfillment of these stated goals and objectives, this study also sought suggestions and/or comments concerning program administration.

### Significance of the Study

In these days of increased property taxes and decreased federal aid to education, school programs are no longer taken for granted by local taxpayers. Accounting for dollars spent and

justification of program merits are familiar concerns at local school board meetings. The taxpayers of the Ralston School District are no exception. The continuance of the Outdoor Education Program must be justified to the people. They need to understand its significance and its value in relation to its cost.

Administrators and the Outdoor Education staff must examine the worth of the program in areas relative to themselves and to their respective students. Volunteer high school student counselors, in a new role, can provide a unique perspective, somewhat involved in both the role of the teacher and the role of the student. The students, for whose educational benefit the entire program purports to exist, can provide insights, honesty, and youthful perspectives to program details. The parents, whose financial support helps subsidize the program, need to express their opinions. A review of the positive, as well as constructive criticism of the negative, expressed by everyone involved, will hopefully, produce a quality Outdoor Education Program for the Ralston School District for years to come.

#### Basic Assumptions

There are two assumptions associated with this study.

Assumption 1. All survey participants answered the survey without coercion and to the best of their knowledge and opinions.

Assumption 2. The surveys gathered reliable information relative to the purposes and significance of this study.

### Limitations

There are two limitations associated with this study.

Limitation 1. This study included only the sixth grade students, their parents, volunteer high school student counselors, and the certified teaching staff who responded to the survey.

Limitation 2. Parental responses were limited to those who attended parent-teacher conferences, and there was quite a variance in the response rate. Therefore, the parents' responses were generalized for the parent population surveyed.

### Definition of Terms

Outdoor Education Program (Camp Experience/Camp Program). The curriculum, program, and/or activities offered to the sixth grade students of the Ralston School District for two and a half days and two nights at the 4-H Camp near Gretna, Nebraska.

Students. Children enrolled in the sixth grade in the Ralston School District who attended the Outdoor Education Program.

Parents. Adult individuals who are the legal guardian(s) of the son or daughter who attended the Outdoor Education Program.

Certified Staff. Ralston School District staff members who supervised camp activities and/or taught the study blocks to students during the Outdoor Education Program.

Student Counselors. Volunteer Ralston High School students who assisted the teaching staff in the supervision and teaching of students.

Study Block. The instructional part of the Outdoor Education curriculum in various areas of interest. These were taught to the students in pre-arranged time slots and included the topics of canoes, history/geology, prairies, stream/forest, confidence-building, star labs, riflery, and cooking.

## CHAPTER TWO

### Review of Related Research and Literature

Simply defined, if outdoor education is education in the out-doors, then the term can be identified historically with the life and styles of primitive peoples throughout the world and throughout time. Since the time of cave dwellers, there have been people who sought to use the natural environment as the total method of teaching the lessons of life. Many human tribes have existed solely on their dependence and knowledge of their outdoor surroundings. Even today, for many tribes in Asia, Africa, Australia, and South America, education occurs largely or totally outdoors (Ford, 1981).

Distinguished philosophers and educators throughout time have extolled the virtues of learning from the outdoors. Donaldson and Swan (1979) quoted from the following: Rousseau (1732-1778) in his pragmatic story, Emile, who advocated that you "teach your scholar to observe the phenomena of nature . . . Let him not be taught science, let him discover it" (p. 6). Swiss educator, Pestalozzi (1746-1827), who advised teachers to "lead your child out into nature, teach him on the hilltops and in the valleys. Let him be taught by nature rather than by you" (p. 6). The importance of observation and learning out-of-doors was simply summarized by European naturalist, Louis Agassiz (1807-1873), in his motto: "Study nature, not books" (p. 7).

The concept of outdoor education as it applies to the school setting in the United States was a relatively popular item only in the last 100 years. In the early 1900s, outdoor education was identified with camping and was known by a variety of related terms such as camping education, school camping, and resident outdoor camping. It was the whole concept of camping that later encouraged schools to organize and utilize the out-of-doors as a learning laboratory.

Private camp directors, public and private agencies, and church groups first began to concern themselves with the educational significance of camping in the late 1800s. Frederick Williams Gunn, founder of the Gunnery School for Boys in Washington, Connecticut, was credited with establishing the first informal school camp in 1861 (Freeburg & Taylor, 1963). In 1880, the first church camp with educational lessons was directed by Reverend George W. Hinkley at Gardner's Island, Rhode Island. In 1885, the Young Men's Christian Association (YMCA) camps were established by Summer F. Dudley, and the Boys' Club conducted their first organized camp in 1900 with seventy-six boys at Rawley, Massachusetts (Hammerman & Hammerman, 1973b).

Prior to the 1920s, most outdoor learning was sponsored under the jurisdiction of the organized camping movement. This was logical, since the camps had the location and the warm season of the year at their disposal and the schools did not. Few

teachers were prepared to teach in the out-of-doors and those who were became counselors (Freeburg & Taylor, 1963).

Educators Hedley S. Dimock and Charles E. Hendry (1929) felt that schools should do more than merely recognize the potential educational value of camping. They predicted, "The next decade will doubtless see schools extending their program through the summer to include the camping experience. Educators will increasingly become aware of the camp in the year-long scheme of education" (p. 34).

In the 1930s, public education began to accept an important role in camping education. The public believed that the camping experience should be available to all the children and youth in a democratic society. Consequently, they believed that the public schools should assume the major part of organizing and operating camps. As the objectives of camping were becoming more educational, the public felt the impact of responsibilities fell appropriately with school boards (Freeburg & Taylor, 1963).

The development of a community camp program in 1940 by the W. K. Kellogg Foundation and the establishment of L. B. Sharp's National Camps in New Jersey are considered to be the beginnings of formal environmental and outdoor educational programs on the school scene in America (Donaldson & Swan, 1979). In an effort to improve school programs through new approaches to curriculum planning, experimentation with school camping became an educational directive. By the end of the 1940s, schools saw



increased curriculum emphasis on conservation education, healthful living, meaningful work experience, socialization, group guidance, and democratic living. Many experimental outdoor efforts led to permanent school camping programs (Hammerman, 1980).

During the next decade, the impact of the outdoor experience was becoming an undeniable part of the school program. There was a general tendency to drop words such as "camp" and "camping" and replace them with the more appropriate educational terminology of "outdoor school," "school-in-the-woods," or "outdoor laboratory." The camping stereotype was redirected toward a program more closely identified with the school's courses of study. Viewed as a "curriculum adjustment" approach, the schools incorporated outdoor education into the teaching of the traditional subjects. The development of manuals, guides, and textbooks by various school systems aided teachers in planning the outdoor school experience and brought an element of standardization and uniformity to the outdoor education program (Hammerman, 1980).

The 1960s saw a national trend toward the development of increased understanding and responsibility toward natural resources. The relationship of man to his environment took on new significance and priority in the world of education. Outdoor education programs focused their emphasis on the environment, and "ecology" became an educational phenomenon. In fact, many school outdoor education programs became known as Environmental Education or Ecology Programs to signify the new importance. Hammerman and

Hammerman (1973a) proposed a new definition of outdoor education as "education in the environment, for the environment, and about the environment" (p. 9).

With increased recognition that we live on a finite earth, with population growth accelerating, and with essential systems being damaged beyond repair or recovery, there was an urgent focus on conservation and environmental preservation in American school programs in the 1970s (Donaldson & Swan, 1979). In order for man not to ultimately become a threat to himself, it became essential that the learner understand the interrelationship that exists between himself and his environment. Conservation movement leader Simon Chavez (1971) challenged schools to develop outdoor education into a "system of learning that is based on experience, on inquiry, on discovery, and on analysis . . . a system that involves the whole child: his affective, physical, cognitive, and aesthetic nature" (p. 28).

During this decade, also, there was a growth of adventure education programs. They were promoted as experiences of self-discovery that used challenges in a wilderness setting as the teaching medium. Educator advocates felt that these programs were essential for self-awareness, respect for others, and the transfer of environmental concerns to other spheres of one's life space: school, home, and community (Hammerman, 1980). The needs of youth for adventure or "risk" and for experiences from which new values and self-concepts could be derived led to such new terminology and

approaches as "value clarification," "awareness," "environmental encounters," and "Experiential Education" (Donaldson & Swan, 1979).

Although it is difficult to identify the focus of the 1980s until one can look back in retrospect, certain basic themes in outdoor education can tentatively be identified. Based on reports of the President's Commission of Americans Outdoors (1987):

The 1980s curriculum should reflect the "4 R's"--Reading, 'Riting, 'Rithmetic, and Resources. Local state, and federal recreation and natural resource agencies should engage in educational activities, through teaching in school classrooms, providing incentives to bring school children to the resource, and offering educational activities for visits to their areas. (p. 90)

There is also a current movement toward teaching wise use of resources for leisure. In our fast-paced, stress-filled society, it is becoming increasingly evident that schools assume some role in the education of youth to relax, appreciate, and enjoy themselves, one another, and the beautiful world around them. Perhaps these will be the concerns and challenges of outdoor education in the 1980s.

As diverse as the outdoor education movement has become over time, there have emerged some basic definitions and practices. Although the degree of emphasis on program and terminology has

fluctuated, the principles of definition, organization, and administration of quality outdoor education programs remain.

Even though the simplest definition of outdoor education can be stated as education in the outdoors, the most widely recognized explanation of the term is attributed to outdoor educator Lloyd Burgess Sharp. More of a philosophical principle of teaching, L. B. Sharp (1943) pronounced:

Outdoor education is a common sense method of learning. It is natural; it is precise, direct, and simple. The principle thesis which underlies the implications of outdoor education for all subject matter, in all areas of study, and at all levels is: That which can best be learned inside the classroom should be learned there. That which can best be learned in the out-of-doors through direct experience, dealing with native materials and life situations, should there be learned. (p. 13)

Outdoor education as a method that utilizes resources beyond the classroom is a stimulus for learning and a means of curriculum enrichment (Fitzpatrick, 1968). It is a direct, simple method of learning that extends the curriculum out-of-doors for the purpose of learning. Outdoor education is based on the discovery approach to learning, and it appeals to the use of the senses--aural, visual, taste, touch, and smell--for the observation and perception of nature (Lewis, 1975).

Outdoor education, though, is not merely a separate subject or department in school. The study of outdoor education cuts across the broad aspects of many grades in the school from kindergarten to graduate school. It is a learning climate with special opportunities for directed laboratory experiences and for acquiring new skills with which to attack real-life problems (Garrison, 1966). Outdoor education is not intended to replace textbook learning. It is designed to provide direct rather than vicarious experiences for students on the basis that efficiency of education is increased in direct proportion to that experience (Sharp, 1948).

A modern redefinition proposed by outdoor educator Simon Priest (1980) states: "Outdoor education is an experiential process of learning by doing which takes place primarily through exposure to the out-of-doors. In outdoor education the emphasis for the learning is placed on RELATIONSHIPS, relationships concerning people and natural resources" (p. 363).

The organization and administration of programs have changed somewhat with the various approaches to outdoor education. There are, however, some basic recurring elements of successful, quality outdoor education programs.

Schools provide many and diverse types of outdoor education programs. Their proposed educational goals can be summarized in the following four main areas: 1) environmental awareness, understanding, and responsibility; 2) socialization and community;

3) self-concept; and 4) building on school subjects and learning in an outdoor medium (Swan, 1987).

Environmental awareness and understanding are broad educational objectives that seek to improve the student's knowledge, skills, and attitudes toward his natural surroundings. Basic curriculum goals can be organized around the following themes: 1) develop a sensory awareness and appreciation of the environment in which we live; 2) create an atmosphere which will encourage expansion of understanding of ecology; 3) develop an understanding of basic ecological concepts; 4) investigate and assess man's place in, and impact upon, the total ecosystem; and 5) develop attitudes that will lead to action on environmental problems identified in the camp setting and in the home community (Ford, 1981). Techniques that reinforce these themes include using methods of observation, discovery through use of senses, data-collecting, and data interpretation.

Socialization and community development are also important and necessary directives in outdoor education programs. Interpersonal relationships between people--how they cooperate, communicate, and trust one another during social group interactions--are worthwhile goals of successful outdoor experiences. By providing a realistic experience in living and working together, students acquire knowledge of the why and wherefore of primary group interdependence. They develop a permissive community that allows them to work out solutions to

problems of group life outdoors in a place that becomes theirs, not ours (Hammerman, 1980).

Development of group cooperation fosters positive growth of a student's self-concept and intrapersonal relationships. Successful experiences out-of-doors allow children to perceive and accept their abilities and limitations as they improve their level of independence (Priest, 1986). Outdoor education activities that permit children to try out new situations and develop new worthwhile interests enhance their feelings as important and contributing individuals. Based on sound educational concepts, outdoor education programs should include elements of risk and adventure that are essential to the proper growth and self-development of the child (Hammerman, 1986).

Outdoor education is not a separate discipline or area of study such as math, history, or English. It is not intended to replace textbook learning. Rather, outdoor education and classroom activities may be integrated in such a way that outdoor experiences can vitalize and improve classroom instruction, and classroom instruction can give impetus and meaning to further experiences in the out-of-doors (Freeburg & Taylor, 1963). As Hammerman, Hammerman, and Hammerman (1985) suggested, "It is an approach to achieving the goals and objectives of the curriculum" (p. 5).

The learning processes of observation, investigation, classification, measurement, prediction, inference, integration,

and communication allow for success in the classroom as they become more meaningful outdoors. The social sciences, natural sciences, and language arts programs often find greater expression through the study of nature. Textbook materials and oral expression are complemented and supplemented by direct, purposeful outdoor experiences for students.

Evaluation is the process of collecting data to help enlightened decision-makers improve educational enterprises (Staley, 1979). In all educational endeavors, attention eventually is given to assessment and evaluation in which conditions and outcomes are examined and new paths and directions are charted. It is clearly preferable that such evaluation be an integral element of any on-going program (Donaldson & Swan, 1979).

The evaluation process should be directed toward obtaining useful information--information that will be applied to decision-making or to further understanding of the dynamics of outdoor education (Chenery & Hammerman, 1985). It should assess the school's needs for information. The assessment instrument should evaluate the general and specific goals and objectives of a school's outdoor program. Particular areas of interest would include evaluation of activities, program content, resources, staff adequacy and competency, and operating procedures (Vinton & Farley, 1979).

Outdoor education programs must constantly be appraised in terms of the degree to which they are meeting the goals of



education. Donaldson and Swan (1979) posed the following critical questions for consideration: "Are the program's stated objectives worthy and are they being accomplished effectively and efficiently, and should school amendments be made in purpose and operation to maximize the program impact?" (p. 29). Furthermore, the program staff must know the purposes and objectives of outdoor education in general and must have specific objectives in mind for each unit of instruction involving work outside the classroom (Freeburg & Taylor, 1963).

In schools and school systems, programs and projects are on the "firing line" and are being evaluated more frequently and more thoroughly than they were decades ago (Doll, 1982). This is a critical reason outdoor education must justify its inclusion as an important component of the school curriculum. The results of evaluation can be valuable for interpreting the program to the public. A positive program evaluation must be obtained in order to secure the public's continued approval, cooperation, and support (Donaldson & Swan, 1979).

Certain points should be considered in the design of specific instruments for evaluation. Questions should be related to program objectives and to decisions to be made or research questions to be addressed. The instrument should be tailored to the respondent and should be easy to answer. Not every aspect of concern needs to be evaluated with every group or every year. Rather, the assessment should attempt to inquire into questions

that the school, staff, and/or system really want to know. Finally, a systematic process for summary of the results, distribution of the summaries and/or complete data, and use of the results in decision-making should be established (Chenery & Hammerman, 1985).

Standardized evaluation instruments are not available due to the many different programs, sites, seasons, and objectives of outdoor education. There are various informal assessment methods for obtaining necessary program information. Among these are logs or anecdotal records; autobiographies; self-description; sociograms; inventories; self-evaluations of pupils, teachers, and/or counselors; and parent evaluations (Swan, 1987). The use of multiple methods of assessing a program is preferable in order to strengthen the validity of the evaluation process. Constraints of time and money, as well as appropriateness, will also govern the selection and number of methods.

According to a study by Chenery and Hammerman (1985), methods used most frequently in outdoor education program evaluations include observation of the program, group and individual discussions, and written survey questionnaires. Considerable dependence in evaluation should be placed on the testimony of the outdoor education staff, the teachers and principals they assist, and the children and adults they serve. Reliance should be placed on the opinions of the recipients concerning the program.

Through the use of survey instruments or questionnaires, those involved state their reactions to various program components and provide recommendations for improvements. Basic questions included on the majority of surveys are: 1) What did the child learn at camp? 2) What part of the camp experience was considered most/least valuable? and 3) What are your suggestions for improving the program? (Hammerman, 1986).

A recent national survey of outdoor education evaluation methods has shown a wide range of techniques and tools used in resident outdoor education programs (Chenery & Hammerman, 1985). Although it is clear that most programs heed the dictum to evaluate, much remains to be discovered about the effectiveness of assessment instruments.

The costs of evaluation need to be recognized--costs of money, staff time, and the time of participants. Problems relating to failure of returning evaluation forms must be recognized and solved. Add to this the frustration of scarce resources, numerous demands of the program's administrator, participants' time, and the constant expectations for accountability.

The desire to know more about the dynamics of outdoor education through evaluation and research is evident. Use of evaluations to formalize an adequate description of an outdoor program will aid in establishing a firm foundation for scientific study and a model for the development of systematic research. The

best rationale for evaluation is stated simply by Staley (1979), "The exciting part of research evaluation in outdoor education should be our search for answers that really mean something to us . . . The problem--and solution--is to make the search deeper not longer" (p. 25).

Outdoor education has had a long history and continues to make strides. Schools need to take advantage of these avenues and improve for the sake of the student and the sake of education.

## CHAPTER THREE

### Design of the Study

The Ralston School District has operated an outdoor education program for 18 years. Over those years the camp sites have changed, the curriculum has been revised, and the camp staff members have changed. The attitudes, interests, and social backgrounds of the students have also varied over time. The focus, though, has always been on providing a well-organized, quality outdoor education experience and nature appreciation for sixth grade students in the district. The purpose of this study is to determine if the goals and objectives of this program are being fulfilled.

The Ralston School District operates an outdoor education program for the sixth grade students in their six elementary schools. Each school operates a two and a half day, two-night program, during the months of September and October, at the 4-H Eastern Nebraska Camp near Gretna, Nebraska.

The camp staff consists primarily of certified Ralston classroom teachers, special area teachers (e.g., art, music, and physical education), and school building principals. These teachers and principals accompany students from their respective schools. The camp staff is certified and trained prior to the camp experience through a day-long inservice held at the camp site. Additional support personnel include volunteer high school

students who act as aides/counselors to assist the camp staff and sixth grade students with the camp program.

### Subjects

The study surveyed four main population groups: The sixth grade students from the district's six elementary schools, the parents of the respective sixth grade campers, the certified camp staff that administered the Outdoor Education Program for their respective school groups, and the volunteer high school student counselors.

### Instrument

This was a survey evaluation study. Generally, the instrument used was a closed form questionnaire/opinionnaire. Of the approximately 18 questions asked, some were based on the Likert rating scale (ratings 1-5) and others sought yes/no responses. The survey posed a few open form questions to permit the respondents to answer freely and fully in their own words and their own frame of reference. The pertinent information to be obtained from a particular population, however, dictated some changes in question selection and/or presentation.

### Procedure

The surveys given to each population group were basically self-explanatory in terms of directions and the purpose and significance of the study. The surveys were presented in direct

contact with the respondents in order to maximize responses and to motivate them to answer questions carefully and truthfully.

The sixth grade students were given the student evaluation form shortly after the completion of their outdoor education experience in early October. This form, preceded by a cover letter to the involved teachers, was self-explanatory and was administered in a controlled situation and collected during regular school hours. (See Appendices A and B.) The return rate for this population group was 100 percent of the total 206 student participants.

The parents of the sixth grade students were given a parent evaluation form to complete at parent-teacher conferences, held during October. The involved teachers asked the parents to complete a survey after their conference and deposit the completed form in the appropriate box provided. (See Appendices C and D.) One hundred thirty-three parents attended conferences and completed the surveys; the return rate was 65 percent.

The volunteer high school students/counselors completed their evaluation forms at a morning meeting held at the Ralston High School in mid October. Advance notice of the meeting was given, and those students in attendance were given the surveys to complete and return during the session. (See Appendix E.) Thirty-one student counselors participated, for a return rate of 82 percent.

Due to the length of the outdoor education program and the conflicts with teachers' schedules, the certified staff evaluations were administered after the camp had concluded for everyone in late fall. The surveys, preceded by cover letters to each building's camp director, were also self-explanatory and were distributed and collected by the school's respective camp director. (See Appendices F and G.) All 35 certified staff members responded to the survey for a return rate of 100 percent.

To insure accuracy of results, all the respondents answered directly on the survey sheets provided to each population group. The information from the surveys was transferred to computer scanning cards to facilitate analysis of results. The information was tabulated by populations and objectives and summarized in Chapter Four.



## CHAPTER FOUR

### Presentation and Analysis of Data

This study was undertaken in order to determine if the Outdoor Education Program of the Ralston Public School system fulfills the stated goals and objectives of the Outdoor Education curriculum.

Four population groups were independently surveyed in late fall in order to assess their perceptions of the fulfillment of stated program goals and objectives. The four groups completing the outdoor education surveys were 1) sixth grade students who participated in the Outdoor Education Program, 2) the parents of the respective sixth graders, 3) the certified camp staff that administered the Outdoor Education Program for their respective school, and 4) the volunteer high school student counselors.

These groups indicated their responses as to the fulfillment of the following stated goals and objectives of the Outdoor Education Program: 1) provided the student with an opportunity to better understand and appreciate nature and to sharpen his or her senses, 2) emphasized subject areas of the classroom, as well as provided appropriate educational study-block experiences, 3) enabled the student to develop and/or improve social skills during camp living and interactions, and 4) provided a worthwhile and valuable experience for everyone involved.

Analysis of the percentage scores for the four population groups for each of the stated program goals showed similar

results. The student group's responses for each of the objectives, based on the Likert scale (ratings 1-5), are shown as percentage scores over the total number of students responding to each item. These results are presented on Table 1.

One hundred thirty-five students (67 percent) rated the objective, to provide a worthwhile and valuable experience, as excellent. Fifty students (25 percent) rated it above average, and only seventeen (eight percent) rated it as average or below.

The objective, to provide students with an opportunity to better understand and appreciate nature and sharpen senses, was rated as excellent by ninety-six students (48 percent). Sixty-four students (32 percent) responded with an above average rating, and only forty-two (20 percent) rated it as average or below.

Seventy-two students, (36 percent) rated the objective, to enable students to develop and/or improve social skills, as excellent. An above average rating was given by sixty-eight students (34 percent), while forty-seven (23 percent) rated the objective as average. Only fifteen students (seven percent) rated it as below average or poor.

Forty students (20 percent) rated the objective, to emphasize subject areas of the classroom and provide appropriate educational study-block experiences, as excellent. Seventy-five (37 percent) of the students rated the objective as above average, while fifty-five (27 percent) rated it as average. A below average or poor rating was given by thirty-two students (16 percent).

Table 1

Number and Percentage Scores for the Student Group's Responses for Each of the Stated Objectives Based on the Likert Scale (Ratings 1-5).

Program Objectives	Rating Scale				
	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
	# (%)	# (%)	# (%)	# (%)	# (%)
Provide students with an opportunity to better understand and appreciate nature and sharpen senses.	96 (48%)	64 (32%)	29 (14%)	10 (5%)	3 (1%)
Emphasize subject areas of classroom and provide appropriate educational study-block experiences.	40 (20%)	75 (37%)	55 (27%)	25 (13%)	7 (3%)
Enable students to develop and/or improve social skills.	72 (36%)	68 (43%)	47 (23%)	7 (3%)	8 (4%)
Provide a worthwhile and valuable experience.	135 (67%)	50 (25%)	13 (6%)	2 (1%)	2 (1%)

Table 2 displayed one hundred nine (83 percent) of the parents rated the objective, provide a worthwhile and valuable experience, as excellent, and eighteen (14 percent) rated it as above average. Four (three percent) rated fulfillment of the goal as average, while one (one percent) rated it poor.

Eighty-four (64 percent) of the parents rated the objective, provide students with an opportunity to better understand and appreciate nature and sharpen senses, as excellent. Thirty-nine (30 percent) rated it above average, while eight (six percent) of the parents gave it an average rating. No parent respondent (zero percent) rated the objective as below average or poor.

The objective, emphasize subject areas of the classroom and provide appropriate educational study-block experiences, received an excellent rating by eighty-one (61 percent) of the parents. Thirty-five (27 percent) rated it above average and thirteen (10 percent) of the parents gave the objective fulfillment an average rating. A single (one percent) respondent rated it as poor.

Sixty-four (49 percent) of the parents rated the objective, enable students to develop and/or improve social skills, as excellent. An above average rating was given by forty-eight (37 percent) of the parents and seventeen (13 percent) responded with an average mark. One (one percent) rated it poor.

Table 2

Number and Percentage Scores of the Parent Group's Responses for Each of the StatedObjectives Based on the Likert Scale (Ratings 1-5).

Program Objectives	Rating Scale									
	Excellent (5)		Above Average (4)		Average (3)		Below Average (2)		Poor (1)	
	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)
Provide students with an opportunity to better understand and appreciate nature and sharpen senses.	84	(64%)	39	(30%)	8	(6%)	0	(0%)	0	(0%)
Emphasize subject areas of classroom and provide appropriate educational study-block experiences.	81	(62%)	35	(27%)	13	(10%)	0	(0%)	1	(1%)
Enable students to develop and/or improve social skills.	64	(49%)	48	(37%)	17	(13%)	0	(0%)	1	(1%)
Provide a worthwhile and valuable experience.	109	(83%)	18	(14%)	4	(3%)	0	(0%)	1	(1%)

Table 3 displayed twenty-four (77 percent) of the certified staff rated the objective, provide a worthwhile and valuable experience, as excellent. Seven (23 percent) rated it above average, while no one (zero percent) rated it average or below.

The objective, provide students with an opportunity to better understand and appreciate nature and sharpen senses, was rated excellent by sixty (65 percent) of the certified staff respondents. Eight (25 percent) rated it above average, and three (10 percent) gave the objective an average rating. No one (zero percent) rated it below average.

Nineteen (61 percent) of the certified staff rated the objective, enable students to develop and/or improve social skills, excellent. Eight (26 percent) gave this objective an above average mark, while four (13 percent) responded with an average rating. No one (zero percent) gave it a below average score.

The objective, emphasize subject areas of the classroom and provide appropriate educational study-block experiences, received an excellent rating by twelve (38 percent) of the certified staff. Ten (31 percent) rated it as above average, while nine (28 percent) gave it an average mark. One (three percent) respondent rated it as below average.

Table 3

Number and Percentage Scores for the Certified Staff Group's Responses for Each of the Stated Objectives Based on the Likert Scale (Ratings 1-5).

Program Objectives	Rating Scale									
	Excellent (5)		Above Average (4)		Average (3)		Below Average (2)		Poor (1)	
	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)
Provide students with an opportunity to better understand and appreciate nature and sharpen senses.	20	(65%)	8	(25%)	3	(10%)	0	(0%)	0	(0%)
Emphasize subject areas of classroom and provide appropriate educational study-block experiences.	12	(38%)	10	(31%)	9	(28%)	1	(3%)	0	(0%)
Enable students to develop and/or improve social skills.	19	(61%)	8	(26%)	4	(13%)	0	(0%)	0	(0%)
Provide a worthwhile and valuable experience.	25	(77%)	7	(23%)	0	(0%)	0	(0%)	0	(0%)

Table 4 displayed twenty-three (74 percent) of the volunteer high school student counselors rated the objective, provide a worthwhile and valuable experience, as excellent. Seven (23 percent) responded with an above average mark, and one (three percent) rated it average. No one (zero percent) rated it below average.

The objective, provide students with an opportunity to better understand and appreciate nature and sharpen senses, received an excellent rating by sixteen (52 percent) of the volunteer high school students/counselors. Ten (32 percent) rated the objective fulfillment as above average, and three (10 percent) rated it average. One (three percent) gave it a below average mark, and one (three percent) responded with a poor rating.

Twelve (39 percent) of the volunteer high school students/counselors rated the objective, emphasize subject areas of the classroom and provide appropriate educational study-block experiences, as excellent, while an identical twelve (39 percent) rated it above average. Five (16 percent) gave this objective an average score, and two (six percent) marked it below average.

The objective, enable students to develop and/or improve social skills, was not applicable to this population group.



Table 4

Number and Percentage Scores of the Volunteer High School Student/Counselor Group's Responses for Each of the Stated Objectives Based on the Likert Scale (Ratings 1-5).

Program Objectives	Rating Scale				
	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
	# (%)	# (%)	# (%)	# (%)	# (%)
Provide students with an opportunity to better understand and appreciate nature and sharpen senses.	16 (52%)	10 (32%)	3 (10%)	1 (3%)	1 (3%)
Emphasize subject areas of classroom and provide appropriate educational study-block experiences.	12 (39%)	12 (39%)	5 (16%)	2 (6%)	0 (0%)
Enable students to develop and/or improve social skills.	NA*	NA	NA	NA	NA
Provide a worthwhile and valuable experience.	23 (74%)	7 (23%)	1 (3%)	0 (0%)	0 (0%)

\*Not applicable to this population group.

Responses were made on statements utilizing a Likert rating scale (ratings 1 = Poor...5 = Excellent). Mean scores were calculated for each of the four population groups for each of the four stated program objectives. A comparison of these results is presented on Table 5.

An analysis of the mean scores of the responding groups indicated that all felt the program objectives were met on an above average basis. The surveyed populations were in agreement in giving their highest approval ratings to the Outdoor Education Program goal of providing a worthwhile and valuable experience. There was continued agreement between all groups that the objective, to better understand and appreciate nature and sharpen senses, was rated second highest in approval rating.

The objectives, to develop and/or improve social skills, was rated third highest by the students and staff, but was rated fourth highest by the parents. The program goal, to emphasize subject areas of the classroom and provide appropriate educational study-block experiences, was rated third highest by parents, but was rated fourth highest by the staff and students.

Table 5

Mean Scores for Surveyed Population Groups for Each of Four States Program Objectives.\*

Program Objectives	Group			
	Students	Parents	Staff	Counselors
Provide students with an opportunity to better understand and appreciate nature and sharpen senses.	4.19	4.58	4.55	4.26
Emphasize subject areas of classroom and provide appropriate educational study-block experiences.	3.59	4.49	4.03	4.10
Enable students to develop and/or improve social skills.	3.94	4.34	4.48	NA**
Provide a worthwhile and valuable experience.	4.54	4.77	4.77	4.71

\*Scores were calculated using a Likert response scale (rating 1 = Poor...5 = Excellent).

\*\*Not applicable to this particular population.

## CHAPTER FIVE

### Summary, Conclusions, and Recommendations

#### Summary

The purpose of this study was to determine if the Outdoor Education Program of the Ralston Public School system fulfilled the stated goals and objectives of the Outdoor Education curriculum.

The goals and objectives of the Outdoor Education Program are 1) to provide an opportunity to better understand and appreciate nature and to sharpen senses, 2) to emphasize subject areas of the classroom as well as provide appropriate educational study-block experiences, 3) to develop and/or improve social skills during camp living and interactions, and 4) to provide a worthwhile and valuable experience.

Four population groups were independently surveyed in order to obtain their opinions of the fulfillment of these stated program goals and objectives. The four respondent groups were the sixth grade students who participated in the Outdoor Education Program, the parents of the respective sixth graders, the certified camp staff who administered the Outdoor Education Program for their respective school, and the volunteer high school students/counselors.

The study utilized the survey method as a means of gathering information for program evaluation. The primary tool was a questionnaire/opinionnaire. The respondents were presented with

appropriately selected and carefully ordered statements. Response choices were made primarily using the Likert rating scale (ratings 1 = Poor...5 = Excellent). All participants were independently surveyed in late fall, and all answered directly on the survey sheets provided to each group.

The survey information was transferred to computer scanning cards to facilitate the analysis of results. The results were tabulated for each population group and for each of the four stated program objectives. Mean scores and number and percentage scores were calculated and presented.

### Conclusions

Following the completion of this study, the following conclusions were drawn:

1. All populations perceived the objectives and goals of the Outdoor Education Program had been met.
2. All populations gave the highest rating to the objective that the Outdoor Education Program provided a worthwhile and valuable experience.
3. The lowest rating was consistently given to the program objective that emphasized subject areas of the classroom and provided appropriate educational study-block experiences.
4. As respondent groups, parents gave the highest program ratings for fulfillment of stated program goals, while students gave the lowest marks.

Recommendations

The Ralston School District and the Outdoor Education Program Committee should consider the following recommendations:

1. Continue the Outdoor Education Program based on the consistently favorable responses on the objective that it provided a worthwhile and valuable experience.
2. Examine the objective that the Outdoor Education Program emphasizes subject areas of the classroom and provides appropriate educational study-block experiences.
3. Develop more specific and successful strategies for the achievement of the subject area objective.
4. Develop more observable and/or measurable criteria on which to more specifically evaluate the fulfillment of the stated goals of the Outdoor Education Program.
5. Encourage more student participation in the planning and development of the Outdoor Education Program.
6. Continue in the updating and administering of evaluation of the Ralston Outdoor Education Program.

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**APPENDIX A**

October 10, 1988

Dear Teachers:

Enclosed are the student evaluation forms for the Ralston Outdoor Education Program. Could I please ask you to take a few minutes with your sixth graders to have them complete these student surveys for my field project? Although the directions are self-explanatory, you might want to quickly read through each question with the students to clarify questions and to note response choices. Please send the completed surveys in my care to Meadows School. Thank you for all your time and prompt attention to my request. I am sure this study will provide valuable and useful information to the school district and the Outdoor Education Program.

Sincerely,

Joe Zadina

**APPENDIX B**

RALSTON PUBLIC SCHOOLS  
OUTDOOR EDUCATION PROGRAM

STUDENT EVALUATION

You have just participated in the Ralston Outdoor Education Program this fall. In order to improve our program, we would like to know your feelings about this experience. Would you please take a few minutes to complete the following survey and return it to your teacher? Thank you.

1. Have you ever attended an outdoor education program (camp) before this experience?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you feel the amount of time spent at camp was adequate?  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Would you attend camp again?  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. Should we continue to have a camp program for sixth graders next year?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Please rank the study blocks in order of their learning value to you. (1 = most value...6 = least value)  

Stream/Forest _____	Confidence Course _____
Canoe _____	History/Geology _____
Prairies _____	Other _____

The following questions use the following rating scale. Please circle your appropriate response.

(5) Excellent (4) Above Average (3) Average (2) Below Average (1) Poor

6. I was prepared for the camp experience (classroom lessons, canoe demonstration, conduct procedures, and supply list).  

5	4	3	2	1
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7. The camp facilities were clean, safe, comfortable, and adequate for program activities.  

5	4	3	2	1
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8. The camp experience helped me to understand subject areas of the classroom.
- 5                      4                      3                      2                      1
9. The study blocks were well-planned, interesting, and contained appropriate activities.
- 5                      4                      3                      2                      1
10. The camp experience gave me a chance to better understand and appreciate nature and sharpen my senses.
- 5                      4                      3                      2                      1
11. The camp experience helped me feel better about myself and my abilities.
- 5                      4                      3                      2                      1
12. The camp experience helped me improve social skills and get along better with my classmates.
- 5                      4                      3                      2                      1
13. The teachers were capable and enthusiastic during the camp experience.
- 5                      4                      3                      2                      1
14. The high school counselors helped make camp a worthwhile and enjoyable experience.
- 5                      4                      3                      2                      1
15. This is how I would rate the whole Outdoor Education Program.
- 5                      4                      3                      2                      1
16. This is what I liked the most about the Outdoor Education Program:
17. This is what I liked the least about the Outdoor Education Program:
18. We cannot change the food menu, nor can we give you unsupervised free time. We would like you to tell us, though, any changes you would make in the camp program to make it better.

APPENDIX C

October 17, 1988

Dear Teachers:

Thank you for your time and cooperation with the student evaluation forms of the Outdoor Education Program. Enclosed are the parent evaluation forms for the program. Could you please hand out a form to the parents you conference? Encourage them to take a few minutes to complete the survey before leaving school, and return it in the convenient box that I have provided. I will pick up completed forms at the school office on Monday, October 24. Thank you once again for your attention, time, and cooperation with this evaluation project. I sincerely appreciate all your efforts.

Sincerely,

Joe Zadina



**APPENDIX D**

RALSTON PUBLIC SCHOOLS  
OUTDOOR EDUCATION PROGRAM

PARENT EVALUATION

Your child has participated in the Ralston Outdoor Education Program this fall. In order to evaluation and improve our program, we would like to know your feelings and/or comments about this experience. Would you kindly take a few moments to complete the following survey and turn it in before leaving school? Thank you for your time and cooperation.

1. Has your child ever attended an outdoor education program before this experience?  
   Yes \_\_\_\_\_  No \_\_\_\_\_
  
2. Did you, as a parent, attend your school's Outdoor Education Information Night?  
   Yes \_\_\_\_\_  No \_\_\_\_\_
  
3. If yes, do you feel that you were adequately informed as to the Outdoor Education Program and procedures? Please circle your appropriate response.  
   Excellent    Above Average    Average    Below Average    Poor
  
4. Did you attend the Sunday Open House at the 4-H Camp or ever previously visit the camp site?  
   Yes \_\_\_\_\_  No \_\_\_\_\_
  
5. If yes, do you feel the facilities were clean, safe, and adequate for program activities? Please circle your response.  
   Excellent    Above Average    Average    Below Average    Poor
  
6. Do you feel the amount of time spent at camp was adequate?  
   Yes (2½ days, 2 nights) \_\_\_\_\_  
   No (your recommendation) \_\_\_\_\_
  
7. You are currently asked to pay one-half the coast of the program (approximately \$18.50). If necessary, would you be willing to pay the entire cost for your child?  
   Yes \_\_\_\_\_  No \_\_\_\_\_
  
8. Do you feel the Outdoor Education Program should continue to be offered as part of the sixth grade school curriculum?  
   Yes \_\_\_\_\_  No \_\_\_\_\_

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9. Do you feel that there are other camp experiences that should be included in the program? If yes, list them.

Yes \_\_\_\_\_ No \_\_\_\_\_

10. Please rank these study block experiences in order of their educational value to your child.  
(1 = most value...6 = least value)

History/Geology	_____	Confidence Course	_____
Prairies	_____	Stream/Forest	_____
Canoes	_____	Other	_____

The following questions use the following rating scale. Please circle your appropriate response.

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

11. My child was adequately prepared for the outdoor education experience (i.e., classroom instruction, canoe demonstration, and conduct procedures).
- 5                      4                      3                      2                      1
12. The camp experience emphasized subject areas of the classroom as well as an appreciation and respect for nature.
- 5                      4                      3                      2                      1
13. My child had an opportunity to use and sharpen his or her senses in order to better understand and appreciate the natural environment.
- 5                      4                      3                      2                      1
14. The study blocks were well planned with appropriate enrichment activities presented.
- 5                      4                      3                      2                      1
15. My child was able to develop and/or improve social skills during camp living and interactions.
- 5                      4                      3                      2                      1
16. The Outdoor Education Program, as a whole, was a valuable and worthwhile experience for my child.
- 5                      4                      3                      2                      1
17. My child's participation in the Outdoor Education Program has had an influence on our family's participation in outdoor activities.
- 5                      4                      3                      2                      1
18. Additional comments and/or recommendations about this year's Outdoor Education Program.

**APPENDIX E**

RALSTON PUBLIC SCHOOLS  
OUTDOOR EDUCATION PROGRAM

COUNSELOR EVALUATION

You have just participated in the Ralston Outdoor Education Program this fall. In order to evaluate and improve our program, we would like to know your feelings and/or comments about this experience. Would you kindly take a few moments to complete the following survey and return it to the school office? Thank you for your time and cooperation.

1. Have you ever attended an outdoor education program (camp) before this experience?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Do you feel the amount of time spent at camp was adequate?

Yes \_\_\_\_\_ No \_\_\_\_\_ (Circle-too long or too short)

3. Would you attend camp again as a high school counselor?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. Should we continue to have a camp program for sixth graders next year?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. According to your perceptions, please rank the study blocks in order of their educational value to the students.  
(1 = most value...6 = least value)

Stream/Forest	_____	Confidence Course	_____
Canoes	_____	History/Geology	_____
Prairies	_____	Other	_____

The following questions use the following rating scale. Please circle your appropriate response.

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

6. I was prepared for the camp experience, with my duties and responsibilities adequately explained to me.

5                      4                      3                      2                      1

7. The camp facilities were clean, safe, comfortable, and adequate for program activities.

5                      4                      3                      2                      1

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8. The study blocks were well-planned, interesting, and contained appropriate activities for the students.
- 5                    4                    3                    2                    1
9. The camp experience emphasized subject areas of the classroom as well as an appreciation and respect for nature.
- 5                    4                    3                    2                    1
10. The camp experience helped me feel better about myself and my abilities.
- 5                    4                    3                    2                    1
11. The camp experience enabled me to develop rapport with the students and promote school spirit.
- 5                    4                    3                    2                    1
12. I felt like an important and necessary part of the camp staff.
- 5                    4                    3                    2                    1
13. The teachers were capable and enthusiastic during the camp experience.
- 5                    4                    3                    2                    1
14. The camp experience gave me more responsibility than I would have received in my regular class attendance.
- 5                    4                    3                    2                    1
15. This is how I would rate the whole Outdoor Education Program.
- 5                    4                    3                    2                    1
16. This is what I liked the most about the Outdoor Education Program.
17. This is what I liked the least about the Outdoor Education Program.
18. This is how I would improve the Outdoor Education Program (i.e., for students, counselors, teachers, and/or parents).

**APPENDIX F**

December 12, 1988

Dear Camp Director:

Please find enclosed the certified staff evaluation forms for the Ralston Outdoor Education Program. I would like to have the comments and/or recommendations of your camp staff concerning the camp experience. Would you please distribute these forms to your camp staff members and encourage them to complete as soon as possible? Please send the completed evaluation forms in the envelope provided to me at Meadows for analysis and tabulation. Each camp director and interested staff member will receive a copy of the results of their building's surveys and/or a copy of my completed outdoor education study. Thank you again for your time, cooperation, and attention to this project.

Sincerely,

Joe Zadina



**APPENDIX G**

RALSTON PUBLIC SCHOOLS  
OUTDOOR EDUCATION PROGRAM

CERTIFIED STAFF EVALUATION

You have participated in the Ralston Outdoor Education Program this fall. In order to evaluate and improve our program, we would like to know your feelings and/or comments about this experience. Would you kindly take a few moments to complete the following survey and turn it in to your camp director? Thank you for your time and cooperation.

1. Do you feel the amount of time spent at camp was adequate?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Should we continue to have a camp program for sixth graders next year?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Please rank the study blocks in order of their educational value to the students. (1 = most value...6 = least value)

Stream/Forest	_____	Confidence Course	_____
Canoes	_____	History/Geology	_____
Prairies	_____	Other	_____

4. Do you feel there are other camp experiences that should be included in the program? If yes, please list them.

Yes \_\_\_\_\_ No \_\_\_\_\_

The following questions use the following rating scale. Please circle your appropriate response.

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

5. Our school's Outdoor Education Information Night was adequate in providing camp program and procedure information to parents.

5                      4                      3                      2                      1

6. The students were prepared for the outdoor education experience (i.e., classroom instruction, canoe demonstration, and conduct rules).

5                      4                      3                      2                      1

7. The camp facilities were clean, safe, and adequate for program activities.

5                      4                      3                      2                      1

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8. The camp experience emphasized subject areas of the classroom.
- 5 4 3 2 1
9. The study-blocks for the students were well planned with appropriate enrichment activities presented.
- 5 4 3 2 1
10. The camp experience gave students an opportunity to use and sharpen their senses in order to better understand and appreciate nature.
- 5 4 3 2 1
11. The student was able to develop and/or improve social skills during camp living and interactions.
- 5 4 3 2 1
12. The camp experience helped the student feel better about himself and his abilities.
- 5 4 3 2 1
13. The high school counselors helped make the camp experience a profitable and enjoyable one for students and staff.
- 5 4 3 2 1
14. The Outdoor Education Program is a valuable and worthwhile experience for the student.
- 5 4 3 2 1
15. The Outdoor Education Program is rewarding and beneficial to me as an educator.
- 5 4 3 2 1
16. This is how I would rate the Outdoor Education Program in Ralston.
- 5 4 3 2 1
17. This is what I like the most about the Outdoor Education Program.
18. This is what I like the least about the Outdoor Education Program.
19. Additional comments and/or recommendations about the Ralston Outdoor Education Program.