Program Goal 2: Graduates are prepared to integrate experiential education theory and philosophy in outdoor education programs.

1. Students will plan programs for a wide range of client groups, contexts, and outcomes.
2. Students will apply experiential strategies to program implementation.
3. Students will assess program effectiveness using a variety of strategies

In the Outdoor Education program, we spend a significant amount of time learning about important historical figures, Kolb's experiential learning cycle, and differences in recreational, educational and therapeutic programs. It is important to understand these fundamental ideas and theories because they become the framework for your program designs. Indeed, by developing an appreciation for and understanding of basic theories in outdoor education towards the beginning of the program, I was able to apply this information throughout all of my classes. I have designed, implemented and assessed multiple programs that have all helped me grow as a facilitator because I am challenged to address the group's concerns and assess my effectiveness as a facilitator. I have been able to analyze my personal teaching style, adjusting as needed to meet the needs of the group and align with the core values of the profession. It is imperative that I continue to analyze and reflect on my facilitation and teaching in order to be effective in the future.

Through my experience as an Assistant Facilitator at the Outdoor Center, I had the opportunity to apply the experiential learning cycle in particular. Applying this theory is important because it provides participants an opportunity to reflect on what happened during the experience, why the events that happened are important, and how they can use what they learned moving forward. This type of underlying theory in a program is what makes them impactful, inspiring change in people's' lives. When I worked with high school students from Baldwin Country in the High Achievers after school program, I applied the experiential learning cycle in programs to help them develop leadership and cooperation skills. The group met once a week throughout the Fall of 2017, and my supervisor, partner and I designed the weekly programs so they could participate in the activities. I also provided them the opportunity to teach back the activities since they will have a chance to work at a summer camp in the future. Please see the artifact "High Achievers Program Design" to get specific details about one of the programs I helped develop.

When implementing a program, my partner and I developed clear boundaries and expectations so participants were able to manage themselves and learn by doing. My role during the experience was to intervene and provide support as necessary. Afterwards, we would debrief the activity: what happened, why it is important, what they learned and how to apply this moving forward. This reflects the stages of the experiential learning cycle. Debriefing was important for this group, especially given they were aspiring leaders themselves. We would ask them about their effectiveness with communicating and leading and how this is applicable for when they plan to lead children at a summer camp. Allotting time for reflection on an experience seals in the learning and skills developed for them use in the future. This is true for facilitators, too. We would debrief the program after the participants left to discuss areas for improvement; this was helpful because it can be difficult for me to recognize actions that may inhibit student learning, but having a partner to give me feedback challenged me to analyze my facilitation. This approach helped us assess program effectiveness and change our approach as facilitators when

we recognized specific issues that could be addressed. See the attached artifact "High Achievers Facilitator Feedback" to see the feedback I received from my partner.

In addition to working with high school students, I helped develop and implement a program for adults from the university. Once more, I worked with my supervisor and partner to design a program that addressed the specific needs of the group. By addressing the specific concerns of the group during the program, you can optimize your time spent with the participants for optimal learning, skill development, and growth. They wanted to focus on their communication, so we included activities that required all members to communicate and work together to complete the task. We also incorporated a climbing portion towards the end of the program, which integrated communication skills given the commands that are required to safely climb. Similar to the High Achievers program, participants would complete an activity and as the facilitator, I would debrief the activity, asking questions specifically related to issues they wanted to address. At the end of the program, we had the participants fill out evaluation forms asking them about how effective the program was in addressing their concerns. As an assistant facilitator I do not get to see these forms, but I do get to see the facilitator feedback form that my partner fills out on me. Please see the artifact "VP Council Facilitator Feedback" to see the feedback that I received on my facilitation for this program.

Another route I have taken to assess program effectiveness is to assess student learning at the end of a program or lesson plan. For example, when I was the teaching assistant for the Outdoor Living Skills course, I developed and implemented a lesson on water treatment. One of the ways I assessed whether or not I was effective was how the students performed when they treated their water during the backpacking expedition. It is important to note that evaluation is difficult without some measure on what "effective" means, and I was able to assess my effectiveness on this outcome because I had clearly outlined goals and expectations. Please see the attached artifact "OLS Lesson Plan: Water Treatment" to examine how I approached the lesson and assessment. It is imperative that you evaluate your effectiveness personally and the program entirely. There is always room for improvement, but evaluation and reflection are a necessary part of making those improvements reality.