

# Outdoor Center Excursions Trip Leader Training Report for Fall Quarter 2016

## Review of Trip Leader Trainings Provided this Quarter

- Rock Training I
- Sea Kayak I
- AIARE Level I
  
- **Rock Climbing I Trip Leader Training**
  - Classroom Session Dates: October 18<sup>th</sup> and 20<sup>th</sup> from 7am to 9am
  - Field Session Dates: October 22<sup>nd</sup>-23<sup>rd</sup>
  - Description:

This training was designed to teach proper use of rock climbing equipment as well as technical terms and commands, knots, top rope belay, lead belay, anchor systems, bottom-site group management, and Outdoor Center rock climbing policies.
  - Instructors: Stephen Magnuson, Charlie Lynch, Tatsu Ota
  - Trip Leaders:

**(11)** Everitt Merritt, Julia Bainbridge, Ana Jager, Kia Parrish-Haim, Summer Sturges, Kayla Guettich, Gloria Goni-McAteer, Jack Sharfstein, Kelly Oberbillig, Ellen Zocher, Emily Muth
  - Developmental goals from participating students:
    - “Learn how to safely set top anchors, belay, lead climb, tie proper knots, and everything necessary, and then learn how to teach these skills to other people (students).”
    - “Goals were to solidify and become more confident in my rock climbing hard skills in order to eventually have the ability and confidence to lead a climbing trip. Also took note of effective ways of describing/teaching skills to get good ideas of how to eventually be able to teach skills. Through learning new methods/being reassured of old ones I can practice skills on personal trips to gain experience and eventually apply them to trips with the OC.”
    - “Review technical rope skills, learn new ways of doing things, and learn about leadership and formatting of rock trips.”
    - ” I essentially wanted to familiarize myself with the Outdoor Center's standards and policies surrounding climbing trips.”
    - “I wanted to improve my rock climbing technical skills so I can feel safer with my own climbing and also chose my climbing partners better. As I improve my technical skills I am willing to challenge myself more with my climbing. I hope to feel confident enough to lead trips in the future.”
    - “Teach more learning styles and build some TL community”

- “I wanted to learn the basics of climbing, how to set up ropes, and effective ways to communicate basic climbing safety so that I could assist in facilitating climbing for young people in the future.”
  - “To learn basic outdoor climbing skills To gain confidence leading a climbing trip To take the role of a participant and gain their perspective so that I can better teach the skills in the future.”
  - “Learn hard skills: cleaning, setting anchors”
  - “Stay attentive, learn as much as possible, learn applicable skills that can be applied confidently”
  - “I wanted to feel more confident that I was being safe as a climber, learning more checks, practicing anchors, practice belaying, etc. I learned SO MUCH on this trip!”
- Outcomes:
  - Technical Skills
    - Knots and Hitches: Using a 4-point Likert-scale to measure people’s ability to tie knots and hitches for climbing applications as well as their confidence in teaching, we saw that over 50% of them felt they could teach with support, 27 % of them demonstrate mastery and can teach unassisted, and 18% could demonstrate personal ability but would not be comfortable teaching.
    - Harnesses and Helmets: Using a 4-point Likert-scale to measure people’s ability to size and fit both harnesses and helmets 45% demonstrated personal ability and could teach with support and the remaining 55% felt they could demonstrate mastery and teach unsupported.
    - Care/Inspection of Rope, Hard goods, and soft goods: Using a 4-point Likert-scale to measure people’s ability to safely and confidently inspect climbing equipment we saw that 27% felt competent in personal ability but not able to teach others. 55% of people stated that it was a strength and could teach care and inspection with support. The remaining 18% felt that they could demonstrate mastery and teach others without support.
    - Identifying objective hazards: Using a 4-point likert-scale we looked at people’s ability to identify objective hazards when climbing. This includes things such as environmental and human hazards that could affect a group while climbing. 9% felt this was a developmental area for them in which to focus improvement on. 36% felt competent in their personal ability to id objective hazards. 27% felt it was a strength and could teach others with assistance and 27% felt it was a significant strength and could teach w/o assistance.
    - Knowledge and proper use of climbing gear (harness, helmet, rope, hard goods, soft goods): Using a 4-point likert-scale we looked at people’s overall knowledge of gear. 9% felt this was a developmental area. 36% felt competent in their personal knowledge but not able to teach it to

others, 54% feel it is a personal strength and could teach with support and 18 feel it is a significant strength that they can teach.

- Technical Skills: Student's Self-assessment –strengths/developmental needs:
  - “I would like to know more about rope inspection, and be more confident with teaching clove hitch, auto blocking, and prussiks.”
  - “Would like to continue to practice and become more confident in different kinds of knots and skills lead climbing. I feel pretty solid in regard to building anchors-- the hands on time at Erie was super helpful with that. I think I have a pretty good understanding of gear/how it is properly used but would like to continue to practice using it. Think that I am confident enough in my skills to have success on personal sport climbing trips and would like to continue to practice/gain experience in order to be ready to learn more difficult skills and be able to lead trips.”
  - “I feel solid on sport climbing and standard anchors. I'd like to get better at understanding different techniques in using ropes, and setting up more creative anchors when bolts and chains aren't available. I think I could also work on being confident in teaching rope and anchors kills.”
  - “It was really nice to get familiar with some new methods, which wasn't really something I was expecting when I signed up for the training. I learned a lot and felt super solid applying that at on the Vantage trip.”
  - “I think that this weekend and also the Rock School I attended at Vantage helped me with knots, hitches and gear knowledge. I still would like to gain more knowledge, especially on knowing when it is time to retire gear. I am always surprised by the little nifty things you can do with gear, and am excited to learn more!”
  - “I feel dialed in most aspects, could understand lifetimes of gear and industry standard stuff a bit better”
  - “Practice! Implement! Didn't get a chance to practice any instruction, but I witnessed and received a lot of great instruction, and thoroughly learned a lot of the safety/guiding principles. Feel like I could set up a safe top rope anchor and get down, which is great.”
  - “Good understanding of basic climbing techniques and gear. Need more climbing experience in the future to gain confidence in teaching more technical aspects.”
  - “Feel good about my knowledge of technical skills now. Wouldn't feel comfortable teaching without support though (in a shadow/apprentice role) Need more practice w/ all hard skills learned. Mentor trips would be great.”
  - “Feel confident on knots and gear. I feel less solid on what gear wears on what most and i feel like there is always more to learn so I believe input would be beneficial in all areas”
  - “I learned a lot on this trip, but I need to practice my hard skills climbing because I don't have a ton of experience.”
- For technical skills in the future it would be important for us to focus more time around the identification of objective hazards and how that plays into decision making when choosing

appropriate climbing areas for students to climb. Additionally, having more time for practice would help to solidify some of the skills that we taught on this course.

- Belaying and Climbing
  - Safety Checks (Harness, Belay System, Gear, Human): Using a 4 point likert-scale 50% felt safety checks were a strength and could teach with assistance and 50% felt it was a significant strength which they could teach unassisted.
  - Top Rope Belay (PBUS, Communication): Using a 4 point likert-scale 30% felt they could effectively provide a belay and use the correct commands as well as teach with assistance. 70% felt this was a significant strength and could teach without assistance.
  - Lead Belay: using the same scale 40% were competent in personal ability but could not teach others, 60% felt it was a strength and could teach others with support.
  - Climbing Commands: 10% felt this was a developmental area, 10% felt they had the personal ability but could not teach, 30% felt they had personal ability and could teach others commands with assistance, and 60% feel they have mastery of commands and could teach confidently.
  - Lead climbing (back clip, z clip, rope management): 10% felt this was a developmental area for them, 10% felt competent but could not teach others, 70% expressed personal strength and could teach with assistance and 10% expressed mastery and could teach unassisted.
- Belaying and Climbing: Student's Self-assessment –strengths/developmental needs:
  - “Need more experience and practice lead climbing. Feel comfortable enough for personal trips but not yet confident enough to lead more difficult climbs in order to lead trips. Feel pretty good with safety checks/commands and belaying on top rope.”
  - “I knew most of this stuff (except Z clipping) before training. I think I mostly need to improve in confidence in speaking up and teaching it. Also I could do a better job of anchoring myself when lead belaying since I'm small and tend to fly away when someone takes a fall.”
  - “I really appreciated the pro tips on lead belaying and it really made me realize how much of a huge difference your belay makes on a lead climb.”
  - “I feel that I learned a lot about proper commands and communication. I learned how to properly lead belay and take lead falls as a climber and as a belayer. I feel confident with how I act at the crag, I feel safe and considerate. I use clear communication and redundant systems.”
  - “Still catch my foot behind the rope, and still catch myself not being the most attentive belayer.”
  - “Getting used to it, it was all new to me! just need to practice”

- “Need more experience with Z clipping and lead climbing in general. Want more experience with lead climbing belay. Hoping to do this at a climbing gym.”
  - “Feel good about top rope belay, safety checks. Would like to practice lead climbing & belay more. But have a pretty solid understanding of it now.”
  - “I feel very confident in top rope skills. I have not needed to catch a fall on lead yet and I occasionally back clipped. Clipping was going well near the end though.”
  - “I would like to get better at lead belaying.”
- When it comes to belaying and climbing, in future trainings, we could again use more time for people to apply the skills. One of the greatest challenges in learning technical skills is having the time to be able to practice and apply them. We could also spend more time around instruction of lead belays.
  - Anchors
    - 2 Point anchor with Figure 8 Master point: 40% stated strength in ability to build and could teach with assistance. 60% stated significant strength and could teach without assistance.
    - Magic X with Limiter knots: 10% felt this anchor was a developmental area to focus improvement, 20% competent but not comfortable teaching, 50% felt it was a strength and could teach with assistance, and 20% could demonstrate mastery and teach without assistance.
    - The Quad: 10% did not know what this was, 30% felt it was a developmental area, 30% felt competent but would not be comfortable teaching, 10% felt it was a strength and could teach with assistance, and 20% could demonstrate mastery and teach.
    - ERNeST: 10% did not know what this was, 10% felt it was a developmental area, 20% felt competent but could not teach, 40% felt it was a strength and could teach with assistance and 20% felt they had mastery and could teach without assistance.
    - Cleaning Anchors: 30% were competent in their personal ability to clean anchors but would not be comfortable teaching. 50% felt it was a personal strength and would be able to teach with assistance, and 20% could demonstrate mastery and teach unassisted.
    - Shelf identification: 20% felt this was a developmental area, 10% were competent in being able to identify true and false shelves but could not teach, 40% felt it was a strength and could teach with assistance and 30% could demonstrate mastery and teach without assistance.
  - Anchors: Student’s Self-assessment –strengths/developmental needs:
    - “The hands-on experience with anchors at Mt Erie was really helpful. I think I have a good understanding of what situations to use specific anchors. As with pretty much all of the skills we learned, I want to continue to practice building the various kinds of anchors to become really confident and self-sufficient with the skills.”
    - “Feeling good with most anchor stuff, I could definitely review the Magic X and Quad since those are two I haven’t used very often in my personal climbing.”

- “It was cool learning some new knowledge surrounding anchors; ie screw caribeaners up on the bolts when you plan on having a group top-rope the climb.”
  - “After just the one day at Erie, I felt more confused than confident. After learning the extended repel and only practicing once at Erie, I started feeling really insecure, especially about shelves. After three days at shadowing at Rock School, I feel confident with the quad, cleaning, and shelves. I do not know what ERNeST is.”
  - “Feeling good on the anchor front”
  - “Big need for learning and improvement in this area, but can set and clean basic anchors with confidence.”
  - “This is the area I was least familiar with coming in and feel like I learned a lot. Would like to practice everything more.”
  - “I feel comfortable with the basic anchor set. I was not present Tuesday to learn anchors so I think the whole process could be improved upon or at least recapped before excursions. I was able to clean anchors and set anchors, but I would like more practice before teaching.”
  - “I learned a lot about anchors on this trip, and I know how to not die, but this is definitely a weak point for me.”
- Moving forward, I believe we could spend more time discussing anchors and allowing all students time to practice building and practicing at ground level to gain a greater understanding of anchors and why we use systems such as back up repels and acronyms such as ERNeST. We will also eliminate the Quad as an anchor setup that we teach due to the fact that they often will not have a need and the magic x with limiter knots will suffice.
  - Trip Facilitation
    - Area selection: 10% did not know how to select a climbing area, 20% felt this was a developmental area, 20% felt competent, 30% felt area selection was a strength and could teach others with assistance and 20% felt it was an area of mastery
    - Bottom site management: 30% felt competent in their ability to manage a bottom site zone, 60% felt this was a strength and could teach with assistance and 10% felt this was an area of mastery.
    - Objective hazard id: 50% felt competent but would not be comfortable teaching, 30% felt this was a personal strength and could teach with assistance, and 20% felt it was an area of mastery.
    - Zone Id: 20% felt competent in their ability to id safe zones but could not teach, 70% felt it was a strength and could teach with assistance and 10% felt it was an area of mastery.
    - LNT, Crag Etiquette: 30% felt competent but could not teach, 40% felt this was a strength and could teach with assistance and 30% felt it was an area of mastery.
  - Trip Facilitation: Student’s Self-assessment –strengths/developmental needs:
    - “Think that I have a pretty good understanding of things in this area.”

- “I've never facilitated a rock trip before, but have a pretty good idea of what needs to go on. I feel like I could have done a better job of engaging in general during this training.”
  - “I felt like I got a lot out of the trip and accomplished a lot of the goals I set for myself.”
  - “Always can improve on the facilitation front. Onsite guiding is hard and managing the bottom site can be tough at certain climbing areas”
  - “Would be confident in planning and facilitating trip with help from more experienced climber”
  - “Don't have familiarity with many crags (erie, vantage, etc.) where we would lead trips, so I wouldn't be comfortable getting a group to an area without guidebook, going there first (don't want to get lost like we did). Feel like we could have spent more time on objective hazard identification. Seems like group management I feel good about though.”
  - “I did not conduct much facilitation on this trip so it's hard to say.”
  - “I need to learn how to read a guidebook better.”
- Moving forward we could focus more on teaching the use of guidebooks as well as giving students a chance to facilitate one another through a climbing experience as a final assessment of the abilities. This would allow them to practice the facilitation side of climbing as well as provide opportunity for instructors to complete an actual assessment of the students abilities.
- Final Reflection: Confidence in Leading a rock trip overall. What you want to improve upon/what you feel confident in:
  - “Overall think I am confident enough in my skills to have successful personal sport climbing trips and could confidently assist on climbing trips with the Outdoor Center. Would like to continue to gain experience and learn from more experienced friends. Having the skills, ability, trust and confidence to lead OC rock trips is definitely a goal of mine.”
  - “I feel confident in most aspects of teaching basic rock climbing skills with a co-leader, and feel comfortable going on personal rock trips. I'd like to improve in lead climbing and confidence with facilitating participants and communicating with co-leaders, since I tend to take a step back and let other people take the lead in climbing trips. I'd also just like to continue practicing anchors beyond the two point system, and multi-pitch stuff.”
  - “Having already been a part of the vantage trip, one thing I got feedback on was better identifying strengths and weaknesses among participants. Then I can make assessments about what roles I should feel comfortable with each participant taking.”
  - “I want to learn to use a guide book. I do not feel confident with my leadership skills at the crag for big groups. I understand LNT well, but would like to improve in safety skills around the crag: when to know if it is safe and when it is not.”
  - “Improve on trip facilitation and including everyone. There shouldn't be people sitting around on their phones which there was.”
  - “I need to practice the technique so that I can integrate my new knowledge fully, and thereby explain it in intuitive ways. I feel that I could be an "apprentice" now, which is better than I felt before the training.”

- “I would feel confident in leading a rock trip with a more experienced climbing(s), taking on a supporting role. I think I have retained much of the knowledge from the training trip, and I now need to practice it.”
- “I feel like I learned a ton from this training. I would still like to practice setting/taking down anchors, but I feel much more confident in leading and belaying. I would love to get on some rock trips as an apprentice and see how things run with participants before leading any trips in any other role.”
- “I feel confident that I could lead a climbing trip with appropriate route setting, belaying, and climbing skill. I believe I will have a good basic ground knowledge on all areas to assist participants in their questions. I believe I could facilitate a safe trip. I would like to review anchor setting and cleaning before going out though and do a quick run through on teaching group/site management.”
- “I feel good about my group facilitation skills because of my experience leading other types of trips, but my hard skills regarding climbing could still use improvement. I would feel comfortable being an assistant or apprentice leader on rock climbing trips.”
  
- Lessons Learned for the Future:
  - Logistically, we learned that we need to have people commit to the entire training. There were a number of people who could only make partial commitments and it showed in their learning outcomes through the evaluation process.
  
  - In terms of instruction, we learned that there is a limit to the amount of lessons we can give over a 3-day period. We also learned the limits of pure instruction, and the need/opportunity or practice, whether it be personal or facilitated.
  
  - We also learned the general flow of the trainings and constructed the evaluation of the trainings for the trip leaders to fill out.
  
  - Additionally, for future trainings we will be creating instructor-trip leader skills evaluations to add a level of depth when assessing their abilities and verifying that each person meets a specific set of standards for our trips.
  
- **Sea Kayak I Trip Leader Training**
  - Classroom Session Dates:
    - November 9<sup>th</sup> 6-8pm,
  - Field Session Dates:
    - 9am-5pm November 11<sup>th</sup> 12<sup>th</sup> 13<sup>th</sup>
  - Description:

This training was designed to serve as an intro to sea kayaking with an emphasis on learning and practicing the skills to be able to apprentice/assist a sea kayak excursion. Over the course of 3 days we covered several topics including trailer

and vehicle safety, kayak gear and terminology, US Coast Guard regulations and Outdoor Center policies, Kayak passage planning (reading nautical charts, tide/current tables), paddling techniques, group management, self-rescues and assisted rescues.

- Instructors:
  - Stephen Magnuson, Liam Elio, Misha Klassen
- Trip Leaders:
  - **(8)** Kelly Oberbillig, Ellen Martinson, Ellen Zocher, Everitt Merritt, Kayla Guettich, Katherine Feltner, Emily Muth, Nick Roe
- Developmental Goals from participants:
  - “I wanted to soak in any information possible. I didn’t really know anything about sea kayaking before this training. I wanted to gain in confidence, learn rescue, and proper paddling technique”
  - “Comfort with rescues”
  - “My goals were to practice rescues, navigation, and trip planning, especially with a focus on safety.”
  - “Learn about the San Juan and specific tools to be a successful trip leader... and how to roll a sea kayak”
  - “Learn navigation and planning re: tides/weather, solidify rescue understanding/skill, become more comfortable with different paddle strokes and self-rescue”
  - “Be confident in planning a trip and gathering information to do so”
  - “Develop navigational skills, rescue techniques, managing groups in water setting”
  - “To learn more in depth how to plan trips and use charts”
  
- Outcomes:
  - **Identify and teach how to use kayak equipment**
    - Using a 4-point Likert-scale for equipment identification and teaching comfort level, nearly all items fell between 3-4 demonstrating a strong foundational knowledge and ability to teach others proper use.
    - Items to focus on in future Sea Kayak I Training include Chart Bags (3.13), Aerial Flares (3.0), VHF Radios (3.0), rescue stirrup (2.43), and tow lines (3.14).
  - **Kayak and paddle anatomy**
    - We used a matching diagram for this section. Students were able to properly identify the anatomy of both paddles and kayaks.

- Only room for improvement is in teaching anatomy of the paddle as some people seemed to be confused around the top/bottom of the paddle.
  - **Entry and rescue techniques**
    - Using the same 4-point Likert-scale we assessed student's competency in both performing and teaching entry and rescue techniques. There was a broader mean in these skills ranging from 1.33-4.
    - Shore entries (3.88), wet exits (4.0), rodeo self-rescue (3.63), and assisted rescues (3.5) were among the skills that students felt most comfortable with.
    - For the future more focus needs to be put on rolls (1.33), t-rescues (2.88), and paddle float rescues (2.71)
  - **Paddle strokes**
    - Again, using the same scale we measured student's competency in both performing and teaching a variety of paddle strokes. The mean for paddle strokes ranged from 2.5-3.88.
    - Forward stroke (3.88), Back Stroke (3.75), Draw (3.5), Sweep (3.38), Feathering (3.25) were the paddle strokes that students felt most comfortable with.
    - Low brace (2.75), sculling (2.63), and high braces (2.5) were the least competent skills learned in terms of paddle strokes. All 3 of these are advance techniques that take time to develop. We will consider moving these advance techniques to the Sea Kayak Level II Training for Spring.
  - **Basic kayaking concepts and tools**
    - Using the same scale, we measured student's competency in both using and teaching a number of tools and resources for trip planning and risk management. The mean in the concepts and tools section ranged from 2.63-3.75.
    - OC specific policy and guidelines (3.75), Decision Triangle-Terrain Conditions (3.63), Decision Triangle-Human Factors (3.5), Tide Table (3.5), 50/50/50 (3.38), Decision Triangle-Sea Conditions, Weather Conditions (3.25), Passage Plan (3.25), Charts (3.13), Currents (3.0), 1/10/1 Rule (3.0). All of these concepts and tools were stressed throughout the training as essential to planning and implementing a trip of the OC. It was good to see that the emphasis placed on these areas was reflected in the evaluation process.
    - The rule of 12ths (2.63) and VHF Radios (2.88) had the lowest mean scores and could be focused on more heavily. Especially the use of the VHF Radio which is our primary device used in case of emergency.
- Individual reflection on strengths and developmental needs in regard to leading sea kayaking excursions
- **Developmental Needs:**

- “Paddling strokes, paddle float rescue, rolls, radio, tide and current reading and rule of 12ths”
- “Better catering to people of varying skills/speeds”
- “I would like to focus more time and energy on practicing rescues and teaching skills—also just getting more experience sea kayaking around the San Juan Islands and learning more from experience about currents and wind.”
- “1/10/1 and VHF Radio”
- “Navigation/crossings (no practice on water), more practice planning around tides and weather”
- “Experience, longer paddles and ocean time, rolls, t-rescue”
- “I would like to have more experience managing a group on a larger crossing. (ie guemes to Sinclair)”
- “Learn how to put myself in the learner’s point of view and teach in that point of view but with confidence in my knowledge. I want to get better at teaching, rule of 12ths.”
- **Strengths:**
  - “Willingness to learn, attitude, self-rescue”
  - “Strong paddling. Good head space in stressful situations, comfortable teaching things and patient.”
  - “I think I would do well assisting in a sea kayak trip I feel comfortable in most aspects of trip planning and facilitation for sea kayaking, and would be able to teach most of the stuff with support.”
  - “Experience with forward paddle and sea kayak trip plan”
  - “Comfort in a boat, teaching paddling strokes”
  - “Performing assisted rescues, confident in condition assessment, gear management”
  - “I really like the trip planning aspect of the training (planning for wind, waves, currents, tides etc.) I also feel much more comfortable performing rescues in adverse conditions after this weekend.”
  - “Rescues, kayak paddling, currents and tides, kayak terminology, getting people excited to go out, creating a welcoming and fun environment.”
- What your instructors did well on and what they could improve on for future Sea Kayak I Training?
  - **What they did well**
    - “Patience, teach things in different ways, challenge us to push our limits, talking about tides and weather.”
    - “Fun times, healthy environment”
    - “Very organized and thorough. The expectations were clear from this training even though plans changed, and it was fun. I think it was good that we had time to practice in mud bay instead of going out to Viqueen.”
    - “Teaching and demonstrating rescues.”

- “The lessons on the lake”
- “Covered a lot of material very well, knowledgeable and able to answer all questions, confident I can lead a trip as apprentice or assistances, but anticipate some longer paddles, assessing group needs, creating fun positive environment, being sure awesome.”
- “Great leadership shown by being flexible with plans when things didn’t go as expected. I appreciated that Stephen and Liam recognized areas which they were less experienced than Misha (time at sea etc) and really listened to her knowledge and input. Great team dynamic as always.”
- “Planning, backup plans, teaching rescues, teaching terminology, I really learned a lot this weekend. Thank you so much”
- **What could they improve on?**
  - “Using straps for rescue, more on paddle strokes, more personal feedback so I could make more improvements “
  - “Stricter time scheduling”
  - “Providing more time for practice, especially during the Lakewood day. We got to see a lot of demonstrations, but there were some skills that I never had the opportunity to try out, such as using a paddle float
  - “Make sure there is at some point a multi-day travel”
  - “More time practicing navigation”
  - “Time management, more passage plans with overview and corrections, longer paddles, unanticipated rescues when safe, bracing”
  - “I would love to have a few trip-specific medical scenarios worked into a training. For example, common medical concern while sea kayaking is hypothermia. It would be cool to incorporate aspects of treatment as well as avoidance (I know WFR covers this but it’s always good to review!)”
  - “Giving more time for each person to teach something like a rescue or how to get in your boat or tides/currents”
- Summary from Qualtrics survey:
  - In terms of students developmental goals, we seemed to have been effective in meeting their expectations
  - We always need to take into account the varying skill levels and knowledge coming into all of the trainings
  - Practice time is extremely important to aid the development of skills. We need to ensure if we teach a specific skill that we allow the time for students to practice before moving on. IE paddle strokes, practicing with VHF radios, rescue scenarios, passage plans.
  - Medical scenarios seem to be an element that is requested on most trainings.
  - Students would like to have the time to teach the skills learned with one another.

- Lessons Learned for the Future:
  - We had originally hoped to include open water crossings and a trip to Viqueen Lodge, but the weather made that inadvisable. It turned out to be serendipitous as we were able to focus more time and energy on the basics of passage plans, rescue techniques and foundational paddling skills. This greatly boosted the confidence level of all trip leaders, hence increasing the overall safety of future participants.
  - We've also decided to restructure the training in the future to stay in Bellingham.
  - We will move trailer training, which was not evaluated, to a separate stand-alone training.
  - At the end of the weekend we will now complete one-on-one assessments, giving trip leaders a chance to convey their new knowledge in an instructor to participant format. (This assessment will need to be developed to assess skills and knowledge.)
  
- **American Institute for Avalanche Research and Education (AIARE) Level 1 Certification**
  - Dates: December 6<sup>th</sup> and 8<sup>th</sup>, 10<sup>th</sup>-11<sup>th</sup>
  - Description:

This course is required for any trip leaders planning on leading winter trips in areas where avalanches are possible. The course covers planning for travel in avalanche terrain, identification of avalanche terrain, decision making practices, and companion rescue.
  - Trip Leaders: Course is led through the American Alpine Institute
  - Participants:

**(10)** Amina Lee, August Wimberger, Gloria Goni-McAteer, Ana Jager, Josh Kirsch, Kelly Melville, Anya Henning, Summer Sturges, Tatsu Ota, Emily Muth
  - Outcomes:

Trip leaders have a higher level of confidence and decision making skills when traveling in the avalanche terrain. By being able to identify dangers, they can raise the level of safety provided on backcountry trips, as well as safety in their personal outdoor recreation as well. They are able to assess their own ability as well as that of participants to help create an accessible level of difficulty for trips. Trip leaders can also use the certification on future resumes when applying to jobs requiring backcountry travel.

## Cost Breakdowns

<b>Rock Climbing Training</b>	
Instructor Pay (\$120/day ea.)	\$600
Meal Costs	\$55
Transportation Costs	\$325.04

Lodging Costs	\$120
Total Cost	\$1082.04
Anticipated Cost	1400
Total Cost Per TL Trained	\$98.37

<b>Sea Kayak Training</b>	
Instructor Pay (\$120/day ea.)	\$840
Meal Costs	\$51.67
Transportation Costs	\$407.86
Lodging Costs	\$0
Total Cost	\$1419.77
Anticipated Cost	1150
Total Cost Per TL Trained	\$177.47

<b>AIARE Level 1</b>	
Certification Cost (\$300/person)	Total Cost \$3000
Anticipated Cost	4800

<b>Total Cost of Trainings for Fall Quarter</b>	\$5501.81
<b>Total Anticipated</b>	\$7350

## Evaluations Overview

We are in the process of setting up evaluations for our new systems and trainings in Qualtrics. We plan to use Qualtrics to qualitatively and quantitatively measure the success of the provided trainings. We are currently looking for two components to show the influence of the trainings on inclusivity and diversity in the Outdoor Center. The first is by using Qualtrics and debriefs with trip leaders to determine if our trip leaders are learning to create an inclusive and welcoming space for the broader Western community to become involved in outdoor recreation and education through trips and trainings. The second is creating transparency in the Outdoor Center regarding our accessibility through trainings and hiring practices to provide the opportunity for more people at Western to become trip leaders regardless of financial background and experience.

## Evaluations of Excursions

We have begun to set up Qualtrics and use standard paper trip leader evaluations to assess the inclusivity felt by participants and trip leaders on trips. In the past, trip leaders have been required to fill out evaluations of themselves and their co-leaders, and debrief with the Excursions Coordinators after the trip. We use this system to assess trip leaders' growth in technical and facilitation skills, as well as

how the Outdoor Center can better support trip leaders in leading safe trips and creating inclusive environments on trips. We will continue to use this system in conjunction with Qualtrics evaluations filled out by the participants to assess the success of specific excursions and growth of trip leaders. This system has been working very well. We want to keep this on paper and collaborative, facilitated by the coordinators to illicit deeper thinking and reflection.

We are still in the process of creating a comprehensive participant evaluation of trips through Qualtrics. Some aspects we are looking at are collecting demographic data and ratings of feelings of inclusivity adapted from the Multi-Institutional Study of Leadership, as well as qualitative feedback through comments. So far, we have met with Christina Van Wingerden and for further support and ideas for participant surveys and evaluations, we will be meeting with Kyra Oziel and Aleyda Cervantes.

Another goal is to create an evaluation system that will allow us to evaluate trip leaders throughout their entire career at the Outdoor Center and Western. In addition to the trip and training specific evaluations, we hope to create annual facilitated evaluations that ask deeper questions. The goal is to help identify a leader's current state, and set goals that they will be able to apply throughout the year, on trips they lead or trainings they attend.

In the future, we will be able to share participant evaluations with trip leaders after the trip, allowing them to better reflect on the ways that participants were impacted, and what leadership aspects worked and which didn't. Over time we will also be able to show correlations between the effects of trip leader trainings on increased diversity demographically, and whether or not there were increased feelings of inclusivity and accessibility in trips. Once we have completed our final draft of the Qualtrics participant survey, we will be able to begin to gather a database for comparisons in the future and assessments of where we are now. We hope to have the survey done before the start of winter quarter trips.

## Evaluations of Trip Leader Trainings

We have created and used two Qualtrics surveys of the trip leader trainings that have happened this quarter to assess trip leaders' developmental goals, feelings of preparedness for leading trips after going through the trainings, and to gather feedback on how we can better run trainings. Data collected from these surveys can be found in the appendix. Our interpretations of the effectiveness of the trainings and plans for the future based on these outcomes are as follows

## Upcoming Trainings for Winter and Spring Quarter

- Winter
  - Backcountry Travel Refresher
  - Raft Guide Training
- Spring
  - Bike Touring Training
  - Crevasse Rescue Training
  - New Hire Night
  - Trip Leader Training Weekend 1
  - Trip Leader Training Weekend 2
  - Wilderness First Aid Certification (WFA)

- Sea Kayak Training 2

## Publicity and Outreach for Hiring

Applications for the trip leader position will become open in mid-February. In order to better advertise the position and the resources that the Outdoor Center is able to provide for people who want to become trip leaders, we have been working on creating publicity for the position with posters and brochures detailing the benefits of becoming a trip leader. We will begin distributing brochures and posters mid-January. The information that will be included on the brochures can be found in the appendix.

We also have begun to reach out to student groups and AS groups about hiring and ways to make the position accessible. We met with the ESC board and talked to them about reaching out to ESC groups and we hope to attend an ESC presidents' meeting in the winter to talk directly to the groups before hiring begins. We also let them know about some of the excursions that we do, which gave us a better idea of how the student body perceives trips—for example, we told them that we do snow caving trips (which we categorize as an easier trip), and they reacted by saying that a trip like that would be intimidating. The conversation gave us a better idea of our bias from our own outdoor experience, and how we can better talk to people about what trip leading is and how to gain outdoor experience.

## Appendix

- I. [Hiring Brochure Information Frontside](#) [Backside](#) (Draft)
- II. [Results from Rock Climbing Training Evaluations](#)
- III. [Results from Sea Kayak Training Evaluations](#)