

## The Intersection of Community and Place in an Outdoor Orientation Program

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This study investigated outcomes of a college outdoor orientation program that utilized 3, 4, 5, and 12-day adventure based trips. Sense of community and sense of place were measured using a one-sample pre/post-test design ( $n = 118$ ). Paired sample t-tests were implemented to explore differences and, in general, students reported significant changes following participation. Students demonstrated increases in the number of their friends, trusted individuals, and 6 of the 7 factorial components measuring sense of community and sense of place ( $p < .05$ ). The importance of community and place is discussed, highlighting suggestions and implications for future consideration in outdoor orientation programming.

**KEYWORDS:** college orientation, outdoor orientation, sense of community, sense of place, wilderness orientation

### Introduction

Colleges and universities utilize a variety of orientation programs to facilitate community development and other goals. Many orientation programs take place on campus in standard residential settings, but there is a growing neighborhood (Bell, 2008) of schools that follow an Outward Bound-type model of outdoor orientation (Devlin, 1996). Outdoor orientation has been defined as a program that incorporates outdoor adventure activities where participants spend at least one night away from campus camping in small groups (Bell, Holmes, Vigneault, & Williams, 2008). Outdoor orientation programs are a form of adventure programming where goals are educational or developmental in nature (Priest & Gass, 2005, p. 23). Bell et al. (2008) surveyed four-year colleges and universities in the United States and found that over 202 institutions use some form of outdoor orientation. The term outdoor orientation has also been used synonymously with wilderness orientation (Curtis, 1994; O'Keefe, 1989) or adventure orientation (Devlin, 1996).

Studies measuring outdoor orientation program outcomes found that participation resulted in significant increases of: environmental attitudes (Yoshino, 2005), retention rates (Gass, 1990), self-confidence (Devlin, 1996), self-efficacy and confidence (Hinton, Twilley, & Mittelstaedt, 2007), autonomy (Gass, 1987), personal growth (Jones & Hinton, 2007), life effectiveness (Frauman & Waryold, 2009), personal-emotional adjustment and goal commitment (Bobilya, Akey, & Mitchell, Jr., 2008), as well as decreased anxiety (Wardell, 1999). Previous research has highlighted social benefits as one outcome of outdoor orientation participation in terms of social support (Bell, 2006; Gass, Garvey, & Sugerman, 2003), social fit/adjustment (Bobilya et al., 2008; Wardwell, 1999), and the development of interpersonal relationships or good friends (Devlin, 1996; Gass, 1987; Gass et al., 2003; Wardwell, 1999).

The purpose of the current study is twofold. First, it explores social benefits in terms of sense of community, and, in doing so, attempts to assess the degree to which one school's outdoor orientation program fosters sense of community among new students. Second, it explores the extent to which students develop a greater sense of place as a result of their participation in the outdoor orientation program. Following is a review of literature that offers a discussion of sense of community, sense of place, and the intersection of the two concepts.

## Literature Review

*Sense of Community*

Individuals feel the need to be a part of something that gives direction and meaning to their lives (Sarason, 2001). The concept of sense of community is linked to numerous benefits, including increased personal development (Cotterell, 1994), networks and support in the college setting (Pretty, Andrewes, & Collett, 1994), decreased college student burnout (McCarthy, Pretty, & Catano, 1990) and increased positive classroom attitudes, learning, and performance (McKinney, McKinney, Franiuk, & Schweitzer, 2006). Students' commitments to their university are impacted by their social integration and sense of community (Berger, 1997; Jacobs & Archie, 2008; Pascarella, Terenzini, & Wolfe, 1986). Given these benefits, and the fact that college freshmen are especially susceptible to stress (D'Zurilla & Sheedy, 1991) due to the transitional character of college life (Towbes & Cohen, 1996) it seems particularly important that universities work to offer and understand programs that may ease this transition through fostering community building.

While Mannarnini & Fedi (2009) argue that sense of community is difficult to succinctly define, the following definitions serve to illustrate the community related themes explored in this research. Sense of community is defined as "a readily available, mutually supportive network of relationships" (Sarason, 1974, p. 1). McMillian and Chavis (1986) expanded Sarason's (1974) ideas of sense of community to include four dimensions: membership, influence; integration and fulfillment of needs, and, shared emotional connection. In other words, "sense of community is a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together" (McMillian & Chavis, p. 9). Sense of community has further been described as the feelings that people have about belonging to a group and "involves the strength of the attachment people feel for their communities" (Halamova, 2001, p. 137). It is probable that not all groups of people experience a sense of community; those demonstrating a positive sense of community are likely to exhibit a commitment to communicate, a secure and safe atmosphere where creativity can flourish, and where members accept and show respect for each other (Halamova, 2001). Key concepts within a sense of community include social support (Clark, Murdock, & Koetting, 2009; Pretty et al., 1994), relationship and group process skills (Yuen, Pedlar, & Mannell, 2005).

While Mitten (1999) states that community development is a goal of many adventure programs, there has been recent criticism concerning

the lack of empirical evidence concerning this claim (Breunig, O'Connell, Todd, Young, Anderson, & Anderson, 2008). Perceived sense of community and group cohesion, measured using the Perceived Sense of Community Scale (Bishop, Chertok, & Jason, 1997) and the Group Cohesion Evaluation Questionnaire (Glass & Benshoff, 2002), was found to significantly increase over three different intervals during a two-week outdoor group experience (Todd, Young, Anderson, O'Connell, & Bruenig, 2008). Intentional leadership directed at encouraging a sense of community has been found to be effective in community development (Lyons, 2003; Sharpe, 2005a) and adventure providers can deliver *communitas*, an intense form of social bonding (Sharpe, 2005b). Factors such as camaraderie, sharing meals together, and shared interests have been identified as important in developing a sense of community among mountain travelers (Breunig & O'Connell, 2008). Exploring sense of community specific to outdoor orientation programs appears to be an under-researched area.

*Sense of Place*

Sense of place has been defined as "an experientially based intimacy with the natural process, community, and history of one's place" (Sanger, 1997, p. 4). Indicators of a strong sense of place include concern for and a belief that the land has emotional value (Stewart, 2003). Educational awareness and attitudes toward a locale also help constitute a sense of place (Baker, 2005; Knapp, 2005; Sanger, 1997). The phrase "sense of place" stems from Relph's (1976) seminal work on human geography. According to Hidalgo & Hernandez (2001), sense of place is often used synonymously with place bonding (Hammit, Backlund, & Bixler, 2006) and place attachment (Williams & Vaske, 2003). Attachment to recreation places involves a functional attachment—a person-place relationship indicated by place dependence and emotional attachment in the form of place identity (Vaske & Kobrin, 2001). Place dependence and identity often stem from repeat visitation (Moore & Graefe, 1994). These connections to important places often relate to the creation of self-identity (Proshansky, Fabian, & Kaminoff, 1983; Wattchow, 2005).

Appraisals of oneself and one's identity as they relate to sense of place can be positive, negative, or ambivalent depending on the nature of one's experience in that place. Typically, sense of place has been regarded as a positive construct and researchers have documented increases in concepts related to sense of place as a result of educational experiences (Cachelin, Paisley, & Blanchard, 2009; Farmer, Knapp, & Benton, 2007). However, researchers have also reported findings such

as non-significant changes in environmental sensitivity (Hsu, 2004), and decreases in environmental attitudes following a 12-day wilderness trip (Yoshino, 2005). Students have also returned home from a 12-day wilderness trip with less commitment to caring for their home environment (Haluza-Delay, 2001). Hughes and Estes (2005) suggest that an outdoor education program offers no advantage over traditional schooling in the formation of environmentally responsible behaviors. While outdoor orientation researchers have investigated nature study (Galloway, 2000), environmental stewardship (Curtis, 1994), environmental preference (Devlin, 1996), environmental feelings and wilderness attitudes (Yoshino, 2005), limited work specifically examines the development of sense of place as a potential outcome of participation in an outdoor orientation program.

### *Intersections of Community and Place*

The body of work that directly relates sense of community to sense of place is somewhat narrow yet theoretically promising (Hutson, O'Connell, Todd, Breunig, Young, and Anderson, 2010; Todd et al., 2008). The concepts are united by the fact that the character of different communities develops in part around the character of the surrounding place. McMillian and Chavis (1986) discuss sense of community as applying to both territorial and relational communities, suggesting that both geographical boundaries and interpersonal relationships play a role in a sense of community. McMillian and Chavis (1986) hint at the importance of place in community when they describe sense of community as "the belief that members have shared and will share history, common places...this is the feeling one sees in farmers' faces as they talk about their home place, their land" (1986, p. 9). Hummon (1992) discusses the importance of sense of community tied to place, arguing that a sense of community provides the "emotional matrix" from which a sense of place is created:

On one hand, sense of place implies a multidimensional understanding of community sentiment, one simultaneously sensitive to understanding of community sentiment, attachment, and identity and on the other hand, sense of place suggests that community sentiment is intimately related to people's perspectives on place (p. 262-263).

Specific to outdoor education, Brown (2008) has recently challenged the field to consider programming with a stronger emphasis on place. Brown incorporates Relph's (1976) ideas and provides an argument clearly pushing for the link between a sense of community and place. He states that a place-based approach may help students "make sense of both their personal and communal identity" (p. 7). Wattchow

(2005) echoes this call, suggesting that in outdoor education, "*experiencing relationships in place* is better" as this approach acknowledges the "crucial contribution of place in identity formation" (p. 14). Relational components, such as ongoing interpersonal relationships, have been found a central part of developing place meanings for outdoor professionals (Hutson, 2008, p. 66). Moreover, the particulars of environmental places have been found to be a factor in wilderness groups' sense of community (Breunig et al., 2008; Breunig & O'Connell, 2008) although other research finds limited correlation between the development of sense of community and sense of place (Todd et al., 2008).

### *Research Questions*

This research addresses previous calls for published outdoor orientation evaluation work in two ways (Davis-Berman & Berman, 1996; Galloway, 2000). First, this project contributes to a well-established line of research regarding the potential social benefits of outdoor orientation by investigating the development of sense of community in an outdoor orientation program. Specifically, this research explores the degree to which participation in an outdoor orientation program leads to a sense of community among program participants. Second, this study broadens the scope of research on the effects of outdoor orientation programs by exploring the degree to which it fosters sense of place among new students. In addition, the researchers were interested in exploring the potential role of outdoor orientation programs in developing a deeper sense of community among program participants through the integration of place and community in the program design—a sense of community defined not just in the social sense but in a broader ecological sense (Brown, 2008; Hill, 1996; Hummon, 1992; Wattchow, 2005).

### Methods

#### *Site and Sample*

This study was conducted at a small, rural, liberal-arts college with a strong environmental mission. The college is located near Lake Superior in northern Wisconsin. The "Northwoods" region in which the school is located plays an important role in the school's culture and identity. Recurrent themes such as minimizing environmental impacts, working together in small close-knit groups, sharing interdependent goals, and promoting the importance of recreation and the environment are taught in classrooms and are promoted and celebrated campus-wide.

In the late summer of 2006, 186 students participated in 19 different outdoor orientation trips during the weeks before classes began. This represents nearly the entire incoming class, as outdoor orientation participation is required of all incoming new students. Students had the options of 3, 4, 5, and 12-day trips all planned and led by returning students. All leaders participated in the same semester-long training class that covered technical skills, group process facilitation, Leave No Trace principles, and other basic outdoor leadership skills. The orientation process began during the move-in day; students participated in large group and smaller-trip group activities before leaving campus the following morning.

### *Procedures*

This study utilized two surveys administered in order to measure changes in student attitudes. The questionnaire items were grounded in programmatic materials. While the surveys were designed to identify concepts central to a sense of community and place, the findings explored in this study are specific to the survey items and are not the definitive measures of sense of community and sense of place. Each survey had the same introductory letter that explained the project, asked for participation, and included a section to provide informed consent. The pre-trip survey consisted of 37 questions assessing sense of community and sense of place as well as basic demographic information. The post-trip survey was identical to the pre-trip survey but also included two open-ended questions and two questions specific to post-trip reflection. Ten of the 15 sense of community items were designed to assess students' recent and anticipated social behaviors. These items were measured using a 4-point scale ranging from "never" to "often." The remaining five sense of community and 10 sense of place items were designed to assess student attitudes pertaining to community and place. These were measured using a 5-point Likert-type scale from "strongly disagree" to "strongly agree."

The pre-trip survey was administered during the orientation check-in process and was one of the stops on each student's checklist of orientation details; 139 students completed the pre-trip survey for a response rate of 75%. To maximize the response rate for the post-trip survey, trip leaders were issued surveys and pencils in plastic bags and instructed to administer the surveys on the ride back to campus. The post-trip response rate was quite high (93%;  $n = 173$ ).

### *Analysis*

A total of 118 students completed both surveys for a matched pairs response rate of 63%. Systematic error is unlikely as 70% of missing responses were from the pre-trip survey, due to simple logistical concerns such as incoming students missing the official orientation check-in process where surveys were disseminated. The distribution of matched pairs completed is representative of the overall offerings of trip length; 19.5% of the sample was on 3-day trips, 21.2% on 4-day trips, 49.2% on 5-day trips, and 10.2% on 12-day trips. Reliability and Factor Analyses with Varimax rotation were conducted to examine the psychometric properties of the two categories designed to measure sense of community and sense of place. Paired-samples t-tests were used to determine if changes occurred from pre to post-trip levels. Descriptive statistics were used to summarize responses to the demographic questions and attitudes specific to the post-survey. SPSS 17 was used for all statistical analysis.

### *Results*

The majority respondent was female (56.0%), from a public high school (86.0%) and was 18 years old (78.4%) with a peak of 21 years old. The bulk of respondents were white/caucasian (87.7%). A majority of students (85.2%) were at their first choice school. Respondents came from 23 states and three countries with nearly half (54.9%) from the "Northwoods" states of Wisconsin, Michigan, and Minnesota.

A comparison of pre and post-test responses using a two-tailed paired-samples t-test revealed significant differences in the number of friendships that participants reported having on campus, [ $t(91) = -15.15, p < 0.001$ ; Table 1]. The average number of friends dramatically increased [ $x$  before = 2.2,  $SD = 3.81$ ;  $x$  after = 12.8,  $SD = 8.01$ ]. Outdoor orientation participants also reported a significant increase in the number of people on campus they would trust with an emotional secret, [ $t(82) = -7.32, p < 0.001$  (two-tailed)], increasing on average from 0.6 ( $SD = 1.12$ ) to 4.8 ( $SD = 5.49$ ). The average number of friends following the outdoor orientation experience is nearly equal to the average trip size of about ten participants and two student leaders. However, as shown above, not all of those new friends would be trusted with an emotional secret. Trusted confidants are, perhaps, a more accurate measure of true friendship.

Table 1  
Matched-Pairs Means Comparison of Interpersonal Relationships

Item	Pre-trip		Post-trip		t
	M	SD	M	SD	
Number of friends on campus	2.20	3.81	12.80	8.01	-15.15**
People trusted with an emotional secret on campus	0.60	1.12	4.80	5.49	-7.32**

\*p < .05. \*\*p < .001.

Exploratory Factor Analysis and alpha reliabilities information were used to group the 15 sense of community items into four components, *personal comfort* at the institution (Cronbach's  $\alpha = 0.72$ ), motivation to try new things *with others* ( $\alpha = 0.81$ ), exposure to *cross-cultural* ideas ( $\alpha = 0.81$ ), and confidence with *unfamiliar* settings ( $\alpha = 0.39$ ; Table 2). For sense of community, the *personal comfort*, *cross-cultural*, and *unfamiliar* components showed significant gains ( $p < 0.05$ ; Table 3). No significant change was found in students' motivation to try new things on campus *with others* (Table 3).

Table 2  
Summary of Factor Analysis for Sense of Community Components

Component and Item	$\alpha$	Factor Loading
<i>Personal Comfort</i>		
I am comfortable with this college	.72	.76
I have a strong social support network at this college		.75
I make friends easily		.72
I will fit in at this college		.62
Having a lot of friends influences my comfort		.61
<i>With Others</i>		
I would try something new on campus if I went with a friend	.81	.92
I would try something new on campus if I went with a group of friends		.84
I would try something new on campus if I was asked by a friend		.74
I work well in small groups		.72
<i>Cross-Cultural</i>		
I am exposed to new ideas, cultures, and backgrounds	.81	.79
I broaden my perspectives		.78
I participate in discussions with people from different backgrounds		.73
<i>Unfamiliar</i>		
I would try something new on campus by myself	.39	.64
I find myself in unfamiliar social settings		.60
I adapt well to unfamiliar social settings		.56

Table 3  
Matched-Pairs Means Comparison of Sense of Community Components

Component	Pre-trip		Post-trip		t
	M	SD	M	SD	
<i>Personal Comfort</i> <sup>a</sup>	2.84	0.51	3.12	0.58	6.07**
<i>With Others</i> <sup>b</sup>	2.77	0.35	2.77	0.31	0.69
<i>Cross Cultural</i> <sup>a</sup>	2.51	0.53	2.66	0.45	-3.34**
<i>Unfamiliar</i> <sup>a</sup>	2.07	0.42	2.24	0.48	-4.27**

<sup>a</sup>0 = Strongly Disagree, 1 = Disagree, 2 = Neither Disagree or Agree, 3 = Agree, 4 = Strongly Agree.  
<sup>b</sup>0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often.  
 \*p < .05. \*\*p < .001.

Table 4  
Summary of Factor Analysis for Sense of Place Components

Component and Item	$\alpha$	Factor Loading
<i>Knowing</i>		
I know the region	.72	.76
I feel connected to the region		.75
The region has a lot to offer		.72
<i>Attachment</i>		
No other place can compare	.81	.92
This region is important for what I like to do		.84
This region is a part of me		.74
I am attached to the region		.72
<i>Concern</i>		
I am very concerned about pollution of this region	.81	.79
I am very concerned about social issues in the region		.78
I am very concerned about environmental issues in the region		.73

Table 5  
Matched-Pairs Means Comparison of Sense of Place Components

Component	Pre-trip		Post-trip		t
	M	SD	M	SD	
<i>Knowing</i>	2.46	0.87	3.09	0.60	9.11**
<i>Attachment</i>	2.42	0.76	2.78	0.77	5.51**
<i>Concern</i>	2.76	0.69	2.88	0.78	2.21*

Note. Items for all components were measured using the following scale: 0= Strongly Disagree, 1 = Disagree, 2 = Neither Disagree or Agree, 3 = Agree, 4 = Strongly Agree.  
 \*p < .05. \*\*p < .001.

Following their trip, 78% of participants reported having a discussion with someone from a different background that broadened their per-

spective, and 88% agreed that they were exposed to new ideas, cultures, and backgrounds on their outdoor orientation trip. As a majority of students were female, white, and from the “Northwoods” region the different backgrounds and exposure to new ideas reported likely reflects diversity deeper than categorizations of race or gender (e.g., socioeconomic status, political views, sexual orientation, and lifestyle). Coincidentally, thirteen different responses were given to the open-ended question of race, which is indicative of race as an unstable and socially symbolic complex as well as the process of “racial formation” (Omi & Winant, 1994, p. 55). A strong majority (89%) of all post-survey respondents agreed (30%) or strongly agreed (59%) that there were benefits to participating in the outdoor orientation program. A bulk of these responses related to friendships and other community benefits. Conversely, just over 20% of students agreed to some extent (1.2% Strongly Agree, 19.6% Agree) that there were drawbacks to participation.

### Discussion

This research explored the impact of an outdoor orientation program on participants’ sense of community and sense of place. In general, these findings support previous research indicating that an outdoor orientation program can help impact a change as students make the transition to college. Program participants reported a perceived increase in sense of community and sense of place as a result of their orientation experience. Participants demonstrated positive changes for three of the four sub-domains associated with a sense of community; *personal comfort*, *cross-cultural*, and *unfamiliar*. These findings are consistent with much of the previous outdoor orientation research that has documented benefits centered on socially themed outcomes (Bell, 2006; Gass et al., 2003). No significant change was found in student’s willingness to try new things on campus *with others*. Related to sense of community, students gained a significant increase in number of friends, and also in the number of people with whom they would trust enough to share an emotional secret. These social ties undoubtedly play into reported increases in feelings of social support and comfort. As one past trip leader explained, “the more people you know, the more comfortable you’ll be in unfamiliar places,” and these relationships are certainly an asset in the transition process to college life. All three sub-components of sense of place, *knowing*, *attachment*, and *concern* significantly increased after participation in the outdoor orientation program. These findings about the sense of place impact of outdoor orientation programs add a new topic to the literature on program outcome research.

Like much of the research previously conducted in the area of outdoor orientation, this study was conducted using a one-group pre/post-test design (Mitra & Lankford, 1999). Without a control group, there are a number of potential threats to the internal validity of the study. First, it is possible that the observed increases were not due to participation in the outdoor orientation program; changes could be attributed to other factors. Secondly, students are knowingly coming to a school with a strong environmental mission, so it is possible that they are more inclined to show an increase in factors associated with a sense of place. Third, the instrument’s items lacked a complete scale development methodology. However, exploring the Factor Analysis and alpha reliability results provided an opportunity for investigating items as combined factors and suggests promising future scale development work. Furthermore, given the low alpha of 0.39, results from the *t*-test for the *unfamiliar* component of the sense of community concept should be interpreted with caution.

Additional threats to validity include a variety of confounding variables, such as post-course euphoria and social desirability that limit the evidence-based nature of the study (Ewert & Sibthorp, 2009). The concern of participant self-selection in the program is mitigated somewhat by the fact that, at this institution, all incoming freshmen participated in outdoor orientation. The narrow time window of data collection strengthens the study by limiting post-trip experiences that could impact changes in attitude. However, future research using a longitudinal approach might reveal other important insights related to the program impacts (Gass, 1990). Given the varied personal meanings individuals can attach to such notions as sense of community and a sense of place, qualitative studies should also be implemented, mitigating psychometric measurement concerns. Limitations aside, this research documents significant changes via participation in outdoor orientation related to the development of a sense of community and sense of place.

With these overall effects in mind, colleges and universities are encouraged to consider offering outdoor orientation programs as an opportunity for developing a sense of community and sense of place among incoming students. Findings from this study specifically focus on the immediate orientation period, but it can be posited that the relationship between a sense of community and sense of place interact beyond the transition process resulting in deeper and more meaningful relationships. Through attention to both community and place, outdoor orientation programs hold the potential for facilitating development of these deeper relationships. These relationships are between the natural world and between persons, and could extend to include the institution as well.

As shown in this study, participation in an outdoor orientation program can impact a student's sense of community and sense of place. These two program outcomes should not be viewed as distinct and separate notions; as a person establishes a stronger connection within ones interpersonal community, she/he also grows a stronger connection to and feelings of a sense of place. In many ways, the shared nature of these relationships, identities, and "experientially based intimacy" (Sanger, 1997, p. 4), represent the symbiotic relationship of community and place. The interaction between the potential benefits of sense of community and sense of place is likely cyclical and tautological; ones' community is often directly tied to a meaning of place, and vice versa. As a program participant described, "I suppose it's just having a familiarity with the people and the place, because the people are connected to the place." This is especially true in the case of this study's site, where the outdoor orientation program is closely tied to the school, its people, and its identity. Trip settings are located within the local region--"the Northwoods"--a setting key to the school's culture and strong environmental mission. The same rivers, lakes, and trails that were once the site of a critical transition process to their new college life most likely then become those students' backyards—home to class field trips, social outings, and the continued growth of community and place-based relationships. Returning students serve as trip leaders in these local settings, both broadening their relationships to place and the college community while assisting new students in their transition. Utilizing student leaders likely increases the depth of interpersonal relationships created, and future research should investigate the potential benefits of outdoor orientation participation specific to student leaders.

While findings from this study are specific to this contextual location and college ethos, these ideas could transfer to any outdoor orientation setting. Colleges should consider programming in settings tied to their institutional location and identity. Transporting students to an amazing outdoor setting may be enjoyable, but it is suggested that doing so limits the possible benefits of place-based relationships. If the settings used for outdoor orientation programming can be woven into student's future interactions with nearby locales the program might produce stronger long-term results. Further longitudinal research is needed to bear out this hypothesis. Given the risks of vehicular transportation, financial, and environmental costs of running an outdoor orientation program, staying "close to home" for programming might have more than one advantage. Given that community positively impacts retention (Jacobs & Archie, 2008), future research should also explore the influence of sense of community and sense of place and the combined impact of these two social-ecological factors on student retention and graduation rates.

Research that continues to investigate the connections between sense of community and sense of place is an exciting avenue for future research. As many outdoor programs strive to impact changes related to both relationships between people and to place it seems prudent to better understand how these two concepts may intertwine. While there is theoretical grounding for the connections between sense of community and sense of place there is little empirical work that systematically measures the relationship (Todd et al., 2008). While results from this study and others begin this process, research that explores the two themes does so in isolation from one another. Qualitative data from this study suggests, "people are connected to the place" and future research should strive to create instrumentation that specifically addresses the connections between community and place.

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