

# Oregon's Statewide Comprehensive Outdoor Recreation Plan (SCORP)

## Outdoor Recreation Amongst Oregon's Hispanic and Asian Populations

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## 1. BACKGROUND

In preparation for the 2008-2012 Oregon Statewide Comprehensive Outdoor Recreation Plan (SCORP), the Oregon Parks and Recreation Department (OPRD) contracted Oregon State University (OSU) to conduct a survey of Hispanic and Asian Americans in Oregon. This research was motivated by a concern that Hispanics and Asians are a growing percentage of the Oregon population, yet national data indicate they do not engage in outdoor recreation as often as the white majority population.<sup>1</sup> This may reduce the physical and mental health benefits of recreation for these groups, as well as future support for outdoor recreation and the natural areas where it occurs.<sup>2</sup> As of 2000, minorities comprised 19% of the Oregon population, and this proportion will increase in the future – each main minority group grew faster than the state population as a whole between 1990 and 2000.

As stated in the 1997 US National Park Service Strategic Plan, the low participation of minorities "is an important cultural and social issue...and many parks do not attract and offer park experiences meaningful to visitors from varied ethnic backgrounds, or have not yet made their park values relevant to them."<sup>3</sup> Similarly, Driver et al. observe that "if public land managers are to be responsive to the changing needs and values of an increasingly multicultural citizenry in management planning, they must work toward a fuller understanding of those needs and values."<sup>4</sup> This SCORP project provides such an understanding.

Various explanations for low minority participation in outdoor recreation have been proposed, with marginality and ethnicity being common explanations. The central tenet of marginality is that low levels of non-white participation are caused by lack of socioeconomic resources. Lower income hinders the ability of non-whites to participate given the costs involved in visiting parks, as well as the related issue of lack of transport. The ethnicity (subcultural) hypothesis explains differing participation rates as a result of differing norms, value systems, and socialization practices. These differences may involve preferences for recreational experiences and style of park use in terms of location, social group, activity, desired facilities, and so on. Research suggests several themes associated with variation in recreation and park use. These include:

- Minorities may prefer different physical settings than whites, including traditional park landscapes, urban proximate locations, and areas that allow for extended and multiple family gatherings. These preferences may be due to a combination of economic (e.g., transport) and cultural reasons.
- Minorities may prefer different social settings, including a greater emphasis on socializing than solitude, as well as park staff and information content that more fully reflect the minority population (i.e., that is not dominated by white employees).

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<sup>1</sup> Cordell, H.K., C. Betz, and G.T. Green. 2002. Recreation and the environment as cultural dimensions in contemporary American society. *Leisure Sciences*, 24, 13-41. In this report, "white" refers to white non-Hispanic persons.

<sup>2</sup> On the link between recreation participation and support for natural area conservation, see Place, G. 2004. Youth recreation leads to adult conservation. *Parks and Recreation*, February, pp. 29-38.

<sup>3</sup> Noted in Floyd, M. 1999. Race, ethnicity and use of the National Park System. *National Park Service Social Science Research Review*, 1(2), 1-24.

<sup>4</sup> Driver, B.L., D. Dustin, T. Baltic, G. Elsner, and G. Peterson. 1996. Nature and the human spirit: Overview. In B.L. Driver, D. Dustin, T. Baltic, G. Elsner, and G. Peterson (eds.), *Nature and the human spirit: Toward an expanded land management ethic*. State College, PA: Venture.

- Minorities may perceive discrimination and, in general, feel less safe and comfortable than whites in outdoor recreation/park settings.
- Information about outdoor recreation and park opportunities may be less accessible to minorities than to whites in terms of content and distribution channels.
- Minorities may have had less socialization and exposure to outdoor recreation/parks, a self-reinforcing cycle. This may reflect the absence of parental or other role models and support for engaging in outdoor recreation.

The goal of this survey project was to better understand current outdoor recreation patterns amongst Hispanics and Asians in Oregon, and what might be done to increase participation rates. The survey project was complemented by focus groups of Hispanic, African, and Asian Americans.

This document is the full report. A summary report is also available on the OPRD website at <http://egov.oregon.gov/OPRD/PLANS/SCORP.shtml>.

## 2. DATA PRESENTATION AND STATISTICAL SIGNIFICANCE

For ease of reading, numbers are rounded in this report. In most cases, whole numbers are used, but in some cases one decimal place is used to provide greater precision. Rounding may lead to some percentages not totalling 100.

All averages in this report are means rather than medians. For many variables there is a small number of “missing values.” For example, some people did not answer the income question. Percentages shown in this report are “valid percentages” unless otherwise noted. Valid percentages adjust for missing values and total 100. Numbers in bar graphs show specific percentages across categories.

The following variables are used to analyze bivariate relationships: race group,<sup>5</sup> gender, age, whether the respondent has lived abroad, and residence (Portland Metro region<sup>6</sup> or elsewhere). Where differences are analyzed for each series in a table or figure, an asterisk next to the series name indicates statistical significance. Where differences are for the whole set of data shown in the table or figure, “(SS)” is used to indicate significance. For example, in Figure 2, there are significant differences across groups in the proportion of respondents who do their favorite activity with extended family. The differences across groups is not significant in the case of doing their favorite activity with friends.

Statistical significance reflects the likelihood that a relationship found in this sample (e.g., days engaged in outdoor activities differs across age groups) reflects a relationship in the Oregon Hispanic/Asian population as a whole. Significance indicates there is a difference somewhere in the relationship, but not necessarily across all categories. A cut-off of  $\alpha=0.05$  is used for

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<sup>5</sup> For simplicity, “race” is used to refer to both the Hispanic and Asian groupings, but it is recognized that Hispanic is not a racial category. For example, a person can be Hispanic and Caucasian or Hispanic and American Indian.

<sup>6</sup> The Portland Metro region is defined as SCORP Region 2 (Clackamas, Columbia, Hood River, Marion, Multnomah, Polk, Washington, and Yamhill counties). “PDX” is used as shorthand to refer to this region.

significance tests. The tests vary depending on the types of variables, but they are primarily chi-square and ANOVA tests (details are available from the author). Significance was not evaluated for open-ended responses that were classified into categories (e.g., Question 1).

### 3. SURVEY METHODOLOGY

In order to obtain a “minority-intense” sample, a list of names and addresses was purchased from a commercial provider (Affordable Samples, Inc.). The sample was stratified by group (Hispanics versus Asians) and geographic location (in SCORP planning region 2 [broad Portland metropolitan area] versus elsewhere in the state).

Each recipient was sent the following correspondence:

- A “pre-letter” from OPRD explaining the reason for the survey and encouraging participation.
- The survey, with cover letter and postage paid reply envelope, from OSU.
- A reminder letter from OSU, sent to recipients who had not returned their survey within one week.
- A reminder and replacement surveys, with cover letter and postage paid reply envelope, from OSU, sent to recipients who had not returned their survey within three weeks.

For all correspondence, persons in the Hispanic sample were sent versions in both English and Spanish (e.g., English and Spanish cover letters, English and Spanish surveys). The English version was translated into Spanish by two individuals working independently – an instructor in Spanish at Oregon State University and a native speaker, from Mexico, who teaches Spanish in Central Oregon. The final Spanish version is based on these two translations and additional feedback from native Spanish speakers.

To maximize response rates, all respondents (persons completing and returning the survey) were entered into a drawing to receive one of several Oregon State Park day-use passes.

The above mailing process was first conducted on a pre-test sample of 300 recipients. The survey was modified based on responses, and the full survey administration involved a sample of 3,295 recipients. The modification was sufficiently limited that pre-test results could be combined with full sample results for this analysis.

Response rates are shown in Table 1, broken down by group classification in the original mailing list. Two surveys were received from respondents stating their age as under 18. They are excluded from both Table 1 and the analysis. Of the delivered surveys, 17% of the Hispanic and 21% of the Asian surveys were completed and returned. Of the 343 Hispanic returned surveys, 90 were Spanish versions and the remainder English.

<b>Group</b>	<b>Number</b>	<b>% of mailed</b>	<b>% of delivered</b>
<b>Hispanic</b>			
Mailed	2602		
Delivered	2075	80	
Returned	343	13	17
<b>Asian</b>			
Mailed	993		
Delivered	871	88	
Returned	179	18	21

Though everyone sent a survey was classified by the commercial sample provider as Hispanic or Asian, not all respondents classified themselves as such. As shown in Table 2, 242 respondents classified themselves as Hispanics. There were 101 respondents who were classified in the commercial sample as Hispanics but who did not self-classify as such; these are referred to as “Hispanic non-self.” A similar phenomenon occurred for Asians.

Moreover, there was some cross over between the Hispanic and Asian groupings. Of the 179 returned surveys from the Asian sample, six respondents classified themselves as Hispanic in the survey itself – in addition to, or instead, self classification as Asians. They are included in the Hispanic group shown in Table 2. Conversely, six respondents in the Hispanic sample classified themselves as Asian and not Hispanic. They are included in the Asian group. Of the six respondents without an ID number, four self-classified as Hispanic and are included in Table 2. Two did not self-classify as either Hispanic or Asian and are omitted from Table 2 and the analysis.

	<b>Number</b>	<b>Percent</b>
Hispanic	242	46
Asian	116	22
Hispanic non-self	101	19
Asian non-self	63	12

In order to understand why some respondents were classified as Hispanic or Asian in the commercial sample, but did not classify themselves as such, attempts were made to reach 82 of the 164 respondents that did not self-classify. Of these, 30 answered brief questions relating to ethnicity, five refused to answer the questions, and the remaining respondents could not be reached (primarily because phone numbers were not available for them).

Of these 30, three (10%) reported that they were Hispanic or Asian but simply did not note that on the survey. An additional five (17%) reported that one or more ancestors were Hispanic or Asians. Thus, about a quarter of respondents who did not self-classify nonetheless met the intended criteria of being at least partly Hispanic or Asian. Of the remaining respondents, six (20%) reported Hispanic or Asian spouses, which may explain their presence in a commercial sample based on last names. The remainder reported neither a spouse nor an ancestor that was Hispanic or Asian.

In summary, the clear majority of the “non-self-classified” respondents did not meet the criteria of being Hispanic or Asian. Therefore, the analysis in this report is based on self-classification rather than affiliation in the original commercial sample. Results for the “Hispanic non-self” and “Asian non-self” groups are presented in the bivariate analysis for race. However, the remaining analyses only involve the “Hispanic” and “Asian” groups, based on respondent self-classification. Note that results for the bivariate analysis for race are not weighted because the reference populations for the Hispanic non-self and Asian non-self groups are not known.

In addition to the mail survey sample described above, efforts were made to distribute surveys via churches and 4H programs with high numbers of Hispanics. Due to the smaller sample size and the different sampling strategy, the results from these surveys are presented in Appendix B rather than being incorporated into the main report.

#### 4. MAXIMIZING DATA ACCURACY

The goal of surveys such as this one is to use a sample (limited number of respondents) to obtain information on the population (everyone of interest, in this case all Hispanic and Asian Oregon residents). Because only a portion of the population is sent a survey, and not all recipients complete the survey, this type of data collection is susceptible to various sources of error.<sup>7</sup> Survey administrators often focus on sampling error, increase sample size to reduce it, and report its magnitude. However, sampling error varies across analyses, based on sample size and the variability of responses for each question. Moreover, sampling error is only one potential source of error. Non-response error may be more important, especially as survey response rates decrease over time. The survey administration reported here addressed the four main sources of error.

- **Coverage error** was addressed through the use of the commercial sampling frame drawn specifically to include Hispanics and Asians.
- **Sampling error** was addressed through a sample size as large as possible within budget constraints. Note that small sample sizes do not bias results up or down, but (relative to larger samples) they mean that population values for a specific variable are expected to fall within a wider range around the sample values shown in this report.
- **Measurement error** was addressed through an extensive survey development, review, and pre-test process.
- **Non-response error** was addressed by 1) maximizing response rates via multiple mailings and provision of an incentive and 2) identifying and correcting for potential non-response error.

Non-response error arises when those who complete the survey (respondents) differ from those who do not (non-respondents) on a variable of interest. For example, recipients who more actively engage in outdoor recreation may be more likely than others to complete the survey. This potential error jeopardizes conclusions about the population based on responses in the sample. It is not possible to fully detect and correct for potential non-response error, but it is

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<sup>7</sup> For a good introduction to survey errors, see Chapter 2 in Salant, P. & Dillman, D. A. (1994). *How to conduct your own survey*. NY: John Wiley & Sons, Inc..

assessed here by 1) comparing respondents with demographic characteristics derived from US Census data and 2) comparing respondents and non-respondents on selected variables. It is corrected using non-response weighting.

The sample of respondents almost exactly matched the geographic distribution of the respective Hispanic and Asian populations (SCORP Region 2 versus elsewhere in the state). Therefore, location was not used to weight responses.<sup>8</sup> Gender and educational attainment, using US Census 2000 data as the population reference, were used in the weighting process. Weighting was conducted separately for Hispanics and Asians due to differences across these groups; for example, males represent 55% of the Hispanics in Oregon, but only 47% of the Asians.

A sample of non-respondents (recipients who did not complete and return the survey) was called by phone to assess the potential for non-response bias. Attempts were made to reach 469 of the non-respondents. Most of these (373) did not have a phone number available via internet directories, did not answer after repeated attempts, or otherwise were not able to be reached. Of the 96 that were reached, 39 refused and 57 (59%) completed a short survey.

Within this group of non-respondents, the average days spent day hiking on trails was 9 and the average days spent at outdoor picnics was 8. These are somewhat lower than results for the sample of completed surveys (12 and 10, respectively). Likewise, participation rates (percent of respondents engaging in each activity at least once) are somewhat lower for the non-respondent group than for the sample of completed surveys. When asked what facilities they would like to see developed in parks, 65% suggested a variety of facilities, with a pattern similar to that found amongst the completed survey sample – responses relating to picnic facilities were the most common.

Amongst non-respondents with children, 63% reported that their child has participated in outdoor sports programs and 71% reported that the children would be likely to participate in such a program in the future. These are higher rates than for the sample of completed surveys (59% and 54%, respectively).

Turning to demographics and group classification, 53% of non-respondents fell into the Hispanic self-classified group, 19% into the Asian self-classified, 19% into Hispanic non-self-classified and 9% into Asian non-self-classified. Broadly speaking, these percentages are similar to those for the completed survey sample (see Table 2). Slightly more than half (54%) of the non-respondents were female. Less than half (44%) have lived in a country other than the US, a proportion lower than for the completed survey sample (69%).

In summary, non-respondents appear similar to respondents (the sample of completed surveys). There is some indication that non-respondents engage less frequently in outdoor recreation, but that their children participate in outdoor sports programs more frequently. Perhaps the most dramatic difference is that respondents were more likely than non-respondents to have lived overseas. These differences should be considered in interpreting the results below. Nonetheless, the non-response check does not indicate a systematic bias in results.

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<sup>8</sup> The weighting process typically reduces sample size, in this case because locational information was tied to respondent ID numbers, which were removed from some surveys. The gain for locational weighting would not outweigh the loss of observations.

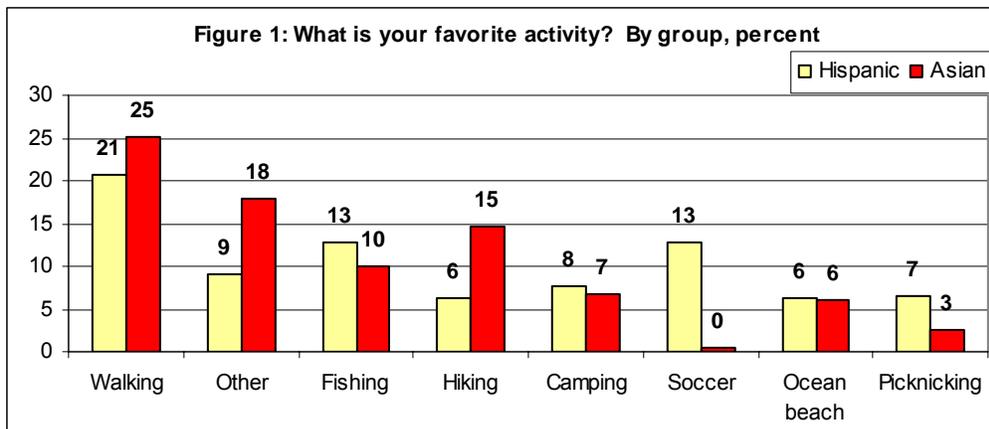
In summary, significant attention has been given in this survey administration and analysis to the minimization of error and correction of factors that may lead to bias. The result is a dataset that provides a more accurate picture of the statewide population than is typical of such surveys.

Results are presented by topic and generally follow their order of presentation in the survey. Some survey question wording is retained and shown in italics. The full survey is reproduced in Appendix A. The Spanish version of the survey is available upon request.

Short open-ended responses were classified into categories by project staff. Some categories may be similar to each other, and not all responses fit “cleanly” into one category. Nonetheless, this classification allows a quantitative overview of responses. Due to the large number of categories, and the small percentage of respondents in each, responses to these questions are not included in the bivariate analyses.

## 5. OUTDOOR RECREATION PARTICIPATION

Respondents started by reporting their favorite activity. Though the intent was only to report one activity, some respondents reported two; in those cases, both activities were included in the results. Figure 1 shows the most popular activities, in percent of all respondents who reported at least one activity (sorted by the average of Hispanic and Asian percents). The “other” category includes several less common activities, as well as activities that generally do not occur on public lands (e.g., gardening). Walking for pleasure is easily the most common favorite activity, followed by fishing and hiking. Differences across groups are apparent, with Hispanics being much more likely to play soccer and Asians more likely to go hiking.



Respondents next reported who they like to do this activity with and where they most often do the activity. Note that these “with whom” and “where” responses relate only to each respondent’s favorite activity, not to outdoor recreation activities in general.

For the “with whom” question, multiple responses were allowed, so the sum across categories (alone, immediate family, etc.) is greater than 100. Figure 2 shows that the percentages are statistically significant for “alone” and “extended family,” with Hispanics being least likely to engage in the activity alone and most likely to engage with extended family (statistically significant differences are indicated by an asterisk; see Appendix 2 for survey wording, including

what extended family includes). Seven percent also selected “Other,” with dogs and co-workers/business associates being the most common responses.

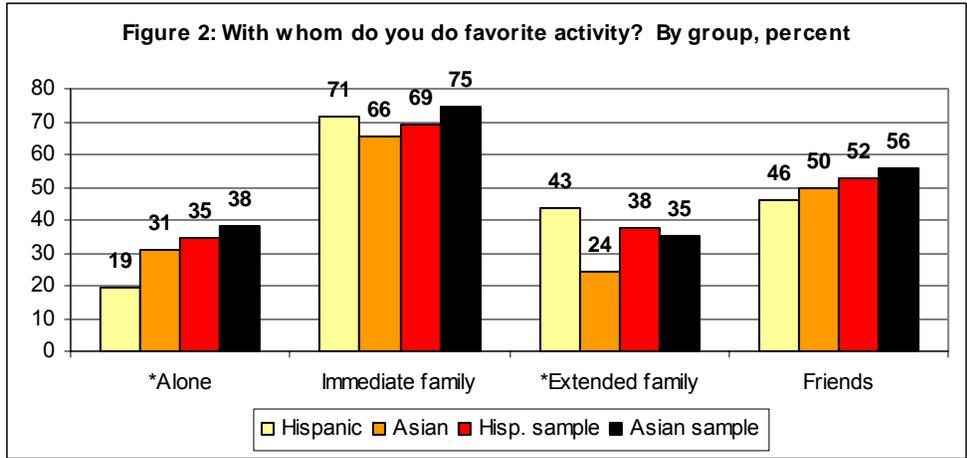


Figure 3 shows results by gender, with differences only statistically significant in the case of extended family – males are more likely than females to engage in their favorite activity with extended family.

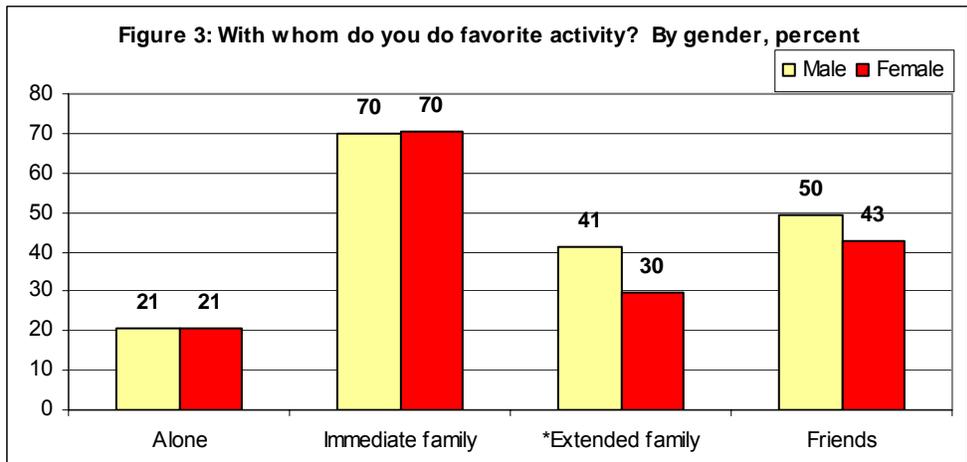
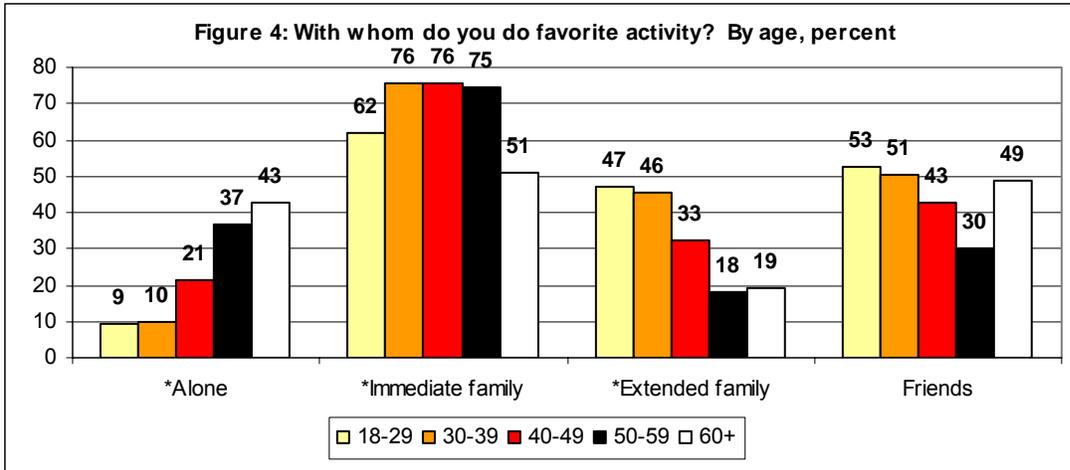


Figure 4 indicates that likelihood of doing one’s favorite activity alone increases with age. Conversely, likelihood of doing one’s favorite activity with family decreases after the age 40 for extended family and age 60 for immediate family.



As shown in Figure 5, respondents who have lived abroad differ from those who have not with respect to participation with extended family and with friends. The experience of living abroad does not necessarily mean respondents are immigrants, but decreased engagement with extended family would be expected for immigrants who have not moved to the United States with their extended family. Likewise, immigrants may have a smaller network of friends relative to respondents who have always lived in the country.

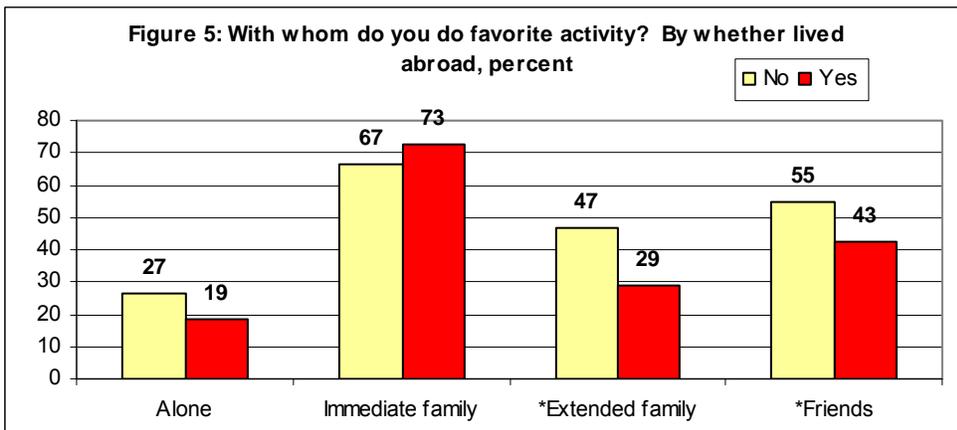


Figure 6 shows differences across residence, with Portland Metro defined as SCORP Region 2 (Clackamas, Columbia, Hood River, Marion, Multnomah, Polk, Washington, and Yamhill counties). The only significant difference occurs with respect to friends; respondents living in the Portland Metro region are less likely than those living elsewhere to do their favorite activity with friends.

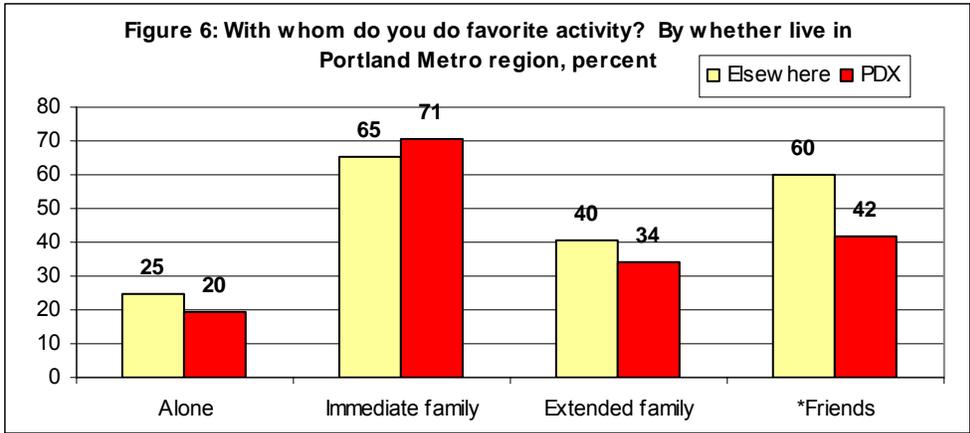
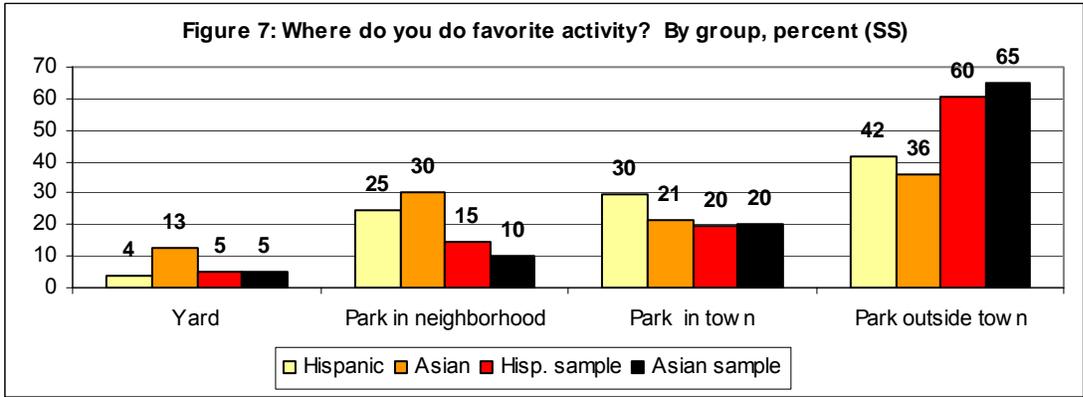
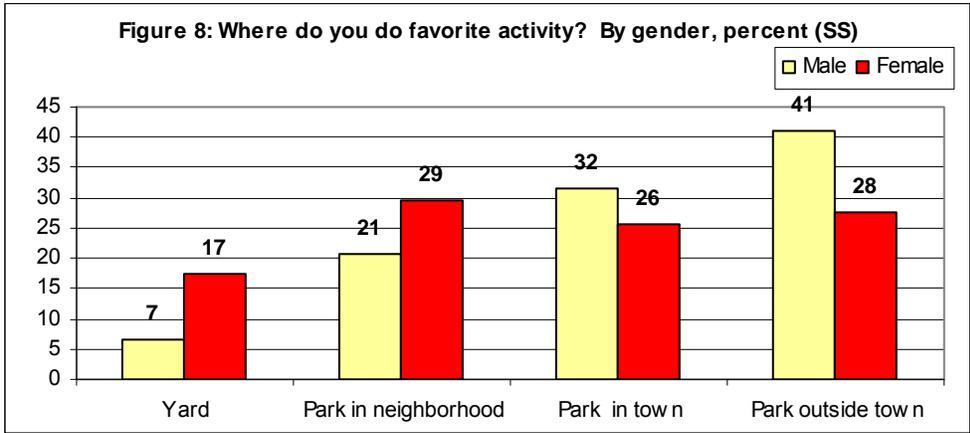


Figure 7 shows where respondents most often do their favorite activity, by group. The most common location for each group is a park or other area outside one's town or city. However, self-classified Hispanics and Asians are more likely than "non-self" Hispanics and Asians to do the activity in a local park and less likely to do it in a park outside town.



Females are more likely than males to do their favorite activity close to home (Figure 8).



As shown in Figure 9, older respondents generally are more likely to engage in their activities in their yard, and less likely to do so in parks outside town. Though the relationship between age and location is statistically significant, it is irregular.

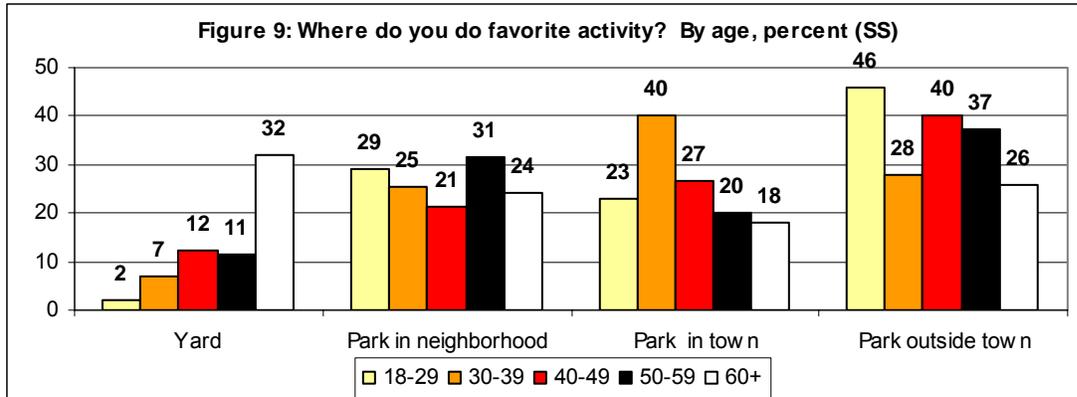
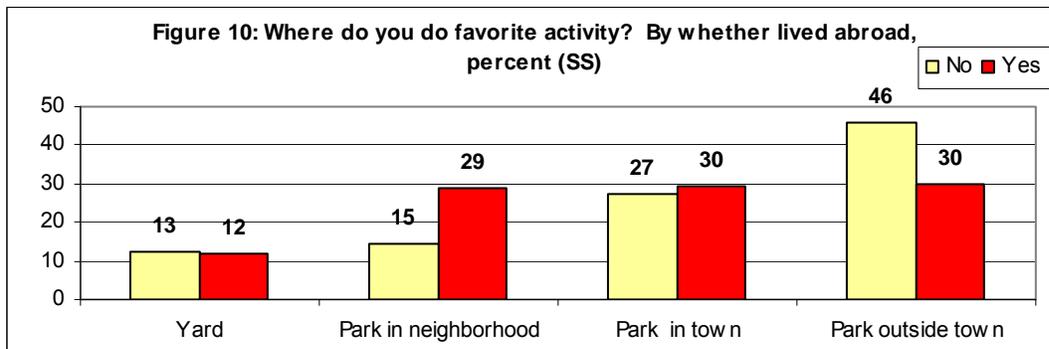


Figure 10 indicates that those who have lived abroad are more likely than others to engage in their favorite activity in neighborhood parks and less likely to do so in parks located further away.



There are some differences across place of residence (Portland Metro versus elsewhere), but these are not statistically significant (Figure 11).

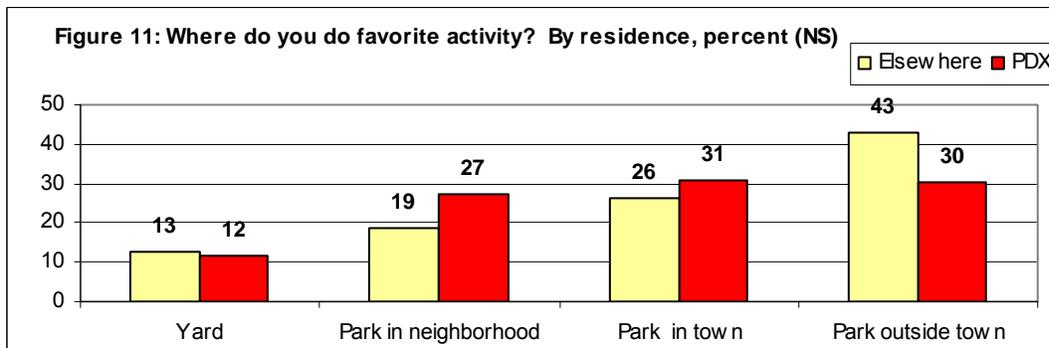


Table 3 shows the average number of days (participation *intensity*) that respondents engaged in each of 26 activities in the past year, by group (full wording for each activity is presented in the

survey in Appendix A). The table includes the Hispanic/Asian average and “parents” participation from the SCORP survey of parents and youth. The parents data are from a “family-intense” sample of the general population, but not all respondents in that survey (or the diversity survey) were parents. The parents data provide a useful reference point, but the samples may differ in characteristics beyond ethnicity.

Two observations with unusually large participation (over 2,500 days across all activities combined) were removed as outliers and are not included in Table 3 or other analysis for this question.

There is large variability in participation within groups, so apparently large differences across groups are not always statistically significant (e.g., for relaxing/hanging out). Statistical differences relate to the Hispanic versus Asian results, not the parent results. For example, the statistical significance of Jogging/running indicates confidence that there are differences between Hispanics and Asians in the general population with respect to participation in this activity. Statistical differences between the diversity sample and the parents sample are not assessed because the two data sets are broadly, but not directly, comparable.

All activity-group combinations with averages of at least 20 days are bolded in red. Walking for pleasure is the most popular activity for each group. Asians do not engage in any other activity 20 days or more on average, whereas Hispanics engage in several other activities at that level. For all the activities with statistically significant differences, Hispanic engage more intensely than Asians: jogging/running, day hiking, picnicking, fishing, viewing natural features, visiting nature centers, and visiting historic sites.

Comparing the diversity average to the parent results, the last column shows differences in percentage terms, with parents as the base and percents 50 or greater bolded. Thus, the diversity average participation intensity for picnicking (11 days) is 51% higher than the parent average (8 days).<sup>9</sup> Conversely, the diversity average for horseback riding is 86% lower. Overall, negative percents are more common than positive percents, indicating that the diversity sample tends to engage less intensely in outdoor activities. However, for several activities the diversity sample engages more intensely than the parent sample.

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<sup>9</sup> Table 3 shows rounded figures, but the percentages were calculated on actual figures (to 12 decimal points).

Table 3: Activity participation intensity by group, mean days					
	Hispanic	Asian	Average	Parents	% Diff.
Walking for pleasure	<b>60</b>	<b>61</b>	<b>60</b>	<b>63</b>	-4
*Jogging or running for exercise	<b>24</b>	12	<b>20</b>	15	32
*Day hiking on trails	11	5	9	9	-1
*Picnicking and family gatherings	15	5	11	8	<b>51</b>
Relaxing, hanging out, etc.	<b>23</b>	15	<b>20</b>	<b>25</b>	-20
Bicycling on paved roads / paths	9	7	8	12	-32
Mountain biking	2	1	1	2	-45
Horseback riding	0	0	0	2	<b>-86</b>
OHV (4-wheelers, dirt bikes, quads)	3	4	3	4	-23
Camping (tents, cabins, or RVs)	3	2	3	6	<b>-52</b>
Hunting	3	1	2	4	-34
*Fishing	9	4	7	6	28
Motorized boating	3	1	2	3	-35
Floating / paddling (kayaking, rafting, etc.)	1	1	1	2	<b>-67</b>
Rock climbing / mountaineering	0	0	0	0	42
Ocean / freshwater beach	6	3	5	7	-33
Skiing / sledding / snowshoeing	1	1	1	1	<b>-53</b>
*Viewing natural features	<b>21</b>	9	17	<b>26</b>	-33
*Visiting a nature center	7	2	5	3	<b>78</b>
*Visiting historic sites	5	2	4	3	43
Outdoor photography, painting, etc.	3	1	3	6	<b>-54</b>
Nature study	1	0	1	3	<b>-66</b>
Gathering mushrooms, berries, etc.	4	2	3	4	-16
Driving for pleasure on roads	14	9	12	16	-21
Outdoor sports and games	<b>21</b>	13	18	12	<b>55</b>
Swimming in an outdoor pool	8	3	6	7	-11

Table 4 shows the percent of respondents who engaged in each activity (participation *rate*). For this table, participation rates of 60 percent or higher are bolded in red. Walking remains the “top” activity, with several additional activities having overall participation rates of 60 percent or higher. In terms of statistically significant differences, Hispanics are more likely to participate in day hiking, picnicking, relaxing/hanging out, hunting, outdoor sports, and swimming in outdoor pools. Asians are more likely to participate in OHV use and snow sports.

Turning to differences between the diversity sample and the parents sample, there are fewer differences of 50% or greater. In other words, there are more dramatic differences between the diversity and parent samples with respect to participation intensity than with respect to participation rates. However, the overall trend holds: parents are more likely to have higher (rather than lower) rates relative to the diversity sample.

	Hispanic	Asian	Average	Parents	% Diff.
Walking for pleasure	77	80	78	74	6
Jogging or running for exercise	42	33	39	24	63
*Day hiking on trails	50	36	45	57	-21
*Picnicking and family gatherings	74	63	70	69	1
*Relaxing, hanging out, etc.	67	53	63	56	13
Bicycling on paved roads / paths	32	30	31	43	-26
Mountain biking	8	5	7	13	-44
Horseback riding	3	2	2	12	-80
*OHV (4-wheelers, dirt bikes, quads)	10	18	12	22	-44
Camping (tents, cabins, or RVs)	38	35	37	57	-35
*Hunting	17	5	13	18	-29
Fishing	31	30	31	41	-26
Motorized boating	16	10	14	27	-47
Floating / paddling (kayaking, rafting, etc.)	16	13	15	29	-49
Rock climbing / mountaineering	6	4	5	5	-6
Ocean / freshwater beach	56	52	55	67	-17
*Skiing / sledding / snowshoeing	15	24	18	29	-37
Viewing natural features	62	56	60	60	0
Visiting a nature center	51	47	50	53	-7
Visiting historic sites	47	44	46	53	-14
Outdoor photography, painting, etc.	16	21	18	23	-21
Nature study	7	10	8	12	-35
Gathering mushrooms, berries, etc.	27	29	27	36	-24
Driving for pleasure on roads	45	48	46	52	-10
*Outdoor sports and games	49	38	45	40	12
*Swimming in an outdoor pool	31	20	28	37	-26

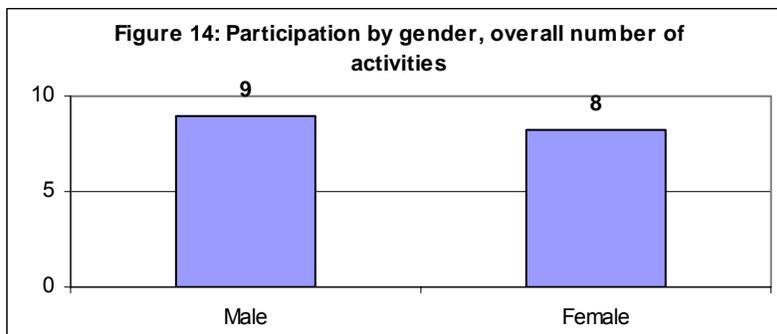
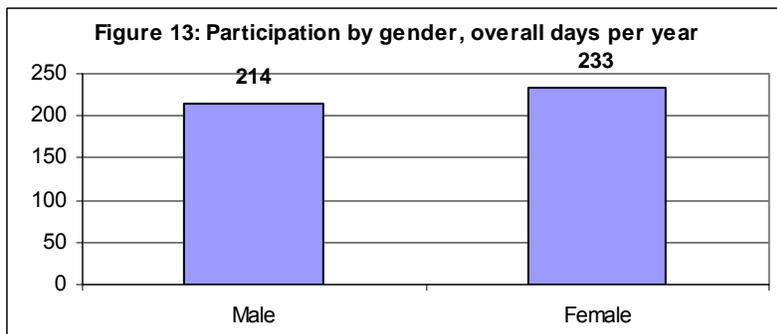
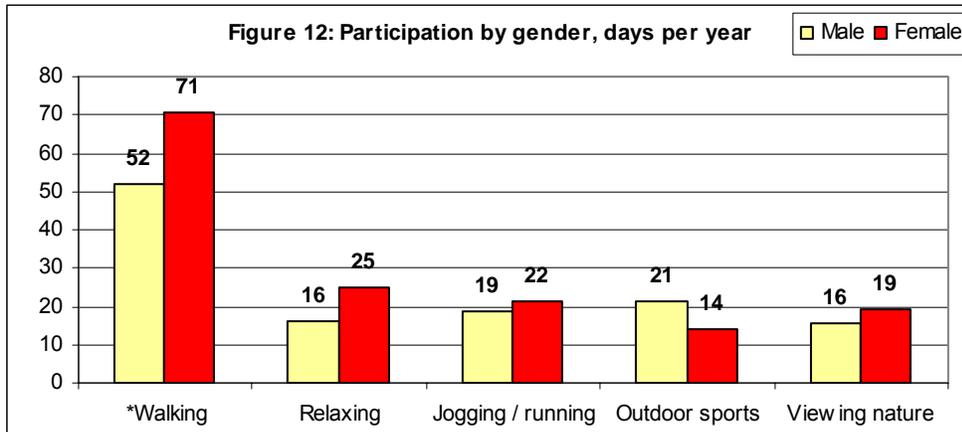
Table 5 shows participation as measured by overall days and number. Days is the sum of days across all activities for each respondent. Number is the count of all activities that each respondent participated in for at least one day during the past year. Overall, Hispanics spend significantly more days engaged in outdoor activities than do Asians. Parents spend more days than either diversity group, though the difference between parents and Hispanics is not large in percentage terms. Parents engage in more activities than either Hispanics or Asians.

	Hispanic	Asian	Average	Parents
*Days	252	163	222	264
Number	9	8	9	12

In summary, the comparison between the diversity and parents samples is limited by potential differences in factors other than ethnicity. This is not a direct comparison between Hispanics, Asians, and the general population. Given this caveat, results do suggest that the diversity sample engages in outdoor recreation less than the general population. With respect to days of participation (intensity), this is especially true for Asians. With respect to number of activities, this is true for both Hispanics and Asians. As one would expect, there are differences across individual activities. For example, Table 3 shows that differences across groups for the most

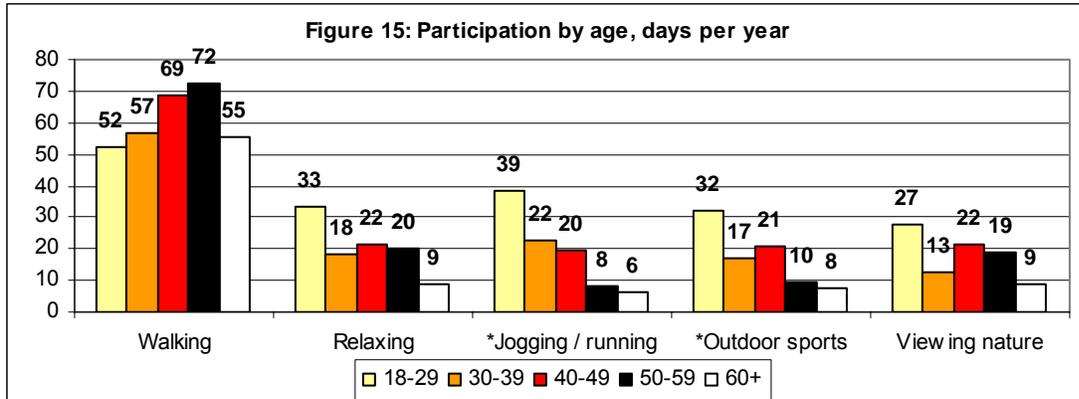
popular activity (walking) are modest, but Hispanics engage in outdoor sports more intensively than either Asians or parents, while parents engage in horseback riding more intensively than either Hispanics or Asians.

The following results are for Hispanics and Asians, using the Top 5 activities for the two groups combined,<sup>10</sup> as well as overall days and overall number of activities participated in. As shown in Figure 12, females spend more days than males engaged in walking and relaxing, though the latter difference is not statistically significant. Figures 13 and 14 show some differences in overall days and number of activities, but these differences are not statistically significant.

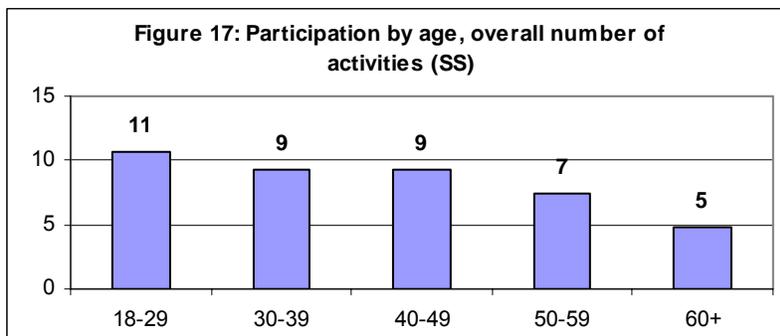
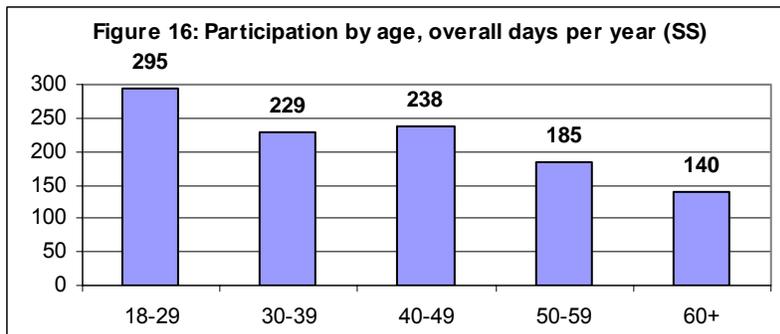


<sup>10</sup> Activities were ranked based on average participation across both groups (participation days for each group were weighted equally). The Top 5 reflect activities for which this participation measure was 12 days or more.

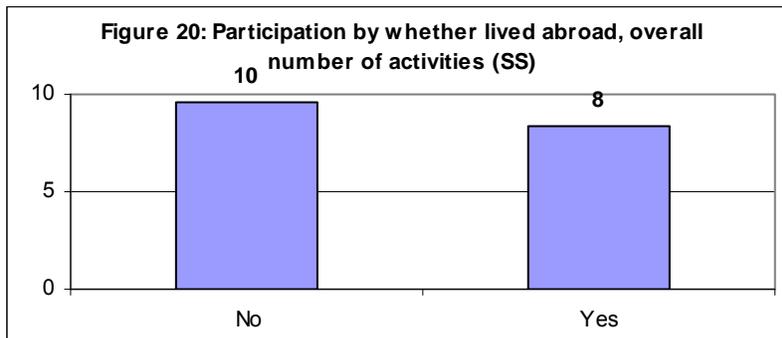
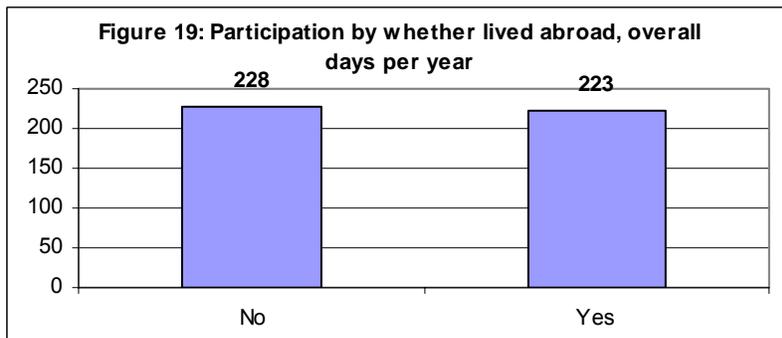
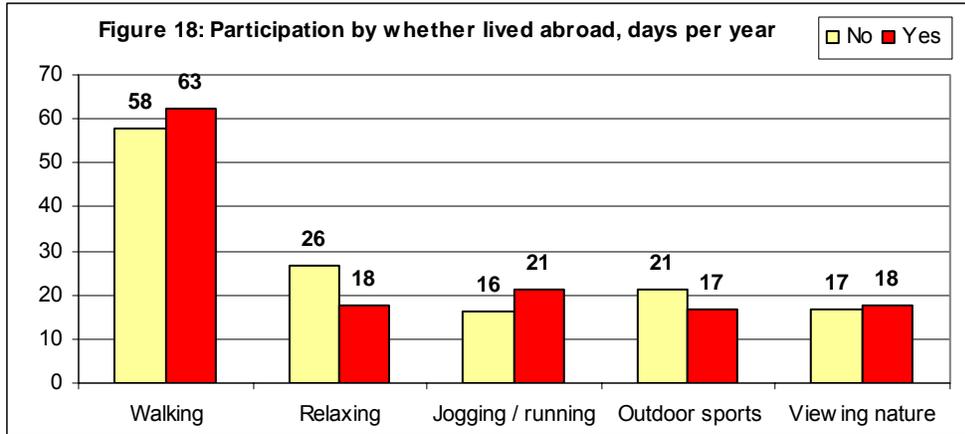
Turning to participation by age, Figure 15 shows that participation varies across age groups, but the only significant differences are for jogging/running and outdoor sports. As one would expect, participation in these activities generally decreases with age.



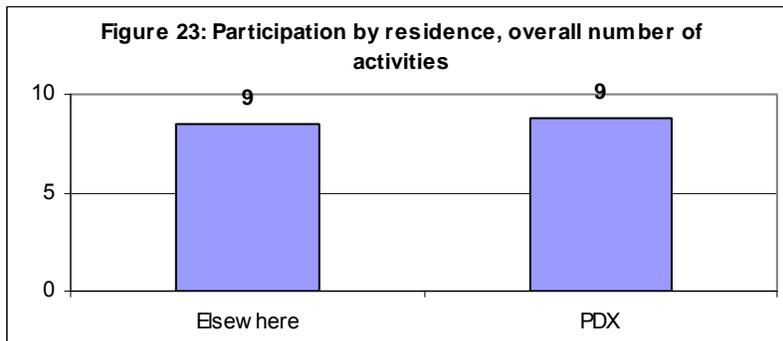
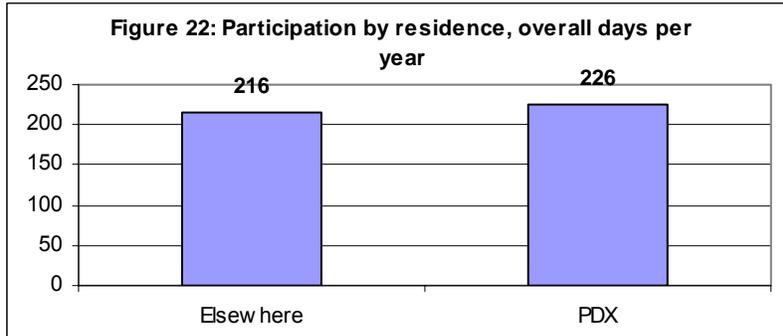
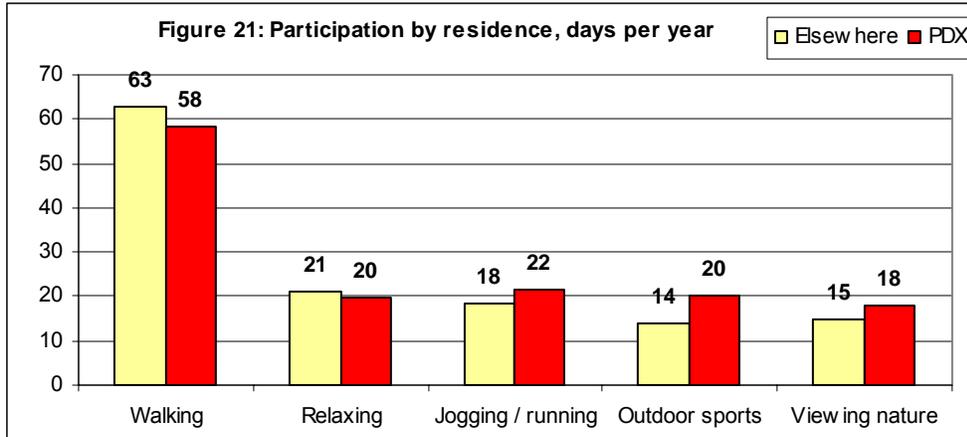
Figures 16 and 17 show overall days and number of activities. Both of these decrease with age.



Figures 18 through 20 show participation by whether lived abroad. Only the difference in number of activities is statistically significant.



Turning to participation by residence, there are no statistically significant differences (Figure 21 through Figure 23).



When asked whether there was any activity they would like to start doing or to do more often, 61% said yes. Those saying yes then indicated the activity of interest and what would help them engage in the activity. Figure 24 presents percentages for all respondents that reported an activity. Differences across groups are apparent, with camping being most popular for Hispanics and walking for pleasure and “other” most popular for Asians. The other category included various activities, such as gardening, sightseeing, and unspecified sports or games. Camping includes tent and RV/trailer camping. Biking includes road biking and mountain biking.

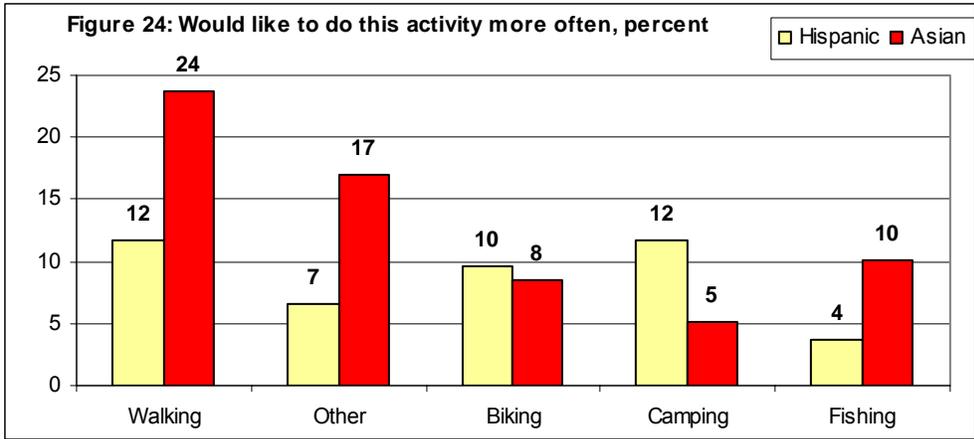
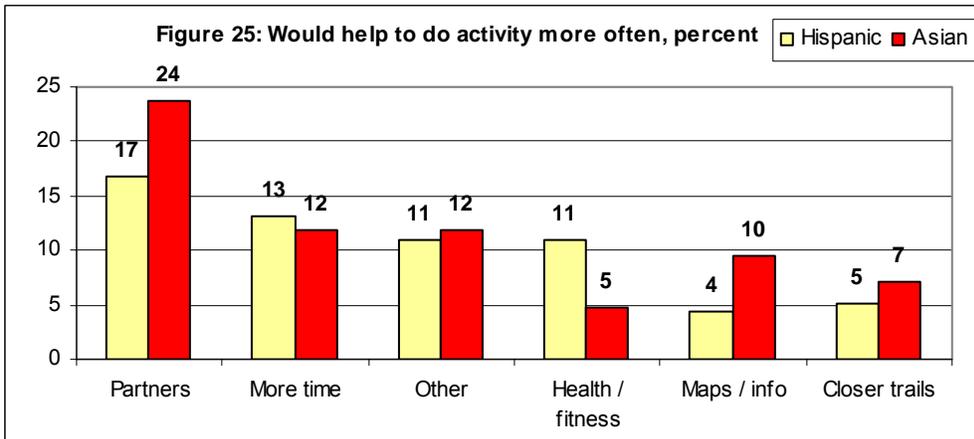


Figure 25 shows what would help, with percentages of all those who noted a specific “help” factor. Someone to do the activity with would be the most important facilitator for both Hispanic and Asians, though it is particularly important for the latter group. Asians are more likely than Hispanics to be helped by additional information, whereas Hispanics more commonly noted health or fitness (e.g., improved health). The “other” category for this question reflected very diverse and individual-specific responses.



Respondents reported whether they have lived in a country other than the United States and, if so, the specific country. They then indicated whether they engaged in outdoor recreation in that country and, if so, what their favorite activity was. The majority (69%) have lived in another country. Amongst Hispanic respondents that have lived overseas, the majority (84%) lived in Mexico. Amongst Asians, the plurality (23%) lived in Japan, followed by Vietnam (16%) and China, including Hong Kong (15%).

Most (81%) of those having lived in another country engaged in outdoor recreation in that country. The most popular activity was walking (13% of those listing an activity), followed by day hiking, soccer, outdoor court games, and going to the beach.

Returning to the full sample of respondents, each rated each of 17 motivations or reasons for engaging in outdoor recreation activities. A scale of 1=not all important to 5=very important was used. Figure 26 shows ratings of 4 or 5, with items sorted in decreasing importance. Several

motivations grouped with the highest ratings, including being in the outdoors, having fun, relaxing, reducing tension, and being with family and friends.

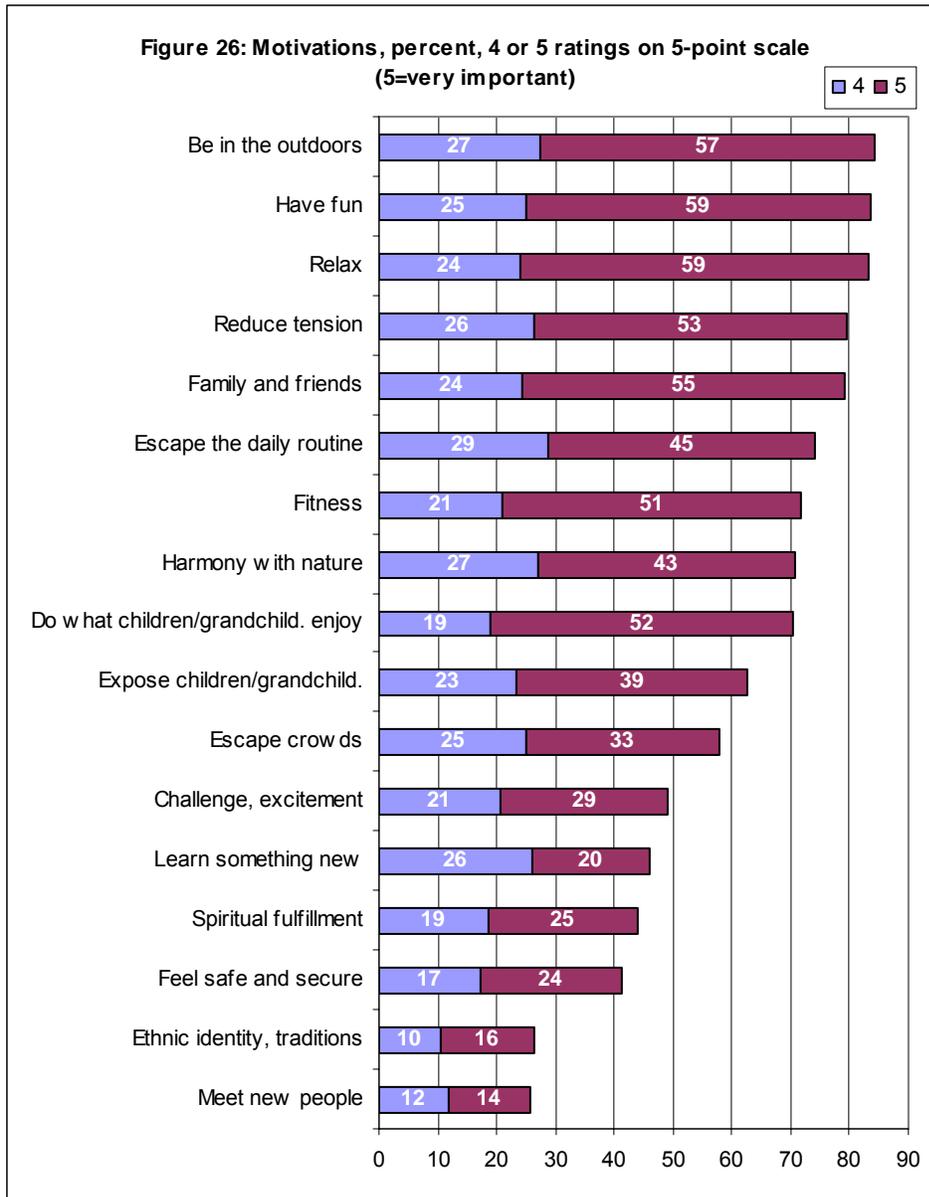


Table 6 shows results by group. These are mean ratings from the same 1 to 5 scale, with statistically significant differences indicated by an asterisk. The importance of socializing with family and friends, including children and grandchildren, is greater for the Hispanic group than for others. Maintaining ethnic identity and traditions is also relatively important for this group, though it is not highly important for any of the four groups.

When assessing differences across groups, note that the Asian group rates motivations as less important in general (average across all motivations), while the Hispanic group rates motivations as more important in general. This may be a cultural phenomenon associated with survey responses in general, rather than this topic in particular.

<b>Motivation / reason</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Hisp. non-self</b>	<b>Asian non-self</b>
Relax	4.5	4.3	4.6	4.6
Fitness	4.1	4.1	4.0	4.1
Challenge, excitement	3.5	3.4	3.5	3.4
*Have fun	4.5	4.1	4.5	4.4
Meet new people	2.6	2.3	2.3	2.3
*Family and friends	4.3	4.0	4.1	4.2
*Activity children, grandchildren enjoy	4.1	3.4	3.7	3.7
*Maintain ethnic identity, traditions	2.4	2.0	2.0	1.9
*Learn something new	3.3	3.0	2.9	2.7
*Expose children, grandchildren to something new	3.8	3.1	3.4	3.4
*Escape the daily routine	4.3	3.6	4.2	4.0
*Escape crowded situations	3.8	3.4	4.1	3.9
*Be in the outdoors	4.6	4.0	4.7	4.6
*Harmony with nature	4.2	3.7	4.0	4.0
Spiritual fulfillment	3.2	3.0	3.2	3.3
Feel safe and secure	3.2	2.9	3.2	2.9
*Reduce tension	4.4	3.8	4.3	4.3
<b>Average across all motivations</b>	<b>3.8</b>	<b>3.4</b>	<b>3.7</b>	<b>3.6</b>

The only significant differences across gender are for harmony with nature and spiritual fulfillment, which are more important to females (Table 7).

<b>Motivation / reason</b>	<b>Male</b>	<b>Female</b>
Relax	4.3	4.4
Fitness	4.1	4.2
Challenge, excitement	3.4	3.3
Have fun	4.3	4.4
Meet new people	2.7	2.5
Family and friends	4.3	4.2
Activity children, grandchildren enjoy	4.1	3.8
Maintain ethnic identity, traditions	2.5	2.6
Learn something new	3.1	3.3
Expose children, grandchildren to something new	3.7	3.7
Escape the daily routine	4.0	4.1
Escape crowded situations	3.6	3.6
Be in the outdoors	4.4	4.3
*Harmony with nature	3.8	4.1
*Spiritual fulfillment	3.0	3.4
Feel safe and secure	3.1	3.1
Reduce tension	4.2	4.3
<b>Average across all motivations</b>	<b>3.7</b>	<b>3.7</b>

Table 8 illustrates differences across age, with several motivations decreasing in importance with age. For example, escaping the daily routine is much less important for respondents 60 years old or older, presumably because they are less likely to be working.

<b>Motivation / reason</b>	<b>18-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60+</b>
Relax	4.4	4.2	4.6	4.5	4.2
Fitness	4.2	4.0	4.1	4.2	4.5
Challenge, excitement	3.5	3.2	3.5	3.3	3.3
*Have fun	4.6	4.3	4.5	4.2	3.8
Meet new people	2.9	2.8	2.5	2.5	2.5
*Family and friends	4.5	4.4	4.3	3.8	3.7
*Activity children, grandchildren enjoy	4.1	4.1	4.3	3.1	3.1
Maintain ethnic identity, traditions	2.6	2.7	2.5	2.2	2.6
*Learn something new	4.0	3.3	3.0	3.1	2.8
*Expose children, grandchildren to something new	3.8	3.9	3.8	2.9	3.4
*Escape the daily routine	4.3	4.2	3.9	4.1	3.3
Escape crowded situations	3.6	3.8	3.5	3.5	3.6
*Be in the outdoors	4.6	4.5	4.3	4.5	3.9
Harmony with nature	4.0	4.2	3.8	4.1	3.6
Spiritual fulfillment	3.1	3.2	3.1	3.4	3.4
Feel safe and secure	3.0	3.1	3.1	3.5	3.0
*Reduce tension	4.4	4.4	4.1	4.2	3.9
<b>Average across all motivations</b>	<b>3.9</b>	<b>3.8</b>	<b>3.7</b>	<b>3.6</b>	<b>3.5</b>

There are a few differences in motivations for those that have lived abroad relative to those who have not (Table 9). Those having lived abroad placed less importance on challenge and having fun. Conversely, they place more importance on maintaining ethnic identity and traditions.

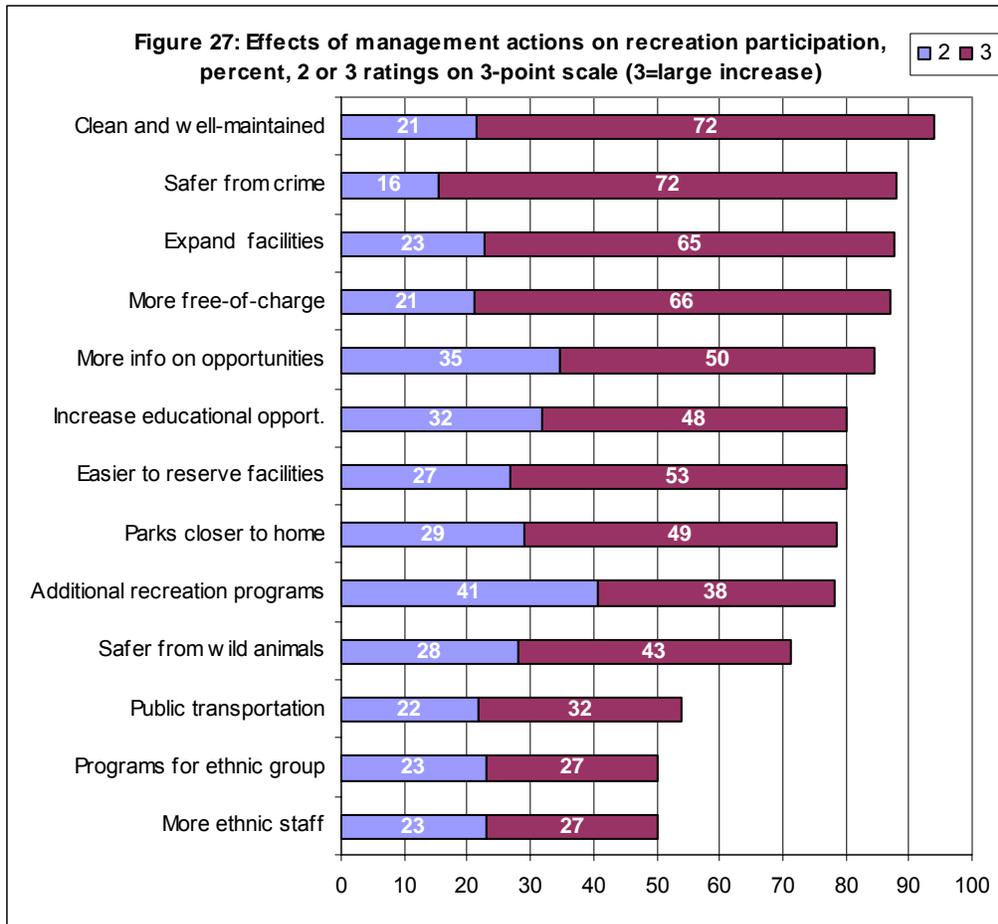
<b>Motivation / reason</b>	<b>No</b>	<b>Yes</b>
Relax	4.4	4.4
Fitness	4.1	4.1
*Challenge, excitement	3.7	3.2
*Have fun	4.5	4.2
Meet new people	2.4	2.7
Family and friends	4.3	4.2
Activity children, grandchildren enjoy	3.8	4.0
*Maintain ethnic identity, traditions	2.2	2.6
Learn something new	3.1	3.3
Expose children, grandchildren to something new	3.5	3.7
Escape the daily routine	4.0	4.0
Escape crowded situations	3.8	3.5
Be in the outdoors	4.5	4.3
Harmony with nature	3.8	4.0
Spiritual fulfillment	3.0	3.2
Feel safe and secure	3.1	3.1
Reduce tension	4.1	4.3
<b>Average across all motivations</b>	<b>3.7</b>	<b>3.7</b>

Table 10 shows motivations by place of residence, with those living in Portland placing lower importance on challenge and excitement and on maintaining ethnic identity and traditions.

<b>Motivation / reason</b>	<b>Elsewhere</b>	<b>Portland</b>
Relax	4.4	4.4
Fitness	4.0	4.2
*Challenge, excitement	3.7	3.3
Have fun	4.3	4.4
Meet new people	2.8	2.6
Family and friends	4.1	4.2
Activity children, grandchildren enjoy	3.8	4.0
*Maintain ethnic identity, traditions	2.9	2.4
Learn something new	3.3	3.2
Expose children, grandchildren to something new	3.8	3.7
Escape the daily routine	4.1	4.0
Escape crowded situations	3.7	3.7
Be in the outdoors	4.4	4.3
Harmony with nature	3.9	4.0
Spiritual fulfillment	3.4	3.1
Feel safe and secure	3.2	3.1
Reduce tension	4.3	4.2
<b>Average across all motivations</b>	<b>3.8</b>	<b>3.7</b>

## 6. PARK ACTIONS

Respondents reported how each of 13 actions would affect their outdoor recreation participation (full wording for each item is in Appendix A). The scale was 1=no effect, 2=lead to a small increase, and 3=lead to a large increase. Figure 27 shows percentages of responses 2 and 3. Provision of clean and well-maintained parks and facilities was clearly the most important action, as it was in the survey of Baby Boomers and Pre-Boomers. The importance of expanding facilities is consistent with the literature on minority recreation preferences. Interestingly, it was not a high priority for parks to have more staff members from minority ethnic groups or to provide programs tailored to specific ethnic groups.



The following tables provide breakdowns by group, gender, age, whether respondent has lived abroad, and residence. The data are means for each group, by action item.<sup>11</sup> Table 11 illustrates differences across groups, with effects generally greatest for self-classified Hispanics, followed by self-classified Asians, and then “non-self” Hispanics and Asians. Differences are statistically significant for all items.

<sup>11</sup> Though means are reported here, the variables are ordinal in nature, so chi-square rather than ANOVA is used to assess statistical significance.

Action	Hispanic	Asian	Hisp. non-self	Asian non-self
*Develop parks closer to your home	2.4	2.2	2.1	1.8
*Provide more information on parks / rec opportunities	2.5	2.0	2.0	1.9
*Provide public transportation to parks	1.9	1.5	1.4	1.4
*Make parks safer from crime	2.6	2.4	2.2	2.1
*Make parks safer from wild animals	2.1	1.9	1.4	1.3
*Develop additional recreation programs	2.3	1.9	1.9	1.8
*Expand park facilities (picnic tables, barbeques, etc.)	2.5	2.2	2.1	2.1
*Provide clean and well-maintained parks and facilities	2.7	2.5	2.4	2.4
*Make it easier to reserve facilities (soccer fields, picnic areas, etc.)	2.4	1.9	1.9	1.8
*Provide more free-of-charge recreation opportunities	2.6	2.3	2.3	2.2
*Increase educational opportunities in parks	2.3	1.8	1.7	1.7
*Employ more park staff from your ethnic group	1.8	1.5	1.2	1.2
*Develop programs specifically for people in your ethnic group	1.8	1.4	1.2	1.2
<b>Average across all actions</b>	<b>2.3</b>	<b>2.0</b>	<b>1.8</b>	<b>1.8</b>

There are only modest differences across gender, and few of them are statistically significant (Table 12).

Action	Male	Female
Develop parks closer to your home	2.3	2.3
Provide more information on parks / rec opportunities	2.3	2.4
*Provide public transportation to parks	1.7	2.0
Make parks safer from crime	2.6	2.6
Make parks safer from wild animals	2.1	2.1
*Develop additional recreation programs	2.1	2.2
Expand park facilities (picnic tables, barbeques, etc.)	2.6	2.5
Provide clean and well-maintained parks and facilities	2.7	2.7
Make it easier to reserve facilities (soccer fields, picnic areas, etc.)	2.4	2.3
Provide more free-of-charge recreation opportunities	2.6	2.5
*Increase educational opportunities in parks	2.3	2.2
Employ more park staff from your ethnic group	1.8	1.7
*Develop programs specifically for people in your ethnic group	1.8	1.8
<b>Average across all actions</b>	<b>2.2</b>	<b>2.3</b>

With respect to age (Table 13), differences are significant for almost all items, with the most noticeable differences being reduced effect on participation by older respondents.

<b>Action</b>	<b>18-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60+</b>
*Develop parks closer to your home	2.5	2.4	2.3	2.3	1.5
*Provide more information on parks / rec opportunities	2.6	2.4	2.4	2.1	1.7
*Provide public transportation to parks	2.0	1.9	1.9	1.7	1.4
*Make parks safer from crime	2.6	2.7	2.7	2.5	2.2
Make parks safer from wild animals	2.2	2.3	2.2	1.9	1.9
*Develop additional recreation programs	2.3	2.3	2.2	1.9	1.6
*Expand park facilities (picnic tables, barbecues, etc.)	2.6	2.6	2.7	2.3	2.0
*Provide clean and well-maintained parks and facilities	2.8	2.7	2.8	2.6	2.2
*Make it easier to reserve facilities (soccer fields, picnic areas, etc.)	2.5	2.5	2.5	2.0	1.6
*Provide more free-of-charge recreation opportunities	2.6	2.6	2.6	2.5	2.0
*Increase educational opportunities in parks	2.3	2.5	2.3	2.0	1.9
*Employ more park staff from your ethnic group	1.6	1.9	1.9	1.6	1.3
*Develop programs specifically for people in your ethnic group	1.6	2.0	1.8	1.7	1.2
<b>Average across all actions</b>	<b>2.3</b>	<b>2.4</b>	<b>2.3</b>	<b>2.1</b>	<b>1.7</b>

Table 14 shows results by whether respondent has lived abroad. There are differences for most items, with respondents having lived abroad indicating greater effects of management actions.

<b>Action</b>	<b>No</b>	<b>Yes</b>
*Develop parks closer to your home	2.1	2.4
*Provide more information on parks / rec opportunities	2.2	2.4
*Provide public transportation to parks	1.7	1.9
*Make parks safer from crime	2.4	2.7
*Make parks safer from wild animals	1.9	2.2
*Develop additional recreation programs	2.0	2.2
*Expand park facilities (picnic tables, barbecues, etc.)	2.4	2.6
*Provide clean and well-maintained parks and facilities	2.5	2.7
Make it easier to reserve facilities (soccer fields, picnic areas, etc.)	2.2	2.4
Provide more free-of-charge recreation opportunities	2.4	2.6
*Increase educational opportunities in parks	2.0	2.4
*Employ more park staff from your ethnic group	1.4	1.9
*Develop programs specifically for people in your ethnic group	1.4	1.9
<b>Average across all actions</b>	<b>2.0</b>	<b>2.3</b>

Results by residence are shown in Table 15. They suggest that crime is a more important issue in the Portland Metro area than elsewhere in the state. To a lesser degree, maintenance is as well. The ethnic composition of park staff also would have a larger impact in the Portland Metro region.

Action	Elsewhere	PDX
Develop parks closer to your home	2.1	2.3
Provide more information on parks / rec opportunities	2.2	2.4
Provide public transportation to parks	1.8	1.9
*Make parks safer from crime	2.4	2.7
Make parks safer from wild animals	2.1	2.1
Develop additional recreation programs	2.1	2.2
Expand park facilities (picnic tables, barbeques, etc.)	2.4	2.6
*Provide clean and well-maintained parks and facilities	2.6	2.7
Make it easier to reserve facilities (soccer fields, picnic areas, etc.)	2.2	2.4
Provide more free-of-charge recreation opportunities	2.5	2.5
Increase educational opportunities in parks	2.3	2.3
*Employ more park staff from your ethnic group	1.6	1.8
Develop programs specifically for people in your ethnic group	1.6	1.8
<b>Average across all actions</b>	<b>2.1</b>	<b>2.3</b>

Respondents then reported in an open ended format what information would be most useful, how that information should be provided, and what facilities should be developed in parks. These responses were categorized, with the following results.

Figure 28 shows the information desired by respondents, with information on activities and facilities being the most popular. That type of information is particularly important for Asians, whereas locational information is relatively important for Hispanics. The “other” category includes diverse types of information, such as opening hours, rules and regulations (including how to keep parks clean and whether dogs allowed), trail conditions, transport options, weather information, and safety information (especially relating to children). Reservation information includes availability (e.g., whether campsites are full). Only two percent of Hispanic respondents specifically requested information in Spanish. However, keep in mind that a much larger percentage of the Hispanic respondents completed the survey in Spanish rather than in English, presumably reflecting stronger ability in that language.

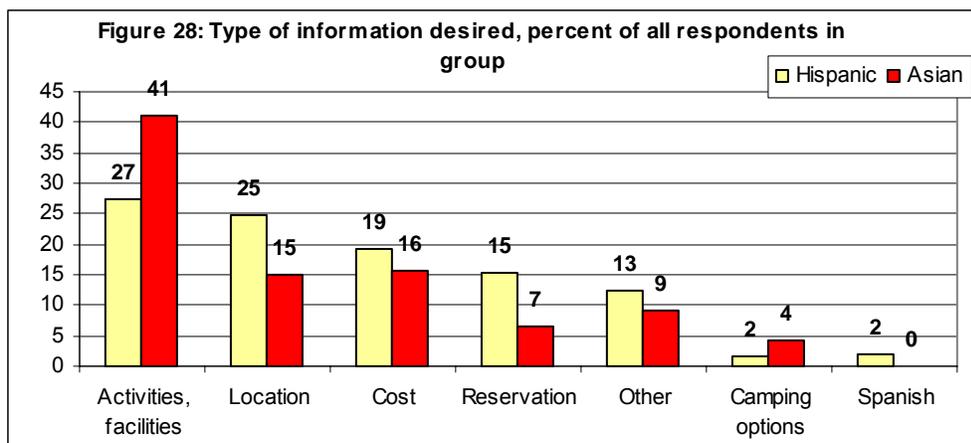
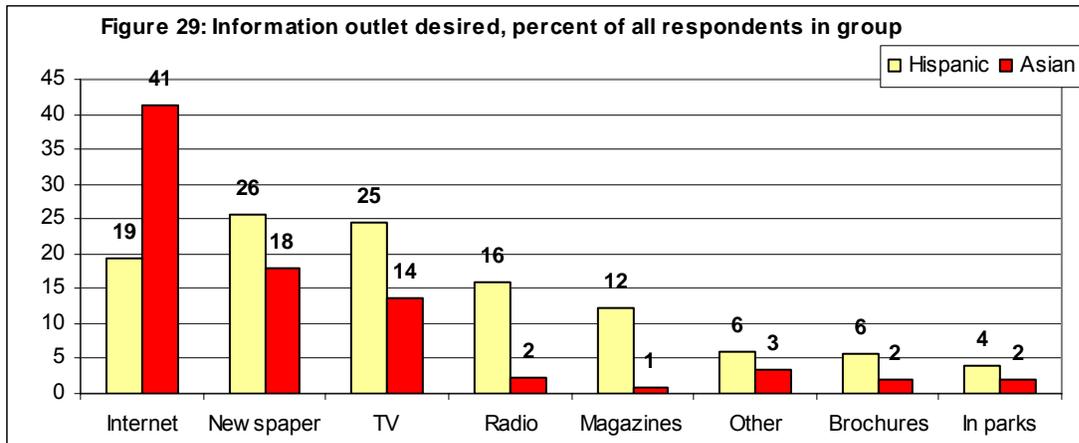


Figure 29 shows suggested information outlets, with web/internet, newspaper, and TV being the most popular. The “other” category included outlets such as direct mail, libraries, grocery

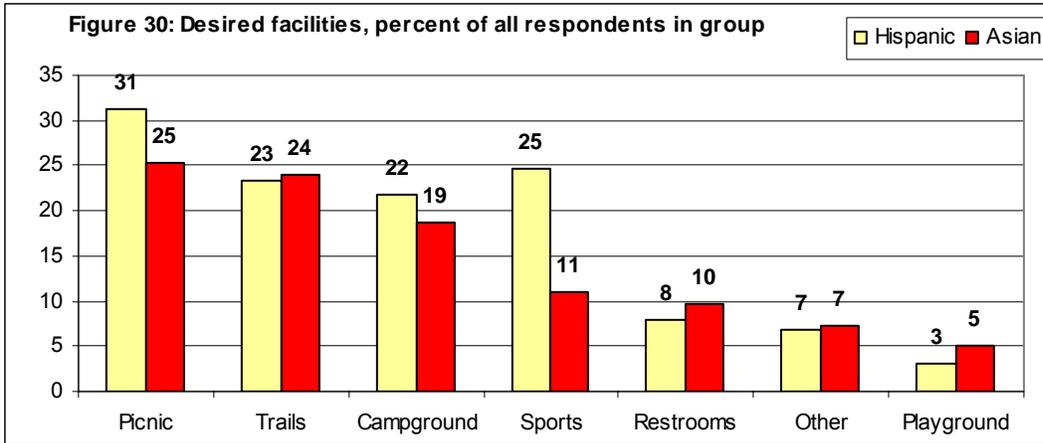
stores, etc. There are differences across the two groups, with Asians more clearly favoring the web. Suggestions by Hispanics are more evenly spread, and they are much more likely than Asians to suggest radio and magazines.



The following are specific suggestions:

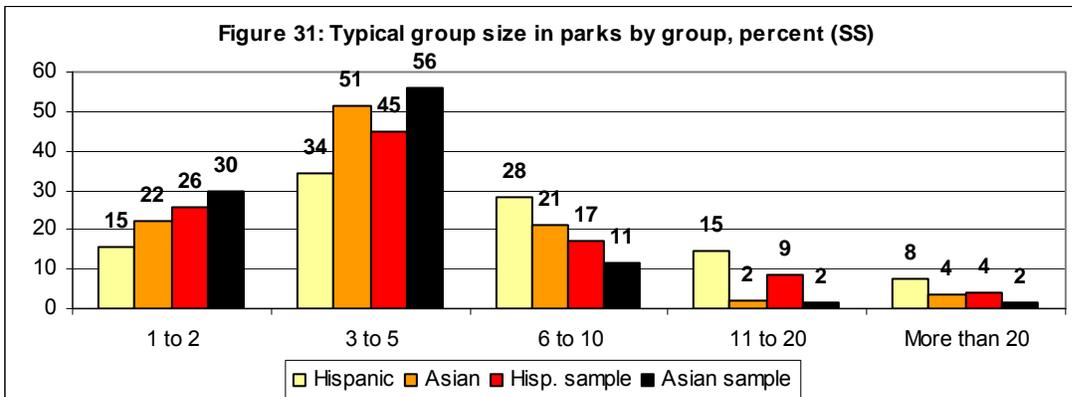
- Internet: link to Oregon newspaper websites, create oregonparks.com, Yahoo.com.
- TV: Univision, Channel 6, Channel 21, Fox News 39, OPB (noted multiple times).
- Radio: 1520, 940, 107.5, 1150.
- Yellow Pages under "what to do in Oregon."
- Local social service providers (including those involving children); clinics, schools (including school newsletters).
- Stores where Latinos go, sporting goods stores.
- Direct mail, including city/county mailings.
- "El programa hispano" (503-669-8350), Spanish church mass.
- Magazine: "El Latino de Hoy."

Figure 30 shows desired facility development, with picnic areas leading the list, followed by trails and campgrounds. The sports fields category was noticeably more popular for Hispanics than for Asians, but otherwise the differences are modest. The "trails" category includes hiking trails and unspecified trails. In addition, some respondents noted biking and horse trails. The "restrooms" category includes some specific suggestions, such as restrooms at trailheads and restrooms with showers. The "other" category includes various facilities. Some respondents encouraged more development, others encouraged less development (of campgrounds or parks generally).

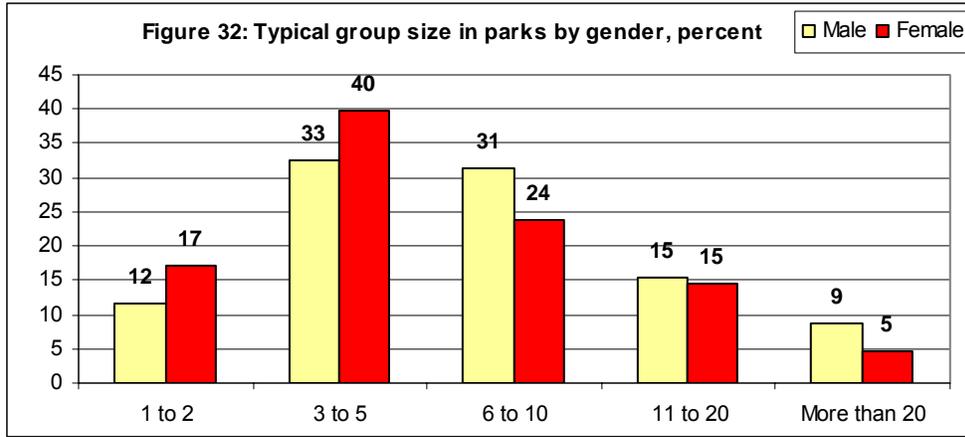


Half of the respondents (50%) reported other things park agencies can do to facilitate participation in outdoor activities (Question 17). Responses were very diverse, with the most common being increased security (noted by 14% of those responding to this question). This was followed by additional information (6%). Other suggestions included more sports fields, cleaner parks, more parks, increased staffing (including staff who speak Spanish), more facilities, larger campgrounds, and more campgrounds that do not require reservations.

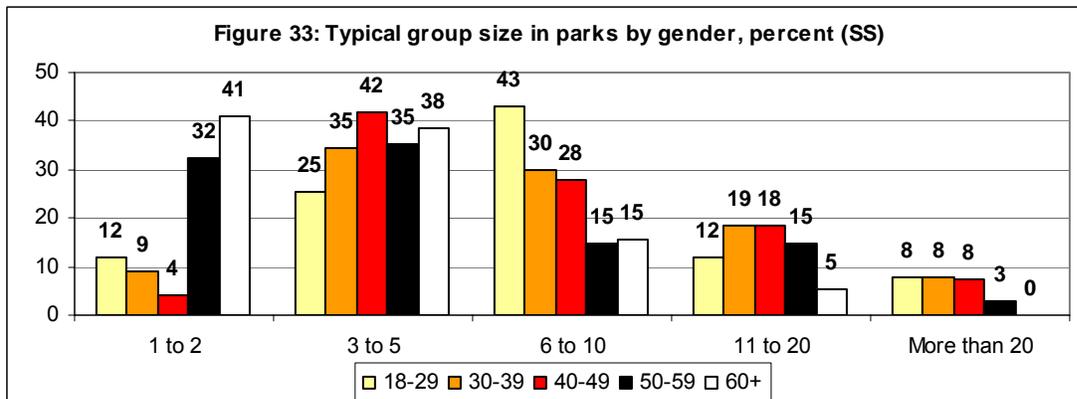
Figure 31 shows how “typical group size” will vary across groups. Hispanics are more likely than others to be in large groups when visiting parks, though group sizes of 5 or fewer dominated for every group.



Females report smaller group sizes (Figure 32), though the difference is not statistically significant.



With respect to age (Figure 33), older respondents are much more likely to have smaller group sizes.



Respondents who have lived abroad are more likely to have medium to large group sizes (Figure 34).

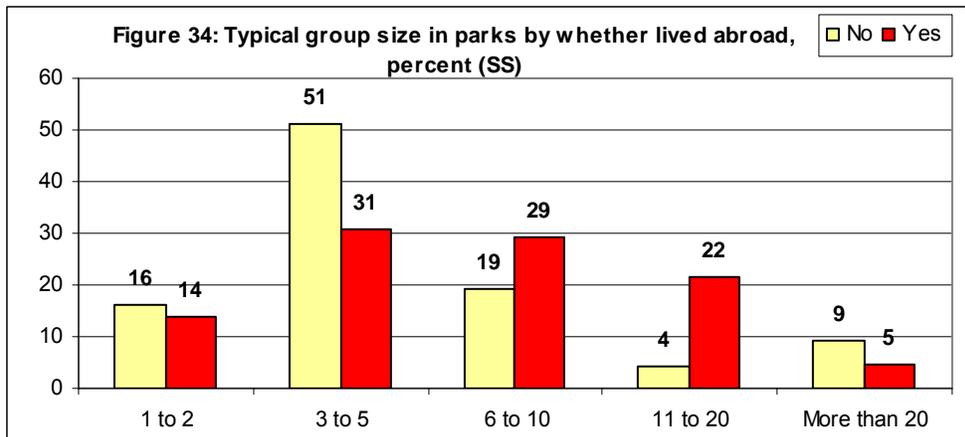
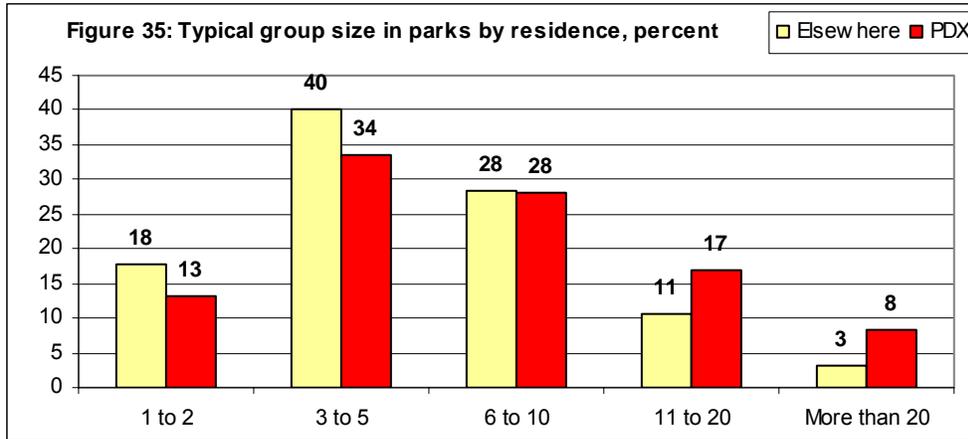


Figure 35 shows group size by residence. Portland Metro residents tend to have larger group sizes, but the differences are not statistically significant.



## 7. PROGRAMS

Respondents were asked several questions about programs designed to help children engage in outdoor recreation outside of school class time (see survey in Appendix A for full wording of items). Respondents without children skipped these questions, and there was also substantial item non-response for Question 18.<sup>12</sup> Therefore, responses for Question 18 and Question 19 (which relates to 18) are not broken down in bivariate analyses.

As shown in Table 16, 59% of respondents report that their child has participated in outdoor sports programs, with 38% also participating in day camps and multi-day camps. Turning to likelihood of participating in the future, outdoor sports programs was again the most popular. This was followed by programs designed to help youth use their free time more productively, natural history programs, and day camps.

<sup>12</sup> On average, there were 207 responses to the “has participated?” questions and 190 responses to the “likely to participate?” questions.

Type of program	Has participated, percent	Likely to participate in future? Percent		
		Not likely	Some-what likely	Very likely
Outdoor sports programs	59	9	38	54
Outdoor adventure trips	26	25	54	21
Outdoor activity skills courses / clinics / workshops	21	30	45	25
Natural history or environmental education programs	33	17	45	38
Day camps, including multi-day camps but not overnight	38	19	43	38
Multi-day camps involving overnight away from home	38	31	37	32
One-on-one mentoring programs	26	31	37	32
Programs to help youth use their free time productively	33	12	40	48

As shown in Table 17, weekends are the most common “good times” for children to participate in such programs (multiple responses allowed). Summer weekends and summer weekdays are the next best periods.

Weekdays, after school	35
Weekends	72
Summer, weekdays	47
Summer, weekends	55
Summer, full week or longer	24
School holidays (weekdays off during school year)	36

Respondents were then asked about constraints to participating in such programs, with 1=not important, 2=somewhat important, and 3=very important. Percentages of 2 and 3 responses are shown in Figure 36. The primary reported constraints are lack of information and cost.

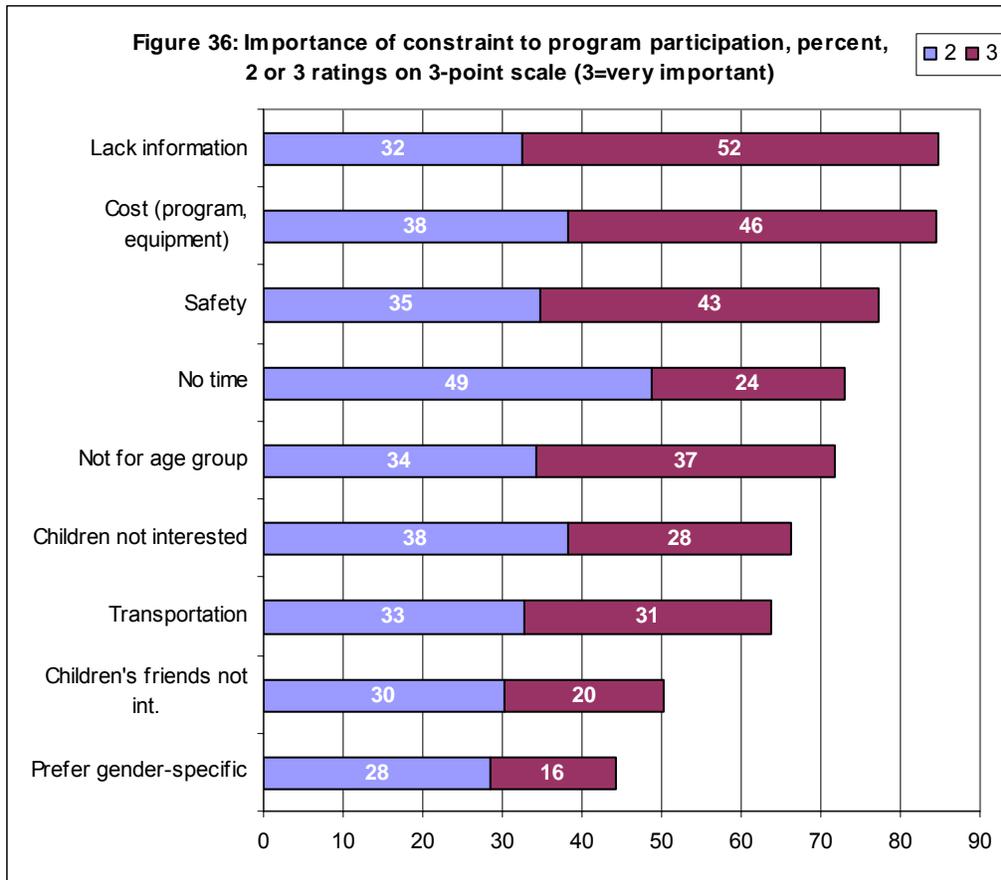


Table 18 shows constraints by group. There are differences across groups for several constraints, with one pattern being that cost is a more important constraint for Hispanics (both self-classified and non-self) than for Asians. Overall, self-classified Hispanics report that constraints are more important, relative to other groups.

<b>Constraint</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Hisp. non-self</b>	<b>Asian non-self</b>
*We cannot afford the cost of the program and equipment needed	2.4	1.9	2.3	2.0
*Transportation is a problem – my children can not get to where the programs are offered	2.0	1.7	1.6	2.1
*We haven't heard about these types of programs or don't have enough information about them	2.5	2.1	2.3	2.2
My children aren't interested in these types of programs	1.9	1.9	1.7	2.0
*My children's friends aren't interested in these types of programs	1.7	1.7	1.3	1.6
We don't have enough time for these programs	1.9	1.9	1.8	1.8
We have safety concerns about these programs	2.2	2.1	1.8	1.9
These programs aren't for my children's age group	2.2	2.1	1.9	2.0
*We prefer girls-only or boys-only programs, but they are not available	1.6	1.4	1.4	1.1
<b>Average across all constraints</b>	<b>2.1</b>	<b>1.9</b>	<b>1.8</b>	<b>1.9</b>

Turning to gender (Table 19), there are differences for some items, with females being more likely than males to report that transport and age/gender-appropriate programs are constraints.

<b>Constraint</b>	<b>Male</b>	<b>Female</b>
We cannot afford the cost of the program and equipment needed	2.2	2.4
*Transportation is a problem – my children can not get to where the programs are offered	1.8	2.1
*We haven't heard about these types of programs or don't have enough information about them	2.3	2.4
My children aren't interested in these types of programs	2.0	1.9
My children's friends aren't interested in these types of programs	1.8	1.6
We don't have enough time for these programs	2.0	1.9
We have safety concerns about these programs	2.2	2.2
*These programs aren't for my children's age group	2.0	2.2
*We prefer girls-only or boys-only programs, but they are not available	1.5	1.7
<b>Average across all constraints</b>	<b>2.0</b>	<b>2.0</b>

Keeping in mind that there are relatively few parents in the youngest and oldest age categories, Table 20 shows differences across age. The importance of cost decreases with age, presumably due to increased earning power. Lack of information also becomes less of a constraint with age.

<b>Constraint</b>	<b>18-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60+</b>
*We cannot afford the cost of the program and equipment needed	2.5	2.4	2.3	1.8	1.8
Transportation is a problem – my children can not get to where the programs are offered	1.9	1.9	2.1	2.1	1.3

*We haven't heard about these types of programs or don't have enough information about them	2.7	2.5	2.2	2.3	1.4
*My children aren't interested in these types of programs	1.8	2.1	1.8	2.2	1.9
*My children's friends aren't interested in these types of programs	1.5	1.9	1.6	2.0	1.0
*We don't have enough time for these programs	1.8	2.0	2.1	1.7	1.5
*We have safety concerns about these programs	2.1	2.4	2.2	1.9	1.3
These programs aren't for my children's age group	2.2	2.2	2.0	2.3	1.6
We prefer girls-only or boys-only programs, but they are not available	1.7	1.7	1.6	1.4	1.2
<b>Average across all constraints</b>	<b>2.0</b>	<b>2.1</b>	<b>2.0</b>	<b>2.0</b>	<b>1.4</b>

Table 21 shows differences across whether lived abroad, with cost, transportation, and lack of time being more important for those that have lived abroad.

<b>Table 21: Importance of constraints by whether lived abroad, mean, 3=very important</b>		
<b>Constraint</b>	<b>No</b>	<b>Yes</b>
*We cannot afford the cost of the program and equipment needed	2.2	2.4
*Transportation is a problem – my children can not get to where the programs are offered	1.7	2.0
We haven't heard about these types of programs or don't have enough information about them	2.3	2.4
My children aren't interested in these types of programs	1.8	2.0
*My children's friends aren't interested in these types of programs	1.6	1.8
*We don't have enough time for these programs	1.8	2.0
We have safety concerns about these programs	2.1	2.2
*These programs aren't for my children's age group	2.1	2.1
*We prefer girls-only or boys-only programs, but they are not available	1.5	1.6
<b>Average across all constraints</b>	<b>1.9</b>	<b>2.1</b>

Table 22 shows differences across residence, with the only significant difference occurring for gender-specific programs (and that difference is small numerically).

<b>Table 22: Importance of constraints by residence, mean, 3=very important</b>		
<b>Constraint</b>	<b>Elsewhere</b>	<b>PDX</b>
We cannot afford the cost of the program and equipment needed	2.4	2.3
Transportation is a problem – my children can not get to where the programs are offered	1.9	2.0
We haven't heard about these types of programs or don't have enough information about them	2.5	2.3
My children aren't interested in these types of programs	2.0	1.9
My children's friends aren't interested in these types of programs	1.8	1.6
We don't have enough time for these programs	2.1	1.9
We have safety concerns about these programs	2.0	2.3
These programs aren't for my children's age group	2.1	2.1
*We prefer girls-only or boys-only programs, but they are not available	1.6	1.6
<b>Average across all constraints</b>	<b>2.0</b>	<b>2.0</b>

Respondents rated the importance of several potential priorities when considering programs for children to participate in outside class time. As shown in Figure 37, most of the priorities were rated as somewhat or very important. Staying safe and out of trouble received the most “very important” ratings, while providing parents time without their kids was the least important.

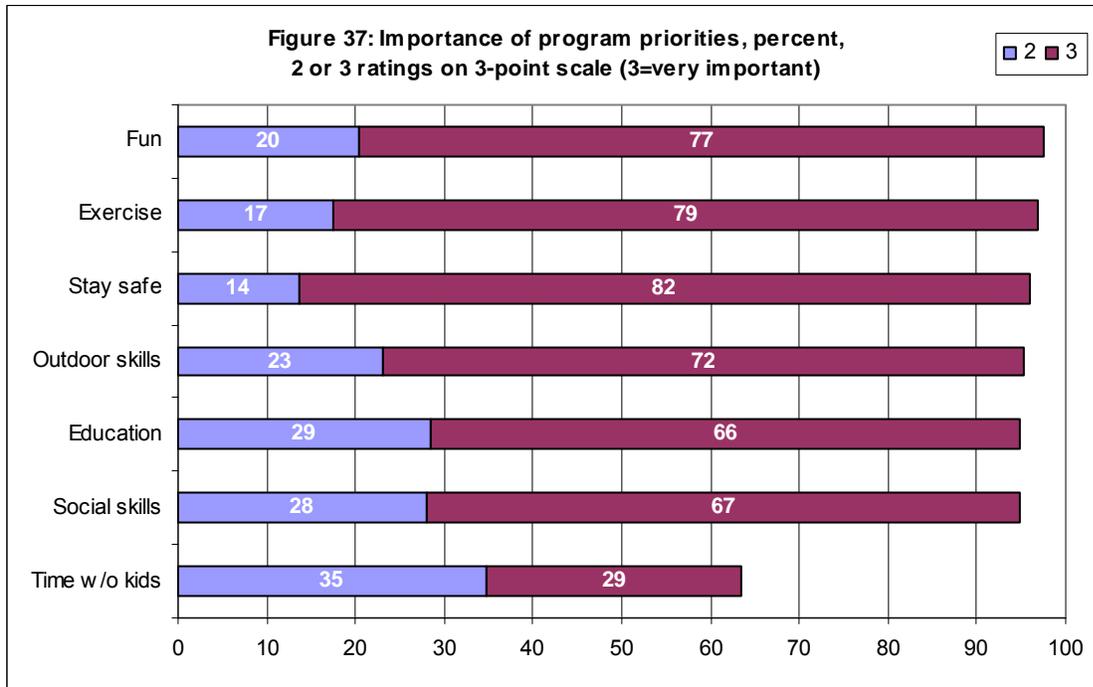


Table 23 shows differences across groups, with Hispanic parents being the most likely to rate time without kids and staying safe as important.

**Table 23: Importance of priorities by group, mean, 3=very important**

Priority	Hispanic	Asian	Hisp. non-self	Asian non-self
*Education / reinforce class lessons	2.6	2.6	2.3	2.4
Physical activity / exercise	2.9	2.7	2.8	2.8
Having fun	2.8	2.7	2.9	2.8
*Learning outdoor skills	2.8	2.5	2.8	2.8
*Improving social skills	2.7	2.4	2.5	2.7
*Providing parents time without their kids	2.0	1.7	1.6	1.6
*Staying safe and out of trouble	2.9	2.5	2.7	2.6
<b>Average across all priorities</b>	<b>2.7</b>	<b>2.4</b>	<b>2.5</b>	<b>2.5</b>

With respect to gender, the differences are modest, but males place greater importance on improving social skills (Table 24).

<b>Table 24: Importance of priorities by gender, mean, 3=very important</b>		
<b>Priority</b>	<b>Male</b>	<b>Female</b>
Education / reinforce class lessons	2.6	2.7
Physical activity / exercise	2.8	2.7
Having fun	2.8	2.7
*Learning outdoor skills	2.6	2.7
*Improving social skills	2.7	2.5
*Providing parents time without their kids	1.9	1.9
Staying safe and out of trouble	2.8	2.8
<b>Average across all priorities</b>	<b>2.6</b>	<b>2.6</b>

Turning to age, priorities are less important for those in the oldest age group (Table 25). Providing parents time without kids and staying safe and out of trouble consistently decrease in importance with age.

<b>Table 25: Importance of priorities by age, mean, 3=very important</b>					
<b>Priority</b>	<b>18-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60+</b>
Education / reinforce class lessons	2.6	2.6	2.6	2.4	2.9
*Physical activity / exercise	2.8	2.8	2.7	2.8	2.4
*Having fun	2.8	2.8	2.8	2.7	2.0
*Learning outdoor skills	2.8	2.7	2.7	2.6	2.1
*Improving social skills	2.6	2.7	2.7	2.5	1.7
*Providing parents time without their kids	2.1	2.1	1.8	1.6	1.4
*Staying safe and out of trouble	3.0	2.8	2.8	2.6	2.2
<b>Average across all priorities</b>	<b>2.7</b>	<b>2.7</b>	<b>2.6</b>	<b>2.5</b>	<b>2.1</b>

Table 26 shows differences by whether respondent has lived abroad. Those that have place greater importance on exercise, learning outdoor skills, and staying safe.

<b>Table 26: Importance of priorities by whether lived abroad, mean, 3=very important</b>		
<b>Priority</b>	<b>No</b>	<b>Yes</b>
Education / reinforce class lessons	2.5	2.6
*Physical activity / exercise	2.6	2.8
*Having fun	2.7	2.7
*Learning outdoor skills	2.5	2.7
Improving social skills	2.5	2.6
Providing parents time without their kids	1.9	1.9
*Staying safe and out of trouble	2.7	2.8
<b>Average across all priorities</b>	<b>2.5</b>	<b>2.6</b>

Differences across residence are shown in Table 27. Those living outside the Portland Metro region place greater importance on education, exercise, and learning outdoor skills.

<b>Table 27: Importance of priorities by residence, mean, 3=very important</b>		
<b>Priority</b>	<b>Elsewhere</b>	<b>Portland</b>
*Education / reinforce class lessons	2.8	2.5
*Physical activity / exercise	2.9	2.7
Having fun	2.8	2.7
*Learning outdoor skills	2.9	2.6
Improving social skills	2.7	2.6
Providing parents time without their kids	2.1	1.8
Staying safe and out of trouble	2.8	2.8
<b>Average across all priorities</b>	<b>2.7</b>	<b>2.5</b>

## 8. DEMOGRAPHICS

This last section presents respondent demographic characteristics. The survey questions are reproduced in italics, with results shown in percents. Note that these results are weighted by gender and education to approximate the characteristics of the statewide population. Hispanic and racial results are not presented, as the sample is specifically selected based on responses to these questions (see Table 2 for counts in each of the Hispanic and Asian categories).

*Q22. How old are you?*

Responses were grouped into categories as follows:

15	18-29
33	30-39
27	40-49
10	50-59
15	60 or older

*Q23. What is your gender?*

54	Male
46	Female

*Question 24. How many people live in your household? \_\_\_\_\_ people, including myself*

The average number of persons was 3.8.

Question 25. *What type of home do you live in?*

65	Single family home
11	Apartment
2	Condominium
12	Townhouse or townhome
6	Duplex
4	Mobile home / trailer

Question 26. *Do you own or rent your home?*

73	Own
27	Rent

Question 27. *Is there a yard where you live (for example, at your house or apartment block) that you can use for gatherings of family and friends?*

82	Yes
18	No

Q28. *What is the highest educational degree you have completed?*

41	Did not complete high school
19	High school diploma (or equivalency)
15	Some college, but no degree
5	Associate degree
12	Bachelor degree
7	Graduate or professional degree

## 9. SUMMARY

Previous studies have indicated that ethnic minorities engage in outdoor recreation less frequently and with different patterns than do whites. However, data on this topic has been lacking in Oregon. This SCORP project provides such data for Hispanic and Asian Oregonians.

Walking for pleasure is the most common favorite activity for both Hispanics and Asians, with fishing and soccer being the next most common for Hispanics and hiking and fishing the next most common for Asians. Across all groups, respondents most commonly did their favorite activity with members of their immediate family. Asians were more likely than Hispanics to do activities alone, as were older respondents relative to younger respondents. Park areas outside town was the most common location for all groups, but self-classified Hispanics and Asians were more likely than “non-self” respondents to do their favorite activity in neighborhood parks. Males were more likely than females to engage in their favorite activity further from home.

Walking for pleasure was also the activity respondents spent the most days engaged in during the past year. Comparison between the diversity and parents samples is limited by potential

differences in factors other than ethnicity, but results do suggest that the diversity sample engages in outdoor recreation less than the general population. With respect to days of participation (intensity), this is especially true for Asians. With respect to number of activities, this is true for both Hispanics and Asians. As one would expect, results vary across individual activities. For example, differences across groups for the most popular activity (walking) are modest, but Hispanics engage in outdoor sports more intensively than either Asians or parents, while parents engage in horseback riding more intensively than either Hispanics or Asians.

With respect to activities they would like to do more often, or start doing, the most common response was walking for Asians and walking and camping for Hispanics. The factor that would most help make this happen is availability of partners, followed by more time.

Most of the Hispanic and Asian respondents have lived in another country and engaged in outdoor recreation in that country. The specific activities engaged in varied widely, with walking being the most common, followed by day hiking.

Being in the outdoors, having fun, and relaxing were the most important motivations for respondents. Spending time with family and friends was particularly important for Hispanic respondents. With respect to age, several motivations decrease in importance amongst older respondents, with escaping the daily routine illustrating the relative unimportance of work-affected motivations amongst older respondents.

Turning to the effect of park actions, providing clean and well-maintained parks was most likely to lead to increases in outdoor recreation participation. Also important were keeping parks safe from crime, expanded facilities, and more free-of-charge activities. Overall, the listed agency actions was reported to have the greatest effect on Hispanics relative to others. Actions would have the least effect on older respondents.

In terms of information sought by respondents, practical information on activities, facilities, and location was the most common response, followed by information on cost. Overall, the internet was most frequently noted as the desired information outlet, but there was noticeable variability across the groups. Asians clearly preferred the internet, followed by newspapers and TV. Hispanics preferred newspapers and TV, followed by the internet. The most commonly recommended facilities for development in parks were picnic tables, followed by trails and campgrounds. There were some differences across groups, with Hispanics being more likely than Asians to suggest additional sports fields. The majority of respondents indicated they would visit parks in groups of 5 or smaller, but noticeable percentages of Hispanic respondents would visit in groups of 11 or larger.

With respect to youth outdoor programs, the majority (59%) of respondents with children indicated that their children have participated in outdoor sports programs. Close to forty percent also indicated participation in day camps or multi-day camps. Outdoor sports programs was also the activity that children were most likely to participate in in the future, followed by programs to help youth use their free time productively.

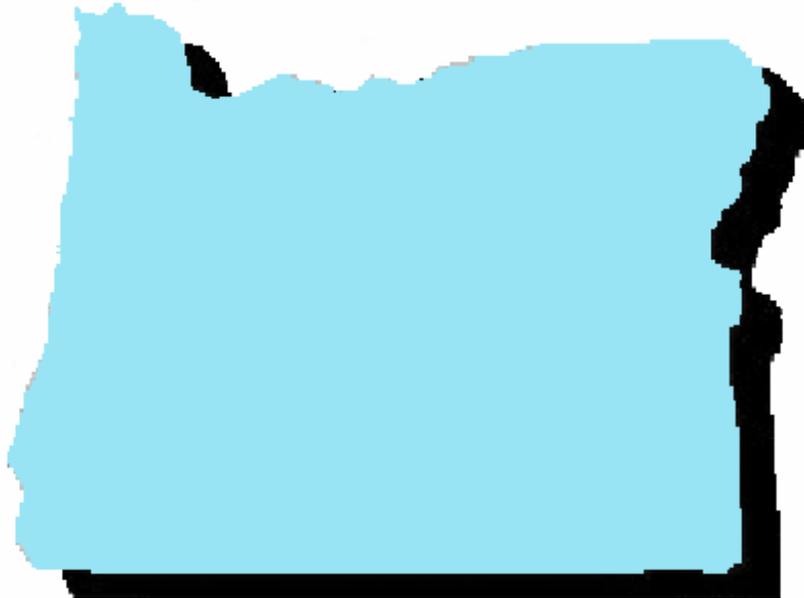
Weekends were the most popular times for participation in youth outdoor programs, followed by summer weekends and weekdays. Lack of information and cost were reported as the main constraints to participation in such programs, with Hispanics giving higher importance ratings in general for constraints. For example, cost was more important to Hispanic respondents than to Asian respondents. With respect to priorities, most of the potential priorities were rated as very

important. Staying safe received the highest percent of “very important” ratings. Spending time without kids was the least important, but was relatively important for Hispanic respondents.

## **Appendix A: Survey Instrument**

The English version of the survey is reproduced below.

# Oregon Outdoor Recreation Survey



Kreg Lindberg  
Oregon State University – Cascades Campus  
2600 NW College Way  
Bend, OR 97701

Thank you for doing our survey of outdoor recreation in Oregon. “Outdoor recreation” refers to the non-work time you spend doing outdoor activities. It includes activities such as walking or having birthday parties in neighborhood parks, outdoor sports such as soccer and baseball, hiking and skiing, hunting and fishing, and going to the beach.

**Question 1. What is your favorite outdoor recreation activity (that you do in Oregon)?** (Please write your favorite activity.)

Favorite activity \_\_\_\_\_

**Question 2. Who do you like to do this activity with?** (Please check one or more boxes.)

- Alone (yourself)
- Immediate family (wife, husband, children)
- Extended family (parents, brothers and sisters, cousins, etc.)
- Friends
- Other – what people? \_\_\_\_\_

**Question 3. Where do you most often do this activity?** (Please check one box.)

- My yard
- Park or other area in my neighborhood
- Park or other area outside my neighborhood, but within my town / city
- Park or other area outside my town / city

**Question 4. People do outdoor recreation activities for a number of reasons. For your favorite activity, how important are the following reasons to you?** (For each reason, please circle the number that shows the importance of that reason to you.)

Reason	Not at all important <span style="float: right;">Very important</span>				
	←				→
To relax	1	2	3	4	5
To keep fit and healthy	1	2	3	4	5
To experience challenge and excitement	1	2	3	4	5
To have fun	1	2	3	4	5
To meet new people	1	2	3	4	5
To be with family and friends	1	2	3	4	5
To do something your children or grandchildren enjoy	1	2	3	4	5
To maintain ethnic identity and traditions	1	2	3	4	5
To learn something new	1	2	3	4	5
To expose your children or grandchildren to something new	1	2	3	4	5
To escape the daily routine	1	2	3	4	5
To get away from crowded situations	1	2	3	4	5
To be in the outdoors	1	2	3	4	5
To feel harmony with nature	1	2	3	4	5
To achieve spiritual fulfillment	1	2	3	4	5
To feel safe and secure	1	2	3	4	5
To reduce tension	1	2	3	4	5

**Question 5. Now, please tell us how often you engage in outdoor recreation in Oregon. For each activity listed below, please write how many days you did the activity in the past year (12 months). Include parts of days – so a 2 hour family gathering in a neighborhood park counts for 1 day.**

**If you did not do an activity during the past year, please leave that box blank. For this section, we are only interested in your outdoor recreation within Oregon – not in other states or countries.**

**Example:** Let’s say you go for a walk around your neighborhood every Sunday afternoon. You would enter 52 for the “Walking for pleasure” to show you walked 52 days in the past year.

Activity	Number of days you did this activity in past year
Walking for pleasure (on streets, sidewalks, paths or trails in your community)	
Jogging or running for exercise	
Day hiking on trails	
Picnicking and family gatherings	
Relaxing, hanging out, escaping heat, noise, etc.	
Bicycling on paved roads / paths	
Mountain biking (single track / dirt road)	
Horseback riding	
Off-highway vehicle travel (4-wheelers, dirt bikes, quads)	
Camping (tents, cabins, or RVs)	
Hunting	
Fishing	
Motorized boating	
Floating / paddling (sailboarding, kayaking, rafting, canoeing, etc.)	
Rock climbing / bouldering / mountaineering	
Ocean or freshwater beach activities	
Winter skiing / sledding / snowshoeing	
Viewing natural features such as scenery, wildlife, birds, flowers, fish, etc.	
Visiting a nature center, nature trail, or nature-themed visitor center	
Visiting historic sites (museums, outdoor displays, history-themed visitor centers)	
Outdoor photography, painting, drawing	
Nature study	
Gathering mushrooms, berries, firewood, or other natural products	
Driving for pleasure on roads	
Outdoor sports and games (baseball, softball, soccer, basketball, football, golf, tennis)	
Swimming in an outdoor pool	

**Question 6. Is there any outdoor recreation activity that you would like to start doing – or do more often?**

- No → please go to Question 8
- Yes, I would like to start a new activity or do one more often

**Question 7. What activity would you like to start or do more often, and what would help you do this (for example, “a friend to do it with” or “places to do things”).**

Activity \_\_\_\_\_ What would help? \_\_\_\_\_

**Question 8. Have you lived in a country other than the United States?**

- No → please go to Question 12
- Yes

**Question 9. What country did you live in?** (If you've lived in more than one country outside the US, write the name of the country where you spent the most time.)

Country \_\_\_\_\_

**Question 10. Did you engage in outdoor recreation in that country?**

- No → please go to Question 12
- Yes

**Question 11. What was your favorite outdoor recreation activity in that country?**

Favorite activity \_\_\_\_\_

**Question 12. Park organizations provide trails, facilities, and community programs for outdoor recreation. The following list describes actions that agencies can take to increase outdoor recreation participation. For each action, please circle the number to show whether that action would have no effect, lead to a small increase, or lead to a large increase in how often you do outdoor activities.**

Action	No effect	Lead to small increase	Lead to large increase
Develop parks closer to your home	1	2	3
Provide more information on parks and recreation opportunities	1	2	3
Provide public transportation to parks	1	2	3
Make parks safer from crime	1	2	3
Make parks safer from wild animals	1	2	3
Develop additional recreation programs (hiking, skiing, outdoor photography, etc.)	1	2	3
Expand park facilities (picnic tables, barbeques, pavilions, restrooms, restaurants, lodging, etc.)	1	2	3
Provide clean and well-maintained parks and facilities	1	2	3
Make it easier to reserve facilities (soccer fields, picnic areas campsites, etc.)	1	2	3
Provide more free-of-charge recreation opportunities	1	2	3
Increase educational opportunities in parks	1	2	3
Employ more park staff from your ethnic group	1	2	3
Develop programs specifically for people in your ethnic group	1	2	3

**Question 13. If parks were to provide more information, what type of information would you find most useful? For example, would you want information about how to get to parks, activities to do in parks, cost, how to reserve picnic areas or campsites, or...?**

Most useful information \_\_\_\_\_

**Question 14. How should parks provide this information? Please list specific magazines, newspapers, TV or radio stations, or websites that park agencies should use to provide information.**

Places to provide information \_\_\_\_\_

**Question 15. What facilities would you like to see developed in parks? Please list specific facilities, such as picnic areas, sports fields, hiking trails, or campgrounds.**

Facilities to develop \_\_\_\_\_

**Question 16. How many people will typically be in your group when you go to parks? (Check one box.)**

- 1 to 2 people
- 3 to 5 people
- 6 to 10 people
- 11 to 20 people
- More than 20 people

**Question 17. Are there any other things that park organizations can do to help you do more outdoor activities in parks?**

- No
- Yes → what can they do? \_\_\_\_\_

**Question 18. Now we'd like to ask a few questions about your children and outdoor recreation. If you do not have children under the age of 18, please skip to Question 22.**

**There are many programs that help Oregon's youth to be active in the outdoors and to learn about the natural environment. These programs occur outside of school class time (afternoons, weekends, and during the summer) and are offered by government agencies, community organizations, and others.**

**For each of the following types of programs, please circle the number indicating whether your children have done such a program in the past. Next, please circle the number indicating how likely it is that your children will do such a program in the future.**

Type of program	Have children done this type of program?	Likely to do one in the future?
Outdoor sports programs (baseball, football, soccer, etc.)	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely
Outdoor adventure trips (rafting, rock climbing, etc.)	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely
Outdoor activity skills courses / clinics / workshops	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely
Natural history or environmental education programs (ecology, geology, etc.)	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely
Day camps, including multi-day camps but not overnight	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely
Multi-day camps involving overnight away from home	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely
One-on-one mentoring programs (adults helping youth engage in outdoor recreation experiences)	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely
Programs to help youth use their free time productively	1. Yes 2. No	1. Not likely 2. Somewhat likely 3. Very likely

**Question 19. What are good times for your children to do such programs? (Please check the box for all times that children are likely to do these programs.)**

- Weekdays, after school
- Weekends
- Summer, weekdays
- Summer, weekends
- Summer, full week or longer
- School holidays (weekdays off during school year)

**Question 20.** A number of things can affect whether your children do these types of programs. Please circle the number that shows how important each of the following things is when deciding whether your children will do these programs.

Consideration	Not important	Somewhat important	Very important
We cannot afford the cost of the program and equipment needed	1	2	3
Transportation is a problem – my children can not get to where the programs are offered	1	2	3
We haven't heard about these types of programs or don't have enough information about them	1	2	3
My children aren't interested in these types of programs	1	2	3
My children's friends aren't interested in these types of programs	1	2	3
We don't have enough time for these programs	1	2	3
We have safety concerns about these programs	1	2	3
These programs aren't for my children's age group	1	2	3
We prefer girls-only or boys-only programs, but they are not available	1	2	3

**Question 21.** The programs described above involve outdoor activities, but many other types of programs are available outside of school class time. For example, some programs involve indoor activities and others focus on education by reinforcing what is learned in school. Please circle the number that shows how important each of the following priorities is when you consider programs for your children to do outside of school class time.

Priority	Not important	Somewhat important	Very important
Education / reinforce class lessons	1	2	3
Physical activity / exercise	1	2	3
Having fun	1	2	3
Learning outdoor skills	1	2	3
Improving social skills	1	2	3
Providing parents time without their kids	1	2	3
Staying safe and out of trouble	1	2	3

Lastly, we'd like to finish with questions about your and your household. All responses to these questions, and others in the survey, are confidential. Only summaries will be reported.

**Question 22.** How old are you? \_\_\_\_\_ years old

**Question 23.** What is your gender?

- Male
- Female

**Question 24. How many people live in your household?** \_\_\_\_\_ people, including myself

**Question 25. What type of home do you live in?** (Please check one box.)

- |   |  |
|---|--|
| <input type="checkbox"/> Single family home | <input type="checkbox"/> Townhouse or townhome |
| <input type="checkbox"/> Apartment          | <input type="checkbox"/> Duplex                |
| <input type="checkbox"/> Condominium        | <input type="checkbox"/> Mobile home / trailer |

**Question 26. Do you own or rent your home?**

- Own  
 Rent

**Question 27. Is there a yard where you live (for example, at your house or apartment block) that you can use for gatherings of family and friends?**

- Yes  
 No

**Question 28. What is the highest educational degree you have completed?** (Please check one box.)

- |   |  |
|---|--|
| <input type="checkbox"/> Did not complete high school         | <input type="checkbox"/> Associate degree                |
| <input type="checkbox"/> High school diploma (or equivalency) | <input type="checkbox"/> Bachelor degree                 |
| <input type="checkbox"/> Some college, but no degree          | <input type="checkbox"/> Graduate or professional degree |

**Question 29. Are you of Hispanic / Latino descent?**

- Yes  
 No

**Question 30. Please select one or more of the following categories that best describes your race.**

- |   |  |
|---|--|
| <input type="checkbox"/> Black / African American         | <input type="checkbox"/> Native Hawaiian or other Pacific Islander |
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> White / European American                 |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Other                                     |

**Thank you for completing this survey. Please write below any other comments you have about outdoor recreation in Oregon.**

## Appendix B: Surveys Completed by Church and 4H Participants

Surveys were also distributed via a church and 4H programs. A total of 41 surveys were completed via these outlets, and these results are presented below. The completed surveys were from church members in Corvallis and 4H participants in Marion and Polk counties. Due to the small number of surveys per location, they are analyzed as a group rather than broken out by Benton, Marion, and Polk counties. The small sample size also means that open-ended responses were not analyzed in detail, though they are summarized. Likewise, the data were not weighted for the analysis.

Note that several surveys involved very little variability in responses. For example, some respondents circled 5=Very important for every item in Q4 (motivations for engaging in outdoor recreation). Therefore, results should be treated with some caution.

Results are presented in the order they appeared in the survey, with survey wording shown in bold.

### **Question 1. What is your favorite outdoor recreation activity (that you do in Oregon)?**

The most common response was soccer, followed by other outdoor field games (e.g., baseball).

### **Question 2. Who do you like to do this activity with?**

The most common response is with friends, followed by immediate family (results in percentages, multiple responses allowed).

34	Alone (yourself)
59	Immediate family (wife, husband, children)
51	Extended family (parents, brothers and sisters, cousins, etc.)
68	Friends
5	Other

### **Question 3. Where do you most often do this activity?**

Most respondents engage in their favorite activity outside their town, followed by areas outside their neighborhood. It is likely that soccer is played in parks in one's neighborhood or within the town, but the other activities are diverse and may occur outside town.

13	My yard
9	Park or other area in my neighborhood
25	Park or other area outside my neighborhood, but within my town / city
53	Park or other area outside my town / city

**Question 4. People do outdoor recreation activities for a number of reasons. For your favorite activity, how important are the following reasons to you?**

Scale of 1=Not at all important to 5=Very important. Keep in mind that some respondents gave ratings of 5 (Very important) for all reasons. Given that caveat, relaxation is the most important motivation, followed by keeping fit and healthy. Reducing tension was the least important motivation.

<b>Reason</b>	<b>Mean rating</b>
To relax	4.9
To keep fit and healthy	4.8
To experience challenge and excitement	4.6
To have fun	4.7
To meet new people	4.4
To be with family and friends	4.6
To do something your children or grandchildren enjoy	4.6
To maintain ethnic identity and traditions	4.3
To learn something new	4.2
To expose your children or grandchildren to something new	4.3
To escape the daily routine	4.2
To get away from crowded situations	4.2
To be in the outdoors	4.6
To feel harmony with nature	4.5
To achieve spiritual fulfillment	4.2
To feel safe and secure	4.2
To reduce tension	4.1

**Question 5. Now, please tell us how often you engage in outdoor recreation in Oregon. For each activity listed below, please write how many days you did the activity in the past year (12 months). Include parts of days – so a 2 hour family gathering in a neighborhood park counts for 1 day.**

The most popular activity, measured by average number of days, was outdoor sports/games, followed by jogging/running and walking for pleasure.

Activity	Number of days (mean)
Walking for pleasure (on streets, sidewalks, paths or trails in your community)	12
Jogging or running for exercise	13
Day hiking on trails	4
Picnicking and family gatherings	6
Relaxing, hanging out, escaping heat, noise, etc.	6
Bicycling on paved roads / paths	6
Mountain biking (single track / dirt road)	0
Horseback riding	0
Off-highway vehicle travel (4-wheelers, dirt bikes, quads)	0
Camping (tents, cabins, or RVs)	2
Hunting	0
Fishing	2
Motorized boating	1
Floating / paddling (sailboarding, kayaking, rafting, canoeing, etc.)	0
Rock climbing / bouldering / mountaineering	0
Ocean or freshwater beach activities	3
Winter skiing / sledding / snowshoeing	1
Viewing natural features such as scenery, wildlife, birds, flowers, fish, etc.	6
Visiting a nature center, nature trail, or nature-themed visitor center	3
Visiting historic sites (museums, outdoor displays, history-themed visitor centers)	2
Outdoor photography, painting, drawing	0
Nature study	0
Gathering mushrooms, berries, firewood, or other natural products	0
Driving for pleasure on roads	0
Outdoor sports and games (baseball, softball, soccer, basketball, football, golf, tennis)	20
Swimming in an outdoor pool	1

**Question 6. Is there any outdoor recreation activity that you would like to start doing – or do more often?**

About a fifth (18%) of respondents would like to start a new activity or do one more often. The most common activity was soccer, and additional soccer fields was identified as being most helpful for doing this activity more often.

**Question 8. Have you lived in a country other than the United States?**

More than half (54%) have lived in a country other than the United States, with Mexico being by far the most frequent country noted.

**Question 10. Did you engage in outdoor recreation in that country?**

The vast majority (89%) had engaged in outdoor recreation in that country, with soccer being the most common favorite activity.

**Question 12. Park organizations provide trails, facilities, and community programs for outdoor recreation. The following list describes actions that agencies can take to increase outdoor recreation participation. For each action, please circle the number to show whether that action would have no effect, lead to a small increase, or lead to a large increase in how often you do outdoor activities.**

Scale of 1=No effect to 3=Lead to a large increase. The park actions that would lead to the greatest increase in participation (highest mean rating) were to expand facilities, provide clean and well-maintained facilities, and to make it easier to reserve facilities.

<b>Action</b>	<b>Mean rating</b>
Develop parks closer to your home	2.8
Provide more information on parks and recreation opportunities	2.7
Provide public transportation to parks	2.6
Make parks safer from crime	2.8
Make parks safer from wild animals	2.4
Develop additional recreation programs (hiking, skiing, outdoor photography, etc.)	2.3
Expand park facilities (picnic tables, barbeques, pavilions, restrooms, restaurants, lodging, etc.)	2.9
Provide clean and well-maintained parks and facilities	2.9
Make it easier to reserve facilities (soccer fields, picnic areas campsites, etc.)	2.9
Provide more free-of-charge recreation opportunities	2.8
Increase educational opportunities in parks	2.7
Employ more park staff from your ethnic group	2.8
Develop programs specifically for people in your ethnic group	2.7

**Question 13. If parks were to provide more information, what type of information would you find most useful? For example, would you want information about how to get to parks, activities to do in parks, cost, how to reserve picnic areas or campsites, or...?**

Responses to this question were diverse, with information about availability (e.g., where the soccer fields are located) and reservations being noted most often.

**Question 14. How should parks provide this information? Please list specific magazines, newspapers, TV or radio stations, or websites that park agencies should use to provide information.**

Responses to this question also were diverse, with newspaper and radio being the most common.

**Question 15. What facilities would you like to see developed in parks? Please list specific facilities, such as picnic areas, sports fields, hiking trails, or campgrounds.**

Soccer fields was the most common response, followed by picnic areas.

**Question 16. How many people will typically be in your group when you go to parks?**

Percent in each category.

0	1 to 2 people
41	3 to 5 people
31	6 to 10 people
18	11 to 20 people
10	More than 20 people

**Question 17. Are there any other things that park organizations can do to help you do more outdoor activities in parks?**

About half (51%) identified other things park organizations can do, with more soccer fields being the most common. Responses to this question, and others, also identify soccer fields for children in particular to be a priority.

**Question 18. Now we'd like to ask a few questions about your children and outdoor recreation. If you do not have children under the age of 18, please skip to Question 22.**

**There are many programs that help Oregon's youth to be active in the outdoors and to learn about the natural environment. These programs occur outside of school class time (afternoons, weekends, and during the summer) and are offered by government agencies, community organizations, and others.**

**For each of the following types of programs, please circle the number indicating whether your children have done such a program in the past. Next, please circle the number indicating how likely it is that your children will do such a program in the future.**

With respect both to past participation and likely future participation, outdoor sports programs are by far the most popular.

Type of program	Have children done this type of program? (% yes)	Likely to do one in the future? (% very likely)
Outdoor sports programs (baseball, football, soccer, etc.)	88	67
Outdoor adventure trips (rafting, rock climbing, etc.)	11	17
Outdoor activity skills courses / clinics / workshops	33	12
Natural history or environmental education programs (ecology, geology, etc.)	42	22
Day camps, including multi-day camps but not overnight	43	24
Multi-day camps involving overnight away from home	42	21
One-on-one mentoring programs (adults helping youth engage in outdoor recreation experiences)	8	8
Programs to help youth use their free time productively	58	18

**Question 19. What are good times for your children to do such programs?**

Percent in each category (multiple responses allowed).

59	Weekdays, after school
54	Weekends
34	Summer, weekdays
56	Summer, weekends
29	Summer, full week or longer
44	School holidays (weekdays off during school year)

**Question 20. A number of things can affect whether your children do these types of programs. Please circle the number that shows how important each of the following things is when deciding whether your children will do these programs.**

The following are mean ratings on a scale of 1=Not important to 3=Very important. Lack of child interest is the primary constraint.

<b>Consideration</b>	<b>Mean rating</b>
We cannot afford the cost of the program and equipment needed	2.3
Transportation is a problem – my children can not get to where the programs are offered	2.2
We haven't heard about these types of programs or don't have enough information about them	2.3
My children aren't interested in these types of programs	2.5
My children's friends aren't interested in these types of programs	2.3
We don't have enough time for these programs	2.2
We have safety concerns about these programs	2.3
These programs aren't for my children's age group	2.2
We prefer girls-only or boys-only programs, but they are not available	1.9

**Question 21. The programs described above involve outdoor activities, but many other types of programs are available outside of school class time. For example, some programs involve indoor activities and others focus on education by reinforcing what is learned in school. Please circle the number that shows how important each of the following priorities is when you consider programs for your children to do outside of school class time.**

The following are mean ratings on a scale of 1=Not important to 3=Very important. The most important priority is physical activity, though all priorities were rated highly.

<b>Priority</b>	<b>Mean rating</b>
Education / reinforce class lessons	2.8
Physical activity / exercise	2.9
Having fun	2.8
Learning outdoor skills	2.8
Improving social skills	2.8
Providing parents time without their kids	2.7
Staying safe and out of trouble	2.8

**Lastly, we'd like to finish with questions about your and your household. All responses to these questions, and others in the survey, are confidential. Only summaries will be reported.**

**Question 22. How old are you?**

The average age was 42 years old

**Question 23. What is your gender?**

Most (79%) of the respondents were male.

**Question 24. How many people live in your household?**

The average number was 4.6, including the respondent.

**Question 25. What type of home do you live in?**

33	Single family home
40	Apartment
0	Condominium
13	Townhouse or townhome
5	Duplex
10	Mobile home / trailer

**Question 26. Do you own or rent your home?**

About half (48%) the respondents own their home.

**Question 27. Is there a yard where you live (for example, at your house or apartment block) that you can use for gatherings of family and friends?**

Exactly half indicated there is a yard where they live.

**Question 28. What is the highest educational degree you have completed?**

38	Did not complete high school
45	High school diploma (or equivalency)
13	Some college, but no degree
5	Associate degree
0	Bachelor degree
0	Graduate or professional degree

**Question 29. Are you of Hispanic / Latino descent?**

Almost all (98%) indicated they were of Hispanic descent.

**Question 30. Please select one or more of the following categories that best describes your race.**

Few respondents answered this question.