



Department of Health and Human Development

Recreation, Management and Leadership

Recreation, Management and Leadership Graduate Survey 2019

Prepared by

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Background Information

The purpose of the 2019/2020 Recreation, Management and Leadership (RML) Program Graduation Survey was to query graduating RML students about their perspectives and experiences in the program and about RML's learning outcomes. These outcomes are as follows:

- Understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people, in a systems-based context.
- Understand the relation between leisure and the arts, the humanities, and the social, behavioral, and natural sciences.
- Be able to think critically and use diverse methods of understanding and reasoning.
- Be able to speak and write effectively.
- Be able to work effectively in a multicultural society for the wellbeing of communities.
- Be able to analyze contemporary moral, ethical, social, and political issues in relation to recreation and leisure.
- Possess the technical knowledge and skills required of recreation professionals, including planning, management, assessment, leadership, evaluation, and budget and finance.
- Be well prepared in their area of specialization, including ecotourism, outdoor recreation, community recreation, and/or therapeutic recreation.

The survey is part of the ongoing assessment of the RML program and meets the 2.05 standard for COAPRT accreditation.

The online survey was developed from versions used in previous years. The faculty reviewed the survey and had opportunity to comment on the content of the questions and answers. A total of 47 students were identified as graduating from the program. A total of 56 surveys were returned, suggesting that some students completed the survey more than once. Three surveys were removed due to missing data, where over 80% of the questions were not answered. This resulted in 53 completed surveys.

The following summarizes the results of the survey. Most questions are simply presented as to how students responded to the question based on simple illustrative descriptive and frequency statistics associated with each question. Results will be used to inform future program and curricular changes.

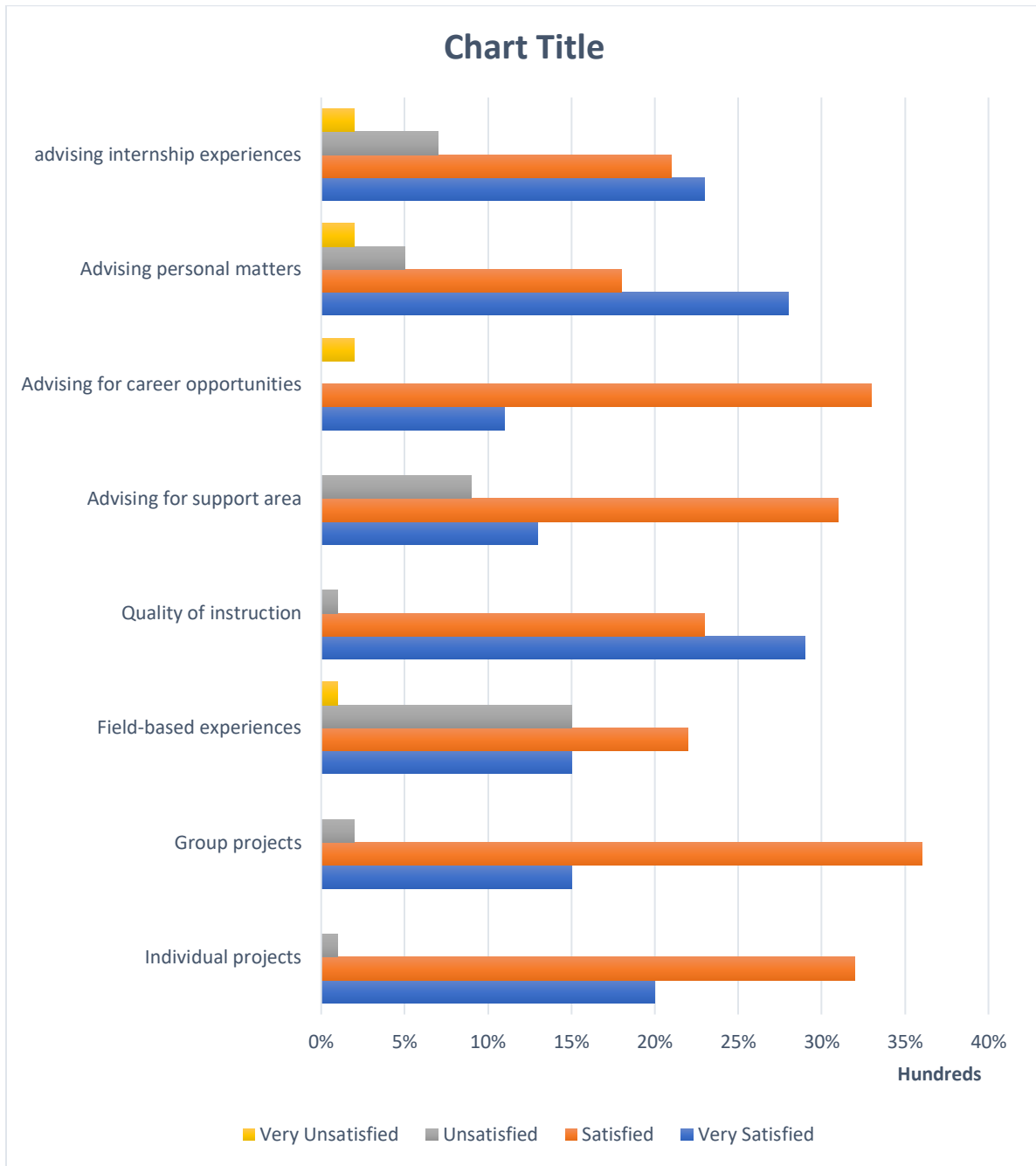
Table 1. Q1: Percentage of respondents who indicated the quarter in which they planned to graduate.

	Response Percent	Response Count
Fall Quarter 2019	56.6%	30
Winter Quarter 2019	17%	9
Spring Quarter 2019	26.4%	14
<i>answered question</i>		53

Question 2. Please rate each of the following aspects of RML’s program according to your level of satisfaction.

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Individual projects	20	32	1	0
Group projects	15	36	2	0
Field-based experiences	15	22	15	1
Quality of instruction	29	23	1	0
Advising in selection of courses in support area	13	31	9	0
Advising in helping you explore different career opportunities	11	33	7	2
Advising in helping you address personal matters	28	18	5	2
Advising in helping you secure an internship experience	23	21	7	2

Figure 1. Bar chart of level of satisfaction to the following aspects of RML



Question 3. Students level of satisfaction with RML's contribution to developing the following skills and abilities.

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Writing effectively	14	34	4	1
Speaking effectively	21	30	1	0
Information literacy	22	28	3	0
Critical thinking skills to analyze and solving problems	24	25	4	0
Working and/or learning independently	30	23	0	0
Working cooperatively in a group	32	19	2	0
Working effectively with technology, including computers/online resources	15	26	12	0
Organizational management and socially responsible leadership	24	25	4	0
Using moral, philosophical or logical reasoning	29	22	2	0
Working effectively with other cultures	11	21	15	6
Analyzing complex social and political issues	11	24	15	3
Developing interpersonal skills	36	16	1	0

Figure 2. Bar chart of level of satisfaction to the following aspects of RML.

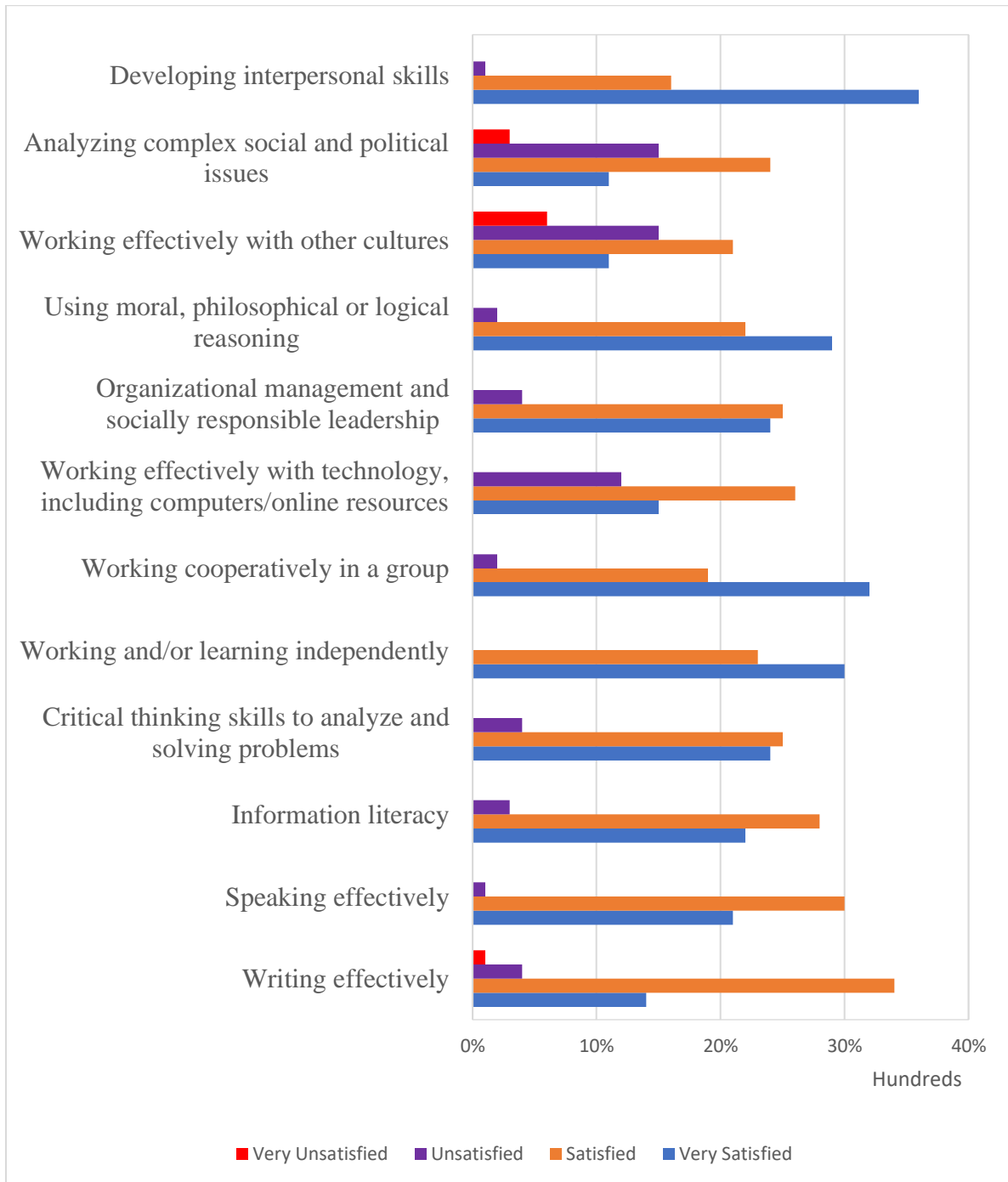


Figure 3. The skills and abilities students believe they experienced the most growth in as a result of their participation in RML.

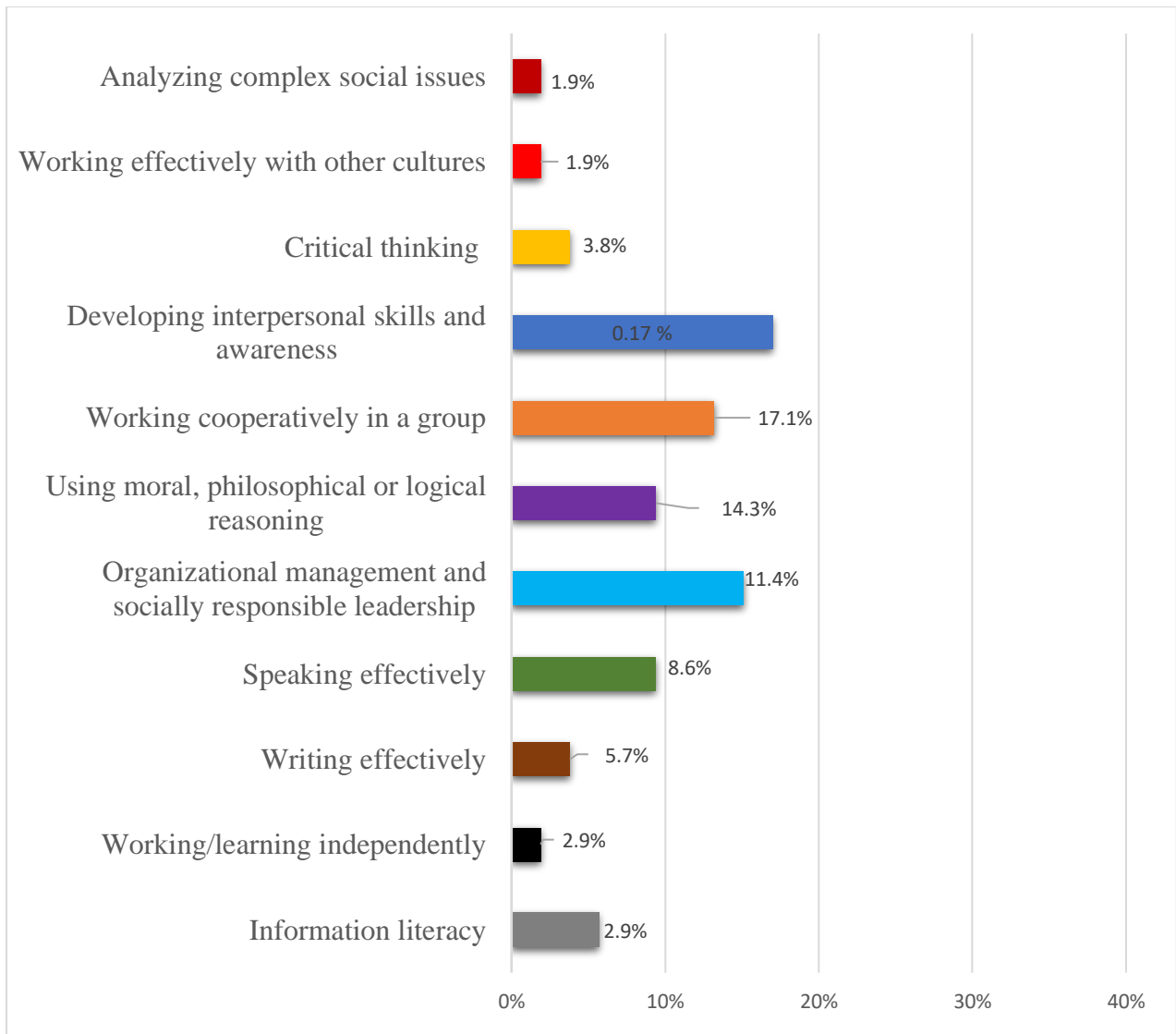


Figure 4. Ranking of Skills and abilities that students think are the most important for their professional career.

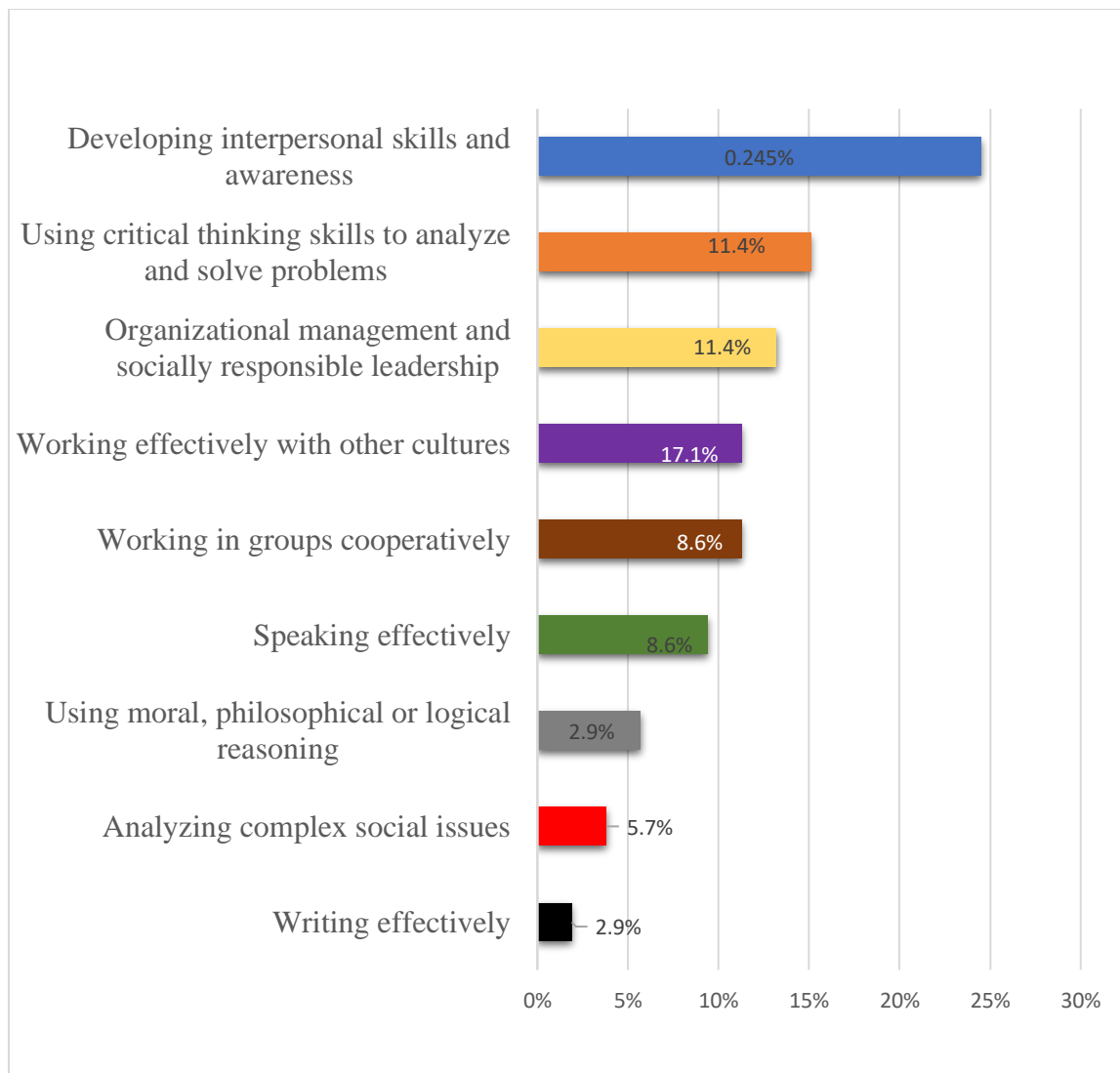


Figure 5. Stacked bar chart of ranked levels of satisfaction to the question: How satisfied were you with the Recreation Program’s contribution to your learning and understanding of the following concepts related to recreation and leisure.

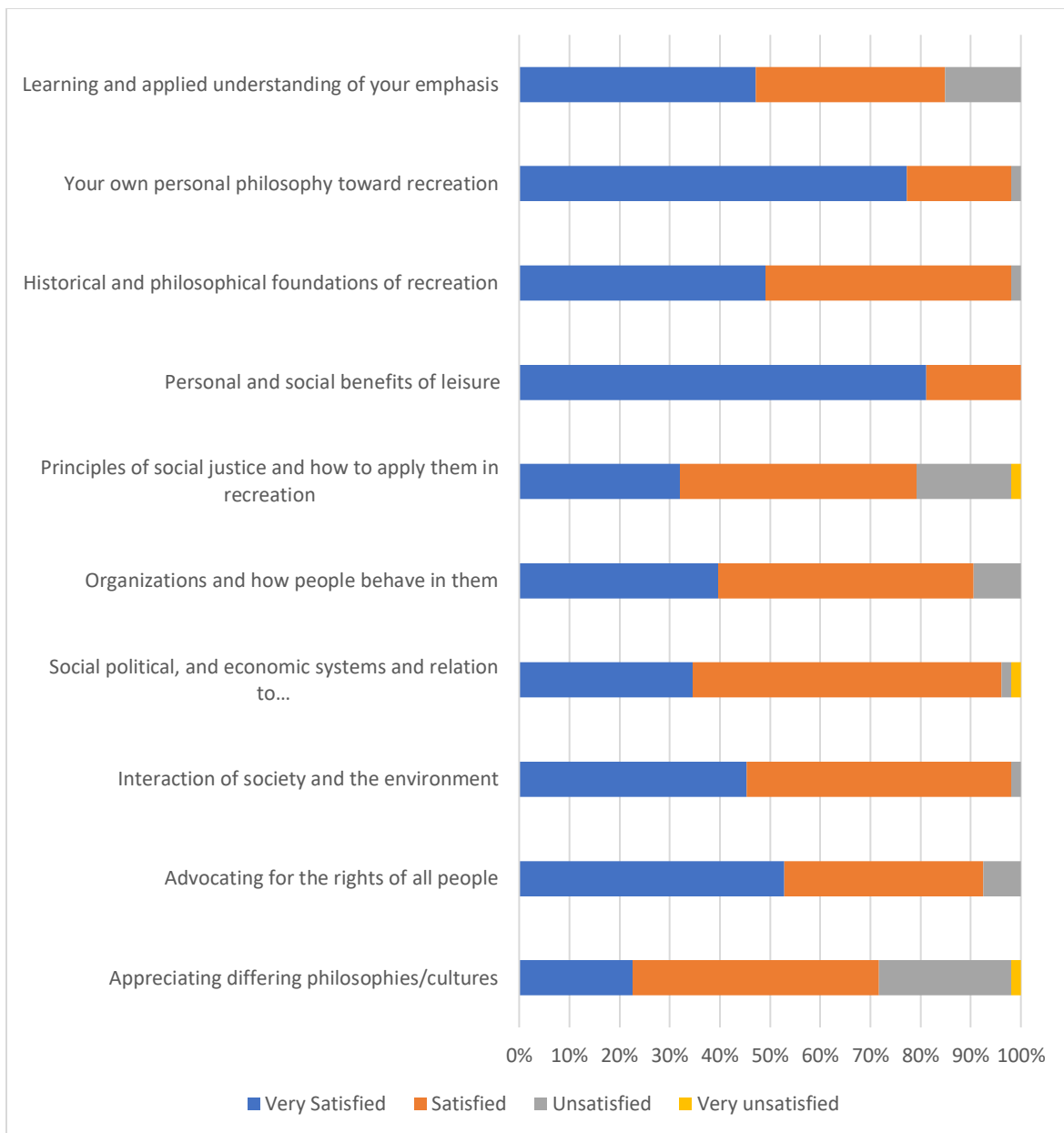


Figure 6. The ranking of concepts and learning that the students believed they experienced the most growth in as a result of participation in RML.

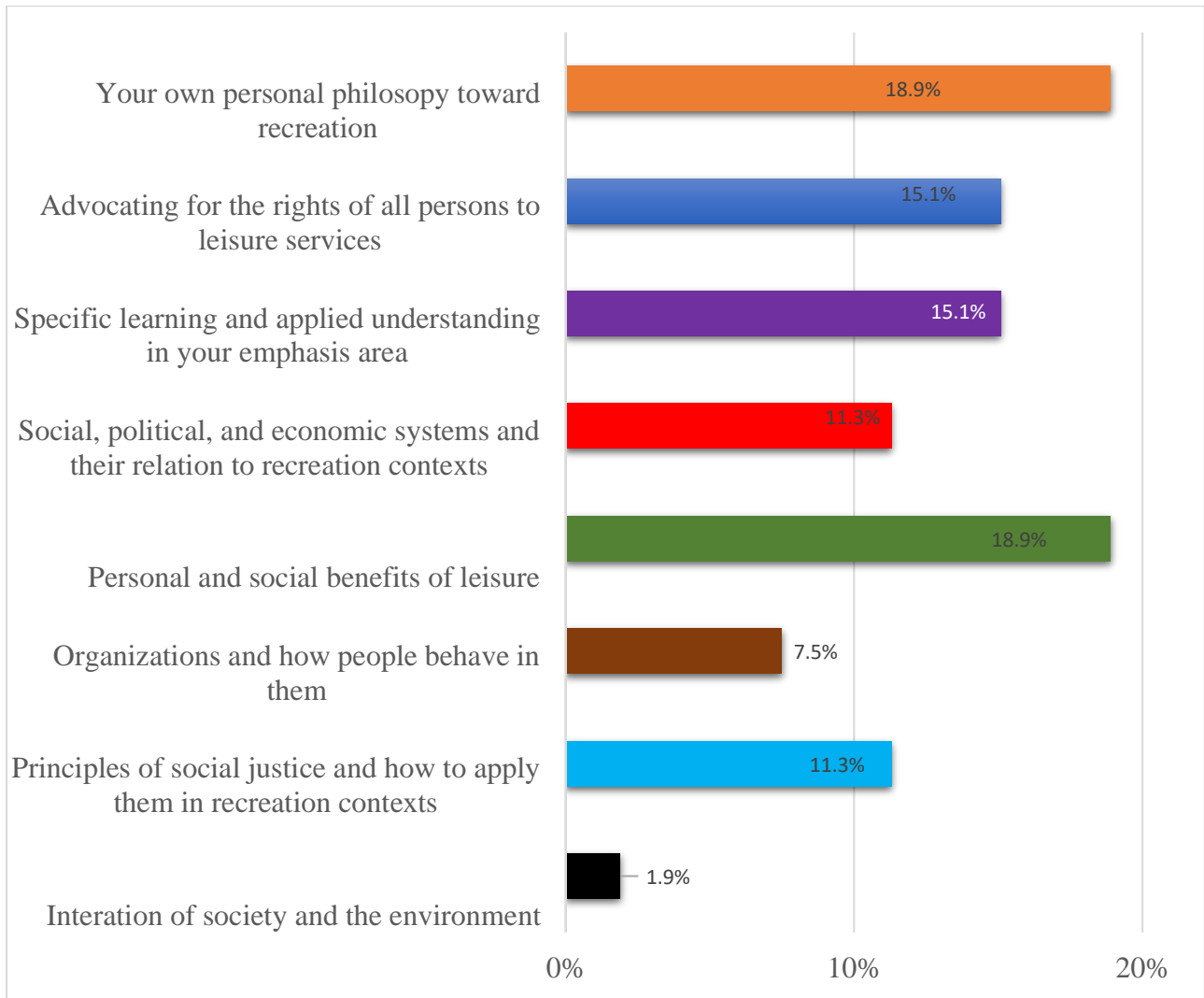


Figure 7. The ranking of concepts and learning that students believed most important to their success in their professional career.

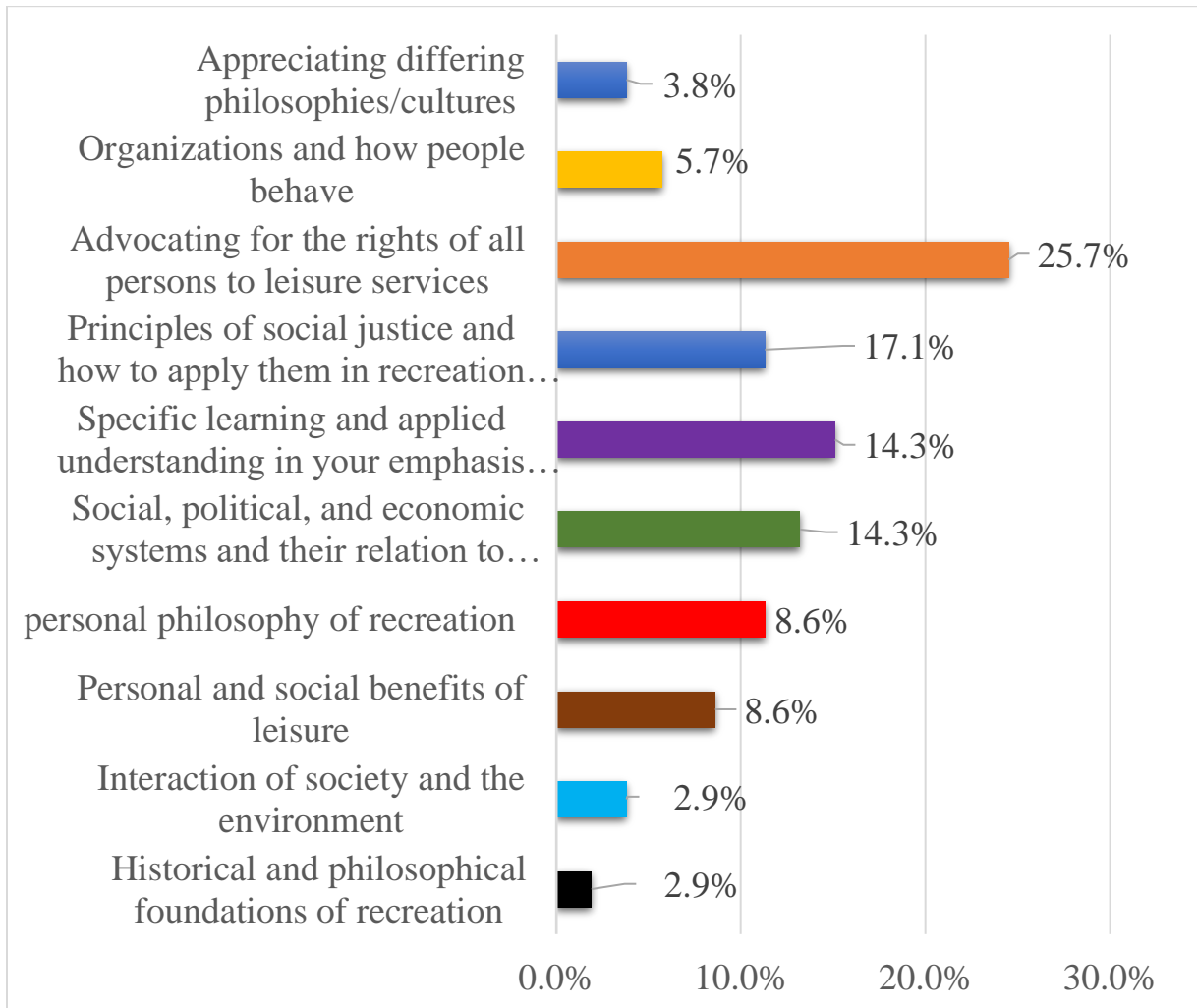


Figure 8. Stacked bar chart of ranked levels of satisfaction to the question: How relevant and useful were the below courses and topic areas in preparing you for your career?

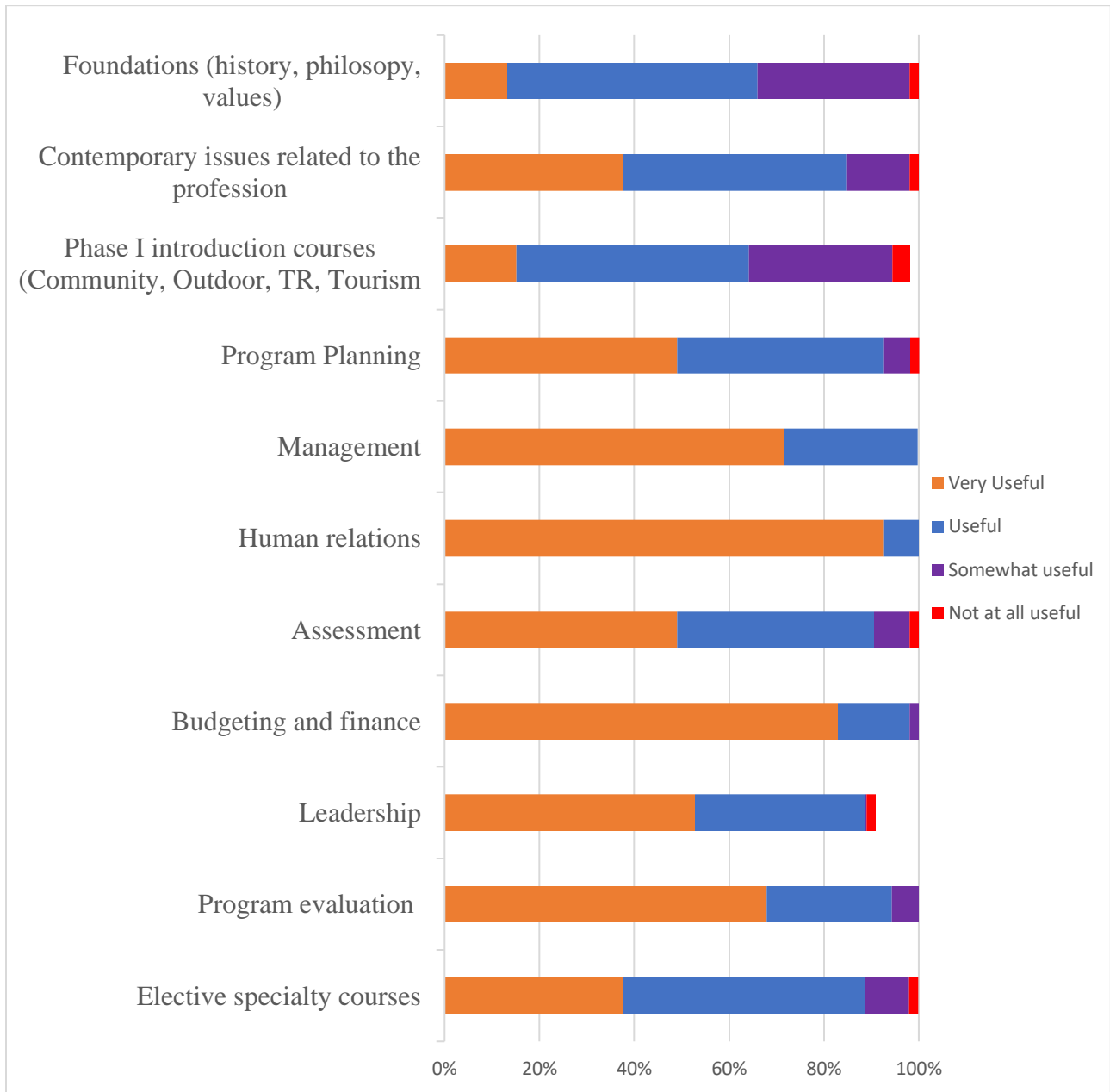
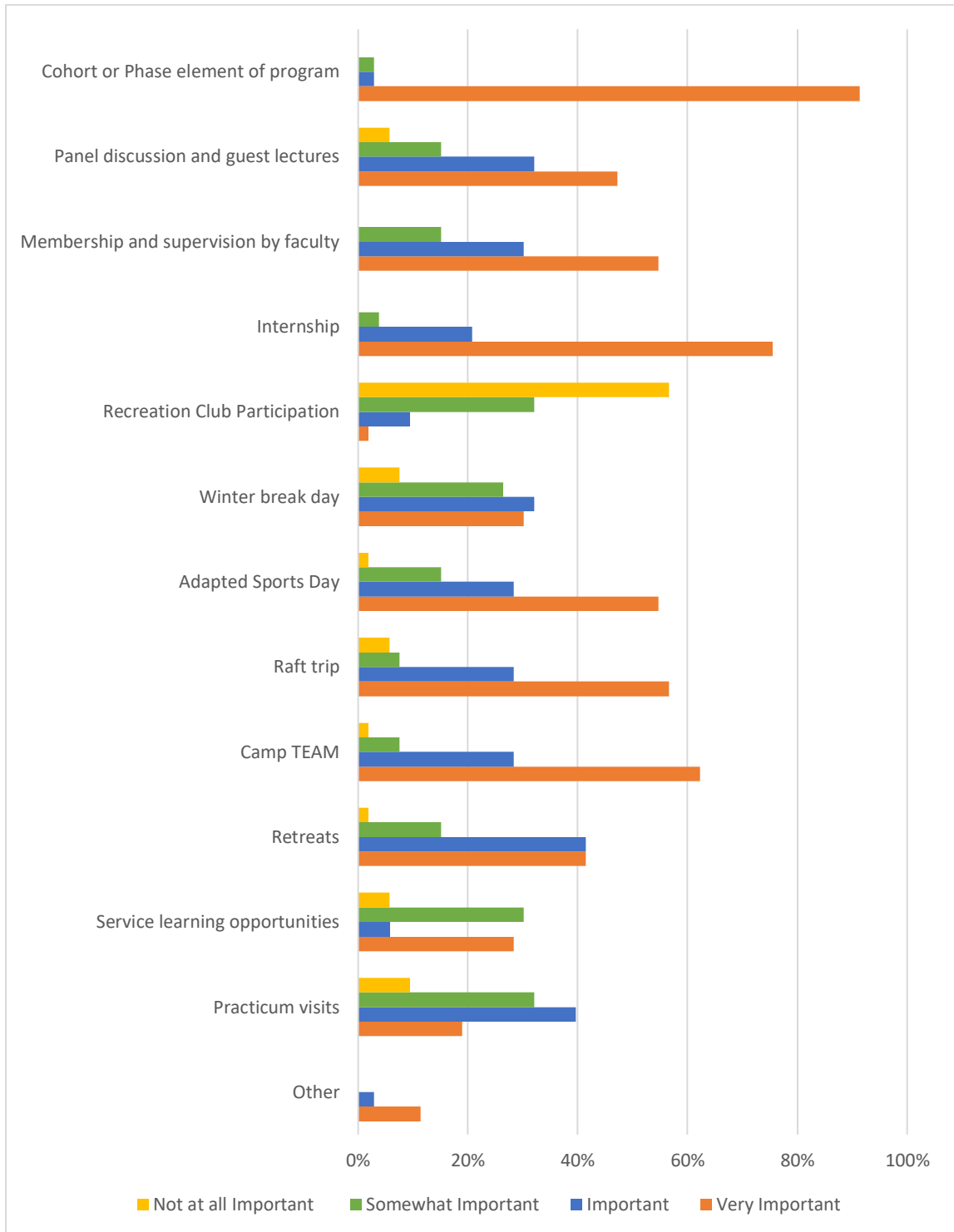


Figure 9. Stacked bar chart of ranked levels of satisfaction to the question: How important were the following to your growth and learning in RML?



*Other program elements identified were peer support, self-chosen assignments, self-reflection, staff support, last days in program, connecting with local recreation companies and opportunities to provide feedback

Table 3. Emphasis areas of graduating RML students who completed the survey.

Emphasis Area	%	n
Community	18.9	10
Outdoor	35.8	19
Therapeutic Recreation	20.8	11
Tourism	15.1	8
Generalist or combined	9.4	5

If you could change one thing about RML, what would it be?

Color Code Key:

Social Justice

Hands on/Experiential Learning/Hard Skills

More Elective Courses/Recreation Courses

More Social Connection within and between Phases

More Professional Development

More discussions on social justice and more hard skills/certs.
More opportunity to check out other places to intern, maybe having the practicum class during phase 2 so we can check out places (specifically shadow in TR) in different settings.
Adding more social justice components to the program. Partnering with the ESC, the ESJ, the women's and gender/sexuality studies, and other centers/programs on campus in order to bring more diversity into the program and work from the root of social justice issues, not just brushing up on them at a surface level.
It would be really great if we had more hands on opportunities for leadership in our focus areas. I feel underprepared in terms of hard skills for the professional world. I also think it would be great if there were pre-prescribed focus areas that related to the rec program that we could choose from. For example, partnering with env. ed. program, or ESJ minor through fairhaven
I think having build focus areas would be a cool way to extend the program into other departments. We had students from marketing and Fairhaven in our classes, it would be cool to send some students in return too.
More opportunities for field trips and specific physical learning
More than 64 credits so there were electives relating to recreation that we could take
The ability to take more elective classes. For example, I would have also liked to take a tourism elective. Maybe there could even be a professor switch day where each concentration gets a lecture from a professor teaching a different focus area. I also would have liked the opportunity to take cross classes within other majors to learn about other topics that could be useful within recreation. Also more opportunities for networking and I

think it would also be cool to be offered jobs we can have in school that are as relevant as it can be to recreation instead of just opportunities for seasonal summer jobs.
N/A
I would restructure rec 480 and have directions for turning in assignments the same across the board so there's no confusion. Possibly getting some budgeting knowledge prior to the internship with management
We should have more field based experiences and opportunities to receive more certifications.
Professors teach their own areas of expertise.
I would want to be taught more hard skills in community.
More flexibility in learning. Let students' interest be the main focus of class material.
I would like the classes to be more in depth, it rarely felt like we really went deep enough with some resources being wasted on classes that felt like checking boxes instead.
Phase one and two would be more effective I believe if they were consecutive quarters, however I don't know how realistic that would be of changing.
I would include more hospitality aspects to the tourism concentration. I would also include more information on the practice of starting a business in the budget and finance class.
I would place a greater emphasis on social justice and "just recreation". Interweave it into our discussions, lectures, presentations, everything. Having one class day a quarter to discuss difficult issues is not anywhere near enough. As we've talked about, the recreation field is well placed to combat these things but simple advocacy for justice is not enough. More specifically, we NEED to confront the reality of outdoor recreation and that all land is STOLEN land. We did not discuss this once in any outdoor class that i can remember.
If I could change one thing about the Recreation Program, it would be to increase the amount of field experience/hard skill development offered. By increasing field experience through the recreation program, such as offering backpacking or sea kayaking trips, the recreation program could encourage hands on learning and give Phasers the chance to actively connect as a team while building up leadership skills.
Higher standards for engaging with recreation field. (Internships, field hours, general interactions/ working alongside)
More hard skills.
I would add in more structured conference attendance type events. Where we might be required to go to one or two conferences each phase or quarter.
I would look to end phase 4 in the spring rather than the fall quarter
Create more interaction between phases
I honestly wish there was more forced connections with people. I felt very on the outside of the groups in the phase because it was hard to connect with people if you didn't know them already or have an outgoing personality.
I think that there should be more debate in our class. I think that we are all very like minded and some of us do not know how to have constructive conversations with others who are not like minded. I think that playing and practicing devils advocate is very important.
I would add more practical hands-on skills (for Outdoor specifically). I was motivated to find those outside of the program knowing that they would be extremely important in furthering

my career. I did see others make no moves towards that. It would have been nice to have some structured practical skills, I have thought a lot about this. Even one trip per quarter would give students three opportunities to go out and gain practical backpacking, sea kayaking, or other sports experiences.

I would place more emphasis on experiential learning and getting more experience in the community. Also advertising more-I learned about the program out of pure luck.

I would allot more time for the therapeutic recreation content to be learned. There is SO much content and so little time. I think we need either more quarters with coursework or more courses per quarter.

I would like to see more classes. I gained a lot from Rec classes, but there is still a lot we did not cover. Instead of having a focus area I would have liked just a degree in Rec