



Department of Health and Human Development

Recreation, Management and Leadership

Recreation, Management and Leadership Graduate Survey 2020

Prepared by

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Background Information

The purpose of the 2020/2021 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 55 students were identified as graduating from the program. A total of 23 surveys were returned. The low response rate may be attributed many different factors including: 1) the survey was not tied to a specific course; 2) The survey was distributed at the end of fall quarter at a time where students were working hard to completed assignments; and 3) All classes were remote due to COVID-19 restrictions and university policy.

The following summarizes the results of the survey for years 2018-2020. 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.

Figure 1. Percentage of respondents who indicated the quarter in which they planned to graduate (Fall is the conclusion of the program).

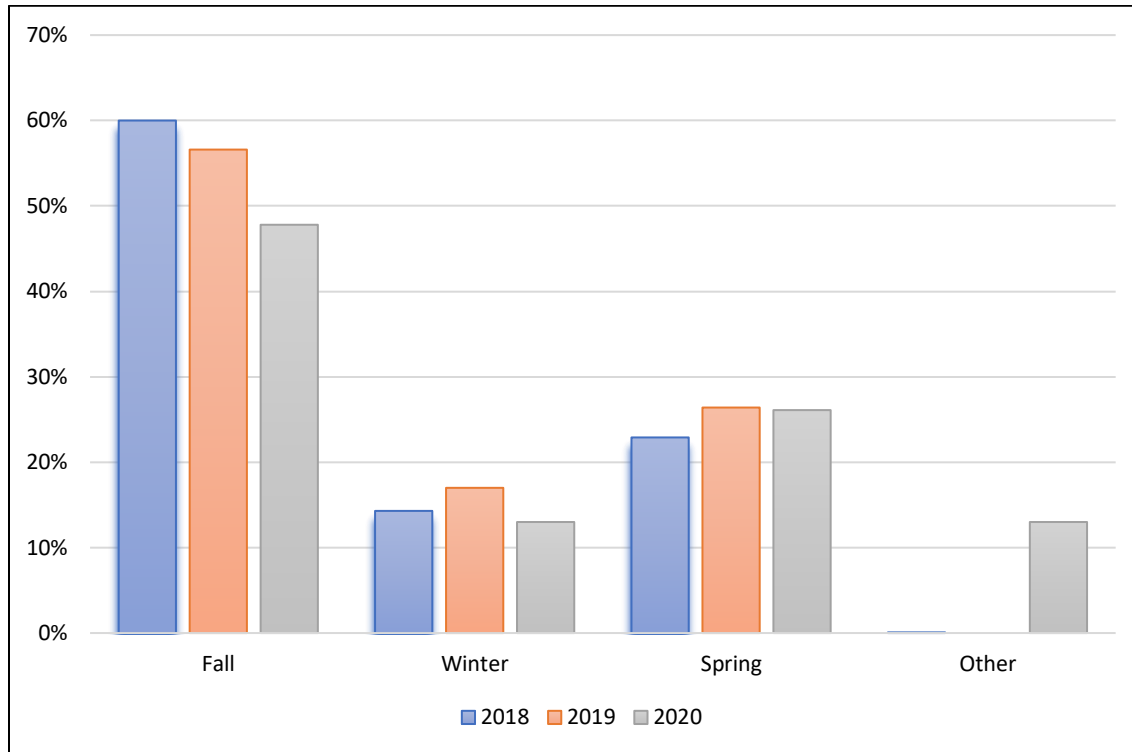


Figure 2. Average score asking students to rate each the following aspects of the Recreation Program according to their level of satisfaction (1 Very Unsatisfied – 4 Very Satisfied).

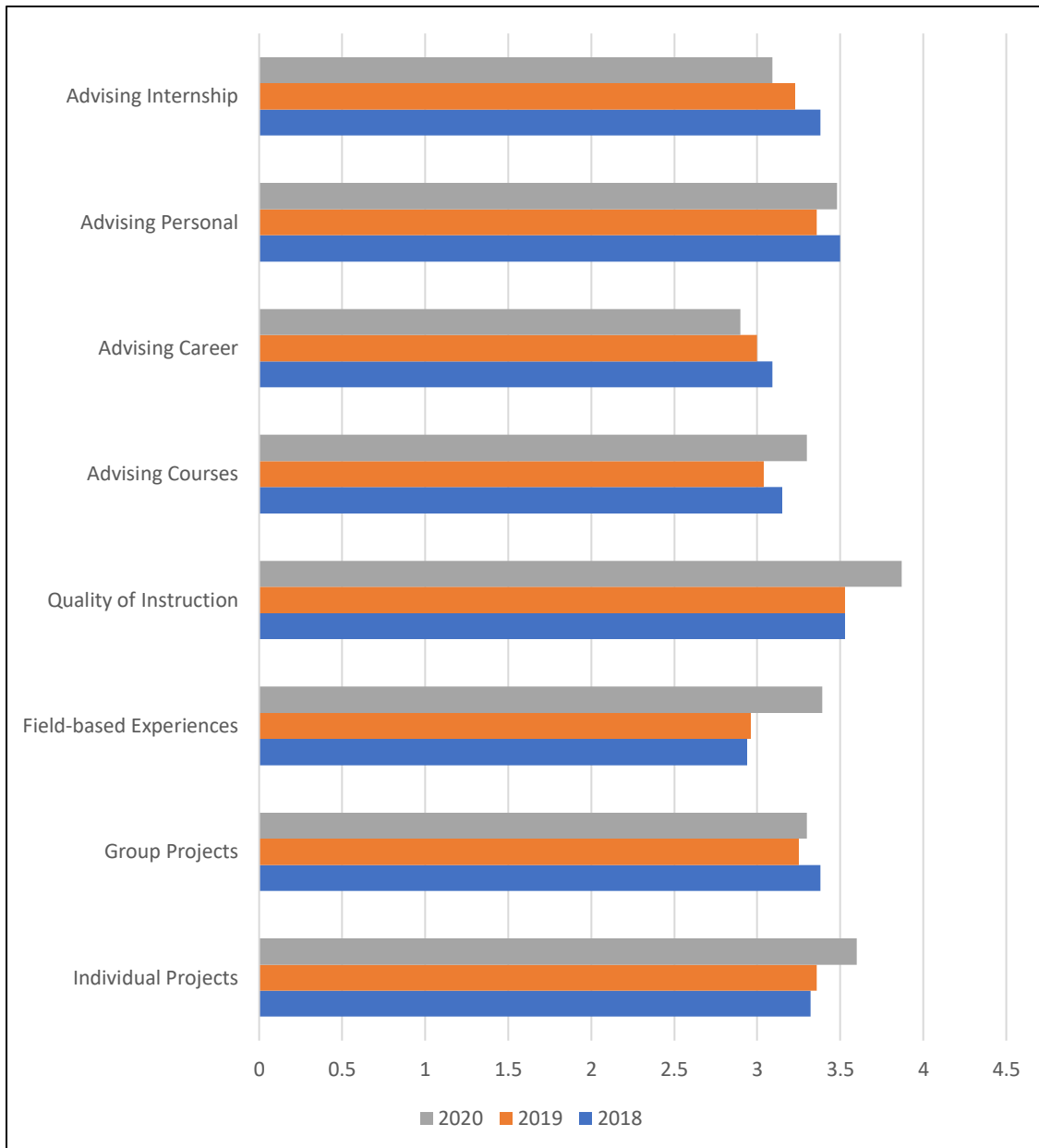


Figure 3. Average score asking students to rate their level of satisfaction of the Recreation Program’s contribution to developing their skills and abilities in the areas below (1 Very Unsatisfied – 4 Very Satisfied)

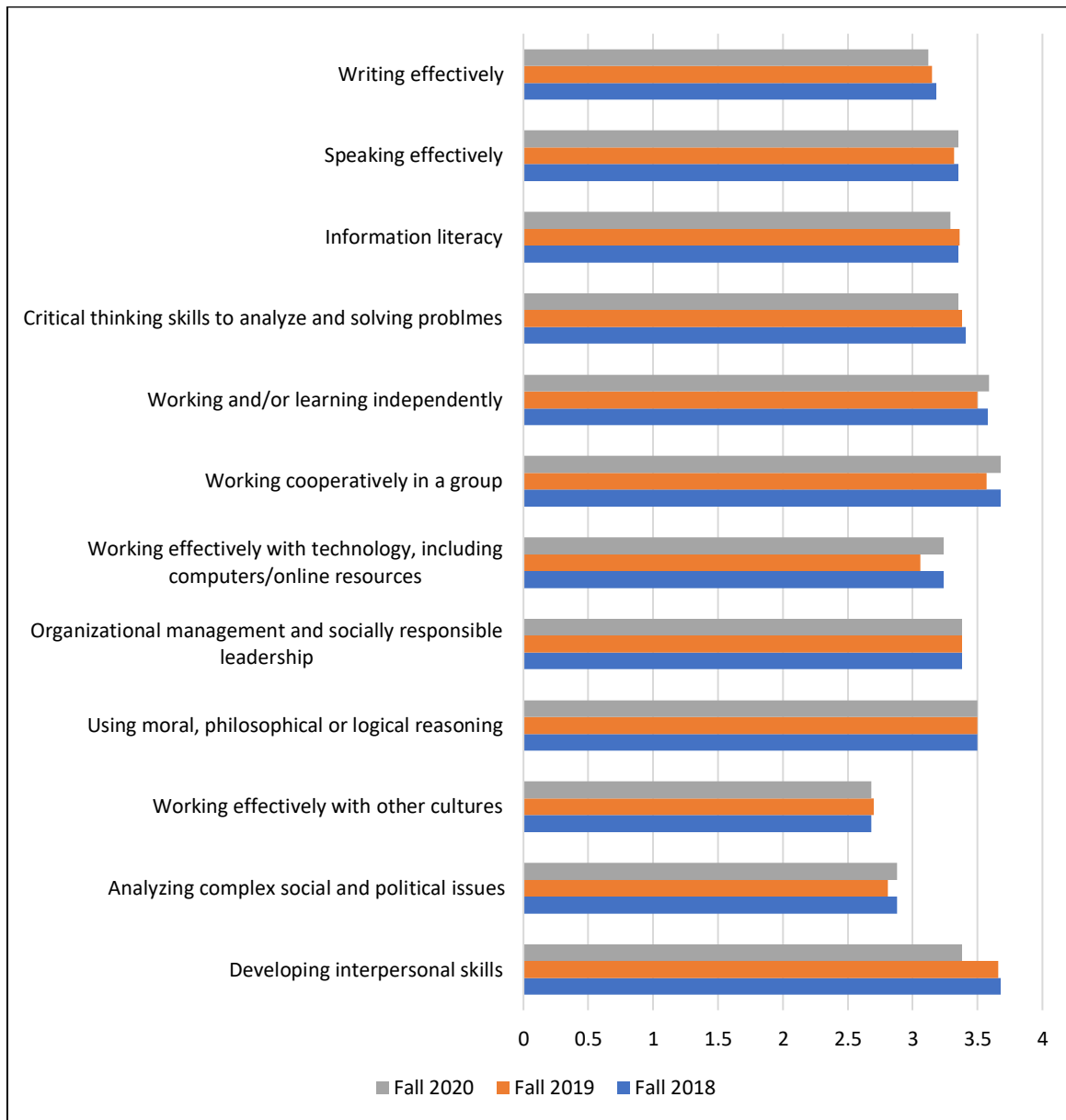


Figure4. The skills and abilities, presented by percentages, that students experienced the most growth in their participation in the Recreation Program.

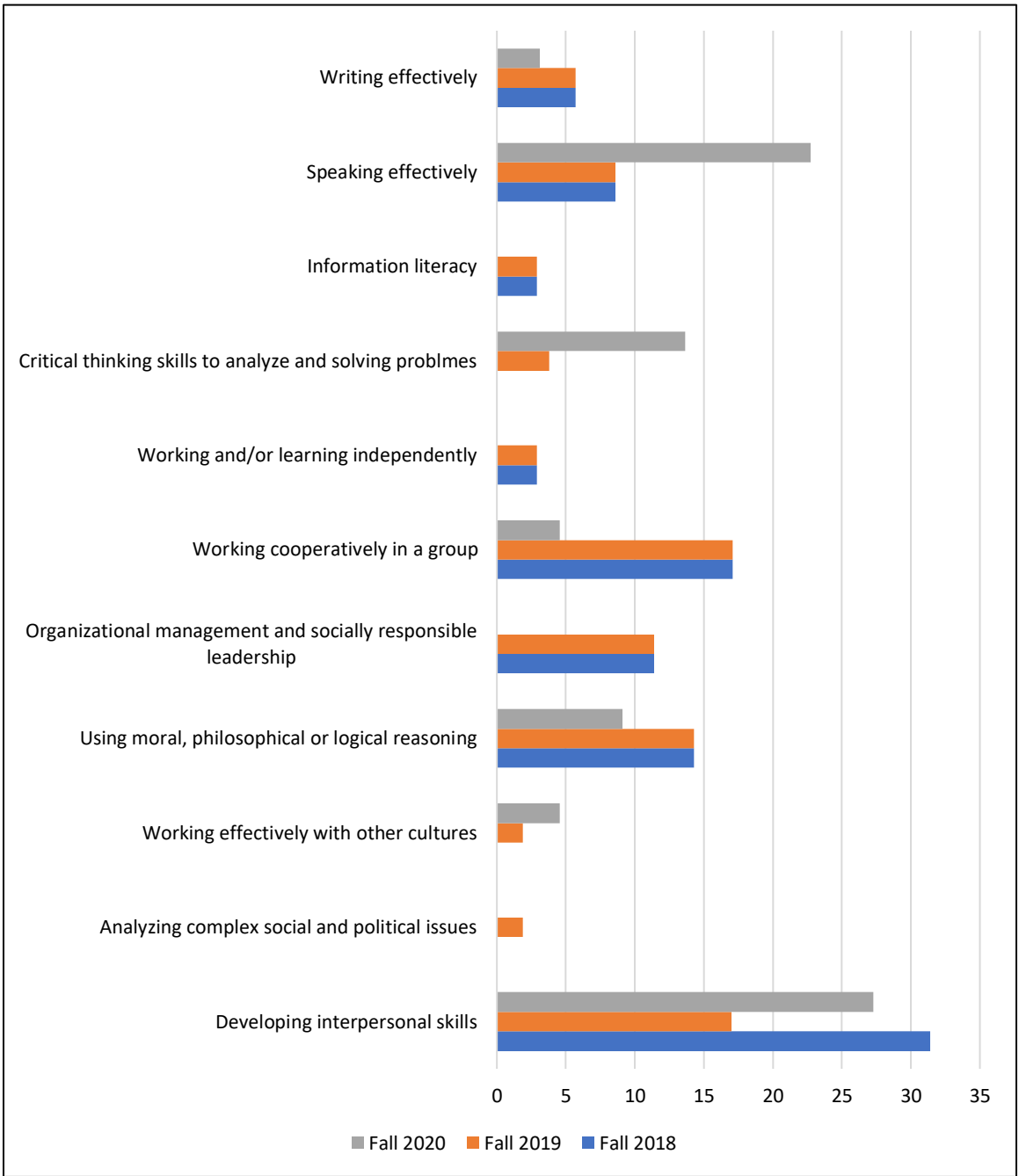


Figure 5. The top three ranked skills and abilities that students experienced the most growth from their participation in the Recreation Degree Program.

	2018	2019	2020
1st Ranked	Developing interpersonal skills	Working cooperatively in a group	Developing interpersonal skills
2nd Ranked	Working cooperatively in a group	Developing interpersonal skills	Speaking effectively
3rd Ranked	Using moral, philosophical or logical reasoning	Using moral, philosophical or logical reasoning	Critical thinking skills and Solving problems

Figure 6. The top three ranked skills and abilities from their participation in the Recreation Degree Program that will help them in their career.

	2018	2019	2020
1st Ranked	Working cooperatively in a group	Effectively working with other cultures	Developing interpersonal skills
2nd Ranked	Using moral, philosophical or logical reasoning	Critical thinking skills and Solving problems	Speaking effectively
3rd Ranked	Organizational management and Socially responsible leadership	Organizational management and Socially responsible leadership	Critical thinking skills and Solving problems

Figure 7. The skills and abilities, presented by percentages, that students experienced the most growth in and think are the most important for their professional career.



Figure 8. Concepts and learning, presented by percentages, that the students believed they experienced the most growth in as a result of participation in RML.

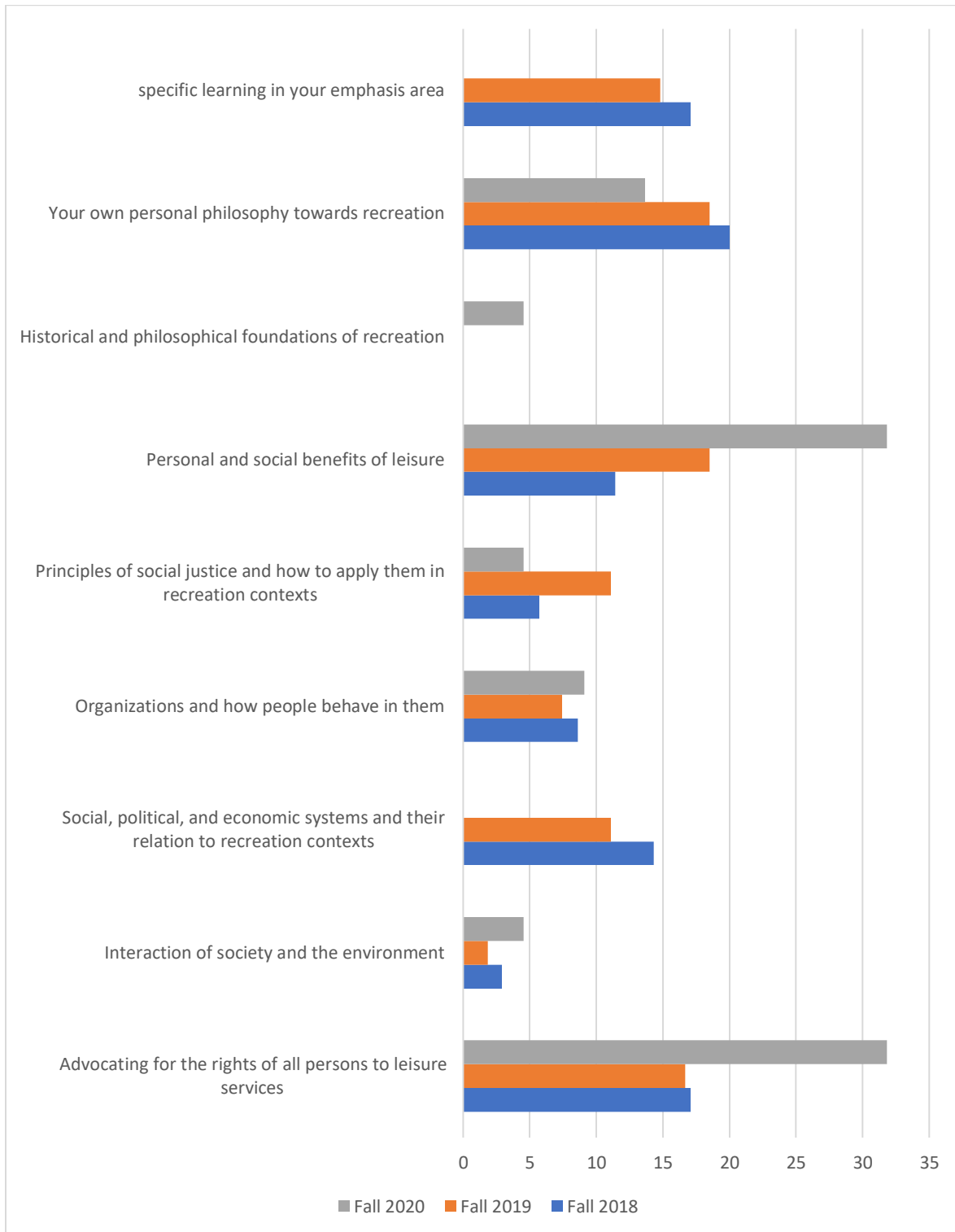


Figure 9. Concepts and learning, presented by percentages, that students experienced the most growth in through their participation in RML that they believe most important in their professional career.

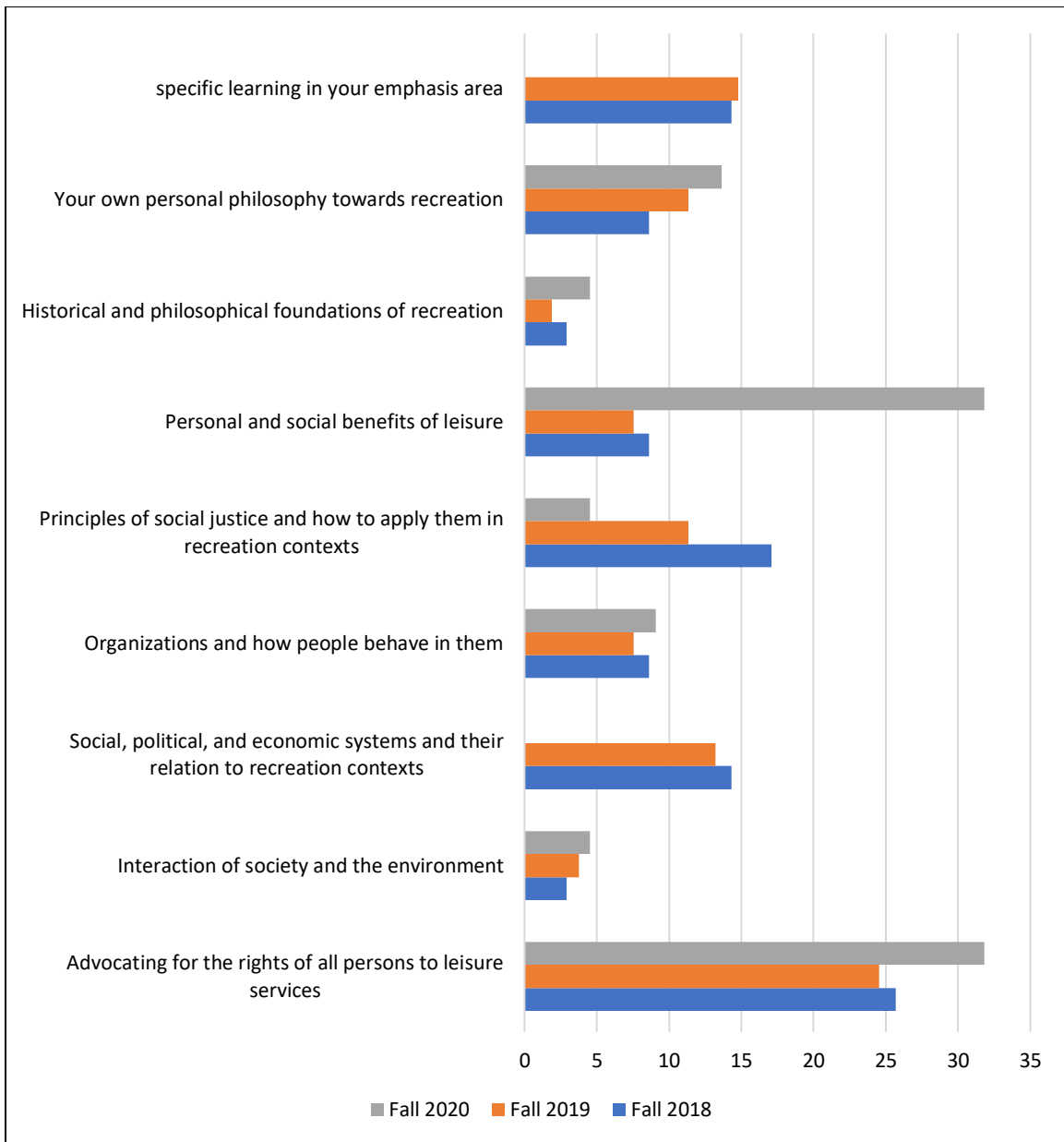


Figure 10. The top ranked concepts that students experienced the most growth in as a result of their participation in the Recreation Degree Program.

	2018	2019	2020
1st Ranked	Personal philosophy toward recreation	<i>Tied:</i> Personal and social benefits of leisure & Personal philosophy toward recreation	<i>Tied:</i> Personal and social benefits of leisure & Advocating for the rights of all persons to leisure services
2nd Ranked	<i>Tied:</i> Advocating for the rights of all persons to leisure services & Specific learning and understanding in your emphasis area	Advocating for the rights of all persons to leisure services	Your own personal philosophy toward recreation
3rd Ranked	Social, political, and economic systems and their relation to recreation contexts	Specific learning and understanding in your emphasis area	Organizations and how people behave in them

Figure 11. The top ranked concepts that students experienced the most growth in as a result of their participation in the Recreation Degree Program that would help them in their career.

	2018	2019	2020
1st Ranked	Advocating for the rights of all persons to leisure services	Advocating for the rights of all persons to leisure services	<i>Tied:</i> Personal and social benefits of leisure & Advocating for the rights of all persons to leisure services
2nd Ranked	Principles of social justice and how to apply them in recreation	Specific learning and understanding in your emphasis area	Your own personal philosophy toward recreation
3rd Ranked	<i>Tied:</i> Social, political, and economic systems & specific learning in emphasis area	Social, political, and economic systems and their relation to recreation contexts	Organizations and how people behave in them

Figure 12. Student rating, presented by means, of how relevant and useful students believed the below courses and topics in RML were to their professional development (1 Very Unsatisfied – 4 Very Satisfied).

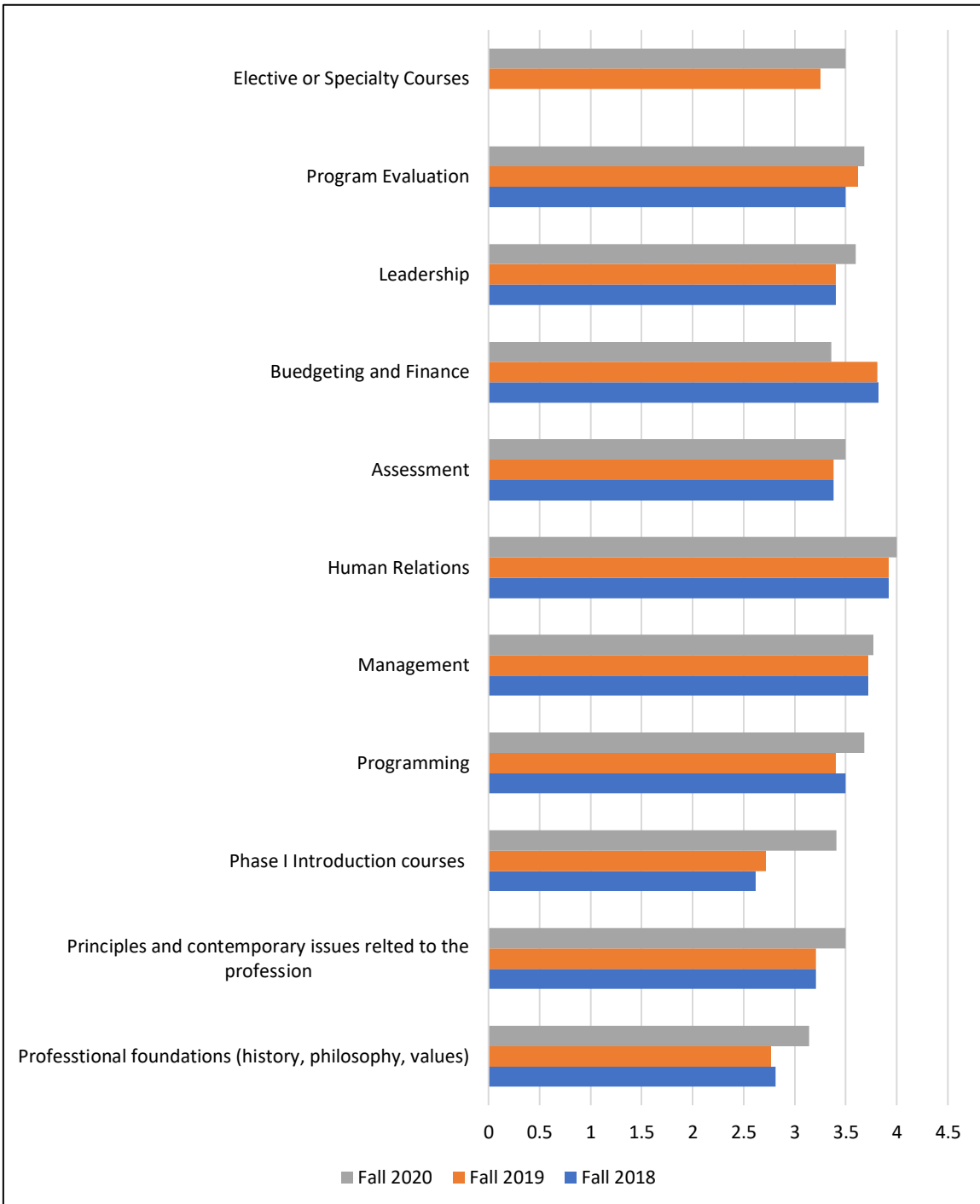


Figure 13. Student rating, presented by means, of how important the following activities in RML were to their growth and learning?

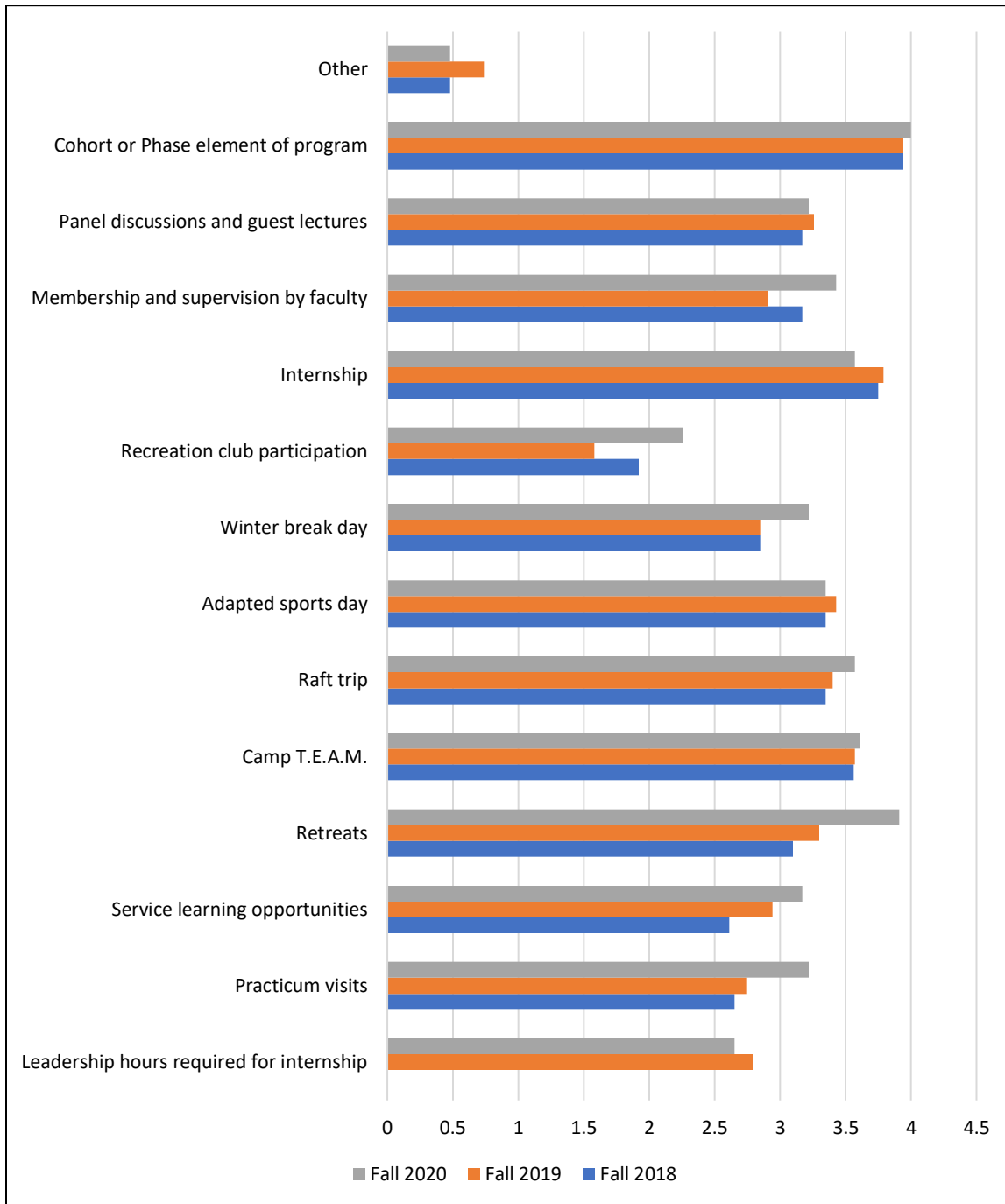


Figure 14. Emphasis areas of graduating RML students who completed the survey presented by percentage.

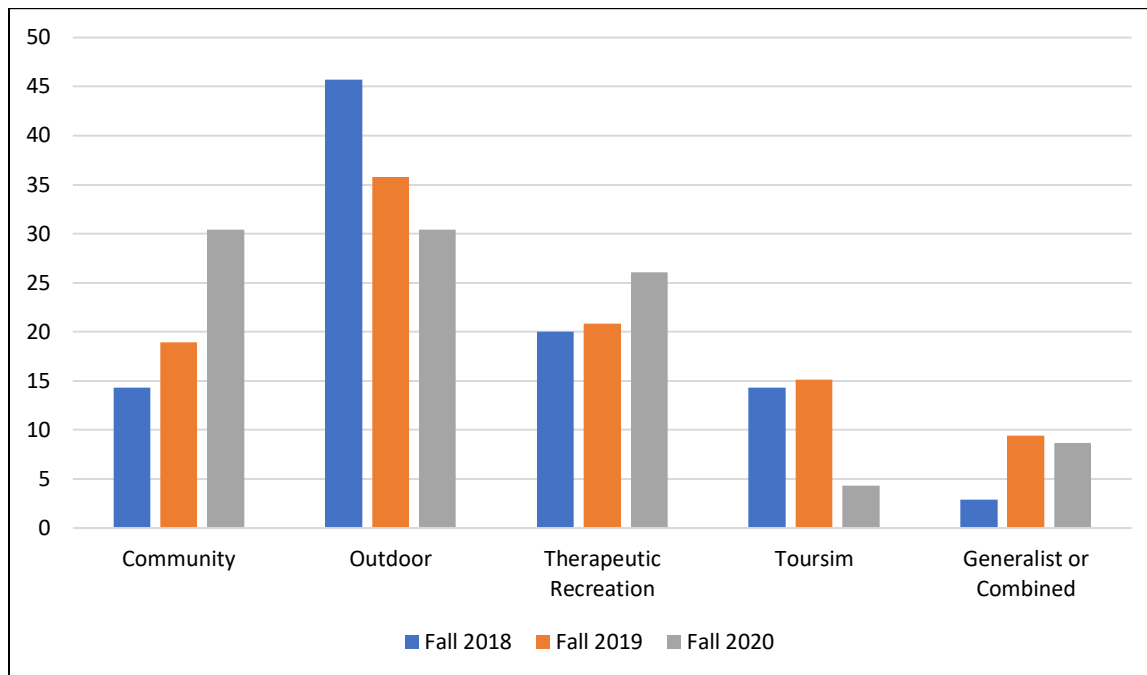


Figure 15. Responses to the questions: If you could change one thing about RML, what would it be?

I wish that more was covered in the outdoor classes. I felt like a lot of information and learning was repeated.
More exposure to grants and how to find money for programs.
I would like to see how the phase/program is advertised be different, I heard about the program by word-of-mouth and from what I gathered from my peers many people heard about it this way. Western is already a very white school and I think the program should be working to advertise in more ways or spaces.. maybe this is already being done.. but just a thought!
More classes... on diversity equity and inclusion(at least 5 credits), A human relations 2 the sequel (1-2 credit continued education), and an outdoor orientation trip using the environment as an educational resource for the communication of a holistic view of health, environmental stewardship, adventure, and inter/intrapersonal development (this is biased because I am working try to make this happen)
the only thing I would change is when COVID started there was not much help with internships
I did not enjoy the filler classes such as the resume class and the writing class. The classes felt like they lacked content and were there just because we needed the extra credits
Sometimes it felt like we went over things too many times, and that there was a lot of repeat info.
Analyze and discuss social issues that affect modern youth.
When we split up into different sections for the larger lecture classes it was always by last name, so throughout the phase I had most of the same people in my sections which was great but that also meant I spend less time with people who just weren't on my end of the alphabet. it would have been nice if it was switched up a bit more.
Allowing there to be groups during the Programming class
Less reflections/summaries of articles or experiences. I spent a lot of time writing countless one page double spaced papers that didn't really require much thought. I would honestly have preferred more depth and critical thinking in assignments.
The Phase 2 classes should expand their scope for social justice. Slightly glazing over social/racial justice topics because they might make the students uncomfortable does not help.
More material covering general things we can expect in recreation careers (besides programming, which was super helpful)
The order of the classes, especially during COVID when we were online, was very difficult to follow. Budget and finance was at the end of the day and although it was quick and short it was the last thing I think anyone wanted to be doing at 1pm after hours of zoom already.
Honestly, I am not sure if I would change much if anything. Sadly COVID affected the last two phases and there was nothing that can be done for that.
Nothing! This is a wonderful program
If continuing remotely, less group work that makes up the bulk of a course grade. Make smaller group assignments. It is exceedingly stressful and challenging relying on internet to meet with others. Especially when one doesn't have the best internet available.

Maybe longer retreats, or more of them? Or some way to help people engage with different people than just their little group. The one thing I wish I did more of was get closer to more people.
I guess if I had to choose it would be to give higher expectations to some students!
Doing it in person :(for real though, I wish we could have had a few more real world applications/experiences worked into the later phases beyond guest speakers
More retreats!!! (I know that it is unlikely but they are so fun and we all bond so well on them!)
I wish that more was covered in the outdoor classes. I felt like a lot of information and learning was repeated.
More exposure to grants and how to find money for programs.

*Highlighted in yellow are comments relevant to the impact of COVID-19 on student learning and online class delivery.