To the Graduate Council:

I am submitting herewith a thesis written by Angela Jeneanne Wozencroft entitled "Alumni Perceptions: A Review Of The Curriculum Within The Recreation Program At The University Of Tennessee, Knoxville." I have examined the final paper copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Sport and Leisure Studies.

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And Dean of Graduate Studies

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ALUMNI PERCEPTIONS: A REVIEW OF THE CURRICULUM WITHIN THE RECREATION PROGRAM AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE

A Thesis

Presented for the

Master of Science

Degree

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Angela Jeneanne Wozencroft

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ABSTRACT

The purpose of this study was to examine the perceptions of alumni who had graduated from The University of Tennessee, Knoxville's (UTK) recreation program. The data collection tool used in this study was a questionnaire developed by the researcher. The questionnaire gathered information from the alumni on the following research questions:

1. How many graduates were employed in the field of recreation upon graduation and what were some of the reasons for one not being employed in the field?
2. What were the alumni's perceptions of the quality of their education, from the recreation program, in relation to their demands of their current job?
3. What was the feedback that the alumni had on their fieldwork agencies?
4. What were the perceptions of the alumni pertaining to specific course work electives and requisites in the recreation program?
5. What were the additional feedback and suggestions on how to improve the recreation program?

The subjects studied were graduates between the years of 1993 and 2003 from the recreation program. The goal of the present study was to examine the perceptions of alumni on the effectiveness of the Recreation and Leisure Studies curriculum.

With a response rate of 56.8 percent, the study rendered a description of the demographics of the alumni within the designated years as well as their perceptions on the program and curriculum of the recreation program. The summary of the results indicated that graduates were prepared and equipped with the necessary skills and knowledge to be competent and competitive in the field.

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CHAPTER I

INTRODUCTION

Over the past 71 years, since the first course offered, Recreation and Therapeutic Recreation have undergone tremendous growth at The University of Tennessee, Knoxville (UTK). Many people have begun to view recreation as not only therapeutic but also beneficial in many ways. To help deal with this increase in significance, there has been a dramatic increase in the number of recreation professionals as well as recreation programs in The University of Tennessee setting. "Enrollment in the [former] Recreation and Tourism Management curriculum increased quite rapidly during its first few years. But as is normal with the life cycle of any product, demand for the program leveled off and stabilized" (NRPA Self Study Accreditation Report, 1998, p.2).

"As evidence by the 37 graduates during the 1991-92 academic year, it appeared that demand for the program was increasing. This apparent increase in demand was further supported by a search of the records in The College of Education in which 174 students were identified as Recreation and Tourism Management majors in 1992-93. As such, it appeared that the curriculum was experiencing another growth cycle" (NRPA Self Study Accreditation Report, 1998, p.2).

There has also been a tremendous growth for the programs and courses offered by UTK. There is "continuing growth in demand for the program. Some courses, especially in the lower division, are being offered more frequently in response to an increase in interest in the Recreation and Tourism Management curriculum" (NRPA Self Study Accreditation Report, 1998, p.2).

To fully understand the need for programs and curriculum such as these, it is important to understand some of the statistics surrounding the leisure industry. "In Tennessee, the leisure industry is a major contributor to the economy. In 1998, tourism is a multi-billion dollar industry in Tennessee. In terms of employment, 94.3 thousand jobs exists in the leisure industry which ranks second in the state to health care" (NRPA Self Study Accreditation Report, 1998, p.2). More specifically, "the private and commercial segments of the leisure industry also contribute significantly to the economy" (NRPA Self Study Accreditation Report, 1998, p.2). It should also be noted "currently 101 city/county governments have recreation departments in the state of Tennessee. These departments provide hundreds of jobs and improve the quality of life for countless thousands of fellow Tennesseans. Similarly, there are a number of non-profit organizations who provide much needed of [sic] jobs and improve the quality of life for countless thousands of fellow Tennesseans" (NRPA Self Study Accreditation Reports, 1998, p.3).

As more people get involved in recreation and leisure pursuits, the need for more recreation professionals will continue and expand. Also, as the therapeutic benefits of recreation continue to surface, the desire and need for therapeutic recreation specialists will increase.

History Of The Recreation And Leisure Studies Program At The University Of Tennessee, Knoxville

Over the last twenty years, the Recreation and Leisure Studies program at the University of Tennessee, Knoxville (UTK) has experienced tremendous growth. The first recreation program offered at UTK was in 1932 and was entitled "Community Recreation". As the growth of the recreation program at UTK continued, more courses were added to the curriculum. By 1950, the Department of Physical Education changed to the Department of Physical Education and Recreation. However, the organizational structure of the program remained virtually the same. After fourteen years of gradual growth, the Department expanded and became the School of Health, Physical Education, and Recreation in 1964. (NRPA Self Study Accreditation Report, 1998)

In 1974, a full time recreation division chair position was created. This chair position helped solidify this program and allowed for it to become independent of physical education in 1985. The recreation curriculum has since changed its organizational structure as part of a decision to develop two departments. (NRPA Self Study Accreditation Report, 1998)

"In 1983, the Recreation curriculum was accredited by the National Recreation and Park Association" (NRPA Self Study Accreditation Report, 1998, p.1). In 1986, the development of the Department of Health, Leisure, and Safety and the Department of Human Performance and Sport Studies took place. Two years later, in 1988, the University changed from quarters to semesters and each academic department was

instructed to eliminate one-third of their courses (NRPA Self Study Accreditation Report, 1993). Before the change to semester occurred,

> in the summer of 1997, Recreation and Leisure Studies moved from the Department of HLSS to the Department of Textile, Retail and Consumer Sciences as the Recreation and Tourism Management Program. At which time, the department changed its name to Consumer and Industry Service Management. The change resulted in Recreation and Tourism Management (RTM), Retail and Consumer Services (RCS) and Hotel and Restaurant Administration (HRA) being located in the same department. The department was positioned to develop an emphasis in tourism. (NRPA Self Study Accreditation Report, 2004, p.1)

"In the fall of 2002, the program name was changed from Recreation and Tourism Management (RTM) to Recreation and Leisure Studies (RLS). Curriculum changes were proposed to better reflect the overall mission of the Department and to facilitate interfacing with sport management. Those changes have been approved at the college level and should be approved at the university level for Spring 2004" (NRPA Self Study Accreditation Report, 2004, p.2).

Statement Of Problem

There is a shortage of information about the Recreation and Leisure Studies program in relationship to the effectiveness in preparing students for careers in the leisure service industry. Although there has been some research on other programs via alumni

surveys, there is not an abundance of information to be examined. Despite the lack of literature, there was a need to analyze the Recreation and Leisure Studies program at UTK, formally known as the Recreation and Tourism Management program, to determine its effectiveness in preparing competent and well-prepared graduates.

Purpose Of The Study

The purpose of the study was to examine the perceptions of alumni from the Recreation and Leisure Studies Program at UTK on the effectiveness of the curriculum. The study examined the following research questions:

1. How many graduates were employed in the field of recreation upon graduation and what were some of the reasons for one not being employed in the field?
2. What were the alumni's perceptions of the quality of their education, from the recreation program, in relation to their demands of their current job?
3. What feedback was provided by the alumni regarding their fieldwork agencies?
4. What were the perceptions of the alumni pertaining to specific course electives and requisites in the recreation program?
5. What additional feedback and suggestions were given by the alumni on how to improve the recreation program?

Assumptions

This study was conducted with the following assumptions:

1. The perceptions of the alumni serve as a valid resource for evaluating the effectiveness of the Recreation and Leisure Studies program.
2. Each participant accurately completed the questionnaire honestly yielding accurate information.
3. The information collected from the study will aide the Recreation and Leisure Studies program in making improvement or modification where necessary.

Delimitations

The delimitations of this study are as follows:

1. The population studied was limited to only The University of Tennessee, Knoxville alumni.
2. The population studied was limited to graduates from the year 1993 to 2003.
3. The population studied was not separated by degree for the random sample.

Limitations

The limitations are as follows:

1. The willingness for the respondents to answer the questionnaire accurately.

2. The study was limited by the number of returned questionnaires.
3. There was a small sample of M.S respondents.
4. The perceptions of alumni were gathered from those whose alumni records have been recently updated by Career Advancement Services.
5. The location of current addresses of the alumni.

Definitions Of Terms

The following terms were included in the study:

1. *Curriculum*: "The basic purpose of the curriculum is to provide a generalist education for Recreation and Leisure Studies majors so that they may qualify for positions within a variety of leisure services agencies" (NRPA Self Study Accreditation Report, 1993, p.iv).
2. *Commercial Recreation*:

   [This] concentration is designed to assist students in gaining knowledge, responsibility, and creativity to meet the changing environment of complex management in the recreation industry in the 21st century. A business minor is built into the degree requirements. Graduates are prepared for employment in recreation and leisure agencies, convention bureaus, resorts, corporate sector, public/quasi-public recreation agencies, voluntary and religious organizations (http://web.utk.edu/%7Esals/ug/rec.html, 2004).
3. *Recreation Administration*: This concentration is designed to

prepare students for management and leadership positions in many public and private recreation and sports related enterprises. The core curriculum provides an understanding of the role and impact of leisure in achieving and sustaining socio-economic growth and political order in an increasingly culturally diverse society (http://web.utk.edu/%7Esals/grad/rec.html, 2004).

4. *Therapeutic Recreation*:

   The Therapeutic Recreation concentration prepares students for employment in management and leadership positions with agencies that deliver health care services. Graduates fulfill the eligibility requirements for National Council for Therapeutic Recreation Certification. Graduates are successful in securing employment in psychiatric institutions, physical rehabilitation units, drug and alcohol treatment centers, and community-based programs (http://web.utk.edu/~sals/ug/tr.html, 2004).

5. *Bachelor of Science Degree*: Is an undergraduate degree that requires a minimum of 128 hours of various course work. Each undergraduate student is responsible for completing two practicums prior to their internship placement and each student must maintain at least a 2.3 GPA.

6. *Master of Science Degree*: Is a graduate degree that requires non-thesis students to complete 36 hours of course work and for thesis students they must complete a minimum of 33 hours of course work. Each graduate student is responsible for completing and internship prior to graduation and they must maintain a B average in their course work.

7. *Concentration*: "a collection of courses within a major that focuses on a particular subject area. The term 'concentration' describes the nature of the set of courses" (Graduate Catalog, 2003-04, p.19)
8. *Major*: "the principle educational interest of a student as represented by one of the curricula prescribed by the various units at UT. The major specifies the minimum requirements for a degree" (Graduate Catalog, 2003-04, p.19).
9. *Practicum*: "Supervised practice in approved agencies offering programs in recreation and leisure. Each hour of credit requires 40 clock hours of work. Only majors in Recreation and Leisure Studies" (http://web.utk.edu/%7Esals/ug/rec.html, 2004).
10. *Undergraduate Internship*:

    Required of all majors. Application of previous theoretical and applied knowledge and skills in an appropriate recreation/leisure setting. The internship is intended to stimulate a full time (40 hours/week) professional level work experience during the entire semester. Therapeutic Recreation Internship must meet NCTRC national guidelines. (Graduate Catalog, 2004-2005, p.276)
11. *Graduate Internship*:

    Required of all graduate students. Application of previous theoretical and applied knowledge and skills in an appropriate recreation/leisure setting. The internship is intended to stimulate a full time professional level work experience during the entire semester. Therapeutic Recreation Internship

must meet NCTRC national guidelines. (Graduate Catalog, 2004-2005, p.215)

Significance Of The Study

Despite the growth of the Recreation and Leisure Studies Program, there is little information surrounding the programs offered. In fact, there is limited information on programs and curriculum designs for this field. There is a need to assess the perceptions of UTK alumni from this program as the programs are undergoing a curriculum revision at the present time.

The Recreation and Leisure Studies program services many community services, specifically in the Knoxville area, as each student is required to complete practicums and internships. Therefore, those who stand to benefit from this study are employers who take on a practicum or internship student, employers of future graduates, students currently in the program, and future students of the Recreation and Leisure Studies program.

Summary

The realm of recreation is changing on a continual basis. Therefore, the recreation program at UTK must also evolve to the growing demand of the field, the employers, and the students. In order for this evolution to occur, feedback from UTK's alumni is essential in order to meet the current and future trends of this profession. In order to obtain this type of feedback from the alumni, an

evaluation of a questionnaire obtaining the perceptions of the alumni was completed.

This chapter introduces the study and presents the purpose of the study and appropriate terminology. The research questions addressed in the study are also presented.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In recent years, the Recreation and Leisure Studies program has seen tremendous growth in interest, as there has been a continuous development of its curriculum. The number of recreation professionals is constantly increasing and the demand for a broader knowledge base in the field is becoming imperative. Additionally, The University of Tennessee, Knoxville (UTK) is focused on assessing the effectiveness and relevance of the recreation program on a regular basis.

Therefore, it is important for UTK to evaluate how effective its program is in educating and preparing graduates for the work force. A method proven to be effective in evaluating the University's academics is contacting alumni from the related programs. It is also documented that an effective option for collecting these data from the alumni is through surveying their perceptions.

In this chapter the role of alumni in their alma mater and the benefits of surveying and utilizing alumni as resources will be addressed. Also, the challenges of curriculum will be outlined and the benefits and the drawbacks to mail surveys will be examined.

The Role Of The Alumni In Their Alma Mater

"[Alumni] have a lifelong commitment to their alma mater, although possibly a self-serving one in that the value of their degrees depends on the current assessment of the institution's quality....But, in fact, alumni live and breathe a genuine concern for the well-being of 'their' university" (Webb, 1989, p.6-7). Many people are unsure of the role of alumni in a university or college. For the most part, the alumni's role is often misunderstood and undervalued. "However, in the modern world of accountability, alumni are becoming significant players in academia- and they should be.... Too often alumni are viewed only as noisy backers at athletic event or donors to the annual fund or recruiters of students. Too rarely are they sought for their opinions and their thoughts on major issues facing America's colleges and universities" (Webb, 1989, p.33). When in fact, "thoughtful alumni are more strongly committed to liberal education, good teaching, a coherent curriculum, high standards, low tuition, academic freedom, and unpoliticized education than many faculty" (Martin, 1995, Expertise, para.3).

According to Pittit and Litten (1999) "given today's competitive academic marketplace, the role of alumni extends beyond making financial contributions to their alma mater. At many colleges and universities, alumni play an important role in the recruitment and admissions process. They also assist current undergraduates by acting as mentors and sources of internships and other job opportunities" (p.62).

While examining the role of the alumni and their alma mater, it became apparent that "not all alumni are (or will ever be) in a position to endow their alma mater, but many are in a position to offer – through personal services and expertise – knowledge and

insights that cannot be bought in the consulting marketplace. Alumni are truly advocates not only of individual institutions, but of higher education as a whole" (Webb, 1989, p.37). Jerry Martin (1995) stated that,

> as a political order, the university is unique in one very peculiar respect. It is the only policy I know that, as a natural result of its function, creates a constituency that, in principle, is qualified to judge its performance. The graduates of the university are members of the guild. Presumably, they are competent to participate, as citizens, in its affairs. There is, it would seem, a qualified public to which the university might answer. (Alumni, para.3)

Moreover, Martin (1995) expressed that,

> many alumni feel their colleges expect them to send money – and lots of it – but to keep their ideas to themselves. 'They want you to put up and shut up,' one told me. An alumnus who was asked to serve on the college's academic committee reported, 'They never brought a single academic matter before the committee'....
>
> Nevertheless, alumni, deeply worried about academic quality and intellectual freedom at their alma maters, have not walked away. (Standing, para.2)

Although many alumni feel this way, it is imperative to gain feedback from alumni for improvement in the university setting.

The various roles that alumni play in the life of an institution and the several foci for alumni research produce a wide internal audience for such research. Academic and student services administrators, public relations and developmental officers, as well as alumni affairs directors can all benefit from some kind of

alumni research. The challenge is not finding sufficient things to study or audiences for research but rather setting priorities among many competing possibilities. (Pettit & Litten, 1999, p.2)

The Benefits Of Alumni Involvement

According to William Richardson, a former UT doctoral student from the Department of Philosophy, "alumni research has long been a widely accepted mechanism for stimulating financial support and enhancing an institution's academic image through promoting the accomplishments of its graduates" (Richardson, 1992, p.7). In order for a university to enhance its academic image it is important to gather feedback from its alumni after all, "higher education is better off than most enterprises. Its former customers are, when it does its job right, well-educated and trained in critical judgment" (Martin, 1995, Alumni, para.2). Additionally, "alumni help the university every time they criticize it. Constructive criticism helps the university keep on its toes and improve. What better source of valid criticism could there be than a person who has gone through the system and who consequently not only knows and understands it best but also has a built-in stake in seeing it improve?" (Webb, 1989, p.13). Ultimately, surveying alumni provides the constructive criticism that Webb discussed as being beneficial to the university.

Richardson (1992) stated "the recognition of the value of alumni surveys as an assessment instrument however, is becoming more prominent as researchers, institutions, and legislatures seek to evaluate educational performance" (p. 7). After all the alumni's

perception on course and program content are extremely valuable as "it is the former student who knows, looking back, which courses were really valuable, which had enduring impact, whether they made a meaningful whole" (Martin, 1995, Alumni, para.1).

Through research it has also been documented that "alumni and employers surveys have the advantage of ranking high in believability and utility for both formative, faculty-driven assessment purposes as well as for summative evaluations at the system or state level" (Pittit & Litten, 1999, p.43).

It is known that many alumni sit on advisory boards and often provide financial support to their alma mater; however, "while alumni who server on institutional committees and are involved in the academic side of the institution cannot solve all the problems of higher education, they certainly bring to the conference table the desire to work constructively for the continued improvement of American higher education" (Webb, 1989, p.36).

It is important to survey one's alumni as they "bring with them the practical knowledge of the world often missing from the ivory towers of a college or university, and provide real life expertise that cannot be duplicated on the typical campus" (Webb, 1989, p.36).

Alumni research can focus on what an institution has done for alumni (the outcomes it has produced or facilitated), what it can do for alumni (the services they want), how the alumni view the institution and what it did for them, or how alumni can serve the institution more effectively. In addition to providing information of intrinsic value, alumni research also demonstrates an institutional

commitment to self-understanding (a component of accountability). Furthermore, alumni research is itself a mechanism through which positive alumni relations are cultivated – people like to be taken seriously and listened to (Pittit & Litten, 1999, p.1-2).

Charles Webb reinforced one of the main purposes for involving alumni perceptions of a program when rating its effectiveness when he wrote, "alumni want to be involved in the future of higher education, and as the primary stockholders in the enterprise, they should be an active part of higher education's plans for the coming age" (Webb, 1989, p.37). Additionally, Pittit & Litten (1999) addressed another purpose for involving alumni in the programs effectiveness; "alumni and employer surveys have been singled out by departments as having the most believable and unbiased points of view and therefore some of the most valuable information for program improvement" (p.57).

Furthermore, some major benefits to researching alumni is "that one of the most significant differences between research with alumni and research with the general public is that alumni are much more cooperative" (Pittit & Litten, 1999, p.17). In addition to increased cooperation, "alumni are also more likely than the general public to show up for the focus groups they say they will attend" (Pittit & Litten, 1999, p.19).

The Challenges Of Curriculum Design

"In recent years there has been a growing awareness of the inadequacy of existing educational programs in higher education. In the late 1960s and early 1970s student

demonstrations helped set the tone for subsequent changes in higher education. In support of this concern about the quality of education, many college graduates have voiced dissatisfaction" (Austin, 1980, p.20). In order to have a comprehensive and competitive academic program, an institution needs to pay particular attention to its curriculum specifics. The "design work is the central responsibility of the faculty and the heart of the collegiate enterprise. It is also the locus of major debate and dissent with colleges and universities" (Bogue & Aper, 2000, p.62).

Some of the challenges that colleges and universities face in terms of curriculum are, for example, "when there is plenty of money and courses and programs may be added, the curricular debate is less lively and intense because we do not have to make choices. However, this does not hold true in cost containment times" (Bogue & Aper, 2000, p.73). Additionally,

> the challenges do not become any easier as we explore the many ways of organizing and delivering instruction. Consider the range of options for the orchestration of instruction and learning: lecture, laboratory, gaming and simulation, case study, problem-based learning, tutorial/independent study, seminar, internship/practicum/residency, distance learning, computer-managed instruction, discovery and service learning, technology, and the Internet. (Bogue & Aper, 2000, pp.73-74)

With these options outlined it becomes apparent that technology is definitely the wave of the future. According to Bogue and Aper (2000), "technology holds promise of a formidable change in the way in which we think about learning and about the nature of colleges and universities. Both the idea of a university and the uses of a university may

be changing dramatically in the coming years" (p.74). Not only is technology the future for many university programs but also, "[William] Saywell predicts that in the future, universities will give more weight to programs that link academic training with skills related to the workplace, such as joint programs with community colleges" (Chisholm, 1992, Eager, para.4).

It is never an easy thing to determine the curriculum and the design of the program, "thus, faculty responsibilities for selecting and organizing learning experiences may call on extensive philosophic and theoretical literature" (Bogue & Aper, 2000, p.75). Through the literature researched, it has become apparent that many employers look for graduates to be adaptable and for those individuals who are able to work in teams. Therefore, with this knowledge, it is imperative that universities tailor their curriculum to meet this need. According to an article printed in Maclean's Magazine entitled *The graduates: Out of school out of work,*

> Said James Gannon, a council chairman and a vice-president at the Royal Bank: 'the nature of work is changing at an accelerating rate. Regardless of what specific skills they come in with, employees need to know how to work in teams and focus on the task.' Tom Davies, manager of resources for IBM in Toronto, put it even more strongly. 'Adaptability is it,' declared Davies. 'We look for experience in working with others and we notice that graduates often lack those skills. Sometimes, they put too much emphasis on what they have done as individuals, and that could be because the education system tends to emphasize one over the other (Chisholm, 1992, Eager, para.3).

Additionally, along with the skills to work in teams and in-group settings, many employers are seeking graduates that have knowledge and skills that are versatile and long range in order to aid them in their ever changing and evolving career paths. Also, employers are looking at current and future graduates to have on the job training, making internships, practicums and co-op placements essential.

> University of Toronto president Robert Prichard maintains that universities should continue to focus strongly on the theoretical and the academic. "We must resist strongly and undue degree of careerism," said Prichard. "Graduates can expect to change jobs many times in a 40-year career. The university needs to help students with lifetime learning – not just with finding their first job." While the debate is likely to rage for some time, there is growing recognition from both sides that compromises need to be made. For the universities, it has become clear that students want – and need – better preparation for the practical demands of the workplace, including such hard-to-learn skills as working with others and adapting to constant change. For their part, more employers are acknowledging the importance of on-the-job training and the investment of time required to produce experienced, competent employees. (Chisholm, 1992, Focus, para.1-2)

Furthermore, according to Dan Kennedy,

> the apparent need to understand curriculum and to develop more effective training programs in institutions of higher education has led many colleges and universities to implement the competency-based approach to education....Competency based education calls for educational objectives which define the specific behaviors which the particular institution of higher education

seeks to produce when preparing people for a particular field or specialization (Austin, 1980, p.20).

Another study entitled *Systematic Curriculum Design,* written by David Austin and David Leitzman, discussed how they developed a Master's degree program in therapeutic recreation. Within this article, Austin and Leitzman wrote, "the primary curriculum developer selected a competency based model as the one most likely to provide an effective design for the preparation of advanced therapeutic recreation specialists. A competency based instructional design demands that what the student will be able to accomplish at the end of the educational experience – the competencies – forms the framework for all instruction" (Austin, 1980, p.13).

Each educator had his own view on how a program's curriculum should be designed and implemented in the university or college setting; however, there is a dearth of information to support particular designs. Austin and Leitzman documented a program design that utilized a seven-step method. The following are the seven steps outlined in this particular program design.

1. Determining Curricular Goals. Curricular goals were identified to serve as a foundation for all subsequent design efforts. 2. Evaluating Curricular Goals. Goals were evaluated to determine their accuracy and comprehensiveness. 3. Analyzing the Instructional Environment. An analysis of the instructional environment made explicit inhibiting and enhancing factors that might influence the design process, possible resources, and acceptable entry behaviors for those who would be admitted to the program. 4. Developing Competencies. Competencies were next identified using the validated goal set to structure the

terminal performance requirements for the curricular plan. 5. Sequencing Competencies. A form of task analysis was uniquely modified to order the competencies, determine the course divisions, and identify major integrative threads in the design. The aims, goals, competencies, and initial course design together formed a curricular plan. 6. Evaluating the Curricular Plan. The emerging plan was reviewed by several subject matter experts to determine its overall accuracy and comprehensiveness. 7. Revising the Plan. The curricular plan was modified in accord with the information supplied by the summative evaluation.....[As a result], the seven step curriculum development process proved effective in establishing a new graduate curriculum in therapeutic recreation. It would appear that the process reported here might well be applied in other curriculum development efforts both within, and outside, of the field of therapeutic recreation. (Austin, 1980 pp.13,19)

The Benefits And Drawbacks To Mail Surveys

Like any research tool or research method there are always certain benefits as well as certain drawbacks. Since a mail out survey was used to gain feedback from the alumni in this study, it is important for the pro and cons to be addressed. "More and more institutions, public as well as private, now realize that strong alumni involvement in planning and funding is mandatory if their schools, colleges, or universities are to remain vital educational centers" (Melchiori, 1988, p.25). According to Erdos & Morgan (1970), "the basic distinction between mail and other types of surveys is the fact that in surveying

by mail there is no person to ask the questions and guide the respondent. This gives rise to important differences in survey design, questionnaire construction, and various other aspects of the survey. These differences result in some advantages and some shortcomings for mail as compared with other survey methods, and these will be examined in detail later" (p.1).

As aforementioned, a mail survey was used to gather data in this study. "The size of the survey population and the timeframe in which information must be collected, coupled with an institution's budgetary boundaries, will usually determine whether the survey is conducted by telephone or by mail. The cost of conducting an alumni census at a large or medium-size institution usually dictates that it be conducted by mail" (Melchiori, 1988, p.28). The following are ten advantages to a mailed survey according to Erdos & Morgan,

1. Wider distribution
2. Less distribution bias in connection with the neighborhood
3. Less distribution bias in connection with the type of family
4. Less distribution bias in connection with the individual
5. No interviewer bias
6. Better chance of truthful reply
7. Better chance of thoughtful reply
8. Time-saving (under certain circumstances)
9. Centralized control
10. Cost-saving, resulting in more flexibility per dollar spent.

(Erdos & Morgan, 1970, p.5-6)

In addition to the ten above-mentioned advantages to a mail out survey, "a mail survey will require printing and postage, but these are less costly than extensive long-distance calls. It will certainly take more time for responses to be returned by mail, and response rates may be lower than those from telephone surveys, but fewer staff hours will be necessary to conduct the mail survey. It is also easier to collect detailed information, such as lists of business affiliations, from a printed questionnaire" (Melchiori, 1988, p.29).

On the other end of the continuum, Erdos & Morgan (1970) developed the following list of eleven disadvantages to using a mail out survey.

1. No mailing list is available
2. The available mailing list is incomplete
3. The available mailing list is biased
4. Subject requires a specially trained interviewer
5. The questionnaire cannot be structured
6. The questionnaire is too long
7. The questionnaire is too difficult
8. The information required is confidential
9. The respondent is not the addressee
10. The available budget is inadequate
11. The available time is insufficient. (p.11)

Similarly, Hoinville and Jowell (1978) felt that "postal surveys have two primary weaknesses. The first is the reliance placed on respondents to complete the

questionnaire, aided only by written instructions. The second is that there is only an introductory letter to motivate people to complete and return the questionnaire" (p.125).

Another prominent issue that pertains to mail out surveys that often is viewed as a disadvantage is the percentage of nonrespondents. "No matter how high a percentage of response is achieved by the first mailing, a follow-up mailing will nearly always produce some more returns" (Erdos & Morgan, 1970, p.129).

There have been several ways documented on how to combat or reduce some of the disadvantages to mailed surveys. Floyd Fowler Jr. outlines some of these techniques to help decrease nonresponse rate. According to Fowler Jr. (1993), "almost, anything that makes a mail questionnaire look more professional, more personalized, or more attractive will have some positive affect on response rates" (p.45). Moreover,

> there is no question that the most important difference between good mail surveys and poor mail surveys is the extent to which researchers make repeated contact with nonrespondents. A reasonable sequence of events, such as that outlined by Dillman (1978), might include the following: 1. About 10 days after the initial mailing, mail all nonrespondents a reminder card, emphasizing the importance of the study and of a high rate of response. 2. About 10 days after the postcard is mailed, mail the remaining nonrespondents a letter again emphasizing the importance of a high rate of return and including another questionnaire for those who threw the first one away. 3. If the response rate is still not satisfactory, probably the best next step is to call nonrespondents on the telephone. If phone numbers are not available or if the expense of personal calls seems too great, additional persuasion letters, night telegraph letters, or other follow-up procedures

that stand out and seem important have been shown to be helpful. (Fowler Jr., 1993, p.46)

Not only are there advantages and disadvantages to mail out surveys as a whole, but also there are advantages as well as disadvantages to the questions within the survey itself. "Most questions in a questionnaire have closed-ended response choices or categories. Such questions provide a fixed list of alternative responses and ask the respondent to select one or more of them as indicative of the best possible answer. In contrast, open-ended questions have no preexisting response categories and permit the respondent a great deal of latitude in responding to them" (Rea & Parker, 1997, p.32). An additional benefit to the open-ended formatted question is that "respondents are not always able to supply the answers that are readily codeable into a series of precodes" (Hoinville & Jowell, 1978, p.33). However, "sensitive issues are frequently better addressed by asking questions with a preestablished, implicitly 'acceptable' range of alternative answers rather than by asking someone to respond with specificity to an issue that might be considered particularly personal" (Rea & Parker, 1997, pp.32-33). Overall, there are advantages and disadvantages to both open and close-ended question; however, what is important to understand is that regardless of the types of formatted questions that one uses, "the order in which questions are presented can affect the overall study quite significantly. A poorly organized questionnaire can confuse respondents, bias their responses, and jeopardize the quality of the entire research effort" (Rea & Parker, 1997, p.35).

Literature On Recreation Curriculum

There is limited information on previous research conducted on the curriculum in recreation programs. One implication for this was found in "Parks & Recreation" where it was reported that "Valerius and MacKay (1993) examined the content of students' doctoral dissertations over the past decade. They found that the total number of dissertations has declined...The authors suggested several possible implications from this information including the possible need for more faculty in certain areas of higher education in the future" (Henderson, 1993, p.18). Most of the research found did not focus on alumni perceptions of the recreation programs. Rather they focused on the continuing educational needs of recreation professionals and predominantly on the demographics of recreation programs such as the number of faculty, courses, students, and accreditation etc.

Some of the research that was found reviewed core competencies and the specific elements that made up an undergraduate recreation curriculum. One thesis study found concerning recreation and its curriculum dated back to 1977. Out of all the literature reviewed, this thesis was the closest to the study at hand as its purpose "was to determine which courses in the recreation core curriculum were considered to provide students with a high degree of carry over knowledge" (Addis, 1977, p.iii). In the study, "the data indicated that the students felt that the Professional Education Area, the Outdoor Recreation Area and the Sports Areas provided them with significant carry over value" (Addis, 1977, p.iv).

Of the additional research that did pertain to the recreation curriculum, the majority of information was found on therapeutic recreation alone, as the Therapeutic Recreation Journal was the best source for current information. "Several universities had undergone recent changes in their therapeutic recreation curriculum, with a mean year of change in 1994, the mode in 1995, and the range spanning 1985 to 1996. These data may reflect the recent changes in NCTRC standards that impacted therapeutic recreation curricula" (Stumbo & Carter, 1999, p.52). According to Peterson and Connolly (1981),

> if regulating the knowledge, skill and abilities of the entry level person is a desired aspect of professionalization, then professional preparation programs in therapeutic recreation need to standardize their curricular content and establish levels of quality control. This action, however, is rarely accomplished in isolation. Joint efforts and actions among and between the National Therapeutic Recreation Society, the National Therapeutic Recreation Society Registration Program, and the National Recreation and Park Association Council on Accreditation are imperative.
>
> Well trained, competent entry level personnel are essential in any profession. Therapeutic recreation, because of its emerging status, had even more reason to be concerned with its entering practitioners. Continued focus on the development and maintenance of quality professional preparation programs is critical at this point in the professionalization of therapeutic recreation. (p.45)

An additional study by Stumbo and Carter (1999) made several recommendations surrounding therapeutic recreation curriculum.

> The data showed therapeutic recreation curricula were extremely diverse. In this study, curricula were analyzed through course titles, and required and elective status. One recommendation from the findings is for more in-depth research to be conducted on the content of the courses, beyond course titles....A second recommendation from this study is that, after more thorough research is completed, a national movement for consensus on curriculum design and internship requirements be initiated by one of the national membership or credentialing organizations. (p.59)

Opposing views seem to be held in the findings relating to recreation curricula, as they appear to be less stringent than that of therapeutic recreation. According to an article in "Parks and Recreation",

> Butts (1992) argued that a diverse, varied undergraduate program of study can benefit students as they enter the economically and politically unstable decade of the 1990s. He believes that many programs of study have become so narrowly focused that students are unable to face the workplace of the future. He suggested that leisure studies professors are administrators reevaluate program design and requirements in light of today's changing world. Specifically, he asks that educators offer more electives within degrees, promote the education of "generalist" in the field of recreation, and strengthen and expand existing courses rather than develop new ones.

A number of different philosophies seem to be guiding higher education at this point, ranging from highly specialized technical training programs to those that aim to address liberal-arts-education generalists. The issue of how education

should be provided in relation to professional preparation is an area that will require further debate in the future (Henderson, 1993, pp.15-16).

Although, not all professionals in the field of parks and recreation believe that this type of program mentioned above that is varied and diverse is as beneficial as Butt's had eluded to. In 1987, an NRPA conference was held pertaining to the curriculum of the parks and recreation programs. According to an article written by Douglas Sessoms (1998),

> our current graduates are not receiving adequate preparation in the content areas of assessment, planning, and evaluation; administration and management; legislative and legal matters; and writing and public speaking. On the other hand, our graduates are evidently had satisfactory or very good knowledge regarding conceptual foundations, understanding the profession, and knowledge about the leisure service delivery system.
>
> The delegates were in general agreement that a proliferation of specializations and options within the undergraduate program tend to weaken the core curriculum and the undergraduate's commitment to the profession at large. It may also reduce student exposure to liberal arts, which can be the cornerstone of a well-educated person. The conferees agreed that the professional core is the foundation for graduate study in parks and recreation and that graduate programs should be built upon the core but should be distinctly different from the profession's baccalaureate efforts. (The national curriculum conference on parks and recreation, para.5-6)

Ultimately, "the future of the field lies in the education of students who will serve as the next professionals as well as in the education of informed citizens who will influence recreation policy" (Henderson, 1993, p.14). However, Douglas Sessoms seems to have the right idea when he wrote regarding the aforementioned NRPA conference that

> it was recommended that the sponsoring agencies of this meeting, especially NRPA and it branches, encourage and facilitate the maintenance of a strong ongoing relationship between practitioners, educators, and community stakeholders in order to ensure greater institutional support for our programs of professional preparation. This relationship is also essential in validating our efforts. Leadership development is too important to our well-being to be relegated to one segment of the profession; it is everyone's responsibility. (The national curriculum conference on parks and recreation, para.12)

Summary

As initially mentioned, the Recreation and Leisure Studies program at the University of Tennessee, Knoxville has seen tremendous growth and development over the past 71 years. From the literature collected it is evident that there are academic benefits to involving alumni in the curriculum at the college or university level. It is also apparent that one of the most effective processes to collect alumni perspectives is through a survey format. Through the literature research, it is evident that there are many benefits to surveying alumni for information regarding their alma mater. However, the literature outlined both positives and negatives to the mail out survey discussed.

The literature also shed insight on the specific challenges to developing curriculum and the opposing opinions that exist. The lack of literature regarding curriculum for the field of recreation is viewed as a concern if the profession wants to continue its development. In conclusion, more research needs to be pursued surrounding recreation and its curriculum to help maintain the professionalism of the field, as the educational institutions are responsible for teaching and tailoring our future recreation professionals.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to evaluate the perceptions of alumni regarding the effectiveness of the Recreation and Leisure Studies Program (therapeutic recreation and/or the commercial recreation/administrative recreation concentration) at the University of Tennessee, Knoxville (UTK). Within this chapter, a description of the participants, a discussion of the methods and procedures, and a description of the questionnaire will be outlined.

Participants

Two hundred and sixteen (73 males and 143 females) participants were randomly selected from 484 University of Tennessee graduates of the Recreation and Leisure Studies program. These individuals had graduated between the years of 1993 and 2003 either with a Bachelor of Science degree (B.S) or a Master's of Science degree (M.S). The majority of the graduates are from the Southeastern United States. The ethnicity of the graduates was predominantly Caucasian.

Methods And Procedures

Prior to data collection, the primary researcher contacted UTK's Career Advancement Services and explained the purpose of the study and requested a list of graduates from the Recreation Management program since 1993. Upon receiving the contact list the researcher contacted each individual within the random sample via letter (Appendix A). The letter explained the purpose of the study and asked the subjects to complete a questionnaire (Appendix B). The completed questionnaire served as permission to use the information in the study.

Each alumni was asked to fill out a questionnaire to the best of his/her ability regarding his/her perceptions of the effectiveness of the Recreation and Leisure Studies program at the University of Tennessee, Knoxville. Each alumni was asked to evaluate whether UTK's program prepared them for their job, the relationship between what they studied at UTK and what they do in their current job, and based on what they learned at UTK how competitive are they in their field? The questionnaire also included a comment section to allow the respondents to add any additional information that they might find relevant to the study. The researcher included her phone number and email address in case any alumni required clarification. The individual could contact that person for immediate assistance. The questionnaire took approximately 20 to 30 minutes to complete.

Upon the completion of the questionnaire the respondents placed the questionnaire in a return addressed envelope and sent it back to the researcher. The initial mail out render a small percentage of the sampled population; therefore, a second

mail out was sent to the entire sample population again. The letter that accompanied the questionnaire for the second mail out is located in Appendix C. Upon receiving each completed questionnaire, the researcher analyzed the information, compiled and quantified the data and placed the questionnaires in a secure and locked file cabinet and kept for one full year.

Once the questionnaires had been completed and returned to the researcher, the data from each section (Personal information, Employment information, and Evaluation of the program) were presented in figure format and was analyzed in the following manner:

1. Determine how many graduates were employed in the field of recreation upon graduation.
2. Determine the alumni's perceptions of the quality of their education, from the recreation program, in relation to their demands of their current career.
3. Gather feedback from alumni on their fieldwork agencies.
4. Assess the perceptions of the alumni pertaining to specific course electives and requisites in the recreation program.
5. Gather additional feedback and suggestions on how to improve the recreation program.

The Questionnaire

The researcher developed the questionnaire used in this study with the assistance of an advisor familiar with qualitative research. Several drafts of the questionnaire were

revised before the final draft was designed. The questionnaire was broken up into three main sections: Personal information, Employment information, and Evaluation of the UT program.

The researcher attempted to keep the questionnaire as short as possible while obtaining as much information as possible pertaining the research topic. The Personal Information section was kept to a minimal length as it contained mostly closed-ended questions. The other two sections were important to the study as they contained the information most applicable to the research question. Some open-ended questions were used throughout these two sections; however, they were kept to a minimum in order to keep the length of the questionnaire as short as possible.

Nine University of Tennessee students who were either currently enrolled in a graduate research methods class or had previously taken the class were used in the pilot study. All of the respondents were then excluded from the studies sample. Minor adjustments were then made to the instrument based on the changes suggested by the pilot group.

The respondents were asked to answer questions such as: "year of graduation", "are you working in your field of study", "where are you located". Additional questions asked the respondents to rate their UTK experience using a 5-point Likert scale with one representing "hindered" and five representing "helped a lot". Finally, individuals were asked to list any additional topics, points or additional comments they felt were necessary to the study. Participant's ratings on the program's effectiveness in preparing students for jobs upon graduation and the curriculum relevance of UTK's recreation program were assessed.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The data collected from this study were analyzed in relation to the purposes of this research. The study examined how many graduates were employed in the field of recreation upon graduation and how competent and prepared the graduates' felt upon graduation from The University of Tennessee, Knoxville (UTK). The study also determined which field agencies ranked the highest among the graduates. Additionally, the study determined which courses were beneficial to the graduates, which courses the graduates did not feel were beneficial, and where they, the graduates, felt the recreation program needed improvement.

There were 216 questionnaires mailed to a random sample of alumni of The University of Tennessee Recreation Program. The initial mail out rendered 50 returned questionnaires (23.1 percent) of the 216 that were sent out. Twenty-three questionnaires were returned marked undeliverable or wrong address and one of the questionnaires was returned marked as deceased. Therefore, a second mailing was conducted. Due to the confidentiality agreement of the study, the second mailing of the questionnaire consisted of the full random sample excluding the 23 undeliverable and one deceased. The second mailing obtained an additional 59 returned questionnaires (27.3 percent) of the total. In total, 109 questionnaires were returned for a 56.8 percent response rate of the 192 possible respondents.

The data collected were evaluated in three sections. The first section dealt with the personal information of the respondents; the second dealt with employment information, and the third with the evaluation of UTK's recreation program. Within these three sections, the following five research questions were used to analyze the data.

1. How many graduates were employed in the field of recreation upon graduation and what were some of the reasons for one not being employed in the field?
2. What were the alumni's perceptions of the quality of their education, from the recreation program, in relation to their demands of their current job?
3. What feedback was provided by the alumni regarding their fieldwork agencies?
4. What were the perceptions of the alumni pertaining to specific course electives and requisites in the recreation program?
5. What additional feedback and suggestions were given by the alumni on how to improve the recreation program?

Each of the questions in the questionnaire were classified into two separate categories, those who graduated with a Bachelor of Science (B.S) degree and those who graduated with a Master's of Science (M.S) degree.

Part One: Personal Information Analysis

This initial section of the questionnaire provided the basic demographics of the respondents and consisted of questions 1-3 which provided the information on the respondent's year of graduation, the type of degree they obtained while at UTK, the

respondents major, and the undergraduate degree of the M.S respondents. It should be noted that the question, which asked for the respondent's age was thrown out because it was too ambiguous. Some of the respondents reported their current age; others reported their age at graduation and others did not indicate age.

Question one asked the respondents their date of graduation, the type of degree earned at UTK and the respondent's age. This question was designed to show the year each student graduated and to determine how many received a B.S or an M.S degree. If the respondent received both a B.S and an M.S their responses were included in both categories.

A total of 73.4 percent received a B.S and 26.6 percent received an M.S degree. Two respondents indicated completing both a B.S and M.S degree. Figure 1 indicates what year and the number of B.S or M.S degrees received.

Question two was designed to find out the area of concentration of each respondent. Figure 2 indicates the major and how many respondents were in each area of concentration. For the B.S level, 37.5 percent were in the commercial recreation concentration, 55 percent were in the therapeutic recreation concentration, 2.5

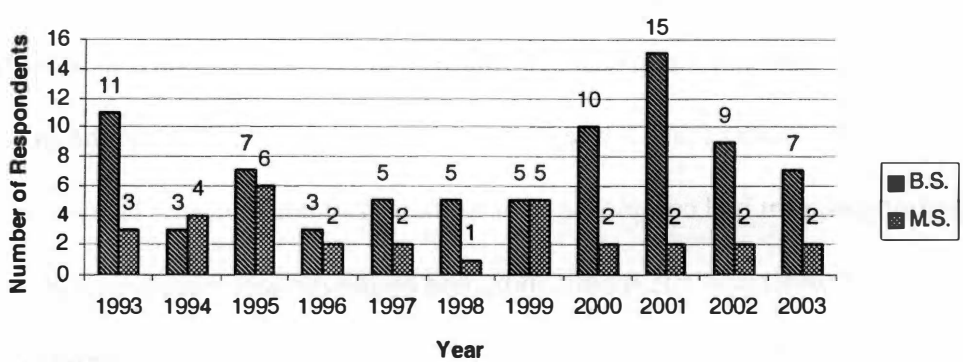

Figure 1: Question 1 - Year of Graduation?

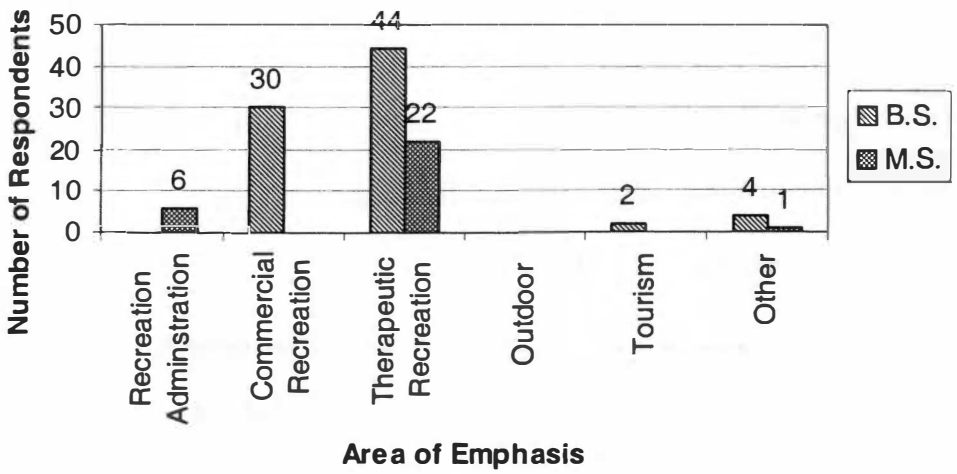

Figure 2: Question 2 - Respondent's area of emphasis?

percent were in the tourism concentration, and 5 percent indicated that they were in another area of concentration not listed. The four areas of concentration indicated as "other" were Sport Management, Retail & Business Management, Human Ecology and Recreation and Tourism Management.

For the M.S level, 20.7 percent reported that they were in administrative recreation, slightly less than 76 percent indicated that they were in therapeutic recreation, and 3.4 percent indicated that they graduated from another major. The major listed as 'other' was Athletic Administration.

The third question in the personal information section was designed to identify the various undergraduate majors that each respondent who received an M.S degree in UTK's recreation program had completed prior to their graduate studies. There was a diverse collection of undergraduate majors indicated by the random sample of 216 respondents. This indicates that the UTK recreation program draws from a variety of fields. The M.S respondents reported the following fifteen separate undergraduate fields:

6.9 percent reported business, and 6.9 percent reported mass communication as undergraduate majors. Slightly more than ten percent (10.3) indicated that recreation/recreation management and special education was their undergraduate majors. Therapeutic recreation was identified by 13.8 percent as their undergraduate work and psychology was identified by the most respondents with 20.7 percent indicating it as their undergraduate major. All other majors that had less than a 5 percent response rate were not listed as they were felt to hold little relevancy to the study.

From the sample of the Master's graduates it is easy to see that the recreation program at UTK draws students from a very diverse body of knowledge. Aside from the respondent who had a biology background, the majority of graduate students came from the human services field. Figure 3 shows the results.

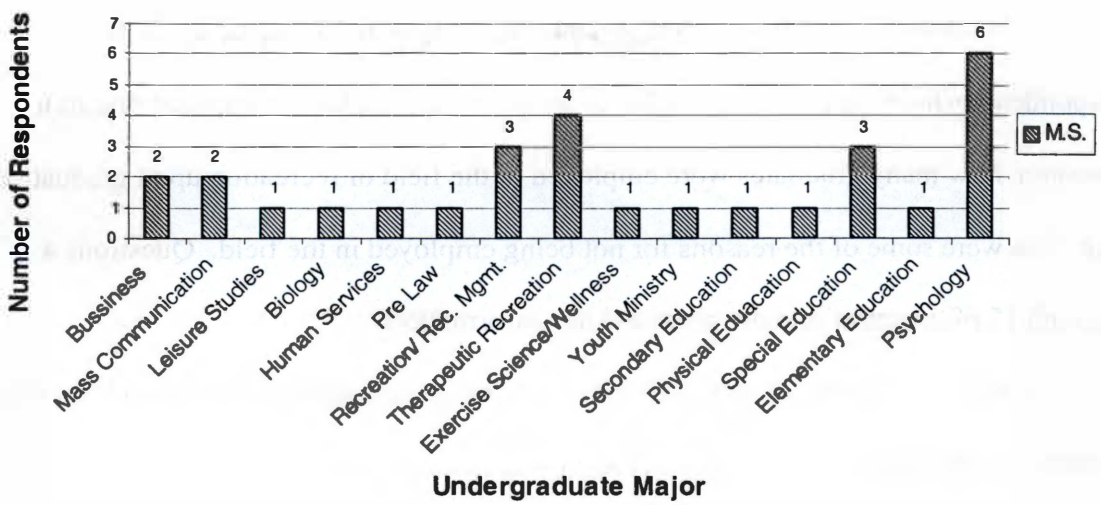

Figure 3: Question 3 - If your received a Master's degree in recreation, what was your undergraduate degree in?

Overall for this section it is apparent that the majority of respondents in this study graduated from UTK with an undergraduate degree from the recreation program. However, it should be noted that the number of students in the master's program is smaller in size and the sample was a true random sample at .05 significance level (Gray & Airasian, 2003) of the total graduates from that year and not specific to the B.S or M.S degrees. From this study, the majority of the respondents at both the Bachelor's and Master's level were from the therapeutic recreation concentration over the commercial recreation/ recreation administration concentration. From this random sample, many of the Master's students completed an undergraduate degree in health and human sciences, more specifically psychology.

Part Two: Employment Information Analysis

This section contained questions that were only to be answered by those respondents who were currently employed in any field. Looking at the first research question, how many graduates were employed in the field of recreation upon graduation and what were some of the reasons for not being employed in the field. Questions 4 through 15 of the questionnaire provided this information.

Question four was designed to find out what percentages of the respondents were currently employed in the field of recreation or a field that deals with recreation. Overall, out of the eighty B.S degree respondents, 38 percent were currently working in the field of recreation or one that deals with recreation. Of the B.S respondents, 62 percent who

were currently working reported that although they were currently employed, they were not employed in the field of recreation. Nine alumni did not respond to this question.

Looking at the M.S respondents, there was a 50:50 split in terms of those respondents who were employed in the field of recreation and those who were not. Three alumni did not respond to this question. The data indicated that slightly more undergraduates are working than graduates. The data also indicates that more undergraduates are working in the field of recreation than graduates from the M.S degree program. This information is summarized in Figure 4.1

Although it is important to gather the demographic data on the alumni who are working in the field of recreation, it is also interesting to see how long it took those working in the field to find a job once they had graduated. This question can either be interpreted as a sign of either job availability or as an indication as to whether the graduates were adequately prepared with the right knowledge and skills upon graduation.

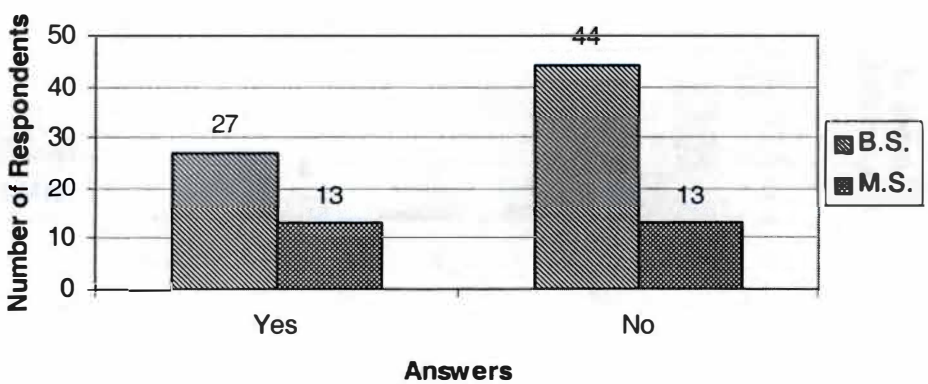

Figure 4.1: Question 4 - Are you presently employed in the field of recreation?

According to the data collected, the majority of both B.S (75 percent) and M.S (66.7 percent) respondents who were currently in the field or worked in the field after graduation indicated that they were able to find a job within the first three months after graduation. This leads one to believe that the recreation program at UTK graduates prepared and knowledgeable students who are competitive in obtaining a job within the field of recreation. Five B.S respondents did not answer this question. Figure 4.2 shows these results.

While analyzing the responses from those who were not currently employed in the field of recreation it became apparent that there are several reasons for this. According to the data collected from B.S respondents the top reasons for not being employed in the field was because they chose to stay at home with their children (13.3 percent). Two other reasons (9 percent for each) reported by the B.S respondents for not working in the field of recreation was that they were either sales managers or enrolled in graduate school.

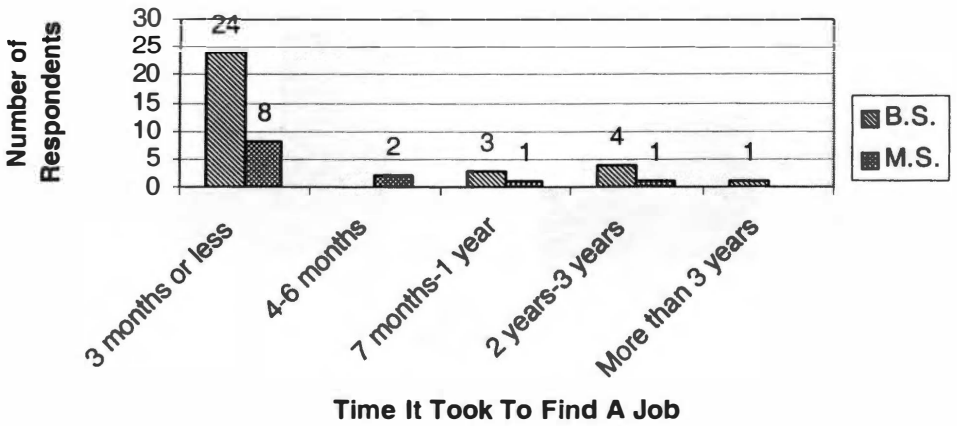

Figure 4.2: Question 10 - How long did it take you to find a job in your related field after graduation from UTK?

For the M.S respondents, the three top reasons (15.4 percent for each) for not working in the field of recreation consisted of, were enrolled in graduate school, worked as an elementary school counselor, and like the B.S respondents, staying at home with their children. Figure 4.3 displays these findings. For additional reasons for not working in the field as mentioned by the respondents refer to Appendix E.

If the respondents replied that they were currently employed in the field of recreation, they were then asked to provide additional information such as the name of the agency, their title, whether the agency would be good for a practicum and/or internship, and to provide the address and the contact information of the facility. Located in Appendix D is a complete list of the responses. Also, each respondent was asked to list additional positions that they may have had in the field of recreation or in one that deals with recreation. The most significant response for B.S respondents was Therapeutic Recreation Specialist followed by camp counselor, activity director, program director,

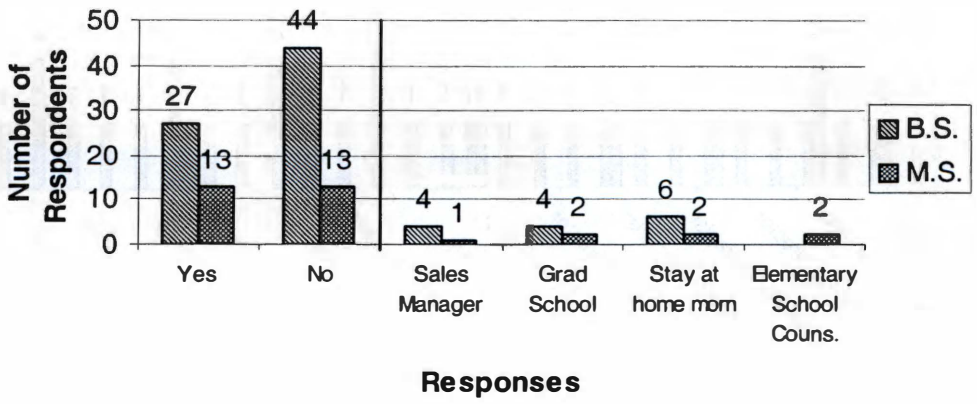

Figure 4.3: Question 4 & 15 - Are you presently employed in the field of recreation & if not, what is your field of work?

and counselor. According to the M.S respondents, some of the other positions that they had in the past were lifeguard, adapted aquatics coordinator, camp counselor, program supervisor, facility director, recreation director, activity therapist, rehabilitation coordinator, aquatic specialist, climbing gym manager, camp director, outreach program coordinator, and assistant director of a camp. Figure 4.4 presents these findings.

Looking further into those respondents who reported that they were employed both in and outside of the field of recreation, question five asked each respondent for their place of employment. When analyzing the responses of those individuals with a B.S degree who responded to question 5, it became apparent that the location in which there was a concentration of B.S graduates was Knoxville, TN. as 23.3 percent reported being currently employed there. Franklin, TN was the next most prominent city as 6.7 percent reported being employed there. Fifty B.S respondents did not respond to this question.

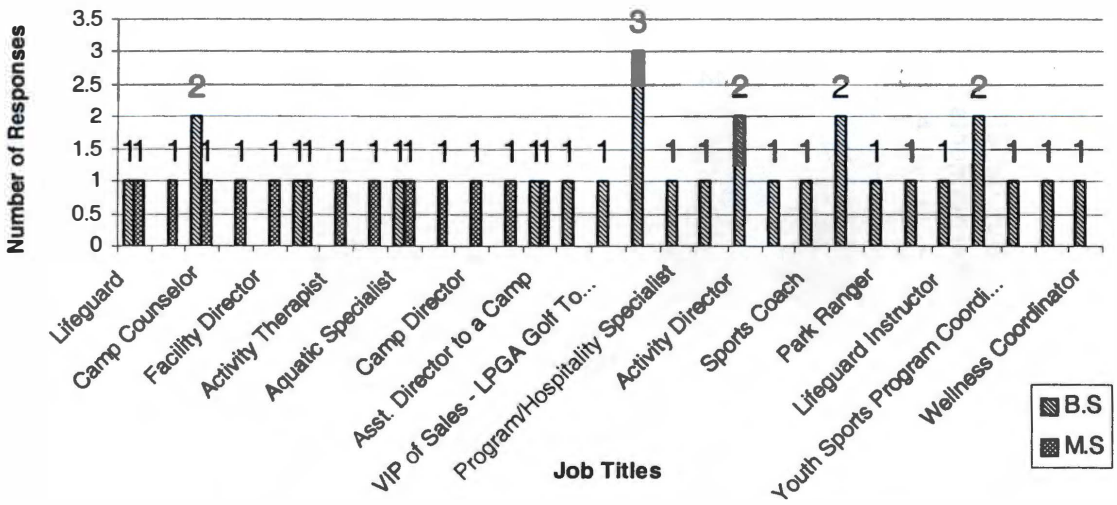

Figure 4.4: Question 4 - Other positions that the respondents had in the past

Figure 5 shows the additional cities in which the B.S respondents reported being employed.

Through analyzing the data from those with an M.S degree who responded to question 5, there appears to be some similarity in that the most prominent city to work in after graduating from UTK was Knoxville, TN as 33.3 percent reported working there. Seventeen alumni did not respond to this question. Figure 5 shows the additional cities that were reported.

Looking more deeply into those respondents who were currently employed in the field of recreation, the majority (35.5 percent) of B.S respondents reported that they had been working in the field between 2 to 4 years and 22.6 percent reported working in the field between 5 to 7 years. The least reported amount of time worked in the field for B.S respondents was more than 10 years as indicated by 3.2 percent of the respondents. For the M.S degree respondents, 50 percent indicated that they had worked in the field between 5 to 7 years and the least reported time worked in the field for M.S respondents

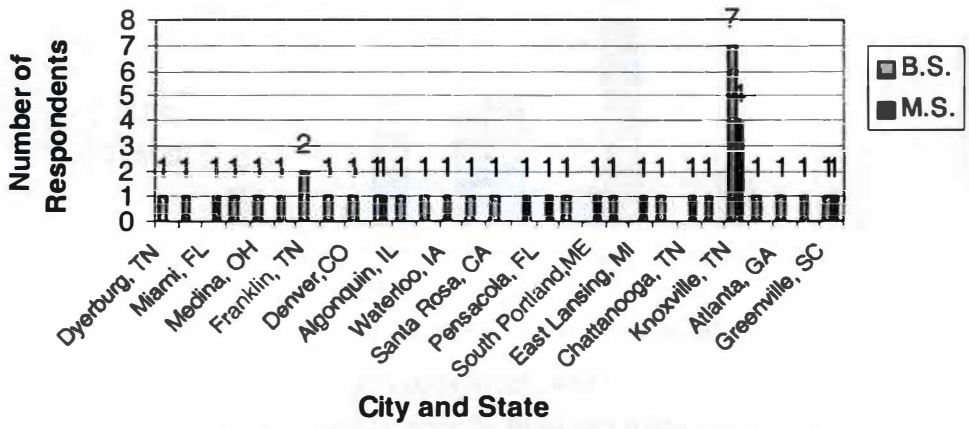

Figure 5: Question 5 - In what city and state are you employed?

was divided evenly between less than one year and 8 to 10 years. One respondent did not answer this question. It is evident that the majority of the B.S respondents have more representatives working in the field; however, they have worked for a shorter period of time in the field compared to the M.S respondents. Four respondents who did not originally indicate being employed in the field of recreation in question 4 responded to this question. Figure 6 shows these data.

Questions 11 and 12 addressed some of the reasons why those individuals who were currently employed were not employed in the field of recreation. Additionally, these questions examined the types of barriers that the respondents faced while attempting to find a job. After examining the barriers that B.S respondents encountered while attempting to find a job in the field of recreation it became apparent that location played the largest role as 13 B.S respondents reported it as being the number one barrier. Second to location was financial. Ten B.S respondents reported that the salary for working in the field of recreation was an additional barrier. According to the B.S

Figure 6: Question 6 - How many years have you been employed in the field of recreation?

respondents, educational level was the lowest rated barrier for working in the field as only one of the respondent reported it as a barrier.

According to the M.S respondents, location was also the top rated barrier while attempting to find a job as indicated by 6 respondents. Additionally, salary and networking were tied as the second highest rated barrier while attempting to find a job as each had 3 of the M.S respondents identifying these as barriers.

Once the barriers for attempting to find a job in the field were analyzed, it was important to discover possible reasons why those individuals who were currently employed were not employed in recreation. Although not wanting to relocate was an option to select, the majority of B.S respondents reported that relocating was not a reason for not working in the field. Five of the B.S respondents reported that they were not working in the field because of the limited salary. Additionally, 5 of the B.S respondents also reported that there were several other reasons for not working in the field of recreation. Of those 5 of the respondents who indicated that there were other reasons for not working in the field the most frequent response (2 people) was that they were currently completing a Master's degree in the field.

Four of the M.S respondents claimed that the reason for not working in the field was that they couldn't find a position, whereas 3 alumni indicated that the salary was too low. Figure 7 combines the data from these two questions and shows the findings. It should be noted that question 14, which asked the respondents how satisfied they were with their job, was omitted from analysis as it was thought that ultimately job satisfaction did not pertain to UTK's curriculum. Additionally, many of the respondents who answered this

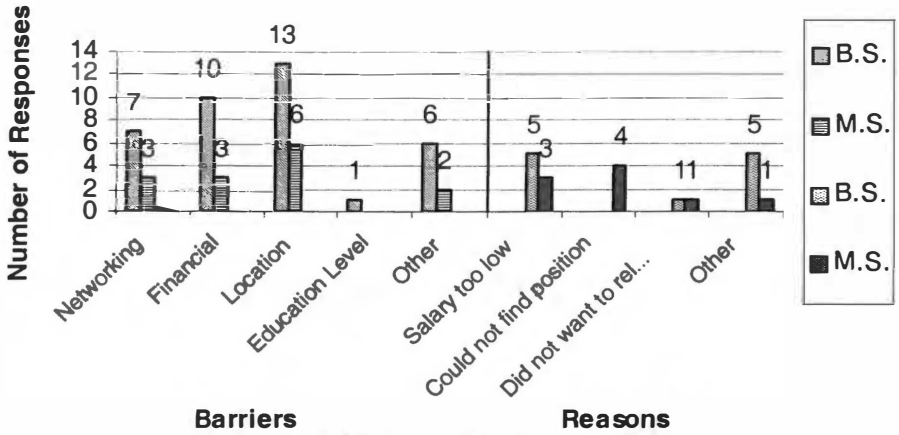

Figure 7: Question 11 & 12 - Barriers while attempting to find a job & Reasons for not working in the field

question were not employed in the field of recreation and therefore their responses held little relevancy to the study.

Through analyzing the data, it was obvious from the previous question that money plays a major role as to whether the respondents had difficulty finding a job or whether they worked in the field at all. Twenty-five percent of the B.S respondents indicated that they had an annual income of below $20,000 and 19.4 percent reported that they received an annual income between $30,001 and $35,000. The lowest response rate for those individuals with a B.S degree was 5.6 percent for the income bracket of $35,001 to $40,000 annually. In analyzing the data for the M.S respondents it became apparent that most of the respondents (20 percent for each) received an annual income of between $30,001 and $35,000, $35,001 and $40,000, and $45,001 or more, whereas, there was only 6.7 percent who made below $20,000 annually. Forty-four of the potential B.S respondents and 14 of the M.S respondents did not respond to this question.

Overall, the data collected showed that more M.S respondents were in the greater income brackets with exception to the six B.S respondents who indicated that they made $45,001 or more. Three of these B.S respondents were either affiliated with the Ladies Professional Golf Association, the Tennessee Professional Golf Association, and one B.S respondent reported being a professional golfer. Figure 8 shows the findings.

The second research question was, what were the alumni's perceptions of the quality of their education, from the recreation program, in relation to their demands of their current career. Questions 7 through 9 of this section provided this information. In order to determine whether alumni obtained a quality education from UTK it was important for the graduate to meet the requirements that employers look for and whether they were prepared to complete specific certification requirements. Questions 7 and 8 examined how many respondents were required to have a B.S degree or a specific certification to obtain their present job. According to the data collected, 74.3 percent of the B.S respondents reported having to have a B.S degree for their present job, whereas,

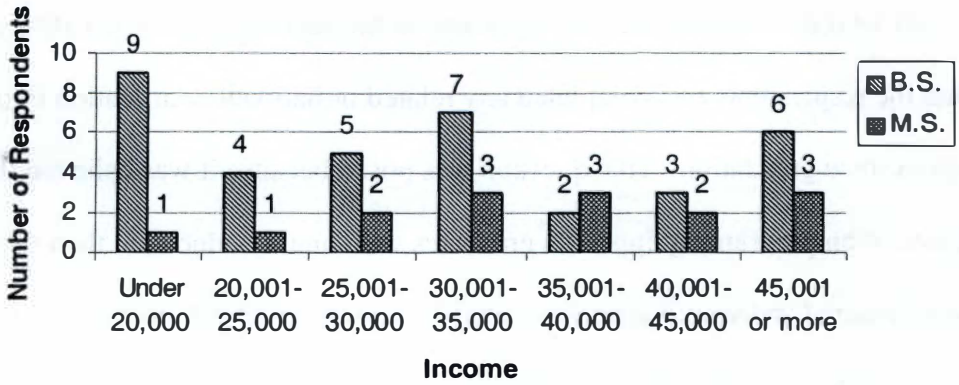

Figure 8: Question 13 - What is your current annual income?

25.7 percent of the B.S respondents indicated that they did not. In contrast, 83.3 percent of M.S respondents reported that they were required to have at least a B.S degree for their present job and only 16.7 percent reported that they did not. Forty-five B.S respondents and 17 M.S respondents did not respond to this question.

Question 8 goes slightly further examining how prepared graduates from UTK were for their present job by looking at how many respondents were required to have a certification for their current job. According to the B.S respondents, 34.4 percent reported that they required some sort of certification for their job while 65.6 percent indicated that they did not have to have a particular certification. In addition, the M.S respondents indicated that 33.3 percent required some sort of certification while twice as many (66.7 percent) reported that they did not. Of the types of certifications indicated as being required, the Certified Therapeutic Recreation Specialist (CTRS) certification was required by the most employers as indicated by both the B.S and the M.S respondents. Figure 9 compares these data. Forty-eight of the B.S respondents and 17 M.S respondents did not respond to this question.

As aforementioned, question 9 pertains to the second research question as it asks whether the respondents had completed any related or national certification in the field of recreation since graduation. This question was posed because it was believed that if the UTK recreation program equipped its graduates with quality education then they would be more prepared and would aspire to obtain additional certification even if not required.

From the data collected, 51.4 percent of the B.S respondents reported that they had completed some type of certification without being required to do so, whereas, a

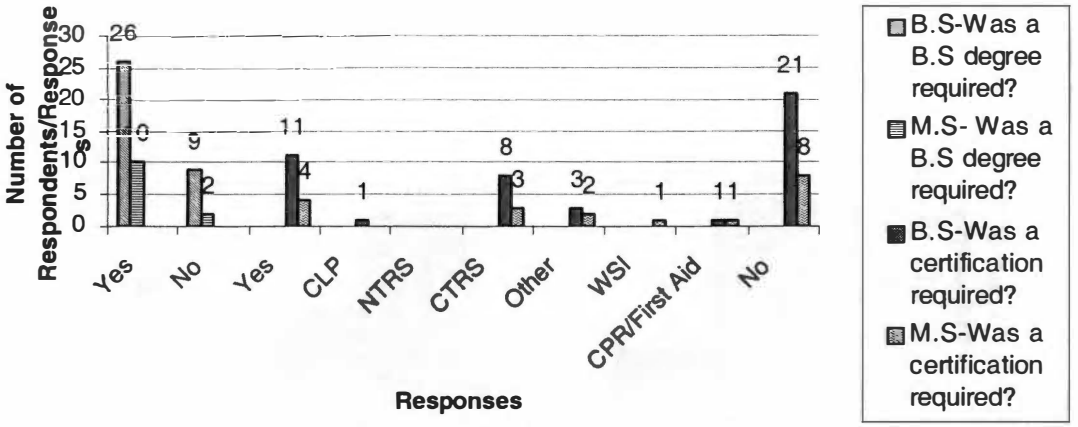

Figure 9: Questions 7 & 8 - Were either a B.S degree or a certification required for your present job?

similar but slightly lower number (48.6 percent) reported that they had not. When tabulating the data from the M.S respondents a significantly lesser percent (33.3) indicated that they had obtained a certification of some sort whereas twice as many (66.7 percent) reported that they had not. There is a possibility that the M.S respondents were in jobs that did not require such certification but from the data collected this reasoning seems uncertain. A similar pattern emerged as in the previous question, in that the majority of both the B.S and M.S respondents reported that they had obtained the CTRS certification. Figure 10.1 shows these findings and Figure 10.2 presents some of the other responses that the graduates gave as answers for types of certifications they had obtained. Forty-five of the B.S respondents and 17 M.S respondents did not answer this question.

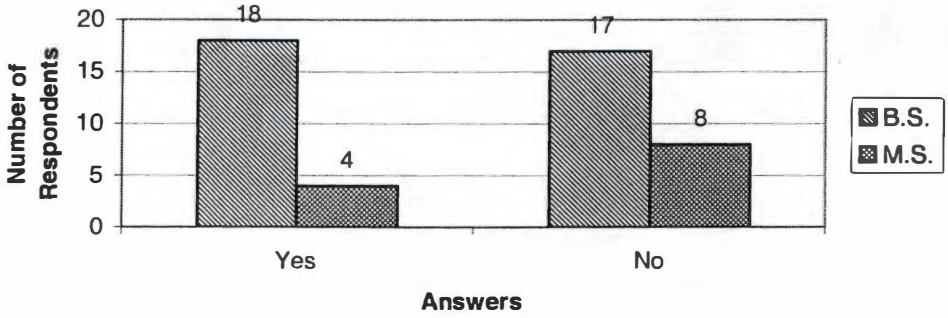

Figure 10.1: Question 9 - Have you completed any related or national certifications in the field of recreation since graduation?

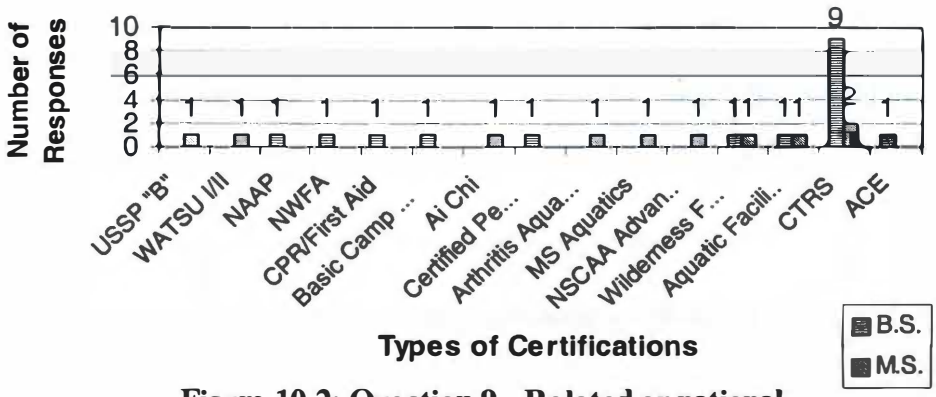

Figure 10.2: Question 9 - Related or national certifications that respondents have completed since graduation

Part Three: Evaluation Of The UTK Program

This section of the questionnaire looks at how the respondents evaluated the recreation program at UTK. Additionally, the results of this section were analyzed by using research questions two through five. Within the questionnaire, questions 16 through to 26 also provide information for this section.

Question 16 looks specifically at how well the UTK's program prepared the respondents for their job in the field of recreation. The question was a structured Likert scale ranging from 1, being "not at all" to, 5 being "prepared you a lot". According to the data collected from the B.S respondents, 39.1 percent felt that the UTK program prepared them "somewhat" for their job, whereas, 46.4 percent of the B.S respondents ranked their level of preparedness as either a 4 or a 5 on the Likert scale. Eleven B.S respondents did not answer this question.

A more significant finding resulted from the M.S respondents as 76 percent of them reported that their level of preparation ranked as either a 4 or a 5 on the Likert scale. Only a small percentage of the respondents with either a B.S degree or an M.S degree felt that UTK's program did not prepare them at all for their job in the field of recreation. Four M.S respondents did not answer this question. The findings from this question are presented in Figure 11.

Question 17 asked the respondents to specify what it was about UTK's program that helped them prepare for their career. The number one response from those 29 individuals with a B.S degree was the internship and practicums that each had to complete prior to graduation. Additionally, the B.S respondents felt that particular

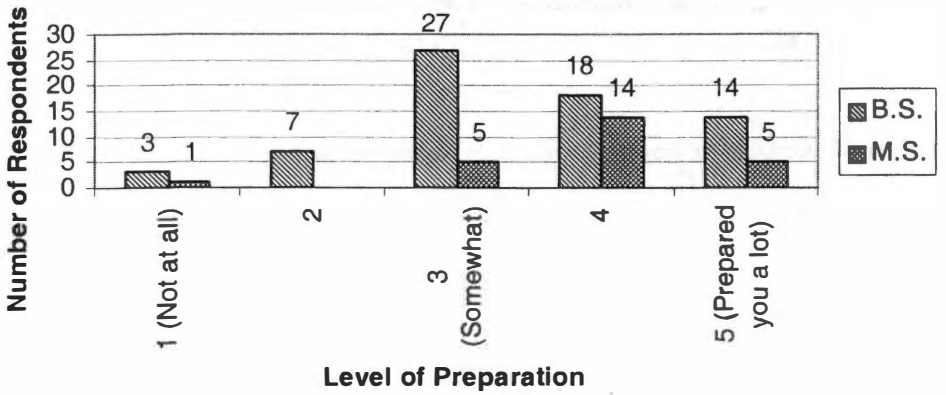

Figure 11: Question 16 - How did UTK's program prepare you for your job if in the field?

classes such as Therapeutic Recreation Programming, Medical Ethics, Psychology, Leisure Programming, Fiscal Policies, Program Management, Business, Camp Koinonia Class, Anatomy, and more specifically REC 310 (Leisure Program Development & Evaluation) prepared them for their career. Also, the B.S respondents felt that the ability to work with diverse people was a contributing factor to them feeling prepared for their career. Figure 12 shows these findings.

The responses from the M.S respondents were more diverse. The number one response was also the internships and practicums much like the B.S degree respondents. The next highest response rate was the Camp Koinonia class and the third highest response was both working with diverse people and working on the grant staff.

Overall, there were some definite similarities between both the undergraduates and the graduate students. One of the differences was the employment on the grant staff, which for the most part is only available as a graduate assistantship to M.S respondents.

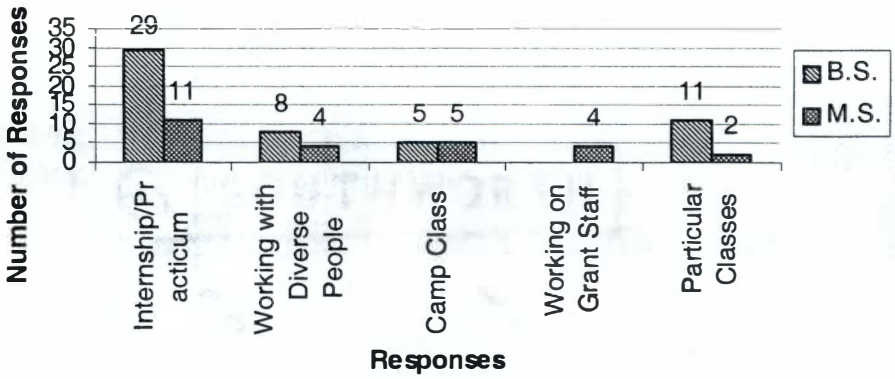

Figure 12: Question 17 - What specifically about the UTK's program helped you prepare for your career?

Figure 12 shows the most prominent responses to question 17 where, as mentioned earlier, the remaining response can be located in appendix E.

Question 20 asked the respondents how the knowledge and skills they gained from UTK's recreation program assisted them in their growth potential in their job. According to the data collected, twenty-six percent of the B.S respondents also reported that they believed the knowledge and skills gained from UTK's recreation program helped them "somewhat" in their growth potential in the field. Sixty-one percent of the B.S respondents ranked the knowledge and skills gained through UTK's program as a 4 or a 5 on the Likert scale.

The M.S respondents gave a similarly positive response to this question as 42.9 percent indicated that UTK's program assisted them 'somewhat" in growth potential. Fifty-seven percent reported that their growth potential ranked between 4 and 5 on the Likert scale. Eleven of the B.S respondents and 8 M.S respondents did not answer this question. These findings are presented in Figure 13.

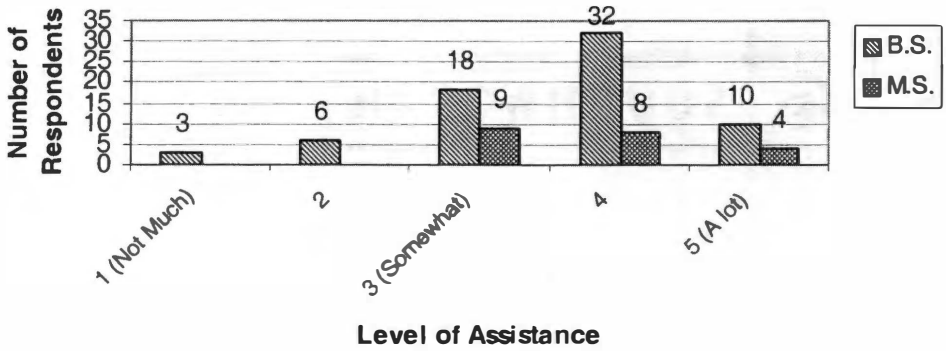

Figure 13: Question 20 - How has the knowledge and skills gained from UTK's recreation program assisted you in your growth potential in your job?

Question 21 and 22 investigated the idea of growth potential in the field by examining one's ability to be competitive in obtaining a job and through the examination of how the respondents felt the UTK's program equipped them with career advancing skills. Question 21 specifically looks at whether or not the respondents felt that the UTK's recreation program allowed them to be competitive in obtaining a job in the field of recreation. About sixty-three percent (63.4) reported that "yes" UTK's program did allow them to be competitive in obtaining a job, whereas, 36.6 percent felt that it did not. Looking at the data obtained from the M.S respondents it became apparent that 74 percent felt that the UTK program allowed them to be competitive in obtaining a job whereas, 25.9 percent felt it did not. Nine of the B.S respondents and 2 of the M.S respondents did not answer this question. Figure 14 outlines these findings.

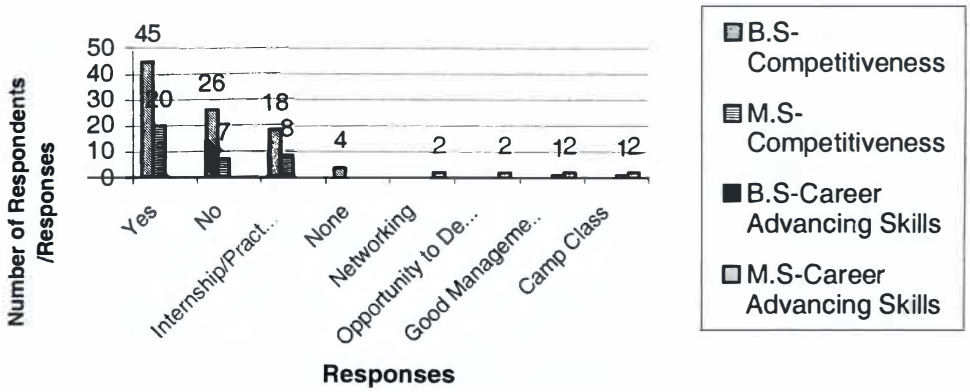

Figure 14: Question 21 & 22 - Did UTK's program assist you with competitiveness in obtaining a job and with career advancement?

In addition to examining competitiveness in obtaining a job, question 22 examined how UTK's program equipped them in gaining career advancing skills. From the data collected, 18 of the B.S respondents felt that the internship/ practicums helped them gain career-advancing skills. Whereas, 4 B.S respondents felt that there was nothing that UTK's recreation program had that provided them with career-advancing skills. After examining the M.S responses, the data showed some similarity in that the highest response rate was also for internship/practicums as eight of the respondents indicated. The difference is that the second highest response rate lies among Camp Koinonia class, networking, the opportunity to deliver presentations, and good management information as they all had two M.S respondents indicate these. Figure 14 merges both question 21 and 22 findings together.

Question 24 provides information relating the third research question, "what is the feedback from the alumni pertaining to their fieldwork agencies". This question was formatted as a Likert scale question ranging from poor, average, good, to excellent. The

B.S respondents (1 person each) rated the following agencies as "poor"; John T O'Connor, Council Travel Agency, the Student Health Center, Haslam Center, CHIPS, and Sunrise. Also, 3 people reported Fort Sanders Developmental School as being an "average" site for fieldwork. Eight B.S respondents (2 people for each) felt that NHC Health Care, Sunshine Industries, Children's Rehabilitation, and Fort Sanders Developmental School were all "good" fieldwork agencies sites. Of the B.S respondents, 6 of them rated Sunshine Industries as an "excellent" agency site and 4 felt that Baptist – Rehabilitation was also an "excellent" site for fieldwork. Figure 15.1 presents the additional ratings from the B.S respondents are located in Appendix E.

According to the data collected on the M.S respondents, no respondents reported any of their fieldwork agencies as "poor" however, Sunshine Industries, Beaumont Neurological Hospital, and Baptist – Rehabilitation were reported as being "average"

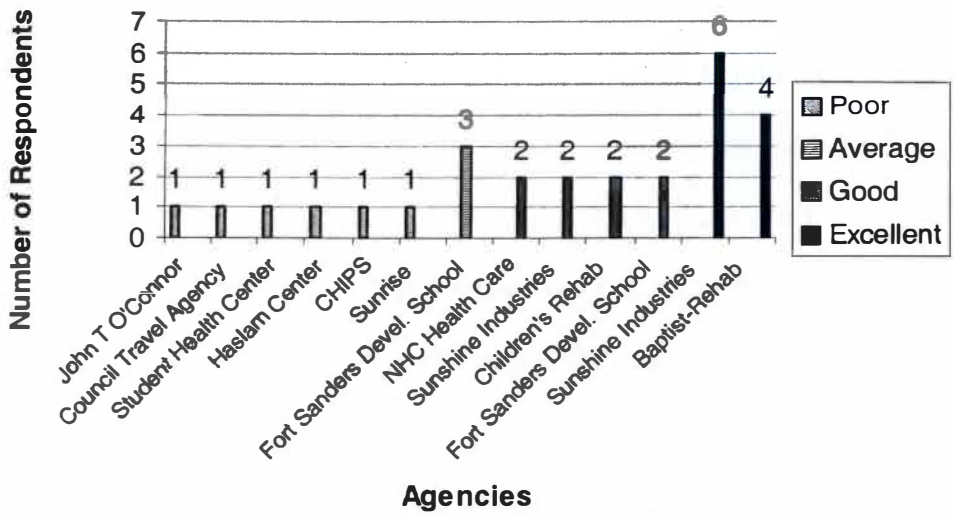

Figure 15.1: Question 24a - Ratings of field agencies by B.S respondents

sites for fieldwork (1 person for each). Conversely, an additional 6 people (2 for each) felt that NHC Health Center, Peninsula Village, and Beyond the Limits were "good" fieldwork site. Finally, 3 of the M.S respondents reported that Peninsula Village was an "excellent" site for fieldwork. Figure 15.2 shows these findings. The additional ratings from the M.S respondents are located in Appendix E.

Question 23a and b as well as 25a and b provide information for the fourth research question, "what is the feedback from alumni pertaining to specific course work (electives and requisites) in the recreation program". The data have been organized by each particular course and the courses, which had a mean of 3.0 or above, have been reported. The remainder of the data can be found in Appendix E. The top ranked courses according to the B.S respondent were 490: Senior Internship (3.8), 290: Sophomore Field Practicum (3.6), 425: Camp Koinonia Class (3.4), 310: Leisure Program Development &

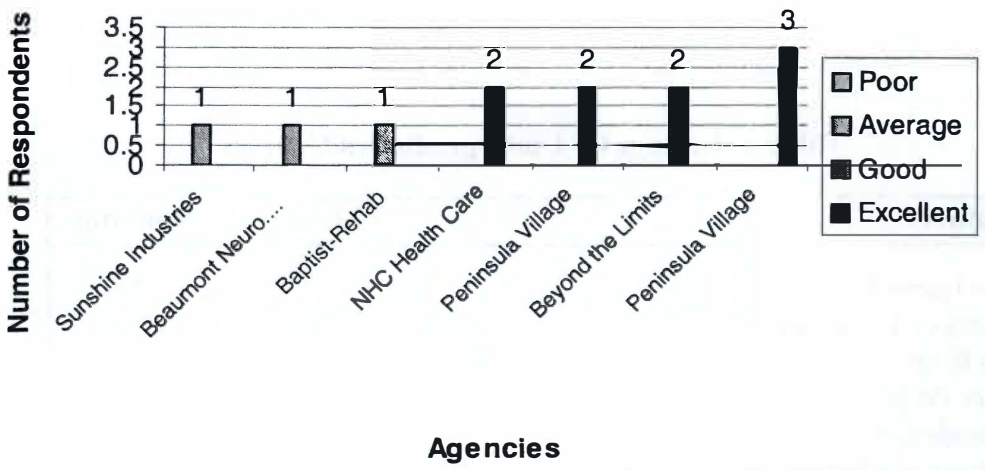

Figure 15.2: Question 24b - Ratings of field agency by M.S respondents

Evaluation (3.2), 493: Directed Study (usually utilized for Camp Class participants taking it for an additional time) (3.1), 320: Principles of Therapeutic Recreation (3.0), 415: Managing Leisure/Sport Related Facilities (3.0), and 440: Dimensions of Private/Commercial Recreation Businesses (3.0). Table 1 shows these findings and the remaining courses with a mean lower than 3.0 are located in Appendix E.

Additionally, the top ranked courses according to the M.S respondents were 520: Program Design & Evaluation in Therapeutic Recreation (3.9), 590: Graduate Internship (3.6), 592: Camp Koinonia Class (3.5), 521: Leisure Counseling & Facilitation Techniques (3.4), 522: Clinical Aspects in Therapeutic Recreation (3.4), 591: Directed Study (usually utilized for Camp Class participants taking it for an additional time) (3.4), 500: Thesis (3.3), 450: Specialized Study in Leisure Education (3.1), and 510 Perspectives and Trends in Leisure Studies & Services (3.0). Table 2 shows these findings and the remaining courses with a mean lower then 3.0 are located in Appendix E.

Table 1: Ratings Of Undergraduates Courses

Courses	Mean	Ranking
490 Senior Internship	3.8	1
290 Sophomore Internship	3.6	2
425 Camp Koinonia Class	3.4	3
310 Leisure Program Development	3.2	4
493 Independent Study	3.1	5
320 Principles of Therapeutic Recreation	3.0	7
415 Managing Leisure/Sport Related Facilities	3.0	7
440 Dimensions of Private/Commercial Rec. Businesses	3.0	7

Table 2: Ratings Of Graduates Courses

Courses	Mean	Ranking
520 Program Design & Eval.in Therapeutic Recreation	3.9	1
590 Graduate Internship	3.6	2
592 Camp Koinonia Class	3.5	3
521 Leisure Counseling & Facilitation Techniques	3.4	5
522 Clinical Aspects in Therapeutic Recreation	3.4	5
591 Directed Study	3.4	5
500 Thesis	3.3	7
450 Specialized Study in Leisure Education	3.1	8
510 Perspectives and Trends in Leisure Studies & Services	3.0	9

Looking more specifically at the undergraduates from UTK's recreation program it was believed important to evaluate their perceptions of the required courses for both the Private/Commercial concentration and for the Therapeutic Recreation concentration as these play a major role in the students quality of education. Question 25a examined the undergraduate's responses on the requisite courses from the Private/Commercial concentration. According to the B.S respondents, the tops ranked courses with a mean of 3.0 or above were Management 300 (3.3), Finance 301 (3.3), Business Administration (3.2), Accounting 201 (3.1), Accounting 202 (3.1), and Marketing 300 (3.1). Table 3 shows these findings and the remaining courses with a mean lower than 3.0 are located in Appendix E.

Question 25b looks at the undergraduates who are alumni from the Therapeutic Recreation concentration. According to the B.S respondents, the highest ranked course with a mean of 3.0 or higher were Exercise Science 411 (3.8), Psychology 330 (3.6), Child & Family Studies 210 (3.3), Exercise Science 332 (3.3), and Anatomy 240 (3.0).

Table 3: Ratings Of Private/Commercial Recreation Required Courses

Courses	Mean	Ranking
Management 300	3.3	1.5
Finance 301	3.3	1.5
Business Administration 201	3.2	3
Accounting 201	3.1	5
Accounting 202	3.1	5
Marketing 300	3.1	5

Table 4 shows these findings and the remaining courses with a mean lower then 3.0 are located in Appendix E.

Lastly, questions 18, 19, and 26 all provide information on the fifth and final research question, "what additional feedback and suggestions on how to improve the recreation program" were given by the respondents. Before the feedback and the recommendations are discussed, it is important to examine the number of respondents who would first and foremost recommend the Recreation and Leisure Studies program, in which they were involved, to prospective students. According to the B.S respondents, 87 percent reported that they would recommend the program to prospective students, and 13 percent reported that they would not. According to the M.S respondents, 86.2 percent reported that they too would recommend UTK's recreation program to prospective students and 13.8 percent reported that they would not. Three B.S respondents did not answer this question. Figure 16 presents these findings.

Table 4: Ratings Of Therapeutic Recreation Required Courses

Courses	Mean	Ranking
Exercise Science 411	3.8	1
Psychology 330	3.6	2
Child & Family Studies 210	3.3	3.5
Applied Anatomy 332	3.3	3.5
Human Anatomy 240	3.0	5

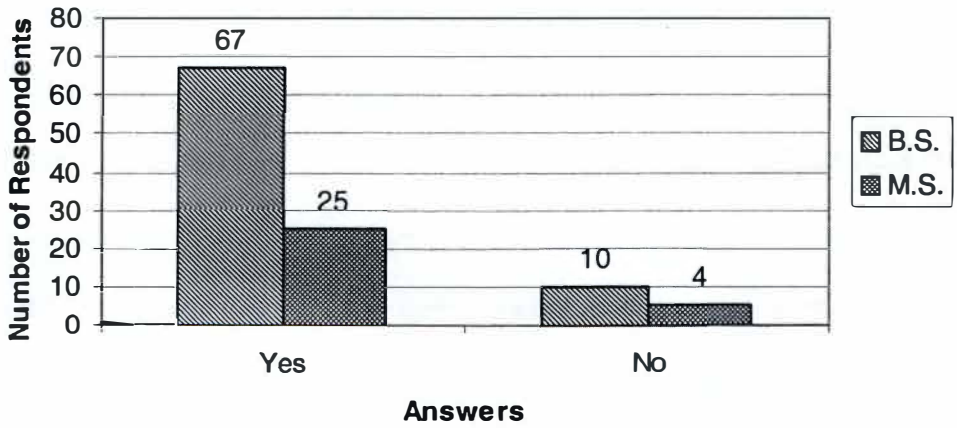

Figure 16: Question 19 - Would you recommend UTK's program to a prospective student?

Question 18 asked the respondents what improvements could be made to the recreation program at UTK. After analyzing the data it became apparent that the B.S respondents felt that more administration courses would be a significant improvement. It was also indicated by the B.S respondents that more of particular classes such as business classes, computer classes, classes for more social disabilities such as addiction, programming classes, medical classes, classes related to writing and public speaking, grant writing, anatomy, physiology, kinesiology, outdoor leadership, documentation, and clinical training would be a good improvement along with more exposure to different populations. The M.S respondents indicated that an improvement to UTK's recreation program would be to have less repetition in the courses that they were required to take. The complete findings are presented in Figure 17.

Finally, question 26 looks at the additional comments that both the B.S and M.S degree respondents gave at the conclusion of the questionnaire. The most overwhelming response from the B.S respondents was that they felt that the UTK curriculum was excellent, that UTK's recreation program prepared them for their career, and they also stated that they had a great experience at UTK. In addition, the B.S respondents indicated that in question 23 a & b it had been too long for these respondents to remember the courses listed in the questionnaire. Of the B.S respondents who responded, many reported being unhappy with the internship coordinator and others felt that Camp Koinonia class was not only a wonderful life learning experience but it was felt that the class should be made a requirement for all recreation students. Overall, the B.S respondents indicated that they felt that UTK recreation program was a great program.

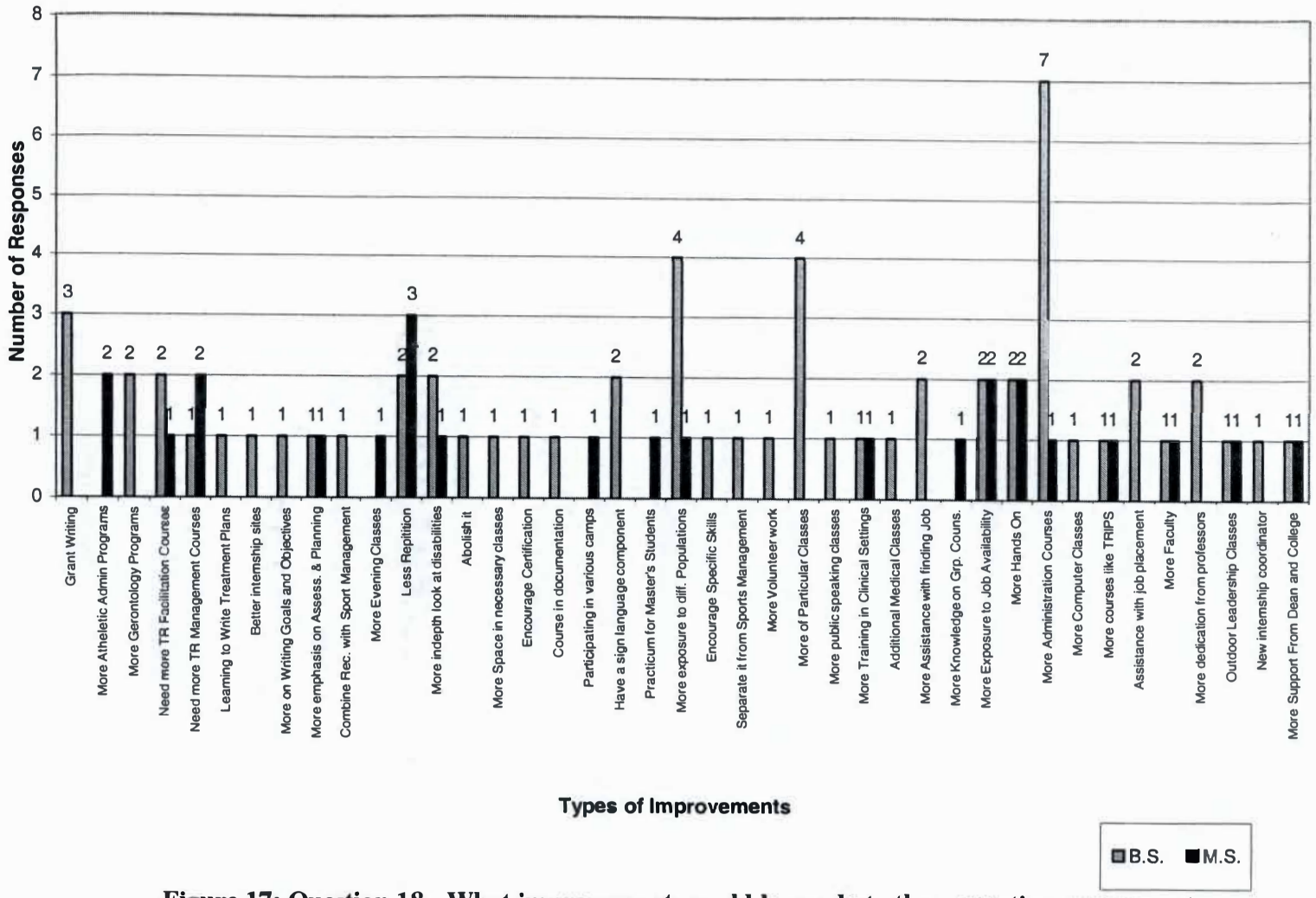

Figure 17: Question 18 - What improvements could be made to the recreation program at UTK?

Additionally, several other comments/recommendations were made by the B.S respondents (less than five percent of respondents for each):

- The classes were too crowded
- The advising was poor
- More practical work experience is needed
- More emphasis of psychiatric programs is required
- More psychology classes would be beneficial
- Great experience gained from the program
- More emphasis on realistic business is needed
- Unhappy with certain professors
- Patient professors who were willing to help students
- Better organization would be beneficial
- Not supportive of the field as a whole
- More support needed to find a job after graduation
- More focus on geriatrics as opposed to children with disabilities

It is important to mention that although the opportunity to make additional comments regarding the respondent's perception of UTK's recreation program was available at the end of the questionnaire, many B.S respondents chose not to provide a response.

After analyzing the responses from the M.S respondents, their comments/recommendations were as follows (less than five percent of respondents for each):

- Just like the B.S respondents, it had been too long for these the respondents to remember the courses listed in the questionnaire, which ultimately may have affected their reliability on rating each of the courses
- The curriculum helped the graduate students to be well prepared for their career and the CTRS exam
- More thesis courses need to be encouraged to the graduate students
- Enjoyed the graduate program as a whole
- The UTK program assisted the graduate students in obtaining a job
- Helped increase the awareness of the role of recreation

Again, although the opportunity for the M.S respondents to make additional comments was available at the end of the questionnaire, many of the M.S respondents chose not to respond.

Summary

Chapter four outlined the data that were collected using the questionnaire, which helped to obtain information surrounding the alumni's perception of the UTK's recreation program and of the program itself. Within this chapter the data collected were analyzed using the five research questions. The results and discussion have been presented surrounding each question within the questionnaire and have been associated with the five-analysis question.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter discusses the findings and summary of the study. After the findings of the study were presented the conclusions based on these findings will be presented as well as the recommendations for future studies.

Summary Of The Study

The purposes of this study were to examine the perceptions of the alumni on the UTK's recreation program as well as to receive some feedback from alumni on what recommendations should be made to the program as a whole. The subjects of this study included a random sample of 216 alumni of the 484 who graduated between 1993 and 2003.

According to the literature review, alumni are one of the best resources that an institution can research in order to gain perspective on their programs and to gain valid feedback and recommendations. Additionally, surveys of alumni are becoming more widely recognized by researchers in order to evaluate education being offered at various institutions (Richardson, 1992).

The literature review in this study looked at the various roles that alumni play in the institutions from which they graduated. It also examined the benefits that these

alumni received with their involvement in their alma mater's program. The literature review also looked at some of the challenges that institutions go through with designing the curriculum.

The methodology used in this study was a mail out questionnaire. A list of 484 participants was gained from Alumni Services at UTK and a true random sample of 216 at the .05 significance level (Gray & Airasian, 2003) was generated from that list.

The sample (N=216) was initially sent a cover letter, which outlined the purpose of the study, a copy of the questionnaire to be completed by the respondents, a list of the course descriptions from their graduating year, and a stamped self-addressed envelope to return the questionnaire. As aforementioned, to increase the response rate a second questionnaire was mailed out. The second mail out resulted in a total 56.8 percent return rate.

Once a questionnaire was returned, the data were entered on an excel spreadsheet and analyzed according to the following five research questions.

1. How many graduates were employed in the field of recreation upon graduation and what were some of the reasons for one not being employed in the field?
2. What are the alumni's perceptions of the quality of their education, from the recreation program, in relation to their demands of their current job?
3. What is the feedback that the alumni have on their fieldwork agencies?
4. What are the perceptions of the alumni pertaining to specific course electives and requisites in the recreation program?
5. What are the additional feedback and suggestions on how to improve the recreation program?

The Findings

Personal Information:

- More of the respondents had a Bachelor of Science degree (73.4 percent) than a Master's of Science (26.6 percent).
- The majority of both B.S and M.S respondents had an emphasis in therapeutic recreation (55 percent and 76 percent respectively).
- The most prevalent undergraduate degree for M.S respondents was psychology (20.7 percent).

Employment Information:

- There were 38 percent of B.S respondents working in the field of recreation.
- There were 50 percent of M.S respondents who were working in the field of recreation.
- The most significant reason for not working in the field of recreation for B.S respondents was because they chose to stay home with their children (13.3 percent). For M.S respondents, there were three reasons; attending graduate school, working as an elementary school teacher, and staying at home with their children.
- The majority of both B.S and M.S respondents were working in Knoxville, TN (23.3 percent and 33.3 percent respectively).
- The majority of M.S respondents had been working in the recreation field longer than B.S respondents.

- Location played the largest role as a barrier to B.S and M.S respondents attempting to find a job.
- Reasons for not working in the field for B.S respondents was limited salary whereas, M.S respondents reported that the majority could not find a job.
- The majority of B.S respondents (25 percent) indicated that their annual income was below $20,000 whereas; the majority of M.S respondents (20 percent each) reported that their annual income was between $30,001 and $35,000, $35,001 and $40,000, and 45,001 or more.
- More M.S respondents (83.3 percent) than B.S respondents (74.3 percent) required a Bachelor of Science for their current job.
- More B.S and M.S respondents indicated that they did not require certification for their current job (65.6 percent and 66.7 percent respectively).
- The majority of B.S and M.S respondents who were of the therapeutic recreation emphasis indicated that they had obtained the CTRS certification.

Evaluation Of The Program

- The majority of B.S respondents (46.4 percent) ranked their preparedness for their job as a 4 or 5 on the Likert scale whereas, 76 percent of M.S respondents ranked their preparedness for their job as a 4 or 5 on the Likert scale.
- The majority of B.S respondents and M.S respondents felt that the internship/practicum prepared them the most for their career.
- The majority of B.S respondents (61 percent) reported that they felt their assistance for growth potential from their knowledge and skills gained through

UTK's recreation program ranked as a 4 or 5 on the Likert scale whereas, 57 percent of M.S respondents reported that they felt their assistance for growth potential from their knowledge and skills gained through UTK's recreation program also ranked as a 4 or 5 on the Likert scale.

- The majority of both B.S and M.S respondents reported that UTK's program allowed them to be competitive in obtaining a job (63.4 and 74 respectively).
- The internship/practicum provided career-advancing skills according to the majority of B.S respondents and M.S respondents.
- According to B.S respondents, Sunshine Industries and Baptist - Rehab were rated as "excellent" field placement agencies whereas, the M.S respondents ranked Peninsula Village as an "excellent" field placement agency.
- The top three ranked courses by B.S respondents were 490 Senior Internship, 290 Sophomore Field Practicum, and 425 Therapeutic Recreation Programming.
- The top three ranked courses by M.S respondents were 520 Program Design & Evaluation in Therapeutic Recreation, 590 Graduate Level Internship, and 592 Camp Koinonia Class.
- The most important undergraduate courses in the commercial recreation emphasis were organization management, finance, and business administration.
- The most important undergraduate courses in the therapeutic recreation emphasis were physical activities for special populations, abnormal psychology, and human development.

- The majority of respondents would recommend the program to a prospective student according to 87 percent of B.S respondents and 86.2 percent of M.S respondents.
- The most significant response from B.S respondents regarding recommendation to the program was more administration courses. M.S respondents indicated that less repetition was the most significant recommendation.
- The majority of both B.S and M.S respondents did not take time to provide additional comments.

Conclusions

Over the years, there has been a limited amount of information surrounding recreation programs and their curriculum. Although this study is a slight replication of others that have been done by past students at UTK, the data from this study provide up to date information and perceptions of alumni on the recreation program.

Conclusions have been drawn regarding the five research questions that were used to examine the data collected. After examining the data it became apparent that:

- The respondents were satisfied with the quality of education from the UTK recreation program and the graduates were prepared, competent, and competitive.
- The study revealed that M.S respondents made more money than B.S respondents, which could be the reason for more M.S respondents working in the field of recreation.

- It became apparent that making money was more important to the respondents than staying in the field of recreation.
- The question pertaining to the ranking of internship/practicum sites had potential to be misleading because if a student was not capable of the workload or the site was not his/her preference, a bad rating could have resulted.
- When the respondents were asked to evaluate the courses, which make up UTK's recreation program, many of the respondents rated each of them strongly. However, there was a significant suggestion for more business courses to be added to the program. Since this study was conducted on alumni who graduated over a ten-year period some of the suggestions such as more business classes added have been made. Although changes and modifications to the program have been done continually, these respondents are only able to comment and report on what they experienced during their time at UTK.
- Additionally, the therapeutic recreation courses ranked higher than the recreation administration/commercial recreation possibly because the therapeutic recreation curriculum is structured to meet the requirements of the NCTRC (National Council for Therapeutic Recreation Certification).
- Overall, it was felt that the questions in the questionnaire were subject to the respondent's interpretation or misinterpretations, which may have affected their ability to answer the questions.

Recommendations

After examining all the data and compiling the information for this study, the following recommendations for future studies are provided.

1. When dealing with the sample population it is imperative to take a random sample of the B.S respondents and then a random sample of the M.S respondents rather than both together. The Master's program at UT is significantly smaller than the undergraduate program; therefore, they had a smaller pool to draw from for the random sample resulting in a small representation in study.
2. The questionnaire itself needs to be revised, as there were two specific parts that need to be eliminated if this study were to be replicated. Asking the respondents age should either be eliminated altogether or revised to be more specific depending on the researcher's intent. Also, the elimination of question 14, which asks, "How satisfied are you with your current job?" is another possible revision. The purpose of this question had limited value to the study as many of the respondents who answered this question were not working in the field of recreation and even those who were, there level of job satisfaction rarely if at all had relevance to the quality of education that UT provided.
3. Recommendations for the study as a whole are that there should be a follow up study done within the next five years to continue gathering current and accurate data.

4. Also, if possible, it is imperative that the contact information be updated on a more frequent basis in order for follow up studies to be executed more smoothly in the future.

Summary

This chapter presented a summary of the study and the findings that were revealed. Additionally, conclusions were made regarding the findings and were discussed along with some possible recommendations for future studies.

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APPENDIX A: Initial Letter

February 18, 2004

Dear Alumni,

My name is Angela Wozencroft. I am a graduate student in Sport and Leisure Studies at the University of Tennessee working with Dr. Gene A. Hayes. I am conducting a study examining the perceptions of alumni regarding the effectiveness of the Recreation and Leisure curriculum and department. This is a follow up study of all recreation graduates of the University of Tennessee since 1993. More specifically, this study will determine the number of graduates in the field of recreation and their demographics, evaluate the courses within the program, and an evaluation of the program itself.

We are interested in obtaining your opinions about the program and the data collected will be used to guide future curriculum changes and program improvements. We would like you to complete the enclosed questionnaire identifying the characteristics you believe were important during your learning experience at the University of Tennessee, Knoxville. The questionnaire will take approximately 25 minutes to complete. Your name will not be revealed at any time in the published reports. Your completion and return of the questionnaire constitutes your consent to participate.

Please return the questionnaire in the enclosed self-addressed, stamped envelope by March 12th, 2004. If you would like to know more about this study, please do not hesitate to contact me via phone or email at 865-974-4363 or at awozenc1@utk.edu.

Thank you for your time and cooperation.

Sincerely,

Angela J. Wozencroft
Department of Sport and Leisure Studies
University of Tennessee
361 HPER Building
Knoxville, TN 37966
awozenc1@utk.edu

APPENDIX B: Questionnaire

Alumni Perceptions: Questionnaire

Personal Information

1. Date of graduation: B.S. Degree _____ Year _____ Age _____
M.S. Degree_____ Year _____ Age _____

2. Major? (Check One)
___Recreation Administration ___Outdoor
___Commercial Recreation ___Tourism
___Therapeutic Recreation ___Other (Specify)_____

3. If you received a Master's degree in Recreation, what was your undergraduate degree in ? (If not applicable, please go to Question#4)_____
_____
_____

*** If you are not currently employed please go to question # 15 (Evaluation of the UT Program).**

Employment Information

4. Are you presently employed in the field of recreation or one(s) that deal with recreation?(Circle one) Yes No

* If yes, please provide the following information. If no, please go to question #14.

Agency_____ Title_____
How many hours per week do you work? _____
Would this be a good agency for a practicum and/or internship? (Circle) Yes No
If yes, please give address and contact information_____
_____
_____
_____

Please list other positions you have had in the field of recreation or one that deals with recreation._____
_____
_____

5. Place of employment?
City _____ State/Province_____
Country_____

6. How many years have you been employed in the field of recreation (Check one)
_____ Less than 1 year ____ 1 year _____ 2 years – 4 years
_____ 5 years – 7 years _____8 years – 10 years _____ More than 10 years

7. Was a B.S. degree required for your present job? (Circle one) Yes No

8. Was a certification required for your present job? (Circle one) Yes No
If yes, please circle CLP NTRS CTRS
Others _____

9. Have you completed any related or national certifications in the field of recreation since graduation?(Circle one) Yes No Please
List:_____

10. How long did it take you to find a job in your related field after graduation from UT?
_____ 3 months or less _____ 7 months – 1 year _____ More than 3 years
_____ 4-6 months _____ 2 years – 3 years

11. What barriers, if any, did you face while attempting to get a job?
(Check all that apply)
Networking _____ Financial _____ Location _____
Education Level _____ Other_____

12. Please give a reason(s) why you are not employed in recreation.
_____ Salary too low _____ Could not find a position
_____ Did not want to relocate _____ Other (Specify)_____

13. What is your current annual income? (to be completed by all respondents)
_____ Under $20,000 _____ $25,001-$30,000 _____ $35,001-$40,000
_____ $20,000-$25,000 _____ $30,001-$35,000 _____ $40,001-$45,000
_____ $45,001 or more

14. How satisfied are you with your job? (Circle a number)

1	2	3	4	5
Low Satisfaction	Moderate Satisfaction		High Satisfaction	

Explain level of satisfaction. _____
_____
_____

Evaluation of the UT Program

15. If not employed in a recreation related position, what is your field of work and what is your job title?
(Field of Work)_____
(Job Title)_____

16. On a scale from 1 to 5, how did UT's program prepare you for your job if in the field? (Circle one)

1	2	3	4	5
Not at all		Somewhat		Prepared you a lot

17. What specifically about the UT program helped you prepare for your career?

_____
_____
_____

18. What improvements could be made to the recreation program at UT?

_____
_____
_____

19. Would you recommend UT's recreation program to a prospective student? (Circle One)
Yes No If no, please explain _____

20. On a scale of 1 to 5, how has the knowledge and skills gained from UT's recreation program assisted you in your growth or growth potential in your job if in the field?(Circle a number)

1	2	3	4	5
Not much		Somewhat		A lot

21. Did the UT's recreation program allow you to be competitive in obtaining a job? (Circle One) Yes No

22. How do you feel UT's program equipped you with gaining career advancing skills?_____
_____
_____

23. Indicate how well the courses you completed at UT prepared you to fulfill the requisites of your current job. (Rate the courses from the year you graduated)

A) If you completed an **Undergraduate degree** between **Fall 1992 and Summer 2003,** please rate the following courses.

	Not Important (1)	Somewhat Important (2)	Important (3)	Very Important (4)	Not Applicable (5)
Undergraduate Fall 1992-Summer 2003					
110 Foundations for Leisure Studies & Services/ Recreation Foundations of Leadership	__	__	__	__	__
201 Rec. & Tourism Foundations & Leadership	__	__	__	__	__
210 Dynamic of Recreation Leadership/& Tourism Management	__	__	__	__	__
250 Specialization Study /Topics in Leisure Education	__	__	__	__	__
290 Field Practice/Practicum in Recreation/ Tourism Mgnt.	__	__	__	__	__
310 Leisure Program Development & Eval./ Tourism Programs/Development & Eval. of Rec. & Tourism Programs	__	__	__	__	__
320 Analysis of Leisure & Special Populations/ Therapeutic Recreation & Special Populations	__	__	__	__	__
325 Therapeutic Recreation and Lifestyle Planning (formerly 250/450 wellness)	__	__	__	__	__
410 Maintenance & Management of Rec. & Sport Related Facilities/Management Concepts of Recreation, Tourism & Sport Facilities	__	__	__	__	__
415 Managing Leisure/Sport & Related Facilities/ Development & Maintenance of Leisure, Sport, Tourism Services/ Development & Maintenance of Rec., Tourism, and Athletic Facilities	__	__	__	__	__
420 Principles of Therapeutic Recreation	__	__	__	__	__
425 Therapeutic Recreation Programming (Camp Koinonia 250/450)	__	__	__	__	__

	Not Important (1)	Somewhat Important (2)	Important (3)	Very Important (4)	Not Applicable (5)
430 Organizations and Administration of Leisure Services/Tourism Services	—	—	—	—	—
440 Dimensions of Private & Commercial Recreation Businesses/Dimensions of Commercial Recreation & Enterprises	—	—	—	—	—
450 Specialized Study/Topic in Leisure Educ./ & Tourism	—	—	—	—	—
470 Tourism & Leisure Industries	—	—	—	—	—
490 Practicum in Recreation/Internship in Recreation/ & Tourism Mgnt.	—	—	—	—	—
493 Directed Independent Studies in Rec. & Tourism Mgnt.	—	—	—	—	—

B) If you completed a **Graduate degree** between **Fall 1992 and Summer 2003,** please rate the following courses.

	Not Important (1)	Somewhat Important (2)	Important (3)	Very Important (4)	Not Applicable (5)
Graduate Fall 1992-Summer'03					
410 Maintenance & Management of Rec. & Sport Related Facilities	—	—	—	—	—
415 Managing Leisure/Sport & Related Facilities/& Tourism Services/Development & Maintenance of Rec., Tourism and Athletic Facilities	—	—	—	—	—
430 Organization & Administration of Leisure Services/& Tourism Services	—	—	—	—	—
440 Dimensions of Private & Commercial Rec. & Businesses/Dimensions of Commercial, Rec., & Enterprises	—	—	—	—	—
450 Specialized Study in Leisure Ed./& Tourism	—	—	—	—	—
470 Tourism & Leisure Industries	—	—	—	—	—
500 Thesis	—	—	—	—	—
502 Registration for use of Facilities	—	—	—	—	—
510 Perspectives and Trends in Leisure Studies & Services/Trends & Issues in Service Mgnt.	—	—	—	—	—
515 Philosophical & Conceptual Foundations of Leisure	—	—	—	—	—
520 Program Design & Eval. in Therapeutic Recreation	—	—	—	—	—
521 Leisure Counseling & Facilitation Tech./ Facilitation Tech. in Therapeutic Recreation	—	—	—	—	—
522 Clinical Aspects in Therapeutic Recreation	—	—	—	—	—
540 Fiscal Policies for Rec. & Sport Related Organizations & Facilities	—	—	—	—	—

	Not Important (1)	Somewhat Important (2)	Important (3)	Very Important (4)	Not Applicable (5)
541 Management & Operation of Rec. & Sport Related Facilities	—	—	—	—	—
590 Graduate Practicum/Internship	—	—	—	—	—
591 Directed Study in Leisure & Recreation	—	—	—	—	—
592 Specific Topics in Rec. & Leisure Studies	—	—	—	—	—

24. Give the names of the agencies where you did field work and rate each one.

Name of Agency	**Rating** (Circle One For Each)			
1._____	Poor	Average	Good	Excellent
2._____	Poor	Average	Good	Excellent
3._____	Poor	Average	Good	Excellent
4._____	Poor	Average	Good	Excellent

25.A) If you were a **Private and/or Commercial Undergraduate major** please rate the following courses. (If not applicable, please leave blank)

	Not Important (1)	Somewhat Important (2)	Important (3)	Very Important (4)	Not Applicable (5)
Principles of Financial Accounting (Accounting 201)	—	—	—	—	—
Principles of Managerial Accounting (Accounting 202)	—	—	—	—	—
Introduction. to Economics: Survey CRS (Economics 201)	—	—	—	—	—
Business Functions (Business Administration 201)	—	—	—	—	—
Marketing Supply Chain Management (Marketing 300)	—	—	—	—	—
Financial Management (Finance 301)	—	—	—	—	—
Organizational Management (Management 300)	—	—	—	—	—

B) If you were a **Therapeutic Recreation Undergraduate major**, please rate the following courses. (If not applicable, please leave blank)

	Not Important (1)	Somewhat Important (2)	Important (3)	Very Important (4)	Not Applicable (5)
Human Development (Child & Family Studies 210)	___	___	___	___	___
Human Physiology (Biochem. & Cellular & Molecular Biology 230)	___	___	___	___	___
Bioethics (Philosophy 345)	___	___	___	___	___
Applied Anatomy (Exercise Science 332)	___	___	___	___	___
Human Anatomy (Ecology & Evolutionary Biology 240)	___	___	___	___	___
Abnormal Psychology (Psychology 330)	___	___	___	___	___
Physical Activities Special Populations (Exercise Science 411)	___	___	___	___	___

26. Please make additional comments:_____

_____

_____

_____

APPENDIX C: Second Letter

March 17, 2004

Dear Alumni,

Recently your were sent an "Alumni Perceptions: Questionnaire" asking for your opinions on the Recreation Program at the University of Tennessee. Due to the fact that only a limited amount of questionnaires were sent out, your participation in the study is very important.

You may not have been available or able to answer the initial questionnaire that was previously mailed to you however, it is hoped that you would be willing to participate in the study at this point in time as an additionally questionnaire has been attached for your completion. The questionnaire will only take a few minutes to complete and a stamped self-addressed envelope has been provided for your use. If you have not had the chance to complete this questionnaire at this time, we would like for you do so to help with the accuracy of this study? Your names will not be revealed at any time in the published reports. Your completion and return of the questionnaire constitutes your consent to participate.

If you have already taken the time to complete this questionnaire, thank you! If you have not, please return the questionnaire in the enclosed self-addressed, stamped envelope as soon as possible. If you would like to know more about this study, please do not hesitate to contact me via phone or email at (865) 974-4363 or at awozenc1@utk.edu.

Thank you for your time and cooperation.

Sincerely,

Angela J. Wozencroft
Department of Sport and Leisure Studies
University of Tennessee
361 HPER Building
Knoxville, TN 37966
awozenc1@utk.edu

Potential Practicum/Internship Agencies

Memphis Jewish Home
Director of Activities
36 Bazeberry Rd.
Cordova, TN 38018
901-756-3270

Mission Hospital
Copestone Psychiatric Unit
Adjunct therapist
Copestone Unit of MSJ
345 Biltmore Ave.
Asheville, NC 28801

Roger C. Peace/Physical Medicine
Recreational Therapist
701 Grove Rd.
Greenville, SC 29607

Wesley House Community Center
Program Director
923 Dameron Ave.
Knoxville, TN 37919
(865)524-5494

Hooters Professional Golf Tour
Aegis Senior Communities
Asst. Living Director
26922 Camino de Estrella
Dana Point, CA 92624
www.aegisal.com

Tennessee Department of Environment
and Conservation
Park Manager
2010 Panther Creek Rd.
Morristown, TN 37814
(423)587-7046

Leisure Access Services
Miami-Dade Parks & Recreation
275 NW 2nd Street, 4th Floor
Miami, FL 33128
(305) 755-7848

Nationwide Tour Knoxville Open
@ Den CC
Boys & Girls Club of TN Valley
220 Carrick Street, Suite 318
Knoxville, TN 37921
(865) 523-8687

Tennessee PGA
400 Franklin Road
Franklin, TN 37069
(615) 790-7600
www.golfhousetennessee.com

National Golf Association, Inc
1211 Highway 17 North
N. Myrtle Beach, SC 29582
(843) 281-8687
(800) 992-8748
www.ngahooterstour.com

Boys & Girls Club of TN Valley
220 Carrick St. Suite 318
Knoxville, TN 37921

Methodist Medical Center
Coordinator of Beh. Med.
4-South Behavior Medicine
990 Oakridge Turnpike
Oakridge, TN 37830

Maine Center for Integrated Rehab
Recreation Therapist
125 John Roberts Rd. Unit #12
South Portland, ME

Stafford County Parks & Rec., VA
Recreation Program Supervisor, Special Pop'n
P.O Box 339
Stafford, VA 22555
(540) 373-2229

Pathways Behavioral Health
Intensive Focus Spec.
238 Summer Dr.
Jackson, TN 38301

United States Adaptive Recreation Center
Staff Instructor
P.O. Box 2897
Big Bear Lake, CA 92314

Casa Grande del Rio
Manager
1410 O'Grady Dr.
Chattanooga, TN 37419
(423) 821-1077

NHC- Fort Sanders
Therapeutic Recreation Assistant
2120 Highland Ave.
Knoxville, TN 37916
(865) 525-4131 ext. 116

St. Mary's Hospital
Recreation Therapist
Knoxville, TN 37917

Harmony House Healthcare Center
Recreation Therapist
2950 W. Shaulis Rd.
Waterloo, IA 50701

Baptist Hospital
137 Blount Ave
Knoxville, TN
(865) 632-5428

Williamson County Parks & Rec.
Senior Coordinator/Rec. Therapist
1120 Hillsboro Rd.
Franklin, TN 37064
(615) 790-5719 ext. 21

Metropolitan Family Services
Education Director
c/o Fox Center for Outdoor Learning
1889 Cary Road
Algonquin, FL 60102

Lake View YMCA
Youth & Teen Director
3333 IV. Marshfield Ave.
Chicago, IL 60657
(773) 248-3333 ext. 127

Lakeshore Foundation
Youth Coordinator-Director
4000 Ridgeway Dr.
Birmingham, AL 35209

UT – Women's Athletic Dept.
Graduate Assistant of Development
University of Tennessee WAD
1600 Phillip Fulmer Way
208 Thompson Boling Arena
Knoxville, TN 37996

The University of West Florida
Soccer Coordinator
11000 University Parkway
Pensacola, FL 32514
(850) 474-2584

Southern Oaks Mental Care Center
Recreation Therapy Director
2355 Kissimmee Park Rd.
St. Cloud, FL 34769
(407) 957-2280
Fax: (407) 957-5319

APPENDIX E: Raw Data

Question 1: Date of Graduation?	B.S.	M.S.
1993	11	3
1994	3	4
1995	7	6
1996	3	2
1997	5	2
1998	5	1
1999	5	5
2000	10	2
2001	15	2
2002	9	2
2003	7	2

Question 2: Major?	B.S.	M.S.
Recreation Administration		6
Commercial Recreation	30	
Therapeutic Recreation	44	22
Outdoor		
Tourism	2	
Other	4	1

Question 3: What was your undergraduate degree	M.S.
Business	2
Mass Communication	2
Leisure Studies	1
Biology	1
Human Services	1
Pre Law	1
Recreation/ Rec. Mgmt.	3
Therapeutic Recreation	4
Exercise Science/Wellness	1
Youth Ministry	1
Secondary Education	1
Physical Education	1
Special Education	3
Elementary Education	1
Psychology	6

Question 4: Are you presently employed in the field of recreation?	B.S.	M.S.
Yes	27	13
No	44	13

Question 4: Additional positions that respondents have held	B.S	M.S
Lifeguard	1	1
Adapted Aquatics Coordinator		1
Camp Counselor	2	1
Program Supervisor		1
Facility Director		1
Recreation Director	1	1
Activity Therapist		1
Rehabilitation Coordinator		1
Aquatic Specialist	1	1
Climbing Gym Manager		1
Camp Director		1
Outreach Program Coordinator		1
Asst. Director to a Camp	1	1
Professional Athlete	1	
VIP of Sales - LPGA Golf Tournament	1	
Therapeutic Recreation Specialist	3	
Program/Hospitality Specialist	1	
Raft Guide/Naturalist	1	
Activity Director	2	
Personal Fitness Trainer	1	
Sports Coach	1	
Program Director	2	
Park Ranger	1	
Environmental Educator	1	
Lifeguard Instructor	1	
Counselor	2	
Youth Sports Program Coordinator	1	
Day Camp Coordinator	1	
Wellness Coordinator	1	

Question 4		
Current positions that respondents hold	**B.S**	**M.S**
Therapeutic Recreation Specialist	6	3
Vocational Rehab		1
Liaison to Juvenile Court		1
Youth Coordinator		1
Rehab Therapist		1
Exercise Physiologist		1
Manager	1	1
Program Director		1
Professional Athlete	1	
VIP of Sales - LPGA Golf Tournament	1	
Youth & Teen Director	1	
Senior Field Instructor	1	
Education Director	1	
Guide	1	
Coordinator of Behavior Med.	1	
Water Aerobics Instructor	1	
Tournament Director	1	
Graduate Assistant	1	
Adjunctive Therapist	1	
Asst. Living Director	1	
Park Manager	1	
Recreation Program Supervisor	1	
Intensive Focus Specialist	1	
Staff Instructor	1	
Therapeutic Recreation Assistant	1	
Treatment Coordinator	1	
Youth & Family Director	1	
Activity Assistant	1	
Therapeutic Recreation Director	1	
Recreation Coordinator	1	
Director of Activities	1	

Question 5: Place of employment?	B.S.	M.S.
Dyerburg, TN	1	
Dalton, GA	1	
Miami, FL		1
St. Cloud, FL	1	
Medina, OH	1	
Brentwood, TN	1	
Franklin, TN	2	
Jackson, MS	1	
Denver,CO	1	
Birmingham, AL	1	1
Algonquin, IL	1	
Chicago, IL	1	
Waterloo, IA	1	
Oakridge, TN	1	
Santa Rosa, CA	1	
Harrison, NY		1
Pensacola, FL		1
Columbus, OH	1	
South Portland,ME		1
Stafford,VA	1	
East Lansing, MI		1
Cordova, TN	1	
Chattanooga, TN		1
Asheville, NC	1	
Knoxville, TN	7	4
Morristown, TN	1	
Atlanta, GA	1	
Dana Point, CA	1	
Greenville, SC	1	1

Question 6: Number of years employed in the field?	B.S.	M.S.
Less than 1 year	4	1
1 year	3	
2 years-4 years	11	2
5 years-7years	7	6
8 years-10 years	5	1
More than 10 years	1	2

Question 7: Was a B.S degree required for your job?	B.S.	M.S.
Yes	26	10
No	9	2

Question 8: Was a certification required for your job?	B.S.	M.S.
Yes	11	4
CLP	1	
NTRS		
CTRS	8	3
Other	3	2
WSI		1
CPR/First Aid	1	1
No	21	8

Question 9: Have you completed other certifications in the field?	B.S.	M.S.
Yes	18	4
USSP "B"		1
WATSU I/II		1
NAAP	1	
NWFA	1	
CPR/First Aid	1	
Basic Camp Director	1	
Ai Chi		1
Certified Personal Trainer	1	
Arthritis Aquatics		1
MS Aquatics		1
NSCAA Advance National		1
Wilderness First Responder	1	1
Aquatic Facility Operator	1	1
CTRS	9	2
ACE	1	
No	17	8

Question 10: How long did it take you to find a job after graduation?	B.S.	M.S.
3 months or less	24	8
4-6 months		2
7 months-1 year	3	1
2 years-3 years	4	1
More than 3 years	1	

Question 11: What barriers did you face while finding a job?	B.S.	M.S.
Networking	7	3
Financial	10	3
Location	13	6
Education Level	1	
Other	6	2
Unmotivated	1	
Not many Recreation Jobs available	3	
Years of Experience		1
Competition	1	
Did not answer question	1	

Question 12: Why are you not employed in the field of recreation?	B.S.	M.S.
Salary too low	5	3
Could not find position		4
Did not want to relocate	1	1
Other	5	1
Married Someone in the Field	1	
Stay at home mom	1	
Location		1
Grad School	1	
Too many hours	1	
Getting M.S. degree in TR	2	
Did not answer question	1	1

Question 13: What is your current annual salary?	B.S.	M.S.
Under 20,000	9	1
20,001-25,000	4	1
25,001-30,000	5	2
30,001-35,000	7	3
35,001-40,000	2	3
40,001-45,000	3	2
45,001 or more	6	3

Question 15: If not working in recreation, what is your field of work?	B.S.	M.S.
Pharmaceutical Sales	1	1
Director of Education	1	1
Administrative Assistant	1	1
Day Care	1	1
Did not answer question	1	1
Sales Manager	4	1
College Atheltic Admin.		1
Probation		1
Project Manager		1
Human Performance Consultant		1
Consultant		1
Sr. Associate Athletic Director		1
Nursing		1
Grad School	4	2
Stay at home mom	6	2
Elementary School Couns.		2
Customer Service	1	
Recyling Industry	1	
Bussiness	1	
Construction Material Rep.	1	
Bank Training Specialist	1	
Secretary	1	
Mortgage Planner	1	
Hospital Administration	1	
Assistant Hall Director	1	
Horticulture/Landscape Designer	1	
Ass. Football Coach	1	
Customer Support Person	1	
Marketing	1	
Academic Facilitator	1	
Police Officer	1	
Performance Analyst	1	
Caregiver	1	
Temp Agency	1	
Office Manager	1	
Food Service Consultant	1	
Attorney	2	
Computers	2	
Accounting Assistant Advisor	2	
Insurance	2	
Community Support Worker	2	
Military	2	
Teacher	3	

Question 16: Did UT's program prepare you for your job in the field?	B.S.	M.S.
1 (Not at all)	3	1
2	7	
3 (Somewhat)	27	5
4	18	14
5 (Prepared you a lot)	14	5

Question 17: What from the UT program prepared you for your job?	B.S.	M.S.
Budgeting	3	1
Funding	1	
Internship/Practicum	29	11
Length of Program		1
Class Participation	2	2
Particular Classes	11	2
Improved Communication Skills	4	1
Working with Diverse People	8	4
Thesis Writing		2
Facilitation of Activities	3	2
Nothing	2	
Good Training for CTRS Exam		1
Tourism Information	1	
Graduate Assistantship		1
Business Classes	3	1
Ropes Course		1
Caring Teachers	2	2
Good Transfer into Nursing		1
Leadership Skills	2	1
Project Facilitation	1	
Technical Writing	1	1
Organizational Skills	2	
Time Management	1	
Event Planning	1	
Program Planning	2	1
Camp Class	5	5
Project Based Learning	1	1
Counselling Skills	1	1
Working on Grant Staff		4
TRIPS Project	1	
Opportunity to Deliver Presentations	1	3
Life Experience	1	
Networking	2	
Hands on Experience	10	2

Question 18: What improvements could be made to the program?	B.S.	M.S.
Grant Writing	3	
More Athletic Admin Programs		2
More Gerontology Programs	2	
Need more TR Facilitation Courses	2	1
Need more TR Management Courses	1	2
Learning to Write Treatment Plans	1	
Better internship sites	1	
More on Writing Goals and Objectives	1	
More emphasis on Assess. & Planning	1	1
Combine Rec. with Sport Management	1	
More Evening Classes		1
Less Repetition	2	3
More in-depth look at disabilities	2	1
Abolish it	1	
More Space in necessary classes	1	
Encourage Certification	1	
Course in documentation	1	
Participating in various camps		1
Have a sign language component	2	
Practicum for Master's Students		1
More exposure to diff. Populations	4	1
Encourage Specific Skills	1	
Separate it from Sports Management	1	
More Volunteer work	1	
More of Particular Classes	4	
More public speaking classes	1	
More Training in Clinical Settings	1	1
Additional Medical Classes	1	
More Assistance with finding Job	2	
More Knowledge on Grp. Couns.		1
More Exposure to Job Availability	2	2
More Hands On	2	2
More Administration Courses	7	1
More Computer Classes	1	
More courses like TRIPS	1	1
Assistance with job placement	2	
More Faculty	1	1
More dedication from professors	2	
Outdoor Leadership Classes	1	1
New internship coordinator	1	
More Support From Dean and College	1	1
Did not answer question	1	

Question 19: Would you recommend the program?	B.S.	M.S.
Yes	67	25
No	10	4

Question 20: How has the program assisted you with growth potential?	B.S.	M.S.
1 (Not Much)	3	
2	6	
3 (Somewhat)	18	9
4	32	8
5 (A lot)	10	4

Question 21: Did the program allow you to be competitive in obtaining a job?	B.S.	M.S.
Yes	45	20
No	26	7

Question 22: How has the program equipped you with career advancing skills?	B.S.	M.S.
Only One in the State	1	
Internship/Practicum	18	8
Project Centered Classes	1	
Working on the grant	1	
Time Management	1	
Resume Writing	1	
Refined Organizational Skills		1
None	4	
Able to Teach Other Students		1
MS degree helped career advancement		1
Encouraged to keep up certification	1	
Networking		2
Particular Classes	2	
Thesis Writing		1
Opportunity to Deliver Presentations		2
Working with certain people	3	
Good Management Info	1	2
Learned Professional Skills	1	
Good Foundation of Knowledge	1	1
Group Work		1
Camp Class	1	2
Particular Professors	1	
Did not answer question	1	1

Question 23a – Undergraduate courses	Mean	Rank
490	3.8	1
290	3.6	2
425	3.4	3
310	3.2	4
493	3.1	5
320	3.0	7
415	3.0	7
440	3.0	7
110	2.9	11.5
201	2.9	11.5
210	2.9	11.5
325	2.9	11.5
420	2.9	11.5
430	2.9	11.5
450	2.9	11.5
250	2.8	16.5
410	2.8	16.5
470	2.7	18

23b –Graduate Courses	Mean	Rank
520	3.9	1
590	3.6	2
592	3.5	3
521	3.4	5
522	3.4	5
591	3.4	5
500	3.3	7
450	3.1	8
510	3.0	9
415	2.9	10
430	2.8	12
515	2.8	12
541	2.8	12
440	2.7	14.5
470	2.7	14.5
410	2.5	16.5
540	2.5	16.5
502	2.1	18

Question 24 Fieldwork agencies ratings	Poor (B.S.)	Poor (M.S.)	Ave. (B.S)	Ave. (M.S.)	Good (B.S)	Good (M.S.)	Excellent (B.S.)	Excellent (M.S.)
NHC Health Care			1		2	2		
UT Conference Center							1	
Atria Assisted Living							1	
John T O'Connor	1							
Knoxville Tourism							2	
Sandial Resort							2	
Sunshine Industries				1	2		6	
Wesely Woods							1	
Beaumont Neuro Hosp.				1				
East TN Spec. Olym.							2	
UT Therapeutic Rec.							1	
Dixie Stampede					1			
Tellico Village					1			
Peninsula Village			1		1	2	2	3
Colonial Hills Nurs. Hm			1		1			
Camp Kostapolus					1			
Adaptive Recreation Center					1	1		
Project Adventure							2	
Shannondale Nursing Home			1					
Camp Runels						1		
Council Travel Agency	1							
Beyond the Limits						2	2	
Baptist- Rehab				1	1		4	
Baptist- Behavioral			1				2	
Penisula Hospital					1		1	1
University of Tenn. Athletic Dept.							1	
SPLORE							1	
Dekalb County Hospital							1	
Court South- lifeguard			1					
Kiawan Island Resort							1	
Tanasi Girl Scout Coun.					1			
Parker Sports Arena			1					
UT Athletics					1			1
Sea Pines - Hilton Head							1	
Aquatic Therapy Ctr.					1			
Clayton Center					1			
Hillcrest Nursing Home					1			
Outlook Inc.					1			
TN School for Deaf			1		1			
Wild Dunes Resort					1			
Marriott Hotels					1			
Florence Critten			1		1			
Children's Rehab					2		3	
UT Canoe & Hiking							1	

Question 24 Fieldwork agencies ratings	Poor (B.S.)	Poor (M.S.)	Ave. (B.S)	Ave. (M.S.)	Good (B.S.)	Good (M.S.)	Excellent (B.S.)	Excellent (M.S.)
UT Outdoor Program							1	
Tiny Tumblers							1	
Knoxville Aquatic Center							1	
Baptist Beh. Health, FL							1	
Student Health Center	1							
Lakeside Beh. Health							1	
Comfrontation Point Ministries						1		
Helen Ross McNabb			1				1	
State of TN Enviro. Conser							1	
U.S.D #250					1			
U.S.A.R.C.							1	
Charter Beh. Health							1	
Stafford Parks & Rec.							1	
Dogwood Nursing Facility					1			
Vanderbilt Stallworth								1
Haslam Center	1		1					
Maryville High School TOOLS							1	
Ijams Nature Center			1				2	
CHIPS	1							
Knoxville Parks & Rec.							1	
NewBern Parks & Rec.							1	
SAY Soccer Assoc. for Youth							1	
HealthSouth Rehab								1
Patricia Neal Rehab			1				1	
Durham Parks & Rec.							1	
Fort Sanders Develop.School			3		2		1	
Anderson Co.Health Council							1	
Knoxville Zoo							2	
Knoxville Speed Pro Hockey					1			
Children's Institute (PA)					1			
KY Dept. of Voc. Rehab							1	
Rochelle Center					1			
UT - Wellness Coordinator					1			
Brunswick Rec. Center					1			
Disney-Wild World of Sports							1	
Camp Tecumsen- YMCA							1	
Alcoa Kawasaki/Yamaha					1			
Sunrise	1							
Knoxville Convention Center					1			
American Hospitality Academy			1					
Saddlebrook Resort							1	
National Fitness Center					1			
CP Group Home			1					
City of Lakewood, CO							1	

Question 24 Fieldwork agencies ratings	Poor (B.S.)	Poor (M.S.)	Ave. (B.S)	Ave. (M.S.)	Good (B.S.)	Good (M.S.)	Excellent (B.S.)	Excellent (M.S.)
YMCA of East Tennessee							1	
Gettysvue Polo Golf & CC			1					
Vince Gill Jr. Tour					1			
Tennessee Golf Assoc.							1	
Christ United Meth. Chruch							1	
Adaptive Aquatic Center							1	
Shriners Hospital							1	
Farragut Primary School					1			
Reflections Treat. Agency						1		
UT-Women's Athletic Dept							1	
Nashville Sounds							1	
TSSAA							1	
Atlanta Braves					1			
Philips Arena							1	
Nashville Predators					1			
Tennessee Smokies			1					
UT Summer Camp					1			
South Seas Plantation							1	
VA Hospital-Johnson City							1	

Question 25a – Commercial Rec. Required Courses	Mean	Rank
Management 300	3.8	1
Finance 301	3.6	2
Business Admin. 201	3.3	3.5
Accounting 201	3.3	3.5
Accounting 202	3.0	5
Marketing 300	2.9	6
Economics 201	2.8	7

Question 25b – TR Required Courses	Mean	Rank
Exercise Science 411	3.8	1
Psychology 330	3.6	2
CFS 210	3.3	3.5
Exercise Science 332	3.3	3.5
Anatomy 240	3.0	5
Philosophy 345	2.9	6
BCMB 230	2.8	7

VITA

Angela Jeneanne Wozencroft was born in Brampton, Ontario, Canada on April 29th, 1976. She graduated from Chinguacousy Secondary School in the spring of 1995 and was accepted into the University of Western Ontario, Canada for her undergraduate degree in Sociology. Once she completed her Bachelor of Arts degree in the spring of 1998, Angela decided to continue her education at the University of Waterloo, Ontario, Canada. It was there that she successfully completed a postgraduate diploma in the field of Gerontology in the spring of 1999. Angela was not satisfied with her educational achievements and wanted to get involved in the field of therapeutic recreation at which time she was enrolled in an additional postgraduate diploma in the field of therapeutic recreation at Georgian College in Orillia, Ontario, Canada.

Once Angela had completed her educational goals in the spring of 2000 she began to work at Seniors Life Enhancement Centers, which is an adult day program for individuals who have either a physical disability or a cognitive disability. After working for two years in the field, it became apparent to Angela that she wanted even more advancement in her education and she enrolled in the Master of Science program at the University of Tennessee, Knoxville where she accepted a graduate assistantship position.

Angela is currently completing her work on her Master's degree and her work on the UTK grant staff. In the fall of 2004 she will be attending Clemson University in South Carolina for her doctoral degree in therapeutic recreation.

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