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THE PERCEPTION OF THE LEVEL OF IMPORTANCE OF VARIOUS EMPLOYMENT COMPETENCY FACTORS BY EDUCATORS, PRACTITIONERS, AND ALUMNI IN THE PARKS AND RECREATION PROFESSION IN NORTH CAROLINA

The Ohio State University

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THE PERCEPTION OF THE LEVEL OF IMPORTANCE
OF VARIOUS EMPLOYMENT COMPETENCY FACTORS
BY EDUCATORS, PRACTITIONERS, AND ALUMNI IN
THE PARKS AND RECREATION PROFESSION IN NORTH CAROLINA
DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Kenneth William Pickerill, B.S., M.Div., M.A.

* * * * *

The Ohio State University
1984

Reading Committee:  Approved By

Dr. Charles L. Mand, Adviser
Dr. Jennifer T. Porter
Dr. J. Robert Warmbrod

[Signature]
Adviser
School of Health, Physical Education, and Recreation
Sincere gratitude is offered to the Graduate School Committee—
Dr. Charles L. Mand, Dr. Jennifer T. Porter, and Dr. J. Robert
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Without their support this endeavor would have been impossible.

Genuine thanks is given to my friends and colleagues at Wingate
College for their assistance and encouragement, and to the typists
to whom I shall always be indebted.
VITA

July 24, 1948 . . . . . Born - Cincinnati, Ohio

1970 . . . . . . . . . . . . . B.S., Miami University, Oxford, Ohio

1973 . . . . . . . . . . . . . M.Div., Asbury Theological Seminary, Wilmore, Kentucky

1977 . . . . . . . . . . . . . M.A., The Ohio State University, Columbus, Ohio

1978-1979 . . . . . . . Graduate Teaching Assistant, Recreation Education, The Ohio State University, Columbus, Ohio

1979 . . . . . . . . . . . . . Instructor of Health, Physical Education, and Recreation, Wingate College, Wingate, North Carolina

FIELDS OF STUDY

Major Field: Recreation

Studies in Physical Education

Studies in Natural Resources
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I. INTRODUCTION

Need for the Study

The quantitative growth of the recreation and leisure profession has been significant since the mid 1940s and has resulted in the need for more and better trained leisure service professionals. Two seemingly dichotomous trends have occurred: the numerical growth of parks and recreation curricula, and more recently, budgetary constraints due to numerous factors.

The development of college curricula regarding leisure services in the United States has had a significant impact on increased numbers of candidates for employment in the leisure services profession. "In 1950, approximately fifty colleges were offering programs for recreation majors," (Weiskopf, 1982, p. 129). That number had more than tripled for undergraduate programs within three decades (Curtis, 1979, p. 267). The scope of this growth was noted by Dr. Thomas A. Stein in a report presented to the National Recreation and Park Congress in 1980. The 280 responding institutions (55% of total contacted) indicated "... 21,500 students pursuing a bachelor's degree with another 2,400 enrolled in graduate programs; an additional 5,011 students were enrolled in two-year degree programs," (Stein, 1980, p. 2). However, one should note that Stein's study determined there was a leveling off of undergraduate recreation candidates for jobs in the leisure profession from 1978 to 1980.
This finding paralleled results of other studies noting a slight decline in the total number of students attending college (Sessoms, 1981).

The second concern suggested in the opening paragraph of this study was the training of leisure services staff personnel due to budgetary constraints. Richard Kraus noted what appeared to be a dismal picture for urban recreation systems by 1980. He reported the results of a study completed in cooperation with the Heritage Conservation and Recreation Service regarding the impact of budget costs (Kraus, 1984, p. 181). The most significant results appeared to be in the areas of personnel hiring and dismissal. Cities of populations greater than 150,000 responded; noted was an increase in the percentage of cities which had frozen the hiring of new personnel and discharged personnel due to budgetary cuts, 14 percent and 31 percent respectively, when comparing 1971 and 1979 (see Table 1 below).

<table>
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Fortunately, long lasting and severe problems never materialized, and by the late 1970s "the most serious wave of budget cutbacks and freezes appears to have occurred..." in urban and county recreation agencies (Kraus, 1984, p. 184). One must admit, however, that the recent increased numbers of graduates in the recreation and leisure field in combination with budget cutbacks have created an employment environment depicted by competition among applicants and hiring agencies.

It is in this current competitive environment that college and university recreation and leisure curricula maintain their need for existence, in part, by producing candidates who are successful in procuring employment within this area of academic preparation. If graduates of an institution's Recreation and Leisure major consistently fail to obtain jobs in that field, that academic area's reason for existence may be questioned. And, unless appropriate curricular adjustments occur, socio-economic factors change, or job market characteristics are transformed, life expectancy for a recreation and leisure major at that particular institution may be short.

Statement of the Problem and Specific Objectives

The problem investigated in the study was the importance of selected curricular and personal preparation factors as they related to the procurement of full-time employment in the parks, recreation, and leisure services field, specifically in city, county, or state recreation agencies. The level of importance of each of these various preparation factors was investigated from the perceptions of
three populations: (1) educators in parks, recreation, and leisure service programs at selected North Carolina college and universities; (2) practitioners in city, county, and state recreation facilities in North Carolina; and (3) Bachelor degree graduates with parks, recreation, or leisure service majors from both public and private North Carolina colleges and universities during the calendar years of 1981 and 1982. The inclusion of all three groups allowed this investigator to compare the sub-groups with one another. This comparison was deemed necessary in order to note if differences of opinion existed to such as extent to call into question the preparation of recreation professionals.

This central investigative problem gave rise both to related objectives to be accomplished and associated questions for examination. Objectives included:

1. To ascertain the importance of personal qualities that enable a job candidate to obtain a fulltime recreation position
2. To decide which general curricular factors were perceived as most important for successful employment
3. To determine the extent to which the practicum experience was viewed as a factor for full-time employment

**Research Questions to be Answered**

Based upon anticipated findings of the study, this investigator sought to answer the following research questions regarding educators, practitioners, and alumni:

1. Did educators from public and private colleges and universities differ in their perceptions of the importance of selected items
from the five sections of the survey (general, curricular, educational, practicum agency, and student preparation)? Was the priority ranking different or similar for the two sub-population groups of educators regarding the top three choices among the items marked "Absolutely Essential" (AE) for each of the five sections of the survey noted above? Did the educator's total length of employment and/or age affect his or her perceptional ranking of the factors investigated? Did the sex of the educator affect the ranking of survey items?

2. Did practitioners from the three status levels (municipal, county, and state) vary in their ranking of selected factors? Did status level affect the rank order of the five priority sections of the survey for items initially perceived as "Absolutely Essential?" Were length of employment, age, and/or sex factors in responses to the competencies?

3. Was there a difference in perceptional levels between public and private college/university graduates? Did responses from these two status levels differ on the five priority sections in the survey? Could the length of employment, age, and/or sex of the alumni influence patterns of responses?

4. How did the three status groups sampled differ on their ratings of employment preparation within the context of general and curricular factors, as well as practicum experiences from the perspective of educational institutions, cooperating professional agencies, students, and the role of the practicum in employment preparation.
Selected factors from the survey were chosen for investigation among the three sampled groups because they represented standards published by the National Recreation and Park Association's Committee on Internships and Fieldwork (NRPA-CIF) (Standards, 1979).

General Procedures

The procedures followed a seven step sequence:

1. Review of related literature
2. Formulation of survey instrument
3. Revision of the instrument
4. Pilot Study
5. Analysis of Pilot Study data
6. Final Investigation
7. Analysis of data from the Final Investigation

These steps will be briefly explained in this section of the chapter.

Related literature, including several statistical studies in recreation and leisure, were reviewed and formed the basis for this investigation. This literature review enabled the investigator to formulate the first draft of a survey instrument.

Before the instrument was mailed to the Pilot Study respondents it was subjected to four stages of revision. The first stage of the revision was completed by one faculty member from each of the Human Services and Business/Economics curricula of Wingate College, the investigator's place of employment.

Second, Dr. Charles L. Mand, the investigator's Graduate Committee Chairperson, reviewed the instrument and offered
suggestions for improvement. Third, there followed a critical analysis of the instrument by a nonrandomly selected Jury of Experts. The final revision of the survey was completed as a result of comments by Dr. J. Robert Warmbrod, a member of the investigator's graduate committee.

These four revisions of the instrument enhanced its internal validity by:

1. Clarifying the format of the survey
2. Noting questions to omit or add
3. Clarifying confusing statements
4. Refining directions accompanying the survey

The next procedural step followed was the preparation of the instrument to be mailed to the three respondent samples which comprised the Pilot Study. The following techniques were employed to strengthen external validity:

1. Random selection for minimizing sampling error was employed.
2. Well designed and attractive questionnaire, use of first class postage, and the mailing of follow-up questionnaires were used to elicit as large a response as possible to control nonresponse bias (Mosteller and Sills, 1968, pp. 118-119).

Internal validity was enhanced by combining the two mailings (N=23) and by measuring the relationship between the status of the respondents and their perceptions on curricular and practicum factors while controlling for extraneous variables, such as status level, age, and length of employment.
The sixth procedural step in the investigation was concerned with the final sample. Issues encountered were the appropriate sampling technique, sample size to minimize threats to external validity, and the control for internal validity (measurement error).

Budgetary restraints limited the study to North Carolina Recreation educators, practitioners, and alumni; therefore, the results of the sample surveyed could be generalized only to the larger population of North Carolina. The total population available for initial participation was N=433 with representatives in the three sub-populations being educators n=32; practitioners n=183; alumni n=218. Threats to external validity due to nonrepresentative sampling because of inequality of population sizes were addressed with the use of the stratified proportionate random sample without replacement technique (Babbie, 1973 Van Dalen, 1973 ). This technique provided for more equal representation between the groups, while simultaneously reinforcing the homogeneity of the sub-populations with respect to the size factor.

Through the following methods the attempt was made to minimize the frame error threat to external validity. The possibility of the deficiency of the master lists from which the samples were drawn was not entirely known. The investigator attempted to control for this frame error (Babbie, 1973) by selecting the names and addresses of the educational institutions and practitioners from the most recent edition of the North Carolina Park and Recreation Directory available at the time of this study (Consulting Services Section, 1982, pp. 1-11,
17, 18). Educators then provided their most up-to-date lists of teaching colleagues and alumni; practitioners did likewise for full-time colleagues at each agency.

Another approach for controlling threats to external validity (generalizability) in the final sample was suggested by Warmbrot (1976) - the final study should be as complete a replication of the pilot study as possible. It becomes possible then to generalize from the pilot study to the final sample, and from the final sample to the entire population with a higher level of confidence.

Two threats to internal validity were addressed, the first using the Chi Square ($\chi^2$) inferential statistic to test hypotheses, and the second, building variables into the design (controlling for the effects of such factors related to respondents as status, status level, age, sex, years of employment, and months of employment).

A follow-up copy of the survey was mailed to persons from whom no response had been received in three weeks. This approach was encouraged by Babbie (1973) in order to control for nonresponse bias.

The final step in the general procedure of the investigation was the analysis of the data from the final sample. Caution was expressed regarding the generalizability of the results which were applicable only to the three populations represented by their respective samples.

Statistical analysis was completed for the comparison of the respondents' perceptions to the first mailing of the final survey in contrast with respondents on the follow-up mailing to note if time professional experiences, or other extraneous factors would call into question the reliability of the data.
These seven procedural steps, review of the literature, formation of a survey, revisions of the survey, pilot study, analysis of pilot study data, mailing of the survey to the final investigative sample, and analysis of the final data were used to conduct the investigation.

**Limitations**

The following points comprised the limitations of the study:

1. The investigation focused on colleges and universities in North Carolina that offered the baccalaureate degree in parks and recreation.

2. The practitioners' sample applied to employment in one of three recreation agencies: (a) Municipal, (b) County, or (c) State Parks and Recreation Areas. All full-time persons within each agency who were involved in the hiring process to fill job vacancies were randomly sampled for participation in the study.

3. The alumni population was a total sample of North Carolina college and university graduates with a Parks and Recreation Bachelor's degree who commenced into the full-time employment search from May 1981 through December 1982.

4. Both budgetary and time restraints prohibited personal administration of the survey to every subject in both the Pilot and Final Studies; therefore, surveys were mailed via first class postal rate to all respondents. This mailed approach has an inherent external validity threat—nonresponse bias; nonrespondents may be quite different from the respondents (Van Dalen, p. 325).
Reliability of the instrument could be called into question due to interpretive difficulties of the respondents as they completed the survey.

Definitions of Terms

There are terms in the parks and recreation field that are defined in various ways depending upon the perspective of the author. This investigation included the following terms which should be interpreted for the study by the corresponding definitions:

**Internship.** "Post-baccalaureate, full-time professional training and experience in the total realm of the agency under the direct supervision of the qualified administrator" (Addendum, p. 1).

**Practicum.** The practical application of theoretical and conceptual knowledge by a Baccalaureate degree student during either the junior or senior year (Addendum). (This is equivalent to "internship" at Wingate College.) The term practicum will be used in this study so that it coincides with NRPA literature.

**Fieldwork.** "The broad generic term applied to direct student involvement in gaining experience in the field of Recreation, Parks and Leisure Services" (Addendum).

**Graduate.** A student who has obtained a Bachelors degree from a North Carolina college/university in the field of Parks, Recreation, Leisure Services, and Leisure Resources since (and including) May 1980.

**Educator.** A full-time faculty member employed by a North Carolina college/university whose major teaching load is in the
parks and recreation curriculum at one of the following levels
(1983-84 Faculty Staff Guide, p. 22):

1. **Instructor.** The master's degree in the teaching field.

2. **Assistant Professor.** The master's degree in the teaching field plus one additional year of graduate study in the teaching field, plus three or more years of successful college teaching experience or its equivalent; or the earned doctorate or terminal degree in the teaching field.

3. **Associate Professor.** The earned doctorate or terminal degree in the teaching field plus five years of successful college teaching experience; or, for persons whose careers have been especially distinguished by truly excellent teaching, ten years of college teaching or its equivalent.

4. **Professor.** The earned doctorate or terminal degree in the teaching field plus seven to ten years of successful college teaching experience or its equivalent; or, for persons whose careers have been especially distinguished by truly excellent teaching and continuing professional growth, fifteen to twenty years of college teaching or its equivalent.

**Practitioner.** One who is employed full-time by a recreation and leisure services agency at one of the following levels (Rodney and Toalson, pp. 174-76):

1. **Director of Recreation and Parks.** Chief administrative officer in an agency or department that has both recreation and park functions.
2. **Superintendent of Recreation (or Parks).** Chief administrative officer responsible for recreation program functions (responsible for planning, developing, constructing, and maintaining recreation and park areas, facilities, and structures).

3. **District Supervisor.** Person responsible for the professional supervision of the work of others in all phases of the program for a district or a large geographical section of a community.

4. **Senior Recreation Leader.** Person responsible for directing a wide variety of activities at a large recreation center or major playground, plus the supervision of recreation leaders and other subordinates at a specific area or facility.

5. **Recreation Leader.** Person responsible for planning, directing, and conducting a wide variety of activities of an assigned small playground or center, or assisting at a larger playground or recreation center.

6. **Special Activity Leader.** Person responsible for the conduct of a recreation program around a special interest such as arts and crafts, dance, drama, music, athletics, camping, etc.

**Municipal Parks and Recreation Department.** The leisure services agency authorized by a city governmental unit (under the authority of permissive state laws) to provide leisure services for residents of that political subdivision (Chubb and Chubb, p. 423).

**County Parks and Recreation Department.** The leisure services agency authorized by a county governmental unit (under the
implementation of the state) to provide leisure services for the residents of that political subdivision (Chubb and Chubb, pp. 424-25).

State Parks and Recreation Areas. In North Carolina these areas are the property of the state and are operated by the Department of Natural Resources and Community Development through its Division of Parks and Recreation (North Carolina State Parks and Recreation Areas: Yours to Discover). They may include such facilities and services as campgrounds, picnicking areas, marinas, nature programs, nature/hiking trails, and cabins.

National Recreation and Parks Association's Council on Accreditation (Committee on Internships and Fieldwork). A prominent national professional agency that is concerned with standards for the process of accrediting programs of recreation and leisure services. This includes professional field experiences (field work, practicum, and internships) (Procedural Guidelines for the Accreditation Process, p. 3).

Competency. "It is derived from the Latin infinitive competere, meaning 'to be suitable'. A person is competent, therefore, if he possesses the skills suitable for performing the tasks required" (Murphy, 1975, p. 50).
II. REVIEW OF RELATED LITERATURE

Introduction

The development of professional training and educational programs for recreation and leisure professionals can be described as a process, usually, but not always having reflected deliberate and careful planning. Sessoms (1984, p. 32) noted, "It is important to know the history of the parks and recreation movement; the past serves as a backdrop for today's explanations and actions."

The purpose of this chapter is to glean highlights from the development of several service-related professions, including Teacher Education, Physical Education, and Recreation and thus seek to conclude that the past does provide some explanation for the traits of modern society. Following general historical documentation the author will attempt to investigate these areas of service-related preparation from three major points of view:

1. General factors that probe primarily the areas of skills and experiences

2. Curricular factors that seek to uncover facets of learning related to both the cognitive and experiential areas of professional preparation

3. Practicum (internship) factors that search for relevant ideas pertaining to that significant portion of learning focusing on the cumulative field-based experience.
The Bureau of Labor Statistics (1968) reported the continued decline in "goods producing" laborers and corollary growth in the "service" oriented work force in America. The Bureau noted an almost even distribution of the work force until shortly after the end of World War II. By 1968 the growth shifted toward the "services-producing" market, reflecting about a 40 percent rate of increase. The same study noted that the estimate for 1980 would reflect another ten percent increase in service-producing employees (see Table 2).

**TABLE 2**

**CIVILIAN WORK FORCE (IN MILLIONS)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Employees</th>
<th>Goods Producing Employees</th>
<th>Services Producing Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>49.8m</td>
<td>25.6m</td>
<td>24.5m</td>
</tr>
<tr>
<td>1947</td>
<td>51.7m</td>
<td>26.3m</td>
<td>25.4m</td>
</tr>
<tr>
<td>1968</td>
<td>80.7m</td>
<td>28.9m</td>
<td>51.8m</td>
</tr>
</tbody>
</table>


The projected growth needs for recreation workers specifically in North Carolina was noted in a 1979 publication by the Bureau of Employment Security Research of the Employment Security Commission of North Carolina. The 1976 to 1982 growth rate was anticipated to be 3.8 percent, reflected by 91 expansion and 74 replacement jobs (see Table 3).
TABLE 3

OCCUPATIONAL EMPLOYMENT AND ANNUAL AVERAGE JOB NEEDS FOR NORTH CAROLINA

<table>
<thead>
<tr>
<th>Projected Annual Average Increase in % (1976-82)</th>
<th>Annual Average Job Needs, 1976-82</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expansion Needs</td>
</tr>
<tr>
<td>3.8%</td>
<td>91</td>
</tr>
</tbody>
</table>


Such predictions concerned with employment growth analysis have called to the attention of professionals in the services professions what Gartner calls the "accountability shift" (1976, p. 23). Greater public awareness of their rights has pressured service professions, among them Teacher Education, Physical Education, and Recreation, to remain receptive to the careful planning of career training experiences.

The remainder of this chapter highlights the results of research in Teacher Education, Physical Education, and Recreation with regards to the following preparation factors:

1. General skills and experiences
2. Curricular facets of learning
3. Practicum (internship) experiences
General Skills and Experiences

An underlying premise for this discussion is the realization that persons who entered undergraduate schools with the intent to be educated and graduate with a degree in their chosen major came from a plethora of backgrounds and experiences. Each potential graduate commenced his/her college education with a distinctive skill level.

The challenge that has faced educators is to enable each professional service-oriented candidate to expand his/her skills and experiences, and not always at the specific direction of a college instructor. An undergraduate student must be willing to accept new challenges, refine communication skills, and become involved in curricular-related activities.

Upon this ever-expanding foundation of knowledge and skills there develops a young person ready to meet the challenges of a formal college education; eager to study the history, theory, principles, and techniques of his/her professional services major.

Dr. Bob R. Agee, President of Oklahoma Baptist University, recently suggested criteria for accrediting in-service guidance programs for pre-seminary students in Southern Baptist colleges and universities. In that article he proposed the following components of ministry training, adapted here-in for other service-related professions (Agee, pp. 12, 13). Stages of the training included:

1. Awareness experiences such as personality tests, interest inventories, career guidance and counseling, and course work

2. Exploration experiences regarding role modeling and experimentation
3. Preparation Experiences including concept and content development

Table 4 presents the development stages of career preparation (adapted from Agee).

**TABLE 4**

**COMPONENTS OF CAREER PREPARATION**

<table>
<thead>
<tr>
<th>AWARENESS EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing; Courses; Observation; Counseling; Career Choices</td>
</tr>
</tbody>
</table>

**EXPLORATORY EXPERIENCES**

| Interviewing professionals; Experimental workshops; Fieldwork |

**PREPARATION EXPERIENCES**

| Academic courses; Independent studies; Foreign travel and study; Practicum |

The academic and curricular portion of the "PREPARATION EXPERIENCES" component as it relates to the service professions becomes the focus for the next area discussed.

**Curricular Facets of Learning**

The preparation of teachers for professional services has been the topic of numerous evaluations and has resulted in some criticism of teacher education curricula. Friedman, Brinlee, and Hayes (1980, p.5) remarked, "The content of education courses often seems to have attained sacramental status, unchallenged and unchanged despite the
knowledge explosion and the breakthroughs in what is known about the learning process" (1980, p. 5).

Colleges and universities have evaluated their curricula, suggested changes, implemented them, and then evaluated them; sometimes improvement was found, and at other times numerous changes were warranted.

One issue that has resulted in numerous debates is the inappropriately perceived dichotomy of theory versus the practical. Educators have often separated these two premises when in reality they should have been seen as the common denominator in the preparation of teachers. Realistically they should be combined through the coordinated effort of classroom opportunities and field experiences.

This dichotomized approach to theory and practice is at the core of four other curricular debates concerned with teacher preparation in higher education. A curriculum can be sliced a given number of times into component parts before one part thrives at the expense of another. Three content areas and one concept area have comprised educational discussions and have included:

1. General Education
2. Professional Core
3. Specialization
4. Competency-based education (concept area)

General Education has been approached from the context that students need to have their views broadened regarding certain educational content areas, theories, and principles—particularly in the areas of natural sciences, social sciences, and humanities.
It is through this component that the student is expected to develop the sensitivities, appreciation, and knowledge that are the marks of an educated person ... and to acquire the intellectual skills that allow him or her to continue learning beyond college (Friedman, Brinlee, and Hayes, pp. 148-149)

The Professional Core issue has addressed the concern of the courses that have best provided the potential teacher with support skills for teaching. Perhaps this can best be accomplished by having associated with each class progressive laboratory/fieldwork experiences centered on the continuum from visitation and observation to teaching a small group or whole class.

Whether a new teacher should have cultivated depth in one discipline or breadth across several disciplines is a matter concerning Teacher Specializations. This issue often has arisen out of the institution's debate over its educational philosophy—should or should not our candidates specialize, and if they do is it according to an age group category or content area?

One of the more controversial subjects in teacher education has been Competency-based preparation, a prominent issue since the mid 1970s, often legally mandated, and requiring professional training programs to be revised. A major strength of this approach that was alluded to in the Professional Core discussion above was performance measurement in a practical field-based environment.

The development of physical education as an activity area of instruction in schools was begun in the 1820s by Charles Beck in Northhampton, Massachusetts, and preceded the evolvement of teacher training by nearly four decades.
Dio Lewis operated a teacher training school for a "light exercise" system using rings and wands in Boston, Massachusetts, from 1861 to 1868. Twenty years later Dr. Dudley Sargent offered free training classes to persons interested in teaching. This provided impetus for the founding of the first general college professional curricula at the University of Nebraska, the University of California, and Oberlin College. Dr. Sargent was also instrumental in the growth of interest in summer courses by having been an innovator of the concept in the 1880s.

The physical education movement was greatly enhanced by these summer courses and early university curricula. Educators were being convinced by the physical education personnel that an important aspect of college education was contained within this field of preparation. The level of acceptance in the early 1900s was summarized by Dr. Daryl Siedentop (1976, p. 53). "By 1920, physical education was firmly established as a part of education, and usually in universities as a department in the school of education". Ten years later the number of physical education teacher training schools surpassed one hundred fifty.

Such growth in educational programs created a diverse curricular content in the United States, and that diversity was further promoted by over a two hundred fifty percent growth noted in 1950 (400 programs). Dr. Bruce L. Bennett noted two efforts at controlling this diversity of program offerings (1971, p. 486):
1. In 1931 the Department of School Health and Physical Education of the National Education Association formed a committee that was asked to create standards for undergraduate school teacher training.

2. The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation continued the efforts of the NEA during a conference held in 1948.

The professionalization of the curricula was enhanced during the 1950s and 60s, with much of the credit given to Franklin Henry, who in 1964 was calling for physical education to be examined as a discipline of study which contained a unique body of knowledge. This emphasis on the intellectual pursuit of physical education gave rise in the 1970s to what Bennett termed the "liberal arts background (that) was made a prerequisite for a two-to three-year program of specialization" (1971, p. 523).

The history of the recreation movement has been divided into various stages by such recreation professionals as Chubb, Kraus, and Weiskopf. The stage format used in this discussion was suggested in the publication Professional Preparation in Health Education, Physical Education, Recreation Education: Report to a National Conference by the American Association of Health, Physical Education and Recreation (1962, pp. 144-151).

1. Period of Informal Education (1907-15). The stage had been set in the late 1800s for a recreation movement to be recognized. The cities of Boston, New York, and Chicago provided for the development of the first parks in American cities. Jane Addams, a Chicago
social worker, Joseph Lee, and Luther Gulick who spearheaded the formation of the Playground Association of America in 1906, and additional members of the Association, Clark Hetherington and Howard Braucher, all made significant contributions. Dr. Lee became the leading lecturer at the National Recreation School—a one-year school for college graduates interested in recreation. Dr. Gulick headed the first summer school at the School for Christian Workers (now Springfield College) in Springfield, Massachusetts.

2. Period of Training Institutes and Schools (1916-39). By now the recreation movement had emerged as a prominent aspect of society. A growing sense of professionalism was apparent and training opportunities materialized to keep pace with the increasing demand for leaders. The People's Institute of New York founded a training school for community recreation workers in 1916. Two years later the War Camp Community Service was established to conduct training institutes. In 1921 Harvard University offered a course in community center, settlement house, and recreation center administration.

3. Period of College and University Training (1939 to the present). Numerous training conferences have been held for recreation professionals since 1939 and from these meetings came the pioneer work for establishing university curricula. By 1948 thirty-five institutions of higher education offered recreation curricula, with the number reaching 65 and 114 for 1959 and 1969 respectively (Shapiro, pp. 103-105, 157-160, 231-234). By 1980 the Society of Park and Recreation Educators found that a total of 400 colleges and universities offered degree work in parks and recreation.
Prophetic words concerning the growth of the parks and recreation profession were spoken as early as 1939 by social worker Eduard Lindeman. He noted that the profession "... will enlist recruits at an accelerated rate of speed and that within the next quarter century there will be a demand for at least one hundred thousand trained recreation professionals" (Kraus, 1984, p. 115).

The literature contains references to the growth of recreation curricula in the United States (Bammel and Burrus-Bammel, Creel, Holley, Holman, Kraus, Sessoms, and Uibel). In 1956 the American Association for Health, Physical Education, and Recreation proposed recommended education for professional preparation (Professional Preparation, 1957, pp. 22-26).

1. 50 percent of preparation should be broad cultural study
2. 25 percent for specialized professional preparation
3. 25 percent for related areas of competency
4. Two forms of field experience:
   a. Observation and participation that progressed from introductory experiences to extended summer employment, and
   b. Internship that incorporated a variety of experiences, included 5 to 15 percent of one's undergraduate preparation, and supervised definite program.

Six years later the Association proposed more specific guidelines concerned with the nature of general education, related professional, and special professional education including emphasis on personal skills and practical application (Professional Preparation, 1962, pp. 86-90). Peter Holman (1971) investigated black
recreation graduates of two southern universities comparing their perceived values regarding areas of undergraduate study. He compared these perceptions from three perspectives:

1. Courses perceived valuable before receiving the baccalaureate degree
2. Courses perceived as being important at the time of the study
3. Courses perceived as least valuable at the inception of the study

His findings concluded that the courses that were important before and after receiving the baccalaureate were the same, but their order of importance had changed. Least valuable courses were philosophically-oriented and surprisingly skill-oriented (see Table 5).

Bruce Holley's (1974) study of Brigham Young University's Recreation Education curriculum noted that alumni suggested students must put forth maximum effort to get the most out of an education, but they also indicated additional courses in programming, group dynamics, public relations, and supplementation by field trips and guest lectures were important.

Choosing appropriate courses both within recreation and in supporting areas has been echoed by more recent Recreation Educators including the encouraging words of Mel Creel (1982, p. 79). "If your degree requires a minor field of study, select one that will complement your recreation major. Carry courses that will qualify you for an immediate job ... arts and crafts classes, sports officiating, senior life saving, and first aid."
TABLE 5
PERCEPTION OF COURSE VALUES (Holman, 1971)

<table>
<thead>
<tr>
<th>Pre-baccalaureate</th>
<th>Currently Important</th>
<th>Currently Least Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Recreation</td>
<td>Administration of Recreation</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Administration of Recreation</td>
<td>Program Planning</td>
<td>Education for Leisure</td>
</tr>
<tr>
<td>Program Planning</td>
<td>Introduction to Recreation</td>
<td>Skill Area Courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philosophy and Principles</td>
</tr>
</tbody>
</table>
Richard Kraus succinctly summarized four current topics concerning the curricular issue. He encourages in this time of extreme competition for employment (1984, p. 404):

1. Higher selection standards of students seeking admission to the field
2. Upgrading college curricula
3. Accreditation of institutional curricula
4. Registration/licensing/certification of individuals

**Practicum Experiences (Student Teaching, Internship)**

The preparation often referred to as "practical experience" has been the frequent focus of professional studies in teacher education, physical education, and recreation. One of the first educators to be concerned with laboratory experiences and practice teaching at the turn of this century was John Dewey. "He believed that professional laboratory experiences should begin early in the preservice preparation program ... to foster reflective criticism of the methods of instruction and the purposes of education" (Nolan, p. 49). Nolan went on to comment about Dewey's encouragement of quality internships or student teaching: "... It is a final, culminating experience ... to give teachers some practice with the tools of the professional and the techniques of instruction" (p. 49).

Traditionally, physical education has referred to its culminating practical experience as student teaching, thus closely aligning itself in that respect with teacher education. Observational experiences have been an integral part of the teacher training in physical
Leo E. O'Donnell (1976) noted an important foundational concept for teacher training in this professional field that encourages a student to find relevance in courses and experiences before he or she student teaches.

Students must undergo a basic change in their self-perception ... This ... changes from "I am a student" to "I am going to be a teacher." As long as students view themselves as students their needs are not consistent with the aims and purposes of most professional courses taught at the undergraduate level. Once students begin to view themselves as prospective teachers, they may be able to find real meaning in some of the courses ...

(p. 135).

This concept of relevance seems to be an underlying thread found in the literature pertaining to "practical experience" in recreation. Mel Creel distinguished five important steps in the practical experience of one's recreation education (pp. 79-80).

1. Field experience is the emphasis of the freshman and sophomore years for introductory exposure to recreation agencies.

2. Part-time jobs during the school year will complement the student's educational major.

3. Volunteer jobs enable the student to gain practical work experience.

4. Summer work experience provides the student with the opportunity for long-term association with an agency which exposes the student to many facets of operation.

5. Internship or practicum experiences climax one's professional preparation by interfacing the needs and desires of the agency and the intern.
Professional agencies in the recreation profession have stressed the importance of the internship/practicum and have encouraged students to use such an experience wisely. Its importance was noted in recent years following an extensive study by the Society of Park and Recreation Educators which culminated in the development of "Standards and Guidelines for the Professional Field Experiences Program Among Colleges and Universities" (1979). The major components of the practicum according to the guidelines were:

1. A minimum of one supervised experience for a bachelor's degree
2. A minimum of 300 clock hours
3. Exposure to several levels of responsibility, including problem-solving
4. Completion of practicum during the junior or senior year
5. Encouragement of post-practicum course work
6. Documented mid-term and final evaluations in terms of performance demonstrated rather than potential observed

The curricular and practical factors related to professional preparation are of central importance to this investigation. It appears logical that the extent to which a student can exemplify the contribution of these two factors is related to the favorability of that student as a potential employee. "... The greater the number of recreation-related skills any one person can have, the greater the likelihood of actually finding employment and of being able to fulfill the hopes and aspirations of the employer" (Bammel and Burrus-Bammel, p. 323).
Ms. Valerie Bryan and Dr. Jesse Mann of the University of North Carolina at Greensboro completed a study in December 1981 entitled *Leisure Service Delivery Systems in the State of North Carolina: A Comprehensive Manpower Study of the Public and Private Sectors*. This study focused on top administrative positions within both the public and private sectors of leisure service delivery. Four of the findings are relevant to this current investigation.

1. Thirty-three percent of top administrators ranged in age from 20 to 30 years which represented a significant proportion of graduates who obtained an administrative position rather quickly in their careers. Fifteen percent were fifty-one years of age or older. Bryan and Mann suggested in their findings, "If the projected retirement age was moved to 70, 85 percent of all the top administrators would have a minimum of 20 more years of employment" (p. 36).

   In light of these factors a graduate must "have both as much depth or specialization as possible, while having as much breadth or versatility as can be worked into the schedule" (Bammel and Burrus-Bammel, p. 322).

2. Top public sector administrators had the longest average employment tenure (6.4 years) while supervisors and leaders recorded 4.2 and 2.9 years respectively.

3. Fifty-four percent of the administrators held a degree concentration outside recreation, physical education, and forestry. Bryan and Mann asked: "If we are to continue to affirm that recreation is a specific discipline with identifiable competencies then why is this situation occurring?" (p. 11).
4. The public sector projected the growth need for fieldwork/interns by 1985 to reach ten percent, a minimal gain at best when compared with ninety percent for the private sector.

These findings warranted further investigation concerning the relationships of age, years of employment, and degree concentration to the perceptions of employment competencies associated with the three samples under study.
III. RESEARCH METHODOLOGY

Introduction

This investigation was conducted to evaluate the levels of importance of various educational and personal competency factors as they pertain to success in procuring employment in the recreation and leisure profession. The decision was made to measure the perceptual levels of three independent samples—educators, practitioners, and recent recreation alumni—regarding:

1. Employment preparation within the context of general and curricular factors

2. Practicum experiences from the perspectives of educational institutions, cooperating professional agencies, students, and the role of the practicum in employment preparation.

Type of Research

Since this study dealt with collecting data on current perspectives of the three sub-populations regarding the employment preparation and practicum experience factors, and described the collection process and results, it primarily required observational (or survey) research techniques with appropriate descriptive and inferential statistics.

The descriptive framework provided this investigator with initial options for data collection: panel, telephone, personal
interview, or mailed survey techniques. The following section discusses each approach and reasons supporting the technique selected.

**Data Gathering Method**

Several sources reviewed discussed these four methods (Kerlinger, 1973, pp. 413-414; Pelegrino, 1979, pp. 84-121; and Van Dalen, 1973, pp. 324-334). Kerlinger noted that the panel method allows an investigator to interview respondents and, at a later date, reinterview them to study changes in attitudes. The appropriateness of this approach was called into question primarily because of time constraints. The panel method would require duplication throughout numerous locations in North Carolina, thus many days would be necessary to contact and call together each panel. As a result delays between each panel interview session internal validity could be threatened by historical events common to the panel members. Other than efficient use of both time and money, telephone interviews are of minimal value since respondents may be reluctant to answer several detailed questions, or their answers could be biased.

The usefulness of the personal interview as a data collection instrument was summarized by Kerlinger (1973, p. 412) in which he commented, "The best examples of survey research use the personal interview as the principal method of gathering information."

Strengths and weaknesses of the personal interview technique noted below may be found in more complete form in Van Dalen (1973, pp. 329, 330). Strengths include:

1. People are more willing to communicate orally, in part, because the respondent can provide more data with less effort.
2. Respondents may be probed more in depth to elicit a more complete answer.

3. "Through respondents' incidental comments, facial and bodily expressions, and tone of voice, an interviewer acquired information that would not be conveyed in written replies," (Van Dalen, p. 329). The overriding factor concerning the strengths of a personal interview reside in the fact that an interviewer can more easily obtain data relating to respondents' motivations, feelings, and attitudes.

Weaknesses of the personal interview technique include:

1. The interviewer's vocabulary, sex, or age could alter responses of respondents.
2. The interviewer's increase or decrease in fatigue or recording skill could affect responses.
3. Investigator's prior knowledge of hypotheses being tested could bias information recorded.
5. Visual and vocal cues of the interviewer could influence answers.

Another descriptive methodology option discussed in this investigation was the mailed survey which contains inherent strengths and weaknesses which may threaten reliability of the results (Kerlinger, p. 414; Van Dalen, p. 325-326). Potential weaknesses include:

1. Respondents who do not express themselves well in writing
2. False answers given due to lack of memory or a desire to respond in a preconceived manner
3. Careless completion of the instrument because respondents feel
the survey is an intrusion

4. Inability to check responses given
5. Potential group bias of nonrespondents

Strengths of the mailed survey approach include:

1. Reaches many people scattered over a large geographical area for a relatively low cost
2. Objectifies answers
3. Standardizes observations of respondents

The decision was made to use the mailed survey as the data collection instrument in spite of the fact it is not always as reliable as a personal interview. Standardization of the responses with a survey instrument provided this investigator with usable data, and the per-respondent cost for the three sub-samples that represented the entire geographical area of the State of North Carolina was realistic.

In addition, it was possible to control to some extent the weaknesses previously listed, the difficult one being false answers since there is no controlling factor. To control for other weaknesses, persons with poorer writing skills could still complete a survey that required little if any information provided via a short answer format; the alternative was an ordinal ranking system.

This researcher attempted to control carelessly completed and thus falsified answers by communicating to the sample in a cover letter the importance of the research. Mailed surveys make it difficult to check responses that are recorded for each item because a respondent could have unknowingly recorded an inappropriate answer.
Minimization of this threat was attempted by controlling precision, organization, and ambiguity in the survey.

Several methods for controlling the nonresponse threat to external validity were considered including follow-up questionnaires, and interviewing a random sample of nonrespondents and analyzing their data. Only the first of these approaches was implemented after the consideration of time and financial limitations. This decision was based in part on Kerlinger's comment.

Although there are means of securing larger returns and reducing deficiencies—follow-up questionnaires, enclosing money, interviewing a random sample of nonrespondents and analyzing nonrespondent data—these methods are costly, time-consuming, and often ineffective (p. 414).

By emphasizing such methods as random sampling across the state, developing primarily an ordinal ranking instrument versus an open-ended one, stressing the importance of the subject to the sample, developing a survey with a clear format and concise questions, and using a follow-up mailing on nonrespondents of the first mailing, this investigator attempted to strengthen the research design of the mailed survey and to acquire a more accurate data base on which descriptive and inferential statistics were computed.

Development of the Survey

This section of the chapter will discuss the preparation procedures for the development of the survey, including the formation of its component parts and revisions of the instrument prior to its administration. After the investigation's topic and type of data
gathering instrument were chosen, various sources were reviewed that assisted with the development of the four major survey elements:

1. Cover Letter
2. Survey Directions
3. Survey Questions
4. Demographic Information

The importance of the cover letter was to introduce the study and its purposes to the respondents, why and how they were selected, the importance of their response, and the procedure for their response (Babbie, p. 167; Lin, p. 222). Several examples were consulted before the actual letter to accompany the survey was prepared (Austin, pp. 143, 144, 162, 163; Babbie, p. 167; Carter, p. 10; Holley, p. 141; Uibel, pp. 231, 232, 256, 257).

The format and content for survey directions were enhanced with the assistance of studies by Austin (pp. 146, 165) and Carter (pp. 142, 204) and reference material by Pelegrino (p. 87), Van Dalen (pp. 328, 329), and Warmbrod (Agricultural Education 886, May 1979). The authors primarily advised keeping the directions concise without jeopardizing their essential content, thereby developing directions that were practical and without ambiguity.

The third element of survey design was the format and question preparation. After considering the topic being investigated, the type of questions available for survey research, and reviewing examples in other studies, the basic design was prepared using ordinal ranking questions (Likert Scale) and a minimal number of
open-ended response items (Addis, pp. 58-60; Babbie, pp. 140-150; Bunch, pp. 188-200; Holley, pp. 144-150; Hovis, pp. 127-134; Jones, pp. 113-118; Oltremari, pp. 154-159; Pelegrino, p. 88; and Post, pp. 96, 97).

In gathering demographic data, personal information about each respondent was limited to one page and was placed at the end of the survey, since it was suggested by Babbie that this was the most appropriate location. He comments: "Placing these questions at the beginning ... gives the questionnaire the initial appearance of a routine form, and the person receiving it may not be motivated to complete it" (p. 150).

The next major step regarding the development of the survey instrument was revising it to strengthen its internal validity. Four steps were followed with the first, second, and fourth consisting of the submission of the survey instrument to faculty members for their critiques and the third phase being the analysis of the survey by a Jury of Experts.

The two faculty colleagues at Wingate College noted grammatical changes in the survey questions regarding the number of weeks for the practicum and number of clock hours for the practicum as found in the Educational Institution section of Part II - Specific Practicum Competency Factors. In addition they proposed the indention format and numbering system for the questions just noted and others in the survey that also sought further information as follow-ups to scaled items.
The investigator's Graduate School Committee's Chairperson, Dr. Charles L. Mand, provided insights into terminology revisions throughout the survey and aided in reorganizing demographic information. Dr. Mand's comments pertinent to reorganizing the concept of the Jury of Experts and assisting with the development of the Pilot Study process clarified procedures for implementation.

Fifteen persons were asked to serve on the Jury of Experts to assist in critically reading the survey and the accompanying directions and then noting changes in the directions, rewording confusing questions, and suggesting additional questions. Their responses were solicited to improve:

1. Readability of the instrument
2. Design of the instrument

and thus enhance the internal validity.

The requested number of fifteen participants in the Jury was agreed upon by the researcher and his Graduate Committee Chairperson (see Appendix E). The members were nonrandomly chosen from the Society of Park and Recreation Educators' Curriculum Catalog: 1981-82 Biennial Edition (Recreation and Park Education, 1981-82) in order to meet the following criteria:

1. Professionals of prominence
2. Representatives of quality curricula
3. Persons from varied geographical areas

The fifteen persons selected represented thirteen states, two from the West, six from the Mid-West, two representing the Northeast, and five from the South and Southeast. They were mailed a request letter
to participate on February 21, 1983 (Appendix A), a reply post card indicating their decision (Appendix C), and two copies of the survey (Appendix D). If a response was not received (post card or returned survey) within twenty-one days, a follow-up request letter was mailed (Appendix B) along with another copy of the reply post card. A total of eleven persons responded; six accepted the request to participate, five noted their inability to participate at that time, and no response was received from four persons.

Their suggestions were analyzed and the following changes were made with respect to general directions, definition of terms, and each of the major sections of the survey (compare Appendices D and N for modifications).

1. The coding of the response range for the ordinal items changed from "Very Important - Very Unimportant" to "Absolutely Non-essential - Absolutely Essential"

2. The alphabetization of the defined terms listed on the directions sheet

3. The expanding of the one question concerning "attendance at professional conferences" in Part I.A. into more specific options

4. The inclusion of a question regarding "understanding supervision" in Part I.B.

5. The development of separate questions in Part II.A. with respect to "mid-term and final evaluations"

6. The redesigning of the "number of credit hours" question in Part II.C.
7. The expanding of one question dealing with "supervisors and administrators" to three questions, one each for "supervisors, administrators, and leaders."

8. The deleting of questions concerning "Populations of Municipality" and "County" as well as "levels of education of employers." These changes plus grammatical and question ordering suggestions were used to create a revision of the survey that was mailed to Dr. J. Robert Warmbrod, a member of the investigator's graduate committee.

His critical analysis led to the formation of the survey as mailed to the Pilot Study (see Appendix N). A summary of his recommendations follows:

1. Control for biased answers by developing and mailing the same questionnaire and its directions to all three samples, with the exception of separate demographic pages.

2. Redesign lead-in statement for each subsection of the survey to clarify that questions should be answered from the perspective that the undergraduates are still enrolled.

3. Ask for additional information on the "age" and "sex" factors in Section I.A. to better understand the meaning of answers to the associated ordinal items.

4. Be realistic in the potential number of items to be "rank ordered" at the end of each subsection by limiting choices to those highest ranked.
Administration of the Instrument

Pilot Study

The next procedure in the investigation was the preparation for mailing the survey to the Pilot Study sample. The investigation focused on educators, practitioners, and Bachelor's degree alumni from North Carolina. Out of professional courtesy (Van Dalen, p. 328) a total of sixteen chairpersons, coordinators, or contact persons of parks and recreation curricula in North Carolina colleges and universities (Consulting Services Section, 1982) were mailed a letter (see Appendix F) and response card (see Appendix G) requesting:

1. Approval to randomly select faculty members and graduates of Bachelor degree programs of 1981 and 1982 for inclusion in either the Pilot Study or Final Sample

2. Return of the post paid card indicating either willingness or inability to participate

3. Submission of names and addresses of full-time professors, and names and current mailing addresses of graduates for the years requested

The same procedure was implemented for the practitioners' sample. A total of one hundred eighteen city, fifty-four county, and eleven state practitioners (Consulting Services Section, 1982) who represented their respective agencies were contacted and asked to respond to the request letter (see Appendix H) via the enclosed card (see Appendix I). Their approval was sought to:

1. Allow the investigator to randomly select full-time employees for inclusion in either the Pilot Study or the Final Sample
2. Return the post paid card indicating either willingness or inability to participate

3. Submit names and addresses of full-time employees who assist with the hiring of new personnel.

A follow-up letter and response card was sent to the nonresponding educators and practitioners twenty-two days later (see Appendices J, K, G, and I).

The request letters for participation produced the following response rates (see Tables 6, 7, 8 and 9):

1. Educators returned a total of six positive responses to the first mailing and four to the follow-up. Three provided names and addresses of alumni, a factor affected by privacy laws.

2. Practitioners from the municipal category returned thirty-two positive responses for 28.07 percent participation.

3. County practitioners declared a 31.4 percent total for participation (17 out of 54).

4. State recreators responded with an acceptance rate of 7 out of 27 for a participation rate of 38.8 percent.

Appendices 0 and P list the educational institutions and agencies willing to participate in this investigation.

From these responses the sampling frames for each of the sub-strata were produced. The thirty-two educators were comprised of 24 public and 8 private professors; 118 municipal, 54 county, and 11 state practitioners' names and addresses were received; and 169 public
TABLE 6

RATE OF RESPONSE TO FIRST MAILING BY EDUCATORS

<table>
<thead>
<tr>
<th>Category and Number Contacted</th>
<th>Participation Decision</th>
<th>Send Names and Addresses of Professors Only</th>
<th>Professors &amp; Alumni</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public (10)</td>
<td>Yes: 3 No: 1</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Private (6)</td>
<td>Yes: 3 No: 0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Totals (16)</td>
<td>Yes: 6 No: 1</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

1, 2 One public university and one private college stated they could not divulge names and addresses of alumni to unauthorized persons due to acts of privacy.
TABLE 7
RATE OF RESPONSE TO SECOND MAILING BY EDUCATORS

<table>
<thead>
<tr>
<th>Category and Number Contacted</th>
<th>Participation</th>
<th>Send Names and Addresses</th>
<th>Total Number Schools for Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Send Decision</td>
<td>of Professors &amp; Alumni</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Only</td>
</tr>
<tr>
<td>Educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public (6)</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Private (3)</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Totals (9)</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

1. One college was inappropriately listed in the reference source as a four year institution; it is 2 year only.

2. This percentage reflects the omitting of the 2 year institution from the computation.
TABLE 8
RATE OF RESPONSE TO FIRST MAILING
BY PRACTITIONERS

<table>
<thead>
<tr>
<th>Category and Number Contacted</th>
<th>Participation Decision Yes</th>
<th>No</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>City (114)</td>
<td>26</td>
<td>23</td>
<td>65</td>
</tr>
<tr>
<td>County (54)</td>
<td>14</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>State (27)</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Totals (195)</td>
<td>43</td>
<td>40</td>
<td>112</td>
</tr>
</tbody>
</table>

TABLE 9
RATE OF RESPONSE TO SECOND MAILING
BY PRACTITIONERS

<table>
<thead>
<tr>
<th>Category and Number Contacted</th>
<th>Participation Decision Yes</th>
<th>No</th>
<th>% Participation</th>
<th>Total Number Agencies for Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>City (65)</td>
<td>6</td>
<td>18</td>
<td>41</td>
<td>28.07</td>
</tr>
<tr>
<td>County (29)</td>
<td>3</td>
<td>9</td>
<td>17</td>
<td>31.4</td>
</tr>
<tr>
<td>State (18)</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>38.8</td>
</tr>
<tr>
<td>Totals (112)</td>
<td>13</td>
<td>32</td>
<td>67</td>
<td>56</td>
</tr>
</tbody>
</table>
and 49 private alumni names and addresses were provided by the cooperating institutions (see Table 10, Columns 1 and 2).

The population sub-strata were organized by:

1. Alphabetically listing the names of the colleges and universities within both categories. Within each institution the contact person was listed first and the names of the remaining persons cataloged alphabetically. All alumni names not used for the Pilot Study from each school were also recorded alphabetically.

2. Listing in alphabetical form the names of the agencies within the three sub-strata and placing the name of the director or contact person first, followed by the alphabetical sequencing of all other names.

Each of the seven sub-strata was consecutively numbered from one to four hundred thirty-three (1 to 433) and a random numbers' table consulted. As numbers were selected they were recorded until totals from each sub-strata were completed. A ten percent (10%) random sample without replacement (Kerlinger, p. 118) was conducted for each sub-stratum of the three sampling frames for the Pilot Study resulting in a total sample of forty-three (see Table 10, Columns 3 and 4).

The 433 names and addresses had been entered onto a Reality Microdata Digital Computer file and assigned their appropriate code number from one to four hundred thirty-three (433). After the Computing Center personnel printed mailing labels for each person sampled, the sample was mailed a cover letter (see Appendix L), two copies of the survey (see Appendix N), and a return first class post paid envelope for their convenience on November 1, 1983.
<table>
<thead>
<tr>
<th>Population</th>
<th>Sub-Strata</th>
<th>Assigned Numbers for Random Sample</th>
<th>10% Sample Total for each Sub-Strata</th>
<th>Response Rate (N) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators</td>
<td>Public (32) (24)</td>
<td>1-24</td>
<td>2 persons</td>
<td>2 100.0</td>
</tr>
<tr>
<td></td>
<td>Private (8)</td>
<td>25-32</td>
<td>1 person</td>
<td>0 0</td>
</tr>
<tr>
<td>Practitioners (183)</td>
<td>Municipal (118)</td>
<td>33-150</td>
<td>12 persons</td>
<td>11 91.6</td>
</tr>
<tr>
<td></td>
<td>County (54)</td>
<td>151-204</td>
<td>5 persons</td>
<td>3 60.0</td>
</tr>
<tr>
<td></td>
<td>State (11)</td>
<td>205-215</td>
<td>1 person</td>
<td>1 100.0</td>
</tr>
<tr>
<td>Alumni (218)</td>
<td>Public (169)</td>
<td>216-384</td>
<td>17 persons</td>
<td>4 23.5</td>
</tr>
<tr>
<td></td>
<td>Private (49)</td>
<td>385-433</td>
<td>5 persons</td>
<td>2 40.0</td>
</tr>
<tr>
<td>Totals (433)</td>
<td>(433)</td>
<td>433</td>
<td>43</td>
<td>23 53.4</td>
</tr>
</tbody>
</table>
On November 28 a follow-up mailing (see Appendix M) was sent containing one copy of the survey and a stamped return envelope to the twenty-four nonrespondents. A total return for both mailings of the Pilot Study was twenty-three persons out of a potential forty-three (53.4%) (see Table 10, Column 5).

This section of the chapter looks at important variables investigated, research questions answered, hypotheses tested, and statistical methods used for data analysis.

Each research question had some of the following variables in common for the earlier stages of statistical analysis for both the Pilot Study and Final Investigation.

1. The number of job experiences
2. Geographical relocation
3. Acquaintance with the "right" people
4. The quality of written and oral communication
5. Personal initiative
6. Age and sex factors of job applicants
7. Understanding programming, leadership, supervision, and administrative practices
8. The importance of the practicum experience, voluntary and paid work experience, and certifications for employment preparation
9. Written guidelines from the college
10. Number of weeks for the practicum
11. Post-practicum course work
12. Number of clock and credit hours for the practicum
13. Written guidelines from the agency
14. Number of formal evaluations of the student by the agency
15. Practicum agency's willingness to assist student in employment search
16. Number of practicums necessary
17. Requirement of pre-practicum clock hours and the specific number recommended
18. Requirement of a minimum Grade Point Average (GPA) for acceptance to a program of study
19. Suggested GPA for acceptance
20. Most important responsibility level for the practicum experience
21. Importance of practicum in helping understand needs of participants, and roles of administrators, supervisors, and activity leaders
22. Assisting of practicum to strengthen commitment to seek employment in recreation
23. Extent to which practicum helps relate theory to practice and improves one's performance in post-graduation employment

Research questions and related hypotheses to be tested were:
1. Did educators from public and private colleges and universities differ in their perceptions of the importance of selected survey factors? The proposed null hypothesis noted there would be no difference in the perceptional ranking on the variables by the public and private educators.
2. Did the educator's total length of employment affect his or her perceptional ranking of items on the survey? Four hypotheses were formulated.
   a. **Hypothesis 1** - The number of years an educator is employed is not a factor in the ranking of "willingness to relocate geographically".
   b. **Hypothesis 2** - The number of weeks required for a practicum is not affected by the number of years of employment.
   c. **Hypothesis 3** - Longer years of employment is not a factor in higher ranking of post-practicum classroom course work.
   d. **Hypothesis 4** - The fewer the years of employment is not related to a higher the ranking of the importance of the practicum experience in "relating theory to practice."

3. Did the educator's age indicate a trend in the ranking of various items on the survey?
   a. **Hypothesis 1** - Age of the educators does not reflect on their ranking of "acquaintance with the 'right' people."
   b. **Hypothesis 2** - The educator's age does not influence the perception of written communication.
   c. **Hypothesis 3** - All educators, regardless of age, highly rank the importance of oral communication.
   d. **Hypothesis 4** - The ranking of the importance of the practicum experience for securing employment following graduation is not affected by the age of the educator.
4. Were the responses to the selected survey items affected by the sex of the educator? The following null hypothesis was developed.

a. **Hypothesis 1** - The sex of the educator does not affect his or her response to the item, "How important is the sex of the applicant in securing employment?"

b. **Hypothesis 2** - The sex of the educator does not influence one's suggested Grade Point Average for entering the Recreation profession.

5. Did the status level of the practitioner influence his or her perception of the preferred items on the survey?

a. **Hypothesis 1** - The status level of the practitioners does not influence his or her perception of "acquaintance with the 'right' people."

b. **Hypothesis 2** - The status level of the practitioners is not related to the length of the practicum experience.

6. Was length of employment a factor for the practitioners in affecting priority rankings? Four Hypotheses of Association were proposed.

a. **Hypothesis 1** - A shorter length of employment is not a factor in the ranking of "willingness to geographically relocate."

b. **Hypothesis 2** - A shorter work tenure is not a factor in noting the need for longer practicum experiences.

c. **Hypothesis 3** - More years of service is not associated with a higher ranking of post-practicum course work.
d. **Hypothesis 4** - Fewer years of employment does not relate to a higher perception of one purpose of the practicum as being "relating theory to practice."

7. Did the practitioner's age influence his or her prioritization of selected preparation factors?
   
   a. **Hypothesis 1** - The age of the practitioner does not influence his or her ranking of "acquaintance with the 'right' people."

   b. **Hypothesis 2** - Older practitioners indicate similar support as younger practitioners for both "quality of oral communication" and "quality of written communication."

   c. **Hypothesis 3** - The perception of the importance of the practicum experience in securing employment following graduation is not affected by the age of practitioner.

8. Was the sex of the practitioners related to their perceptions on various items?
   
   a. **Hypothesis 1** - The sex of the practitioner does not relate to "the sex of the applicant in securing employment."

   b. **Hypothesis 2** - Male and female practitioners' rankings of the "age factor" were similar.

9. Did alumni from public colleges and universities differ in their responses to selected competency factors from alumni of private institutions? It is hypothesized no difference would be recorded in their rankings.

10. Was length of employment a factor in the perceptual rankings of alumni? No difference is hypothesized for two variables.
a. **Hypothesis 1** - The ranking of the "length of the practicum" is not related to an alumni's total length of employment.

b. **Hypothesis 2** - Total length of employment is not a factor in an alumni's ranking choice of "the most important level of duty to experience during the practicum."

11. Was a different response pattern noted between male and female alumni?

   a. **Hypothesis 1** - The sex of the alumni does not make a difference in their prioritization of the item "willingness to relocate geographically."

   b. **Hypothesis 2** - Male and female alumni rank the importance of "oral communication" similarly.

   c. **Hypothesis 3** - The sex of the alumni does not influence the ranking of "written communication."

   d. **Hypothesis 4** - Male and female alumni perceive the "age of an applicant" similarly.

   e. **Hypothesis 5** - The importance of the factor "applicant's sex" is not affected by the sex of the responding alumni.

12. How did the frequencies and rankings of the top three selections on the concluding "priority" question for each sub-section of the survey differ with regard to the samples being investigated?

   a. **General Employment Factors:**

   (1) **Question 1** - Was oral communication more highly ranked as a factor than written communication?

   (2) **Question 2** - Was personal initiative ranked in the top three factors by the three samples?
(3) Question 3 - Did educators and practitioners more frequently rank "willingness to relocate geographically" in the top three than did the alumni?

b. Curricular Employment Factors:

(1) Question 1 - Was the "importance of the practicum experience" in preparing students for employment prioritized as frequently as "voluntary" or "paid work experience?"

(2) Question 2 - Was "comprehension of administration" more frequently chosen by educators and "comprehension of leadership" by practitioners and alumni?

c. The Educational Institution and the Practicum:

Question - Were the most frequently chosen factors by the three samples, noted in descending order, "provide written guidelines to the student," "require the completion of a minimum number of clock hours for the practicum," and "grant a minimum number of credit hours for the practicum?"

d. The Cooperating Professional Agency and the Practicum:

(1) Question 1 - Was "supply the student with written guidelines" the most frequent choice for the three samples?

(2) Question 2 - Did alumni more highly rank practical matters concerning the practicum, such as "write letter of recommendation," than the other two samples?

e. Student Factors and the Practicum:

Question - Did educators more frequently choose "require a minimum Grade Point Average for acceptance with a recreation
practicum" among their top three selections than did practitioners or alumni?

f. Role of the Practicum:

(1) **Question 1** - Did practitioners and alumni rate the "supervisory work level" as more important for the practicum experience than did educators?

(2) **Question 2** - Did the cumulative frequency ranking of "relating theory to practice" place it among the top three priority choices?

13. What differences among the three samples were noted in the manner in which they ranked the selected items representing the NRPA-CIF standards and guidelines? Was there a difference in the way the three samples ranked the following professional standards?

a. The educational institution's supplying the student with written guidelines

b. The educational institution's offering of follow-up course work after the practicum experience and before graduation

c. Require a minimum number of clock hours of the student for the practicum

d. The granting of credit hours for the practicum toward the student's graduation requirement

e. Request that the cooperating agency submit a written mid-term evaluation of the student to his or her educational supervisor
f. Require the cooperating agency to submit a written final student evaluation to his or her practicum supervisor
g. The cooperating agency's supplying the student with written guidelines
h. A supervisory person's being allotted specific time to oversee a practicum student
i. Allow the student to experience problem-solving opportunities during the practicum
j. Primarily emphasize responsibility at the leadership level, rather than the administrative or supervisory levels
k. Evaluate the student in terms of performance demonstrated rather than potential observed
l. Include more than one practicum agency representative in the student evaluation process

14. To what extent was current employment the result of a practicum experience? A CROSSTABS was performed on the three related survey questions (see Appendix N):
   a. To your knowledge have you personally received any job offers as a result of your own practicum experience?
   b. If "yes," are you employed by the agency in which you received your practicum credit?
   c. Is your current employment the result of your own practicum?
Some questions in the survey required subjective analysis, including the "age" and "sex" factor for an applicant, additional practicum experiences that should have been omitted from or added to the practicum, and input from educational institutions, cooperating agencies, and students to improve the practicum program.

The Pilot Study was employed to test the coding system, the data analysis methods, and the reliability of this form of the survey for the Final Investigation. As the data were recorded from the survey notations were made regarding clarity of the directions and design of the instrument. The investigator noted that some questions requiring written answers were not completed. It was presumed in some of these situations that a respondent failed to see the underlined space provided for an answer and therefore inadvertently omitted the question. The attempt to control for this factor of nonresponse was implemented by moving most response blanks into open space near the extreme right of each line.

The Pilot Study survey was photostated on white paper within standard marginal requirements which made the survey appear quite large and less professionally produced. The decision was made to place the Final Investigation copy on buff color paper and reduce its photostated size, since both of these methods on tried attempts gave the survey a printed appearance.

The coding response had not been used at the top of each page for the Pilot Study, a factor that could increase response time, and thus affect the instrument's reliability. The change was employed to repeat the response code at the top of all even numbered pages for the Final
Investigation to aid in the control of this potential error.

A modification was made in the demographic page for each sample by developing a fourth section on the survey, "Agency Information," and making the appropriate changes on that same page regarding personal demographic questions. This change was noted in the "Explanation of the Format" section on the directions page accompanying the survey.

Some concern was cited that the clarity of the lead-in statements for each section of the survey was not adequate. The respondent faced at least two potential problems:

1. Would the lack of clarity cause the members of the Pilot Study sample to re-read the statement numerous times before completing the survey?

2. Would each section be answered with the understanding that the student is still enrolled as an undergraduate?

Both of these issues were addressed by first rewriting the statements so that they were complete questions, and second, noting parenthetically before each question that the presumption should be made that the student is still enrolled as an undergraduate.

A coding oversight was made on the Pilot Study: failure to place a coding system on the survey before it was mailed to the sample. This delayed the recording of responses for analysis. The final survey copy included a coding system printed in parentheses in the right-hand margin beside each item on the survey and the demographic page. Thus the Pilot Study enabled the investigator to improve the reliability of the instrument for the Final Investigation by making corrections in the directions, format, and coding system employed.
The raw data from the survey were placed into a file within the Wingate College Academic Training Computer—DEC (Digital Equipment Corporation) PDP--1/44—which has a storage disc capacity of 56 megabytes and 512 kilobytes of main memory. Initially the FREQUENCIES and CROSSTABS procedures from the Statistical Package for the Social Sciences (SPSS) were used to analyze the data (Nie, Hull, Jenkins, Steinbrenner, and Bent, pp. 218-248; Morrison, pp. 104-112). The latter procedure provided measures of association used to answer the research questions and test the hypotheses at the .05 significance level with the use of the Chi Square ($\chi^2$).

**Final Investigation**

The method used to choose members of the final investigative sample was the "Stratified Proportional Random Sample - Without Replacement." This method was chosen because it:

1. "is a method for obtaining a greater degree of representativeness—decreasing the probable sampling error" (Babbie, p. 94).

2. allows a smaller sample to be used because the method selects from homogenous populations.

The decision was made to sample all the remaining educators and alumni not selected for the Pilot Study, n=29 and n=196 respectively. The total number of public educators asked to participate in the investigation was twenty-two, and seven private educators were contacted. These sub-strata for the alumni were represented by one hundred fifty-two public and forty-four private graduates (see Table 11).
All the alumni were randomly sampled because the anticipated percentage of non-respondents was larger than the other two samples due to these factors:

1. Contact had already been made with an educator from each college or university and an administrator at each recreation agency. This factor which would have the potential of increasing the percentage of response from the educators and practitioners was not employed in the alumni group.

2. Addresses for this n of 196 were the permanent mailing addresses of parents at the time the persons in this sample were still enrolled in the baccalaureate degree program; therefore, some of the letters and surveys would not reach the intended sample because they could not be forwarded.

One hundred sixty-five practitioners were available for sampling after the Pilot Study sample was completed. A sixty percent Stratified Proportional Random Sample—Without Replacement (of the Pilot Study sample) was set as the appropriate proportion to enhance the
chances of an equal response, particularly between the practitioner and alumnus groups.

Factors favoring a proportional sample of practitioners were:

1. Business mailing addresses were verified, and corrected if necessary, as a result of the earlier mailing of the request letter for participation (Appendix H). This would aid in the lessening of the number of letters and surveys that did not reach the intended person sampled.

2. Previous permission of the contact persons to randomly sample their full-time employees would increase response rate.

Once the sampling procedure was verified, the following steps were implemented:

1. A random numbers table was consulted and the sixty percent random sample drawn for a total of 64 municipal, 29 county, and 6 state recreators. Any number previously drawn for the Pilot Study or the Final Investigation was withdrawn and the next available number retained in its place (see Table 12).

<table>
<thead>
<tr>
<th>Practitioner Status Level</th>
<th>Total Available</th>
<th>Sample Size Number (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Municipal</td>
<td>106</td>
<td>64 (60)</td>
</tr>
<tr>
<td>County</td>
<td>49</td>
<td>29 (60)</td>
</tr>
<tr>
<td>State</td>
<td>10</td>
<td>6 (60)</td>
</tr>
<tr>
<td>Totals</td>
<td>165</td>
<td>99</td>
</tr>
</tbody>
</table>

TABLE 12

STRATIFIED PROPORTIONAL RANDOM SAMPLE - PRACTITIONERS FOR FINAL INVESTIGATION
2. The Wingate College Computing Center personnel were notified of the file code numbers representing the educators, practitioners, and alumni chosen for the Final Investigation mailing.

3. A master letter was written in two editions, one for educators and practitioners and a second for alumni (see Appendixes Q and R). The microdata computer then selected the appropriate code numbers, matched the accompanying address to the correct edition of the letter, printed them on college stationery, and printed address labels for the entire sample to enhance the efficiency of mailing.

4. Before the survey was assembled into its final form, some changes were necessary, particularly to control for nonresponse bias.
   a. Shortened the survey's appearance by photostatically reducing its size and printed the survey on the front and back of each page
   b. Used buff color paper to promote an increased response rate
   c. Revised lead-in questions to each section
   d. Lessened number of priority choices at the end of each section

5. Enclosed with the survey was a cover letter indicating the importance of the study (see Appendixes Q and R), a second copy of the survey for the respondent's personal files, and a self-addressed first class postage return envelope.

6. Mailed to potential nonrespondents was a follow-up letter (see Appendixes S and T), another copy of the survey, and a return envelope.

The response rate to the first mailing was 68.1 percent of public
and 57.1 percent of private educators; 43.7 percent of municipal, 51.7 percent of county, and 50 percent of state practitioners; 23.1 percent of public, and 48.8 percent of private alumni (see Table 13). The alumni figures reflect those mailings returned to the investigator and marked "not forwardable" by the United States Postal Service (Babbie, p. 165). The number of alumni to whom the survey was nondeliverable totaled ten; one educator remarked the survey was too long to complete; one practitioner chose not to reply for lack of qualifications; and two alumni were employed outside the recreation profession and chose not to respond.

TABLE 13

FINAL INVESTIGATION RESPONSE RATE
FIRST MAILING

<table>
<thead>
<tr>
<th>Total Sampled</th>
<th>Sub-Strata Sampled From Total</th>
<th>Response Rate (N)</th>
<th>Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators (29)</td>
<td>Public (22)</td>
<td>15</td>
<td>68.1</td>
</tr>
<tr>
<td></td>
<td>Private (7)</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Practitioners (165)</td>
<td>Municipal (64)</td>
<td>28</td>
<td>43.7</td>
</tr>
<tr>
<td></td>
<td>County (29)</td>
<td>15</td>
<td>51.7</td>
</tr>
<tr>
<td></td>
<td>State (6)</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Alumni (196)</td>
<td>Public (152)</td>
<td>33</td>
<td>23.1</td>
</tr>
<tr>
<td></td>
<td>Private (44)</td>
<td>21</td>
<td>48.8</td>
</tr>
<tr>
<td>Totals (390)</td>
<td>(324)</td>
<td>119</td>
<td>37.8</td>
</tr>
</tbody>
</table>

1 Reflects smaller net sample size of 143 (9 nondeliverable)
2 Reflects smaller net sample size of 43 (1 nondeliverable)
3 Reflects smaller total net sample size of 314 (10 nondeliverable)
The follow-up mailing was sent to 191 persons which reflects the elimination of the ten alumni who did not receive the first mailing (nondeliverable) and the five persons who wished not to respond. This mailing elicited another 33.3 percent of the educators, 41.2 percent of practitioners, and 30 percent of alumni responses (see Table 14). One alumni response was received after the cut-off date; 3 public alumni surveys were not deliverable; one public alumnus said the survey was too long and type too small; a third person from that category did not respond because of employment in another profession; and one municipal recreator wished not to respond since someone else in the department had completed and returned a survey.

TABLE 14
FINAL INVESTIGATION RESPONSE RATE
SECOND MAILING

<table>
<thead>
<tr>
<th>Total Sampled (2nd Mailing)</th>
<th>Sub-Strata Sampled From Total</th>
<th>Response Rate (N)</th>
<th>Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators (9)</td>
<td>Public (6)</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Private (3)</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Practitioners (52)</td>
<td>Municipal (35)</td>
<td>10</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>County (14)</td>
<td>4</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>State (3)</td>
<td>2</td>
<td>66.6</td>
</tr>
<tr>
<td>Alumni (130)</td>
<td>Public (108)</td>
<td>12</td>
<td>11.3(^1)</td>
</tr>
<tr>
<td></td>
<td>Private (22)</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Totals (191)</td>
<td>(191)</td>
<td>32</td>
<td>16.0(^2)</td>
</tr>
</tbody>
</table>

\(^1\)Reflects smaller net sample size of 105 (3 nondeliverable)

\(^2\)Reflects smaller total net sample size of 188 (3 nondeliverable)
Before the deadline for receiving second mailing responses, the procedure was implemented for recording the raw data from the 119 respondents to the first mailing. The Statistical Package for the Social Science was used the the CROSSTABS procedure developed for measuring significance levels of variables pertinent to the research questions and hypotheses. The Chi Square nonparametric statistical test for determining the probability level for accepting or rejecting hypotheses was used. and contingency tables were consulted for percentage data reported.

The answers to questions which required a written response were classified, hand tabulated, and their significance to the investigation analyzed by the investigator.

The follow-up mailing data analysis was organized in the same manner as the initial Final Investigation mailing:

1. Data recorded
2. CROSSTABS procedure used for:
   a. $\chi^2$
   b. Selected percentages ascertained
3. Additional factors subjectively analyzed

Closing comments in Chapter 4 will discuss selected demographic information regarding the respondents.
IV. DATA ANALYSIS AND RESULTS

This chapter summarizes the research methodologies and results of the data analysis for the Final Investigation, which will be reviewed from two perspectives: purposes, and data analysis and results. The purposes of the Final Investigation were to:

1. Describe the employment competency factors most highly ranked as necessary for enhancing a Recreation Bachelor degree graduate's chances for employment.

2. Note the relationships between perceived rankings of various variables and selected demographic data of the respondents.

3. Infer results to the populations of the three samples within the state of North Carolina of those variables achieving statistical significance at the .05 probability level.

The responses to the data were placed into a data file within the computer, and the CROSSTABS procedure in the Statistical Package for the Social Sciences (SPSS) was used to generate contingency tables and the \( \chi^2 \) test of statistical significance for each hypothesis under investigation at the .05 level of significance. Percentages for various responses included in the contingency tables were also referred to for additional descriptive information.

The results will be initially discussed from the perspective of the control and/or independent variables:

1. Status level (public, private, municipal, county, and state)

2. Age of the respondents
3. Sex of the respondents
4. Total years employed (for educators and practitioners)
5. Total months employed (for alumni)
6. Status of respondents (educator, practitioner, and alumnus)

Status Level of the Respondents

**Question 1** - Did educators from public and private colleges and universities differ in their perceptions of the importance of selected survey factors? The proposed null hypothesis noted there would be no difference in the perceptual ranking on the variables by the public and private educators.

The pertinent factors included:

a. The willingness of the candidate to relocate geographically
b. The acquaintance with the "right" people
c. The importance of the quality of written communication
d. The importance of the quality of oral communication
e. The significance of personal initiative and motivation
f. The importance of the applicant's age
g. The importance of the practicum as a preparation factor
h. The number of job experiences in Recreation
i. The importance of voluntary work experience
j. The importance of paid work experience
k. The importance of certification
l. The number of weeks for the practicum

The "willingness to relocate geographically" was not statistically significant, $\chi^2 = 1.75$, NS. Sixty-three percent of the two sub samples indicated this factor as "Important" (53% public and 10% private) and
26 percent as "Absolutely Essential" (16% public and 10% private).

A $\chi^2$ of 4.6 was not significant for the educator's perception of "acquaintance with the 'right' people." The "Important" ranking was chosen by 47 percent and "Absolutely Essential" by 31.5 percent of the educators.

One important difference between the two groups of educators was the higher perception given to both of these ranking factors on this variable by private rather than public educators (50 percent or more versus 20 percent).

The response of the educators to the importance of both written and oral communication was nearly identical; "Absolutely Essential" received a combined support for the former factor of 63 percent and oral communication, 58 percent with the former factor receiving an "Absolutely Essential" ranking of 35 percent from public educators and 28 percent from private educators (63% total). The latter factor received an "Absolutely Essential" ranking of 31 percent from public and 27 percent from private educators.

The majority of educators perceived the "importance of personal initiative and motivation" as "Absolutely Essential" (63% for public and 21% for private educators).

Educators did not significantly differ on the perceived importance of an "applicant's age when applying for a position." Twenty-seven percent of public and 25 percent of private educators noted this factor as "Important," and the remainder of each group responded with "No opinion" or less ($\chi^2 = .58, \text{ NS}$).
Public and private educators agreed that the "practicum experience" was an "absolutely Essential" preparation factor with 75 percent or more of each sub-group responding in this manner.

An average of 52 percent of both groups of educators noted "number of job experiences" as "Absolutely Essential." No private and 53 percent of public educators replied with this same perception of "the importance of voluntary work experience," and an average of 21 percent ranked "paid work experience" as "Absolutely Essential."

The null hypothesis that public and private educators would not differ on their perception of "the importance of certification" failed to be supported, $\chi^2 = 9.4$, .02 significance level. Public educators supported the "Importance" ranking (80%) and private educators, the "Absolutely Essential" ranking (50%).

There was no significant difference in the perceptions of public and private educators regarding the "minimum length of the practicum," $\chi^2 = 1.93$, NS. Fifty-eight percent of the sample for both groups noted a minimum of 10 to 11 weeks.

**Question 5** - Did the status level of the practitioner influence his or her perception of the preferred items on the survey?

a. **Hypothesis 1** - The status level of the practitioner does not influence his or her perception of "acquaintance with the 'right' people."

The hypothesis failed to be rejected, $\chi^2 = 7.9$, NS.

b. **Hypothesis 2** - The status level of the practitioners is not related to the length of the practicum experience. The hypothesis failed to be rejected, $\chi^2 = 18.71$, NS. The contingency table indicated
67 percent of state recreators supporting 7 weeks or less. Approximately 30 percent for each sample of practitioners chose 10 to 11 weeks.

Question 9 - Did alumni from public colleges and universities differ in their responses to selected competency factors from alumni of private institutions? It was hypothesized no difference would be recorded in their rankings. Alumni were compared on their perceptions of the "importance of the practicum experience" in professional preparation, and the \( \chi^2 \) of 1.6 was not significant. Sixty-three percent of the two groups concluded the practicum was "Absolutely Essential."

However, the alumni's perception of the "importance of paid work experience" failed to support the null hypothesis, \( \chi^2 = 9.2, .05 \). Public alumni more favorably supported this factor with 87.8 percent either recording "Important" or Absolutely Essential" and 52.4 percent of the private alumni doing likewise.

The "importance of certifications" hypothesis was not supported, \( \chi^2 = 8.5, .04 \). Forty-eight percent of private alumni and 18 percent of public alumni noted it as "Absolutely Essential." The "Important" factor was chosen by 48 percent of the private and 73 percent of the public alumni.

Age of the Respondents

Question 3 - Did the educator's age indicate a trend in the ranking of various items on the survey?

a. Hypothesis 1 - Age of the educators does not reflect on their ranking of "acquaintance with the 'right' people." This hypothesis failed to be supported, \( \chi^2 = 25.2, .003; 42.9 \) percent of
educators 45 years of age or older ranked this factor as "Important" or "Absolutely Essential," and 100 percent 44 years old and younger selected these two rankings.

b. **Hypothesis 2** - The educator's age does not influence the perception of written communication. This hypothesis failed to be rejected, $\chi^2 = 1.38$, NS; and average of 63 percent of each category rated this factor "Absolutely Essential."

c. **Hypothesis 3** - All educators, regardless of age, highly rank the importance of oral communication. The hypothesis failed to be rejected, $\chi^2 = 1.77$, NS; at least 50 percent of each age classification chose "Absolutely Essential."

d. **Hypothesis 4** - The ranking of the importance of the practicum experience in securing employment following graduation is not affected by the age of the educator. The $\chi^2$ of 2.01 was not significant and therefore it failed to be rejected. Regardless of age a total of 90 percent of the educators prioritized this factor as "Absolutely Essential."

**Question 7** - Did the practitioner's age influence his or her ranking of selected factors?

a. **Hypothesis 1** - An "acquaintance with the 'right' people" is not influenced by the age of the practitioner. The hypothesis failed to be rejected, $\chi^2 = 22.67$, NS. Sixty-three percent of practitioners 45 years of age or older responded "Important" as did 53 percent of practitioners 44 years old or younger.

b. **Hypothesis 2** - Older practitioners indicate similar support as younger practitioners for both "quality of oral
communication" and "quality of written communication." This hypothesis failed to be rejected, $\chi^2 = 1.98$, NS; at least 50 percent of every age category responded "Absolutely Essential."

c. **Hypothesis 3** - The perception of the importance of the practicum experience in securing employment following graduation is not affected by the age of practitioner. The hypothesis failed to be rejected, $\chi^2 = 11.1$, NS; an average of 57 percent of all practitioners ranked "the importance of the practicum" as "Absolutely Essential."

**Sex of the Respondents**

Question 4 - Were the responses to the selected survey items affected by the sex of the educator? The following null hypothesis was developed.

a. **Hypothesis 1** - The sex of the educator does not influence his or her response to the item, "How important is the sex of the applicant in securing employment?" The $\chi^2$ of 3.53, NS failed to reject the null hypothesis. The entire female educator sample responded that this factor was "Absolutely Nonesstential" or "Unimportant" and 56 percent of the male educators responded in the same manner. Forty-four percent of male educators had "No Opinion."

b. **Hypothesis 2** - The sex of the educator does not influence one's suggested Point Average for entering the profession of Recreation. The hypothesis failed to be rejected, $\chi^2 = 1.95$, NS. The majority of both groups of educators supported the 2.20 or 2.50 GPA.

Question 8 - Was the sex of the practitioners related to their perceptions on various items?

a. **Hypothesis 1** - The sex of the practitioner does not
influence the importance of "the sex of the applicant in securing employment." This hypothesis failed to be rejected, $\chi^2 = 2.82$, NS. Eleven percent of the male practitioners indicated the factor was "Important;" no other perceptions were higher.

b. **Hypothesis 2** - Male and female practitioners' rankings of the "age factor" is similar. The hypothesis failed to be rejected; their rankings were similar, $\chi^2 = .99$, NS. Thirty-five percent of the male practitioners and 33 percent of the female practitioners considered it an "Important" factor.

**Question 11** - Was a different response pattern noted between male and female alumni?

a. **Hypothesis 1** - The sex of the alumni does not make a difference in their prioritization of the item "willingness to relocate geographically." A $\chi^2$ of 2.28 was not significant, and the hypothesis was not rejected. A total of 91 percent of the male alumni and 79 percent of the female alumni indicated the factor was either "Absolutely Essential" or Important."

b. **Hypothesis 2** - Male and female alumni rank the importance of "oral communication" similarly. The hypothesis was not rejected. Eighty-four percent of the female alumni and 77 percent of the male alumni prioritized "Absolutely Essential."

c. **Hypothesis 3** - The sex of the alumni does not influence the ranking of "written communication." The hypothesis was not rejected, $\chi^2 = 1.51$, NS. Forty-nine percent of the male alumni as compared with 37 percent of the female alumni ranked this factor "Absolutely Essential."
d. **Hypothesis 4** - Male and female alumni perceive the "age of an applicant" similarly. A $\chi^2$ of 3.21 was not significant, therefore the hypothesis was not rejected. Age was "Important" to 44 percent of both sexes and "Unimportant" to 30 percent.

e. **Hypothesis 5** - The importance of the factor "applicant's sex" is not affected by the sex of the responding alumni. The hypothesis failed to be rejected, $\chi^2=2.71$, NS; only 15 percent of both groups considered it and "Important" factor.

**Total Years of Employment**

**Question 2** - Did the educator's total length of employment affect his or her perceptual ranking of items on the survey?

a. **Hypothesis 1** - The number of years an educator is employed is not a factor in the ranking of "willingness to geographically relocate." The $\chi^2$ of 6.43 was not significant, and the hypothesis was not rejected. The contingency table noted a gradual increase in the percentage of respondents for "Absolutely Essential" as the number of years employed increased--25 percent for 4 to 6 years, 29 percent for 7 to 9 years, and 33.3 percent for persons employed 13 years or more.

b. **Hypothesis 2** - The number of weeks required for a practicum is not affected by the number of years of employment. The hypothesis failed to be rejected, $\chi^2=4.05$, NS; regardless of years of employment two category lengths were more frequently chosen--10 to 11 weeks by 58 percent and 13 or more weeks by 26 percent of the educators.

c. **Hypothesis 3** - Longer years of employment is not a factor in higher ranking of post-practicum classroom course work. This hypothesis was rejected, $\chi^2=25.28$, .013; the contingency table noted
that 53 percent of educators who had been employed 7 years or more prioritized this factor as either "Important" or "Absolutely Essential" while no educators who had worked 6 years or less ranked "post-practicum course work" at either of these priority levels.

d. **Hypothesis 4** - Fewer years of employment is not related to a higher ranking of the important of the practicum experience in "relating theory to practice." The $\chi^2$ of .89 was not significant; therefore, the hypothesis failed to be accepted. Educators responded from every year of work category except 10 to 12 years, and in those four at least 70 percent of the sample prioritized this factor as "Absolutely Essential" and 50 percent of the remaining category chose the same priority ranking.

**Question 6** - Was length of employment a factor for the practitioners in affecting priority rankings?

a. **Hypothesis 1** - A shorter length of employment is not a factor in the ranking of "willingness to geographically relocate." The hypothesis failed to be rejected, $\chi^2=17.46$, NS; regardless of length of employment the factor was highly prioritized with a total of 83 percent of the practitioners responding "Important" or "Absolutely Essential."

b. **Hypothesis 2** - A shorter work tenure is not a factor in noting the need for longer practicum experience. The $\chi^2$ of 9.19 was not significant, and therefore the hypothesis was not rejected. A total of 60 percent of the sample indicated 10 to 11 weeks and 12 weeks as their top priorities.

c. **Hypothesis 3** - More years of service is not associated with a higher ranking of post-practicum course work. The hypothesis
failed to be rejected, $\chi^2 = 14.58$, NS; the highest percentage of responses for each category of years employed was "Important" with a total average of 61%.

d. **Hypothesis 4** - Fewer years of employment does not relate to a higher perception of one purpose of the practicum as being "relating theory to practice." The hypothesis failed to be rejected, $\chi^2 = 16.46$, NS; "Important" was the ranked choice for 48 percent of the sample, regardless of years of experience.

**Total Months of Employment**

**Question 10** - Was length of employment a factor in the perceptional rankings of alumni?

a. **Hypothesis 1** - The ranking of the "length of practicum" is not related to an alumni's total length of employment. Both status levels (public and private) were used as the controlling variables, and in each case the $\chi^2$ resulted in the hypothesis not being rejected—public alumni, $\chi^2 = 18.93$, NS and private alumni, $\chi^2 = 15.79$, NS. For the public alumni the majority of the larger frequency cells were located in the 10 to 11 weeks category for practicum length, while the private alumni recorded a much wider variation with a 24 percent response frequency in both the 7 weeks or less and the 8 to 9 weeks categories.

b. **Hypothesis 2** - Total length of employment is not a factor in an alumni's ranking choice of "the most important level of duty to experience during the practicum." The $\chi^2$ for public alumni equalled 20.46 and the $\chi^2$ for the private alumni was 11.60; neither were significant, and therefore the hypothesis failed to be rejected.
Alumni from both status levels employed 0 to 3 months chose the Leadership level (20%); employees of both 7 to 9 and 13 months or more most frequently chose the Supervisory level (19%); and the Administrative level was most frequently chosen by employees of 4 to 6 months (4%).

**Status of the Respondents**

**Question 12** - How did the frequencies and rankings of the top three selections on the concluding "priority" question for each subsection of the survey differ with regard to the samples being investigated?

a. General Employment Factors:

(1) **Question 1** - Was oral communication more highly ranked as a factor than written communication? It was the overall second choice of the three samples (15%).

(2) **Question 2** - Did the frequency count for "personal initiative and motivation" place it among the top three choices? It was the overall first choice for all three samples (21%).

(3) **Question 3** - Did educators and practitioners more frequently rank "willingness to relocate geographically" in the top three choices for any of the sampled groups, having received its largest overall prioritization from the alumni (3%).

A summary of the top three rankings for each group of respondents and their overall rankings can be found in Table 15.

b. Curricular Employment Factors:

(1) **Question 1** - Was the "importance of the practicum experience" in preparing students for employment prioritized as
frequently as "voluntary" or "paid work experience?" It was selected as 15 percent of the choice, "voluntary" for 5 percent and "paid", 8 percent.

(2) Question 2 - Was "comprehension of administration" more frequently chosen by educators and "comprehension of leadership" by practitioners and alumni? Alumni chose it most frequently (21%), educators reported an 11 percent selection rate, with practitioners noting the response as 7 percent of their choices.

Table 16 provides a summary of the top three perceptions for the samples on the Curricular Employment Factors.
### TABLE 15

**Ranking of Three Most Frequent Competency Factors - General Employment**

**First Mailing**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initiative and Motivation</td>
<td>1</td>
<td>Initiative and Motivation</td>
<td>1</td>
<td>Initiative and Motivation</td>
<td>1</td>
<td>Initiative and Motivation</td>
</tr>
<tr>
<td>2.5</td>
<td>Oral Communication</td>
<td>2</td>
<td>Number of Job Experiences</td>
<td>2.5</td>
<td>Number of Job Experiences</td>
<td>2</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>2.5</td>
<td>Written Communication</td>
<td>3</td>
<td>Oral Communication</td>
<td>2.5</td>
<td>Oral Communication</td>
<td>3</td>
<td>Know &quot;Right&quot; People</td>
</tr>
<tr>
<td>4</td>
<td>Number of Job Experiences</td>
<td></td>
<td>4</td>
<td>Know &quot;Right&quot; People</td>
<td>4</td>
<td>Quality of Agency</td>
<td></td>
</tr>
</tbody>
</table>


### TABLE 16

**Ranking of Three Most Frequent Competency Factors - Curricular Employment**

**First Mailing**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educators</th>
<th>Practitioners</th>
<th>Alumni</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Factor</td>
<td>Rank</td>
<td>Factor</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Practicum Experience</td>
<td>1</td>
<td>Leadership Knowledge</td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Programming Knowledge</td>
<td>2.5</td>
<td>Practicum Experience</td>
</tr>
<tr>
<td>3.5</td>
<td>2.5</td>
<td>Academic Specialization</td>
<td>2.5</td>
<td>Programming Knowledge</td>
</tr>
<tr>
<td>3.5</td>
<td></td>
<td>Paid Experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. The Educational Institution and the Practicum

*Question* - Were the most frequently chosen factors by the three samples, noted in descending order, "provide written guidelines to the student," "require the completion of a minimum number of clock hours for the practicum," and "grant a minimum number of credit hours for the practicum?" The submission of "written guidelines" was ranked first with 15 percent, "credit hours" was prioritized second with 5 percent, and "clock hours" was ranked third with 4 percent. However, these latter factors were not the most frequently prioritized in the overall ranking of all factors in this section of the survey.

A summary of the Educational Institution section is presented in Table 17.

d. The Cooperating Professional Agency and the Practicum:

(1) *Question* 1 - Was "supply the student with written guidelines" the most frequent choice for the three samples? It was prioritized second after "have the agency conduct a formal evaluation with the student" (17% and 16.87% respectively).

(2) *Question* 2 - Did alumni more highly rank practical matters concerning the practicum, such as "write letter of recommendation," than the other two samples? There was a 9 percent response for alumni and 4 percent each for practitioners and educators.

Table 18 displays the summary of the top priorities of the Cooperating Professional Agency and the Practicum section of the survey.

e. Student Factors and the Practicum:
<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Written final evaluation</td>
<td>1</td>
<td>Written final evaluation</td>
<td>1</td>
<td>Written final evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Written guidelines to the student</td>
<td>2</td>
<td>Written guidelines to the student</td>
<td>2</td>
<td>Written guidelines to the student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Written midterm evaluation</td>
<td>3.5</td>
<td>Student evaluation of the agency</td>
<td>3</td>
<td>Written midterm evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.5</td>
<td>Written midterm evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 18

Ranking of Three Most Frequent Competency Factors - Practicum Agency

First Mailing

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educators</th>
<th>Practitioners</th>
<th>Alumni</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Factor</td>
<td>Rank</td>
<td>Factor</td>
<td>Rank</td>
</tr>
<tr>
<td>1</td>
<td>Written guidelines to the student</td>
<td>1</td>
<td>Conduct a formal evaluation of the student</td>
<td>1</td>
</tr>
<tr>
<td>2.5</td>
<td>Supervisor has time set aside</td>
<td>2.5</td>
<td>Supervisor has time set aside</td>
<td>2</td>
</tr>
<tr>
<td>2.5</td>
<td>Conduct a formal evaluation of the student</td>
<td>2.5</td>
<td>Written guidelines to the student</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Letter of recommendation</td>
<td>4</td>
<td>Share vacancy notices</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Question - Did educators more frequently choose "require a minimum Grade Point Average for acceptance with a recreation practicum" among their top three selections than did practitioners or alumni? Educators registered the highest percentage, but at a minimal level of 4 percent. This ranking did not place the factor within the top three for any group sampled.

The summary of this Student Factors and the Practicum section can be found in Table 19.

f. Role of the Practicum:

(1) **Question 1** - Did practitioners and alumni rate the "supervisory work level" as more important for the practicum experience than did educators? Twenty percent of practitioners and 16 percent of alumni prioritized it among their top three choices "the importance of the practicum in enabling a student to understand the role of leadership," while educators recorded a 12 percent prioritization rate.

(2) **Question 2** - Did the cumulative frequency ranking of "relating theory to practice" place it among the top three priority choices? A 10 percent ranking placed it in an overall fourth place; however, within the groups educators most frequently chose this factor first, while alumni and practitioners chose it fourth and fifth respectively.

Table 20 summarizes the within groups and overall rankings for the Role of the Practicum regarding selected preparation factors.

**Question 13** - What differences among the three samples were noted in the manner in which they ranked the selected items representing NRPA-CIF standards and guidelines? Was there a difference in the way
<table>
<thead>
<tr>
<th>Rank</th>
<th>Educators</th>
<th>Practitioners</th>
<th>Alumni</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Factor</td>
<td>Rank</td>
<td>Factor</td>
<td>Rank</td>
</tr>
<tr>
<td>1.5</td>
<td>Minimum of one practicum</td>
<td>1.5 Leadership opportunities</td>
<td>1 Experience problem-solving</td>
<td>1 Experience problem-solving</td>
</tr>
<tr>
<td>1.5</td>
<td>Experience problem-solving</td>
<td>1.5 Experience problem-solving</td>
<td>2 Leadership opportunities</td>
<td>2 Leadership opportunities</td>
</tr>
<tr>
<td>3</td>
<td>Leadership opportunities</td>
<td>3 Supervisory opportunities</td>
<td>3 Minimum of one practicum</td>
<td>3 Minimum of one practicum</td>
</tr>
<tr>
<td>4</td>
<td>Supervisory opportunities</td>
<td>4 Minimum of one practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank</td>
<td>Educators Factor</td>
<td>Practitioners Factor</td>
<td>Alumni Factor</td>
<td>Overall Factor</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Relating theory to practice</td>
<td>Understanding Supervisor's role</td>
<td>Understanding Supervisor's role</td>
<td>Understanding Supervisor's role</td>
</tr>
<tr>
<td>2</td>
<td>Understanding Supervisor's role</td>
<td>Understanding Activity Leader's role</td>
<td>Understanding Activity Leader's role</td>
<td>Understanding Activity Leader's role</td>
</tr>
<tr>
<td>3.5</td>
<td>Understanding Activity Leader's role</td>
<td>Understanding Administrator's role</td>
<td>Understanding Administrator's role</td>
<td>Understanding Administrator's role</td>
</tr>
<tr>
<td>3.5</td>
<td>Understanding Administrator's role</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the three samples ranked the following professional standards and guidelines.

a. The educational institution's supplying the student with written guidelines

The educators and alumni ranked this standard slightly higher than did practitioners with 68 percent of the educators, 48 percent of the alumni, and 30 percent of the practitioners prioritizing "Absolutely Essential."

b. The educational institution's offering of follow-up course work after the practicum experience and before graduation

Eighty-two percent of the alumni, 80 percent of the practitioners, and 53 percent of the educators noted "Absolutely Essential" or "Important" for this factor. Educators prioritized "No Opinion" and "Unimportant" with 22 percent for each of these rankings on this factor, as compared with 20 percent of the practitioners and 17 percent of the alumni.

c. Require a minimum number of clock hours of the student for the practicum

Educators recorded a longer minimum number of clock hours than did the other two samples. Twenty-one percent of the faculty proposed 500 clock hours or more, and 58 percent of that same group selected 400 to 499 clock hours. This response was of significance when compared with the practitioner and alumni responses indicated in Table 21.
Other than the 400 to 499 clock hours category, the category selected most frequently by the practitioners and alumni was "199 clock hours or less" (24% and 28% respectively).

<table>
<thead>
<tr>
<th>Length Practicum (Clock hours)</th>
<th>Educators' Responses (Percent)</th>
<th>Practitioners' Responses (Percent)</th>
<th>Alumni Responses (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 plus</td>
<td>21</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>400-499</td>
<td>58</td>
<td>46</td>
<td>26</td>
</tr>
<tr>
<td>199 or less</td>
<td>11</td>
<td>24</td>
<td>28</td>
</tr>
</tbody>
</table>

d. The granting of credit hours for the practicum toward the student's graduation requirement

Nearly one third (31%) of the three samples indicated this factor was "Absolutely Essential" and approximately another one-half (47%) prioritized it as "Important."

e. Request that the cooperating agency submit a written mid-term evaluation of the student to his or her educational supervisor

Significant support occurred from each group; 84 percent of the educators, 91 percent of the practitioners, and 91 percent of the alumni agreed the written mid-term evaluation was either "Absolutely Essential" or "Important."
f. Require the cooperating agency to submit a written final student evaluation to his or her practicum supervisor

One hundred percent of the educators, 98 percent of the practitioners, and 98 percent of the alumni prioritized "Important" or "Absolutely Essential."

g. The cooperating agency's supplying the student with written guidelines

Ninety-five percent of all three samples chose "Important" or above.

h. A supervisory person's being allotted a specific time to oversee a practicum student

Educators more favorably supported this factor to a two to one ratio, indicating a 79 percent "Absolutely Essential" prioritization as compared with 44 percent and 43 percent for the practitioners and alumni.

i. Allow the student to experience problem-solving opportunities during the practicum

No significant difference was suggested; an average 55 percent of the sample indicated "Absolutely Essential" for this factor.

j. Primarily emphasize responsibility at the leadership level, rather than the administrative or supervisory levels

No difference of significant value occurred since the three groups tended to support these responsibility levels at the "Important" ranking or higher with an average of 84 percent.

k. Evaluate the student in terms of performance demonstrated rather than potential observed
Agreement was indicated with an average of 48 percent selecting the "Important" ranking. Twenty-one percent of the educators compared with 13 percent for each of the other two samples indicated this guideline was "Absolutely Essential."

1. Include more than one practicum agency representative in the student evaluation process

Nearly one-half of the sample indicated this as an "Important" practicum factor; thirteen percent chose "Absolutely Essential."

Among the three groups, educators chose both of these rankings most frequently, 53 percent and 13 percent respectively.

Question 14 - To what extent was current employment the result of a practicum experience? A CROSSTABS was performed on the following variables (See survey, p. 11, Appendix N):

a. To your knowledge have you personally received any job offers as a result of your own practicum experience?

b. If "yes," are you employed by the agency in which you received your practicum credit?

c. Is your current employment the result of your own practicum?

These factors were analyzed with "Status of the Respondents" representing the independent variable; percentages were investigated for each dependent variable as it related to the common independent variable.

Twenty-six percent of the educators, 33 percent of the practitioners, and 46 percent of the alumni indicated they had received job offers due to their practicums. An average of 18 percent of the
alumni and practitioners were currently employed in the agency in which they completed their practicum credits.

In response to the question—"Is your current employment the result of your own practicum?"—twenty-one percent of the practitioners and 13 percent of the alumni indicated "Definitely." "Somewhat" was selected by 11 percent of the educators, 17 percent of the practitioners, and 32 percent of the alumni. The "Not at all" priority received the highest ranking of all three samples (educators 16%, practitioners 24%, and alumni 35%).

Eight items on the survey required subjective analysis (see Appendix U; note that the numbers following the factors refer to the code numbers in the right-hand margin of the survey).

1. Explain the factors that influenced the choice of the answer to the question, "What age would be most essential to a potential employee?" (24-27) The tendency was to choose persons of twenty-three years of age or older for the following reasons:
   a. Such individuals exemplify more knowledge and skills.
   b. These persons are mature, responsible, and career-oriented.
   c. Persons of this age are more experienced.
   d. Such individuals are more highly motivated.

2. Explain the factors that influenced the choice of "Which sex would be most essential to a potential employee?" (30-32) The three most frequent responses to this factor indicated the belief that the sex of the applicant was not applicable.
a. Equality—Choose the person with the best qualifications (education and experience).

b. Position—Selection of the individual will reflect the characteristics of the position to be filled.

c. Law—Affirmative Action and the Equal Opportunity Employment Act mandate that sexual prejudice not enter into the decision.

3. Specify three choices regarding additional assistance the practicum agency could provide to a student seeking employment following graduation. (101-103) The five most frequently recommended choices with which the practicum agency could have assisted the practicum student included:

a. Provide a variety of experiences with meaningful responsibilities.

b. Share information regarding employment opportunities.

c. Include frequent opportunities to meet with agency personnel for evaluation purposes.

d. Allow enough freedom for students to include experiences related to some of their interests.

e. Support the student through the completion of the project.

4. Explain your choice as to why you chose either the Administrative, Supervisory, or Leadership level to receive the most emphasis during the practicum. (134-135)

a. For the Administrative level—In order to help one make decisions; this most difficult level should be mastered first.
b. For the Supervisory level--It is the commencement point for most employees and is necessary for future employment; allows one to see issues from both agency's and public's perspectives.

c. For the Leadership level--One learns first how to work with people and develops competency for other levels; this is the starting level of employment.

5. Indicate three additional key purposes of the practicum not listed (193-195). Responses are listed here in descending order of priority:

a. Provision of practical experience
b. Opportunity to learn about people (clients and co-workers)
c. Chance to organize and implement tasks and programs
d. Experiencing of administrative problem-solving situations
e. Allows one time to understand his or her role in the agency and in the profession

6. Suggest responsibilities that could be implemented by the Educational Institution to improve the practicum. The most frequently chosen factors included, in descending order:

a. Be more involved with personal contacts and feedback regarding the students
b. Take a more active part in screening practicum agencies and matching the interests of the student with available agencies
c. Work closely with the practicum agency
d. Develop higher standards regarding the practicum
7. Suggest responsibilities that could be implemented by the Cooperating Agency to improve the practicum. The top four choices, listed in descending order, included:
   a. Provide a variety of experiences during the practicum
   b. View the student as a peer (professional employee)
   c. Provide to the student guidelines, purposes, and methods of evaluation
   d. Furnish appropriate and productive experiences matched to student interests

8. Suggest responsibilities that could be realized by the practicum student in order to improve the practicum experience. Factors are listed in descending order of importance.
   a. Exhibit motivation, initiative, and dedication
   b. Seek out a variety of experiences
   c. Select a practicum agency oriented to one's potential career
   d. Choose an agency with superior qualifications

A follow-up mailing was sent to the potential nonrespondents four weeks following the first mailing to increase the response rate of the sample and minimize the nonresponse threat to external validity.

The second mailing also provided an opportunity for subjective analysis of selected short answer survey items and the comparison of the respondents from the two mailings regarding demographic data. This latter comparison enabled the investigator to further enhance external validity.
The first analytical procedure was to develop the CROSSTABS program and analyze selected factors while controlling for the "Status of Respondents." Variables that proved statistically significant or suggested trends appropriate for follow-up analysis were included.

The hypothesis for the dependent variable "acquaintance with the 'right' people" and the independent variable "Status Level" for educators stated "there would be no difference in the perceptual ranking ... by the public and private educators." The null hypothesis failed to be rejected, but private educators more highly favored this factor by a margin of 30 percent.

As with the case of the first mailing the Null Hypothesis for "personal initiative and motivation" and the educator's status level failed to be rejected. The small sample size did not allow percentage response comparisons of the two status levels.

In the previous mailing 84 percent of all educators regarded "personal initiative and motivation" as "Absolutely Essential." Sixty-six percent of all educators responded in this manner on the second mailing.

It was initially hypothesized that the status of the educator would not make a difference in the prioritization of the importance of the number of job experiences, the practicum experience, or voluntary and paid work experience on the initial mailing. The null hypothesis was not rejected for any of these cases. Identical results occurred on this mailing. Percentage calculations from the small sample of the second mailing indicated 100 percent of both status levels noting the practicum experience as "Absolutely Essential,"
compared with the first mailing response of a minimum for each status level of 75 percent. As on the first mailing, paid work experience received the lowest prioritization.

The follow-up mailed failed to reject the null hypothesis, which is in direct opposition to the results of the initial mailing. One reason for this finding could be noted when comparing the public educator's results on both mailings. Eighty percent on the first mailing selected the "Important" ranking while 50 percent on the second mailing responded with the "absolutely Nonessential" choice.

The status level of alumni (public and Private) was hypothesized on the first mailing not to affect the ranking on the level of importance of "paid work experience;" however, it was rejected and results noted that public alumni more favorably supported the factor. The small size calls into question such an analysis on the second mailing, particularly for the private level.

Public and private alumni were also compared on their prioritization of "certifications," and the response of the first sample did not support the null hypothesis of no difference between the status level rankings. Private more highly favored the factor on the first response. The second mailing failed to reject the hypothesis, $\chi^2 = .68$, NS. The major difference noted between the mailing responses was with regard to the public alumni decreasing their support in the "Important" category by 15 percent. That difference shifted downward into the "No Opinion" and "Unimportant" categories.

The independent variable "age" was used in conjunction with the dependent variable, "acquaintance with the 'right' people," and the
controlling variable "status." The initial hypothesis noted that the age of the educator is not a factor in ranking the importance of the "acquaintance with the 'right' people," and it failed to be rejected. The second mailing results failed to reject it, \( \chi^2 = 3.00, \text{ NS} \). Educators 35 years old and older responded with the "important" prioritization.

"Total years of employment" of the educator was also used as an independent variable to check its relationship to "the importance of post-practicum course work." The initial sample's data noted that "longer years of employment" resulted in a higher ranking of "post-practicum course work." The second sample's data failed to reject this hypothesis. One possible reason was the variation in answers of the "13 plus years" of employment portion of the sample (31%) which responded with 20 percent prioritizing "Absolutely Essential," 40 percent denoting "Important," and 20 percent in each of the "Unimportant" and "No Response" categories.

Three other major research questions and their relationships to the results of the first mailing were investigated.

1. How did the frequencies and rankings of the top three selections on the concluding "priority" question for each sub-section of the survey differ with regard to the samples being investigated? (Question 12)

2. What differences among the three samples were noted in the manner in which they ranked the selected items representing the NRPA-CIF standards and guidelines? (Question 13)
3. To what extent was current employment the result of a practicum experience? (Question 14)

An analysis of the "priority" section follows.

a. General Employment Factors:

(1) Question 1 - Was oral communication more highly ranked as a factor than written communication? Thirteen percent for oral communication, as compared with 5 percent for written communication, ranked it higher, and second overall.

(2) Question 2 - Was personal initiative ranked in the top three factors by the three samples? It was the overall first choice (19% compared with 21% on the first mailing.)

(3) Question 3 - Did educators and practitioners more frequently rank "willingness to relocate geographically" in the top three than did the alumni? The opposite trend appeared, and overall it ranked sixth with 3 percent, equal to the first mailing.

A summary of the General Employment Factors section for the second mailing is found in Table 22. Results of this table may be compared with Table 15 for the first sample.

b. Curricular Employment Factors:

(1) Question 1 - Was the "importance of the practicum experience" in preparing students for employment prioritized as frequently as "voluntary" or "paid work experience?" Overall it was the most frequent choice (9%).

(2) Question 2 - Was "comprehension of administration" more frequently chosen by educators and "comprehension of leadership"
<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No factors ranked</td>
<td>1</td>
<td>Personal Initiative and motivation</td>
<td>1</td>
<td>Personal Initiative and motivation</td>
<td>1</td>
<td>Personal Initiative and motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5</td>
<td>Written Communication</td>
<td>2</td>
<td>Oral Communication</td>
<td>2</td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5</td>
<td>Oral Communication</td>
<td>3</td>
<td>Know &quot;Right&quot; people</td>
<td>3</td>
<td>Know &quot;Right&quot; people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5</td>
<td>Know &quot;Right&quot; people</td>
<td></td>
<td>Quality of the Practicum Agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5</td>
<td>Quality of the Practicum Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
by practitioners and alumni. As in the first mailing, alumni most frequently chose "administration" (18%).

Summary, information of both mailings may be compared in Tables 16 and 23.

c. The Educational Institution and the Practicum:

Question - Were the most frequently chosen factors by the three samples, noted in descending order, "provide written guidelines to the student," "require the completion of a minimum number of clock hours for the practicum," and "grant a minimum number of credit hours for the practicum?" "Written guidelines" was prioritized first. See Table 24 for the overall ranking; compare with Table 17 for the first mailing.

d. The Cooperating Professional Agency and the Practicum:

(1) Question 1 - Was "supply the student with written guidelines" the most frequent choice for the three samples? It was the most frequent choice with an 18 percent response rate.

(2) Question 2 - Did alumni more highly rank practical matters concerning the practicum, such as "write letter of recommendation," than the other two samples? The alumni recorded 3 percent and practitioners, 4 percent support. This alumni sample recorded one-third of the support as indicated in the initial mailing.

Results of both mailings may be compared in Tables 18 and 25.

e. Student Factors and the Practicum:

Question - Did educators more frequently choose "require a minimum Grade Point Average for acceptance with a recreation practicum" among their top three selections than did practitioners or
<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
<th>Rank</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practicum Experience</td>
<td>1</td>
<td>Programming Knowledge</td>
<td>1</td>
<td>Administrative Knowledge</td>
<td>1</td>
<td>Leadership Knowledge</td>
</tr>
<tr>
<td>2</td>
<td>Voluntary Experience</td>
<td>2</td>
<td>Paid Work Experience</td>
<td>2</td>
<td>Supervisory Knowledge</td>
<td>2</td>
<td>Programming Knowledge</td>
</tr>
<tr>
<td>3</td>
<td>Academic Specialization</td>
<td>3</td>
<td>Practicum Experience</td>
<td>3</td>
<td>Practicum Experience</td>
<td>3</td>
<td>Administrative Knowledge</td>
</tr>
</tbody>
</table>
### TABLE 24

#### Ranking of Three Most Frequent Competency Factors - Educational Institution

**Second Mailing**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educators Factor</th>
<th>Practitioners Factor</th>
<th>Alumni Factor</th>
<th>Overall Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written final evaluation</td>
<td>Written final evaluation</td>
<td>Written final evaluation</td>
<td>Written final evaluation</td>
</tr>
<tr>
<td>2</td>
<td>Written guidelines to the student</td>
<td>Student evaluate the agency</td>
<td>Written guidelines to the student</td>
<td>Student evaluate the agency</td>
</tr>
<tr>
<td>3</td>
<td>Post-practicum course work</td>
<td>Written guidelines to the student</td>
<td>Written guidelines to the student</td>
<td>Written guidelines to the student</td>
</tr>
</tbody>
</table>
### TABLE 25

Ranking of Three Most Frequent Competency Factors - Practicum Agency

Second Mailing

<table>
<thead>
<tr>
<th>Educators</th>
<th>Practitioners</th>
<th>Alumni</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
<td>Factor</td>
<td>Rank</td>
<td>Factor</td>
</tr>
<tr>
<td>1</td>
<td>No factors ranked</td>
<td>1</td>
<td>Written guidelines to the student</td>
</tr>
<tr>
<td>2</td>
<td>Written guidelines to the student</td>
<td>3</td>
<td>Time set aside for agency supervisor</td>
</tr>
<tr>
<td>3</td>
<td>Time set aside for agency supervisor</td>
<td>3</td>
<td>One formal evaluation with the student</td>
</tr>
<tr>
<td>3</td>
<td>Assist student in employment search</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
or alumni? It was not chosen in the second mailing by the sample. Tables 19 and 26 should be compared for the results.

f. Role of the Practicum:

(1) Question 1 - Did practitioners and alumni rate the "supervisory work level" as more important for the practicum experience than did educators? Alumni noted a 21 percent response rate, practitioners 13 percent, and educators 3 percent.

(2) Question 2 - Did the cumulative frequency ranking of "relating theory to practice" place it among the top three priority choices? A ten percent ranking for this mailing placed it in second position, compared with the same percentage in the first mailing for a fourth place prioritization. Compare Tables 20 and 27.

Also of interest were the perceptions of the sample regarding survey items developed from the NRPA-CIF standards and guidelines. Was there a difference in the way the three samples ranked the following professional standards? (Question 13)

a. The educational institution's supplying the student with written guidelines

As on the first mailing educators and alumni ranked this factor higher than did practitioners, but the differences in their percentages decreased. On the "Absolutely Essential" rank practitioners noted a 14 percent increase to 44 percent; educators and alumni reduced their support by one percent and two percent respectively, thus displaying ranks of 67 and 46 percent each.

b. The educational institution's offering of follow-up course work after the practicum experience and before graduation
TABLE 26

Ranking of Three Most Frequent Competency Factors - Students

Second Mailing

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educators</th>
<th>Practitioners</th>
<th>Alumni</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Factor</td>
<td>Rank</td>
<td>Factor</td>
<td>Rank</td>
</tr>
<tr>
<td></td>
<td>No factors</td>
<td>ranked</td>
<td>Leadership</td>
<td>opportunities</td>
</tr>
<tr>
<td></td>
<td>ranked</td>
<td></td>
<td>opportunities</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Experience</td>
<td>1</td>
<td>Leadership</td>
<td>opportunities</td>
</tr>
<tr>
<td></td>
<td>problem-solving</td>
<td></td>
<td>opportunities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Leadership</td>
<td>2</td>
<td>Supervisory</td>
<td>opportunities</td>
</tr>
<tr>
<td></td>
<td>opportunities</td>
<td></td>
<td>opportunities</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Supervisory</td>
<td>3</td>
<td>Administrative</td>
<td>opportunities</td>
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<td></td>
<td>opportunities</td>
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</tbody>
</table>

Administrative opportunities

Minimum of one practicum
<table>
<thead>
<tr>
<th>Rank</th>
<th>Educators</th>
<th>Practitioners</th>
<th>Alumni</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Factor</td>
<td>Rank Factor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Understand Supervisor's role</td>
<td>1</td>
<td>Understand Supervisor's role</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Understand Administrator's role</td>
<td>1.5</td>
<td>Understanding needs of participants</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Strengthen Employment Search Committee</td>
<td>3</td>
<td>Understand Supervisor's role</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Understand Activity Leader's role</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Thirty-three percent of the educators recorded an "Important" ranking for this factor, 56 percent of the practitioners and 77 percent of the alumni did likewise. This compares favorably with the first mailing's results.

c. Require a minimum number of clock hours of the student for the practicum.

Thirty-three percent of educators suggested that 300 to 399 clock hours was a reasonable minimum guideline; 44 percent of the practitioners and 23 percent of alumni noted 400 to 499 clock hours an appropriate minimum.

d. The granting of credit hours for the practicum toward the student's graduation requirement

Thirty-three percent of the educators and 31 percent of alumni indicated this factor was "Absolutely Essential;" 31 percent of the practitioners and 54 percent of the alumni suggested this variable was "Important."

e. Request that the cooperating agency submit a written mid-term evaluation of the student to his or her educational supervisor

Table 28 displays a more highly ranked perception by educators.

f. Require the cooperating agency to submit a written final student evaluation to his or her practicum supervisor

Seventy-five percent of the practitioners and 100 percent of the educators and alumni prioritized this factor as either "Important" or "Absolutely Essential," a ranking equivalent to that of the initial mailing.
### TABLE 28
Prioritization of the Written Mid-Term Evaluation Factor

#### Second Mailing

<table>
<thead>
<tr>
<th>Ranking Value</th>
<th>Educators' Percentage Response</th>
<th>Practitioners' Percentage Response</th>
<th>Alumni's Percentage Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>33</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td>Absolutely Essential</td>
<td>67</td>
<td>25</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>63</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

g. The cooperating agency's supplying the student with written guidelines

Ninety-one percent of the three samples ranked this factor "Important" or "Absolutely Essential," a result that positively reflects the 95 percent ranking of the first sample.

h. A supervisory person's being allotted specific time to oversee a practicum

No significant difference between the samples was noted; a total of 91 percent chose the "Important" or "Absolutely Essential" ranking.

i. Allow the student to experience problem-solving opportunities during the practicum
Forty-four percent of the total sample ranked this factor as "Absolutely Essential;" out of this average only the practitioners recorded majority support.

j. Primarily emphasize responsibility at the Leadership level, rather than the administrative or supervisory levels

As in the first study emphasis among the levels (Leadership, Supervisory, and Administrative) was not significantly different.

k. Evaluate the student in terms of performance demonstrated rather than potential observed

This factor was less significantly prioritized by alumni with 38 percent responding "Important" or above, while 63 percent of the practitioners and 67 percent of the educators expressed the same prioritization.

1. Include more than one practicum agency representative in the student evaluation process

The response pattern of the second mailing is a favorable replication of the first mailing since both responses recorded 50 percent, and 13 percent of the total selected "Important" and "Absolutely Essential" respectively.

The investigator further sought to compare the results of both mailings on the relationship between current employment and the practicum experience. Question 14 stated, "To what extent was current employment the result of a practicum experience?"

Twenty-five percent of the practitioners and 54 percent of the alumni indicated they had had job offers due to their practicum
experience, which reflects a lower percentage for the practitioners and higher percentage for alumni as compared with the first mailing.

Concerning the question, "Are you currently employed in the agency in which you completed your practicum?", the "yes" response category received one-half the percentage of responses as the first mailing (9%).

Fewer practitioners and more alumni noted that their current employment was the result of their practicum experience (see Table 29).

<table>
<thead>
<tr>
<th>TABLE 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Employment and the Practicum &quot;Definitely&quot; Responses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Number</th>
<th>Practitioners' Responses (Percentage)</th>
<th>Alumni Responses (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Two</td>
<td>.13</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>28</td>
</tr>
</tbody>
</table>

Subjective analysis of eight short-answer responses was also completed on the follow-up mailing (numbers following each factor refer to the code numbers located in the right-hand margin of the survey; see Appendix U).
1. Explain the factors that influenced the choice of "What age would be most essential to a potential employee?" (24-27) Ages 22 and above were noted most frequently and the following reasons recorded:

a. Basic education completed
b. More experience
c. Greater initiative
d. Higher maturity level
e. Depends on the person and position

These factors parallel those listed on the first mailing.

2. Explain the factors that influenced the choice of "Which sex would be most essential to a potential employee?" (30-32) The two most frequent responses included:

a. Depends on the person and position
b. Seek person who is knowledgeable and capable

3. Specify three choices regarding additional assistance the practicum agency could provide to a student seeking employment following graduation. (101-103) These choices included:

a. Provide a broad range of duties
b. Allow student to plan programs
c. Allow student to implement programs

These ideas parallel two of the five suggestions recorded by the first sample.

4. Explain your choice as to why you chose either the Administrative, Supervisory, or Leadership level for receiving the most emphasis during the practicum. (134-135)
a. For the Administrative level - this level is most practical

b. For the Supervisory level - most practical because larger majority will eventually achieve this work level; most difficult level

c. For the Leadership level - most applicable at entry level positions; builds foundation for advancing to other levels of work; allows time to gain experience working with people

The responses found on the first mailing were similar.

5. Indicate three additional key purposes of the practicum not listed. (193-195) In descending order, the responses were:
   a. Receive experience at all levels
   b. Enable one to focus on a specialization
   c. Develop skills needed to work with people
   d. Gain experience in public relations

6. Suggest responsibilities that could be implemented by the Educational Institution to improve the practicum. The most frequently chosen factors included, in descending order:
   a. Prepare the student for leadership and decision-making
   b. Take a more active part in screening agencies and matching the interests of the student with available agencies
   c. Place more emphasis on the importance of the practicum during a student's educational career
   d. Be more involved with personal contacts and feedback regarding the students
The first and third of these factors represented new additions to the list. (Compare the responses of the first mailing as found on page 107.)

7. Suggest responsibilities that could be implemented by the Cooperating Agency to improve the practicum. The top four choices, listed in descending order, included:
   a. Provide a variety of experiences during the practicum
   b. Carefully supervise students
   c. Maintain contact with the Educational Institution
   d. Furnish appropriate and productive experiences matched to student interests

The first and last factors were noted in these identical positions in the results of the initial mailing. (See page 108.)

8. Suggest responsibilities that could be realized by the practicum student in order to improve the practicum experience. Factors are listed in descending order of importance.
   a. Exhibit motivation, initiative, and dedication
   b. Select a practicum agency oriented to one's potential career

A comparison with the results of the first mailing may be accomplished by referring to page 108.

A summary of selected demographic information was obtained to compare the respondents of the two mailings of the Final Investigation. The figures note a larger percentage of public educators responded on both mailings of the survey, as well as public alumni.
More than one-half of the practitioners represented the municipal status level.

Educators employed for fewer total years responded at a higher rate on the second mailing.

The total of the alumni who were unemployed but still seeking employment in Recreation was nearly half of the sample for both mailings. Table 30 contains the demographic information.

(Percentages are contained within parentheses, raw data for frequency count is also displaced. An example is noted below.)

Frequency of Educators 19 (16%)
TABLE 30
Demographic Information

<table>
<thead>
<tr>
<th>Category</th>
<th>First Mailing</th>
<th>Second Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Frequency of Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Public</td>
<td>14 (79%)</td>
<td>2 (66%)</td>
</tr>
<tr>
<td>b. Private</td>
<td>5 (21%)</td>
<td>1 (33%)</td>
</tr>
<tr>
<td>2. Frequency of Practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Municipal</td>
<td>28 (61%)</td>
<td>10 (63%)</td>
</tr>
<tr>
<td>b. County</td>
<td>15 (33%)</td>
<td>4 (25%)</td>
</tr>
<tr>
<td>c. State</td>
<td>3 (7%)</td>
<td>2 (13%)</td>
</tr>
<tr>
<td>3. Frequency of Alumni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Public</td>
<td>33 (61%)</td>
<td>12 (92%)</td>
</tr>
<tr>
<td>b. Private</td>
<td>21 (39%)</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>4. Age Category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 to 44 yrs.</td>
<td>10 (53%)</td>
<td>1 (33%)</td>
</tr>
<tr>
<td>b. Practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 to 34 yrs.</td>
<td>26 (57%)</td>
<td>7 (44%)</td>
</tr>
<tr>
<td>5. Total years employed in recreation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 to 9 yrs.</td>
<td>7 (37%)</td>
<td></td>
</tr>
<tr>
<td>4 to 6 yrs.</td>
<td></td>
<td>2 (67%)</td>
</tr>
</tbody>
</table>
Table 30 Continued

<table>
<thead>
<tr>
<th>Category</th>
<th>First Mailing</th>
<th>Second Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 to 6 years</td>
<td>14 (30%)</td>
<td></td>
</tr>
<tr>
<td>13 years plus</td>
<td></td>
<td>5 (31%)</td>
</tr>
<tr>
<td>6. Total months employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Alumni)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another profession and satisfied</td>
<td>16 (30%)</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>Unemployed and want recreation</td>
<td>6 (12%)</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>b. Private</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another profession and want recreation</td>
<td>10 (19%)</td>
<td>-</td>
</tr>
<tr>
<td>Unemployed and want recreation</td>
<td>16 (29%)</td>
<td>-</td>
</tr>
<tr>
<td>7. Current title of respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant/Associate Professor</td>
<td>11 (58%)</td>
<td>2 (66%)</td>
</tr>
<tr>
<td>b. Practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Administrators</td>
<td>26 (57%)</td>
<td>6 (38%)</td>
</tr>
<tr>
<td>8. Education level of respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>16 (84%)</td>
<td>3 (100%)</td>
</tr>
</tbody>
</table>
### Table 30 Continued

<table>
<thead>
<tr>
<th>Category</th>
<th>First Mailing</th>
<th>Second Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9 (59%)</td>
</tr>
<tr>
<td>b. Practitioners</td>
<td></td>
<td>29 (63%)</td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Educational Degree Concentration (first mailing only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>13 (87%)</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1 (7%)</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>3 (75%)</td>
<td></td>
</tr>
<tr>
<td>PE &amp; Recreation</td>
<td>1 (25%)</td>
<td></td>
</tr>
<tr>
<td>b. Practitioners</td>
<td></td>
<td>18 (64%)</td>
</tr>
<tr>
<td>Municipal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>18 (64%)</td>
<td></td>
</tr>
<tr>
<td>PE &amp; Recreation</td>
<td>2 (7%)</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>2 (7%)</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>6 (40%)</td>
<td></td>
</tr>
<tr>
<td>PE &amp; Recreation</td>
<td>5 (33%)</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1 (7%)</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>3 (100%)</td>
<td></td>
</tr>
<tr>
<td>c. Alumni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Recreation</td>
<td>28 (85%)</td>
<td></td>
</tr>
<tr>
<td>Private Recreation</td>
<td>19 (91%)</td>
<td></td>
</tr>
</tbody>
</table>
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

FOR FURTHER STUDY

Summary

The present employment situation in the Parks and Recreation profession led this investigator to recognize the need for an investigation regarding professional competency factors necessary for graduates of parks and recreation curricula. A review of the related literature was implemented to gather information regarding three objectives.

1. To ascertain the level of importance of personal qualities that enable a job candidate to obtain a full-time recreation position

2. To decide which general curricular factors were perceived as most important for successful employment

3. To determine the extent to which the practicum experience was viewed as a factor for full-time employment

These objectives formed outline for the survey and ultimately impacted the content of the questions included on the instrument (see Appendix U).

The first section of the survey (IA), "General Employment Competency Factors," enabled the investigator to focus on the importance of personal qualities of a job candidate. Section IB, "Curricular Employment Competency Factors," emphasized questions related to the objective concerned with general curricular factors. Objective three, as it pertained to the practicum experience, was addressed by section II in the survey, "Specific Practicum Competency Factors."
The review of related literature also resulted in the development of Research Questions to be answered and hypotheses to be tested through the use of a mailed survey instrument. Four educators, including Dr. Charles L. Maud, the investigator's Graduate Committee Chairperson, reviewed the instrument. A nonrandomly selected Jury of Experts also critically analyzed the instrument and thus enhanced its internal validity by:

1. Clarifying the format of the survey
2. Noting questions to omit or add
3. Clarifying confusing statements
4. Refining directions accompanying the survey.

The instrument was first used in a pilot study focusing on three populations: educators, practitioners, and alumni. The educators' subsample was represented by 24 public and 8 private professionals; 118 municipal, 54 county, and 11 state practitioners' names and addresses were received; and 69 public and 49 private alumni names and addresses were provided by the cooperating educational institutions. This total of 433 names was randomly sampled at a 10 percent rate for each substrata.

Initial and follow-up mailings for the Pilot Study were implemented, with a total return rate for both mailings of 53.4 percent. The data were entered into the computer, associated null hypotheses were tested and research questions were investigated through the use of the $^2$ statistic, frequency counts, and percentages.

Such analysis enabled this investigator to test the coding system, the data analysis methods, and the reliability of the instrument.
The Final Investigation required the use of the "Stratified Proportional Random Sample - Without Replacement" technique because:

1. Obtained a greater degree of representativeness
2. Allowed for a smaller sample size due to homogeneous populations.

All remaining educators and alumni were sampled, n=29 and 196 respectively, while sixty percent of the practitioners were sampled.

Two mailings were implemented, with the first mailings producing an average response of 38 percent, and the second mailing a response of 16 percent. The Chi Square nonparametric statistical test for determining the probability level for accepting or rejecting hypotheses was used, and contingency tables were consulted for frequency and percentage data.

The data were analyzed from the perspectives of:

1. Control and independent variables as they related to research questions and associated hypotheses
2. Subjective questions on the survey
3. Selected demographic data and the relationship to survey factors.

It should be noted that forty-three percent of the persons contacted in both mailings of the Final Investigation were nonrespondents. Two methods are suggested by this investigator for decreasing this nonresponse rate:

1. Definite time limits for each step in the research process
2. The offer of gifts to the participants inorder to elicit a
higher response rate.

CONCLUSIONS

The results of the study will be discussed from the perspective of the three central objectives as noted on page 121 of this chapter and which formed the outline of the literature review chapter. The literature's account of the discrepancy between employment availability and the number of recreation professionals seeking employment lends further relevance to this study.

Several factors as they pertained to the general personal qualities of a job candidate proved significant to this investigation. Private educators more highly perceived as essential the factors "willingness to relocate geographically" and "acquaintance with the 'right' people; public educators more highly ranked the "importance of certifications" between the two levels sampled. The age of the educator was a significant factor regarding the ranking of "acquaintance with the 'right' people" with younger educators recording a higher ranking.

The status level of the alumni significantly impacted their perception of two personal factors. Public alumni most highly favored "importance of paid work experience" and the private sector perceived "importance of certifications" at the highest level.

The sex of the respondents was used as a controlling factor in this investigation. Women educators, practitioners, and alumni more highly favored oral communication, while men favored written communication.

The most highly ranked "General Employment" factors as indicated
on the closing priority question for that section of the survey (IA) included, in descending order:

1. Initiative and motivation of the applicant
2. Oral communication skills
3. Knowing the "right" people
4. Number of job experiences in Recreation

Creel (1982), Sessoms (1984), and Weiskoff (1982) each referred to factors one, two, and four in discussions of professional preparation for recreation employment.

Curricular factors were also emphasized in this study in section IB, "Curricular Employment Preparation Competency Factors." The composite within and between groups rankings of the top three factors were noted in Table 16 on page 82. Kraus and Bates (1975) emphasized the first and third factors, "Programming Knowledge" and "Leadership Knowledge," while Creel (1982) noted the importance of factor two, "Practicum Experience."

Results associated with the third objective, the practicum experience, will be discussed from two perspectives:

1. General factors
2. Standards and guidelines supported by the National Recreation and Park Association (NRPA)

Included among the results of the former category were the following findings:

1. Alumni perceived the importance of the practicum in aiding a recreation major to understand the administrative role of a practicum more highly than did either educator or practitioners.
2. The cumulative ranking for all three samples noted that the college or university should require the practicum agency to supply the educational institution with a written final and mid-term evaluation.

3. The conducting of a formal evaluation of the student by the agency was deemed necessary by educators, practitioners, and alumni.

The status groups perceived, in descending order of importance, that the students should experience problem-solving and leadership opportunities during a minimum of one practicum. Section IID of the survey focused on the role played by the practicum for employment preparation and the top three factors were:

1. Understanding the Supervisor's role
2. Understanding the Activity Leader's role
3. Understanding the Administrator's role

The NRPA recommendations (Standards, 1979) were examined from the perspective of the educational institution, the practicum agency, and the student. The total sample ranked "the importance of the educational institution's suppling the student with written guidelines" in second position. Educators and alumni more highly perceived the importance of this factor than did practitioners. Post-practicum course work being required by the college or university for graduation was more highly ranked by practitioners and alumni than by educators.

The second and third recommendations as ranked by the total sample regarding the responsibilities of the practicum agency were: allowing the supervisor sufficient time to attend to the practicum student, and having the agency provide written guidelines to the student. Educators
most highly perceived the importance of the factor, "including more than one practicum agency representative in the evaluation of the practicum student."

Projected employment figures as noted by both the Bureau of Employment Security Research (1979) and the Bureau of Labor Statistics (1968) drew attention for this investigation to two factors:

1. What was the relationship, if any, of the respondent's current employment and their practicum experience?

2. What level of satisfaction regarding current employment was noted by the data for the alumni?

Less than one-third of the practitioners and nearly one-half of the alumni had received job offers due to their practicum experiences. Less than one-fourth of each sample was currently employed in the same agency in which they completed their practicums, and the same ratio noted their current employment was "definitely" a result of their recreation practicums.

An average of twenty percent of the alumni were currently unemployed but were still seeking employment in Recreation. Thirty percent of public alumni were employed in another profession and satisfied.
Recommendations for Further Study

The investigator proposes the following issues for further investigation.

1. Certification and its impact on the content and quality of college and university curricula.

2. An investigation into how accredited and non-accredited college curricula incorporate NRPA standards and guidelines concerning accreditation.

3. College and university self-studies of parks and recreation curricula to determine strengths, weaknesses, and relevancy for graduates of the next decade.

4. A comparison of professional training from the perspectives of traditional liberal arts education and vocational training.

5. The study of the relevancy of fieldwork, internships, and practicums in terms of professional preparation for employment.

6. Replication of this study in other states or regions.
BIBLIOGRAPHY


North Carolina state parks and recreation areas: yours to discover (Pamphlet) Raleigh, N. C.: N. C. Department of Natural Resources and Community Development.


U. S. department of commerce, social and economic statistics administration, the bureau of the census. (1972; April). The 1970 census of population and housing: geographic identification code scheme - south region. Washington, D. C.


APPENDIX A

REQUEST TO PARTICIPATE

LETTER FOR THE JURY OF EXPERTS
February 11, 1983

Dr. Herbert Brantley, Head  
Department of Recreation and Park Administration  
263 Lehotsky Hall  
Clemson University  
Clemson, South Carolina 29631

Dear Dr. Brantley:

I am conducting a doctoral research study in an attempt to determine the personal and professional competencies recreation bachelor degree graduates should possess when entering the job market search. It is hoped the results will inform educators, practitioners and recent parks and recreation graduates as to the qualifications most significantly correlated with success in procuring a full-time parks and recreation position.

You are one of fifteen persons being requested to serve on a Jury of experts. Your purpose, if you decide to participate, is three-fold:

1. Read the instrument and suggest in writing any relevant questions that should be added to the survey for strengthening its validity;

2. Clarify the wording of any ambiguous statements already included in the instrument; and

3. Note how the directions accompanying the survey may be clarified for future respondents.

All changes should be made on 8½" by 11" typing paper. The collective response of the Jury will be used to alter the draft of the survey which will then be mailed to the pilot study for further validation purposes.

Your time taken to attend to the above three purposes would be greatly appreciated. You may keep the second copy of the survey for your files. I would like to receive your reply within ten days in the envelope provided.
I will mail to you a summary of both the jurists' suggestions and the conclusions of the investigation when completed and following your affirmative response.

Thank you for your interest and cooperation.

Sincerely yours,

Kenneth W. Pickerill  
Ph.D. Candidate  
The Ohio State University

Enclosures: Survey (2 copies)  
Reply Envelope
APPENDIX B

FOLLOW-UP REQUEST LETTER

TO THE JURY OF EXPERTS
March 14, 1983

Dr. Herbert Brantley, Head
Department of Recreation and Park Administration
263 Lehotsky Hall
Clemson University
Clemson, South Carolina 29631

Dear Dr. Brantley:

A few days ago you should have received a letter requesting your assistance in a doctoral dissertation research project regarding personal and professional competencies/qualifications of recreation bachelor degree graduates and the relationship of these competencies to successfully finding full-time employment in parks and recreation. Your response to the following requests would be greatly appreciated.

1. Read the survey and suggest in writing any relevant questions which have been omitted from the survey;

2. Clarify the wording of any confusing statements already included in the instrument; and

3. Note how the directions accompanying the survey could be written more clearly, if deemed necessary.

Please make all changes on a separate sheet of paper. You may keep the additional copy of the survey from the previous mailing for your files. Please return your comments within ten days in the envelope provided. Note your intent regarding this project on the enclosed post card and return to me immediately. Please disregard this mailing if you have already returned your comments.

You will receive a summary of both the jurists' suggestions and the conclusions of the investigation when completed and following your affirmative response.
Thank you for your cooperation.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Post Card
            Reply Envelope
APPENDIX C

REPLY POST CARD FOR JURY OF EXPERTS' INTENT TO PARTICIPATE
Yes, I will be able to serve as a Jurist and will return my comments per your request within two weeks.

Sorry, but I cannot serve as a Jurist at this time.

Please note necessary corrections in your address below.

Dr. Herbert Brantley, Head
Department of Recreation and Park Administration
263 Lehotsky Hall
Clemson University
Clemson, S. C. 29631
APPENDIX D

COPY OF THE SURVEY RECEIVED

BY THE JURY OF EXPERTS
EXPLANATION OF AND DIRECTIONS FOR THE SURVEY

I. Explanation of the Format

Questions and statements used in this survey have been gleaned from previous studies, materials published by the Society of Park and Recreation Educators (SPRE) of the National Recreation and Park Association (NRPA) and personal readings/experiences.

The body of the survey is divided into two major divisions: (1) Employment Preparation Competency Factors and (2) Practicum Competency Factors. Sub-divisions of part one include both General and Curricular Factors; whereas factors related to Educational Institutions, Professional Agencies, Recent Student Graduates and the Practicum comprised the second major section of the survey.

Part three seeks to procure demographic data about the residents.

II. Directions for Completing the Survey

Please complete the survey by attending to the following directions:

A. Note all scaled items' responses range from 1 (Very Important) through 5 (Very Unimportant). Please circle the choice that best represents your response to each statement.

B. Some questions in the body of the survey require you to respond in the form of a written narrative.
C. Please respond to each question or statement, if applicable.
D. Answer the appropriate demographic page for your population group (Educator, Practitioner or recent graduate.)

III. Definition of Terms

The following terms will assist the respondents in completing the survey:

A. **Practicum** - A practical work experience during a student's junior or senior year of college.

B. **Internship** - Post-baccalaureate, full-time professional training and experience under the direct supervision of a qualified administrator.

C. **Work experience** (defined as fieldwork by some professionals) - Practical work experience in a leisure agency.

D. **Administrative employment level** - Makes final decisions regarding overall operation of a leisure service agency, i.e. a director or superintendent.

E. **Supervisory employment level** - Immediately in charge of staff members who directly provide recreation activities for their agencies.

F. **Leadership employment level** - The staff members who plan, direct and conduct recreation activities for the participants.
I. EMPLOYMENT PREPARATION COMPETENCY FACTORS

A. General Factors: How important are the following factors in preparing a student for securing a parks and recreation job?

<table>
<thead>
<tr>
<th>Response Code: 1=Very Important</th>
<th>2=Important</th>
<th>3=Unsure</th>
<th>4=Unimportant</th>
<th>5=Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Member of a campus recreation majors club</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Attendance at a professional conference</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Courses taught by faculty who have professional job experience in recreation and parks</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Member of a national association (e.g. NRPA)</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Member of a state organization or society</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Age of applicant</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Sex of the applicant</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Amount of job experience in addition to the practicum</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Special skills required for a specific job</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Test scores, such as Civil Service</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Willingness to relocate geographically</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Knowing the &quot;right&quot; people</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Ability to communicate in writing</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Ability to communicate orally</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Personal initiative and motivation</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank order those items marked "Very Important and "Important", listing the top priority first. Item numbers should be used in order to conserve time.
B. Curricular Factors: How important do you consider the following curriculum areas in preparing a student graduate for employment in parks and recreation?

Response Code: 1=Very Important 2=Important 3=Unsure 4=Unimportant 5=Very Unimportant

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Unsure</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of the history of the recreation and parks movement, its importance to the individual and society</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Knowledge of the development, structure, functions and interrelationships of recreation and park services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The understanding of leadership techniques and methods of working with individuals and groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. An understanding of programming principles, planning objectives, types of activities, and program evaluation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. A basic understanding of administrative practices (operation of areas and facilities, financial and business procedures, public relations, personnel management, evaluation)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Practicum Experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Voluntary work experience without academic credit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Paid work experience without academic credit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Voluntary work experience with academic credit given (besides practicum credit)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Paid work experiences with academic credit (besides practicum credit)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Educational institution from which graduated</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(Section 1.B. continued on next page)
II. SPECIFIC PRACTICUM COMPETENCY FACTORS

A. Factors Related to the Educational Institution: How important do you consider that the educational institution should be implementing the following factors?

Response Code: 1=Very Important
2=Important
3=Unsure
4=Unimportant
5=Very Unimportant

1. Supply the student with a written guide of expectations and responsibilities
2. One evaluative visit of the student during the practicum
3. Keeping in mind budgetary and time constraints, in your opinion, what is the ideal number of visits by the academic supervisor that is (are) necessary?
4. Having follow-up course work after the practicum experience and before the date of graduation for the student
5. The minimum number of clock hours for a park and recreation major student's practicum:
   a. 100 or less
   b. 101-200
   c. 201-300
   d. 301-400
   e. 401 or more
6. The practicum experience lasting a minimum of eight (8) weeks

(Section II.A. continued on next page)
7. Specifically, what would you recommend as the minimum number of weeks for a major student's practicum?

8. The importance of both a documented mid-term and final evaluation to assess the performance of the student and the agency

Rank order those items marked "Very Important" and "Important" listing the top priority first. Item numbers should be used in order to conserve time.

B. Factors Related to the Professional Agency: How important is it that a professional agency be implementing the following factors?

Response Code: 1=Very Important
2=Important
3=Unsure
4=Unimportant
5=Very Unimportant

1. Supply the student with a written guide of expectations and responsibilities

2. Assign a supervisory person to the practicum student with specific time set aside for discharge of this duty

3. Conduct one formal evaluation with the student during the practicum experience

4. If you think that more than one evaluation is necessary, what number would you ideally specify?

5. Should assist the student in the job search following the completion of the practicum: (If "Important" or "Very Important" is chosen answer questions 6-11; otherwise go to Priority List following Question #11; then complete Section II.C.)

6. Agree to write a letter of recommendation

(Section II.B. continued on next page)
7. Actively seek a position in the student's behalf  
   1 2 3 4 5
8. Actually hire a former practicum student  
   1 2 3 4 5
9. Introduce student to other prospective employers  
   1 2 3 4 5
10. Share employment vacancy notices with former practicum students  
    1 2 3 4 5
11. Specify other choices not suggested in questions 6-10

Rank order those items marked "Very Important" and "Important", listing the top priority first. Item numbers should be used in order to conserve time.

C. Factors Related to Students: How important are the following factors for a student who is interested in a parks, recreation and leisure services career?

Response Code: 1=Very Important 
   2=Important 
   3=Unsure 
   4=Unimportant 
   5=Very Unimportant

1. Completion of a minimum of one practicum for a student graduating with a baccalaureate degree  
   1 2 3 4 5
2. If more than one is necessary, how many would you specify? ___________
3. Limiting the practicum experience to students with a minimum qualifying Grade Point Average  
   1 2 3 4 5
4. Specifically, what G.P.A. would you suggest? __________

(Section II.C. continued on next page)
5. Limiting the practicum experience to students with a minimum number of verified work experience hours in leisure services

6. Specify the minimum number of work experience clock hours you think are necessary:

7. Allow the student to experience problem solving opportunities during the practicum experience

8. Experience responsibilities at the Administrative level of an agency during the practicum

9. Experience responsibilities at the Supervisory level of an agency during the practicum

10. Experience responsibilities at the Leadership level of an agency during the practicum

11. Which one of these three levels (Administrative, Supervisory, or Leadership) do you consider the most important for emphasis during the practicum?

12. The practicum's role in helping the student attain a more professional outlook on the leisure services career field

13. Student evaluation to include peer (other practicum students) input within the agency

14. Evaluate a student's practicum in terms of performance demonstrated rather than potential

15. Student evaluation to include more than one agency representative where the practicum was to be completed

16. Academic credit given for the practicum

17. How many hours do you suggest for a student majoring in leisure services and under what academic calendar (semester, etc.)?

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Calendar Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank order those items marked &quot;Very Important&quot; and &quot;Important&quot;, listing the top priority first. Item numbers should be used in order to conserve time.</td>
<td></td>
</tr>
</tbody>
</table>
D. Role Played by the Practicum for Job Preparation: How important was the practicum in helping students prepare to:

<table>
<thead>
<tr>
<th>Response Code:</th>
<th>Very Important</th>
<th>Important</th>
<th>Unsure</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Very Important</td>
<td>2 = Important</td>
<td>3 = Unsure</td>
<td>4 = Unimportant</td>
<td>5 = Very Unimportant</td>
<td></td>
</tr>
</tbody>
</table>

1. Understand needs of participants and program to meet their needs
2. Understand the role of and be able to work with supervisors and administrators
3. Make a commitment to stay in leisure services
4. Relate theory to practice
5. Perform duties in present job
   Check here ( ) if unemployed and omit response on this question
6. Cope with problems in present job
   Check here ( ) if unemployed and omit response on this question

Rank order those items marked "Very Important" and "Important" listing the top priority first. Item numbers should be used in order to conserve time.

7. Specify additional experiences that would have been beneficial to your practicum experience and note the type of agency for which you did your practicum (e.g.: Municipal, County, etc.).

8. Specify experiences that could have been deleted (omitted) from your practicum and not affected its relevancy.

(Section 11.D. continued on next page)
9. What suggestions do you have for improving the practicum program by:
   a. Educational Institutions - ________________________________

   b. Agencies - ________________________________

10. To your knowledge, have you personally received any job offers as a result of your own practicum experience?
    ______Yes ______No

11. In one sentence, identify what you see as the purpose of the practicum.
III. DEMOGRAPHIC INFORMATION - EDUCATORS

A. Male ____ Female ____ (check one)

B. Check the appropriate age category: ____ 21 and under;  
   ____ 22-34; ____ 35-44; ____ 45-54; ____ 55 and over

C. Please give the full title of your most recent degree earned,  
   the date received and the college/university of graduation.

   ___________________________  ___________________________  ___________________________
   degree title  month/year received  institution

D. The number of years employed as a college/university educator  
   in parks and recreation.

   ____ 0-3  ____ 4-6  ____ 7-9  ____ 10-12  ____ 13 or more

E. The number of years employed at the present institution.

   ____ 0-3  ____ 4-6  ____ 7-9  ____ 10-12  ____ 13 or more

F. Which of the following most accurately describes your present  
   ranking:

   ____ Instructor  ____ Assistant Professor  ____ Other (specify)

   ____ Associate Professor  ____ Professor

G. What is the present undergraduate full-time enrollment at your  
   institution?

   ____ Less than 1000  ____ 5000-9999  ____ 20,000 or more

   ____ 1000-4999  ____ 10,000-19,999

H. Please give the full title(s) of the undergraduate degree(s)  
   your institution's graduates receive in the parks, recreation,  
   leisure services and leisure resources major.

   ___________________________
III. DEMOGRAPHIC INFORMATION - PRACTITIONERS

A. Male ______ Female _____ (Check one)

B. Check the appropriate age category: ______ 21 and under; ______ 22-34; ______ 35-44; ______ 45-54; ______ 55 and over

C. Please give the full title of your most recent degree earned, the date received and the college/university of graduation.

<table>
<thead>
<tr>
<th>degree title</th>
<th>month/year received</th>
<th>institution</th>
</tr>
</thead>
</table>

D. The number of years employed at a parks and recreation services agency.

   _____ 0-3 _____ 4-6 _____ 7-9 _____ 10-12 _____ 13 or more

E. The number of years employed at the present agency.

   _____ 0-3 _____ 4-6 _____ 7-9 _____ 10-12 _____ 13 or more

F. Which of the following most accurately describes your present ranking?

   _____ Director of Parks and Recreation
   _____ Senior Recreation Leader
   _____ Superintendent of Parks
   _____ Recreation Leader
   _____ Superintendent of Recreation
   _____ Special Activity Leader
   _____ District Supervisor
   _____ Other (specify) _________________________________

G. Indicate the classification of your agency.

   _____ Municipal _____ State Park _____ Other(Specify)
   _____ County _____ State Recreation Area

1. If Municipal was checked, indicate with a check mark which classification system best represents the potential population to be serviced within the municipality.

   _____ 0-999 _____ 2500-19,999 _____ 100,000 or more
   _____ 1000-2499 _____ 20,000-99,999

(Section III.H. continued on next page)
H. Indicate the number of full-time employees for each level. (Be as accurate as possible.)

With a high school diploma or less        males    females
With a two-year degree                          males    females
With a four-year bachelor degree              males    females
With a five-year masters degree or more      males    females
With last earned degree in recreation        males    females
With last earned degree not in recreation    males    females
III. DEMOGRAPHIC INFORMATION - GRADUATES

A. Male _______ Female _______ (Check one)

B. Check the appropriate age category: _____ 21 and under; _____ 22-34; _____ 34-44; _____ 55 and over

C. Please give the full title of your bachelor's degree, the date received and the college/university of graduation.

<table>
<thead>
<tr>
<th>degree title</th>
<th>month/year received</th>
<th>institution</th>
</tr>
</thead>
</table>

D. The number of months employed at parks and recreation services agencies since your graduation.

_____ 0-3 _____ 4-6 _____ 7-9 _____ 10-12 _____ 13 or more

E. The number of months employed at the present parks and recreation services agency.

_____ 0-3 _____ 4-6 _____ 7-9 _____ 10-12 _____ 13 or more

F. Which of the following most accurately describes your present job title?

_____ Director of Parks and Recreation
_____ Senior Recreation Leader
_____ Superintendent of Parks
_____ Recreation Leader
_____ Superintendent of Recreation
_____ Special Activity Leader
_____ District Supervisor
_____ Other (specify)

G. Indicate the classification of the agency where presently employed.

_____ Municipal _____ State Park _____ Other (specify)
_____ County _____ State Recreation Area

H. After graduation, signified as the completion of all academic classroom and practical experience credit hours, when did you begin full-time employment in the parks and recreation

(Section III.H. continued on next page)
services profession?

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Status Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within one month</td>
<td>Employed in another profession</td>
</tr>
<tr>
<td>2-6 months</td>
<td>Unemployed, but still searching primarily the leisure profession</td>
</tr>
<tr>
<td>More than 6 months</td>
<td>Unemployed and primarily searching in other than the leisure profession</td>
</tr>
</tbody>
</table>
APPENDIX E

NAMES OF REQUESTED MEMBERS

OF THE JURY OF EXPERTS
NAMES OF REQUESTED MEMBERS
OF THE JURY OF EXPERTS

Dr. Joseph J. Bannon, Head
Department of Leisure Studies
104 Huff Gymnasium
1206 S. Fourth Street
University of Illinois at Urbana-Champaign
Champaign, Illinois 61820

Dr. Barbara J. Bates, Chair
Department of Recreation and Leisure Studies
1600 Holloway Avenue
San Francisco State University
San Francisco, California 94132

Dr. Herbert Brantley, Head
Department of Recreation and Park Administration
263 Lehotsky Hall
Clemson University
Clemson, South Carolina 29631

Dr. Robert E. Cipriano, Chairman
Department of Recreation and Leisure Studies
501 Crescent Street
Southern Connecticut State College
New Haven, Connecticut 06515

Dr. Theodore R. Deppe, Chairman
Department of Recreation and Park Administration
School of HPE and R
Indiana University
Bloomington, Indiana 47405

Dr. Robert W. Douglass, Chairman
Parks and Recreation Administration
2021 Coffey Road, Room 465
Ohio State University
Columbus, Ohio 43210

Dr. Patricia Farrell, Head
Recreation and Parks Department
267 Recreation Building
Penn State University
University Park, Pennsylvania 16802
Dr. Phyllis M. Ford, Head
Department of Recreation and Park Management
University of Oregon
Eugene, Oregon 97403

Dr. Mel R. Fratzke, Head
Department of HPE and R
188 Physical Education Building
University of Minnesota-Duluth
Duluth, Minnesota 55812

Dr. H. Leon Garrett, Chairman
Department of HPE and R
100 Seaton Building
University of Kentucky
Lexington, Kentucky 40506

Dr. Charles E. Hartsoe, Chairman
Department of Recreation
812 West Franklin Street
Virginia Commonwealth University
Richmond, Virginia 23284

Dr. Gerald S. O'Morrow, Chairperson
Department of Recreation and Leisure Services
Box 5736
Radford University
Radford, Virginia 24142

Dr. Martha Peters, Chairperson
Division of Recreation
1914 Andy Holt Avenue
University of Tennessee
Knoxville, Tennessee 37916

Dr. Nancy Wardwell, Coordinator
Recreation Education
Pomerene Hall
1760 Neil Avenue
Ohio State University
Columbus, Ohio 43210

Dr. Peter A. Witt, Chairman
Division of Recreation and Leisure Services
College of Education
North Texas State University
Denton, Texas 76203
APPENDIX F

REQUEST TO PARTICIPATE LETTER FOR PILOT STUDY

AND FINAL INVESTIGATION POPULATION

(EDUCATORS AND RECENT GRADUATES)
March 14, 1983

Dr. Joseph F. Madden
Coordinator-Recreation Curriculum, HPE and R
Appalachian State University
Boone, North Carolina 28607

Dear Dr. Madden:

I am conducting a doctoral research study in an attempt to determine the personal and professional competencies recreation graduates should possess when entering the job market search. It is hoped the results will inform educators, practitioners and recent parks and recreation graduates as to the qualifications most significantly correlated with success in procuring a full-time parks and recreation position.

Thirty persons (10 educators, 10 practitioners and 10 recent graduates) are being randomly selected from North Carolina to be part of a pilot study for validation of the survey. (Some of the students may now live out-of-state.)

My purpose for contacting you is two-fold. First, in order to select a random sample of educators for completing the survey, I need your approval to use full-time Parks and Recreation faculty (teaching at least one-half of his/her course load in that curriculum) who have attained at least a ranking of instructor at your institution. If you would agree to such an endeavor it is necessary I receive the names and mailing addresses of these faculty members.

Upon receiving lists from all participating colleges/universities a total of ten educators will be randomly selected for a pilot study. After validating the instrument one-half of the available population of educators will be randomly selected to serve as the sample for the final investigation.

The second request requires a sampling of recent Parks, Recreation, Leisure Resources and Leisure Services Bachelor Degree graduates from your institution. It is necessary to receive the names, current mailing addresses and commencement dates of all graduates based on one of the following criteria:
1. Semester academic calendar graduates for May, August and December of 1981; May, August and December of 1982. (List name, address and date of graduation for each person.)

2. Quarter academic calendar graduates for June, August and December for 1981; March, June, August and December for 1982. (List name, address and date of graduation for each person.)

3. Alternative academic calendar - state the type of calendar system used, name, address and date of graduation for each person for the six most recent commencements, up through and including December 1982.

After receiving lists from all participating schools a total of ten recent graduates will be randomly selected for a pilot study. After validating the instrument one-half of the available population of graduates will be randomly selected to serve as the sample for the final investigation.

Please register your intent on the accompanying post card at your earliest convenience. If you indicate your willingness to attend to both of these requests (faculty and undergraduate lists), please return the master lists to me within two weeks in the enclosed envelope. Summaries of both the pilot study and final investigation will be mailed to your department upon receiving an affirmative response.

Your assistance is greatly appreciated.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Reply Post Card
Return Envelope
APPENDIX G

REPLY POST CARD FOR EDUCATORS'

REQUEST FOR PARTICIPATION
Yes, my department will participate in your research project. A list of full-time faculty members will be sent under separate cover.

No, my department will be unable to participate in your research project at this time.

I will (____) will not) be able to send names, addresses and graduation dates of recent recreation bachelor degree graduates per your request.

Please note necessary corrections in your mailing address below.

Dr. Joseph F. Madden, Coordinator
Recreation Curriculum, HPE & R
Appalachian State University
Boone, NC 28607
APPENDIX H
REQUEST TO PARTICIPATE LETTER TO PRACTITIONERS FOR
AGENCY INVOLVEMENT CONCERNING BOTH THE
PILOT STUDY AND THE FINAL SURVEY SAMPLE
March 14, 1983

Dennis Everett, Director
Recreation Department
P. O. Box 767
Ahoskie, North Carolina 27910

Dear Director Everett:

I am conducting a doctoral research study in an attempt to determine the personal and professional competencies recreation graduates should possess when entering the job market search. It is hoped the results will inform educators, practitioners and recent parks and recreation graduates as to the qualifications most significantly correlated with success in procuring a full-time parks and recreation position.

Thirty persons (ten educators, ten practitioners and ten recent graduates) are being randomly selected from North Carolina to be part of a pilot study for validation of the survey. My request of you as a professional in the leisure services field is:

1. Your willingness to allow your agency's full-time recreation personnel who are involved in the job candidate's interview and selection process to be randomly sampled for completion of a survey instrument, both for a pilot study as well as for the final investigation. Please indicate your decision on the enclosed card and return it to me promptly.

2. Your assistance will also be required in obtaining the names of all full-time employed personnel who assist you in the interview/hiring process of job candidates. Two random samples of practitioners will be selected, one for the pilot study and the second for the final investigation.

Names of your employees may be placed on standard typing paper and returned to me within two weeks in the enclosed envelope. Summarized results of both the pilot study and final investigation will be mailed to your agency as soon as they are available and upon receiving your affirmative response.
Thank you for your interest and cooperation.

Sincerely yours,

Kenneth W. Pickerill  
Ph.D. Candidate  
The Ohio State University

Enclosures: Reply Post Card  
             Return Envelope
APPENDIX I

REPLY POST CARD FOR PRACTITIONERS' REQUEST FOR PARTICIPATION
Yes, our agency will participate in your research project. A list of full-time employees involved in the interview/hiring process will be mailed under separate cover.

No, our agency will be unable to participate in your research project at this time.

Please note necessary corrections in your mailing address below.

Dennis Everett, Director
Recreation Department
P. O. Box 767
Ahoskie, North Carolina 27910
APPENDIX J

FOLLOW-UP LETTER SENT TO EDUCATORS REGARDING

INSTITUTIONAL AND RECENT GRADUATES' INVOLVEMENT
April 5, 1983

Dr. Joseph F. Madden, Coordinator
Recreation Curriculum, HPE and R
Appalachian State University
Boone, North Carolina 28607

Dear Dr. Madden:

A few days ago you should have received a letter requesting your assistance in a doctoral research project regarding personal and professional competencies of recreation bachelor degree graduates and the relationship of these competencies to successfully procuring full-time employment in parks and recreation. Your affirmative response to the following requests would be a valuable part of the study.

Briefly, the request of you is two-fold. First, I need your approval to use full-time Parks and Recreation faculty (persons who teach at least one-half of their course load in that curriculum) who have attained at least a ranking of instructor at your institution. If you would agree to such a request it is necessary I receive the names and mailing addresses of your faculty members for random selection as survey respondents.

Secondly, the study requires the names, current mailing addresses and commencement dates of all Parks, Recreation, Leisure Resources, and Leisure Services Bachelor Degree graduates based upon the following criteria:

1. Semester academic calendar graduates for May, August and December of 1981; May, August and December of 1982 (list names, addresses and dates of graduation for each)

2. Quarter academic calendar graduates for June, August and December of 1981; March, June, August and December of 1982 (list names, addresses and dates of graduation for each)

3. Alternative academic calendar: State type of calendar system used, names, mailing addresses and dates of graduation for the six most recent commencements for 1981 and 1982.
Please complete the accompanying post card at your earliest convenience. If you indicate your willingness to attend to both of these requests (faculty and bachelor degree lists), please return the lists within ten days in the enclosed envelope.

Summaries of both the pilot study and final investigation will be mailed to your department upon receiving your affirmative response. Thank you if you have already responded to the earlier mailing.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Reply Post Card
Return Envelope
APPENDIX K

FOLLOW-UP LETTER SENT TO PRACTITIONERS

REGARDING AGENCY INVOLVEMENT
Dear Director Everett:

I am conducting a doctoral research study in an attempt to determine the personal and professional competencies recreation graduates should possess when entering the employment search. Your affirmative response to the following request would be greatly appreciated.

Your approval is necessary for allowing your agency's full-time recreation personnel who are involved in the job candidate's interview and selection process to be randomly sampled for this investigation. Please indicate your response on the enclosed card. An affirmative response requires that you mail in the enclosed envelope within ten days the names of all full-time recreation personnel who are involved in the selection process of new employees.

A summary of the study will be forwarded to your agency when available and upon receiving your affirmative response. Thank you if you have responded to the first mailing.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Post Card
Reply Envelope
APPENDIX L

REQUEST LETTER SENT TO THE ENTIRE RANDOM SAMPLE FOR THE PILOT STUDY
November 1, 1983

Dr. Joseph Madden, Coordinator
Recreation Curriculum
Appalachian State University
Boone, North Carolina 28607

Dear Recreation Colleague:

You have been randomly selected to be a member of a pilot study focusing on competencies/qualifications of recent recreation bachelor degree graduates that correlate with success in procuring full-time employment in the profession. This pilot study is another step toward the completion of my dissertation research at the Ohio State University.

Your willingness to complete the enclosed survey will enhance the collection of the data to be used to validate the final draft of the instrument being mailed to the randomly sampled population. Please read the enclosed directions and then answer the survey within ten days and return in the enclosed envelope.

The second copy of the instrument is for your personal files. Your interest in this project is greatly appreciated. If you decide to participate by returning the completed survey, you will receive summaries of the results of both this pilot study and the final investigation.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Survey (2 copies)
            Reply Envelope
APPENDIX M

FOLLOW-UP REQUEST LETTER SENT TO THE

ENTIRE RANDOM SAMPLE FOR THE PILOT STUDY
November 29, 1983

Dr. Joseph Madden, Coordinator
Recreation Curriculum
Appalachian State University
Boone, North Carolina 28607

Dear Recreation Colleague:

A few days ago you should have received a letter informing you of your random selection as a member of a pilot study regarding personal and professional competencies of recent recreation bachelor degree graduates and the correlation of these factors with success in being hired as a full-time recreator. Enclosed with that correspondence was a survey you were asked to complete.

In case the first mailing was misplaced you will find another copy of the instrument enclosed for your convenience. Please complete and return the survey in the self-addressed envelope provided within ten days.

If you have already mailed the survey, please disregard this follow-up letter. If you respond a copy of the results will be mailed to you when the study is completed. Thank you for your interest and response to this important investigation.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Survey
             Reply Envelope
APPENDIX N

COPY OF THE SURVEY AS SENT TO THE
ENTIRE RANDOM SAMPLE FOR THE PILOT STUDY
EXPLANATION OF AND DIRECTIONS FOR THE SURVEY

I. Explanation of the Format

The body of the survey is divided into three major divisions:
(1) Employment Preparation Competency Factors, including both General and Curricular Factors; (2) Practicum Competency Factors, with subdivisions related to Educational Institutions, Professional Agencies, Recent Graduates, and the Practicum; and (3) Demographic Data about the respondents.

II. Directions for Completing the Survey

Note all 'scaled items' responses range from 1 (Absolutely Non-essential - AN) to 5 (Absolutely Essential - AE). Repeated at the beginning of each subdivision within the survey is this Response Code Chart:

Response Code: 1=Absolutely Non-essential (AN)
2=Unimportant (UN)
3=No Opinion (NO)
4=Important (I)
5=Absolutely Essential (AE)

PLEASE CIRCLE THE ONE CHOICE THAT BEST REPRESENTS YOUR RESPONSE TO EACH QUESTION.

An example question follows: How important are architectural drawings to the development of a recreational park complex?

1 2 3 4 5
II. Some questions in the survey require you to respond in the form of a written narrative

An example question follows:

How many months does it take to plan and build a recreational park complex?  

C. Respond to each question or statement unless more specific directions in the body of the survey indicate you are to omit a response to an item or items. Reply to each item candidly and honestly; your identity will remain anonymous.

D. Either a pen or pencil may be used for your responses.

E. Please complete the demographic page at the end of the survey.

III. Definition of Terms

These definitions will provide you with the meanings of terms found within the text of the survey.

A. Academic Specialization - A combination of recreation and related courses recommended by the educational institution that provides a graduate with skills for the performance of special duties for a particular employment position

B. Administrative employment level - The staff member(s) making final decisions regarding overall operation of a Leisure Service agency, i.e., a director or superintendent

C. Internship - Post baccalaureate, full-time professional training/experience under the direct supervision of a qualified administrator

D. Leadership employment level - The staff member(s) designated for planning, directing, and conducting recreation activities for
the participants at a Leisure Service agency

E. **Practicum** - A practical work experience during a student's junior or senior year of college for which academic credit is received

F. **Practicum or Cooperating Agency** - The Leisure Service agency in which a student engages in his/her practicum experience

G. **Supervisory employment level** - The staff person(s) immediately in charge of other employees providing recreational activities for the Leisure Service agency

H. **Work experience** - Practical work experience in a Leisure Service agency. It is defined as fieldwork, pre-internship, or observation by some professionals; denoted in this survey as "pre-practicum clock hours."
I. EMPLOYMENT PREPARATION COMPETENCY FACTORS

A. General Factors: (Respond to this section-A-with the understanding that the student is still enrolled in undergraduate school.) In terms of an undergraduate student's preparation for securing employment in a Municipal, County, and/or State Park/Recreation Agency, how important is (are) . . .

Response Code: 1=Absolutely Non-essential (AN)  
2=Unimportant (UN)  
3=No Opinion (NO)  
4=Important (I)  
5=Absolutely Essential (AE)

(PLEASE CIRCLE ONLY ONE RESPONSE PER ITEM) (PLEASE FILL IN QUESTIONS WITH BLANKS)

<table>
<thead>
<tr>
<th>Question</th>
<th>AN</th>
<th>UN</th>
<th>NO</th>
<th>I</th>
<th>AE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Membership in a campus recreation majors' club?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Membership in a state professional organization or society (e.g., NCRPS)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Membership in a national professional organization or society (e.g., NRPA, AAHPERD)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Attendance at National and Regional Institutes, Conferences, and Symposiums?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Attendance at State and Local Institutes, Conferences, and Symposiums?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Enrollment in courses taught by faculty who have job experiences in Municipal, County, and/or State Park/Recreation Areas and Facilities?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The number of job experiences of the student in Municipal, County, and/or State Park/Recreation Areas and Facilities?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(Continued on next page)
8. The quality of the Municipal, County, and/or State Park/Recreation Agency or Agencies in which the student received his/her job-related experience(s)?

9. The type of the Municipal, County, and/or State Park/Recreation Agency or Agencies in which the student received his/her job-related experience(s)?

10. Test Scores (e.g., Civil Service Exam)?

11. The choice to relocate geographically, if necessary?

12. An acquaintance with the "right" people?

13. The ability to communicate in writing?

14. The ability to communicate orally?

15. Personal initiative and motivation?

16. a. The age of the applicant?
   b. What age would be most essential? 
   c. Explain the factors that influence your choice.

17. a. The sex of the applicant?
   b. Which one is most essential?
   c. Explain the factors that influence your choice.

Rank order those items marked 5, listing the top priority first. Item numbers should be used in order to conserve time.
B. Curricular Factors: In terms of an undergraduate student's preparation for securing employment in a Municipal, County, and/or State Park/Recreation Agency, how important is (are)...

<table>
<thead>
<tr>
<th>Response Code: 1=Absolutely Non-essential (AN)</th>
<th>2=Unimportant (UN)</th>
<th>3=No Opinion (NO)</th>
<th>4=Important (I)</th>
<th>5=Absolutely Essential (AE)</th>
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</thead>
<tbody>
<tr>
<td>AN UN NO I AE</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

1. Knowledge of the history of the recreation and parks movement; its importance to the individual and society?
2. Knowledge of the development, structure, functions, and interrelationships of recreation and park services?
3. Understanding programming principles, planning objectives, types of activities, and program evaluation?
4. Understanding leadership techniques and methods of working with individuals and groups?
5. Comprehension of supervisory practices and policies regarding other staff members, programs, facilities, and/or geographical areas?
6. Understanding administrative practices (operation of financial and business procedures, public relations, personnel management and evaluation)?
7. Practicum Experience?
8. Voluntary work experiences in Municipal, County, and/or State Park/Recreation Areas and Facilities?
9. Paid work experiences in Municipal, County, and/or State Park/Recreation Areas and Facilities?
10. Certification (special skills); e.g., Water Safety Instructor (WSI), Advanced First Aid?

(Continued on next page)
II. SPECIFIC PRACTICUM COMPETENCY FACTORS

A. Factors Related to the Educational Institution: In terms of an undergraduate student's practicum experience, how important is it that the educational institution . . . 

Response Code: 1=Absolutely Non-essential (AN)  
2=Unimportant (UN)  
3=No Opinion (NO)  
4=Important (I)  
5=Absolutely Essential (AE)  

(PLEASE FILL IN QUESTIONS WITH BLANKS)  

1. Supply the student with a written guideline of expectations and responsibilities applicable to both the college/university and the practicum agency?  

2. Establish a written policy requiring a minimum number of visits by the academic supervisor to the practicum agency for the purpose of evaluating the student?  

3. a. Establish a minimum duration practicum experience for a Municipal, County, and/or State Park/Recreation Agency?  

   b. What would you recommend as the number of weeks for the duration of a practicum experience?  

4. Have follow-up course work after the practicum experience and before the date of graduation? (e.g., Senior Seminar)  

(Continued on next page)
5. a. Provide for the completion of a minimum number of clock hours for a Municipal, County, and/or State Park/Recreation Agency practicum?
   b. What is the number of clock hours you would require? (Base your answer on the response to question 3b on page 4.) __________________ clock hours

6. a. Grant a minimum number of credit hours for the practicum?
   b. What would you recommend as the number of credit hours to be granted for the practicum? (Base your answer on the response to question 5b above.) ________________ credit hours

7. a. Conduct one evaluative visit of the student during the duration of the practicum?
   b. What is the minimum number of evaluative visits by a faculty supervisor you would recommend? (Base your answer on the response to question 3b on page 4.) ________________ visits

8. Request of the cooperating agency a written mid-term evaluation report to assess the performance of the student?

9. Request of the cooperating agency a written final evaluation report to assess the performance of the student?

10. Request of the practicum student a written evaluation of the cooperating agency to assess its viability for future practicum placements?

11. Request of the faculty supervisor a written evaluation of the cooperating agency to assess its viability for future practicum placements?

Rank order those items marked 5, listing the top priority first. Item numbers should be used in order to conserve time.
B. Factors Related to the Professional Agency: How important is it that a Municipal, County, and/or State Park/Recreation Agency

Response Code: 1 = Absolutely Non-essential (AN)  
  2 = Unimportant (UN)  
  3 = No Opinion (NO)  
  4 = Important (I)  
  5 = Absolutely Essential (AE)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supply the student with written guidelines concerning expectations and responsibilities applicable to the practicum agency?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Assign a supervisory person to the practicum student with specific time set aside for the performance of this responsibility?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. a. Conduct one formal evaluation with the student during the practicum?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>b. What number of formal evaluations of the student by the agency is necessary? (Base your answer on the response to question 3b on page 4.)</td>
<td></td>
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<tr>
<td>4. Assist the student in an employment search following the completion of the practicum? (If either response 4 or 5 is chosen, answer questions 5 through 10; otherwise go directly to the &quot;Priority list&quot; following question 9, then complete Section 11 C.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. Agree to write a letter of recommendation?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6. Hire a former practicum student who had worked at the agency?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>7. Introduce the student to other prospective employers?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Share employment vacancy notices with former and/or current practicum students?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Please specify other choices not suggested in questions 5 through 8 above. List your ideas and mark each item's level of importance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

a. ________________  
b. ________________  
c. ________________
Rank order those items marked ' ', listing the top priority first. Item numbers should be used in order to conserve time.

C. Factors Related to Students: For a recreation major student pursuing a bachelor's degree and who is seeking employment following graduation in a Municipal, County, and/or State Park/Recreation Agency, how important is it to . . .

Response Code: 1=Absolutely Non-essential (AN)
2=Unimportant (UN)
3=No Opinion (NO)
4=Important (I)
5=Absolutely Essential (AE)

<table>
<thead>
<tr>
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<th>AN</th>
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<th>AE</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. a. Complete a minimum of one practicum? 1 2 3 4 5
   b. If more than one is necessary, how many would you specify? _______ practicums

2. a. Limit the practicum to students with a minimum number of pre-practicum work-experience clock hours in parks and recreation? 1 2 3 4 5
   b. Specify the minimum number of pre-practicum clock hours that you would recommend. _______ clock hours

3. a. Limit the practicum to students with a minimum qualifying Grade Point Average (GPA)? 1 2 3 4 5
   b. What minimum CPA on a Four (4) Point Scale would you recommend? (4=A; 3=B; 2=C; 1=D) _______ CPA

4. Allow the student to experience problem-solving opportunities during the practicum? 1 2 3 4 5

5. Enable the student to experience responsibilities at the Administrative level of an agency during the practicum? 1 2 3 4 5

(Continued on next page)
6. Enable the student to experience responsibilities at the Supervisory level of an agency during the practicum?  

7. a. Enable the student to experience responsibilities at the Leadership level of an agency during the practicum?  

b. If all three levels (Administrative, Supervisory, and Leadership) in questions 5 through 7a were ranked equally, please choose the one you consider the most important for emphasis during the practicum.

8. Help the student attain a professional attitude toward the Leisure Services career field?  

9. Include other practicum students at the agency in the evaluation of one another?  

10. Evaluate a student's practicum in terms of performance demonstrated, rather than potential observed?  

11. Include more than one practicum agency representative in the student evaluation process?  

Rank order those items marked 5, listing the top priority first. Item numbers should be used in order to conserve time.

D. Role Played by the Practicum for Employment Preparation: How important is the practicum in helping bachelor degree students majoring in Recreation to . . .

Response Code: 1=Absolutely Non-essential (AN)  
2=Unimportant (UN)  
3=No Opinion (NO)  
4=Important (I)  
5=Absolutely Essential (AE)  

AN UN NO I AE  
1 2 3 4 5  

(Continued on next page)
1. Understand the needs of participants and program to meet their needs? 1 2 3 4 5
2. Understand the role of administrators and be given the opportunity to work with them? 1 2 3 4 5
3. Understand the role of supervisors and be given the opportunity to work with them? 1 2 3 4 5
4. Understand the role of activity leaders and be given the opportunity to work with them? 1 2 3 4 5
5. Strengthen a commitment to seek employment in the Leisure Services career field? 1 2 3 4 5
6. Relate theory to practice? 1 2 3 4 5
7. Perform duties in a post-graduation job placement? 1 2 3 4 5
8. Solve programming problems in a post-graduation job placement? 1 2 3 4 5
9. Solve activity planning problems in a post-graduation job placement? 1 2 3 4 5
10. Solve staff relations' problems in a post-graduation job placement? 1 2 3 4 5

Rank order those items marked 5, listing the top priority first. Item numbers should be used in order to conserve time.

Directions for continuing Section II D: Please note that everyone is being asked to answer questions 11 through 14, with the exception of those persons who did not participate in an undergraduate practicum. If the respondent is part of the latter group, please go directly to question 15 on the next page.

11. Specify additional experiences that would have been beneficial to your practicum experience, and note the type of agency for which you did your practicum (e.g., Municipal, Therapeutic, Commercial).

(Continued on next page)
12. Specify experiences that could have been omitted from your practicum and not have affected its relevancy. 

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13. a. To your knowledge have you personally received any job offers as a result of your own practicum experience?  
   (Yes) __ (No)  
   If "Yes", are you employed by the agency in which you received practicum credit?  (Yes) __ (No)  

   b. Is your current employment the result of your own practicum? (Check only one response)  
   __ Definitely  __ Somewhat  __ Not at all  

14. What suggestions do you have for improving the practicum program by: 

   a. Educational Institutions - ________________________________________________

   b. Cooperating Agencies - _________________________________________________

   c. Students - ____________________________________________________________

15. Rank order and list what you consider to be the five (5) key purposes of the practicum, with "a" being the most important. 

   a. (#1) _________________________________________________________________

   b. (#2) _________________________________________________________________

   c. (#3) _________________________________________________________________

   d. (#4) _________________________________________________________________

   e. (#5) _________________________________________________________________

PLEASE COMPLETE THE DEMOGRAPHIC PAGE THAT FollowS.
III. DEMOGRAPHIC INFORMATION

A. Male ___ Female ___ (check one)

B. Check the appropriate age category:

___ 21 and under ___ 35-44 ___ 55 and over
___ 22-34 ___ 45-54

C. Please state the highest level of education attained, the area of concentration (if applicable), and the date completed.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Concentration</th>
<th>Date</th>
</tr>
</thead>
</table>

D. The number of years employed as a college/university educator in parks and recreation is:

___ 0-3 ___ 7-9 ___ 13 or more
___ 4-6 ___ 10-12

E. The number of years employed at the present institution is:

___ 0-3 ___ 7-9 ___ 13 or more
___ 4-6 ___ 10-12

F. Please state your current employment title: _______________________

G. What is the present full-time undergraduate enrollment at your institution?

___ Less than 1000 ___ 5000-9999 ___ 20,000 or more
___ 1000-4999 ___ 10,000-19,999

H. Please give the full title(s) and areas of concentration of the Bachelor degree(s) your institution's graduates receive in Parks and Recreation.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Concentration</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR TIME
III. DEMOGRAPHIC INFORMATION

A. Male ___ Female ___ (check one)

B. Check the appropriate age category:

___ 21 and under ___ 35-44 ___ 55 and over
___ 22-34 ___ 45-54

C. Please state your highest level of education attained, the area of concentration (if applicable), and the date completed.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Concentration</th>
<th>Date</th>
</tr>
</thead>
</table>

D. The number of years employed at a parks and recreation service agency is:

___ 0-3 ___ 7-9 ___ 13 or more
___ 4-6 ___ 10-12

E. The number of years employed at the present agency is:

___ 0-3 ___ 7-9 ___ 13 or more
___ 4-6 ___ 10-12

F. Please state your current employment title: ___________________

G. Indicate the classification of your agency:

___ Municipal ___ State Park ___ Other (Specify)
___ County ___ State Recreation Area

H. Indicate the number of full-time recreation employees in your agency: ________.

THANK YOU FOR YOUR TIME
III. DEMOGRAPHIC INFORMATION

A. Male ___ Female ___ (check one)

B. Check the appropriate age category:
   21 and under ___ 22-34 ___ 35-44 ___ 45-54 ___ 55 and over ___

C. Please give the full title of your bachelor's degree, your area of concentration (specialization), and the date received.

   Degree Title          Concentration          Date

D. Indicate the number of months employed at parks and recreation service agencies since your graduation from college:

   0-3  7-9  13 or more
   4-6  10-12

E. Indicate the number of months employed at the present parks and recreation service agency since your graduation from college:

   0-3  7-9  13 or more
   4-6  10-12

F. Please state your current employment title: ____________________

G. Indicate the classification of your agency:

   Municipal ___ State Park ___ Other (Specify)
   County ___ State Recreation Area

H. After graduation, signified as the completion of all academic classroom and practical experience credit hours, when did you begin full-time employment in Parks and Recreation?

   Within one month ___ Unemployed, but still searching the recreation profession primarily
   2-6 months ___ More than 6 months ___ Unemployed and primarily searching in a profession other than recreation
   Employed in another profession ___

THANK YOU FOR YOUR TIME
NAMES OF EDUCATIONAL INSTITUTIONS PARTICIPATING IN THE INVESTIGATION

Recreation Curriculum HPER
Appalachian State University
Boone, North Carolina 28607

Recreational Studies
Belmont-Abbey College
Belmont, North Carolina 28012

Department of HPE and R
Catawba College
Salisbury, North Carolina 28144

Department of HPE and R
Greensboro College
Greensboro, North Carolina 27420

Recreation Education
Mars Hill College
Mars Hill, North Carolina 28754

Department of Recreation Resources Administration
4008 Biltmore Hall
North Carolina State University
Raleigh, North Carolina 27650

Recreation Curriculum
205 Pettigrew Hall 058A
UNC-Chapel Hill
Chapel Hill, North Carolina 27514

Recreation Curriculum
University of North Carolina-Greensboro
Greensboro, North Carolina 27412

Department of HPE and R
University of North Carolina-Wilmington
Wilmington, North Carolina 28406

Park and Recreation Management Program
School of Arts and Sciences
Western Carolina University
Cullowhee, North Carolina 28723

Parks and Recreation Administration Program
Wingate College
Wingate, North Carolina 28174
APPENDIX P

MAILING LIST FOR PRACTITIONERS
MAILING LIST FOR PRACTITIONERS
MUNICIPAL

Ray Kisiah, Director
Parks & Recreation
P. O. Box 7148
Asheville, NC 28807

Gil Davis, Director
Parks & Recreation
P. O. Box 217
Ayden, NC 28513

Fred Gray, Director
Recreation Department
P. O. Box 431
Belmont, NC 28012

Bob Antozzi, Director
Recreation Department
225 W. State Street
Black Mountain, NC 28711

Joe Davidson, Director
Parks & Recreation
P. O. Box 1358
Burlington, NC 27215

Ronald Secrist, Director
Parks & Recreation
306 N. Columbia Street
Chapel Hill, NC 27514

Marvin Billups, Director
Parks & Recreation
310 N. Kings Drive
Charlotte, NC 28204

Larry Bailey, Director
Recreation Department
P. O. Box 777
Clayton, NC 28720

Walker Bellamy, Director
Parks & Recreation
P. O. Box 199
Clinton, NC 28328

Alex Gilleskie, Director
Parks and Recreation
101 City Hall Plaza
Durham, NC 27702

Jack Wilson, Director
Parks & Recreation
121 Lamon Street
Fayetteville, NC 28301

Hunter Wells, Director
Parks & Recreation
Drawer A
Goldsboro, NC 27530

Roger Brown, Director
Parks & Recreation
Drawer W-2
Greensboro, NC 27402

Tom Kelly, Director
Parks & Recreation
P. O. Box 368
Havelock, NC 28532

Ralph Peace, Director
Parks & Recreation
P. O. Box 1556
Henderson, NC 27536

Robert McMillan, Director
Parks & Recreation
3700 S. Main St.
Hope Mills, NC 28348

Jimmy Tyer, Director
Recreation & Parks
P. O. Box 727
Kinston, NC 28501

William Sapp, Director
Recreation Commission
P. O. Box 758
Lumberton, NC 28358
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Smith</td>
<td>Director</td>
<td>Parks &amp; Recreation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P. O. Box 664</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marshville, NC 28103</td>
</tr>
<tr>
<td>Wally Mars</td>
<td>Director</td>
<td>Parks &amp; Recreation</td>
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<tr>
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<td></td>
<td>P. O. Box 69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monroe, NC 28110</td>
</tr>
<tr>
<td>Louise Hughes</td>
<td>Director</td>
<td>Parks &amp; Recreation</td>
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**COUNTY**
William Cowan, Director
Cabarrus County Parks & Recreation Department
P. O. Box 707
Concord, NC. 28025

Neal Lewis, Director
Carteret County Parks & Recreation Department
Courthouse Square
Beaufort, NC 28516

George Sawyer, Director
Craven County Recreation Dept.
P. O. Box 638
New Bern, NC 28560

Denise Rice Melton, Director
Hoke County Parks & Recreation
125 West Elwood Avenue
Raeford, NC 28376

Ronald Ferris, Director
Lee County Parks & Recreation
P. O. Box 698
Sanford, NC 27330

Jack Clelland, Director
Moore County Parks & Recreation
P. O. Box 905
Carthage, NC 28327

Gene D. Cole, Director
Onslow County Parks & Recreation
434 Onslow Pines Road
Jacksonville, NC 28540

Wayne Weston, Director
Orange County Recreation & Parks
300 W. Tryon Street
Hillsborough, NC 27278

Betty Mason, Director
Pamlico County Parks & Recreation
P. O. Box 488
Bayboro, NC 28515

Larry Thompson, Director
Polk County Recreation Department
P. O. Box 308
Columbus, NC 28722

Clyde E. Smith, Jr., Director
Rutherford County Recreation Dept.
203 W. Court Street
Rutherfordton, NC 28139

David Drye, Director
Union County Parks & Recreation
Route 2
Waxhaw, NC 28173

Toby Thorpe, Director
Watauga County Parks & Recreation
609 E. King Street
Boone, NC 28607

STATE

Jody Merritt, Superintendent
Fort Macon State Park
P. O. Box 127
Atlantic Beach, NC 28512

Mike Seigh, Superintendent
Hammocks Beach State Park
Route 2, Box 295
Swansboro, NC 28584

Robert D. Helms, Superintendent
Merchants Millpond State Park
Route 1, Box 141 A
Gatesville, NC 27938

Jay Wild, Superintendent
New River/Mt. Jefferson State Parks
P. O. Box 48
Jefferson, NC 28640
Sid Shearin, Superintendent
Pettigrew State Park
Route 1, Box 336
Creswell, NC 27928

Larry Milton, Superintendent
Pilot Mountain State Park
Route 1, Box 13
Pinnacle, NC 27043

James Johnson, Superintendent
William B. Umstead State Park
(Crabtree Section)
Route 8, Box 130
Raleigh, NC 27612
APPENDIX Q

REQUEST LETTER SENT TO THE RANDOMLY SELECTED EDUCATORS
AND PRACTITIONERS FOR THE FINAL INVESTIGATION
March 29, 1984

Dr. Joseph Madden, Coordinator
Recreation Curriculum
Appalachian State University
Boone, North Carolina 28607

Dear Colleague:

Because of your professional status in the parks, recreation and leisure services field, you have been randomly selected to complete a survey regarding personal and professional competencies/qualifications associated with the success of recent recreation bachelor degree graduates in finding full-time employment in the field of parks and recreation. This investigation is being conducted as a requirement of my doctoral degree from the Ohio State University.

I appreciate your willingness to complete the survey and return it to me within ten days in the enclosed envelope. A copy of the results will be mailed to you, when available, and following your returning of the completed survey. You may keep the additional copy of the survey for your files.

Thank you for your interest in this investigation.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Survey (2 copies)
Reply Envelope
APPENDIX R

REQUEST LETTER SENT TO THE RANDOMLY SELECTED
BACHELOR DEGREE GRADUATES FOR THE
FINAL INVESTIGATIVE SAMPLE
March 29, 1984

Stephen Charles Lipe
1802 Glenwick Drive
Fayetteville, North Carolina 28304
264

Dear Recreation Alumnus:

You have been randomly selected to be a participant in a dissertation study focusing on competencies/qualifications of recent recreation bachelor degree graduates that correlate with success in procuring full-time employment in the profession. This study will enable me to complete my Ph.D. requirements at the Ohio State University.

Please take a few minutes to complete the enclosed survey and return within ten days in the accompanying envelope. The second copy of the survey is for your files. A summary of the study's results will be mailed to you when available, and following your returning of the completed survey.

Your interest and cooperation in this project are greatly appreciated.

Sincerely,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Survey (2 copies)
Reply Envelope
APPENDIX S

FOLLOW-UP REQUEST LETTER SENT TO THE 
EDUCATORS AND PRACTITIONERS
April 26, 1984

Alan Stutts
North Carolina State Faculty
4008 Biltmore Hall
North Carolina State University
Raleigh, North Carolina 27650

Dear Recreation Colleague:

A few days ago you should have received a survey instrument regarding the relationship of personal and professional competencies to successfully finding full-time employment in parks and recreation. Your response will be a valuable part of the study.

Please take a few minutes to complete the enclosed survey and return to me within ten days. If the initial survey has been returned, disregard this correspondence.

I appreciate your cooperation and interest.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures: Survey
   Reply Envelope
APPENDIX T

FOLLOW-UP REQUEST LETTER SENT TO

THE BACHELOR DEGREE GRADUATES
April 26, 1984

James Randal Hemric
Route 1, Box 488
Ronda, North Carolina 28670

Dear Recreation Alumnus:

A few days ago you should have received a survey instrument regarding the relationship of personal and professional competencies to successfully finding full-time employment in parks and recreation. Your response will be a valuable part of the study.

Please take a few minutes to complete the enclosed survey and return to me within ten days. If the initial survey has been returned, disregard this correspondence.

I appreciate your cooperation and interest.

Sincerely yours,

Kenneth W. Pickerill
Ph.D. Candidate
The Ohio State University

Enclosures:  Survey
            Reply Envelope
APPENDIX U

COPY OF THE SURVEY AS MAILED TO THE ENTIRE FINAL INVESTIGATIVE RANDOM SAMPLE FOR BOTH MAILINGS
THE PERCEPTION OF THE LEVEL OF IMPORTANCE
OF VARIOUS EMPLOYMENT COMPETENCY FACTORS

EXPLANATION OF AND DIRECTIONS FOR THE SURVEY

I. Explanation of the Format

The body of the survey is divided into four major divisions:

1. Employment Preparation Competency Factors, including both
   General and Curricular Factors;
2. Practicum Competency Factors, with subdivisions related to Educational Institutions,
   Professional Agencies, Recent Graduates, and the Practicum;
3. Demographic Data about the respondents; and
4. Information regarding the Agency or Institution associated with the respondents.

II. Directions for Completing the Survey

A. Note all scaled items' responses range from 1 (Absolutely Non-
   essential - AN) to 5 (Absolutely Essential - AE). Repeated at
   the beginning of each subdivision and at the top of key pages
   within the survey is this Response Code Chart:

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<th>Description</th>
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   PLEASE CIRCLE THE ONE CHOICE THAT BEST REPRESENTS YOUR RESPONSE
   TO EACH QUESTION.

   An example question follows:

   How important are architectural drawings to the development of a recreational park complex?

   1 2 3 4 5

B. Some questions in the survey require you to respond in the form
   of a written narrative.

   An example question follows:

   How many months does it take to plan and build a recreational park complex?

   months

C. Respond to each question or statement unless more specific
   directions in the body of the survey indicate you are to omit a
   response to an item or items. Reply to each item candidly and
   honestly; your identity will remain anonymous.

D. Either a pen or pencil may be used for your responses.

E. Please complete the demographic page at the end of the survey.

III. Definition of Terms

   These definitions will provide you with the meanings of terms
   found within the text of the survey.

   A. Academic Specialization - A combination of recreation and
      related courses recommended by the educational institution
      that provides a graduate with skills for the performance of
      special duties for a particular employment position.

   B. Administrative Employment Level - The staff member(s) making
      final decisions regarding overall operation of a Leisure
      Service agency, i.e., a director or superintendent.

   C. Internship - Post baccalaureate, full-time professional
      training/experience under the direct supervision of a qualified
      administrator.

   D. Leadership Employment Level - The staff member(s) designated
      for planning, directing, and conducting recreation activities
      for the participants at a Leisure Service agency.
E. **Practicum** - A practical work experience during a student's junior or senior year of college for which academic credit is received.

F. **Practicum or Cooperating Agency** - The Leisure Service agency in which a student engages in his/her practicum experience.

G. **Supervisory Employment Level** - The staff person(s) immediately in charge of other employees providing recreational activities for the Leisure Service agency.

H. **Work Experience** - Practical work experience in a Leisure Service agency. It is defined as fieldwork, pre-internship, or observation by some professionals; denoted in this survey as "pre-practicum clock hours."

A SURVEY FOCUSING ON THE PERCEPTION OF THE LEVEL OF IMPORTANCE OF VARIOUS EMPLOYMENT COMPETENCY FACTORS

### I. EMPLOYMENT PREPARATION COMPETENCY FACTORS

A. **General Factors:** (Respond to section A with the understanding that the student is still enrolled in undergraduate school.) How important is each of the following factors in terms of an undergraduate student's preparation for securing employment in a Municipal, County, and/or State Park/Recreation Agency?

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(PLEASE FILL IN QUESTIONS WITH BLANKS.)

1. Membership in a campus recreation majors' club? 1 2 3 4 5 (6)
2. Membership in a state professional organization or society (e.g., NCRPS)? 1 2 3 4 5 (7)
3. Membership in a national professional organization or society (e.g., NRPA, AAHPERD)? 1 2 3 4 5 (8)
4. Attendance at National and Regional Institutes, Conferences, and Symposiums? 1 2 3 4 5 (9)
5. Attendance at State and Local Institutes, Conferences, and Symposiums? 1 2 3 4 5 (10)
6. Enrollment in courses taught by faculty who have job experiences in Municipal, County, and/or State Park/Recreation Areas and Facilities? 1 2 3 4 5 (11)
7. The number of job experiences of the student in Municipal, County, and/or State Park/Recreation Areas and Facilities? 1 2 3 4 5 (12)
8. The quality of the Municipal, County, and/or State Park/Recreation Agency or Agencies in which the student received his/her job-related experience(s)? 1 2 3 4 5 (13)
General Factors: (Respond to section A with the understanding that the student is still enrolled in undergraduate school.) How important is each of the following factors in terms of an undergraduate student's preparation for securing employment in a Municipal, County, and/or State Park/Recreation Agency?

Response: 5=Absolutely Essential (AE)  
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3=No Opinion (NO)  
2=Unimportant (UN)  
1=Absolutely Non-essential (AN)

(PLEASE CIRCLE ONLY ONE RESPONSE PER ITEM.)  AN UN NO I A E

1. Knowledge of the history of the recreation and parks movement; its importance to the individual and society? 1 2 3 4 5 (39)

2. Knowledge of the development, structure, functions, and interrelationships of recreation and park services? 1 2 3 4 5 (40)

3. Understanding programming principles, planning objectives, types of activities, and program evaluation? 1 2 3 4 5 (41)

4. Understanding leadership techniques and methods of working with individuals and groups? 1 2 3 4 5 (42)

5. Comprehension of supervisory practices and policies regarding other staff members, programs, facilities, and/or geographical areas? 1 2 3 4 5 (43)

6. Understanding administrative practices (operation of financial and business procedures, public relations, personnel management and evaluation)? 1 2 3 4 5 (44)

7. Practicum experience? 1 2 3 4 5 (45)

8. Voluntary work experiences in Municipal, County, and/or State Park/Recreation Areas and Facilities? 1 2 3 4 5 (46)

(Continued on next page)
**Curricular Factors:** (Respond to section B with the understanding that the student is still enrolled in undergraduate school.) How important is each of the following factors in terms of an undergraduate student's preparation for securing employment in a Municipal, County, and/or State Park/Recreation Agency?

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(Please circle only one response per item.) A N U N N I

*(PLEASE FILL IN QUESTIONS WITH BLANKS.)*

1. Paid work experiences in Municipal, County, and/or State Park/Recreation Areas and Facilities?  
   2. Certification (special skills); e.g., Water Safety Instructor (WSI), Advanced First Aid?  
   3. The educational institution from which graduated?  
   4. An academic specialization in recreation and/or leisure?  

Prioritize your top 3 choices from questions 1-12, listing the top priority first. Code numbers (enclosed in parentheses in the right margin) should be used in order to conserve time.

11. SPECIFIC PRACTICUM COMPETENCY FACTORS

**A. Factors Related to the Educational Institution:** (Respond to section A with the understanding that the student is still enrolled in undergraduate school.) How important is it that the educational institution provide the following for an undergraduate student's practicum experience?

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(Please circle only one response per item.) A N U N N I

*(PLEASE FILL IN QUESTIONS WITH BLANKS.)*

1. Supply the student with a written guide-line of expectations and responsibilities applicable to both the college/university and the practicum agency?  
2. Establish a written policy requiring a minimum number of visits by the academic supervisor to the practicum agency for the purpose of evaluating the student?  
3. a. Establish a minimum duration practicum experience for a Municipal, County, and/or State Park/Recreation Agency?  
   b. What would you recommend as the number of weeks for the duration of a practicum experience?  
4. Have follow-up course work after the practicum experience and before the date of graduation? (e.g., Senior Seminar)  
5. a. Provide for the completion of a minimum number of clock hours for a Municipal, County, and/or State Park/Recreation Agency practicum?  
   b. What is the total number of clock hours you would require? (Base your answer on the response to question 3b above.)  
   c. Grant a minimum of credit hours for the practicum?  
   d. What would you recommend as the number of credit hours to be granted for the practicum? (Base your answer on the response to question 5b above.)  
6. a. Conduct one evaluative visit of the student during the duration of the practicum?  
   b. What is the minimum number of evaluative visits by a faculty supervisor you would recommend? (Base your answer on the response to question 3b above.)

*(Continued on next page)*
Factors Related to the Educational Institution: (Respond to section A with the understanding that the student is still enrolled in undergraduate school.) How important is it that the educational institution provide the following for an undergraduate student's practicum experience?

Response 5 = Absolutely Essential (AE)  
Code: 4 = Important (I)  
3 = No Opinion (NO)  
2 = Unimportant (UN)  
1 = Absolutely Non-essential (AN)

(PLEASE CIRCLE ONLY ONE RESPONSE PER ITEM.) AN UN NO I AE
(PLEASE FILL IN QUESTIONS WITH BLANKS.) 1 2 3 4 5

8. Request of the cooperating agency a written mid-term evaluation report to assess the performance of the student? 1 2 3 4 5 (72)

9. Request of the cooperating agency a written final evaluation report to assess the performance of the student? 1 2 3 4 5 (73)

10. Request of the practicum student a written evaluation of the cooperating agency to assess its viability for future practicum placements? 1 2 3 4 5 (74)

11. Request of the faculty supervisor a written evaluation of the cooperating agency to assess its viability for future practicum placements? 1 2 3 4 5 (75)

Prioritize your top 3 choices from questions 1-11, listing the top priority first. Code numbers (enclosed in parentheses in the right margin) should be used in order to conserve time. (86-91)

Factors Related to the Professional Agency: (Respond to section B with the understanding that the student is still enrolled in undergraduate school.) How important is it that a Municipal, County, and/or State Park/Recreation Agency provide the following for an undergraduate student's practicum experience?

Response 5 = Absolutely Essential (AE)  
Code: 4 = Important (I)  
3 = No Opinion (NO)  
2 = Unimportant (UN)  
1 = Absolutely Non-essential (AN)

(PLEASE CIRCLE ONLY ONE RESPONSE PER ITEM.) AN UN NO I AE
(PLEASE FILL IN QUESTIONS WITH BLANKS.) 1 2 3 4 5

1. Supply the student with written guidelines concerning expectations and responsibilities applicable to the practicum agency? 1 2 3 4 5 (92)

2. Assign a supervisory person to the practicum student with specific time set aside for the performance of this responsibility? 1 2 3 4 5 (93)

3. a. Conduct formal evaluation(s) with the student during the practicum? 1 2 3 4 5 (94)

   b. What number of formal evaluations of the student by the agency is necessary? (Base your answer on the response to question 3b on page 5.) 1 2 3 4 5 (95)

4. Assist the student in an employment search following the completion of the practicum? 1 2 3 4 5 (96)

If either response 4 or 5 is chosen for the preceding question, answer questions 5 through 10; otherwise go directly to the "Priority List" following question 9; then complete Section II C.

5. Agree to write letter of recommendation? 1 2 3 4 5 (97)

6. Hire a former practicum student who had worked at the agency? 1 2 3 4 5 (98)

7. Introduce the student to other prospective employers? 1 2 3 4 5 (99)

8. Share employment vacancy notices with former and/or current practicum students? 1 2 3 4 5 (100)

9. Please specify a maximum of three other choices that could have been included in addition to 1 through 8 above. List your ideas and mark each item's level of importance.

   a. ____________________________ 1 2 3 4 5 (101)

   b. ____________________________ 1 2 3 4 5 (102)

   c. ____________________________ 1 2 3 4 5 (103)

(Continued on next page)
Prioritize your top 3 choices from questions 1-9, listing the top priority first. Code numbers (enclosed in parentheses in the right margin) should be used in order to conserve time.

C. Factors Related to Students: (Respond to section C with the understanding that the student is still enrolled in undergraduate school.) How important is each of the following factors in terms of an undergraduate recreation major who is seeking employment following graduation in a Municipal, County, and/or State Park/Recreation Agency?

Response 3=Absolutely Essential (AE)
Code: 4=Important (I)
3=No Opinion (NO)
2=Unimportant (UN)
1=Absolutely Non-essential (AN)

(PLEASE CIRCLE ONLY ONE RESPONSE PER ITEM.) AN UN NO I AE
(PLEASE FILL IN QUESTIONS WITH BLANKS.) 1 2 3 4 5

1. a. Complete a minimum of one practicum? 1 2 3 4 5 (110)
   b. If more than one is necessary, how many would you specify? (practicums) (111)

2. a. Limit the practicum to students with a minimum number of pre-practicum work-experience clock hours in parks and recreation? 1 2 3 4 5 (112)
   b. Specify the minimum number of pre-practicum clock hours that you would recommend. (clock hours) (113-115)

3. a. Limit the practicum to students with a minimum qualifying Grade Point Average (GPA)? 1 2 3 4 5 (116)
   b. What minimum GPA on Four (4) Point Scale would you recommend? (4-A; 3-B; 2-C; 1-D) GPA (decimals may be included.) (117-128)

4. Allow the student to experience problem solving opportunities during the practicum? 1 2 3 4 5 (129)

5. Enable the student to experience responsibilities at the Administrative Level of an agency during the practicum? 1 2 3 4 5 (130)

6. Enable the student to experience responsibilities at the Supervisory Level of an agency during the practicum? 1 2 3 4 5 (131)

7. a. Enable the student to experience responsibilities at the Leadership Level of an agency during the practicum? 1 2 3 4 5 (132)
   b. If all three levels (Administrative, Supervisory, and Leadership) in questions 5 through 7a were ranked equally, please choose the one you consider should receive the most emphasis during the practicum. (133)
   c. Explain your choice for question 7b. (134-135)

8. Help the student attain a professional attitude toward the Leisure Services career field? 1 2 3 4 5 (136)

9. Include other practicum students at the agency in the evaluation of one another? 1 2 3 4 5 (137)

10. Evaluate a student's practicum in terms of performance demonstrated, rather than potential observed? 1 2 3 4 5 (138)

11. Include more than one practicum agency representative in the student evaluation process? 1 2 3 4 5 (139)

D. Role Played by the Practicum for Employment Preparation: (Respond to section D with the understanding that the student is still enrolled in undergraduate school.) How important is the practicum in helping bachelor degree students majoring in Recreation to experience the following factors?

Response 3=Absolutely Essential (AE)
Code: 4=Important (I)
3=No Opinion (NO)
2=Unimportant (UN)
1=Absolutely Non-essential (AN)

(PLEASE CIRCLE ONLY ONE RESPONSE PER ITEM.) AN UN NO I AE 1 2 3 4 5

1. Understand the needs of participants and program to meet their needs? (Continued on next page)
Role Played by the Practicum for Employment Preparation: (Respond to section D with the understanding that the student is still enrolled in undergraduate school.) How important is the practicum in helping bachelor degree students majoring in Recreation to experience the following factors?

Response 5 = Absolutely Essential (AE)  
4 = Important (I)  
3 = No Opinion (NO)  
2 = Unimportant (UN)  
1 = Absolutely Non-essential (AN)

(PLEASE CIRCLE ONLY ONE RESPONSE PER ITEM.)

1. Understand the role of administrators and be given the opportunity to work with them?
2. Understand the role of supervisors and be given the opportunity to work with them?
3. Understand the role of activity leaders and be given the opportunity to work with them?
4. Strengthen a commitment to seek employment in the Leisure Services career field?
5. Relate theory to practice?
6. Perform duties in a post-graduation job placement?
7. Solve programming problems in a post-graduation job placement?
8. Solve activity planning problems in a post-graduation job placement?
9. Solve staff relations' problems in a post-graduation job placement?

Prioritize your top 3 choices from questions 1-10, listing the top priority first. Code numbers (enclosed in parentheses in the right margin) should be used in order to conserve time.

Directions for continuing Section II: Please note that everyone is being asked to answer questions 11 through 14, with the exception of those persons who did not participate in an undergraduate practicum. If the respondent is part of the latter group, please go directly to question 15.

11. In order of priority (most to least important) specify 3 additional experiences that would have been beneficial to your practicum experience, and note the type of agency for which you did your practicum (e.g., Municipal, Therapeutic, Commercial).
   a. _____________________________ Agency
   b. _____________________________
   c. _____________________________

12. In order of priority (from most easily to least easily omitted) specify 3 experiences that could have been omitted from your practicum and not have affected its relevancy.
   a. _____________________________
   b. _____________________________
   c. _____________________________

13. a. To your knowledge have you personally received any job offers as a result of your own practicum experience? Yes No
   b. If "yes," are you employed by the agency in which you received your practicum credit? Yes No
   c. Is your current employment the result of your own practicum? (Check only one response.)
      Definitely Somewhat Not at all Not sure

14. What suggestions do you have for improving the practicum program by:
   a. Educational Institutions: ____________________________________________
   b. Cooperating Agencies: _____________________________
   c. Students: _____________________________

(Continued on next page)
13. Assign priority numbers to the following key purposes of the practicum, with your assigned number "5" being the most important, "1" the least.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enables the student to investigate his/her strengths and weaknesses</td>
<td>(188)</td>
</tr>
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<td>(189)</td>
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<tr>
<td>Presents an opportunity to learn from professionals in the field</td>
<td>(190)</td>
</tr>
<tr>
<td>Offers a laboratory setting for integrating the theoretical with the practical</td>
<td>(191)</td>
</tr>
<tr>
<td>Enables the student to become part of an agency's professional &quot;team&quot;</td>
<td>(192)</td>
</tr>
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</table>

14. Include below a maximum of 3 additional key purposes of the practicum not listed above. After completing your list, assign priority numbers that reflect their importance in relation to the five purposes just prioritized. (For example, the 3 new purposes could be prioritized as numbers 1, 4, and 5 because you believe they deserve that ranking rather than those similarly ranked above.)

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</tr>
<tr>
<td></td>
<td>(194)</td>
</tr>
<tr>
<td></td>
<td>(195)</td>
</tr>
</tbody>
</table>

Please complete the demographic page that follows.

III. DEMOGRAPHIC INFORMATION (1) (2)

A. Male   Female   (check one) (196)

B. Check the appropriate age category:

<table>
<thead>
<tr>
<th></th>
<th>21 and under</th>
<th>35-44</th>
<th>55 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22-34</td>
<td></td>
<td>45-54</td>
</tr>
</tbody>
</table>

C. Please state the highest level of education attained, the area of concentration (if applicable), and the date completed. (198-201)

<table>
<thead>
<tr>
<th>Education</th>
<th>Concentration</th>
<th>Date</th>
</tr>
</thead>
</table>

D. The number of years employed as a college/university educator in parks and recreation is:

<table>
<thead>
<tr>
<th></th>
<th>0-3</th>
<th>7-9</th>
<th>13 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-6</td>
<td>10-12</td>
<td></td>
</tr>
</tbody>
</table>

E. The number of years employed at the present institution is:

<table>
<thead>
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<th>0-3</th>
<th>7-9</th>
<th>13 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-6</td>
<td>10-12</td>
<td></td>
</tr>
</tbody>
</table>

F. Please state your current employment title: __________________ (204)

IV. INSTITUTIONAL INFORMATION

A. What is the present full-time undergraduate enrollment at your institution? (206)

<table>
<thead>
<tr>
<th></th>
<th>Less than 1000</th>
<th>5000-9999</th>
<th>20,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1000-4999</td>
<td>10,000-19,999</td>
<td></td>
</tr>
</tbody>
</table>

B. Please give the full title(s) and areas of concentration of the Bachelor degree(s) your institution's graduates receive in Parks and Recreation. (208-211)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Concentration</th>
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THANK YOU FOR YOUR TIME
Role Played by the Practicum for Employment Preparation: (Respond to section D with the understanding that the student is still enrolled in undergraduate school.) How important is the practicum in helping bachelor degree students majoring in Recreation to experience the following factors?

15. Assign priority numbers to the following key purposes of the practicum, with your assigned number "5" being the most important, "1" the least.

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16. Include below a maximum of 3 additional key purposes of the practicum not listed above. After completing your list, assign priority numbers that reflect their importance in relation to the five purposes just prioritized. (For example, the 3 new purposes could be prioritized as numbers 1, 4, and 5 because you believe they deserve that ranking rather than those similarly ranked above.)

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<td>b.</td>
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</tr>
<tr>
<td>c.</td>
<td>(195)</td>
</tr>
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</table>

III. DEMOGRAPHIC INFORMATION (2)

A. Male____ Female____ (check one) (196)

B. Check the appropriate age category:
   21 and under  35-44  55 and over
   22-34  45-54

C. Please state your highest level of education attained, the area of concentration (if applicable), and the date completed. (198-201)

   Education  Concentration  Date

D. The number of years employed at a parks and recreation service agency is:
   0-3  7-9  13 or more
   4-6  10-12

E. The number of years employed at the present agency is:
   0-3  7-9  13 or more
   4-6  10-12

F. Please state your current employment title:__________________________ (204)

IV. AGENCY INFORMATION

A. Indicate the classification of your agency:
   Municipal  State Park  Other (Specify)
   County  State Recreation  Area

B. Indicate the number of full-time recreation employees in your agency:______________ (212-214)

THANK YOU FOR YOUR TIME
Role Played by the Practicum for Employment Preparation: (Referring to Section 3 with the understanding that the student is still enrolled in undergraduate school.) How important is the practicum in helping bachelor degree students majoring in recreation to experience the following factors?

Assign priority numbers to the following key purposes of the practicum, with your assigned number "5" being the most important, "1" the least.

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Please complete the demographic page that follows.

III. Demographic Information (1) (1,2)

A. Male ______ Female ______ (check one) (196)

B. Check the appropriate age category: (197)
   ___ 21 and under   ___ 35-44   ___ 55 and over
   ___ 22-34   ___ 45-54

C. Please state your highest level of education attained, the area of concentration (if applicable), and the date completed. (198-)

   Education: ______ Concentration: ______ Date: ______

D. The number of months employed at a parks and recreation service agency is: (215)
   ___ 0-3   ___ 7-9   ___ 13 or more
   ___ 4-6   ___ 10-12

E. The number of months employed at the present agency is: (216)
   ___ 0-3   ___ 7-9   ___ 13 or more
   ___ 4-6   ___ 10-12

F. Please state your current employment title: ______________________ (204)

G. After graduation, signified as the completion of all academic classroom and practical experience credit hours, when did you begin full-time employment in Parks and Recreation? (205)
   ___ Within one month   ___ Employed in another profession, but still searching the recreation profession primarily
   ___ 2-6 months   ___ More than 6 months   ___ Unemployed, but still searching the recreation profession primarily
   ___ Employed in another profession and satisfied   ___ Unemployed and primarily searching in a profession other than recreation

IV. Agency Information

Indicate the classification of your agency: (207)

   ______ Municipal   ______ State Park   ______ Other (Specify)
   ______ County   ______ State Recreation Area

Thank you for your time.