Enhancing the College Student Experience: Outcomes of a Leisure Education Program

Katherine A. Jordan¹, Ryan J. Gagnon¹, Denise M. Anderson¹, and June J. Pilcher¹

Abstract

Background: Experiential education in higher education provides opportunities for college student development that contribute to student success. As such, a leisure education program is posited as a complement to experiential education programming. Purpose: This study explored the impact of a leisure education program (leisure skills) on dimensions of college student success, including school satisfaction, student life satisfaction, school belonging, and self-esteem. Methodology/Approach: This study compared 531 leisure skills students with a group of 136 students not enrolled in a leisure skills class. Findings/Conclusions: The results of a repeated-measures analysis indicated leisure skills students fared better than non-leisure skills students in the measured dimensions, maintaining similar levels of school satisfaction, life satisfaction, belonging, and self-esteem over the course of the semester while the non-leisure skills students experienced decreases. Implications: Students who chose leisure skills classes experienced stability and improvement in school and student life satisfaction, school belonging, and self-esteem. Therefore, leisure education programming should be further examined as a mechanism for college student success.

Keywords

leisure education, college student development, satisfaction, sense of belonging, self-esteem

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Institutions of Higher Education (IHEs) are responsible for educational enrichment as well as developmental growth of college students. As such, offering experiential education-based opportunities to build skills through programming is one way IHEs support developmental growth and success (Holman, Smith, & Welch, 2009; Vlamis, Bell, & Gass, 2011). For instance, some IHEs offer outdoor orientation programs that focus on building social connections and personal skills in hopes of facilitating student success (Lien & Goldenberg, 2012; Wolfe & Kay, 2011). Leisure education can also be used to promote learning experiences that contribute to the college student experience, development, and overall success.

Leisure education promotes learning specific leisure skills through experience and ways to use these skills outside of the learning environment in hopes participants continue leisure participation, thus becoming more self-determined in their leisure behavior (Datillo, 2008). In addition, participants in leisure education programs learn where they can participate in leisure activities of interest in their surrounding communities. Empowering learners to transfer skills and lessons learned outside of the leisure education program helps bridge the gap between knowing how to participate and knowing where to participate, ultimately leading to autonomy and self-determination in leisure behavior choices (Datillo, 2008).

Parallels can be drawn between leisure education and college experiential education programs specifically regarding personal growth such as skill development as well as inter- and intrapersonal relationships (Lien & Goldenberg, 2012; Wolfe & Kay, 2011). Learners in leisure education programs learn more about leisure and themselves while building technical skills (Datillo, 2008). Leisure education can also share similar principles with experiential education such as providing a space in which students learn from themselves and each other in a supportive and safe environment, facilitating opportunities for processing and reflection, and being able to apply their learning in different and future contexts (Association for Experiential Education, n.d.). However, unlike research surrounding experiential education programming and college students, research regarding leisure education programming specifically targeting college students is limited. Therefore, leisure education programming in IHEs, as a complement to experiential education programming, needs to be assessed to better understand the potential outcomes of participation to ensure that IHEs’ programmers continue providing the best product to the students they serve.

In this study, a leisure education program, referred to as “leisure skills” in the university setting, focuses on facilitating educational, recreational, and personal development within college students. Students who enroll in a leisure skills class can earn 1-credit hour toward their grade point average (GPA) and are graded on a standard letter grading system. Grades are reliant on participation and attendance, skill-based assessments, and deliberate reflective processing assignments. The Leisure Skills Program offers a wide variety of classes in both indoor and outdoor settings. The leisure skills courses also encompass multiple facets that contribute to a student’s experience in a way that identifies them as opportunities for experiential education.

Each course is designed in such a way that, in line with the principles of experiential education, students are physically engaged in the leisure activity within a
structured environment that facilitates reflection through course assignments, course discussions, and course activities. A typical leisure skills course involves participation in the leisure activity on a consistent basis as well as goal setting, real-world application (e.g., running a 5K to complete a run/job course), facilitation of growth of the student (e.g., goal setting, reflection), and learning about opportunities to engage outside of class facilitating participation in the activity outside of class. Also in line with the principles of experiential education, students are engaged intellectually, socially, and physically at a minimum in these structured environments. Furthermore, the structure of the leisure skills courses also allows opportunities for everything from solving problems (e.g., rock climbing) to being creative (e.g., dance) and the development of relationships. Leisure skills students also have multiple opportunities to build skills while experiencing success, failure, adventure, risk-taking, and uncertainty. The instructor creates a learning environment designed to focus on not just leisure for leisure’s sake but leisure with intentional outcomes that are related to experiential education (Association for Experiential Education, n.d.). In addition, prior exploration of this program indicated students experience the development of social networks, building of technical skills, enhanced sense of community, development of coping skills, and enhanced student well-being, all of which have been demonstrated as important aspects of later college student development and success (Anderson, Clark, Evans, & Schmalz, 2014; Evans, Hartman, & Anderson, 2013; Hartman, Evans, & Anderson, 2017).

**Background**

Chickering and Reisser (1993) proposed seven vectors of college student development that lead to becoming functional members of society (Mitchell, Reason, Hemer, & Finley, 2016; Morrison, Burr, Waters, & Hall, 2016). They include (a) developing competence, (b) learning how to manage emotions, (c) developing independence, (d) building relationships, (e) developing identity, (f) purpose, and (g) integrity (Chickering & Reisser, 1993). These vectors are nonsequential as they can interact with each other as a part of the overall college student developmental experience (Chickering & Reisser, 1993). While college students are moving through the developmental vectors, they are often expected to begin living on their own, balance academic work with employed work, and maintain a healthy social life, all while deciding on a career path (Ackerman & Gross, 2003; Arnett, 2000; Newton, Kim, & Newton, 2006). These pressures, in addition to broader parental and extant societal expectations, can cause coping with the demands of higher education environment to be extremely challenging.

The number of college students seeking on-campus assistance for mental health issues such as depression, anxiety, and social anxiety increased steadily by 30% since 2009 (Center for Collegiate Mental Health, 2017). In addition, 40.8% of college students reported having been drunk in the past month (Schulenberg et al., 2016). First-year college students also tend to increase body fat percentage due to physical inactivity and poor diet which can also contribute to issues with mental health (Hebden et al., 2013; Morgan et al., 2012). While many college students do not struggle to such a high
degree with the pressures of life, some have a difficult time coping with this transitionally challenging time. College students’ developmental work during this period includes experimenting and discovering who they are and who they may become, which is a part of mental and physical health challenges (Arnett, 2004).

**Satisfaction, Belonging, and Self-Esteem**

The ability to successfully navigate college experiences, develop a sense of belonging, and maintain positive self-esteem are integral to social and emotional health, satisfaction with life, and academic success (Pritchard & Wilson, 2003; Sirgy, Grzeskowiak, & Rahtz, 2007). For example, Pritchard and Wilson (2003) examined various social and emotional factors and their influence on intention to drop out as well as academic success. Their findings highlighted the interaction of frequently used predictors of academic success and retention (e.g., demographics and high school GPA) with stress, self-esteem, alcohol consumption, and fatigue. Furthermore, self-esteem level was found to influence students’ attrition intention while social health influenced GPA. In a similar study examining intention to drop out and academic success, satisfaction with academic and social life was found to positively predict overall quality of life in college students (Sirgy et al., 2007). More simply, as students reported higher levels of satisfaction, they also reported higher levels of life quality. Expanding on this work, Pedro, Leitao, and Alves (2016) examined the importance of quality of life among college students suggesting satisfaction with various aspects of academic and student life may positively influence student performance, and thus inhibit student dropout.

During this highly social time in life, connecting with others and interacting positively is at the core of experiencing positive life satisfaction, school satisfaction, belonging, and self-esteem (Pritchard & Wilson, 2003; Sirgy et al., 2007). Often, relationships are cultivated and experiences are explored during leisure, which can affect a college student’s experience and development while in school and throughout life.

**Leisure as Prevention**

Given the physical, social, emotional, and cognitive benefits leisure can provide (Karlis, 2015; Stodolska, Shinew, Acevedo, & Izenstark, 2011), it is critical to understand leisure involvement in university and college settings. For instance, it is widely theorized that unstructured periods of time are the most likely times college students make poor health decisions due to social influences and boredom (Panek, 2014; Payne, Ainsworth, & Godbey, 2010; Shinew & Parry, 2005). Alcohol and drug use, for example, typically occur in a social leisure setting (Shinew & Parry, 2005). In addition, sedentary behaviors such as television watching and Internet surfing occur during leisure time (Panek, 2014). However, these sedentary leisure activities do not contribute to lifelong well-being. This available passive leisure time may offer a unique opportunity for college students to participate in more pro-health activities. Barnett (2011) suggested that humans will place themselves in a leisure environment that is supportive of and aligns with their personality, interests, and skills. Thus, understanding the
intricacies of leisure involvement, it stands to reason that leisure education could build foundational skills and motivation necessary for college students to place themselves in more pro-health situations during leisure.

**Leisure Education as Health Promotion**

Leisure education affords the opportunity to develop relationships while learning new skills and building the confidence, competence, and awareness one needs to participate in different leisure activities thus enhancing leisure experiences (Datillo, 2008). The outcomes of leisure education programs align well with Chickering and Reisser’s (1993) vectors of college student development in that outcomes of leisure education could enhance student development in these vectors. However, the impact of leisure education has typically been studied in youth-at-risk, individuals with disabilities, the elderly, and in rehabilitative contexts (Chang, 2014; Lynne, Datillo, & Williams, 2006; Sivan & Stebbins, 2011). For instance, in a study of youth involved in a leisure education program, the participants developed leisure skills and reported lower levels of boredom in leisure than their peers not involved in leisure education, which translated to a decrease in engaging in risky behaviors during free time (Caldwell, Baldwin, Walls, & Smith, 2004). Outcomes of leisure education programming have shown promise in youth, findings which are applicable to the college student population. Leisure education could provide and/or enhance the skills and competence many students need to make healthy leisure decisions during free time.

**Study Purpose and Contribution**

Based on prior investigations of this leisure skills program, continued examination of leisure education outcomes among the college student population may further highlight the positive benefits leisure education may have on student success (Anderson et al., 2014; Evans et al., 2013; Hartman et al., 2017). In addition, this study involved a group of students who were not enrolled in a leisure skills class to draw more informed inferences based on the results. Thus, to more fully understand the potential benefits of leisure education for college student development, this study was guided by four hypotheses: College students enrolled in the leisure education program would experience (Hypothesis 1 [H1]) significant increases in school satisfaction, (Hypothesis 2 [H2]) significant increases in student life satisfaction, (Hypothesis 3 [H3]) significant increases in school belonging, and (Hypothesis 4 [H4]) significant increases in self-esteem as compared with their nonenrolled peers.

**Method**

**Program Description**

The program examined for this study offers a wide variety of 1-credit hour courses from fly-tying to yoga within a program titled “Leisure Skills.” The leisure education
program consists of elective academic courses, indicating students register for these courses, pay an additional fee to participate, and must satisfy an attendance requirement and other assessments to earn 1-credit hour per semester. The classes generally occur 1 to 2 times a week and are offered between 8:00 a.m. and 5:00 p.m.

Procedure

Data were collected in the fall of 2015 after approval by the University Institutional Review Board (IRB). The first set of data was collected during the first 2 weeks of September 2015 and the second round of data was collected during the first 2 weeks of November 2015. There were 9 weeks in between data collection points.

For the group of students who were enrolled in leisure skills classes, data were collected in person utilizing iPads. Paper-and-pencil surveys were occasionally necessary to accommodate the number of students interested in participating. Participants not enrolled in a leisure skills class earned partial credit in an introductory psychology course for required research credit and completed the survey in person and in a classroom during scheduled times on personal computers. Participants who completed both surveys were entered into a drawing to receive one of 20 available US$20.00 Visa gift cards.

Participants

Upon IRB approval, data were collected from 691 current college students. Participants were primarily female (476 females, 209 males, three did not identify as male or female, one declined to answer, and two did not answer). Participation was voluntary and confidential. Any participants who reported being under the age of 18 were removed from the data (n = 7). Researchers also removed participants who reported being graduate students (n = 9) as the focus of this project was on undergraduate students. Then, data were screened and outliers were removed based on studentized deleted residuals, Mahalanobis distance, and Cook’s D values (n = 8). These values assist in determining the discrepancy, leverage, and influence unusual cases might have on results (Cohen, Cohen, West, & Aiken, 2003). After cleaning and screening the data, there were 667 participants in the study (464 females, 200 males, two did not identify as male or female, and one declined to answer). Participants were undergraduate students (217 first year, 201 second year, 126 third year, 123 fourth year) enrolled in a midsize southeastern institution and ranged in age from 18 to 28 years, with an average age of 19.54 (SD = 1.428).

Participants were enrolled in a dance, yoga, or meditation leisure skills class (n = 531, 362 females) or not enrolled in a leisure skills class and recruited from the institution’s psychology research pool (n = 136, 102 females). Undergraduate grade level was more evenly distributed within the leisure skills group (127 first year, 175 sophomores, 111 juniors, 117 seniors) than the non-leisure skills group (90 first year, 26 sophomores, 15 juniors, six seniors).
Measures

Demographic variables. Participants were asked to indicate their gender, age, year in school, whether or not they were enrolled in leisure skills courses, and the type of leisure skills course in which they were enrolled.

School satisfaction. School satisfaction was measured using Butler’s (2007) scale. This scale uses six items to assess the degree to which students are satisfied with their experience at the university (e.g., “I enjoy being a student on this campus”). Students responded on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Responses were summed to create a scale score (Cronbach’s α at Time 1 = .891 and at Time 2 = .924). Butler (2007) reported Cronbach’s α of .95.

School belonging. School belonging was assessed using Vaquera’s (2009) measure. This three-item scale measured students’ sense of belonging (e.g., “I feel close to people at this school”). Students responded on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Responses were summed to create a scale score (Cronbach’s α at Time 1 = .878 and at Time 2 = .893). Vaquera (2009) reported similar Cronbach’s α between .84 and .87.

Student life satisfaction. Overall student life satisfaction was assessed using the college version of the brief multidimensional student life satisfaction scale (Zullig, Huebner, Patton, & Murray, 2009). This nine-item scale assessed various aspects of student life satisfaction (e.g., “I would describe my satisfaction with my work experience as:” and “I would describe my satisfaction with where I live as:”). Students responded on a 7-point scale ranging from 1 (terrible) to 7 (delighted). Responses were summed to create a scale score (Cronbach’s α at Time 1 = .810 and at Time 2 = .840) which is similar to the .80 reported by Zullig et al. (2009).

Self-esteem. The 10-item Rosenberg (1965) Self-Esteem scale was used to assess participants’ self-esteem. Five items are positively worded (e.g., “On the whole, I am satisfied with myself.”) and five items were reverse coded due to the wording (e.g., “At times, I think I am no good at all.”). Students responded on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Responses were summed to create a scale score (Cronbach’s α at Time 1 = .876 and at Time 2 = .884). This is similar to the .88 Schmitt and Allik (2005) reported for the United States.

Data Analysis

As the researchers were interested in comparing changes across the semester in the leisure skills and the non–leisure skills groups, a doubly multivariate repeated-measure ANOVA controlling for gender, year in school, and age was the primary method of analysis. The repeated-measure ANOVA assesses changes in the means of the dependent variables across time (Cohen et al., 2003).
Results

After controlling for gender, year in school, and age, there was a significant main effect within groups across time, meaning that there was a significant overall change in the dependent variables within each group over the course of the semester (Table 1; $F = 4.569, \rho < .01, \eta^2 = .033$). Examining the analyses for each of the dependent variables revealed all dependent variables changed significantly within both groups over the course of the semester (Table 2; school satisfaction: $F = 4.866, \rho < .05, \eta^2 = .009$; school belonging: $F = 8.512, \rho < .01, \eta^2 = .015$; student life satisfaction: $F = 7.508, \rho < .01, \eta^2 = .006$; self-esteem: $F = 10.400, \rho < .01, \eta^2 = .019$). While there were significant changes across time, the participants did not significantly differ between the leisure skills and non–leisure skills groups in the dependent variables at the beginning or end of the semester.

Over the course of the semester, the non–leisure skills group on average experienced greater decreases than the leisure skills students in school satisfaction (Figure 1) and student life satisfaction (Figure 2). School belonging (Figure 3) and self-esteem (Figure 4) increased for leisure skills students while the non–leisure skills group experienced a decrease. Despite the decreases in school satisfaction and student life satisfaction, the scores for those participating in leisure skills courses appeared to remain more stable than their peers who were not participating in a leisure skills course.

Discussion

While school and student life satisfaction did not increase on average over the course of the semester for those enrolled in the leisure skills program, we found that the leisure skills program had a positive impact on social and emotional health in comparison with those not enrolled in the leisure skills program. Our findings did not support our hypotheses (students enrolled in the leisure education program would experience

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**Table 1. Overall Main Effect.**

<table>
<thead>
<tr>
<th>Group × Time</th>
<th>$F$</th>
<th>$\rho$</th>
<th>$\eta^2$</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.569</td>
<td>.001**</td>
<td>.033</td>
<td>549</td>
</tr>
</tbody>
</table>

**Table 2. Effects of Group Over Time.**

<table>
<thead>
<tr>
<th></th>
<th>$F$</th>
<th>$\rho$</th>
<th>$\eta^2$</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>School satisfaction</td>
<td>4.866</td>
<td>.028*</td>
<td>.009</td>
<td>549</td>
</tr>
<tr>
<td>School belonging</td>
<td>8.512</td>
<td>.004**</td>
<td>.015</td>
<td>549</td>
</tr>
<tr>
<td>Student life satisfaction</td>
<td>7.508</td>
<td>.006**</td>
<td>.014</td>
<td>549</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>10.400</td>
<td>.001**</td>
<td>.019</td>
<td>549</td>
</tr>
</tbody>
</table>

* $p < .05$. ** $p < .01$. 

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Figure 1. Change in school satisfaction. 
Note. Higher numbers indicate higher levels of school satisfaction, with 30 being the highest possible score and 6 being the lowest.

Figure 2. Change in student life satisfaction. 
Note. Higher numbers indicate higher levels of student life satisfaction with 63 being the highest possible score and 9 being the lowest.
no change in school satisfaction, student life satisfaction, school belonging, and self-esteem). On average, those enrolled in the leisure skills program reported relatively
stable levels (slight yet significant decrease) of student life satisfaction and school satisfaction. However, those enrolled in the leisure skills program reported a significant increase in school belonging and self-esteem as compared with the non–leisure skills group. These findings support the idea that social support and personal networks are related to self-esteem among undergraduate students (Eggens, van der Werf, & Bosker, 2008). Overall, our findings indicate leisure skills programs had a positive effect, due in large part to the negative growth observed within the non–leisure skills students. More specifically, students enrolled in the leisure skills program maintained consistent levels of student life and school satisfaction while also experiencing increased levels of school belonging and self-esteem toward the end of the semester. When viewing the non–leisure skills group data, significant decreases in all the outcome variables occurred, supporting our conclusion that leisure education might have a positive impact on college students.

These findings are congruent with leisure studies literature in that leisure involvement positively affects overall quality of life (Iwasaki, 2007). For instance, prior research has found that self-esteem, life satisfaction, emotional, and social health are all positively affected by leisure involvement in other populations (Iwasaki, 2007; Keller, Fleury, & Rogers, 2010; Wiersma & Parry, 2010). We see this impact in the differences between the non–leisure skills students and those enrolled in the leisure skills program. In addition, student life satisfaction, school satisfaction, school belonging, and self-esteem have been linked to academic success and retention (Pritchard & Wilson, 2003; Sirgy et al., 2007). Therefore, we believe there is a connection between leisure education programs and academic success and retention within the college student population.

We anticipated satisfaction with school, student life, and even a sense of belonging would improve over the course of the semester. While this did not happen in all three areas, the decrease in school and student life satisfaction was slight in comparison with the non–leisure skills students. Participant involvement in the leisure skills program appeared to aid students in their ability to regulate emotions and connect with others, which in turn combated some of the factors, such as increasing stress toward the end of the semester, that can negatively affect social and emotional health. In addition, our findings indicate leisure education builds skills, improves self-esteem, builds lifelong participation capabilities, and can improve one’s ability to structure free time, which is supported by Datillo (2008). We found significant improvements over the course of the semester in school belonging and self-esteem among those enrolled in leisure education, which is supported by previous research (Evans et al., 2013). Finally, students who are enrolled in leisure skills classes experience improvements in areas related to the developmental vectors of managing emotions and connecting with others (Chickering & Reisser, 1993).

**Implications**

The study findings highlight the positive impact leisure education programming might have on the college student population. The structure of leisure skills classes (e.g.,
grades and assignments) provide extrinsic motivators that may be an essential part of leisure education programmatic design for the college student population. If college students have leisure education already included in their academic schedule and tied to GPA, enrolled students are more likely to actively participate, perhaps leading to the positive outcomes we have seen. Conversely, when students are not extrinsically motivated to participate in healthy leisure activities, it can be difficult to begin and maintain certain lifestyle habits. Thus, our findings indicate that when a firm leisure education structure is present with extrinsic motivational pressure (e.g., the possibility of failing a course due to nonparticipation), positive socioemotional outcomes may develop. However, it is important to understand whether less formalized and less structured leisure opportunities result in similar positive socioemotional outcomes, which should be further explored.

Furthermore, as IHEs move forward in meeting college student’s developmental needs, it is important to recognize how leisure education programming can contribute to student–institution fit (Bowman & Denson, 2014) and even stage–environment fit (Eccles et al., 1993). Leisure education offers a unique experiential education mechanism for students to become more involved on campus and to develop a deeper social network, thus enhancing levels of relatedness within the campus environment. Moreover, leisure education can support the developing college student by evolving with developmental needs (i.e., stage-environment fit). Learning how to interact and engage with others as well as manage emotions are important pieces to the college student developmental puzzle and later-in-life success (Chickering & Reisser, 1993). It is critically important to promote the development of establishing healthy leisure habits among the college student population to not only aid them in navigating their current stage in life but also to provide the skills and knowledge they need to continue participating in leisure throughout life.

**Future Directions**

There were some limitations to this study that should be addressed in future studies. Participants were a convenience sample, due to the need to gain access to many respondents in a relatively short time frame. The comparison group of non–leisure skills students was much smaller than the group of students enrolled in the leisure skills program. In addition, beyond grade level and gender, the similarities and dissimilarities between the two groups is unknown. Variables such as enrollment hours, major, leisure participation, and past leisure skills classes would assist in understanding the impact of leisure education. Therefore, using a control group in the future would clarify the role leisure education plays in contributing to positive developmental outcomes. Regarding data collection procedures, three types of data collection apparatuses (online, iPad, and paper) were used at both collection times that could have inadvertently introduced measurement error. The setting in which all participants took the survey also differed as did the convenience to the participant. Leisure skills students were in class and therefore did not have to schedule a time to take the survey while the participants not enrolled in the leisure skills program had to schedule a time
to take the survey with a research assistant. To address these issues, future studies should randomly sample participants, ensure similar sample sizes, determine relevant characteristics within each sample, and more tablets should be acquired to lower the likelihood of measurement error. Beyond data collection methods, this study also highlighted research questions to guide future studies.

Some of the questions that remain unanswered from this study pertain to the individuals. What do the students who are enrolled in leisure education experience? Are these students feeling more connected with peers in the classroom, or does this connection also exist with others across campus? Also, level of student involvement in campus organizations might have affected their experience during the semester. Yet another question involves the leisure participation habits outside of class for those enrolled in leisure education as well as those who are not enrolled. Based on the literature, we assume those enrolled in leisure education are using skills gained to participate in that activity or even new ones outside of the classroom. However, through this study, we were unable to ascertain the extent of leisure involvement of all the participants. It seems that to better understand the impact of leisure education on the college student population, it would be important to understand what skills are gained and how those skills are utilized in and out of the classroom as well as the leisure involvement of those not enrolled in leisure skills classes. These variables may moderate the relationship between leisure education involvement and social as well as emotional health.

Conclusion

IHEs need to meet students’ developmental needs. It is important to understand the needs of college students and utilize creative strategies to develop and implement programs that can serve all students with the goal of facilitating successful transitions throughout college and postgraduation. Institutions are investing in students while they are enrolled as well as after graduation which is important to remember when determining effective ways to assist college student development and success. Part of creating a supportive environment that promotes college student success is crafting a setting that grows and adapts to college student development (i.e., stage–environment fit). Despite the limitations in this study, the findings represent a strong initial step in examining the impact that leisure education may have on the college student experience. We offer leisure education programming as a potential way to develop and enhance the technical and interpersonal skills that positively affect college students’ current and future experiences.

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