

Eastern Washington University
Spring 2015
RCLS 425 - Evaluation in Recreation and Leisure Services

General Information

Instructor: Emily Messina, PhD, CTRS
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Class Meets: Monday – Thursday (8:00AM - 8:50AM)
Class Location: PEC 103
Office Hours: Monday and Wednesday 1PM – 3PM, and by appointment

Course Description: This course provides the recreation student an overview and practical experience working with the components of evaluation and research within the field of recreation, parks, and leisure. Students will develop, implement, and present a research proposal and two-part evaluation using the knowledge gained in class.

Required Text:

Henderson, K. A., & Bialeschki, M. D. (2010). *Evaluating leisure services: Making enlightened decisions* (3rd ed). State College, PA: Venture Publishing

Recommended:

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Course Goals and Objectives: As future leisure professionals, the students of RCLS 425 will be faced with the challenges of organizing and managing leisure service programs and organizations. In order to accomplish this goal, the leisure professional will require regular and accurate information regarding participant needs, the quality and effectiveness of programs offered, administrative structures, and the resources that frame the organization. Therefore, the primary purpose of this course is to provide the student of RCLS 425 with a framework for the systematic evaluation of recreation programs, services, facilities, and administrative functions.

By the end of this course:

- Students will be exposed to and become familiar with the meaning and importance of research and evaluation in the recreation and leisure profession.
- Students will be exposed to and gain experience with the process of searching for and reviewing literature appropriate to the purpose of their study.
- Students will be exposed to and gain a working knowledge of the American Psychological Association (APA) documentation style.
- Students will understand the differences between quantitative and qualitative research methodologies.
- Students will be exposed to and become familiar with specific research designs and methods.
- Students will be exposed to and gain experience with the identification of evaluation criteria.
- Students will be exposed to and gain experience with the process of writing and submitting a research proposal
- Students will be exposed to and gain experience with the collection of evidence and data (both qualitative and quantitative data)
- Students will be exposed to and gain experience with the process of data analysis, including basic statistical techniques and the coding and reporting of qualitative data
- Students will be exposed to and gain experience with the process of data reporting through the generation of a written report and an end-of-quarter oral presentation

Course Procedures and Policies

This course demands a high level of class discussion and active student participation. This class experience is designed around the assumption that people learn when they participate. Participation includes coming to class to share your thoughts and perspectives, as well as taking notes and being an engaged listener. The more student participation, the better this class will be. One of the best features of this class is the open exchange of ideas concerning our materials. Attendance and participation in this class is therefore considered mandatory.

Technology in class

If the instructor or Graduate Assistant observes *inappropriate* use of an ipod, ipad, e-reader, cell phone, laptop, or ANY other form of technology during class time – the student will be invited to leave class for the day and the absence will be counted as unexcused. Laptops are permitted for note-taking ONLY (ie. the screen must remain on Powerpoint or other appropriate program for the duration of class - if alternate programs are seen running, you will be asked to leave). On occasion, I understand that you may need to check your phone and/or refer to it briefly – tell one of us and we will permit you to do so.

Attendance: Attendance is a significant part of your grade. Assignment make-ups will be accepted ONLY for assignments missed as a result of EXCUSED absences. You must come to me for information on the assignment (with proof of your excused absence). I will NOT come to you. If you do not come to me, I will assume it was an unexcused absence. It will be marked as such and you will not receive credit for work assigned that day. **If you miss more than five (5) days for any reason, you will need to retake the course.** If you are sick, injured, or are experiencing some kind of personal crisis, please contact the instructor as soon as possible.

Attendance also means attending the entire class. Persistent late arrivals or early departures are often distracting and disruptive, so please make every effort to minimize them. If you miss class, it is your responsibility to get notes and information you missed from other students in the class. If you arrive late, it is **your** responsibility to make sure you were marked present at the end of class. Do NOT assume I saw you come in and will remember to mark you here.

Course Assignments: All of the class assignments have a specified due date, so pay attention to the syllabus (read it and refer to it often). Assignments must be handed in on time, i.e., at the beginning of class on the due date. Generally, I will not accept assignments that are more than four days late. If, however, a “special circumstance” does arise in regard to the timely completion of an assignment, the instructor should be contacted immediately.

One - two days late	25% reduction in grade
Three - four days late	50% reduction in grade
More than four days	0.0 for the assignment

This course has been organized around class readings and discussion, two exams, a three-part research project, which is to be completed in teams of (3) over the course of the quarter, and a final presentation. The specific requirements of the research project and final presentation will be handed out separately.

Exams: There are (2) exams in this course (mid-term and final). See the class schedule for dates.

Written Assignment Policies: All written assignments are required to meet the following criteria:

- 12 point font
- One inch margins
- Double spaced
- Numbered pages, not including the cover sheet
- Cover sheet listing the following: (No fancy binders please)
 - Name and number of course
 - Students' names
 - Instructor name
 - Date assignment or paper is due
 - Named title of the assignment

Meet APA Publication Manuscript style, i.e., references, citing (direct and para-phrased quotes, headings, margins, etc.)

PROOF-READING: PLEASE proof-read your papers before turning them in. You should read every assignment at least three times on two different occasions. NO EXCEPTIONS! If you are unsure about the quality of your paper, I suggest you take it to the EWU Writers' Center located in PUB Rm. 354
Open 8AM- 5PM, MONDAY - FRIDAY Call: (509)-359-2779 Email: writersctr@ewu.edu

Academic Dishonesty: It is a violation of the Eastern Washington University Student Conduct Code to represent the work of others as your own (plagiarism), fabricate research data, or to cheat on exams. Such acts of academic dishonesty can result in failure of the course and disciplinary action from the University. If students have any questions about academic integrity, please be sure to contact the instructor or the university academic integrity policy available on the EWU homepage).

Grading and Evaluation Procedures

Criteria for evaluation in this class include ordinary standards of good writing (clear expression; accurate punctuation, grammar, and spelling; well organized) and meeting specifications of individual assignments. Assignments must be handed in on or before announced deadlines. Assignments must be typed (12 point font) and double-spaced. Late assignments will be handled as outlined under "Course Procedures and Policy". All required assignments must be completed to earn a course grade of 2.0 or higher.

Grades will be assigned according to normal university standards, (which includes an assumption of basic literacy in English)

95%	4.0	86%	3.3	77%	2.7	68%	1.9
94%	3.9	85%	3.2	76%	2.6	67%	1.8
93%	3.8	84%	3.1	75%	2.5	66%	1.7
92%	3.8	83%	3.1	74%	2.5	65%	1.6
91%	3.7	82%	3.0	73%	2.4	64%	1.5
90%	3.6	81%	3.0	72%	2.3	63%	1.4
89%	3.5	80%	2.9	71%	2.2	62%	1.3
88%	3.4	79%	2.8	70%	2.1	61%	1.2
87%	3.4	78%	2.8	69%	2.0	60%	1.1

Final grades will be assigned according to the following breakdown:

Assignment	Percent Points	
Attendance & Participation:	8%	50 pts.
Mid-term Exam:	14%	100 pts.
Final Exam:	14%	100 pts.
Phase I: Research Proposal:	14%	100 pts.
Phase II: Focus Group Report:	14%	100 pts.
Phase III: Survey Research Report:	14%	100 pts.
Final Group Presentation:	14%	100 pts.
Written Peer Evaluations:	8%	<u>50 pts.</u>
		700 pts.

Weekly Outline

- Week 1:**
- 3/30: Introductions, Class Syllabus & Schedule
Get to know classmates' research interests
- 3/31: The Basics: What is Evaluation? What is Research?
Readings: 1.1 (pp. 5-9), 1.2 (pp. 10-16)
- 4/1: Why Evaluate? Who Cares? The Five Ps of Evaluation
Readings: 1.6 (pp. 47-55)
DUE: List of group members AND research area of interest
- 4/2: The Trilogy of Evaluation: Criteria, Evidence, & Judgment
Timing of Evaluation
Readings: 1.3 (pp. 17-20), 1.4 (pp. 22-31), 1.8 (pp.69-76),
- Week 2:**
- 4/6: Designing an Evaluation Project (The research Proposal)
Readings: 1.7 (pp. 58-67), 1.9 (pp. 78-85)
- 4/7: The Tools of Research: The library and its resources
- 4/8: Writing to Communicate
APA Documentation Style
- 4/9: The Five Models for Evaluation
Internal vs. External Evaluations
Readings: 1.5 (pp. 33-46), 1.10 (pp. 86-91)
- Week 3:**
- 4/13: Quantitative vs. Qualitative Research Methodologies
Readings: 2.1 (pp. 103-109)
- 4/14: Experimental Research Designs vs. Descriptive Research Designs
Readings: 2.2 (pp. 111-112), 2.13 (pp. 219-228)
- 4/15: Reliability vs. Validity
Readings: 2.3 (pp. 115-121)
- 4/16: Sampling
Readings: 2.4 (pp. 122-131)
- Week 4:**
- 4/20: Triangulation
Readings: 2.15 (pp. 246-250)
- 4/21: Survey Methods: Questionnaires & Interviews
Readings: 2.7 (pp. 156-166)
- 4/22: Personal and Group Interviewing Techniques
Readings: 2.9 (pp. 176-189), 2.11 (pp. 198-209)
- 4/23: Personal and Group Interviewing Techniques
Readings: 2.12 (pp. 211-217)
DUE: Phase I Group Research Proposals

- Week 5:**
- 4/27: **Review for Midterm Exam – COME PREPARED WITH QUESTIONS!**
Doing the Right Thing: Ethical Issues in Research
Readings: 1.11 (pp. 92-98)
- 4/28: Choosing and Developing Measurement Instruments
Readings: 2.5 (pp. 132-135), 2.6 (pp. 137-155)
- 4/29: Choosing and Developing Measurement Instruments
- 4/30: **Mid-Term Exam**
- Week 6:**
- 5/4: Organizing and Coding Qualitative Data
Readings: 3.2 (pp. 266-269), 3.7 (pp. 306-316)
- 5/5: **FOCUS GROUPS**
Location to be announced in class
- 5/6: **FOCUS GROUPS**
Location to be announced in class
- 5/7: Data According to Measurement
Readings: 3.1 (pp. 261-265)
- Week 7:**
- 5/11: Administering Questionnaires, Telephone Interviews, & Internet Evaluations
Readings: 2.8 (pp. 167-173), 2.10 (pp. 191-197)
- 5/12: Descriptive Statistics
Readings: 3.3 (pp. 270-275), 3.4 (pp. 277-280)
- 5/13: Descriptive Statistics
The Power of Excel
- 5/14: **TAKE HOME SURVEYS DISTRIBUTED IN CLASS**
- Week 8:**
- 5/18: Statistical Significance
- 5/19: Data Reporting, Developing Conclusions, Report Writing
Readings: 4.1 (pp. 321-327), 4.2 (pp. 329-333),
4.3 (pp. 334-341)
- 5/20: Oral presentations: Telling the Tale, Evaluating Studies
Readings: 4.4 (pp. 342-346), 4.5 (pp. 347-352)
- 5/21: Catch Up Day
- Week 9:**
- 5/25: NO CLASS
- 5/26: Group Presentations
- 5/27: Group Presentations
- 5/28: Group Presentations

- Week 10:**
- 6/1: Group Presentations
 - 6/2: Group Presentations
 - 6/3: Group Presentations
DUE: *Phase II Focus Group Report*
DUE: *Phase III Survey Research Report*
 - 6/4: Review for Final EXAM
DUE: *Written Peer Evaluations*

FINAL EXAM - TUESDAY, 6/9, 8–10 AM

THIS SYLLABUS IS SUBJECT TO CHANGE.
ALL CHANGES AND/OR MODIFICATIONS WILL BE DISCUSSED WITH THE CLASS IN ADVANCE!