

Program and Services Evaluation in Parks, Recreation, and Tourism
PRT 3780 sec 090 (3 cr)
Summer 2019

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Office Hours:
By Appointment

Optional Text: Henderson, K.A., & Bialeschki, M. D. (2002). Evaluating leisure services. (3rd Ed.) State College, PA: Venture.

Communication: The best way to contact me is through my email listed above. Watch the *announcements* section of the Canvas course for reminders and last-minute news.

Prerequisites: QA and WR2

Corequisites: None

Requirements Designation: Quan Reason (Stat/Logic) & Quant Intensive BS

Course Description: This course provides an introduction to methods of program and service evaluation in parks, recreation, and tourism settings. We will focus on the types of information needed to make management decisions and a variety of means through which those data may be obtained. Topics to be covered include the use of surveys, importance/performance analysis, descriptive statistics, and display and interpretation of data. This class seeks to provide you with a “toolkit” of evaluation resources. Prerequisites: PRT 3100 and PRT 3320.

Relevant Professional, University, and PRT Curriculum Standards

Professional Accreditation Standards: 8.22, 8.25, 8.26, 8.27, 8.28, 8.31, 8.36, 9A.05

University Standards: Meets Quantitative Intensive requirement (QI and QB).

PRT Curriculum Standards: Core class, required of all PRT majors.

Learning Outcomes: To earn a passing grade, students should be able to:

1. incorporate fundamental assumptions about knowing and ethics into the evaluation process,
2. recognize assumptions and procedures associated with statistical sampling,
3. calculate, interpret, and report essential descriptive statistics,
4. compile and interpret qualitative data,
5. construct and interpret visual displays of data,
6. design contextual and reductionistic evaluation projects, and
7. identify and apply quantitative models to facilitate managerial decision making.

Course Policies

General Policies:

Student preparation and active participation are necessary for the class to be successful. Regardless of what you miss or why you miss it (I do understand that you have a life outside of this class and that we all make choices), you are responsible for learning the material covered throughout the course. If you get behind in the course, it is your responsibility to get caught up. Use the other students in the course and any course material or outside resources first. After you have gathered all the information you can find feel free to email me or set up an appointment to meet either in person or online for clarification or confirmation.

All written work is to be typed following APA format. An APA manual may be purchased in the bookstore or in the library, or you can use the helpful handout provided to you in class. Papers must be your original work for this class. At the discretion of the instructor, any individual caught plagiarizing, in any form, has the potential to fail this class. Please do not put me or the department in a position to have to make this decision, and more importantly, jeopardize your own academic career. Quotations should be used sparingly in a supportive fashion. All quotes must be in quotation marks and properly referenced. Try to summarize ideas into your own words and include your own reactions, thoughts, and interpretations of what you have read.

Electronic copies of all assignments are due at the designated time to be posted on Canvas and late assignments will be graded down 10% for each day late (even if you turn it in a few minutes after the posted time it is considered one day late). On occasion, special exceptions will be made for emergencies (an emergency is not that you didn't plan ahead properly), but I need to be notified of the emergency as soon as possible. If you have any questions or concerns about any specific assignments, please see me well before the paper is due.

If you have any questions or concerns regarding class assignments, please feel free to make an appointment to meet with me either online or in person. I am more than happy to help. It is very important to me that each student read the syllabus in its entirety, and therefore, each student who emails me telling me that they have done so will receive ten points extra credit.

Technical Requirements and Netiquette:

The *Start Here* tab on your course home page will assist you in setting up your computer to accommodate the course requirements, and will walk you through proper etiquette involved in an online course.

Student Code:

The University of Utah has very clear policies regarding student's rights and responsibilities—including, but not limited to, issues involving academic dishonesty. These policies are strictly observed in this class. See <http://www.admin.utah.edu/ppmanual/8/8-10.html> for details.

Americans with Disabilities Act:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. In order to establish the existence of a disability and/or request reasonable accommodations for this class, you should contact the Center for Disabled Student Services at 160 Olpin Union Building, 581-5020 (voice or TDD), or <http://disability.utah.edu/>.

Other departmental course policies may be found in the *Department of Parks, Recreation, and Tourism Undergraduate Manual*.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the

same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Description of Assignments

Application Exercises (10 x 25)—Lab exercises are due individually, but collaboration is appropriate. Please take advantage of the discussion board to go over these with your fellow students.

Exams (2 x 100)—Two exams will be given covering readings, lecture, discussion, and guest lectures or special activities. Each exam will cover material presented during the respective section, and may be comprehensive. The exams may include true/false, multiple choice, matching, statistical calculations, and short answer questions. Make-up exams will be permitted only in extenuating circumstances, with prior approval of the instructor, and will be given prior to the scheduled exam. In the even of medical emergencies, or similar documented catastrophic events, make-up exams may be given at the discretion of the instructor.

Project Drafts (2 x 100)—The final project can be separated into multiple sections. As we cover the material for each of these sections you will have the opportunity to turn in drafts of the final project. To receive full credit, these drafts should be well written, as if it was the final assignment. These will then be returned with feedback to help you create a better version for the final project. As each step is completed, please include the previous drafts so that they can be graded based on your improvements to the previous feedback provided. You can continue to improve on each draft during the remainder of the course. For example, after receiving the feedback from the first draft, you can make the changes and submit it along with the second draft to receive even more feedback if you would like. Completing these drafts should enable you to improve your final project grade significantly, along with helping to reduce the desire to procrastinate.

Final Project (300)—Your final project for the class will be to create an evaluation plan for the agency of your choice. This will represent a significant proportion of your grade and more specific information will be provided on this assignment early in the semester.

<u>Grading Procedures:</u>	<u>Points</u>	<u>Grading Scale (%)</u>	
Lab Exercises (10 x 25)	250	93 & Above	A
Exams (2 x 100)	200	90-92	A-
Project Drafts (2 x 100)	200	87-89	B+
<u>Final Project</u>	<u>300</u>	83-86	B
TOTAL	950	80-82	B-
		77-79	C+
		73-76	C
		70-72	C-
		67-69	D+
		63-66	D
		60-62	D-
		59 & Below	F

Tentative Outline for Class Topics and Assignments

Date	Topic	Reading	Assignment Due
May 13 to 19			
Module 1	What is Evaluation	Units 1.1 to 1.4	
Module 2	Why Should We Evaluate	Units 1.1 to 1.4	App. 1
Module 3	Creating Logic Models for Evaluations	Logic Model Link on Canvas	App. 2
May 20 to 26			
Module 4	Ethical Issues in Evaluation	Unit 1.11	App. 3
Module 5	The W, W, W, W, W, H of Evaluation	Unit 1.4 to 1.7	
Module 6	Sampling	Unit 2.1	Draft 1
May 27 to June 2			
Module 7	Data Coding	Unit 2.06	App. 4
Module 8	Exam Review		Exam 1
Module 9	Gathering Quantitative Data	Units 2.2, 2.7-2.9	App. 5 Return Draft 1
June 3 to 9			
Module 10	Writing Good Questionnaires	Units 2.4-2.5	App. 6
Module 11	Quantitative Data Analysis	Units 3.2-3.6	App. 7
Module 12	Gathering and Analyzing Qualitative Data	Unit 3.7	App. 8 Draft 2
June 10 to 16			
Module 13	Observations and Unobtrusive Measures	Units 2.10-2.11	App. 9
Module 14	Presenting and Interpreting Information	Units 4.1-4.6	App. 10 Return Draft 2
June 17 to 19			
Module 15	Exam Review		Exam 2 Final Project