

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

Instructor: Mary Sara Wells, Ph.D.
Stewart 219
mary.wells@hsc.utah.edu

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, attendance, 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 miss a class, you will need to make certain that you understand the material covered that day. 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, come see the graduate teaching assistants or me during our office hours 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.

If you have any questions or concerns regarding class assignments, please feel free to drop by my office and visit with me. I am more than happy to help. Class sessions will involve discussions at times. Students are expected to be prepared to discuss the readings and ask questions. 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.

Other information:

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.
- 2. *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).
- 3. *The Code of Student Rights and Responsibilities.*** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.
- 4. *Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.
- 5. *Drop/Withdrawal.*** The last day to drop (delete) classes is **May 20**; the last day to withdraw from this class is **June 4**. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.
- 6. *Veterans Center.*** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm.

Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

7. ***LGBT Resource Center.*** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.
8. ***Learners of English as an Additional/Second Language.*** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.
9. ***Utah Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

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 event 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+
Final Project	300	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

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment Due</u>
May 16 to 20			
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 21 to 27			
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 28 to June 3			
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 4 to 10			
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 11 to 17			
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 18 to 22			

