

Eastern Washington University
Spring 2021
RCLS 425 - Evaluation in Recreation and Leisure Services

General Information

Instructor: Dr. Matthew Chase, Professor, Recreation and Tourism Management
Office: **Zoom**
E-mail: mchase@ewu.edu
Class Meets: Monday – Thursday (9:00AM - 9:50AM: **via Zoom**) (Class sessions will also be recorded via Zoom daily)
Office Hours: 10am – Noon (Monday & Tuesday) **via Zoom**
Personal Meeting Room URL: <https://ewu.zoom.us/j/5093597964>

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 and implement an evaluation project using the knowledge gained in class.

Required Text:

Henderson, K. A., Bialeschki, M. D., & Browne, L.P. (2017). *Evaluating recreation services: Making enlightened Decision* (4th ed). State College, PA: Venture Publishing

COAPRT/Program Learning Outcomes to be addressed in this class:

- 7.01b** - Students graduating from the program shall demonstrate knowledge of techniques and processes used by professionals and workers in these industries.
- 7.02** - Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
- 7.03** - Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

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 describe the meaning and importance of research and evaluation in the recreation and leisure profession.
- Students will search for and review the literature appropriate to the purpose of their study.
- Students will demonstrate a working knowledge of the American Psychological Association (APA) documentation style.
- Students will explain the differences between quantitative and qualitative research methodologies.
- Students will work with specific research designs and methods.
- Students will develop evaluation criteria.
- Students will collect evidence and data (both qualitative and quantitative data).
- Students will analyze and report qualitative data.
- Students will report and interpret basic descriptive statistics.
- Students will describe their data findings via two written reports.

Course Procedures and Policies

Although attendance is not required, this class experience is designed around the assumption that people learn more when they participate. Participation also includes reading course materials in advance, taking good notes, and being an engaged listener. The more student participation, the better this class will be. Daily Zoom recordings will be made available for students who do not attend the daily “live” sessions.

Course Assignments: This course has been organized around class readings and Zoom (real-time/class) discussion, an APA assignment, two on-line exams/quizzes, and a two-part research project, which is to be completed over the course of the quarter. The specific requirements of each assignment can be located in the Canvas “Assignments” link.

Quizzes/Exams: There are (2) on-line exams/quizzes in this course.

The quizzes include closed-ended questions (e.g. multiple choice and true/false) and are completed electronically through Canvas. All quizzes are timed and are intended to be “open book” and “open notes” (50 minutes to answer 25 questions). **All quiz links expire after the deadline.** At the end of the quiz, the only feedback you will receive is your score. I will review quiz content during class time (via Zoom). I also encourage students to email me with questions regarding correct answers or course content.

Taking Quizzes: Quizzes are found in a folder inside the “Assignments”. Students will be able to access each quiz **one time only**. Therefore, do not start a quiz until you are certain you have time to complete it. All quizzes are “open book” and “open-notes.” While taking quizzes, it is very important to navigate through the quiz using the buttons on the Canvas page, **do not hit the back button or arrow** on your computer. This may lock you out and interfere with completion of the quiz. Make sure everything on your computer is up-to-date and compatible with Canvas before attempting a quiz in order to avoid frustrations.

In the event of a Canvas failure, please email the instructor. Canvas failures happen infrequently, and when they occur the University notifies the instructor. To state that Canvas failed when it did not is academic misconduct. If a Canvas failure has not occurred, but you are “knocked offline” due to your Internet connection or PC failure, email the instructor. Please note that **you are required to use a high-speed connection for the quizzes and exams. Wireless can work but don’t use it unless you have a highly reliable connection. Do not attempt take your quiz on a cell phone or tablet.** Upon the second occurrence of being knocked offline during a quiz, the instructor may require the student to have quizzes proctored.

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

- 12 point font – Times New Roman
- One inch margins
- Double spaced
- Numbered pages, including the cover sheet
- Cover sheet listing the following: (single spaced)
 - Name and number of course
 - Student name
 - 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.)
- **Edit** your work for grammar, spelling, word choice, etc. Deductions will be taken for poor editing.
- All work will be **turned in on time**. 10% will be deducted for each day an assignment is late. Assignments will not be accepted after 3 days.
- All assignments will be submitted through Canvas.

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 in order to earn a course grade of C+ or higher.

RCLS Grade Scale			
Grade	Percentage	Grade	Percentage
A	94 -100	C	74 - 75
A-	90 - 93	C-	70 - 73
B+	86 - 89	D+	66 - 69
B	84 - 85	D	64 - 65
B-	80 - 83	D-	60 - 63
C+	76 - 79	F	59 and below

Final grades will be assigned according to the following breakdown:

Assignment	Points
• First Exam/Quiz:	50 pts.
• Second Exam/Quiz:	50 pts.
• Research Area of Interest (statement)	10 pts.
• APA Exercise:	15 pts.
• Purpose Statement, Research Question, Background:	50 pts.
• Survey Instrument Development:	75 pts.
• Survey Research Analysis & Recommendations:	<u>100 pts.</u>
Total:	350 points

Academic Integrity

- Violations of academic integrity will not be tolerated. Examples of academic dishonesty include misrepresenting others’ work as your own, failure to provide proper citations in written text, stealing or destroying material intended for the use of other students, using notes or cell phones during exams, taking photographs of exams, assisting others during exams, copying someone else’s work, letting his or her work be copied. Any violation of academic integrity for any assignment in this class may result in an XF grade *for the course as a whole*. An XF grade indicates that you failed the course for violating EWU's policy on academic integrity. For additional information regarding this issue, refer to the following link <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>.
- Any form of academic dishonesty will be documented and reported to the Vice Provost for Undergraduate Affairs. A student who cheats on a test, quiz or homework assignment (copying someone else’s work, letting his or her work be copied, talking or sharing a calculator during an exam and other forms of cheating) will receive a zero on the assignment or assessment. Another incidence of cheating may result in a grade of XF for the quarter. (XF on a transcript indicates that a student received a 0.0 because he or she cheated.) For additional information regarding this issue, refer to the following link <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>.
- EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation for a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review. EWU’s academic integrity policy is available online at: <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>

- 4) Statement on plagiarism and academic fraud: Broadly speaking, plagiarism occurs when an author uses the words, ideas, and/or phrasing of another author (either directly or in paraphrase) without proper attribution. Cutting and pasting sentences, paragraphs, or entire articles written by someone else into your essay and then submitting it as your own is the obvious example. However, academic fraud is broader than this. For example, if you use the words of another author but fail to put quotation marks around them, that's plagiarism. Or if you put quotation marks around them but fail to provide a citation, that's plagiarism too. Using the notes or class materials of another student in the completion of an exam or other assignment (whether it's an in-class or take-home exam), is cheating. If you *provide* your notes/class materials to another student who then uses them to complete an assignment, that could be defined as cheating too.

In addition, there's a difference between collaboration and collusion. Collaboration involves things like talking, thinking, or brainstorming with your fellow students and is generally encouraged. Collusion occurs when that collaboration results in the submission of identical or substantially similar work by two or more students and is always frowned upon. There is a difference between careless academic practice and the outright intent to deceive, and sanctions for such offenses can be modulated depending on the professor's view of the seriousness of the offense. The point is that you need to be triple-extra sure about what sorts of collaboration are permitted by your instructors and which aren't. Do not assume anything! Just because a certain kind of collaboration has not been expressly prohibited by an instructor does not mean it's permitted. Just because some professors permit collaboration does not mean they all do.

Any student found guilty of plagiarism or other academic fraud in this class will automatically receive a 0.0 grade for the course. I reserve the right to refer especially serious instances of academic fraud (e.g. an obvious intent to deceive) to the appropriate university authorities and request the more serious sanction of an X/F grade for the course. Please consult with me if you're even slightly unsure of what this all means.

EWU's academic integrity policy is available online at: <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>

Disability Support and ADA

A student's ability to succeed in this class is important to me. If a student already has an accommodation plan through Disability Support Services (DSS) and would like to use his or her approved accommodations in this class, please let me know as soon as possible. If a student does not have an accommodation plan, but has a temporary health condition or permanent disability that may require an accommodation, please contact DSS at dss@ewu.edu or 509-359-6871. Students can also visit their website at <https://inside.ewu.edu/dss/>.

Time Commitment

As per the guidelines for Eastern Washington University, for each credit hour spent in a lecture-discussion setting in the classroom, per week, requires 2-hours of outside preparation time. This is a 4 credit-hour class, and you can expect to put in up to 8-hours per week outside of the classroom on the preparation, reading, and project assignments.

Withdrawal/ Incomplete

If it becomes necessary for a student to withdraw from the course, it is his or her responsibility to do so. To receive an incomplete (X), a student must be passing the course when a verifiable documented emergency occurs after the last withdrawal date.

Syllabus Disclaimer

This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to be modified as class needs change. This is particularly important to remember with the last minute switch to on-line learning due to the current health crisis. I ask students to be patient and adaptable. In turn, I will offer timely communications, as well as remain committed to fairness, consistency, and transparency with all students.

RCLS 425: Weekly Outline, Readings, and Assignments

- Week 1:**
- 3/29: Introductions, Class Syllabus & Schedule, Operating Remotely
- 3/30: The Basics: What is Evaluation? What is Research?
Readings: 1.0 (pp. 1-3), 1.1 (pp. 4-9), 1.2 (pp. 10-18)
- 3/31: What is Evaluation – Research? (continued)
- 4/1: Those Who Fail to Plan - Should Plan to Fail. The Five Ps of Evaluation
Readings: 1.6 (pp. 54-65)
- Week 2:**
- 4/5: The Trilogy of Evaluation & Research: Criteria, Evidence, & Judgment
Readings: 1.3 (pp. 19-24), 1.4 (pp. 25-37),
- 4/6: Writing to Communicate & APA Documentation Style
- 4/7: The Tools of Research: The Library and its Resources (**Mr. Paul Victor via Zoom**)
- 4/8: A Time for Evaluation
Readings: 1.8 (pp.78-85)
DUE: Research Area of Interest
- Week 3:**
- 4/12: The Five Models for Evaluation
Internal vs. External Evaluations
Readings: 1.5 (pp. 38-53), 1.10 (pp. 95-101)
- 4/13: Five Models and Internal vs. External Evaluations (continued)
- 4/14: Quantitative vs. Qualitative Data: Choices to Make
Readings: 2.1 (pp. 113-121)
- 4/15: Quantitative vs. Qualitative Data (continued)
DUE: APA Exercise
- Week 4:**
- 4/19: Experimental Research Designs vs. Descriptive Research Designs
Readings: 2.2 (pp. 122-125), 2.13 (pp. 238-248)
- 4/20: Reliability vs. Validity
Readings: 2.3 (pp. 126-133)
- 4/21: Sampling
Readings: 2.4 (pp. 134-145)
- 4/22: Sampling (continued)
- Week 5:**
- 4/26: Triangulation or Mixed Modes: Drawing on All the Resources
Readings: 2.15 (pp. 264-269)
- 4/27: Survey Methods: Questionnaires & Interviews
Readings: 2.7 (pp. 171-182)
- 4/28: Survey Methods (continued)
- 4/29: Personal and Group Interviewing Techniques
Review for On-line Quiz/Exam #1

DUE: Purpose Statement, Research Question, and Background Information

Readings: 2.9 (pp. 192-207), 2.11 (pp. 216-229)

- Week 6:**
- 5/3: Organizing and Coding Qualitative Data
Readings: 3.7 (pp. 338-351)
- 5/4: Organizing and Coding Qualitative Data (continued)
- 5/5: Doing the Right Thing: Ethical Issues in Research
Readings: 1.11 (pp. 102-110)
- 5/6: Choosing and Developing Measurement Instruments
Readings: 2.5 (pp. 146-151), 2.6 (pp. 152-170)
Quiz/Exam #1: Due for completion by 5/6
- Week 7:**
- 5/10: Choosing and Developing Measurement Instruments (continued)
- 5/11: Data According to Measurement
Readings: 3.1 (pp. 283-288)
- 5/12: Administering Questionnaires, Telephone Interviews, & Internet Evaluations
Readings: 2.8 (pp. 183-191), 2.10 (pp. 208-215)
- 5/13: Descriptive Statistics (Univariate Statistical Analyses)
Readings: Readings: 3.2 (pp. 289-293), 3.3 (pp. 294-300)
- Week 8:**
- 5/17: Descriptive Statistics (Continued)
- 5/18: Flex day (were are often behind at this point – materials to be determined)
- 5/19: Data Reporting, Developing Conclusions, Report Writing
Readings: 4.1 (pp. 353-367), 4.2 (pp. 368-373),
4.3 (pp. 374-384)
- 5/20: Evaluating Projects and Studies
4.5 (pp. 391-397)
DUE: Survey Instrument Development (paper version)
- Week 9:**
- 5/24: Survey Monkey Conversion (on-line administration)
- 5/25: Survey Monkey Conversion
- 5/26: Survey Monkey Implementation (continues until complete)
- 5/27: Flex Day (materials to be determined)
- Week 10:**
- 5/31: **Memorial Day Holiday**
- 6/1: Flex Day (materials to be determined)
- 6/2: Flex Day (materials to be determined)
- 6/3: **Review for Quiz/Exam #2**
DUE: Survey Research Analysis and Recommendations

Quiz/Exam #2: Due for completion by Tuesday, June 8, 2021 (this is our scheduled final exam time: 8-10am)

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