

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism (RHT)

PRLS 535 - Evaluating Recreation Outcomes (3)
Summer 2011

	Days	Where
DAY/TIME: Tuesday	7:20 pm - 10:00 pm Jun 07, 2011	LOCATION: Recreation Athletic Complex #2203
Thursday	7:20 pm - 10:00 pm Jun 09, 2011	7:20 pm - 10:00 pm #2203 Individual Appts.
Thursday	7:20 pm - 10:00 pm Jul 21, 2011	7:20 pm - 10:00 pm #2203 Power Point presentations and Paper submission
PROFESSOR:	Dr. Brenda P. Wiggins	EMAIL: bwiggin@gmu.edu
OFFICE LOCATION:	RAC #2109	ADDRESS: PHONE: 703-993-2068
OFFICE HOURS:	Online and by appt.	NUMBER: FAX NUMBER: 703-993-2025

PREREQUISITES: Graduate Standing

COURSE DESCRIPTION:

Decision making in one of the key skills for a manager in almost any field of endeavor. This course will investigate the foundation for evaluation and research in the evaluation of recreation programs; content will include the use of needs assessment, formative and summative evaluation, and designing evaluation and research towards a concept towards a project for assessing program outcomes and public agency accountability.

COURSE OVERVIEW:

This course is designed to offer the student an opportunity to study approaches to evaluation and research, evaluation models, developing plans for a specific evaluation project, and the competencies of systematic inquiry. The expectation is that the student will meet with the supervising faculty to determine specific criteria to meet the objectives below.

COURSE OBJECTIVES:

At the completion of this course the student will be able to:

1. Articulate research and evaluation as tools in the decision making process.
2. Identify the variety of evaluation processes used in leisure service agencies.
3. Demonstrate a variety of evaluation processes used in leisure service agencies.
4. Prepare terminology and technical aspects for a concept paper designed toward implementation of a project.

REQUIRED TEXT:

Evaluating Leisure Services: Making Enlightened Decisions (3rd Ed). 2010
Henderson, K. A. and Bialeschki, M. D. Venture Publishing: State College, Pa.

EVALUATION:

Completing answers weekly to chapter objectives (key points) will help lead to the decision on a concept paper towards a project for EFHP 798 or thesis for EFHP 799. The concept will be presented on paper and by a 25-minute Power Point presentation. It is to your benefit to incorporate the comments given after two individual face-to-face sessions with the instructor of record regarding components identified. All written work must be typed and (when appropriate) follow guidelines of the *Publications Manual of the American Psychological Association (APA)*. A matrix of expectations for the Power Point will be distributed.

Text's key points answered correctly each week	60 points
Power Point presentation of concept components	20 points
Concept paper (typed 3-5 pages with literature review from two sources)	<u>20 points</u>
	100 total points

Grading Scale

A = 94 – 100	B+ = 88 – 89	C = 70 – 79
A- = 90 – 93	B = 84 – 87	F = 0 – 69
	B- = 80 – 83	



- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

Course Calendar:

Unit 1: The Basic Question: What is Systematic Inquiry?

Week One

Read Henderson & Bialeski, Section 1.1

Due by 1. Select an area of an operation that you would like to evaluate.

Thursday Turn in a typed draft Thursday answering the following questions:

June 9 for
face-to-
face appt.
with me
in #2109

•Is there a program you'd like to evaluate?

Why?

•What is or might be the purpose of the project?

•Answer question, benchmark, or create new knowledge?

What?

•What will we look at?

•What criteria will we use?

Who?

•Who wants the information?

•Who has the information?

Unit 1: Evaluation and Research: Viva la Difference The Trilogy of Evaluation and Research: Criteria, Evidence, and Judgement

Week Two

Read Henderson & Bialeski, Sections 1.2 and 1.3

Due by Type and submit via email one (1) appropriate answer to each bulleted goal
Thursday (using your own words) expressed in *From Ideas to Reality* on pages 16 and
@ 21

11:30pm

(Ex. Describe the importance of systematic formal evaluations:

"Rather than continuously relying on personal judgment, informed decisions need to be made by recreation agency staff based on criteria, evidence, and judgment. Systematic formal evaluations provide that rigor through such criteria as objectives, methods, and recommendations."

Unit 1: You Don't Count if You Don't Count Approaches to Evaluation: Models and More

Week Three

Read Henderson & Bialeski, Sections 1.4 and 1.5

Due by Type and submit via email one (1) appropriate answer to each bulleted key
Thursday point (using your own words) expressed in *Ideas to Reality* on pages 32 and
@ 46

11:30pm

Unit 1: Those Who Fail, Fail to Plan: The Five P's of Evaluation From Good to Great

Week Four

Read Henderson & Bialeski, Section 1.6 and 1.7

Due by Type and submit via email one (1) appropriate answer to each bulleted
Thursday key point (using your own words) expressed in *From Ideas to Reality* on
@ pages 57 and 68

11:30pm

Unit 1: Week Five	Like Sands Through an Hourglass: Timing of Evaluation Designing Evaluation and Research Projects: Doing What You Gotta Do
Read	Henderson & Bialeski, Section 1.8 and 1.9
Due by Thursday @ 11:30pm	Type and submit via email one (1) appropriate answer to each bulleted key point (using your own words) expressed in <i>From Ideas to Reality</i> on pages 77 and 85
Face to Face appt. with me July 7, 8, or 11	<u>Turn in personally a typed draft answering the following questions:</u> <ul style="list-style-type: none"> •The program you'd like to evaluate is...? When? <ul style="list-style-type: none"> •Timing and timelines? Is a contract agreement in place at the site? Where? <ul style="list-style-type: none"> •Where will we collect our information? Is a contract agreement in place at the site? Optional How? <ul style="list-style-type: none"> •How will we collect our information? •Budget? •Methodology to be determined later.
Unit 1: Week Six	To Be or Not to Be: Competencies and the Art of Systematic Inquiry Doing the Right Thing: Political, Legal, Ethical, and Moral Issues
Read	Henderson & Bialeski, Section 1.10 and 1.11
Due by Thursday @ 11:30pm	Type and submit via email one (1) appropriate answer to each bulleted key point (using your own words) expressed in <i>From Ideas to Reality</i> on pages 91 and 99
Unit 2: Week Seven	Introduction to Evidence Qualitative and Quantitative Data: Choices to Make
Read	Henderson & Bialeski, Section 2.0 and 2.1
Due by Thursday @ 11:30pm	Type and submit via email one (1) appropriate answer to each bulleted key point (using your own words) expressed in <i>From Ideas to Reality</i> on pages 109 and 110

**Final
Week**
**July 21 at
7:20p.m.**

Present a typed 3-5 page paper and a Power Point "concept" of the project in preparation for EFHP 599 that leads to EFHP 798 or 799. It will cover:

- The identified program to be evaluated.

Why?

- What is the purpose of the project?
- Answer question, benchmark, create new knowledge

What?

- What will we look at?
- What criteria will we use?

Who?

- Who wants the information
- Who has the information

When

- Timing & Timelines

Where?

- Where will we collect our information?

How?

- How will we collect our information?
- Budget?
- Methodology thoughts?

Literature review to date.

Note: Faculty reserves the right to alter the schedule as necessary.