

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Public Service and Community Solutions			Department	School of Community Resources and Development	
Prefix	PRM	Number	402	Title	Assessment and Evaluation of Community Services	Units: 3
Is this a cross-listed course?	Yes	If yes, please identify course(s)			CSM 402, NLM 402 (all within one School, taught by the same instructor in this one section of course)	
Is this a shared course?	No	If so, list all academic units offering this course				

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

(Required)

Course description: **This course introduces students to applied learning methods with an emphasis on evaluating performance of programs and services. Students will learn about program evaluation, research design, data collection techniques, and data analysis.**

Requested designation: (Choose One)

Mandatory Review: No

Note- a **separate** proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.

For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)

- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF

Contact information:

Name	Wendy Hultsman	E-mail	whultsma@asu.edu	Phone	602-496-0179
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Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	Wendy Hultsman	Date:	2/14/17
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Chair/Director (Signature):	<i>Wendy Hultsman</i>
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Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

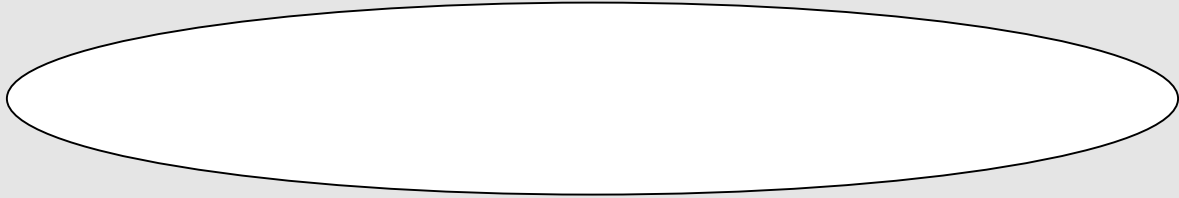
Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	<p>From syllabus Summary of Assignments: Papers/Research activities 48%; Learning Descriptive Statistics assignment, 2%</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading</p> </div> <p style="text-align: left; margin-top: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Additional handout for Assignments 1, 2 and 4 plus Descriptive Statistics assignment</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading

ASU - [L] CRITERIA

2. Also:

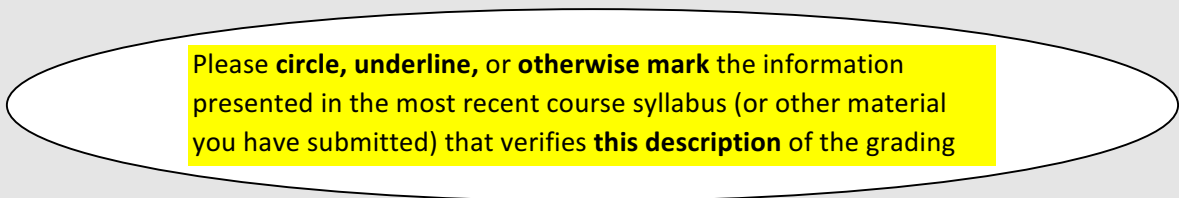


C-2

<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Additional handouts for assignments 2, 3 and 4
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1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:



Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	From syllabus weekly schedule

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process, and label this information "**C 4**".

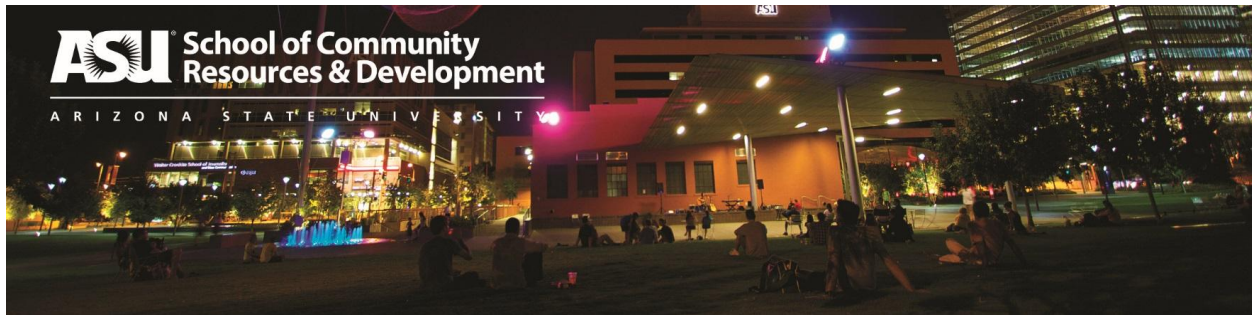
Course Prefix	Number	Title	General Studies Designation

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	From syllabus Summary of Assignments: Papers/Research activities 48%; Learning Descriptive Statistics assignment, 2%	Each of the 4 papers that are described on the separate handout sheets describe in great detail the different styles of writing involved. The Descriptive Statistics assignment is one of the shorter in class assignments with a writing component as well. These make up 50% of the class assignments.
2	Additional handout for papers 1, 2 and 4 plus Descriptive Statistics assignment	Papers 1, 2 and 4 require students to use data sets and interpret the results in a written format. The last three learning objectives speak to the fact of gathering data and interpreting it The Descriptive Statistics assignment also uses these skills

3	Additional handouts for papers 2, 3 and 4	Paper 2 concentrates on survey development while papers 3 and 4 combined concentrate on proposal development.
4	From syllabus weekly schedule	Drafts of papers are encouraged. The Paper assignments are spaced out well to allow for students to learn from the feedback received before their next paper is due.



PRM/CSM/NLM 402 Assessment & Evaluation of Community Services

Course Information

PRM/CSM/NLM 402 - Assessment & Evaluation of Community Services
Fall 2016
Tuesday/Thursday 3:00 – 4:15 PM
HLTHN 222
3 Credit Hours

Instructor Information

Eric Legg, Ph.D.
School of Community Resources & Development
College of Public Service and Community Solutions
Arizona State University
UCENT, Suite 550, Room 537
eric.legg@asu.edu
(602) 496-1057 (o)
(202)680-0065 © - feel free to text me, but only between the hours of 8 AM – 9 PM
@EricLegg



www.linkedin.com/in/ericlegg

Office Hours

Wednesdays, 3- 5 PM. I am frequently in my office at other times – please just stop by or make an appointment to see me.

My Expectations

I expect you to hit a home run every time; nothing less. You should expect the same from me. I expect you to come to class prepared and ready to engage with the material, to ask questions, and to participate. I expect you to complete assignments on time, and as you would in the work place, i.e. – you should want to impress me as if you were trying to get a raise or a promotion. I expect your honesty and your respect of both me and your classmates. I have high expectations because I know you can meet them. I am also here to help. Never be shy about asking questions, or coming to me if you are having difficulties.

My Assumptions

- You are an honorable person who stands by his/her word.
- Your enrollment in this class was a willing choice. As such, you are intrinsically motivated to learn.
- You do not equate effort with understanding, and value the latter more highly.
- You are willing to take personal responsibility for your experiences in this class.
- You may disagree with me and/or your classmates at some point and will do so respectfully.

Communicating with the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Blackboard – including announcements and the course outline
3. The discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps to avoid answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to email and phone messages from 8am to 5pm on weekdays, please allow 24 hours for me to respond.

If you have a question about the technology being used in the course, please contact the UTO Help Desk for assistance (contact information is listed below).

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500
 Email: helpdesk@asu.edu
 Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

Course Catalog Description

This course introduces students to applied research methods with an emphasis on evaluating the performance of programs and services. Students will learn about program evaluation, research design, data collection techniques, and data analysis.

Course Prerequisites

re- or corequisite(s): CSM 401, NLM 410, PRM 401, or TDM 401 with C or better if completed; Credit is allowed for only CSM 402 or NLM 402 or PRM 402 or TDM 402

Course Textbook and Materials

Required

Text

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

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit tinyurl.com/TopHatStudentGuide for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your school email account (if you don't receive this email, you can register by visiting our course website tophat.com/e/807092).

Top Hat will require a paid subscription, and the standard pricing for the cheapest option is \$24 for 4-months of unlimited access. For a full breakdown of all subscription options available please visit www.tophat.com/pricing.

Additional readings may be provided on Blackboard.

Learning Objectives

- Gain an appreciation of procedures and techniques for assessing programs and services.
- Learn how to analyze programs, services and resources to meet participant requirements.
- Gain knowledge of evaluation methodology and understand the different principles and procedures of the evaluation process.
- Be able to interpret evaluations.
- Be able to use computer applications and statistical techniques in analysis and interpretation.
- Learn to apply basic principles of research and data analysis related to recreation, park resources, and leisure services.
- Apply current technology to professional practice.

Course Requirements

Email and Internet

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The *myASU/Blackboard* Course Site can be accessed at <http://my.asu.edu>

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:

- A web browser (Internet Explorer or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Microsoft Word
- Microsoft Excel

You are responsible for having a reliable computer and internet connection throughout the course.

Preparation/Attendance/Participation

Preparation for class means reading the assigned readings and reviewing all information required for that week. *Attendance* means being in class and on time *participating* in the all of activities and assignments that are part of the course. Attendance to class is expected. By registering for this class you have made a commitment to be here. Attendance is taken at each class period. Attendance will be taken using Top Hat (electronic check-in) at the beginning of class. . It is the student's responsibility to ensure he/she signs in. Failure to sign in will be recognized as an absence. Students who arrive late will be allowed to sign in late at the end of class (directly with the instructor) but will be recognized as being late. Although it is understood that things happen (traffic, accidents, buses run late, etc.), if there is an identified trend in arriving late, points will be deducted from class participation and attendance.

Excused absences will be recognized **if the following conditions are met.**

- a. Notification must be given to the instructor through an email or text message posted **prior** to the beginning of the scheduled class period. All emails will be responded to indicating an excused absence is, or is not, recognized. It is the student's responsibility to ensure he/she has a record of excused absence emails in case there is any discrepancy between the instructor's record and the student's.
- b. When requested, proper documentation must be submitted to the instructor.

You may miss up to 3 unexcused absences. Each additional unexcused absence will result in a 10 point deduction, up to a maximum deduction of 50 points.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course normally requires 135 hours of student work. Therefore expect to spend approximately 9 hours a week preparing for and actively participating in this course.

Late or Missed Assignments

Late assignments are NOT accepted in this class without prior notice and arrangement with the instructor.

Rewrites

Students may submit their assignments ahead of their due date for review by the instructor as long as the assignment is provided a minimum of three days prior to the course due date. The instructor will provide feedback on the assignment for consideration by the student.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Summary of Assignments

Application Exercises (30%)—Application exercises are designed to give you an opportunity to practice your evaluation skills. There will be a total of 10 of these exercises. Application exercises are due individually, but collaboration is appropriate. **Criteria 1**

Exams (25%)—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 (15%)—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. **Criteria 1**

Final Project (20%)—Your final project for the class will be to plan and implement an evaluation for an 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. **Criteria 1**

Reading Engagement Quizzes – REQ (5%) -The purpose of reading assignments is to assist you in understanding the material, and to allow us to use class time in the most productive manner. As such, doing and thinking through the readings is important not only to your personal learning, but it is also an important commitment to our classroom community. To assist you in processing your reading, most reading assignments will be accompanied by an online (Blackboard) brief quiz. The quizzes will be open book, however, you will have a 20 minute time limit and will only be allowed one attempt, so if you have not previously completed the reading, it is unlikely you will be able to find the answers in the time frame allowed. Quizzes may be a combination of questions related to the most recent reading and a review of previous readings.

Point Distribution (Total 800 points)

	Total Points	% of Grade
Application Exercises (x 10)	300	30%
Exams (x 2)	250	25%
Project Drafts (x 2)	150	15%
Final Project	200	20%
Attendance	50	5%
Reading Engagement Quizzes (X 16) (3 pts each + 2 pt bonus for completing all 16)	50	5%
TOTAL	1000	

See the requirements for the specific Assignments on Blackboard.

Course Grading

Grades and Grading Scale

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A	93% and up
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
E	59% and below

Student Policies

Review the more detailed policy document posted on the course BlackBoard site.

Drop and Add dates

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures. Additional information is also on the document posted on the course BlackBoard site.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

Academic Integrity/Behavior

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity> and the *Student Conduct* page (<https://eoss.asu.edu/dos/srr/codeofconduct>).

Disability Accommodation

Students requesting special accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC <https://eoss.asu.edu/drc>.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and

academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://www.asu.edu/titleIX/>.

Classroom Policies

Electronics: I value the use of appropriate technology during class time (using Top Hat, taking notes, looking up a pertinent article that advances our discussion, etc.) in ways that support and advance our learning. However, emailing, texting, Facebooking, snapchatting, checking scores, and shopping online are not appropriate during our meeting times. You may choose to use your laptop or tablet to take notes; however, I strongly encourage you to consider what is the best learning tool for you. You may find these articles about the advantages of taking notes by hand useful:

- Why You Should Take Notes By Hand – Not on a Laptop
<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>
- Here's Why You Should Take Notes by Hand
<http://www.lifehack.org/articles/productivity/heres-why-you-should-take-notes-hand-instead-with-laptop.html>

Classroom Behavior: Attendance and participation is more than just being in the classroom. Arriving late, leaving early, excessive talking, reading the newspaper, texting, and other non-class related activities are disrespectful to the students that are involved in the class. Students who engage in disruptive class behavior may be asked to leave the class.

Frequently Asked Questions

How can I earn extra credit?

I do NOT give extra credit, but I am happy to provide extra assistance. Please do not hesitate to contact me with questions, or issues.

What if my Internet crashed or I missed the bus, etc.?

Computer problems and other issues are unacceptable excuses. Plan ahead and have a “back-up” plan. Despite contingency plans, sometimes issues do arise, and in that case, late papers and assignments will be penalized 10% per day (the 10% deduction begins immediately—as in 1 minute into class). If you are not done on time, just accept the 10% penalty with grace and come to class. You have 24 hours to get it turned in before the next 10% deduction. After three days, late papers will not be accepted unless prior arrangements were made with your instructor. I do understand, however, that emergencies do happen and if one occurs, please notify me immediately so that we can determine appropriate potential accommodations.

How important are the reading assignments?

Student participation is critical for the success of this class. Therefore, it is expected that the student will come to class prepared by having read the assigned materials and being able to discuss the material in an intellectual and critical manner. You will need to spend some time outside of class to complete assignments and readings. Reading is essential to your learning; so vital, in fact that all assignments require some connection to the readings. Our class time is used to extend and amplify the material from the reading; therefore, you should have read the assignment before each class section.

How are my assignments graded?

As your instructor I do not give grades; as students, you earn them. To earn an “A” on your assignments you must do exceptional work. Exceptional means that your work makes a creative contribution, and is well-written, insightful, coherent, and professional looking. A “B” means that your work is above average and that you do have a grasp of the content, but that some improvements can still be made. You will earn a “C” if your work is average, if you simply follow the assignment while limited in scope. A “D” means that the work is poorly done or has significant flaws. Furthermore, in order to receive a passing grade on any assignment, it must be your own original work for this class. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades. An easy way to think about it is the prouder you are of the work you turn in, the more likely you will earn a higher grade.

How can I be wrong or get a bad grade on something that “I believe” when I am asked to include my own opinion?

There are effective ways to defend your thoughts and ideas, but there is also skill and practice required to do it well. The strength of the argument lies in how the ideas are explained and supported with evidence. This means it is important to thoroughly explain your ideas and support them through facts and/or previous research. Be sure to explore the different types of writing and speaking to better understand how logical arguments and critical thinking are used in professional settings.

Will group grades ever be assigned?

Yes, just like in the sports world, in the professional world our fate is often tied to someone else. In this course, a large percentage of your grade will be based on a group assignment. This design is to encourage you to help each other prepare, complete assigned readings and be accountable to yourself and your peers. In addition, your effort on group assignments will be assessed by your peers and that assessment will contribute to your final grade on the assignment.

What should I do if I’m late to class or need to leave early?

You are adults and we expect you to show respect for the instructors, guests, and your fellow classmates and use good/professional manners. If unusual circumstances require you to come in late, please sit near the door and get up to speed as quickly as possible without disturbing your classmates. If you need to leave early, please tell the instructor before class, sit near the door and make your exit quietly.

Weekly Course Schedule

Below is our current course schedule. However, please be warned that we will almost certainly modify and update the schedule as the course progresses. Please check [Blackboard](#) regularly to ensure you are staying on top of the readings. Different classes have different interests and different paces so course topics move at a different pace. In addition, we may have periodic guest speakers during the semester which will also modify our schedule, so we will need to be flexible. The version of the outline posted on Blackboard will take precedence over what is posted here.

Criteria 4

Week	Topic	Readings	Applications	REQs	Project
Monday, August 18, 2016	Introduction				
Monday, August 23, 2016	Overview of Evaluation	Units 1.1 to 1.4	App 1 - Course Overview Quiz	REQ 1	
Monday, August 25, 2016	Logic Models	Page 39-42 (Logic Models)			
Monday, August 30, 2016	Goals and Objectives	Identifying Goals & Objectives (Posvac, 57-62)			

ursday, September 01, 2016	Literature Review	Review Literature (Riddick & Russell)			
uesday, September 06, 2016	NO CLASS		App 2-Interpreting Related Research		
ursday, September 08, 2016	Sampling	Unit 2.4 Optional (Select Sample from Riddick & Russell)		REQ 2	
uesday, September 13, 2016	Design/Causality	Units 2.2 and 2.13 + Optional (Choose Design from Riddick & Russell)		REQ 3	
ursday, September 15, 2016	Writing questions	Units 2.6 to 2.10		REQ 4	Introduction
uesday, September 20, 2016	Reliability/Validity	Unit 2.3	App 3 Writing Questionnaires	REQ 5	
ursday, September 22, 2016	Quantitative Observations	Unit 2.11 (up to "Qualitative Observations")		REQ 6	
uesday, September 27, 2016	Overview of Methods		App 4- Quantitative Observations		
ursday, September 29, 2016	Coding (online lecture)	Unit 3.2	App 5 Coding and Data Cleaning	REQ 7	
uesday, October 04, 2016	Exam Review				
ursday, October 06, 2016	Exam				
uesday, October 11, 2016	FALL BREAK				
ursday, October 13, 2016	Levels of Data/Variables	Units 3.0 and 3.1		REQ 8	
uesday, October 18, 2016	Measures of Central Tendency	Unit 3.3		REQ 9	Methods
ursday, October 20, 2016	Tests of relationships	Units 3.4 to 3.6	App 6- Measures of Central Tendency	REQ 10	
uesday, October 25, 2016	Tests of relationships				
ursday, October 27, 2016	Tests of difference			REQ 11	
uesday, November 01, 2016	Tests of difference				
ursday, November 03, 2016	Interviews and Focus Groups	pages 165-167; pages 187-189	App 7 - Quantitative Analysis	REQ 12	
uesday, November 08, 2016	Qualitative Observations	Unit 2.11 (Qualitative Observations (204-209))		REQ 13	Methods Revised
ursday, November 10, 2016	Qualitative Analysis	Unit 3.7	App 8- Qualitative Observations	REQ 14	
uesday, November 15, 2016	Qualitative Analysis				
ursday, November 17, 2016	Presenting Information	Units 4.1 to 4.6 + Optional (Posovac, Chapter 13)	App 9- Qualitative Analysis	REQ 15	

Thursday, November 22, 2016	Presenting Information		App 10 - Presenting Information Visually	REQ 16	
Friday, November 24, 2016	Thanksgiving				
Monday, November 29, 2016	Project Time				
Thursday, December 01, 2016	Exam Review				Final Project Due
Monday, December 06, 2016	Final Exam				

ASSIGNMENTS for PRM 402

402 Assignments (with hyperlinks)

[Application 1- Course Overview Quiz](#)

[Application 2- Interpreting Related Research](#)

[Application 3 – Creating a Questionnaire](#)

[Application 4 Quantitative Observations](#)

[Application 5- Data Coding](#)

[Application 6 – Descriptive Statistics](#)

[Application 7 – Quantitative Analysis](#)

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[Application 10 – Presenting Information Visually](#)

[Project Draft #1 – Intro](#)

[Project Draft #2 – Methods](#)

Final Project – See separate document

Application 1 – Course Overview Quiz

Application 2 – Interpreting Related Research Criteria 2 Criteria 1 Criteria 3

Instructions and Tips: For detailed instructions and tips, please view the tutorial at:
<https://www.youtube.com/watch?v=lZZ9XxRI6Ag>

1- You are a sports programmer for a local parks and recreation department. You notice that the parents of youth sport participants often hang out together and you are curious if they develop a sense of community within their parent group, and how you can encourage it.

Cite 2 academic journal articles that could help you address this question. (2 pts)

2- You are a community sports management major and curious what kind of careers sport management majors end up in.

Cite 1 academic journal article that helps you address this question. (1 pt)

3- You work in a therapeutic recreation setting and are creating a logic model for a program with the goal of decreasing depression among residential patients. You want to implement a physical activity program because you think that will decrease depression. Your boss doesn't believe this and wants to see research indicating that physical activity may be related to decreased depression.

Cite 2 academic journal articles that indicate a relation between physical activity and decreased depression. (2 pts)

4- You work for a non-profit organization and want to collaborate with a government agency on a program. (5 pts)

Cite 2 academic journal articles that address non-profit and government collaboration.

List two examples of non-profit/government collaboration that have been researched.

5 - While it's still relatively early in the semester, you should be starting to think about a program/event/community/place that are interested in, and would like to evaluate. For example, if your interest is in a program helping people be more physically active, you might want to know what motivates people to exercise. You would then search for research articles on motivation and exercise.

Please respond to the following questions: (20 pts)

Briefly describe (or name) a program or type of program that you would be interested in evaluating.

Identify two (2) questions or topics related to your program of interest that research may enhance your understanding of.

Cite three (3) academic journal articles that address any of your questions.

Briefly summarize each article. What are the main points?

Based on the information you found, how would you answer your original two (2) questions?

Application 3 Creating a Questionnaire **Criteria 2** **Criteria 1**

For this application, you will be creating a questionnaire that could be used to evaluate the program you will be using in your final project. You may want to start by creating goals and objectives (the criteria) that you could evaluate on a survey instrument that would be handed out to participants. This is not required step for this application, but will make the creation of your instrument easier.

Following some basic steps for instrument construction, please do the following:

Define the problem. What do you want to learn about?

Determine the contents of the instrument

You should use both closed and open-ended questions.

You should be able to explain how (specifically) how these questions relate to the purpose of your evaluation, including your goals and objectives. Note: You don't actually have to explain how – it should be clear from the question.

Develop items, structure, and format

The instrument should contain a minimum of 10 questions.

Once you have decided on the questions and the format of the questions, please create a survey instrument that could be given to the participants.

Identify respondents. You will want to decide who you will be asking to complete the instrument. What is your sampling strategy?

Determine data collection procedures

Briefly explain how you will collect the questionnaire data from the participants.

Write directions

It should have clear instructions and look professional.

Application 4 Quantitative Observations **Criteria 2** **Criteria 1**

***For this exercise, you will work with your programming group. You will still individually submit your assignment, so make sure you record your own work.

Imagine that the University has hired your team to evaluate how people are using the library (or fitness center or Civic Space Park, or ...). You decide to conduct this evaluation using observations. Use the following steps to conduct your observational study:

Decide what you want to observe

Choose a behavior that you can observe on campus.

As a group, come up with a clear definition of that behavior (write it down on your observation sheet). Make sure you have made it as specific and concrete as possible.

Decide on your mode of observations. Describe the procedure.

Determine your observation sampling strategy—Quantitative Data

Which type will you use: interval, frequency, duration, latency, time sampling

Set up your observation sheet to match this sampling strategy

Go observe

Go to an area where you expect to see this behavior

All members of the group must be sitting separately, but should be able to watch the same area

Spend 30 minutes observing and recording the behavior you defined

Your group should not communicate with each other while the observation is taking place. Each person should simply observe what he or she sees individually.

Analyze your data

Individually analyze and write the results of what you saw

Evaluate your observation instrument

As a group, compare your answers

As a group, determine the inter-rater reliability for your observations

Application 5- Data Coding **Criteria 2** **Criteria 1**

As an individual, describe what you would do to improve the observation process next time.

When you are finished, please submit your results via Canvas. Your results are due by 1:30 PM on Tuesday, September 27. Each individual should submit a separate assignment addressing all six of the items above.

Today is about how to code questionnaires and enter data into Excel for analysis. I realize this is not the most exciting topic; data entry is tedious. However, by properly entering your data, it is more easily analyzed with some of the powerful tools in Excel.

We will be entering the data from two separate questionnaires – one from high school athletic teams (school) and one from a parks and recreation department. Each questionnaire has two responses (cases). You will enter all four (2 from each) responses.

The first step is view the questionnaires and determine short names for your questions.

The second step is to decide how you will enter the data so that you are consistent. For example, is Male/Female going to be entered as “male” and “female”, “M” and “F”, or “0” and “1”. Each of these options is workable; you just need to be consistent. If you have a situation where it is not immediately obvious what the codes mean, or if you had to make a decision on how to code it (e.g. – a person gave two answers, use the Comment feature in Excel to plan)

The third step is to create a template in Excel that includes each variable (question name) as a column heading and each questionnaire as a row. It is often useful to create a unique ID variable so that you can a) cross reference entered data with the hard copies and b) reference anomalies by a unique number. For example, you can say “the participant who completed questionnaire number 5 did not like his instructor.” This is only possible if you’ve numbered the questionnaires as you entered them.

The fourth step is to enter the data. I recommend you create two tabs within one Excel document and use each tab for one of the survey (one tab for “school” data and one tab for “parks and recreation” data)

Application 6 – Descriptive Statistics **Criteria 2** **Criteria 1**

The data on Sheet 1 - Program Data were collected from participants in an outdoor adventure program. Participants completed programs such as Under Water Diving (UWD), and Archery (ARC). Following completion of the program, participants were asked to rate their satisfaction with various elements of the program including overall enjoyment, safety, and food. A score of five (5) represents very satisfied while a score of one (1) represents not satisfied at all.

Given the evaluation data, please do the following so that you can begin to interpret the data:

To receive full credit you **MUST** use formulas in Excel. At the bottom of the data set, please enter your formulas in the yellow cells.

- 1- Before completing any calculations, freeze the top row
- 2- Calculate the minimum and maximum scores for enjoy, activity, safety, itinerary, food and expectations for all participants.
- 3- Find any illegal scores (i.e. - scores outside the range of 1-5), and change the score to a 3
- 4- Calculate the average score for enjoy, activity, safety, itinerary, food and expectations for all participants.
- 5- Create a column chart with these averages. Display the chart on a separate sheet. Title the sheet "Score Averages"
- 6- Calculate the standard deviation for each of these scores.
- 7- Based on the standard deviation, what additional information would you like to have to help you make recommendations based on these data?
- 8- How many male and female participants completed the evaluation?

9- Make a pie chart depicting the percentage of male and female participants. Display the pie chart on a separate sheet. Title the sheet "Participant Gender"

10- What was the participants' median age?

11 - What is the standard deviation of the participant's age?

12- How many participants from each program completed the evaluation? The programs are uwd, uda, rs, and arc.

13- Calculate the average of the food rating for each program type (uwd, uda, rs, arc.)

14- Based on the above calculations, what might you consider changing?

15 - Create a column chart of averages of food by program type to show your supervisor. Display the column chart on a separate sheet.

Application 7 – Quantitative Analysis Criteria 2 Criteria 1

Covers inferential statistics and interpretation (in Excel)

Application 8 – Qualitative Observation (Group and Individual) Criteria 2 Criteria 1 Criteria 3

Today, we are going to practice our qualitative evaluation skills.

Your project evaluation group will travel to a local site where individuals are engaging in some sort of activity. Though you may stay on campus, I encourage you to broaden your horizons (e.g. the public library, Civic Space Park, Hance Park, City Space) Once there, spend at least 30 minutes observing what is going on, and completing the following:

Take in-depth field notes of what you are observing. Your aim is to leave the "field" with "thick description" of what is going on.

Think about your senses while you are writing (some of them you will have to imagine, because you aren't physically present in the room). What do you smell, hear, feel, touch, see, think? Think not only about words, but about bodies. How are people recreating? What appears to be going on? What is the context? What is really going on?

Take notes as you are watching to help prompt your memory, and then spend some time as soon as the observation is over filling in your notes, and creating a "thick description" of the experience. You may wish to use the example on page 207 of your textbook as a guide.

When you have finished, write up your "thick description" and complete the following (PLEASE READ CAREFULLY)

Via Blackboard, each individual should submit the "thick description" of the activity you observed. You may choose to do this as a group, and only have one document, but each individual should submit the document separately.

Via Blackboard, each individual should also submit a copy of their field notes. If you took notes by hand, this can simply be a picture of your notes. If you audio recorded your field notes, submit the audio file, if you types your field notes

Print out 2 copies of your work and bring them to class on November 15th. We will be discussing your descriptions in class.

Individuals who do not complete each of these steps or do not have an excused absence for November 10 or 15 will not receive full credit for this application.

Application 9: Qualitative Analysis Criteria 2 Criteria 1

Imagine you are hired as an evaluation consultant for the United States Tennis Association (USTA) directly after graduating. The administration is in the process of evaluating their adult league tennis program and want to know how to improve it. In order to help them with this question, they ask you to interview league participants to find out what their experience in league tennis is like, and what's important to them.

Below is the transcribed text of one of those interviews.

Here is what you will do to analyze the data:

- A. Read your data once without doing anything.
- B. Look for commonalities between the responses.
- C. Create names for these similarities (codes). Write the codes at the bottom of the document (or on a separate document if it is easier). Note, I have started creating a table as an example that you can use.
- D. Highlight the data according to your codes. You will probably need to rethink your categories at least once. Change them at the bottom of the page and recode accordingly.
- E. Provide at least one quote example for each code.
- F. Count up the data in each category and write the number with the codes.
- G. Based on your findings, what recommendations would you make to improve the program? Be specific to your findings in explaining your reasoning behind your recommendations.

Application 10 – Presenting Information Visually

Please use the Excel File “Data for App 10” to complete the following exercises and questions.

The data set includes data from a set of questionnaires given to high school athletes. The scales measured athletes' perceptions of their sense of community on their team, their personal grit (passion and perseverance toward long-term goals), positive behavior, social support, and empathy. The data also includes which sport the athlete played.

- Sense of community was measured by asking student-athletes to rate their agreement or disagreement with several statements related specifically to their team on a 6-point rating scale (1=strongly disagree, 6=strongly agree)
- Grit was measured by student-athletes reporting how much a particular statement represented him or her (1= not at all; 5 = very much).
- Positive behavior measured by student-athletes reporting how much a particular statement represented him or her (1= not at all; 5 = exactly). Statements represented areas of positive sportspersonship behavior (e.g. – “I obey the referee”, “I help the opponent get up after a fall”). The mean score across all responses was 3.7 (out of 5).
- Social support was measured by asking student-athletes to report how frequently coaches engaged in supportive behaviors (on a scale of 1 to 5)
- Empathy was measured by asking student-athletes to report how much a particular statement reflected their feelings about the people on their team including coaches and teammates. Higher scores indicate stronger feelings of empathy. The mean score across all responses was 4.2 (out of 6)
- The three sports included were 1=football, 2=basketball, 3=track

1. You decide to create two bar/column graphs to display the mean scores. Which variables will you group together? (i.e. – what variables will be on each graph). Why did you choose to group them that way? (5 points)
2. Calculate the mean scores on the spreadsheet, then create your two bar/column graphs based on your specifications in #1. Each graph should include data labels, a title, and the vertical (Y axis) scale should go from 0 to 5. Paste your two graphs below. (10 points)
3. After you have pasted the two graphs, change the scale on each one so that it only goes from 3 to 5. Paste your two new graphs below. (5 points)
4. Create a pie chart that shows the percentage of respondents from each sport. Paste it below. Hint: the “countif” function from App 5 can come in handy here. (5 points)
5. You run correlations and come with the following correlations:
 - a. SOC/Grit = .55
 - b. SOC/Social Support = .43
 - c. SOC/Positive Behavior = .45
 - d. SOC/Empathy = .37
 - e. Grit/Social Support = .28
 - f. Grit/Positive Behavior = .52
 - g. Grit/Empathy = .34
 - h. Social Support/Positive Behavior = .24
 - i. Social Support / Empathy = .14
 - j. Positive Behavior/Empathy = .44

Create a table that visually displays these correlations. Hint: you may want to refer to the lecture slides from November 17th class. (5 points)

6. Bonus: Take any of the data, and using one of the following sites, create an infographic to display the findings. Paste it below (5 points)
 - infogr.am
 - Easel.ly
 - Piktochart
 - Visual.ly

Project Draft #1 – Intro Criteria 1 Criteria 3

At this point, you should have an idea of what you will be evaluating. Your first task is to write the introduction and literature review for your upcoming evaluation.

To do this, you should identify potential outcomes of the program/organization you are evaluating, the intervention (could just be the program).

This assignment will be graded; however, it is also understood that this is a draft and will improve as you progress towards your final project. At this point, you should be able to complete a well-written a researched document that leads logically into your purpose statement.

Although there is no "right" answer in terms of length, I would anticipate that this section should be at least a minimum of five (5) double spaced pages.

Project Draft #2 – Methods Criteria 1 Criteria 3

his assignment is a chance (Ok, a required chance :-)) to write the first draft of your methods section and get feedback on it. If you would like, you may also rewrite your intro for additional feedback (not required).

Details of the methods section are listed with the final project details, and also included here below:

Methods (new page):

In the methods section, you provide detailed information on your data collection procedures, the instruments (e.g., surveys) you used, and how you analyzed the data. The following sub-sections go into the methods. Note, you will complete a daft of this section before your final project.

Design: Describe the research design (descriptive, experimental, quasi-experimental) you are using in this evaluation. See Step 7.

Sampling: What sort of sampling did you use for your study? Examples include simple random sampling, convenience sampling, purposive sampling, cluster sampling, and snowball sampling. Explain your procedure and why you chose that particular sampling technique. It's also possible you're doing a census (entire population).

Instrumentation: What are the concepts & variables you are measuring, and how are you measuring them? Describe the instruments you are using to measure your variables and collect your data (e.g. – questionnaires, observations, focus groups). Where relevant, discuss the psychometric properties for each (e.g.. reliability and validity).

Include a copy of your instrument(s) in the appendix.

Data collection: Describe the who, what, when, where, and how about your data collection. Who collected the data, from whom did you collect it, what did you collect, when did you collect it, where did you collect it, and how did you collect it? If you are using secondary data, this is where to mention it.

Data analyses: Here you present information on the specific data analysis approach you used. Did you do descriptive data analysis, or did you also include some inferential tests?

Final Project – see separate document

PRM/CSM/NLM 402 Final Project

Criteria 1

Criteria 2

Criteria 3

The purpose of this outline is to provide you with a guideline for how to prepare your final report along with what should be included in the report. You will almost certainly have to draw on our lecture notes, discussions, and readings.

Your report should be in final professional condition. In addition, it should follow APA guidelines. See the material in the Assignments folder labeled "Tips for Writing Papers in APA Format." Although pictures in the report may add to the aesthetics of the report, please use them judiciously. There is no page limit or minimum, but reports must meet the criteria established below.

If you want examples of how to write good papers, look in our professional literature and read thoroughly (not just the abstract) some of the papers that look interesting to you. The best way to learn how to write papers is to read papers!

YOUR FINAL PROJECT SHOULD INCLUDE:

(Use these headings exactly, please!) Here is a link to exactly how to do the headings:
<https://owl.english.purdue.edu/owl/resource/560/16/>

Title Page

Abstract/Executive Summary

Acknowledgements

Table of Contents

List of Figures, Tables, and Appendices

Introduction/Background/Rationale

Subheading (these will vary according to your topics)

Subheading

Subheading

Methods

Design

Sampling

Instrumentation

Data Collection

Data Analysis

Results

Quantitative

Qualitative

Discussion

Summary of Purpose and Results

Integration with Previous Research

Limitations

Recommendations

Recommendations for Future Practice & Policy

Recommendations for Future Research

References

Appendices

Title Page. Include the title of the program being evaluated along with the program's agency logo. (If you are not working with a particular agency, just write the title of your project.) Include the year the report was written/published.

Abstract/Executive Summary (new page):

An overview of the study and your findings. Make this one page or less. Write this section last, after everything else has been written (but it goes first in the paper). An abstract is a summary of the entire study. It should include 1)what was studied 2)who respondents were 3)why this topic is important 4)the main findings 5)implications for practice

Acknowledgements (new page). Recognize individuals who helped make the evaluation possible, such as people who helped you decide on your evaluation questions or provided you with data. This often includes individuals who helped fund the program as they indirectly helped fund the evaluation. While there are many aspects of an evaluation that may be construed as "political," this is one of the more political pages. It is not uncommon for individuals such as mayors and other higher level politicians to be included in this page. At minimum, you should acknowledge the assistance of your community partner.

Table of Contents (new page). Include a table of contents which is linked to the actual text in the technical report. One way of doing this in Word is through the use of bookmarks. I would recommend searching "how to use bookmarks in word" in your search engine. Alternatively, you may use the "table of contents" feature under the "references" tab to automatically create your table of contents.

The table of contents should include all major headings and subheadings (only two levels) including a link to the list of tables, list of figures, executive summary, introduction, methodology, and appendices. Your table of contents should reflect the headings used in your paper.

Lists of Figures, Tables, and Appendices (new page). Create a separate list of tables and list of figures. Similar to the table of contents, you may use the “insert table of figures” under the “references” tab to automatically create your list of tables and list of figures. Please note that in order for this feature to work, you must “tag” each of your tables and figures. This can easily be done by right clicking on the table or figure and using the “insert caption” feature. Note that for tables, you must highlight the entire table.

Introduction, Background, and Rationale

This section should be your improved version of the first draft intro assignment you have already completed. Ideally, this section should address the following 1)what is the desired outcome of the program/service/place you are evaluating 2)what is the problem? 3)why might your program achieve the desire outcome 4)why might it not 5)purpose statement

In addition you should include definitions and information on key concepts and variables.

Methods (new page):

In the methods section, you provide detailed information on your data collection procedures, the instruments (e.g., surveys) you used, and how you analyzed the data. The following sub-sections go into the methods. Note, you will complete a draft of this section before your final project.

Design: Describe the research design (descriptive, experimental, quasi-experimental) you are using in this evaluation. See Step 7.

Sampling: What sort of sampling did you use for your study? Examples include simple random sampling, convenience sampling, purposive sampling, cluster sampling, and snowball sampling. Explain your procedure and why you chose that particular sampling technique. It’s also possible you’re doing a census (entire population).

Instrumentation: What are the concepts & variables you are measuring, and how are you measuring them? Describe the instruments you are using to measure your variables and collect your data (e.g. –

questionnaires, observations, focus groups). Where relevant, discuss the psychometric properties for each (e.g., reliability and validity).

Include a copy of your instrument(s) in the appendix.

Data collection: Describe the who, what, when, where, and how about your data collection. Who collected the data, from whom did you collect it, what did you collect, when did you collect it, where did you collect it, and how did you collect it? If you are using secondary data, this is where to mention it.

Data analyses: Here you present information on the specific data analysis approach you used. Did you do descriptive data analysis, or did you also include some inferential tests?

Results (new page):

Quantitative

In the results section you should show us the results of your evaluation and data analysis. Make sure your results answer your original questions (purpose).

You should pick the appropriate descriptive statistics to summarize your findings. Choices for showing results include: frequency tables, bar charts, histograms, scatter plots, and reports on mean & standard deviation, median, and mode. Make sure to explain your results thoroughly. Don't leave us wondering what a given number means.

Keep in mind that in this section you don't make conclusions or say what the results mean—you just describe the results. All discussion of results goes in the "Discussion" section.

Qualitative

If you are administering a questionnaire, I highly recommend that you ask at least one open-ended, qualitative question. Of course, you may have other qualitative methods (e.g. interviews, focus groups), and that's fine too.

In this section, you will summarize the key themes and provide examples to support each theme.

Discussion: (new page)

Summary of Purpose and Results. First, in a paragraph or two, repeat the purpose of your study and summarize the major findings. Resist the temptation to restate the Results section. Instead, focus on presenting a concise interpretation that systematically answers the questions originally proposed in the Introduction section. For instance, did you get a good answer to your evaluation question(s)? Did you have any other interesting findings?

Integration With Previous Research. Here, talk about how your results were consistent with or not consistent with the literature on the topics you studied (that should be in your background/rationale). If your results were not consistent with previous research, speculate about other possible explanations.

Limitations. After you discuss your numbers (above), here discuss any limitations of the study (e.g. you didn't get surveys from everyone you could have, you made up data, you had to use a quasi-experimental instead of an experimental design, you didn't get to survey as many parks that you would like, etc.) I have talked to all of you all semester long about limitations of your studies. If I've said something like "It doesn't matter—just admit it in the "Limitations" section of your paper," this is the section I mean.

Recommendations (New page)

Recommendations for Professional Practice & Policy - how might the information you learned be useful for your community partner? What are some practical recommendations you could give them based on your findings?

Recommendations for Future Research. What are some additional areas that needs explored on this topic? If you were going to do more research/evaluation, what would you add or do differently?

References: (new page)

Put your references here, in APA format. See the material in the Assignments folder labeled "Tips on Writing a Paper in APA Format." Remember that your paper should follow APA 6th edition guidelines and contain a minimum of 10 references (4 of these references must be from peer reviewed journals). For more information on APA format, see the OWL guidelines: <https://owl.english.purdue.edu/owl/resource/560/01/> See especially "In-Text Citations: The Basics." Also "Reference List."

Appendices: (new page)

Then you have your appendices. Note: All appendices must be on a page by themselves.

- Appendix A, Instrument(s): This is a copy of your questionnaire and/or other instruments you used in your study. (It is on a new page.) It may be a questionnaire, or it may be a form to enter secondary data.
- Appendix B, Data: If this were a printed report, this is where your data file would go. Because you are submitting your report electronically, type in "See separate file for data set." (It is on a new page.)
- Appendix C, Qualitative Data: You only need this one if you have qualitative questions. This is your Word document with your qualitative questions and all the comments that people made, organized as you see fit. (It is on a new page.)

Additional Helpful Hints:

Writing Tips.

- Write this report for the audience that the report should go to. DO NOT write this report for me. What I mean is that when you write for a professor you sometimes assume that you don't have to explain things because the professor already knows it. You DO have to explain yourself in this report, every step of the way.
- Make sure to use the exact headings listed above in this paper assignment. Papers submitted without the proper headings will be very difficult to grade.
- Finally, your writing mechanics should be perfect. If you are not a good writer, get this thing done early and go to the writing center and get help with editing it.

Formatting Tips.

- The report should be 1 ½ spaced with a variable width font such as Times New Roman. Do not use Courier.
- Remember, the report should follow APA guidelines (except I don't want you to double space; please do 1 ½ spacing) and contain a minimum of 10 references (4 of these references must be from peer reviewed journals).

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- 3.7 Qualitative Data Analysis and Interpretation: Exploring the What, How, and Why

Unit FOUR
JUDGMENT: Data Reporting

- 4.0 Introduction to Judgment
- 4.1 Using Visuals: A Picture is Worth 1,000 Words
- 4.2 Developing Conclusions and Recommendations: The Grand Finale
- 4.3 Report Writing: Saving a Paper Trail
- 4.4 Oral Presentations: Telling the Tale
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