

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	TD M	Number	402	Title	Assessment and Evaluation of Community Services	Units:	3
Is this a cross-listed course?	No		If yes, please identify course(s)				
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

WHL
(Required)

Course description: **Introduces applied research with emphasis on assessment of current conditions, program/marketing evaluation, research design, data collection techniques, and data analysis. Marketing assessment and evaluation will be a major component of the course.**

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 u	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: 10px 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="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>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px 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="margin-top: 20px;">C-2</p>			

ASU - [L] CRITERIA



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

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

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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></p>	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.
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Course Information

TDM402 Assessment

TDM402 – Section 72527

Assessment and Evaluation of Leisure Services – Tourism Major Section

Fall, 2016 (August 22 – November 30, 2016)

MW 3:05 to 4:20 pm Mercado C356

Instructor Information

Christine Vogt, Ph.D. Professor and Director of the Center for Sustainable Tourism

School of Community Resources & Development

College of Public Service and Community Solutions

Arizona State University

Office: UCENT 541

411 N. Central Ave. Phx. AZ 85004

Email Address: chrisv@asu.edu

Phone: 810-588-3293 (cell)

Office Hours

Tuesdays 1:30 to 3:30 I will be in my office. If you can't make this time just contact me and I am willing to meet on Tuesday mornings after or before Dr. Weber's course or other times. I can't guarantee I will be available before class and most of you have another class immediately following our class.

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, any posted ppts, posted paper assignments or study guides
2. Announcements in Blackboard
3. The discussion board if class initiates

This policy will help you 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, please contact me via email or my cell phone if it directly effects your ability to attend class or complete assignments. Only matters that are communicated before a class will be considered

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

Introduces applied research with emphasis on assessment of current conditions, program/marketing evaluation, research design, data collection techniques, and data analysis. Marketing assessment and evaluation will be a major component of the course.

Course Overview

The course will introduce students to applied tourism, hospitality and recreation research. Several new analytical skills and writing styles will be learned in this course.

Course Textbook and Materials

Required

Nykeil, Ronald A. (2009). Handbook of Marketing Research Methodologies for Hospitality and Tourism. NY: Routledge.

Learning Objectives

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

- Understand the role of research, evaluation, knowledge creation, and management decision making
- See the differences between journalism and research on methods and publication of findings (paper #1)
- Engage community partners in the research process and application of research findings
- Apply research process to support policy, management, planning, marketing, and program delivery in a public, private or nonprofit organization
- Determine key ethical and human subject issues when conducting social research
- Learn about the role of literature review to help with research studies and state-of-knowledge
- Develop survey, interview and/or focus group instruments (paper #2)
- Distinguish between levels of measurement and types of data
- Determine standards of validation for quantitative and qualitative inquiries
- Compare and contrast between different sampling techniques (paper #2)
- Design research approaches (paper #3)
- Differentiate assessment and evaluation (paper #3)
- Compare and contrast between different quantitative and qualitative methodologies and methods (paper #3)
- Write effective problem statements and research questions (paper #4) **C-2**
- Collect and analyze different types of data with programs like Word tables and Excel graphs (paper #4)
- Present and write research study results for various audiences using infographics, executive summaries, press releases, PowerPoints, tables, and figures (paper #4)

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 or announcements.

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
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word
- Microsoft Excel 2016 (need to download off my apps)
- SPSS 24 (need to download off my apps)

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

Campus Network or Blackboard Outage

A Blackboard outage should not effect anything in this class. But when access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Preparation/Attendance/Participation

Preparation for class means reading the assigned readings and reviewing all information required for that session.

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 will be taken in the first few weeks with a roll call until I get everyone's name and face learned. Attendance will count in your grade through eight (8) random assignments across the semester. You must be present to receive and turn these in unless you have notified me ahead of time. Students are excused from class to attend university sanctioned events or activities, as well as for religious observances or practices, in accord with university policy.

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 nine (9) hours a week preparing for and actively participating in this course.

Late or Missed Assignments

All assignments must be finished and turned in to complete the course. So there are no late or missed assignments, papers, or quizzes. If an assignment is late or missed I want to hear from you BEFORE the assignment is due. For only papers, five (5) percentage points will be taken off for a late paper for each day it is late. Quizzes and assignments must be turned in on time. There will be no late quizzes or assignments.

Rewrites

Students may submit their assignments ahead of their due date for review. Handing a hard copy or an email attachment are allowed. I will likely return in class or can email. I will provide feedback on the assignment that should lead to an improved final paper, but it still may not be an "A."

Submitting Assignments

All assignments, unless otherwise announced by the instructor, MUST be submitted in person and on paper.

Summary of Assignments

Type	Quantity and Description	Weight for Each	Total
Quizzes	4 - Mostly on readings and class material; both testing concepts and applications; one page	7%	28%
Papers/Research activities	4 – Integrating skills and application in a writing and data assignment; or creating a research instrument	1 st - 5% 2 nd - 10% 3 rd - 13% 4 th - 20%	48%
Homework and ad hoc assignments as ticket into class or during class	8 graded items that can range from answering chapter questions to a pop quiz. Must be present to get points. Approx. one in every two weeks	3% Des. Stats. Assign	24%

Assignments are described here and the full assignment will be distributed per the date on the syllabus:

1st Find a media article that reports on findings from a research study and then abstract the anatomy of the research

2nd Create a four-page questionnaire and sampling memo

3rd Design a study proposal with several methods – for a community or tourism business

4th Write a three-page results section using scientific writing style and scientific data presentation

Course Grading

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. There will be no rounding. Where ever you end percent falls, the accompanying letter grade and + or – will be entered into the grading system.

	+		-
A	100 - 97.0	96.9 – 93.0	92.9 – 90.0
B	89.9 – 87.0	86.9 – 83.0	82.9 – 80.0
C	79.9 – 77.0	76.9 – 70.0	n/a
D	69.9 – 60.0	n/a	n/a
E	59.9 – 50.0	n/a	n/a

Class attendance and procedures:

- I will review a draft paper before it is due---need to give me two days. I will likely print, comment, and scan and email back.
- Late papers are generally not acceptable. If you are going to be late talk to me ahead of time, if you do not talk to me then plan on 5% decrease of grade per day.
- I follow the assignment for grading, then I rank grade with piles of A, B, C, etc papers.
- We are very likely to need the textbook for most classes. If we are doing discussion question or a case study you will need the textbook. Laptop days will be assigned. If we are doing statistics in class then bring a laptop.
- I will not place PowerPoints on Blackboard except when I have examples that are not in the book.
- I will give a study guide the class period before each quiz.
- Missing a quiz is not allowed. Talk to me ahead of time if there is a good reason.
- I will be putting syllabus, assignments, and extra readings on Blackboard. I will do my best to post raw grades.
- Please stop by office hours early in the semester. This will allow us to get to know each other.
- Think about how this class can apply to your career wishes. Consider adding a section to your resume that describes skills and experience gained. If you have a portfolio consider adding some assignments from this class.
- You will get out of the class what you put into it.
- Almost one quarter of this class is homework assignments or ad hoc pop quizzes or in-class work. These points can not be made up. So class attendance is expected and will be monitored using these assignments.
- This class has math and writing components. If these are challenging areas for you, then you will likely need to work harder and improve to be successful on the quizzes and assignments.

Strategies for getting the grade you want – hopefully an A or B grade:

1. Come to class. Be prepared with readings and assignments.
2. Ask questions in class if you don't understand. Don't wait until there is a quiz or near the end of the semester.
3. Share drafts of your papers with me. I will review and give suggestions on how to make it a better paper – but not always an A paper.
4. Stop in my office and see examples of top papers---papers #2, #3 and #4.
5. Do the study guide. Know terms, definitions and most importantly application to tourism field. Be ready to take a challenging quiz. You have 5 minutes at the start for clarifications, then no questions.
6. Be here for guest speakers. Their talks can show up on quizzes.
7. Don't cheat or plagiarize.
8. Don't expect curved grades.

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

Classroom Atmosphere

Cells phones and non-class use of laptops take away from your learning experience and those around you. I am recommending that phones are turned off and put away. Laptops will be used on select class periods. Otherwise, I would encourage you to take notes or follow along in the book. Coming in late, leaving early, or leaving to take a cell phone call also take away from the learning experience. Please try to avoid.

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

I will be sticking to the syllabus dates. Even if we fall behind in materials, the quizzes and papers will still be taken or due per this copy of the syllabus.

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/>

TDM 402 Fall 2016

<i>Day-Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignment Assigned and Due</i>
Monday Aug 22	Get to know class members	Familiarize with book	
Wednesday Aug 24	Defining research Assessment vs. evaluation Scope research ?'s	Text – Ch. 1 (pages 5-10), Glossary	C-4
Monday Aug 29	Communications for Business Decision Making	Ch 16, case 16.1	Paper #1 assigned Homework #1 due
Wednesday Aug 31	Research Communications Marketing Planning	Ch 18, case 18.1 Ch 17 – 281-291	
Monday Sept 5 Labor Day	No class		
Wednesday Sept 7	Marketing Planning – cont'd	Ch 17 cases 1.1& 17.1	Paper #1 due
Monday Sept 12	Learning descriptive statistics and graphs with EXCEL	Bring laptop	Paper #2 assigned Quiz #1
Wednesday Sept 14	Designing questions for surveys, interviews and focus groups, sampling	Assigned readings on Blackboard	
Monday Sept 19	Data – primary and secondary, research questions/hypotheses Guest speaker Colleen Floyd, AOT	Ch 2,cases 2.1 & 2.2	
Wednesday Sept 21	Overview of Methods Human Subjects Literature Review	Crotty Reading (get on Blackboard)	
Monday Sept 26	Data – quantitative, coding	Ch 4, case 4.1	Draft of Paper #2 (optional but encouraged)
Wednesday Sept 28	Data – qualitative Possible Guest Speaker – Bob Rauch and Cameron Lamming on Location Analysis	Ch 3, cases 3.1& 3.2	
Monday Oct 3	Integrative & Mixed Methods	Ch 5, case 5.1	Paper #2 due Paper #3 assigned
Wednesday Oct 5	Basic Statistics	Ch 1 (11-20) & Ch 6	Quiz #2
Monday Oct 10 Fall Off	No class		
Wednesday Oct 12	Location Analysis Guest Speaker Kari Sprentall, Zeta Interactive	Ch 7	
Monday Oct 17	Feasibility Analysis Guest Speaker Mitzu Ganley, Social Media, AOT	Ch 8, case 8.1	
Wednesday Oct 19	Intuitive Techniques	Ch 10, case 10.2	
Monday Oct 24	Market Assessments	Ch 9	Paper #3 due
Wednesday Oct 26	Learning two-variable analysis on Excel	Bring laptop	
Monday Oct 31	Market Assessments	Case 9.2	Quiz #3
Wednesday Nov 2	Research Testing Phases Experiments	Ch 11, Case 11.1 Experimental Design	Paper #4 assigned
Monday Nov 7	Stats lab exercise		
Wednesday Nov 9	Marketing Positioning	Ch 12, Cases 12.1, 12.2, 12.3	
Monday Nov 14	Continue with cases and/or stats lab exercise		
Wednesday Nov 16			Quiz #4
Monday Nov 21	Branding research Service research	Ch 13, case 13.2 Ch 15	During this week, everyone needs to know how to do paper #4
Wednesday Nov 23	No class, but I will be available		
Monday Nov 28	Pricing research	Ch 14,Case14.1& 14.2	Paper #4 due
Wednesday Nov 30	Synthesis exercise		
Grades due sometime December 5-9			

Paper #1 C-2

Article with research and then organize research elements 5% of final grade

Due Wednesday Sept 7, 2016

This assignment requires you to:

- Find an article from current media that features research findings on people (social science) with tourism or hospitality focus preferred. The findings are best from a single study. Check the media like New York Times or Wall Street Journal. The article should be a few columns (see a sample on backside).
- Read the article and identify the following information:
 1. Source or authors of the research
 2. What (subject matter or problem) did they study? Can you identify the independent (cause) and dependent (effect or outcome) variables?
 3. Who (participants) did they study?
 4. How (methods) did they study the subject? Try to identify class and textbook terms.
 5. What was the time length or when the research was conducted? The place where the research occurred?
 6. What is the purpose or rationale for the study? Who cares about the topic and how will they use the results?
 7. Describe the findings differently than how the journalist writes the findings. Indicate whether there is a table or graph featuring the findings in the article you found or other links back to original report.

Warning!!! If you can't answer some of these questions, then find a different story. If you can answer 5 or 6 of the questions well but can't figure out from the media source one or two of the questions, then you can say "the article didn't share."

Writing directions/tips:

Write these responses up in a paragraph or narrative way, not an outline.

You should turn in about 1.5 up to 2 pages (no more), double-spaced.

Use heading or subheadings to organize.

Bold or underline keywords that make the research terms more noticeable.

Write in third person---no I's, we's, or you's!!!

To get a high grade, grammar, spelling, and formatting much be excellent.

Provide the website with the article OR print me a copy. I would prefer you bring a hard copy (can be front/back printed), but if you don't have access to printer, then email me (I will reply "got it.") or include link in your paper.

No late papers!!!

I am willing to read drafts on Monday Sept 5 or Tuesday Sept 6 at the end of office hours.

Paper #2 – Survey Due Monday Oct. 3, 2016

10% of total grade

For this paper you will design your own survey instrument (i.e., questionnaire). We will do this on paper, but it could be programmed into Survey Monkey or some other digital program for formatting or to be implemented. Some of you will likely do this type of research early in your career.

The survey needs to have the following elements:

1. Must be tourism focused.
2. Must clearly define who your respondent is (e.g., overnight tourists, event attendees, residents, managers). This must be evident in your directions as well as you should have a question early on in the survey to confirm).
3. Must clearly have a place and time context (e.g., are you asking about now and at a hotel, a past visit to a specific hotel, future travel over a holiday).
4. Must measure/ask about:
 - values (what is important to a person)
 - preferences (what people would choose)
 - attitudes toward something (agree/disagree, like/dislike)
 - behaviors (do, when)
 - social (travel group)
 - demographics (age, gender, education, ethnicity/race, household composition, etc.)
5. Formatted to look like a survey (not a paper)
 - Start out with a visual and title
 - Provide instructions about the study and who it pertains to
 - Sets of “like” questions in sections with section-instructions (this is important and so many students don’t do correctly)
 - Consistent layout for question and response formats with question directions
 - Original questions but could be inspired by other questionnaires, but not copied!
 - For demographics you should use Census format
 - Variety of question types (quantitative, qualitative, nominal to ratio data)
 - **4 pages long (an online program like Survey Monkey that you can’t control page limit will be a problem for you)**

In addition to the survey you need to complete other documents:

1. A table of your question numbers (1 to x) and what that question measures – see 4 above for possible choices
2. A memo describing your population, recommended sampling approach, and a procedure to reach those in your sample.

I will share many questionnaire examples with you.

I expect to help most of you and would like to see drafts---so by mid September I should hear from each of you.

Paper #3 C-3

TCM402

Due Monday October 24, 2016

13% of grade

Designing a Study Proposal With Several Methods - Community or Tourism Business Application

This paper is about an assessment and evaluation plan that you will write for a tourism opportunity. You can take write the proposal from a community perspective or a tourism business perspective.

The situation is that you are being hired as a consultant to outline the ways of assessing the tourism potential in an area, as well as anticipating evaluation of the effectiveness of the plan to attract tourists as customers.

This paper is three-pages long, double-spaced. The grammar must be excellent and the tone and structure of the paper is a proposal (not a paper). You can add a cover sheet as a 4th page just like a consultant would be likely to do.

This paper is technical in the sense that you need to consider all the different methods and analytical tools we are learning in this class. You also need to apply them in assessment AND evaluation contexts.

The outline for the paper is:

1. Introduce your community or business. It could be real or hypothetical. Use concepts from our class and all your other tourism courses. Do not use "I, we, us, or you." (1 paragraph)
2. Next, describe your methods for the assessment and evaluation – meaning a summary of point 3 (below). This is an executive summary style (an example can be found on page 141 in Ch 8 of textbook, section 1). (1 paragraph)
3. Next are two pages for your **assessment (pre or before) AND evaluation (post or after)**. I would give one page to each. Here you are suggesting two assessment methods AND two evaluation methods from the many techniques across all the chapters in our textbook (so 4 different methods). In your description provide a rationale for why the method is being recommended (its strengths and/or its weaknesses and how you might overcome them). Use as many of the technique words as possible.

I am willing to read drafts. An A paper must be well-written, well-structured (following outline 1-3 in sections), and excellent content. This document should be good enough for you to be handing a future boss that has asked you to write a proposal.

20% of grade (this is the largest assignment of the class) Due Monday November 28, 2016 in class

Data Analysis and Results Presentation

This paper is a three-page results section of a report. You will be expected to use a scientific writing style and scientific data presentation (tables, graph).

In a file folder “paper #4” on Blackboard there are several resources:

- The assignment
- The survey with codebook
- SPSS dataset (n=248). These data were collected Spring 2016 in many CRD classes at ASU. The graduate student is German and wanted to understand U.S. student’s perceptions of select European countries.
- Writing, table and graph examples
-

The first step is to review the survey and familiarize yourself with the type of questions asked and the data types that are produced. Also note, the number of cases (a case per row) and how variables are recorded (in columns). The codebook will help you understand the organization of the SPSS file.

The second step is to create a “story.” Meaning **what** will your analysis and paper feature. This is also called a **problem statement**. You need to determine which variables you will analyze that tell a story. You don’t need to analyze the whole dataset, but two or three variables isn’t enough. You should probably select 10 to 15 variables (some might be single variables in a bank of many questions) and then also estimate demographic variables and/or past experience with a country. The purpose of the analysis is to describe the data. We are not looking for “significant” statistics as you might be in a graduate research course.

Once you select your variables that tell a story, then create a SPSS analysis plan. Using the data type and analysis table I have provided, decide which statistics you will estimate using SPSS. Use the handouts from labs to help you do the statistics you need and also the menu in SPSS. A good way of “framing” data analysis is to write questions from the survey like I have for those lab days, and then do the analysis that answers the questions.

Your final product is a three-page paper that includes two (2) tables and one (1) graph. You can either embed the tables and graph into the text or put tables 1 and 2 on a separate page and the graph on another separate page. You must have at least two (2) pages of text that is double-spaced. Your paper should have an introductory paragraph that provides some background on the survey or study and a **problem** statement (what your analysis covers). The next two to three paragraphs should feature only data from the survey and the SPSS analysis. These middle paragraphs are putting words to the tables and graph, plus there can be text that is not featured in tables or graph. The tables and graph should **not** be the same data.

These paragraphs are **objective** and report the “facts.” Watch your use of words and do not use “interesting.” Then close with a paragraph on **purpose** or application of the findings (who will use, how will they use). This is where “interesting” can be highlighted.

To get a “top” grade your paper will need to be:

1. Feature a story that makes sense.
2. Estimate the quantitative statistics correctly.

3. Have tables and a graph that are unique—meaning no one else in the class has the same content or format. Tables and graph must have a number (e.g., table 1), title (e.g., demographic profile of college traveler), and good format (e.g., professional).
4. Problem statement (e.g., This paper examines recreational interests of and demographics of park visitors).
5. Written 3rd person (no I, we, or you's).
6. Good writing and paper organization—use sections with subheadings.
7. Drafts are encouraged. I have sample papers from previous semesters that you can review only in my office.

Learning Descriptive Statistics Using Excel

Resources:

1. Excel (we are likely to have various versions) – hopefully on your computer
2. Data from Arizona Office of Tourism– on Blackboard. State Parks data.
3. This handout with instructions
4. Experience with Excel functions
5. Demonstration from Christine

Steps:

1. Discuss how state park visitation data are collected. What else might they also try to collect? Relate to customers/operations.
2. Discuss why State Parks needs this information.
3. Open file <https://tourism.az.gov/sites/default/files/State%20Parks%20July%202016.pdf> OR AZ state parks 2015-16 on BB. There is a list of parks in the rows and columns of raw data or % change.
4. We are going to do some calculations today.
5. Select five parks based on some criteria that you create. Could be top visited, lowest visited, greatest change, geography, etc.....
6. Type the data for those parks in rows similar to how this table is laid out, except don't type in % change (we will calculate).
7. Put your mouse cursor on new D2 cell; and type “=(“ and then move the cursor to B2 and enter, then type “-“, then move to C2 and enter, then type”)/” and then move cursor to C2 and type “*100” and enter. You should see a new number appear on your new sheet. Then got to format and cell and make the number a one digit number.
8. Then cut and paste the formula down the column. Calculate YTD change too.
9. Then make an AVG monthly and yearly change.
10. Answer the following questions about your results.
 - a. For the five parks you selected, how did you select them?
 - b. Were they all increasing or decreasing in visitation for the month compared to last year? How about for the year to date?
 - c. What is the average change for July and YTD for your five parks? Do you think these numbers are representative of the entire park system? (this is an example of population and sampling choice)
 - d. If the director wanted to know how 2016 compared to 2015 but five months remain, what kind of analysis could you give her? Do you think 2016 will have higher visitation than 2015? why?

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