

**Leisure Youth and Human Services Division
University of Northern Iowa
Cedar Falls, Iowa**

**LYHS 4070 Research and Evaluation in LYHS
Evidence of Student Learning
Indirect Student Learning Gains
Spring 2016**

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This course provides an overview of the processes of research and evaluation as encountered in leisure services and has three major course prerequisites prior to enrollment. Major students typically take this required course when they have reached senior status with 25-30 enrolled each semester. The course learning outcome is for students to be able to successfully collect, analyze, synthesis, and interpret research data and report findings and conclusions regarding the process and outcomes of leisure, youth and human service programs. The following concepts were utilized to assess pre- and post-test student learning gains:

- *Student conceptual understanding of course content.*
- *Student development of research and evaluation skills.*
- *Student attitude about the topic.*
- *Student integration of learning*
- *Student learning motivation towards Research and Evaluation Course*

Table 1. Student Conceptual Understanding of Pre-Post Semester Results

	Sp 2016 pretest	Sp 2016 posttest		
<i>Presently, I understand the following concepts.....</i>				
How to develop a project that systematically evaluates leisure programs & services	3.3 (0.76)	4.5** (0.78)		
How to systematically collect & analyze data that is appropriate for my research evaluation project	3.3 (0.87)	4.7** (0.76)		
Understanding how to report my results and make appropriate recommendation based on the data results	3.2 (0.88)	4.7** (0.82)		
Research and evaluation ethics	3.1 (0.92)	4.8** (0.88)		
How the concepts we will explore in this class relate to my career in this subject area	--	--		
How ideas we will explore in this class relate to my career outside of this subject area	--	--		
How studying this subject helps me to address real world issues and develop the skills I need in the Leisure, Youth and Human Services profession	3.7 (1.06)	4.6** (0.88)		

Note: Likert Scale - 1=not applicable; 2=not at all; 3=just a little; 4=somewhat; 5=a lot; 6=a great deal

*p < .05. **p < .01. Standard Deviations appear in parentheses below the means.

Table 2. Student Research and Evaluation Skills Pre-Post Semester Results

	Sp 2016 pretest	Sp 2016 posttest			
<i>Presently, I can.....</i>					
Find articles relevant to a particular problem in professional journals or elsewhere	3.9 (0.77)	4.7** (0.86)			
Critically identify and read articles that will support and guide my evaluation project	3.7 (0.78)	4.7** (0.70)			
Design valid survey or interview questions that align with my research and evaluation objectives	3.2 (1.04)	5.0** (0.81)			
Design an appropriate method of sampling for an evaluation project	2.9 (0.86)	4.6** (0.92)			
Appropriately code and enter quantitative data	2.5 (0.85)	4.7** (0.76)			
Conduct basic data analysis	2.9 (1.04)	4.5** (0.88)			
Identify patterns in data	3.3 (1.07)	4.5** (1.10)			
Develop tables and graphs for reporting data	3.5 (1.05)	4.4** (1.06)			
Write documents in discipline-appropriate style and format	2.7 (0.81)	4.3** (0.81)			

Note: Likert Scale - 1=not applicable; 2=not at all; 3=just a little; 4=somewhat; 5=a lot; 6=a great deal

*p < .05. **p < .01. Standard Deviations appear in parentheses below the means.

Table 3. Pre-Post Semester Results of Students Attitude towards Conducting Research and Evaluation Projects

	Sp 2016 pretest	Sp 2016 posttest			
<i>Presently, I am.....</i>					
Enthusiastic about the subject	3.8 (1.01)	3.9* (1.23)			
Confident that I understand the subject	3.3 (0.86)	4.3** (0.82)			
Interested in taking or planning to take additional classes in this subject	3.0 (0.94)	3.2* (1.06)			
Confident that I can conduct an evaluation or research project from start to finish	3.2 (1.05)	4.1** (1.03)			
Comfortable working with complex ideas	3.7 (0.87)	4.0* (0.98)			
Willing to seek help from others (teacher, peers, TA) when working on academic problems	5.1 (0.89)	4.8* (0.88)			

Table 4. Pre-Post Semester Results for Students Integration of Learning

	Sp 2016 pretest	Sp 2016 posttest			
<i>Presently, I am in the habit of.....</i>					
Connecting key ideas I learn in my classes with other knowledge	4.3 (0.59)	4.6* (0.93)			
Applying what I learn in classes to other situations	4.5 (0.70)	4.6* (0.82)			
Using systematic reasoning in my approach to problems	3.7 (0.91)	4.4** (0.83)			
Using a critical approach to analyzing data in my daily life	3.2 (0.80)	4.1** (1.15)			

Table 5. Pre-Post Semester Results of Student Learning Motivation towards Course

	Sp 2016 pretest	Sp 2016 posttest			
Pre Test: How much effort are you planning to put into this course?	5.1 (0.62)				
Post Test: How much effort did you put into this course?		4.5 (0.66)			

Note: Likert Scale - 1=not applicable; 2=not at all; 3=just a little; 4=somewhat; 5=a lot; 6=a great deal

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