

Title	<b>0046</b>	02/28/2025
	by <b>Ellen Drogin Rodgers</b> in <b>2025 COAPRT Annual Report</b>	id. 49800306
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Original Submission

02/28/2025

About the Annual Report	The purpose of the Annual Report is to follow a program's current progress towards learning outcome assessment. This is a requirement to maintain accreditation. Submitting an Annual Progress Report provides statistics for the previous academic year, specifying improvements made, reporting any significant changes and reporting on status of the 1.0 series standards and standards 2.05.05, 3.06, 3.07, and the 7.0 series. Institutions with multiple accredited programs will be required to report on the 7.0 series for each individually accredited program. Each accredited program requires its own separate annual report. For example if your institution has two accredited programs e.g. Therapeutic Recreation and Recreation Management you will complete two separate annual reports. The purpose of the Annual Report is to provide a snapshot of your student learning outcome data collection for the previous calendar year. (January - December) Posting requirements for the program's website include student learning outcome aggregate data from the most recent spring and fall academic year.
Section 1: Contact Information	
Name of institution	George Mason University
Name of Accredited Program	Recreation Management
Total number of students enrolled in this program.	34

Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	Dr. Ellen Drogin Rodgers
Position Title	Associate Professor
Address	4400 University Drive, MS 1E8 2502 Thompson Hall Fairfax Virginia 22030 US 38.834716 -77.312683
Email	erodger1@gmu.edu
Phone	+17039932034
Department Name	College of Education and Human Development; School of Sport, Recreation and Tourism Management
Website	srtm.gmu.edu
Formal Name of your Institution's President	Dr. Gregory Washington
Section 2: Intent to Pursue Accreditation	
Does the academic unit intend to pursue continued accreditation as originally scheduled?	Yes

Regional Accreditation: Is the institution currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body (Standard 1.02)?	Yes
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Section 3: Statistics Summary Report - Faculty

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Are there a minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE) assigned to and instruct in the program? (Standard 1.03)	Yes
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Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field? (Standard 1.04)	Yes
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Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible? (Standard 1.05)	Yes
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Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, 7.03, and 7.04 (for a total of four measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program's annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage. You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program. It is strongly suggested that you have your outcomes with you as you complete this questionnaire. TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following: Capstone Assignment Quality Comprehensive Examination Internship Evaluation Performance of Relevant Skill Portfolio Evaluation Pre/Post Test Result Presentation Quality Project Quality Standardized Test Result Thesis/Project Quality Video/Audiotape Production Quality Written Assignment Evaluation Writing Exam Result Some examples of INDIRECT measures include the following: Advisory Board Evaluation Alumni Survey Curriculum Review Result Employer Survey Result Exit/Student Interview Result Focus Group Result Graduate School Acceptance Rate Honors/Awards Received by the Program

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Section 4: Narrative Report - Learning Outcomes Assessment Please provide the following information COAPRT expects all programs to demonstrate that student learning outcomes associated with its 7.0 Series Learning Outcomes are met at a 70% level. Therefore, student achievement will be judged as appropriate when 70% or more of the students being assessed demonstrate that they have accomplished the learning outcome.

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PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.

The COAPRT-accredited curriculum in Recreation Management at George Mason University provides students with the framework necessary for professional development, career advancement, and graduate education through a combination of rewarding learning and practical experiences. Students pursue the BS in Recreation Management, with a concentration in Parks and Outdoor Recreation; Therapeutic Recreation, or an individualized program of study. Our graduates are prepared to make a difference in the lives and practices of individuals, families, and communities by informing policy, promoting economic development, advocating stewardship of natural resources, encouraging inclusive community service, bolstering lifelong recreation participation, and working to enhance overall quality of life. Students are exposed to the various facets of this dynamic and rapidly growing field through a combination of classroom and experiential learning opportunities, providing them with the knowledge and skills they need for career success.

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Provide the program-specific learning outcome consistent with COAPRT Standard 7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.	Students graduating from the Recreation Management program shall demonstrate an ability to develop and articulate their personal philosophy of leisure, and a broad awareness of the profession and associated industries.
Describe the method by which the learning outcome for Standard 7.01 was assessed:	Students in RMGT 210, Introduction to Recreation and Leisure, are required to complete an activity participation and economic log entailing the monitoring and analysis of personal recreation and leisure activities and their expenses. Additionally, they are required to write a paper (with citations) documenting their personal philosophy of leisure, perspectives on participation and spending, and the relationship of these findings to the development of the profession and associated industries.
Indicate whether this outcome measure is Direct or Indirect.	Direct
State your program's standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved.	70% of the Recreation Management students are expected to earn at least a "3-Competent" or better on each 7.01-aligned rubric indicator.
Result of the assessment of the learning outcome for Standard 7.01:	In Calendar Year 2024, over 85% of the Recreation Management students enrolled in RMGT 210 earned at least a "3-Competent" on each 7.01-aligned rubric indicator.

<p>Please provide the program-specific learning outcome consistent with COAPRT Standard 7.02. Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p>	<p>Students graduating from the Recreation Management program shall complete and present (orally and in writing) a Program Plan that can be implemented and evaluated in future courses (including the internship).</p>
<p>Describe the method by which the learning outcome for Standard 7.02 was assessed:</p>	<p>Students in RMGT 310, Program Planning and Evaluation, are required to develop a program plan comprising mission; program description; goals and objectives; operational criteria (e.g., accommodations; equipment/supplies; promotional website; staffing, venue and activity plans); and evaluation tools to demonstrate the ability to design and implement services.</p>
<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.</p>	<p>70% of the students are expected to earn at least a "3-Competent" or better on each 7.02-aligned rubric indicator.</p>
<p>Result of the assessment of the learning outcome for Standard 7.02:</p>	<p>In Calendar Year 2024, 70% of the Recreation Management Students enrolled in RMGT 310 earned at least a "3-Competent" or better on each 7.02-aligned rubric indicator. Worth noting, on 16 of the 18 rubric indicators assessing Standard 7.02, 100% of the Recreation Management Students earned at least a "3-Competent" or better.</p>

<p>Please provide the program-specific learning outcome consistent with COAPRT Standard 7.03. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p>	<p>Students graduating from the Recreation Management program shall complete and present (orally) a program presentation that demonstrates the following learner outcomes:</p> <ul style="list-style-type: none"> <li>* Discuss management practices and principles developed and successfully used in business, industry and public agencies.</li> <li>* Identify problems affecting the management and operation of organizations and the delivery of sport, recreation and tourism services.</li> <li>* Discuss the principles of organizing, allocating and managing organizational resources in order to provide equitable delivery of sport, recreation and tourism services.</li> </ul>
<p>Describe the method by which the learning outcome for Standard 7.03 was assessed:</p>	<p>Students in RMGT 410, Administration of SRT Organizations I, are required to develop a project presentation incorporating recent research about the type of organization selected for the semester-long project. This presentation references the content of four course assignments in which students describe a select organization's purpose, mission, history, and services; develop an organizational plan including goals, actions, a vision, and a plan for overcoming anticipated challenges; and create a plan for staffing the organization, including interpreting and describing its organizational chart and structure, writing a job description, and designing a series of interview questions.</p>
<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.</p>	<p>75% of students are expected to earn at least "Competent" on the "Content Areas" and "Evidence of Research" rubric indicators.</p>
<p>Result of the assessment of the learning outcome for Standard 7.03:</p>	<p>In Calendar Year 2024, 100% of the Recreation Management students earned at least "3-Competent" on each 7.03-aligned rubric indicator.</p>

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.04. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organizations.	Students graduating from the Recreation Management program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.
Describe the method by which the learning outcome for Standard 7.04 was assessed:	Students in RMGT 490, Internship, are required to complete a final presentation to a panel of faculty and students providing an overview of the internship agency, services, personnel, supervision; their specific internship responsibilities; challenges faced during their internship; their special project; and what they have learned from the internship experience (specifically, how their past experiences and coursework have enhanced their internship and all aspects of their work, and how the internship will, in turn, influence their future career directions).
Please indicate whether this outcome measure is Direct or Indirect.	Direct
State your program's standard for demonstrating that your Student Learning Outcome for 7.04 was successfully achieved.	80% of students will score "3-competent" or better on each 7.04-aligned rubric indicator.
Result of the assessment of the learning outcome for Standard 7.04:	In Calendar Year 2024, 85% of the Recreation Management students earned at least a "3-Competent" or better on 90% of the rubric indicators (9 out of 10) assessing Standard 7.04. Of note, the one rubric indicator of concern has been flagged by the faculty and staff for assessment of content validity and appropriateness as it neither aligns with current COAPRT standards nor with all other indicators.



An important aspect of accreditation is accountability. It is expected that the program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05).

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Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05. <https://srtm.gmu.edu/accreditation/coaprt>

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It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06).

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Please provide a link to the program's website demonstrating compliance with Standard 3.06. <https://srtm.gmu.edu/accreditation/coaprt>

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It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07).

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Please provide a link to the program's website demonstrating compliance with Standard 3.07.

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### Section 6: Program Changes

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Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".

In Calendar Year 2024, the College of Education and Human Development held numerous discussions to reaffirm its commitments, structure of the CEHD leadership, and mechanisms for provision of more leadership opportunities and college-wide supports. Additionally, the faculty and support staff within the CEHD School of Sport, Recreation and Tourism Management have actively participated in conversations about multiple CEHD initiatives including the re-envisioning of the college's schools and programs (to become departments), and the roles and responsibilities of the Academic Program Coordinators.

The faculty with support of the Recreation Management Advisory Board created a position description for members and a guidance document with information about the programs, procedures, and activities of the board. Further, with the RMAB, we identified areas of the discipline that are not represented by practitioners on our board: we, in turn, invited 5 new members to join (as one longtime member rotated off), enhancing discussion and outreach, diversity, as well as facilitating student recruitment initiatives and employment efforts.

Our introductory course, RMGT 210, has undergone a title change to Recreation and Leisure in Life to better reflect its content and objectives. This change (effective in Fall semester 2024) does not affect the assessment criteria, which remain the same. Additionally, the program has submitted RMGT 210 for inclusion in the Mason Core (general education: social and behavioral science) curriculum. This initiative aims to enhance student learning by promoting health, well-being, and leisure education through a structured academic framework. The program is also developing a minor in the Human Dimensions of Natural Resource Recreation (HDNRR) together with an experiential fieldwork course on HDNRR management.

The responses are self reported and the responsibility for the accuracy of the content is on behalf of the program.

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