

Title	0011	02/15/2024
	by Ellen Drogin Rodgers in 2024 COAPRT Annual Report	id. 45582139
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Original Submission

02/15/2024

Score	n/a
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.
	Section 1: Contact Information
Name of institution	George Mason University
Name of Accredited Program	Recreation Management
Total number of students enrolled in this program.	42
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 Dean

Address	4400 University Drive, MS 4B4, 2301 Thompson Hall MS 4B4 Fairfax, Virginia VA 22030 US
Email	erodger1@gmu.edu
Phone	+17039932034
Department Name	School of Sport, Recreation and Tourism Management - College of Education and Human Development
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 accreditation or re- 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

Section 3: Statistics Summary Report - Faculty

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

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

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

Section 4: Statistics Report - Students Note: Council adopted the Graduation Rate definition used by the National Center for Education Statistics, <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>. As required by the Council on Higher Education Accreditation (CHEA), COAPRT is mandated to engage in “regular, critical, self-evaluation of its performance, standards, policies and impact” (CHEA Standard 12.M.1). This process includes “the review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning” (CHEA Standard 12.M.1). To meet this CHEA standards we are collecting the following program level data: Graduate school acceptance rate, post-graduation employment rate, and six-year graduation rate. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. Suggested sources of evidence for this program-level data could include alumni or senior exit surveys completed within x months of graduation, centrally collected data if it can be dis-aggregated for each of your programs, self-report in a department data-base, etc.

Six-year graduation rate 100%

Graduate school acceptance rate Report the number of last year's graduates from the accredited program who indicated they have been accepted to graduate school, the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below: Example A (have data) Number accepted to graduate school: 7 Percent of graduating students: 11% Method of measurement: Survey collected three months post-graduation Response rate: 83% of graduating students responded to survey Notes: We will monitor and assure we continue to achieve a response rate of greater than 80% Example B (have data) Number accepted to graduate school: 3 Percent of graduating students: 18% Method of measurement: Self-report on department database Response rate: 53% of graduating students Notes: We haven't worked to increase our response rate but will now use a student-employee to help us secure a response rate of 85%

Graduate School Acceptance Rate 23.5%

Method of measurement Survey

Response rate 54.8%

Notes Formerly known as the Mason Career Census Survey, the Career Plans Survey is a collaborative project between the Mason Office of Institutional Effectiveness and Planning, University Career Services, and the Office of Alumni Affairs. The intent of this survey is to collect information about Mason graduates' (undergraduate and graduate) including employment status, use of job search resources, and plans for further education. The Career Plans Survey launches in the last month before graduation (e.g., May for Spring graduates; August for Summer graduates; December for Fall graduates) and remains open for six months following the graduation of Spring graduates. These data represent the most recent results available, AY 2021-2022, and include all students in the BS HFRR, including Therapeutic Recreation, Parks and Outdoor Recreation, and Sport Management, as well as those in the new stand-alone degree (BS Recreation Management). Only 23.5% of those responding indicated that they were going to graduate school (Note: this is not the acceptance rate for those who applied to graduate school).

Post-graduate employment rate	Report the number of last year's graduates from the accredited program who indicate they are currently employed (your program needs to determine if it will count part-time, employment outside the PRT profession, if it will subtract out those students from the total count who are not seeking employment for whatever reason, etc.), the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below: Example A (have data) Number of employed students: 56 Percent of graduating students: 78% Method of measurement: Self-report on department database up to three-months post-graduation. Academic advisor reminds students to submit their employment data during the three-month window. Response Rate: 89% Notes: Not applicable Example B (have data) Number of employed students: 36 Percent of graduating students: 64% Method of measurement: Self-report on department database Response Rate: 44% of graduated students Notes: We haven't ever followed up with students to increase our response rate, we will have our part-time club advisor do that in the future to bring up our response rate to at least 80%
Post-graduate employment rate	52.9%
Method of measurement	Survey
Response rate	54.8%
Notes	Formerly known as the Mason Career Census Survey, the Career Plans Survey is a collaborative project between the Mason Office of Institutional Effectiveness and Planning, University Career Services, and the Office of Alumni Affairs. The intent of this survey is to collect information about Mason graduates' (undergraduate and graduate) including employment status, use of job search resources, and plans for further education. The Career Plans Survey launches in the last month before graduation (e.g., May for Spring graduates; August for Summer graduates; December for Fall graduates) and remains open for six months following the graduation of Spring graduates. These data represent the most recent results available, AY 2021-2022, and include all students in the BS HFRR, including Therapeutic Recreation, Parks and Outdoor Recreation, and Sport Management, as well as those in the new stand-alone degree (BS Recreation Management). Only 52.9% of those responding indicated that they were employed (Note: this is not the post-graduate employment rate).

Section 5: 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

Section 5-1: 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.

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. Students are exposed to the various facets of this dynamic and rapidly growing field. Our graduates are prepared to make a real difference - informing policy, promoting economic development, advocating stewardship of natural resources, encouraging inclusive community service and lifelong recreation participation, and working to enhance the quality of life of all individuals, families, and communities at the local, national, and international levels.

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 academic year 2022-2023, 92% of the Recreation Management students earned at least a "3-Competent" or better 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 academic year 2022-2023, 100% of the Recreation Management students earned a "4-Outstanding" on each 7.02-aligned rubric indicator.</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"> * Discuss management practices and principles developed and successfully used in business, industry and public agencies. * Identify problems affecting the management and operation of organizations and the delivery of sport, recreation and tourism services. * Discuss the principles of organizing, allocating and managing organizational resources in order to provide equitable delivery of sport, recreation and tourism services.
<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 student's 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>Indirect</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 rows.</p>
<p>Result of the assessment of the learning outcome for Standard 7.03:</p>	<p>In academic year 2022-2023, more than 90% of the Recreation Management students earned at least "3-Competent" on each "Content Areas" 7.03-aligned rubric indicator, and 95% of the students earned at least "3-Competent" on the "Evidence of Research" 7.03-aligned rubric indicator.</p>

<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.</p>	<p>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.</p>
<p>Describe the method by which the learning outcome for Standard 7.04 was assessed:</p>	<p>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).</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 7.04 was successfully achieved.</p>	<p>80% of students will score "competent" or better on all evaluative components of their RMGT 490 Final Presentation.</p>
<p>Result of the assessment of the learning outcome for Standard 7.04:</p>	<p>In academic year 2022-2023, 100% of the Recreation Management students earned a "3-competent" on each 7.04-aligned rubric indicator.</p>

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).

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

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).

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

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

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

Section 7: Program Changes

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 2022-2023, the prefix assigned to all courses (RMGT) was changed to align with the new/renamed BS in Recreation Management. Further, the faculty developed RMGT 260, Foundations of Campus Recreation, to be offered in Spring 2024, and identified courses for redevelopment and potential inclusion in the Mason Core.

Following a highly successful international search and based on the strength of the pool and support for the program, two full-time tenure-track faculty members (Drs. Sammie Powers and Hung-Ling [Stella] Liu) were hired to begin in the 2022-23 academic year. Additionally, we initiated a search for an Executive in Residence. The active Recreation Management Advisory Board facilitated student recruitment initiatives and employment efforts.

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

checked
