

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 610 - Recreation Administration and Planning (3 credits)  
SPRING 2021

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Don L. Jones, Ph.D., ACSM-CPT	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:		PHONE NUMBER:	321-200-6621
OFFICE HOURS:		FAX NUMBER:	

### **Prerequisites/Corequisites**

Graduate Status

### **University Catalog Course Description**

Examines recreational administration concepts regarding organizational structure and operations, personnel management, financing, policy development, and public relations procedures.

### **Course Overview**

This course examines the challenges and demands facing managers of recreational programs. Through readings students will acquire the skills to develop policy and effective personnel management, investigate public relations procedures, and secure financing. An in-depth investigation within the course will provide future managers with resources to function as professionals in the 21st century.

### **Course Delivery Method**

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available at all times from Monday, January 25, 2021 through Wednesday, May 5, 2021.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three (3) times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Explain the relationship among participants, organizational management concepts, and recreational programs.
2. Identify the variety of businesses, agencies, and institutions providing recreational programs while interpreting their financing, policies development, and public relations’ procedures.
3. Articulate the fundamental principles and practices required of professionals managing recreational programs.
4. Complete an in-depth investigation into and discussion of a current organization, operation, challenges, and possible future changes within the recreation industry.

**Professional Standards** (*Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)*):

Upon completion of this course, students will have met the following professional standards:

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.

## Required Texts

There is no required textbook for this class. There are a number of journal articles (listed below) that you will be responsible for reading. In addition, you will need to purchase some articles from the Harvard Business Review. For those articles, and how to purchase, please scroll down below to Additional Required Readings.

### Required Readings

- Barth, David. Alternatives for Determining Parks and Recreation Level of Service. American Planning Association. May/June 2016, 1 – 12.
- Barth, David. High Performance Public spaces: A Tool for Building Great Communities. Florida Recreation and Parks Association Journal. Spring 2016, 18 – 21.
- Barth, David. Contemporary Parks and Recreation Planning. American Planning Association. October 2016, 42 – 43.
- Barth, David. Reimagining Neighborhood Parks. Florida Recreation and Parks Association Journal. Spring 2017, 8 – 9.
- Rossman, J. Robert & Ellis, Gary D. (2012). Thoughts on experience: Introduction to the special issue, Journal of Park and Recreation Administration, 30(3), 1-6.
- Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
- Thompson, Walter. (2018). Worldwide survey of fitness trends for 2019. ACSM's Health & Fitness Journal: [November/December 2018 - Volume 22 - Issue 6 - p 10-17.](#)
- Kanters, Michael, A., Carter, David & Pearson, Bryant. (2001). A community-based model for assessing the economic impact of sport and recreation services, Journal of Park and Recreation Administration, 19(2), 43-61.
- Johnson, Darrell L. (2014). Understanding revenue streams, Journal of Facility Planning, Design, and Management, 2(2), 85-103.
- Dawar, Niraj. (2013, December). When marketing is strategy, Harvard Business Review, 101-108.
- Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013). Creating ADA accessible strength and conditioning facilities: the impact of the new 2010 standards, Journal of Facility Planning, Design, and Management, 1(1), 35-46.
- Miller, John J. (2014). When fans rush the court, Journal of Facility Planning, Design, and Management, 2(1), 11-24.
- Abbott, Anthony A. (2013). Injury litigations, American College of Sports Medicine's Health & Fitness Journal, 17(3), 28-32.
- Bartlett, Kenneth R. & McKinney, William R. (2004). A study of the role of professional development, job attitudes, and turnover among public park and recreation employees, Journal of Park and Recreation Administration, 22(4), 62-80.
- Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and "competencies", Harvard Business Review, 1-11.
- The Language of Strategic Planning
- Idea Watch: Boosting Demand in the Experience Economy (2015, January – February), Harvard Business Review.
- Gebhardt, A. and Eaglesa, F.J. (March 2014) Factors leading to the implementation of strategic plans for parks and recreation, Managing Leisure, Published online: 18 Mar 2014.
- Martin, R. (2014). The big lie of strategic planning, Harvard Business Review, 78 – 84.
- Kanters, M., Carters, D., Pearson, B. (Summer 2001) A Community-based model for assessing the economic impact of sport and recreation services, Journal of Park and Recreation Administration, 19(2), 43-61.
- Clower, T., Chapman, J., Keunwon, S. (2015) The Economic impact of local parks: an examination of the economic impacts of operations and capital spending on the United States economy, National Recreation and Park Association.
- Tripartite Agreement – Prince William County, The City of Manassas, and George Mason University: The Freedom Aquatic & Fitness Center.
- Fernandez-Araoz, (June, 2014) The Big Idea: 21st century talent spotting, Harvard Business Review.

- Mowen, A., & Kerstetter, D. (2004). Special Issue of the Journal of Park and Recreation Administration. Partnerships in Parks and Recreation Administration. Journal Of Park And Recreation Administration, 22(4).
- Evenson, K., Aytur, S., Rodriguez, D., & Salvesen, D. (2009). Involvement of Park and Recreation Professionals in Pedestrian Plans. Journal of Park And Recreation Administration, 27(3), 132-142.
- Popovicova, J. and Gregg, A., (2010). Evaluating Approaches for Gathering Public Input in Master Planning Efforts for Future Development of a Recreational Reservoir. Journal of Park And Recreation Administration, 28(4), 96-115.
- Webler, T., Tuler, S., Tanguay, J., (2004) Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area. Journal of Park and Recreation Administration, 22(3), 91-113.
- Wilhelm Stanis, S., Schneider, I., Shinew, K., Chavez, D., & Vogel, M. (2009). Physical Activity and the Recreation Opportunity Spectrum: Differences in Important Site Attributes and Perceived Constraints. Journal of Park And Recreation Administration, 27(4).
- From Interest to Commitment: The Citizen Connection. A White Paper Summary of an Open Forum at the 2010 NRPA Congress.
- Leone, M., Barnes, M., & Sharpe, E., (2015). What Gets Plans off the Shelf? A Case Study of Municipal Recreation Plan Implementation. Journal of Park and Recreation Administration, 33(4), 51-68.

### Additional Required Readings:

**Harvard Business Review Coursepack NOTE: see “Class Materials” under the “Getting Started” document attached in Orientation on Blackboard – Total cost is approximately \$21.25. You will need this link to access the materials: <https://hbsp.harvard.edu/import/791286>**

1. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
2. Dawar, Niraj. (2013). When marketing is strategy, Harvard Business Review, 101-108.
3. Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: Why Potential Now Trumps Brains, Experience, and “Competencies”, Harvard Business Review, 1-11.
4. Roger Martin. The Big Lie of Strategic Planning.
5. Case Study: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century.
6. Balis, Janet (2020, April). Brand Marketing Through the Coronavirus.
7. Waldron, Ted & Wetherbe (2020, April). Ensure That Your Customer Relationships Outlast the Coronavirus.
8. Grushka-Cockayne, Yael (2014, February). New York City Parks and Recreation. (Includes Supplementary Materials)

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **ASSIGNMENTS AND EXAM**

### Points

1. **Class Participation = 20 points** - Students must participate in the online discussions in generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.

**2. NVRPA Individual Visitation – due by Sunday, March 21<sup>st</sup> = 10 points.**

Choose one of the Northern Virginia Regional Park Authority (NOVA Parks) sites to visit. Go to [http://www.nvrpa.org/park/main\\_site/content/NVRPA\\_Parks](http://www.nvrpa.org/park/main_site/content/NVRPA_Parks) to view the 24 Regional Parks featuring golf courses, swimming pools, hiking trails to choose from. To prove you were there please have someone take a picture of you onsite to send along with a scanned copy of the front page of the brochure from the NVRPA site by the due date – **Sunday, March 21<sup>st</sup>**. If you work for NVRPA, please do not use your work site for this visit. Go to a different site. If you are completing this course while away from the Northern Virginia area, please e-mail me for an alternate site – or visit a comparable site in the state where you are residing.

**3. Research Paper – due Sunday, April 25<sup>th</sup> = 30 points – (NOTE: Papers received AFTER the due date will be considered late and will receive a 20% reduction in points per 24-hour period (Saturdays and Sundays are included) = 30 points:**

You will be required to turn in an five (5) to ten (10) page paper (Rubric attached) with at least five (5) supporting references – with at least three (3) of those coming from peer-reviewed journals and the *articles have to be different than what is being given to you in class*. You must use APA Style and must include an Abstract - analyzing The Orange County, Florida Parks and Recreation Master Plan 2016. You will be given a copy of this plan at the start of the semester along with any current updates to the plan – to include results of the initial Focus Groups, etc. This is a “real-life” assessment that gives you a unique opportunity to see what goes into a parks and recreation master plans. The flow of the class – the readings and assignments – has been designed to give you the necessary background to conduct a *critical* analysis of the assessment – the various steps that go into an assessment of this type to include engagement methodologies”, surveys, online community engagement, demographic analysis and population projections, level of service analysis, benchmarking, trends analysis, needs assessment, prioritization of demand, funding, public participation – pros and cons, visioning strategies, and cost and revenue analysis. You will be graded based on how well you are able to use the assigned readings, case studies, videos, webinars, etc. to *critically analyze* the parks and recreation master plan as presented during the semester. Based on your readings, assignments, etc., you are to determine and support your position as to whether or not the assessment reached a logical conclusion.

**4. Recreation Planning During a Pandemic = 20 points "Recreation Planning in the Age of the Coronavirus: How to Engage the Public without Endangering the Community" – due Sunday, May 2<sup>nd</sup> = 20 points.**

You will be required to write a five (5) page paper (Rubric attached) as to how you would go about planning a recreation event of your choosing during this pandemic. What would you do to ensure the safety of those who might choose to attend? Would this be an outdoor or indoor event? Would you limit attendance? How? You will need to include at least five (5) journal articles to support your position.

**Rubric:** You must submit a **five (5) page paper on how you would safely stage an event of your choosing during this pandemic on or before Sunday, May 2<sup>nd</sup>**.

- a) An **introduction** to inform the reader of the specific event you are choosing to promote in the age of coronavirus and why you are choosing that specific event.
- b) What **specific safety precautions** will you be using for screening attendees and why (temperature checks, mask requirements, social distancing, Vaccine card, limit as to the number of attendees, etc.).
- c) **Where** will the event be held? Indoors? Outdoors? Tents?
- d) What **type of staffing** will you have for the event and how many? What will be the required qualifications for staff members?
- e) What is the **specific advance training** you will require for your staff?
- f) A **schematic or photo of the event staging** is required to show the reader the setup for your event.
- g) This assignment requires that you make **specific references to at least five (5) journal articles**.

5. **Final Exam – Wednesday, May 5th = 20 points.** – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations 20

TOTAL 100

### Grading

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79
A- = 90 – 93	B = 84 – 87	C = 74 – 77
	B- = 80 – 83	C- = 70 – 73

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

### Core Values Commitment

The College of Education and Human Development is committed to collaborations, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code: <https://catalog.gmu.edu/policies/honor-code-system/> .
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website

**Tentative Class Schedule:**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	Jan	25	Course Introduction and Introduction to Semester Project: “Orange County, Florida Parks and Recreation Master Plan, 2016”.	<b>Kaltura Capture Space Video Introduction to the Semester, assignments, and expectations</b>  Power Point: “Successful Park System Master Planning” Joe Webb AECOM – FRPA Conference 2018
	Feb	1	Parks and Recreation Planning	« Contemporary Parks and Recreation Planning » - David Barth « Alternatives for Determining Parks and Recreation Level of Service » - David Barth « Reimagining Neighborhood Parks » - David Barth – FRPA Journal
	Feb	8	Strategic Planning Strategy and its role in the design of a fitness/recreation center	« The Language of Strategic Planning » - « Factors Leading to the Implementation of Strategic Planning for Parks and Recreation » - Managing Leisure - pdf « Can You Say What Your Strategy Is ? » Harvard Business Review « New York City Parks and Recreation HBR – Feb. 2014
	Feb	15	Budget and Finance	« A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services » Journal of Park and Recreation Administration, Vol. 19, No. 2 « The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy » « Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1).
	Feb	22	Benchmarking and NRPA Park Metrics	« Alternatives for Determining Parks and Recreation Level of Service » - David Barth – American Planning Association City of Fort Collins Benchmarking « The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy »
	March	1	Partnerships – Case Study: The Freedom Aquatic & Fitness Center’s Tripartite Agreement	Tripartite Agreement
	March	8	Human Resource Issues	“First, Break all the Rules” – PPT “The New Positions of Basketball” PPT « A Study of the Role of Professional Development, Job Attitudes, and Turnover among Public Park and Recreation Employees » - pdf « 21st Century Talent Spotting » - HBR, June 2014 article and assigned Case Study of the same name
	March	15		No Assignments

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	March	22	Public Participation	<p>« Involvement of Park and Recreation Professionals in Pedestrian Plans ». Journal of Park and Recreation Administration – pdf</p> <p>« Evaluating Approaches for Gathering Public Input in Master Planning Efforts for a Future Development of a Recreation Reservoir » - Journal of Park and Recreation Administration – pdf</p> <p>Webinar - SORP: Collaboration and Public Participation in Outdoor Recreation Planning</p> <p>Power Point for SORP Webinar – pdf version</p> <p>« From Interest to Commitment : The Citizen Connection : A White Paper Summary of an Open Forum at the 2010 NRPA Congress »</p> <p>« Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area » - Journal of Park and Recreation Administration - pdf</p> <p>Thomas Webler Seth Tuler Jasmine Tanguay</p>
	March	29	Park and Facility Planning	<p>« Physical Activity and the Recreation Opportunity Spectrum : Differences in Important Site Attributes and Perceived Constraints ». Journal of Park and Recreation Administration – pdf</p> <p>« What Gets Plans off the Shelf ? A Case Study of Municipal Recreation Plan Implementation ». Journal of Park and Recreation Administration – pdf.</p>
	April	5	Safety and Emergency Preparedness for Health and Fitness Facilities	<p>« When Fans Rush the Court »</p> <p>« Injury Litigations - ACSM Health &amp; Fitness Journal »</p>
	April	12	Current Trends in Parks, Recreation and Fitness programs	<p>« Reimagining Neighborhood Parks« David Barth – FRPA Journal Spring 2017</p> <p>Power Point « Park Sustainability and Resiliency » - Joe Webb – AECOM – FRPA 2018 presentation</p> <p>Worldwide Survey of Fitness Trends for 2018 : Tenth Anniversary Edition » - ACSM Health &amp; Fitness Journal - pdf</p>
	April	19	Event Planning for Health and Fitness Facilities	<p>“Event Planning – Beyond the Basics” – NRPA Presentation - PPT</p>
	April	26	ADA Requirements for Recreation and Fitness Center	<p>« Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards »</p> <p>« Recreation Accessibility »</p> <p>« AIMFREE »</p>
	May		Semester Wrap-up	Review of class materials for Final Exam
Mon	May	3	Last Day of Classes	
Wed	May	5	Final Exam	

*Note: Faculty reserves the right to alter the schedule as necessary.*

**Guidelines:**

- **All work in this course should be written in the third person** using complete sentences.

- Use **subheadings** appropriate to the assignment (e.g., Introduction, Background for the Study, Strategic Kick-off, References, etc.) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment.
- **At least five (5) of your references must be research articles appearing in refereed journals (peer-reviewed journals).** **These five peer-reviewed journal articles must be highlighted in yellow.** Additional references providing support for significance and definitions **may** come from other literature sources.
- **Appropriately cite all sources following the current APA guidelines.**
- Create an **APA-style cover page** with running headers throughout the document.
- Create an **APA-style references/works cited page.**

**Grading:**

- Overall, grading will be based on completeness of responses, clarity and accuracy of written presentation. **See rubric for details.**
- Proposal drafts should be developed through the integration of material from your courses, readings and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

**Assessment Rubric for Research Paper – Critical Analysis of the Orange County, Florida Parks and Recreation Master Plan**

Item	Needs Extensive Work	Satisfactory and Could be Improved	Excellent
<b>Introduction</b>  <b>Background for the Study and Overview of the Assessment</b>	<b>0- 2 points</b> The author did not provide or provided very limited general and/or cited evidence to inform the reader about the key issues involved in the proposed study.	<b>3 – 4 points</b> The author provided some general and/or cited evidence to inform the reader about the key issues involved in the proposed study but needs to expand on the key issues presented.	<b>5 points</b> The author provided significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study.
<b>Strategic Kick-off</b>	<b>0-2 points</b> The author did not cite specific examples regarding the proceedings and findings of the Strategic Kick-off.	<b>3 – 4 points</b> The author provided some general and/or cited evidence to inform the reader about the proceedings and findings of the Strategic Kick-off.	<b>5 points</b> The author provided significant general and/or cited evidence to inform the reader about the key proceedings/findings of the Strategic Kick-off.

<p><b>Public Engagement</b></p> <ul style="list-style-type: none"> <li>• <b>Focus Groups</b></li> <li>• <b>Key Stakeholders</b></li> <li>• <b>Survey – mailed and online</b></li> <li>• <b>Other Engagement Tools</b></li> </ul>	<p><b>0-9 points</b> The author did not cite specific examples regarding the proceedings and findings of the Public Engagement initiatives.</p>	<p><b>10 – 24 points</b> 41-49 points The author provided some general and/or cited evidence to inform the reader about the proceedings and findings of the Public Engagement initiatives.</p>	<p><b>25 points</b> . 50-55 points The author provided significant general and/or cited evidence to inform the reader about the key proceedings/findings of the Public Engagement initiatives.</p>
<p><b>Inventory Analysis and Needs Analysis</b></p>	<p><b>0- 2 points</b> The author did not provide or provided very limited cited evidence of the findings of the Inventory Analysis and Needs Analysis.</p>	<p><b>3 – 4 points</b> The author provided some cited evidence of the findings of the Inventory Analysis and Needs Analysis but could be improved.</p>	<p><b>5 points</b> The author provided &amp; cited evidence of the findings of the Inventory Analysis and Needs Analysis.</p>
<p><b>Management and Operations Analysis</b></p>	<p><b>0 – 2 points</b> The author did not provide or provided very limited cited evidence of the findings of the Management and Operations Analysis.</p>	<p><b>3 – 4 points</b> The author provided some cited evidence of the findings of the Management and Operations Analysis. However, improvement is needed.</p>	<p><b>5 points</b> The author provided and cited evidence of the Management and Operations Analysis.</p>
<p><b>Demographic Analysis</b></p>	<p><b>0- 4 points</b> The author did not provide or provided very limited evidence of the findings of the Demographic Analysis.</p>	<p><b>5 – 9 points</b> The author provided some cited evidence of the findings of the Demographic Analysis. However, the evidence of the findings could be improved.</p>	<p><b>10 points</b> The author provided and cited significant evidence to inform the reader of the Demographic Analysis.</p>
<p><b>Trends Report</b></p>	<p><b>0- 4 points</b> The author did not provide or provided very limited evidence of the findings of the Trends Report.</p>	<p><b>5 – 9 points</b> The author provided some cited evidence of the findings of the Trends Report. However, the evidence of the findings could be improved.</p>	<p><b>10 points</b> The author provided and cited significant evidence to inform the reader of the Trends Report.</p>
<p><b>Evidence of Benchmarking</b></p>	<p><b>0 – 2 points</b> The author did not provide or provided very limited cited evidence of the findings regarding benchmarking in the report.</p>	<p><b>3-4 points</b> The author provided some cited evidence of the findings regarding benchmarking in the report.</p>	<p><b>5 points</b> The author provided and cited evidence of the findings regarding benchmarking in the report.</p>
<p><b>Goals and Recommendations and Final Report and Presentation</b></p>	<p><b>0-4 points</b> <b>The author did not provide information about the goals, recommendations, the</b></p>	<p><b>5 - 9 points</b> The author provided some information about the goals, recommendations, the</p>	<p><b>10 points</b> The author provided significant information about the goals, recommendations, the</p>

	<b>final report and presentation of the assessment.</b>	final report and presentation of the assessment. However, the information provided could be improved.	final report and presentation of the assessment.
<b>Supporting Journal Articles and References</b> <ul style="list-style-type: none"> <li>• <b>Peer-reviewed articles</b></li> </ul> <b>Other supporting articles</b>	<b>0-6 points</b> Author cited 10 or fewer articles with fewer than 5 peer-reviewed articles among these.	<b>7 - 19 points</b> Author accurately cited at least 5 articles but less than the 10 required and fewer than the 5 peer-reviewed articles required.	<b>20 points</b> Author accurately cited 5 or more articles with at least 3 of these being peer-reviewed journal articles

