

College of Education and Allied Studies

**BS in Hospitality and Tourism
BS in Recreation Option in Recreation Management
BS in Recreation Option in Recreation Therapy**

MS in Recreation and Tourism

**Committee on Academic Planning and Review (CAPR) Annual Report
May 2011**

1.0 Program Status

(a) Significant Curricular Changes since March of 2010

All curricular changes approved in 2009-2010 were implemented in fall 2010.

HOS 1100 was added to required courses for the department and became a lower division D1-3 GE course

(b) Resource Changes since March of 2010

After cutting \$300,000 in Summer 2009, we had to cut an additional \$100,900 from Winter 2010 and Spring 2010. No state supported courses were offered in the summer of 2010 but we generated 188.9 FTES through self support.

HRT department staff and the chair moved from our offices in A&E (our home for 40 years) to PE 130 in summer 2010. This move was made to combine administrative functions with Kinesiology. Between the two departments we now have one ASC, one ASA II and one ASA I. We also now share our SSP1 which means one person is taking care of 800+ students. She is our academic advisor and makes sure that students are in the right classes, completes all graduation checks and helps students maximize their time to degree.

(c) Faculty Retirements or Move to FERP since March of 2010

One faculty was not retained and finished this year as a terminal year.

(d) New Tenure-track Hires since March of 2010: None

(e) Revision of Program Goals or Outcomes: None

(f) Other Changes in the Program

We renewed our application for Freshman Cluster “*Bodies at Play*” with Kinesiology and Dance, and applied for a new cluster with Kinesiology and Educational Psychology call “*Making a Difference*.” Since we are a discovery major, this exposure to freshman facilitates the potential of students choosing recreation, hospitality or recreation therapy as a major.

Even though we have experienced significant resource shortages, we have maintained high FTES. This has only been possible because our faculty, both tenure track and lecturers, have been willing to take more students in each section. We have continued to grow in majors and we really need to offer all required department core classes more than once a year. Having 60 students in a major course are too many because our major courses require significant written work. We are going to have to reduce our GE offerings to offer additional section of major courses.

HRT Enrollment Growth Even in Budget Constriction

2009		2010*		2011*	
#	% Inc.	#	% Inc.	#	% Inc.
760	2%	681	SS	352*	
1,613	23%	1,620	0%	1,501	-7%
1,348	18%	1,700	26%	1,712	1%
1,527	25%	1,601	5%	1,752	9%
5,248	19%	5,602	7%	4,965	-11%

The major drivers in our enrollment growth are online offerings and our graduate MS in Recreation Masters. As the chart above indicated, we lost enrollment in 2010 and 2011 due to the budget cut backs but please note the jump in Winter 2010 enrollment- our HRT faculty really pulled together and we all took higher enrollment and three TT professors and 1 lecturer volunteered to co-teach a REC 1000 with 100 students for free.

An issue for this coming year will be recruitment of working professionals (target market) and having enrollment closed. After working for the past three years with the hoteliers, we are finally getting enough word of mouth and buzz that the working professionals are starting to come wanting to enroll immediately. Coordinating need and open enrollment periods will be a challenge.

2.0 Summary of Assessment Results

(a) Key Assessments Used within the Program, Including Student Evaluations

The Student Learning Objective we evaluated this year is (4) *To be able to conduct research in the profession, analyze data and draw conclusions based on evidence and provide accurate referencing for all sources.* A qualitative analysis was conducted through faculty discussion about student learning outcomes, data was gathered from research assignments in the different classes and how students did on their final research projects.

(b) Results for 2009-2010

The Student Learning Objective we evaluated this year is *(4) to be able to conduct research in the profession, analyze data and draw conclusions based on evidence and provide accurate referencing for all sources*. During faculty discussions, it was determined that we need to teach research differently. We believe that research happens in all courses and we found that students were not building on skills from class to class. After a long discussion, faculty identified three areas needing improvement:

- (1) Literature reviews - Lacked appropriate research into the body of literature (over use of internet, non peer reviewed citations),
- (2) Structure of methodology- Many didn't demonstrate the step necessary to gather solid data, and
- (3) Conclusions- Even when data was collected, little or no connection to the data was evidenced by their conclusions.

Faculty found that students are given detailed instructions of what is required, but they routinely are unable to complete required work. After prolonged discussion, we are instituting more deliberate tactic of teaching research starting in Fall 2011. All 1000, 1100 and 2400 courses will have a specific learning objective about research. Instructors in all sections of these courses will launch a research tutorial about the process of researching academic subjects, how to cite, and how to use proper APA format.

In our upper division research course, students have struggled with a very complex, changing structure from the professor teaching this course. That professor is being replaced. The new course will focus on the steps necessary to conduct and analyze survey research hospitality and recreation professionals need to produce in their jobs in the industry. Examples from local community programs will be used for learning.

(c) Changes in the Program's Assessment System

We are instituting an exit survey for all students completing their graduation check starting Spring 2011 and it will be completed each quarter when a student completes their graduation check.

Capr2011hrt

California State University, East Bay
APR Summary Data
Fall 2005 - 2009

Recreation and Community Service					
Item	Fall Quarter				
	2005	2006	2007	2008	2009
A. Students Headcount					
1. Undergraduate	49	51	77	105	162
2. Postbaccalaureate	1	4	3	2	2
3. Graduate	0	0	0	21	24
4. Total Number of Majors	50	55	80	128	188
College Years					
B. Degrees Awarded					
	04-05	05-06	06-07	07-08	08-09
1. Undergraduate	23	20	17	19	27
2. Graduate	0	0	0	0	0
3. Total	147	227	280	347	415
Fall Quarter					
	2005	2006	2007	2008	2009
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	2	2	5	7	7
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	2	2	5	7	7
3b. % Tenure Track	22.2%	14.3%	27.8%	33.3%	33.3%
Lecturer Headcount					
4. Full-Time	1	1	1	1	1
5. Part-Time	6	11	12	13	13
6a. Total Non-Tenure Track	7	12	13	14	14
6b. % Non-Tenure Track	77.8%	85.7%	72.2%	66.7%	66.7%
7. Grand Total All Faculty	9	14	18	21	21
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	2.0	1.2	3.7	6.7	6.4
9. Lecturer FTEF	5.5	8.9	12.3	10.6	6.4
10. Total Instructional FTEF	7.5	10.1	16.0	17.2	12.8
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	2.0	1.2	3.7	6.7	6.4
11b. % of FTES Taught by Tenure/Track	26.6%	11.9%	23.2%	38.6%	50.1%
12a. FTES Taught by Lecturer	5.5	8.9	12.3	10.6	6.4
12b. % of FTES Taught by Lecturer	73.4%	88.1%	76.8%	61.4%	49.9%
13. Total FTES taught	7.5	10.1	16.0	17.2	12.8
14. Total SCU taught	2209.0	3400.0	4204.0	5207.5	6217.5
D. Student Faculty Ratios					
1. Tenured/Track	18.5	29.5	14.3	14.8	24.7
2. Lecturer	19.9	21.6	18.5	23.5	40.3
3. SFR By Level (All Faculty)	19.6	22.5	17.6	20.2	32.5
4. Lower Division	33.2	25.7	17.4	23.3	37.6
5. Upper Division	17.8	21.5	17.6	19.2	33.8
6. Graduate	0.0	0.0	0.0	13.8	12.5

California State University, East Bay
APR Summary Data
Fall 2005 - 2009

Recreation and Community Service					
Item	Fall Quarter				
	2005	2006	2007	2008	2009
<i>E. Section Size</i>					
1. Number of Sections Offered	34.0	45.0	58.0	61.0	53.0
2. Average Section Size	22.5	23.4	21.7	23.4	34.6
3. Average Section Size for LD	15.7	25.5	22.8	28.0	44.3
4. Average Section Size for UD	24.6	22.8	21.2	21.1	32.8
5. Average Section Size for GD	0.0	0.0	0.0	23.5	15.8
6. LD Section taught by Tenured/Track	0	0	5	6	5
7. UD Section taught by Tenured/Track	6	4	6	10	14
8. GD Section taught by Tenured/Track	0	0	0	2	3
9. LD Section taught by Lecturer	7	10	11	12	10
10. UD Section taught by Lecturer	21	31	36	31	21
11. GD Section taught by Lecturer	0	0	0	0	1

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Headcount Enrollment					
Item	Fall Quarter				
	2005	2006	2007	2008	2009
<i>Hospitality and Tourism</i>					
1. Undergraduate	0	0	0	4	56
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	0	0	0	4	56
<i>Recreation</i>					
1. Undergraduate	49	51	77	101	106
2. Postbaccalaureate	1	4	3	2	2
3. Graduate	0	0	0	0	0
4. Total Number of Majors	50	55	80	103	108
<i>Recreation Management</i>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	21	24
4. Total Number of Majors	0	0	0	21	24

California State University, East Bay
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Recreation and Community Service					
Item	Fall Quarter				
	2005	2006	2007	2008	2009
College Years					
Degrees Awarded	04-05	05-06	06-07	07-08	08-09
<i>Hospitality and Tourism</i>					
1. Undergraduate				0	1
2. Graduate				0	0
3. Total Number of Majors				0	1
<i>Recreation</i>					
1. Undergraduate	23	20	17	19	26
2. Graduate	0	0	0	0	0
3. Total Number of Majors	23	20	17	19	26
<i>Recreation Management</i>					
1. Undergraduate				0	0
2. Graduate				0	0
3. Total Number of Majors				0	0

D. Student Faculty Ratios	Hospitality				
1. Tenured/Track				8.0	23.9
2. Lecturer				16.0	29.8
3. SFR By Level (All Faculty)				10.8	25.4
4. Lower Division				21.1	26.9
5. Upper Division				8.6	25.3
6. Graduate				0.0	0.0
E. Section Size					
1. Number of Sections Offered				4.0	7.3
2. SCU taught				248.0	549.0
3. Average Section Size				15.5	35.7
4. Average Section Size for LD				21.0	0.0
5. Average Section Size for UD				13.7	35.7
6. Average Section Size for GD				0.0	0.0
7. LD Section taught by Tenured/Track				0	0
8. UD Section taught by Tenured/Track				2	6
9. GD Section taught by Tenured/Track				0	0
10. LD Section taught by Lecturer				1	1
11. UD Section taught by Lecturer				1	1
12. GD Section taught by Lecturer				0	0

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APR Summary Data
Fall 2005 - 2009

Recreation and Community Service					
Item	Fall Quarter				
	2005	2006	2007	2008	2009
<i>D. Student Faculty Ratios</i>	Recreation				
1. Tenured/Track	18.5	29.5	14.3	16.0	24.9
2. Lecturer	19.9	21.6	18.5	23.9	40.9
3. SFR By Level (All Faculty)	19.6	22.5	17.6	21.1	33.4
4. Lower Division	33.2	25.7	17.4	23.4	37.9
5. Upper Division	17.8	21.5	17.6	20.6	35.8
6. Graduate	0.0	0.0	0.0	13.8	12.5
<i>E. Section Size</i>					
1. Number of Sections Offered	34.0	45.0	58.0	57.0	45.7
2. SCU taught	2209.0	3400.0	4204.0	4959.5	5668.5
3. Average Section Size	22.5	23.4	21.7	24.0	34.5
4. Average Section Size for LD	15.7	25.5	22.8	28.4	44.3
5. Average Section Size for UD	24.6	22.8	21.2	21.8	32.5
6. Average Section Size for GD	0.0	0.0	0.0	23.5	15.8
7. LD Section taught by Tenured/Track	0	0	5	6	5
8. UD Section taught by Tenured/Track	6	4	6	8	8
9. GD Section taught by Tenured/Track	0	0	0	2	3
10. LD Section taught by Lecturer	7	10	11	11	9
11. UD Section taught by Lecturer	21	31	36	30	20
12. GD Section taught by Lecturer	0	0	0	0	1