



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT**

College	CEAS
Department	Hospitality, Recreation and Tourism
Program Unit	M.S. in Recreation and Tourism
Reporting for Academic Year	2015-2016
Department Chair	Dr. Chris Chamberlain
Date Submitted	9/14/2016

**1. SELF-STUDY**

**A. Five-year Review Planning Goals**

<ol style="list-style-type: none"> <li>1. Growing our programs.</li> <li>2. Refining our majors.</li> <li>3. Increasing our links with our industry partners.</li> <li>4. Increase our research.</li> </ol>
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**B. Five-year Review Planning Goals Progress**

GOAL	PROGRESS
Growing our programs.	A collective effort has been made by faculty to increase the number of students in the program. New marketing initiatives have been implemented to increase the visibility of the program and department. These include new, updated program fliers, giveaways, table displays and soon a new department website that is more user-friendly as well as having pertinent information for all stakeholders.
Refining our majors.	As we progress through the transition from quarters to semesters, we have implemented small changes in the program and courses that we are able to implement before the transition. Including relevant signature assignments, updated industry information, and screening of applicants to assure they have the tools necessary to succeed in the major.
Increasing our links with our industry partners.	Faculty have been involved in reconnecting with our current industry partners as well as developing new relationships with others. These relationships are essential to our connection to industry and providing a program that is relevant and prepares graduates.

Increase our research.	With the addition of two new tenure-track faculty members, research has been completed and is in-progress that will substantially increase the number and quality of publications. Collaborations between and amongst faculty had also increased and is on-going. The addition of new tenure-track faculty members will add to the depth and breadth of research in HRT. Supporting graduate students in their research will continue to be a priority.
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### C. Program Changes and Needs

The addition of new tenure-track faculty members will provide more depth, variety and expertise to the graduate faculty, which will benefit students. A new tenure-track faculty member began in September, 2015, and another new tenure-track faculty member beginning in September, 2016, will assist with balancing the courses taught in the graduate program.

The program has increased the emphasis on improving the research skills of graduate students, including how to locate credible references, write in APA format, and utilize current research and data in course work. The new structure of the program for conversion to semesters, featuring 9 classes, will include a series of three classes to develop of the written synthesis project. The first class students will take will focus on a study of the foundations of hospitality, recreation and tourism and the signature assignment will be a comprehensive literature review. The signature assignment in the research methods class will be development of the synthesis project proposal (first three chapters). The last course in the curriculum will be completion of the synthesis project. This structure will hopefully help students decide on a topic early in their studies and provide support throughout the research and writing process. The goal is to break down the synthesis project into a series of realistic steps to enhance student success.

The program's advisory board has been integral in the development of the new curriculum for semester conversion. Based on research of other graduate programs and the advice of industry professionals, areas of emphasis in the transformed program will include fiscal management, law and risk, marketing and sustainable solutions. The expertise of advisory board members will increase the relevancy, depth and breadth of the new program and curriculum

Efforts to improve the program marketing continue, including development of new posters, flyers, web page and other materials. Several faculty members assisted with recruitment of new majors at the California Parks and Recreation Conference in March of 2016 in Long Beach. For the second year, hosting a booth at the conference drew the interest of a large number of potential applicants with practical work experience who are seeking further career development. The faculty seek to increase the visibility of the graduate program in the Bay area and elsewhere.

Student-centered learning opportunities have increased as more monies are awarded through the university's A2E2 funding. These funds afford the program's faculty, tenured, tenure-track and adjunct faculty to develop opportunities for undergraduate and graduate students to experience and extend their educational learning outside of the physical and virtual classroom.

## **2. SUMMARY OF ASSESSMENT**

### **A. Program Student Learning Outcomes**

Students who graduate with an M.S. in Recreation and Tourism from CSUEB will be able to:

1. Critical Thinking - Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references.
2. Leadership - Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs.
3. Professional Knowledge - Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession.
4. Social Justice - Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.

### **B. Program Student Learning Outcome(s) Assessed**

Professional Knowledge – Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession. This outcome is aligned with the Institutional Learning Outcomes for both Communication and Specialized Field of Study.

See Appendix A for Curriculum Map – Alignment of PLO's and ILO's

### **C. Summary of Assessment Process**

The signature assignment (Philosophy Paper) in REC 6100 Philosophy of Leisure in Fall 2015 was assessed. Students were provided with detailed instructions, information about locating references, and the rubric early in the quarter. 10 papers from the class were randomly selected for review. Each paper was assigned for review by an HRT faculty member.

Criteria on the rubric included: 1) Statement of purpose, thesis or controlling idea; 2) Audience awareness; 3) Organization, cohesion and clarity; 4) Presentation of supporting ideas; 5) Language usage, sentence structure; 6) Mechanics, grammar, punctuation and spelling; 7) Level of professional knowledge (theoretical and philosophical foundations of HRT). Levels of achievement used to rate the papers were from 1-4, with 4 being the highest. The competent rubric score was set at 3 for each criteria.

### **D. Summary of Assessment Results**

The course mean was above the competent rubric score for 5 criteria including organization/cohesion/clarity (3.3), presentation of supporting ideas (3.4), language usage/sentence structure (3.4), mechanics (3), and professional knowledge (3.1). The scores for the statement of purpose (2.8) and audience awareness (2.8), were slightly below the competent rubric score.

The assessment data shows that the steps faculty are taking in classes to increase the quality of written communication and professional knowledge are having a positive impact on student learning, but further steps are needed. Additional emphasis should be placed on making strong connections between leisure theories and philosophical foundations of leisure throughout the philosophy paper, clearly stating the purpose or controlling idea, and identifying the audience.

Students need a strong understanding of leisure theories, along with theoretical and philosophical foundations of leisure to do well on this assignment. Students without sufficient work experience or prior study of hospitality, recreation, tourism or recreation therapy have extreme difficulty with this signature assignment. In the newly designed semester curriculum, the first class covering foundations of HRT will be beneficial to provide some of the necessary knowledge. Screening of graduate applicants is becoming more stringent to assure students have the prerequisites necessary to succeed in the program.

As part of the assessment process, HRT faculty discussed the need for graduate students to be able to locate and use credible references, draw evidence and supportive ideas from those sources, and write in APA format. Information should be provided in classes to help students with their research and writing (SCAA, APA, CSUEB Library Databases, List of Peer-Reviewed Journals in HRT fields, etc.).

The HRT faculty plans to assess either the Leadership or Social Justice PSLO during the 2016-17 academic year. We will work together to further refine a rubric, draw a larger number of artifacts, and 2-3 faculty members will use Blackboard Outcomes to rate the signature assignment in 1 graduate class. At least 2 raters will be assigned to review each artifact. The results will be discussed in a faculty meeting, with emphasis placed on developing recommendations for program improvements.

### **3. STATISTICAL DATA**

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2011 - 2015**

<b>Hospitality, Recreation and Tourism</b>					
	<b>Fall Quarter</b>				
<b>Item</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>A. Students Headcount</b>					
1. Undergraduate	209	229	250	228	253
2. Postbaccalaureate	2	1	1	0	0
3. Graduate	54	41	35	36	35
4. Total Number of Majors	265	271	286	264	288
<b>College Years</b>					
<b>B. Degrees Awarded</b>					
	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
1. Undergraduate	46	50	53	74	76
2. Graduate	11	12	19	16	14
3. Total	57	62	72	90	90
<b>Fall Quarter</b>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	6	6	6	7	7
2. Part-Time	0	0	0	0	1
3a. Total Tenure Track	6	6	6	7	8
3b. % Tenure Track	35.3%	33.3%	30.0%	31.8%	34.8%
<b>Lecturer Headcount</b>					
4. Full-Time	2	0	2	2	0
5. Part-Time	9	12	12	13	15
6a. Total Non-Tenure Track	11	12	14	15	15
6b. % Non-Tenure Track	64.7%	66.7%	70.0%	68.2%	65.2%
7. Grand Total All Faculty	17	18	20	22	23
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	5.0	4.8	5.3	6.6	5.6
9. Lecturer FTEF	8.0	9.3	11.7	11.4	10.7
10. Total Instructional FTEF	13.0	14.1	17.0	18.0	16.3
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	143.4	124.2	134.9	129.2	133.5
11b. % of FTES Taught by Tenure/Track	29.6%	25.7%	24.7%	24.1%	24.2%
12a. FTES Taught by Lecturer	341.8	359.0	410.7	406.5	419.2
12b. % of FTES Taught by Lecturer	70.4%	74.3%	75.3%	75.9%	75.8%
13. Total FTES taught	485.2	483.2	545.6	535.6	552.7
14. Total SCU taught	7278.5	7248.0	8184.0	8034.5	8290.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	28.7	25.9	25.3	19.6	23.7

2. Lecturer	42.8	38.5	35.2	35.7	39.2
3. SFR By Level (All Faculty)	37.4	34.3	32.1	29.8	33.9
4. Lower Division	45.1	46.8	37.6	37.3	38.8
5. Upper Division	35.2	32.2	31.4	27.5	33.7
6. Graduate	20.7	11.6	12.7	13.4	13.7
<b>E. Section Size</b>					
1. Number of Sections Offered	57.0	63.0	74.0	74.0	72.0
2. Average Section Size	39.7	38.1	34.6	33.4	36.4
3. Average Section Size for LD	47.9	50.6	37.4	39.9	40.4
4. Average Section Size for UD	36.5	34.1	34.9	30.9	36.4
5. Average Section Size for GD	22.8	15.5	15.0	16.5	15.0
6. LD Section taught by Tenured/Track	5	4	4	4	4
7. UD Section taught by Tenured/Track	11	8	12	13	12
8. GD Section taught by Tenured/Track	2	4	3	5	4
9. LD Section taught by Lecturer	13	14	21	19	17
10. UD Section taught by Lecturer	24	33	33	33	34
11. GD Section taught by Lecturer	2	0	1	0	0

Source and definitions available at:

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

Headcount Enrollment	Fall Quarter				
	2011	2012	2013	2014	2015
<b>Hospitality and Tourism</b>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	0	0	0	0	0
<b>Recreation</b>					
1. Undergraduate	89	89	92	75	87
2. Postbaccalaureate	1	1	1	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	90	90	93	75	87
<b>Recreation Management</b>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	54	41	35	36	35
4. Total Number of Majors	54	41	35	36	35
<b>Hospitality Management</b>					
1. Undergraduate	120	140	158	153	166
2. Postbaccalaureate	1	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	121	140	158	153	166
Degrees Awarded	College Years				
	10-11	11-12	12-13	13-14	14-15
<b>Hospitality and Tourism</b>					

1. Undergraduate	5	0	0	0	0
2. Graduate	0	0	0	0	0
3. Total Number of Majors	5	0	0	0	0
<b>Recreation</b>					
1. Undergraduate	23	22	21	37	26
2. Graduate	0	0	0	0	0
3. Total Number of Majors	23	22	21	37	26
<b>Recreation Management</b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	11	12	19	16	14
3. Total Number of Majors	11	12	19	16	14
<b>Hospitality Management</b>					
1. Undergraduate	18	28	32	37	50
2. Graduate	0	0	0	0	0
3. Total Number of Majors	18	28	32	37	50

<b>D. Student Faculty Ratios</b>		<b>Hospitality</b>				
1. Tenured/Track	38.1	38.7	37.9	22.7	25.3	
2. Lecturer	37.9	32.5	31.3	31.4	36.4	
3. SFR By Level (All Faculty)	38.0	34.7	33.0	28.3	30.3	
4. Lower Division	45.5	56.5	39.2	40.7	34.8	
5. Upper Division	33.0	26.3	28.9	20.4	26.8	
6. Graduate	.	.	.	.	.	
<b>E. Section Size</b>						
1. Number of Sections Offered	11.0	14.0	19.0	18.0	18.0	
2. SCU taught	1187.0	1447.0	1948.0	1810.0	1944.0	
3. Average Section Size	44.8	38.3	35.8	33.8	37.3	
4. Average Section Size for LD	47.3	55.0	38.2	42.2	40.8	
5. Average Section Size for UD	42.3	30.0	33.7	26.6	33.8	
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0	
7. LD Section taught by Tenured/Track	1	1	1	1	2	
8. UD Section taught by Tenured/Track	4	4	4	5	6	
9. GD Section taught by Tenured/Track	0	0	0	0	0	
10. LD Section taught by Lecturer	2	2	5	5	4	
11. UD Section taught by Lecturer	4	7	9	7	6	
12. GD Section taught by Lecturer	0	0	0	0	0	
<b>D. Student Faculty Ratios</b>		<b>Recreation</b>				
1. Tenured/Track	26.3	22.5	22.4	18.6	22.5	
2. Lecturer	43.6	40.0	36.6	37.0	39.9	
3. SFR By Level (All Faculty)	37.2	34.1	31.9	30.2	35.1	
4. Lower Division	45.0	44.6	37.1	36.0	40.7	
5. Upper Division	35.7	34.1	32.2	30.0	36.1	
6. Graduate	20.7	11.6	12.7	13.4	13.7	
<b>E. Section Size</b>						
1. Number of Sections Offered	46.0	49.0	55.0	56.0	54.0	
2. SCU taught	6091.5	5801.0	6236.0	6224.5	6346.0	
3. Average Section Size	39.0	38.0	34.3	33.3	36.1	
4. Average Section Size for LD	48.0	49.6	37.2	39.1	40.2	

5. Average Section Size for UD	35.6	35.2	35.2	32.1	37.0
6. Average Section Size for GD	22.8	15.5	15.0	16.5	15.0
7. LD Section taught by Tenured/Track	4	3	3	3	2
8. UD Section taught by Tenured/Track	7	4	8	8	6
9. GD Section taught by Tenured/Track	2	4	3	5	4
10. LD Section taught by Lecturer	11	12	16	14	13
11. UD Section taught by Lecturer	20	26	24	26	28
12. GD Section taught by Lecturer	2	0	1	0	0



## APPENDIX A

### Curriculum Map – Alignment of PLO's and ILO's

<b>Program Learning Outcomes</b>	<b>Institutional Learning Outcomes</b>
1. Critical Thinking - Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references.	Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.  Act responsibly and sustainably at local, national, and global levels.
2. Leadership - Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs.	Work collaboratively and respectfully as members and leaders of diverse teams and communities.
3. Professional Knowledge - Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession.	Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.  Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.
4. Social Justice - Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.	Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Curriculum Map for Student Learning Outcomes Assessment, CSU East Bay													
Degree:		MS. in Recreation and Tourism										Dept: HRT	
Levels:		I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendation)											
Serial #	Course Prefix	Course #	Critical Thinking	Leadership	Professional Know	Social Justice	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	REC	6000	I		I		I					I	
	Research Proposal												
02	REC	6100	I		I		I	I					
	Philosophy Paper												
03	REC	6200		I		I			I	I	I	I	
	HR Paper												
04	REC	6300	P	P			P	P				P	
	System Theory Paper												
05	REC	6400	P		P		P					P	
	Current MGMT Topic Paper												
06	REC	6500	p		P		P	P					
	Literature Review for Synthesis												
07	REC	6600	P		M		P				P	P	
	Strategic Plan												
08	REC	6700		M		M			P	P		M	
	Training for Employees												
09	REC	6800					M		M	M	M		
	Analysis and Application Paper		M		M								
10	REC	6901	M		M		M	M				M	
	Synthesis Paper												

