



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

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

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

<ol style="list-style-type: none"> 1. Growing our programs. 2. Refining our majors. 3. Increasing our links with our industry partners. 4. Increase our research.

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. This includes relevant signature assignments, additional experiential learning activities for those in in person and in online classes, review of textbooks and updated industry information.
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. In the past year links with partners have assisted with professional experiences and internships as well as serving as professional speakers. We have several faculty and students who are now serving on professional society boards as educational representatives. This is in addition to strengthening our advisory board.
Increase our research.	With the addition of a new tenure-track faculty member in 2016 we expect to see our research increase substantially. Collaborations between and amongst faculty had also increased and is on-going. Additionally, an effort to include students in research is ongoing. Students this year assisted with research being completed by the California Park and Recreation Society.

C. Program Changes and Needs

The majority of recreation courses are taught by adjunct faculty. The addition of a new tenure-track faculty member who will begin in September 2106, will assist some with this burden, but the recreation management program is in need of a new tenure-track faculty member to further balance the courses taught by each type of faculty in the program.

In 2016, the Recreation Management program was recognized as the #11 for Best Value for Bachelor's Degrees in Parks, Recreation and Leisure by College Values Online. This award recognizes the value of the program being offered by the department.

Throughout the year faculty and students have been actively collaborating with industry professionals and organizations to develop relationships to benefit the program and our students.

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 program in the Bay Area and elsewhere.

The program's advisory board had been integral in the development of the new curriculum that will be implemented in the fall semester of 2018. The advice, industry perspectives and knowledge has increased the relevancy, depth and breadth of the new program and curriculum.

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 hospitality students to experience and extend their educational learning outside of the physical and virtual classroom.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Students who graduate will be able to demonstrate the following four qualities and traits:

- Critical Thinking – Analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references.
- Leadership – Demonstrate significant knowledge of effective leadership and teamwork strategies, management skills and evaluation of service quality and consumer needs through investigation and practical experience.
- Professional Knowledge – Articulate clearly (speak and write) ethical, philosophical, historical and current practices and administrative foundations of the profession.
- Social Justice – Demonstrate techniques that contribute to a culture of dignity and respect in the workplace.

B. Program Student Learning Outcome(s) Assessed

Professional Knowledge – Articulate clearly (speak and write) ethical, philosophical, historical and current 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

REC 3000 - Philosophy of Leisure is a core class taken by both Hospitality and Recreation majors. The signature assignment (Philosophy Paper) in one section of REC 3000 Philosophy of Leisure in Fall 2015 was assessed as part of a campus ILO Assessment Project. The instructor provided the assignment instructions to the faculty review committee, connected the ILO Written Communication rubric to the assignment in Blackboard, and participated in the review process. 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 using Blackboard Outcomes. Each paper was assigned for review by two different members of the ILO Subcommittee. A secondary assessment was conducted by the instructor on 10 randomly selected papers.

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. The instructor rated a different set of 10 papers for one additional criteria, the level of professional knowledge (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 institutional mean and competent rubric score for 5 criteria

including the statement of purpose (3.30), audience awareness (3.30), presentation of supporting ideas (3.06), language usage/sentence structure (3.10), and mechanics (3.15). The score for organization, cohesion and clarity (2.94) was slightly below the competent rubric score, but above the institutional mean. Scores for the level of professional knowledge were slightly below the competent rubric score (2.7).

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. The Philosophy Paper instructions should be changed to provide students with more information about the intended audience. Additional emphasis should be placed on making strong connections between leisure theories and philosophical foundations of leisure throughout the paper. A template to help students organize the paper should be provided, or students should be required to obtain a template (online or at SCAA).

As part of the assessment process, HRT faculty discussed the need to teach students about how to locate and use credible references to provide support, write and provide citations in APA format, and use correct sentence structure in classes across the HRT curriculum. 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, as both Critical Thinking and Professional Knowledge have been assessed recently. We will work together to further refine a rubric, draw a larger number of artifacts, and a small group of faculty (3-4) will use Blackboard Outcomes to rate the signature assignment in 2 different classes. 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 (about 1 page)

Hospitality, Recreation and Tourism					
	Fall Quarter				
Item	2011	2012	2013	2014	2015
A. Students Headcount					
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
	College Years				
B. Degrees Awarded	10-11	11-12	12-13	13-14	14-15
1. Undergraduate	46	50	53	74	76
2. Graduate	11	12	19	16	14
3. Total	57	62	72	90	90
	Fall Quarter				
	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					

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%
Lecturer Headcount					
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
Instructional FTE Faculty (FTEF)					
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
Lecturer Teaching					
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
D. Student Faculty Ratios					
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
E. Section Size					
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>

Fall Quarter					
Headcount Enrollment	2011	2012	2013	2014	2015
Hospitality and Tourism					
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
Recreation					
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
Recreation Management					
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
Hospitality Management					
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
College Years					
Degrees Awarded	10-11	11-12	12-13	13-14	14-15
Hospitality and Tourism					
1. Undergraduate	5	0	0	0	0
2. Graduate	0	0	0	0	0
3. Total Number of Majors	5	0	0	0	0
Recreation					
1. Undergraduate	23	22	21	37	26
2. Graduate	0	0	0	0	0
3. Total Number of Majors	23	22	21	37	26
Recreation Management					
1. Undergraduate	0	0	0	0	0
2. Graduate	11	12	19	16	14
3. Total Number of Majors	11	12	19	16	14
Hospitality Management					
1. Undergraduate	18	28	32	37	50
2. Graduate	0	0	0	0	0
3. Total Number of Majors	18	28	32	37	50

D. Student Faculty Ratios	Hospitality				
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
E. Section Size					
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
D. Student Faculty Ratios	Recreation				
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
E. Section Size					
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

Program Learning Outcomes	Institutional Learning Outcomes
Critical Thinking – Analyze and generate effective, sustainable solutions based on evidence and technology 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.
Leadership – Demonstrate significant knowledge of effective leadership and teamwork strategies, management skills and evaluation of service quality and consumer needs through investigation and practical experience.	Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study. Work collaboratively and respectfully as members and leaders of diverse teams and communities.
Professional Knowledge – Articulate clearly (speak and write) ethical, philosophical, historical and current practices and administrative foundations of the profession.	Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.
Social Justice – Demonstrate techniques that contribute to a culture of dignity and respect in the workplace.	Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.