



ANNUAL PROGRAM REPORT

College	CEAS
Department	Hospitality, Recreation and Tourism
Program	B.S. in Hospitality and Tourism
Reporting for Academic Year	2016-2017
Last 5-Year Review	2014-15 (for AY 2009-2014)
Next 5-Year Review	2020-2021 (for AY 2015-2020)
Department Chair	Dr. Chris Chamberlain
Date Submitted	10/20/17

I. SELF-STUDY (suggested length of 1-3 pages)

Five-Year Review Planning Goals

1. Increase student participation through outreach, recruitment and marketing.
2. Refine classes and curriculum through analysis and improvement of teaching methodology.
3. Improve collaboration with industry partners
4. Obtain and fill new faculty positions, reach a level of full staffing for all major areas of emphasis.
5. Increase transferability from California Community Colleges.

A. Progress Toward Five-Year Review Planning Goals.

Goal	Progress
Increase student participation through outreach, recruitment and marketing	Recruitment efforts conducted on a regular basis include faculty presentations at high schools and community colleges, providing and participating in special events both on and off campus, and teaching freshmen/general education/cluster courses to help promote our major as a viable option. New marketing materials have been developed to attract majors to the program. Efforts continue to develop a social media presence.
Refine classes and curriculum through analysis and improvement of teaching methodology	The curriculum and classes have been transformed for semester conversion, based on input from Advisory Council members (alumni and industry professionals) and comparison with other quality academic programs. Faculty continue to refine classes through participation in training and networking with other educators. Many faculty members have revised online and hybrid classes through Quality Matters, redesigning courses through a quality assurance and peer review process.
Improve collaboration with industry partners	Alumni and representatives from industry serve on the HRT Advisory Committee, which meets 2-3 times a year. This collaboration has been very valuable, with faculty members working with the members to improve curriculum, place

	students for volunteer opportunities and jobs, and serve the community. The department faculty and students designed and administered a community survey to obtain information for the Hayward Public Arts Master Plan.
Obtain and fill new faculty positions, reach a level of full staffing for all major areas of emphasis	There are currently 8 tenured or tenure track HRT faculty, 4 in Hospitality and Tourism (Hallab, Padron, Ann and Yilmaz), 4 in Recreation (Chamberlain, Fortune, White and Yates), and 1 in Recreation Therapy (Kong). One Recreation faculty member is nearing the end of her FERP (Spielman). A search for a new Recreation faculty member to start in Fall 2018 is being conducted. HRT has a number of strong lecturers, with professional work experience in the industry. Currently there are 9 lecturers in Hospitality, 9 in Recreation and 1 in Recreation Therapy. Additional tenure-track faculty positions are needed to improve the ratio of tenure/tenure track to lecturer and assure each program area is fully staffed.
Increase transferability from CCC	Faculty members are making contacts with community colleges throughout the area, and participating in regional boards and committees related to transferability. The Course Identification Numbering System (C-ID) is in place to improve transferability between California higher education institutions. Hospitality is one of the disciplines included in the C-ID, Recreation is not. Faculty members are evaluating the requirements. Program road maps are available for students new to higher education (4 year plan) and transfers (2 year plan).

B. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: The department continues to strive for excellence in teaching. We seek to increase the number of students in the program. Our faculty want to stay engaged with professionals in the field in order to design quality educational experiences that meet industry needs, prepare students for jobs, and assist students with volunteer/internship/job placement.

Curriculum: Faculty are working on development of complete syllabi for each new and transformed course for semester conversion. Discussion and faculty collaboration continues in order to finalize weekly learning outcomes, textbook selection and assessment measures.

Students: There has been an ongoing effort to increase the number of courses offered in hybrid and in-person format, to provide options for student seeking a more traditional university experience. The demand for online classes continues to grow. Student assemblies have been held to increase communication between faculty and students. A virtual component will be added to these meetings so students have the option to attend in person or from a distance. The goal is to build a sense of community and make sure student needs are being met. Faculty are working closely with students to make sure they obtain the required 1,000 hours of volunteer/work experiences prior to their internship. Through A2E2 funding,

students have been given the opportunity to participate in a number of conferences and training opportunities including national conferences and regional meetings of the Professional Convention Management Association, Meeting Professionals International, Travel and Tourism Research Association, National Park and Recreation Association, and the California Park and Recreation Society.

Faculty: Faculty work together as a team to address many issues facing the department. Through a retreat at the beginning of each academic year, monthly faculty meetings and regular working meetings, there are ongoing efforts to achieve excellence. The faculty members are active in terms of collaborating with industry, working to provide quality educational programs, helping students build necessary job competencies and skills, and marketing our programs. Faculty members present regularly at conferences, publish papers and book chapters, and serve in leadership positions on regional/national committees and boards. HRT faculty members are actively engaged in department, college and university committees. A new faculty search is being conducted currently for an Assistant Professor in Recreation Management, with a start date of Fall 2018. One faculty member is ending her FERP this year. Retirement of one or more tenured faculty are anticipated in the next few years. Next year, an assessment will be made regarding the need for further tenure-track positions to cover each program area and improve the ratio of tenure/tenure track faculty to lecturers.

Staff: The HRT Department shares office staff and academic advisors with the Kinesiology Department. The need for additional staff positions will be evaluated after semester conversion and an assessment of program needs.

Resources: Office space is being sought for one new Recreation Management faculty member (starting in Fall 2018), and another shared office is needed for lecturers in hospitality. The shared office space currently used by a tenure-track faculty member and lecturers in recreation has reached maximum capacity. A space reserved for use by the student club and for students to meet has been one of the goals for the department for many years. Through A2E2 funding, the department continues to obtain equipment necessary for students to obtain hands-on experience in the provision of special events. A refrigerator, microwave, portable oven, serving dishes, wine glasses, tables and chairs have been recently purchased. Equipment still needed includes a freezer, dishwasher and working sink. Secure storage space for the special event equipment and for set-up/clean-up is needed.

Assessment: Faculty have been active in the development of signature assignments, development of program and course learning outcomes, review of rubrics, provision of assignments in their classes for assessment at the department and ILO level, and reviewing student work for assessment purposes. A schedule of assessment activities for the next few years is being developed.

Honors: The program was listed as number 16 on 2018 Most Affordable Online Colleges for Hospitality Degrees (<https://www.onlineu.org/most-affordable-colleges/hospitality-management-degrees>), and number 13 on the 2017 Best Online Hospitality Programs (<http://www.bestcolleges.com/features/top-online-hospitality-management-programs/>).

Other: (*e.g., major program modifications*) Faculty have plans to offer some certificate programs through University extension, to meet the needs of professionals in industry not currently enrolled in degree programs.

II. **SUMMARY OF ASSESSMENT** (*suggested length of 1-2 pages*)

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

Students who graduate with a B.S. in Hospitality and Tourism will be able to:

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

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

Demonstrate techniques that contribute to a culture of dignity and respect in the workplace. This PLO is aligned with the Institutional Learning Outcome (ILO) for Diversity.

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): The ILO Diversity Rubric, available in the Rubrics Library in Blackboard, was used. The rubric was based on an AAC&U document, which was revised by members of a Faculty Learning Community and members of the ILO Subcommittee.

Sampling Procedure: Samples of student work were drawn from two different HRT classes. The sample was drawn randomly using Blackboard Outcomes, as part of a pilot assessment conducted by the ILO Subcommittee.

Sample Characteristics: The majority of students in both classes are undergraduate majors in either Recreation or Hospitality and Tourism.

Data Collection: (include when, who, and how collected). Student work in two HRT classes from Fall 2016 was collected using Blackboard Outcomes. The work of 10 students in REC 3510 Management and Supervision was randomly selected. REC 3510 is a core class in the department, and is a requirement for undergraduate majors in Hospitality/Tourism and Recreation. The work of 9 students in REC 3800 was randomly selected. Introduction to Recreation Therapy is a requirement for undergraduate majors in the Recreation Therapy option. One assignment in each class, a written paper, was developed or revised to fit criteria from the ILO Diversity Rubric. The assignments were aligned in Blackboard to the ILO and PLO. Members of the ILO Subcommittee assessed student work. Reviewers were able to view selected student papers, instructions for the assignment, and the rubric online using Blackboard Outcomes.

Data Analysis:

Rubric Criteria	Institutional Mean n=72	REC 3800 n=9	REC 3510 n=10
Cultural Self-Awareness	2.72	3.06	2.45
Knowledge of Diverse Perspectives	2.83	2.94	2.75
Respect for Diverse Perspectives	2.98	3.00	2.75
Reflection on Interaction with Diverse People and Perspectives	2.71	3.11	2.35

Student work in REC 3800 (Introduction to Recreation Therapy) was rated above the competent rubric score of three for each criterion except for one, and exceeded the institutional mean on every one of the four criteria. Student work in REC 3510 (Management and Supervision) was rated under the competent rubric score and under the institutional mean for each of the four criteria.

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings: To reach the desired outcomes, students in the program need to participate in course work that requires hands-on experiences related to diverse people and perspectives. The assignment in the Introduction to Recreation Therapy course required students to place themselves in the position of an individual with a disability. Student work demonstrated increased cultural awareness, knowledge of and respect for challenges faced by individuals with a disability, and meaningful reflection about the impact of their personal interactions. The assignment in Management and Supervision needs to be revised to provide a more focused and meaningful student experience. Requiring students to interview diverse managers and staff members is a good approach, but the assignment needs to be refined further to elicit greater self-awareness, knowledge, respect and increased understanding about diversity.

Recommendations for Program Improvement: (*changes in course content, course sequence, student advising*). Introduction to Recreation Therapy has been approved as an upper division GE course starting in Fall 2018, and represents an opportunity for all students to learn more about individuals with disabilities, mainstreaming, integration and empowerment. Students will be encouraged to enroll, although the course will remain a requirement only for majors in the Recreation Therapy Emphasis. Signature assignments in ten courses in the department have been identified as aligning with Diversity and Social Justice learning outcomes. Faculty will work together to further develop each signature assignment, refine rubrics, assess student work and make changes necessary to meet this learning outcome.

Next Step(s) for Closing the Loop: (*recommendations to address findings, how & when*).

Faculty with experience in diversity and social justice will be invited to review assignments throughout the curriculum and provide guidance to help improve assignments.

Other Reflections: The department is developing an assessment schedule for the next few years. We hope to involve more department faculty in the process of assignment design, rubric refinement, review of student work, and analysis of the data.

E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

The PLO for Written Communication will be assessed next year. PLOs have been revised to further distinguish the differences between each program area. The goal will be to use Blackboard Outcomes to obtain a random sample of student work in at least two classes, and for a group of three or more faculty members to complete the assessment.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends:

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

Full-time Equivalent Students (FTES)

Instructor Type	FTES				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	359.5	411.8	404.3	419.5	362.0
Tenure Track	128.9	138.5	134.2	138.2	156.1
Total	488.4	550.3	540.8	557.6	518.2

Hospitality & Tourism

		2012	2013	2014	2015	2016
A1. Student Headcount						
	Undergraduate	140	158	153	166	153
A7. Average Age						
	Undergraduate	25.2	24.9	25.0	25.3	25.3

Additional tenure track faculty need to be hired in the upcoming years in order to improve the ratio between tenure/tenure track and lecturers. Although the number of tenure track hires has increased in the past 10 years, an imbalance remains. Improving the diversity of the faculty to better match the student population is another goal of the department. Diversity is an important consideration for current and future faculty searches.

There have been some slight fluctuations in the FTEs over the past 5 years. Improving enrollment numbers continues to be a top priority of the department, with faculty actively engaging in recruitment efforts and improving marketing materials. As shown by the 2016 average age of students of 25.3 years, recruitment efforts at community colleges and professional conferences have been more successful up to this point. However, faculty will continue recruitment efforts at high schools throughout the area in an effort to increase the number of freshmen in the program.

Transferability is being discussed by faculty and must be addressed if we want to increase the number of transfer students from California higher education institutions. Improving the number of years to degree is a focus of the faculty and the academic advisors in the department.

B. Request for Resources (*suggested length of 1 page*)

1. Request for Tenure-Track Hires

Retirement of one or more tenured faculty are anticipated in the next few years. Next year, an assessment will be made regarding the need for further tenure-track positions to cover each program area and improve the ratio of tenure/tenure track faculty to lecturers

2. Request for Other Resources

The HRT Department shares office staff and academic advisors with the Kinesiology Department. The need for additional staff positions will be evaluated after semester conversion and an assessment of program needs.

Office space is being sought for one new Recreation Management faculty member (starting in Fall 2018), and another office is needed for lecturers in hospitality. The shared office space currently used by a tenure-track faculty member and lecturers in recreation has reached maximum capacity. A space reserved for use by the student club and for students

to meet has been one of the goals for the department for many years. Through A2E2 funding, the department continues to obtain equipment necessary for students to obtain hands-on experience in the provision of special events. A refrigerator, microwave, portable oven, serving dishes, wine glasses, tables and chairs have been recently purchased. Equipment still needed includes a freezer, dishwasher and working sink. Secure storage space for the special event equipment and for set-up/clean-up is needed.