



ANNUAL PROGRAM REPORT

College	College of Education and Allied Studies
Department	Hospitality, Recreation and Tourism
Program	M.S. in Recreation and Tourism
Reporting for Academic Year	2017-18
Last 5-Year Review	2014-15 (for AY 2009-2014)
Next 5-Year Review	2020-21 (for AY 2015-2020)
Department Chair	Dr. Chris Chamberlain
Date Submitted	10/15/18

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

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

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, reaching a level of full staffing for all major areas of concentration.

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Goal	Progress
Increase student participation through outreach, recruitment and marketing	A new department logo was created to improve brand recognition and to promote each different aspect of the department. Hospitality is symbolized with a pineapple, recreation with a pine tree, recreation therapy with a symbol of figures participating in recreation, and tourism with a cruise ship. Marketing and promotional materials have been improved to improve recruitment efforts, including table skirts, posters, and signs for use at trade shows and events. Faculty members have been actively involved in making presentations and attending events both off and on campus to promote our programs. A social media presence has been established through Facebook, YouTube and LinkedIn. One of the best recruitment tools for the graduate program has been hosting a table at the California Parks and Recreation Conference every year, which has been an effective way to reach industry professionals interested in furthering their education and careers. REC University (REC U) workshops designed for professionals in

	the recreation field is another avenue for recruiting new students to the program.
Refine classes and curriculum through analysis and improvement of teaching methodology	Input from Advisory Committee members who are industry professionals and sometimes alumni from our programs was instrumental in the development of new curriculum for semester conversion, along with faculty research on similar, high quality academic programs. Faculty members developed full syllabi for semester classes, and also worked together to develop course outcomes, signature assignments and assigned readings for each class. A number of faculty members certified classes through Quality Matters, and shared key ideas for the redesign of courses that will be implemented in Fall 2018.
Improve collaboration with industry partners	Regular meetings of the HRT Advisory Committee feature discussions between alumni, representatives from industry, students and faculty members. This collaboration has resulted in valuable suggestions to improve student success, HRT classes and programs. Faculty also connect with industry partners throughout the Bay Area to market our programs, and assist students in locating employment opportunities.
Obtain and fill new faculty positions, reach a level of full staffing for all major areas of emphasis	In Spring 2017 there were 9 full-time 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 (Spielman) ended her FERP in June 2018. A lecturer in the department was hired in a tenure track position in Recreation Management starting in Fall 2018. HRT has a number of strong lecturers, with professional work experience in the industry. For the 2017-18 academic year there were 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.

C. 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 faculty have been working together to prepare for semester conversion and are looking forward to implementation of new courses. Excellence in teaching remains a major priority for department faculty. Collaboration between department faculty to develop course learning outcomes, assigned readings and signature assignments for each class should improve consistency of content and lay the foundation for ongoing assessment. Efforts continue to assure that the number of students in the program is maintained or increased at a sustainable level. In order to meet the needs of students and industry, it is important to develop and maintain relationships with industry professionals who can provide input about curriculum, serve as guest speakers and assist with placement of students in paid positions.

Curriculum: Full syllabi were developed for the new semester classes to increase consistency and assure the same content is being taught, regardless of the faculty member assigned to teach. Faculty members discussed the importance of consistency in the course learning outcomes, assigned reading and signature assignments. There are 10 classes in the graduate program, which are each 3 units. Most of the classes in the graduate program will now be 8 weeks in length, with one class offered the first 8-weeks in the semester and another offered the second 8 weeks. The only exceptions are the 2 capstone classes (REC 693A and 693B), which are 16 weeks in length. This condensed program schedule will help working professionals to stay focused on one subject at a time, and hopefully increase their success in the program.

Students: The fully online graduate program is designed for working professionals. Many of the students in the program are currently employed in hospitality, recreation and tourism in the Bay area, and other areas in California. The wealth of knowledge and experience shared by the students in class, and opportunities to work in thriving HRT industries in the area, creates an ideal learning environment. A number of graduate students have participated in professional conferences and workshops, made possible through A2E2 funding. Students in the program are diverse, most work full-time in an HRT industry and are in graduate school with the goal of obtaining higher level management positions.

Faculty: Department faculty work together to make decisions about curriculum, marketing, future directions and to implement changes to improve our programs. In addition to working with students on course work and research projects, faculty members attend professional meetings and conferences, participate in planning retreats, monthly meetings, working meetings and recruitment events. Faculty actively work to improve the quality of our programs and classes, work with industry partners and market 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 tenure track faculty member, Dr. Heather Vilhauer started in Fall 2018. Dr. Vilhauer taught as a lecturer in the department for several years and is now an Assistant Professor in Recreation Management. Dr. Melany Spielman, former Chair and Professor, ended her FERP in June of 2018.

Staff: HRT shares 2.5 office staff and 2.5 academic advisors with the Department of Kinesiology.

Resources: (*facilities, space, equipment, etc.*) Office space was obtained, starting in Fall 2018 in Arts and Education for a faculty member previously housed in Robinson Hall and a tenure track faculty member previously housed in a shared lecturer office. A shared office space for hospitality and tourism lecturers is needed, as the shared office space currently used by a tenure-track faculty member and lecturers in recreation has reached maximum capacity. Faculty are seeking to make more use of technology in the online graduate program, developing videos and tutorials to help students gain a better understanding of program material.

Assessment: Faculty members developed a map of semester courses that will be assessed to determine if program and course learning outcomes are being met, along with signature assignments for each course. Further review and development of rubrics needs to be completed. This year, one department faculty member provided an assignment in their class to be assessed at the program level, and aligns with the Social Responsibility ILO. The

department will develop a schedule of assessment activities for the next few years, which will correspond with ILO assessment being done at the University level.

Other: (e.g., major program modifications) New classes were developed that will be available starting in Fall 2018. Only tenure and tenure track faculty members will teach in the graduate program starting in Fall 2018. Lecturers will no longer be teaching in the graduate program. A grade of “B” or better will be required in each of the 10 required classes for students under the 2018-19 catalog, which is a change from previous program policies. In order to assure student success, the departmental screening of applicants has become more stringent. The goal is to improve retention and graduation rates by assuring that students have the academic and work background necessary to succeed.

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

Institutional Learning Outcomes (aligned with HRT PLOs):

1. Thinking and Reasoning (PLO 1).
2. Communication (PLO 3).
3. Diversity (PLO 4).
4. Collaboration (PLO 2).
5. Sustainability and Social Responsibility (PLO 1).
6. Specialized Education (PLO 3).

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).”

Hospitality, Recreation and Tourism Graduate Degree

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

1. Apply evidence-based research to generate effective, sustainable solutions related to management of personnel, facilities, operations, marketing and finance in hospitality, recreation and tourism (ILO 1 & 5).
2. Assess exemplary and innovative management, leadership and teamwork strategies for hospitality, recreation and tourism organizations (ILO 4).
3. Articulate clearly, in both written and oral formats, the foundations of the hospitality, recreation and tourism professions in terms of theory, philosophy, administrative functions and current management practices (ILO 2 & 6).
4. Develop a systems approach to create and sustain a culture of dignity and respect among individuals, communities, organizations and hospitality, recreation and tourism industries (ILO 3).

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.)

Apply evidence-based research to generate effective, sustainable solutions related to management of personnel, facilities, operations, marketing and finance in hospitality, recreation and tourism (ILO 1 & 5).

C. Summary of Assessment Process

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

Instrument(s): *(include if new or old instrument, how developed, description of content)* The ILO Social Responsibility Rubric, developed by faculty members and piloted in an ILO Assessment in Spring 2018, was used. The rubric was based on an AAC&U document, which was revised by faculty and members of the ILO Subcommittee.

Sampling Procedure: Eight samples of student work were drawn from REC 6400, Current Management Topics in Leisure. The sample was drawn randomly from Blackboard assignments for the program review.

Sample Characteristics: The students in the class are majors in the M.S. in Recreation and Tourism.

Data Collection: *(include when, who, and how collected)* Student work in one HRT class from Spring 2018 was collected using Blackboard assignments. The work of students in REC 6400, Current Management Topics in Leisure was randomly selected. REC 6400 is a required class for majors in the M.S. in Recreation and Tourism. One assignment in the class, a written paper, was developed to fit criteria from the ILO Social Responsibility Rubric. Department faculty assessed 8 artifacts from the class, the results are reported here.

Data Analysis:

Rubric Criteria	Average
Awareness of Self and Others	3.50
Context	3.75
Scope/Impact	3.63
Agency	3.63

Student work in the class was rated above the competent rubric score (3.0) for all four of the criterion.

D. Summary of Assessment Results

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

Main Findings: Students were asked to research socially responsible management techniques used by corporations and organizations in hospitality, recreation, recreation therapy or tourism. The requirement was to consider various viewpoints (yours and others), influences that shape a sense of social responsibility, impacts of socially responsible organizations, and practical approaches for an organization to achieve socially responsible outcomes.

Many students started with a strong focus on programs and business practices that protect the environment. Students were challenged to go further than discussion of recycling or energy management programs, to research social and economic aspects of responsible operation of a business or organization. Each student interviewed two industry professionals (outside of their previous or current place of employment) to learn more about socially responsible initiatives. This assignment was useful in broadening knowledge and awareness about how corporations and organizations can act responsibly, to contribute in a positive way to the community and the world.

Recommendations for Program Improvement: (*changes in course content, course sequence, student advising*) Requiring graduate students to reach outside their comfort zone, to interview or observe professionals in the industry and research corporate/organizational practices is useful and should be required in classes on a regular basis. Students employed in demanding full-time positions in an HRT industry are challenged by experiential activities that involve observations, interviews or field experiences; sometimes finding them time consuming and difficult to arrange outside work hours. However, conducting interviews and observations outside their normal work environment is eye opening and worthwhile. Experiential activities achieve the goal of raising awareness and improving understanding of the scope, impact and positive outcomes that can be achieved through socially responsible business practices.

Next Step(s) for Closing the Loop: (*recommendations to address findings, how & when*) Faculty teaching graduate courses will be encouraged to review and refine assignments to feature a field experience, reflection of issues from different perspectives (self and others) and analysis of impacts/outcomes at an individual, local, national and global level.

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.

Program assessment will be planned based on the plan for ILO assessment at the University level for upcoming years. The PLO for Written Communication will be assessed for 2018-19. PLOs were 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).

The online program continues to draw applicants from throughout the Bay Area, and California. Success in the program is highly dependent on knowledge of the HRT industries, from undergraduate study and professional work experience. Recruiting more heavily at professional conferences, meetings and events is the best strategy for locating potential students who have the foundational knowledge necessary to excel in the program. The overall number of students in the program has slightly decreased over the past 3 years, most likely a

result of more stringent screening of applicants to the program. The faculty want to make sure students have the foundational knowledge and experience necessary to do well in the program.

Reflections on Trends and Program Statistics:

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

Collaborations, presentations and participation as an exhibitor at the California Parks and Recreation Society Annual Conference have raised student awareness and visibility of the graduate program. These recruitment efforts have helped to sustain enrollment, but further outreach is needed. The relatively consistent number of students in the program reflects the demand in HRT industries. The long-term goal is to continue to increase enrollment. Factors that result in fluctuations in enrollment include changes in compensation in the industry, employers requiring advanced degrees for management positions and unemployment levels.

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

1. Request for Tenure-Track Hires

Additional tenure track faculty need to be hired in the upcoming years in order to improve the ratio between tenure/tenure track and lecturers, and to assure each program area is covered. Although the number of tenure track hires has increased in the past 10 years, an imbalance remains. The goal is to reach a level of 60% tenure/tenure track to 40% lecturers. The current proportion in the department is 34% tenure/tenure track to 66% lecturers. Improving the diversity of the faculty to better match the student population is another goal of the department, and will be an important consideration for future faculty searches. Due to anticipated retirements in the Recreation program in the next 2 years, a new tenure-track position in Recreation Management is being requested.

2. Request for Other Resources

Staff: The HRT Department has been sharing office staff and academic advisors with the Kinesiology Department for a number of years. The department faculty have been discussing the desire to move away from this shared arrangement, to streamline and improve operations. A full-time academic advisor for the Department of Hospitality, Recreation and Tourism is being requested, with no shared responsibility for advising students from other departments.

Offices, storage, equipment: Office space was obtained, starting in Fall 2018 in Arts and Education for a faculty member previously housed in Robinson Hall and a tenure track faculty member previously housed in a shared lecturer office. A shared office space for hospitality and tourism lecturers is needed, as 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 were purchased over the past few years. 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 a continuing priority.

**APR Data from Pioneer Insights
M.S. in Recreation and Tourism**

**Table 1
Recreation and Tourism Graduate Students by Gender**

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
Female	24	69%	27	75%	23	66%	21	68%	20	69%
Male	11	31%	9	25%	12	34%	10	32%	9	31%
Total	35	100%	36	100%	35	100%	31	100%	29	100%

**Table 2
Recreation and Tourism Graduate Students by Race/Ethnicity**

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
American Indian										
Asian	5	14%	4	11%	5	14%	6	19%	6	21%
Black/African American	6	17%	6	17%	6	17%	6	19%	8	28%
Hawaiian/PI					1	3%	1	3%		
Hispanic/Latino	5	14%	5	14%	9	26%	11	35%	4	14%
International	1	3%								
Multiple races	1	3%	4	11%	3	9%	2	6%	2	7%
Unknown	2	6%	3	8%	3	9%	1	3%	2	7%
White	15	43%	14	39%	8	23%	4	13%	7	24%
Total	35	100%	36	100%	35	100%	39	100%	29	100%

**Table 3
Recreation and Tourism Graduate Students – First Generation**

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
First generation	17	49%	23	64%	20	57%	22	71%	14	48%
Non-first generation	18	51%	13	36%	15	43%	9	29%	15	52%
Total	35	100%	36	100%	35	100%	31	100%	29	100%

Table 4

HRT Headcount Proportion by Instructor Over Time

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
Regular faculty	6	27%	7	28%	8	31%	10	36%	10	34%
Lecturer	16	73%	18	72%	18	69%	18	64%	19	66%
Total	22	100%	25	100%	26	100%	28	100%	29	100%

Table 5

HRT Instructor Category and Rank Summary

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
Rank	n	FTE	n	FTE	n	FTE	n	FTE	n	FTE
Assistant Professor			1.00	1.00	2.00	2.00	4.00	4.00	4.00	4.00
Associate Professor	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Professor	4.00	4.00	4.00	4.00	4.00	3.38	4.00	3.38	4.00	3.38
Total Regular Faculty	6.00	6.00	7.00	7.00	8.00	7.38	10.00	9.38	10.00	9.38
Lecturer	16.00	11.62	18.00	12.36	18.00	11.57	18.00	11.17	19.00	11.20
Total	22.00	17.62	25.00	19.36	26.00	18.59	28.00	20.55	29.00	20.58

Table 6

HRT Faculty by Gender

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
	n	%	n	%	n	%	n	%
Female	11	55%	11	50%	12	52%	15	56%
Male	9	45%	11	50%	11	48%	12	44%

Note: Data does not include all department faculty.

Table 7

HRT Instructor Race and Ethnicity

	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017
	n	%	n	%	n	%	n	%	n	%
Asian	2	14%	2	9%	2	9%	3	12%	3	11%
Black/African American	3	15%	3	14%	3	13%	3	12%	3	11%
Hispanic/Latino	0	0%	2	9%	2	9%	2	8%	3	11%
International	0	0%	0	0%	1	4%	2	8%	1	4%
Unknown	1	5%	1	5%	1	4%	1	4%	1	4%
White	14	70%	14	64%	14	61%	15	58%	16	59%

Note: Data does not include all department faculty.

Table 8

CEAS FTEs, FTEf and SFR

	Fall 2015	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2016	Fall 2017	Fall 2017	Fall 2017
Department	FTEs	FTEf	SFR	FTEs	FTEf	SFR	FTEs	FTEf	SFR
EDLD	183.9	5.9	31.2	151.5	6.7	22.5	143.0	6.3	22.8
EDUI	14.3	1.8	8.1	30.0	1.2	25.7	19.4	1.1	18.2
EPSY	257.5	12.0	21.5	263.1	13.1	20.2	276.7	13.2	21.0
HRT	557.0	16.2	34.5	519.0	18.2	28.5	498.4	18.6	26.8
KPE	613.4	27.3	22.4	596.6	27.4	21.8	631.6	28.1	22.5
TED	261.9	8.9	29.4	265.2	9.1	29.2	266.2	8.5	31.2
Total	1888.1	72.0	26.2	1825.4	75.6	24.1	1844.7	76.0	24.3

Table 9

HRT FTEs, FTEf and SFR by Course Level

		Fall 2015	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2016	Fall 2017	Fall 2017	Fall 2017
Subject	Course Level	FTEs	FTEf	SFR	FTEs	FTEf	SFR	FTEs	FTEf	SFR
HOS	Lower- division	65.6	1.7	37.8	68.3	2.0	34.1	59.5	2.4	24.8
HOS	Upper- division	64.3	2.0	32.1	58.4	3.0	19.8	50.1	2.5	20.0
HOS	Total	129.9	3.7	34.8	126.7	5.0	25.6	109.5	4.9	22.3
REC	Lower- division	157.1	4.0	39.2	143.0	4.3	33.0	123.5	4.1	29.9
REC	Upper- division	247.6	6.9	35.8	230.6	7.5	30.8	247.1	8.1	30.5
REC	Graduate	22.5	1.5	15.0	18.8	1.4	13.2	18.4	1.5	12.6
REC	Total	427.2	12.4	34.4	392.4	13.2	29.6	388.9	13.7	28.4