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COMMITTEE ON ACADEMIC PLANNING AND REVIEW

14-15 CAPR 9  
Thursday, November 20, 2014

**TO:** The Academic Senate

**FROM:** The Committee on Academic Planning Review (CAPR)

**SUBJECT:** 14-15 CAPR 9: CAPR Report of the [Five-Year Program Review for BS in Hospitality and Tourism, BS in Recreation and MS in Recreation and Tourism](#) (2009-2014)

**PURPOSE:** For Action by the Academic Senate

**ACTION REQUESTED:** Acceptance of the Five-Year Program Review of the Department of Hospitality, Recreation and Tourism; it is recommended that the program continues without modification.

**BACKGROUND:**

At its meeting on June 4, 2014, CAPR invited Dr. Spielman from the Department of Hospitality, Recreation & Tourism to attend the meeting and provide CAPR with an overview of the department and the five year review process.

The Department of Hospitality, Recreation and Tourism (HRT) prepares students to be leaders who will be effective and productive forces in our diverse recreation and hospitality communities. The past five years has been one of continued growth despite catastrophic budget challenges. FTES has grown from 442 in Fall 2009 to 573 Fall of 2013. The increase in students continues the meteoric growth that was experienced beginning in 2003 (FTES was 77 and 298 students took classes each quarter) to 2008 when FTES was 353 with 1443 students.

HRT was started as a "Department of Recreation" in 1963 and was a traditional community recreation program until 2003 when hospitality was added - first as an option in the BS in Recreation and then elevated to a BS in Hospitality to meet the needs of the industry. Because both recreation and hospitality are discovery majors, students need to be introduced through GE classes. Recreation has two lower division G E courses and in 2011, 31 sections a year were offered with G E Enrollment of 1763, an increase over 2009 of 24.5%. Three upper division G E courses are offered each quarter with multiple sections of each. Students are introduced to the major and career through these classes and it becomes an opportunity for them to discover their passions. Graduation requirements include course work aligned with accreditation standards for recreation programs and are designed to prepare leaders in the industry.

## **OVERVIEW OF DOCUMENTS SUBMITTED TO CAPR:**

The HRT five-year review was conducted on three different degrees, BS in Hospitality and Tourism, BS in Recreation and MS in Recreation and Tourism. The review was divided into sections for each degree.

Documents submitted for this review include the department's self-study that examines existing curriculum, student learning and success, student advising and retention, assessment, faculty and resources. In addition, a plan forward is presented through 2019 as well as an outside reviewer's assessment of the HRT department.

## **CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW:**

### **Program:**

All programs included in the self-study report have seen continuous growth during the past five years. All on-line programs in the Department have gone through the WASC Substantive Review Process for Online Programs and were awarded approval from the CSU Chancellor's Office and WASC. This specialized review assures the public that the online programs are of high quality and carry the same weight and credibility as a face-to-face program.

HRT Student Learning Outcomes are:

1. Know the importance of psychological, social, spiritual, and physiological benefits of leisure, recreation, play, and hospitality and community services;
2. Demonstrate significant knowledge of innovative and creative program planning, leadership, program implementation and evaluation addressing the needs of participants and community;
3. Be able to clearly articulate (speak and write), ethical, philosophical, historical, current best practices and administrative foundations of the profession;
4. Be able to conduct research in the profession, analyze data and draw conclusions based on evidence and provide accurate referencing for all sources;
5. Be able to treat all people with dignity and respect while promoting and encouraging individuals, communities and organizations to achieve the highest quality of life.

## **Findings of last program review and Department Responses:**

<b>2003-2008</b>	<b>2009-2013</b>
<b>Curriculum</b>	
As the demand for online instruction rises, faculty will need to maintain currency with technology. This requires a program dedicated to replacing computers on a regular basis to maintain quality delivery to students	Instituted sharing great online practices in faculty meeting to increase the knowledge of all. Training at Faculty Development is encouraged and many faculty attend. Currently piloting a program that increases faculty & student visual contact, YouSeeU and we all received training on that program.
Reconstruction of the Adventure Challenge Course is necessary to begin generating revenue for the Department and use as a	Due to the severe budget cuts in 2008-2010 the Adventure Challenge Courses were eliminated due to cost.

teaching venue	
An alumni survey is recommended to track trends, salaries, and essential job tasks so one can have the data you will need for the COA report	Have been participating in the CEAS alumni survey since 2008 but need to collect data on our own. Currently capturing personal emails of HRT students.
More exact data collection on student learning will need to be collected for the COA report	Actively working on accessing student learning objectives and now have Blackboard Outcomes to collect and analyze our data. The experience with this tool has been positive and faculty are gaining important insights for course modifications.
<b>Students:</b>	
Revision of the student handbook to include the uniqueness of the student body and criteria specific to the major would validate the extensive use of practical experience and possibly demonstrate its importance to the students	Completed by a student 2013 (Lindsey Wagner)
An alumni survey is recommended to track trends, salaries, and essential job tasks so one can have the data you will need for the COA report	HRT participates in the College of Education and Allied Studies Alumni Survey but there is a very poor return rate. HRT instituted an outreach program to Alumni in conjunction with the 50 <sup>th</sup> Year Anniversary Party.
<b>Faculty:</b>	
As enrollment continues to increase, additional tenure track positions need to be added to the Department	HRT received permission to hire two additional hospitality professors and have successfully hired one who starts in the Fall 2014
Funds for professional development should be dedicated to supporting faculty in the retention, tenure, and promotion process	The Provost and Dean have reinstated professional development monies for faculty to attend and present at conferences.
<b>Resources:</b>	
Maintaining a comprehensive network of alumni and internship supervisors is critical to fundraising for the Department.	Worked on the establishment of this with planning for the 50 <sup>th</sup> Anniversary in Fall 2013. Development of this is continuing.

**Assessment Activities and Actions Taken:**

<p><b>2009-2010</b></p>	
<p><b>SLO 2:</b> Leisure and Hospitality graduates should demonstrate significant knowledge of innovative and creative planning, programming, leadership, implementation and evaluation addressing the needs of participants, organizations and community.</p>	<p>The culminating experience for our degree is a quarter long internship in an approved setting under the direction of a qualified professional. One of the problems that has arisen over the past few years of curricular changes, and increased student load, some students were being “lost” when it came to being informed about internship, the steps necessary for obtaining an internship and some were even stating they didn’t “know” that internship was required. HRT has tried various solutions to fix the problem. After numerous faculty discussions it was determined that each faculty person would be assigned a list of specific students and a database would be constructed from information obtained from faculty/student interviews. The goal is more personal service to students but that the span of control (attention) for an individual student would be clearer. Previously it was 80-1 faculty now our ration is 20-1.</p>
<p><b>SLO 5:</b> Leisure and Hospitality graduates should be able to treat all people with dignity and respect while encouraging individuals, communities and organizations to achieve the highest quality of life possible</p>	<p>The signature assignment for this objective is an 8-hour assignment where students spend 4 hours in a wheelchair interacting with the community. They must ride public transportation, go to a shopping venue (many go to San Francisco), they need to order something in a restaurant and buy something (interact with sales staff). They must then spend 4 hours helping their partner complete the same assignment. The five page paper they must complete need to give an in depth analysis of what they saw and what they felt. They are asked to “walk in someone’s shoes” and think about what that might mean to them IF they weren’t able to ever walk again. This assignment has consistently resulted in achieving its intended purpose. Students universally report that this is a life altering experience. They usually report in later quarters that this is something that has changed how they treat people who are different. This assignment achieves its intended purpose. The same result occurs in both the face -to -face class and the online section. No difference was detected. This assignment will continue to be required for all majors.</p>
<p><b>2010-2011</b></p>	
<p><b>SLO3: Leadership and Service</b> – Demonstrate significant knowledge of innovative and creative leadership, management, and evaluation of service quality and consumer needs</p>	<p>HRT evaluated student’s knowledge of programming, creativity leadership management and evaluation through producing experiential learning opportunities where students create and manage real special events both on campus and in the community. The students produced a mental</p>

	<p>health conference with 300 people, planned and implemented a community event for 500 with the Hayward Promise Neighborhood Project and handling the logistics for a Sports History conference in June 2012 for 300 people. Faculty decided that we needed to give students more hands on experience in the future. HRT also concluded that a faculty person with extensive production experience of professional events with a hospitality focus was needed. (Hired Dr. Thomas Padron –starts in Fall 2014)</p>
<p><b>SLO Critical Thinking 4</b> Be able to conduct research in the profession, analyze data and draw conclusions based on evidence and provide accurate referencing for all sources;</p>	<p>Evaluation of the 3701 10 page literature assignment reveal that 68% of the student were able to identify a peer reviewed journal article correctly and were able to cite it in APA format. This percentage needs to improve so the faculty discussed how best to improve this outcome. As such, all faculty will require APA citations for all term papers starting with Rec 1000 and HOS 1100.</p>
<p><b>2012-2013</b></p>	
<p>SLO 3 Articulate clearly (speak and write) ethical, philosophical, historical, and current practices and administrative foundations of the profession. Professional Knowledge.</p> <p>To assess the professional knowledge SLO, four tenured HRT faculty met to review a total of 48 undergraduate student papers. Elements of assessment were about significant professional competencies using a rubric containing five levels of criteria. The papers were from two sections of REC 4100 Professional Issues in HRT Winter 2013. This course is required for all majors (Hospitality, Recreation or Recreation Therapy).</p>	<p>The findings of the assessment were that 37 of the 48 students (77%) demonstrated extensive or adequate professional knowledge. The remaining 11 students (23%) demonstrated limited professional knowledge or a lack of professional knowledge. The assignment will be revised in future classes to require additional research and discussion about what professional membership organizations are and how they benefit industry professionals. To help students learn more about their chosen HRT profession, assignments in REC 4100 will require students to visit the official web sites of at least three professional membership organizations in their field. Students will also be encouraged to attend one professional meeting or conference, with funding assistance provided from A2E2 or other funding.</p>
<p>SLO 2 Analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references. <b>Critical Thinking</b></p> <p>The evaluation from last year’s SLO assessment showed that students were having difficulty choosing appropriate academic sources.</p>	<p>This year in the Evaluation and Research course, more applied activities were used and the final 10 page literature review showed that more than 80% of the time students were able to correctly use proper academic literature in their peer reviews. As a team, the faculty has decided that appropriate sources will be taught and reinforced in all major courses starting in Recreation 1000 and Hos 1100.</p>
<p><b>2013-2014</b></p>	
<p>ILO/SLO 1 Critical Thinking Analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references. <b>Critical Thinking</b></p> <p>Seven faculty met and using Blackboard Outcomes</p>	<p>Assessment outcome clearly showed that the instructions for both assignments needed to be more explicit about expectations needed for the assignment. Students were not demonstrating acceptable levels of critical thinking. Some were able to give correct answers but were not demonstrating how they reached their final</p>

evaluated two assignments (one from a core class - Rec 4100 and one from Hos 4540.	choice. Excellent learning activity for faculty.
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**CONCLUSIONS:**

All three programs seem to be growing and the Department has a well-documented and systematic assessment and evaluation process in place. The Department has also created a well thought out vision and plan for the next five year that is realistic and achievable.

**CAPR RECOMMENDATION(S) FOR CONTINUATION OF THE PROGRAM:**

Based on the material in self-study report and the presentation of the department chair to CAPR, it is recommended to continue all programs without modifications.

**DATE OF THE PROGRAM'S NEXT FIVE-YEAR REVIEW: AY 2018-2019**