

California State University, East Bay
Department of Hospitality, Recreation & Tourism

**5-Year Review and Plan for
BS in Hospitality and Tourism
BS in Recreation
MS in Recreation and Tourism
2009-2014**

Prepared by Dr. Melany Spielman, Chair

Submitted to CAPR

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 Department of Hospitality, Recreation and Tourism
 CAPR FIVE-YEAR REVIEW
 2008-2013

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Department of Hospitality, Recreation and Tourism

California State University, East Bay

FIVE YEAR REVIEW 2013-2014 Self -Study

BACKGROUND

This Five Year Review will be on three different degrees, BS in Hospitality and Tourism, BS in Recreation and MS in Recreation and Tourism. All three degrees are offered in the Department of Hospitality, Recreation and Tourism. To provide the reader with a thorough picture of the accomplishments and challenges the department faced in the last five years, there will be sections of this report that pertain to all three degrees and then where unique issues arise, a section will be created to give specific information about each degree.

Overview -Description of the Department

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. Our FTES has grown from 442 in Fall 2009 to 573 Fall of 2013. The increase in students continues the meteoric growth that we experienced beginning in 2003 (our FTES was 77 and 298 students took our classes each quarter) to 2008 when our FTES was 353 with 1443 students.

The Department of HRT was started as a “Department of Recreation” in 1963 and was a traditional community recreation program until 2003 when we added hospitality - 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 G E classes. Recreation has two lower division G E courses and in 2011, 31 sections a year were offered with G E Enrollment of 1763. This is 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. Our graduation requirements include course work aligned with accreditation standards for recreation program s and are designed to prepare leaders in the industry.

Our delivery (online, face-to-face and hybrid) allows students to build their resumes and career paths as they are earning their degree. With respect to our online program, enrollment has grown 77% in the last three years, increasing from 1708 to 3,030 students. Our online courses

are designed to help students discover the needed knowledge competencies by completing learning activities that require them to demonstrate their ability to problem solve, collaborate with other students and complete a task in a timely manner. Activities include interviews and job shadows with working professionals, and comprehensive assignments that study current literature in the profession. The high tech/high touch curriculum allows students the ability to complete coursework individually and in a group. One common characteristic in all our classes is that they are writing intense communicating using the appropriate writing styles with attention to the use of proper grammar, punctuation and critical thinking skills. Students report that through writing across the curriculum, they have become better writers. Students are required to complete an internship with the expectation that they are able to successfully obtain and thrive in a professional HRT position.

We are a unique department in many ways as we are a discovery major (people don't know about it). This requires us to create a way for students to "discover" us. One-way is through the general education package so that both freshman and transfer students can be introduced to our major. As a result, they learn how to live a full and active life that enriches their educational experience. The HRT Department also holds special events on campus and that increases our visibility to students who do not know that hospitality, recreation and tourism major leads to a great career. Another effective way is to invite students to become majors when they are in an introductory class and they seem to have HRT characteristics (great interpersonal skills, or they indicate that they love their leisure).

Due to our fully online program, all our degrees attract many working professionals and have many reasons for not coming to campus. Many work rotating shifts that make coming to class at a specific time impossible. All three of our degrees went through the WASC Substantive Review Process for Online Programs and were awarded approval from the CSU State 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.

Our curriculum is divided into three parts, 1. Core (All Department majors take); 2, Major requirements (BS in Hospitality) courses or Option requirements (Recreation Management and Recreation Therapy) and 3, Electives. The core courses are those courses fundamental to the study of how people recreate and to the management of the leisure experience common to all areas of our profession. The key to understanding people in recreation settings is to study what motivates and drives them and to provoke and encourage a quality life particular to the individual. These principles include philosophy of leisure, leadership, social justice and democracy. The Option courses allow a student to do a concentrated study in their area of interest (Recreation Management, Recreation Therapy or Hospitality).

The desired outcome of the any of the HRT degrees will be the graduation of successful professionals and lifelong learners. Our guiding principle is to provide a constructivist model where the instructor is teaching, encouraging, stimulating, and coaching. Instructors create an environment that requires reflection on learning and assignments that are applicable to the work setting. Since students can take these majors fully online, they need to be working in a hospitality or leisure setting where they can practice the concepts and theories learned in class. The goal is that they will take the lessons used each week in various courses, apply them in their settings (contextual learning) and then go online to reflect on the outcome. These last stages will allow them to evaluate how it could be improved. Since there is rapid application to “real” life, learning theory and concepts becomes integrated and placed in the students “zone of proximal development” (Vygotsky, 1978). Learning and working form a synergy as the students bring their challenges, obstacles and problems into class and share with their classmates. All members of the class “teach” and all learn and practice important critical thinking skills. Our classes are writing intensive because we believe that as professionals (in all areas), students will be asked for reports and documents and they need to produce well-written and focused materials that are professional.

Online Drives

Students who have jobs and demanding family obligations find the online delivery very convenient, as such 85% of all our classes are offered online. We offer one section of each core class on campus to meet the needs of the subset of our students who want on campus classes. International students with student visas have difficulty with the online format because the F-1 visa only allows student to take half their load online. Each instructor adds a hybrid independent study section to meet the needs of those students and they meet with the international students throughout the quarter. Because of the demand for hospitality managers in Asia, Southeast Asia and places around the globe, many International students come to CSUEB and want to major in hospitality. These bi/trilingual students are in high demand in hospitality settings both in their home countries and in the United States.

The Masters in Recreation and Tourism has been very successful and is only available online. We have between 35-58 students enrolled each year. Most of the students in this program are working professionals. We require two years of full time experience before being admitted and that has proved to be a valid indicator of success in the program. The most challenging piece is promotion of the program and getting the word out to the right audience. Graduate Fairs are not typically a productive activity but electronic distribution to professional groups has proved successful. As such we have developed a close relationship with California Parks and Recreation Society and send out announcements periodically. We would like to find similar groups for hospitality and recreation therapy. Our graduate students must complete three research-intensive courses, Graduate Research, Critical Analysis of Recreation Research, and

Graduate Synthesis. Their Graduate Synthesis topics usually revolve around complex topics in their work sites and the students must demonstrate that they can use appropriate data to make decisions.

In reviewing our plan and the External Reviewer's comments from 2008, the following progress has been made.

Department of Hospitality, Recreation and Tourism

California State University, East Bay

FIVE YEAR REVIEW 2003-2008 Self –Study

Submitted by Melany Spielman, Chair

Winter 2009

A. Summary of Last Program Review

The following narrative provides a synopsis of the reviewer’s observations and recommendations from the last outside review of HRT (2003-2008) as well as the Department’s plan and progress. The column on the left includes the comments and recommendation from the last review. The right column illuminates our current progress and positions.

2003-2008	2009-2013
Curriculum	
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. We are 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 teaching venue	Due to the severe budget cuts in 2008-2010 the Adventure Challenge Courses were eliminated due to cost.
An alumni survey is recommended to track trends, salaries, and essential job tasks so you 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. We are now capturing personal emails of our students.
More exact data collection on student learning will need to be collected for the COA report	We have been actively working on accessing student learning objectives and now have Blackboard Outcomes to collect and analyze our data. Our experience with this tool has

	been positive and faculty are gaining important insights for course modifications.
Students:	
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 you can have the data you will need for the COA report	We participate in the College of Education and Allied Studies Alumni Survey but we get a very poor return rate. We instituted an outreach program to Alumni when we started planning for the 50 th Year Anniversary Party.
Faculty:	
As enrollment continues to increase, additional tenure track positions need to be added to the Department	We 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.
Resources:	
Maintaining a comprehensive network of alumni and internship supervisors is critical to fundraising for the Department.	Worked on the establishment of this when we started the planning for the 50 th Anniversary in Fall 2013. Development of this is continuing.

B. Curriculum and Student Learning

This section is organized into the following areas: an overview discussion of the curriculum, a narrative on the status of our assessment efforts in the major and a comparison of our curricular offering with those at other CSU institutions.

Because Hospitality, Recreation Management, and Recreation Therapy are professional development programs, our curriculum has been planned to best transmit the knowledge competencies identified by our professional as essential for an entry level professional. For the past 20 years we have used the knowledge competencies identified by our professional societies (NRPA, COA, COAPRT or ACPHA) (job and task analysis research) as the basis for curriculum design. Even though we are now ready to apply for accreditation we were asked to wait until finances got better and so we used the NRPA & ACPHA accreditation criteria for our five-year review and self-study. Our intent is to apply for the accreditation this year and our documents will be submitted to COAPRT & ACPHA in the upcoming coming year.

Overview discussion of the curriculum:

The HRT curriculum is based on a strong liberal arts foundation where students gain knowledge and practical experience through their general education. Since all majors will be interacting with the public, there is special emphasis on leadership, social interaction and problem solving. The core first gives students an overview of the whole profession and then lays the foundation with Philosophy of Recreation, Evaluation and Research, Social Justice in Hospitality & Recreation and Professional Issues in HRT. Then students choose which area to specialize in (Recreation Management, Hospitality Management or Recreation Therapy). All three have specific required courses preparing students in the specialized knowledge and must complete an internship, which we consider the culminating experience for the major. This is where students must demonstrate the application of the knowledge competencies they have acquired through their course work.

Assessment data and information

Our department has been involved with assessment since 1998 when our department won 2nd in the Provost's competition to jump start assessment initiatives on campus. We have a self-assessment of knowledge competencies that all students complete and then track their progress through the curriculum and identified Signature Assignments that demonstrate the attainment of a specific student- learning objective. Students collect those documents and place them in a portfolio that they present to the faculty when they are beginning their internship. For the past five years we have systematically collected, and evaluated data on specific courses to evaluate each of Student Learning Outcomes. (SLO). This last year we

(faculty committee of the whole) aligned our SLOs with the Institutional Learning Outcomes (ILOs) that approved by the Academic Senate.

Curriculum and Student Achievement

The Recreation major and the Recreation Therapy option have great resources through professional organizations that have already conducted periodic research including a job analysis. The finding from the job analysis identifies the knowledge competencies that profession needs to address to increase student learning.

HRT Student Learning Objective Achievement

2009-2010 Students graduating with a B.S. in Recreation from Cal State East

Bay should:

- 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.

HRT ASSESSMENT ACTIVITIES

2009-2010	
<p>SLO 2: 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</p>

	<p>obtaining an internship and some were even stating they didn't "know" that internship was required. We have 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. Our 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>SLO 5: 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</p>

	<p>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><i>2010-2011</i></p>	
<p>SLO3: Leadership and Service – Demonstrate significant knowledge of innovative and creative leadership, management, and evaluation of service quality and consumer needs</p>	<p>We evaluated our 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 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. We also concluded we need a faculty person with extensive production experience of professional events with a hospitality focus.</p> <p>(Hired Dr. Thomas Padron –starts in</p>

	Fall 2014)
<p>SLO Critical Thinking 4</p> <p>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>
2012-2013	
<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. Critical Thinking</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 have decided that appropriate sources (?) will be taught and reinforced in all major courses starting in Recreation 1000 and Hos 1100.</p>
<p>2013-2014</p>	
<p>ILO/SLO 1 Critical Thinking Analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references. Critical Thinking</p> <p>Seven faculty met and using Blackboard Outcomes evaluated two assignments (one from a core class - Rec 4100 and one from Hos 4540.</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 choice. Excellent learning activity for faculty.</p>

After working with the SLOs for the past 5 years and with the move to accreditation, which is also focused on student learning, our faculty modified the learning objectives for the BS in Recreation (2013) to be:

Students who graduate with a B.S. in Recreation will be able to:

1. Analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references. **Critical Thinking**
2. Demonstrate significant knowledge of effective leadership and teamwork strategies, management skills, and evaluation of service quality and consumer needs. **Leadership**

3. Articulate clearly (speak and write) ethical, philosophical, historical, and current practices and administrative foundations of the profession. **Professional Knowledge**
4. Demonstrate techniques that contribute to a culture of dignity and respect in the workplace. **Social Justice**

2.4 Faculty

The past five years have been very challenging for the whole University and our department experienced our share of hurdles. In summer of 2009, the College of Education needed to create a plan to eliminate a budget shortfall of a million dollars. HRT's share of that was \$200,000 in the summer of 2009. This was accomplished by the elimination of the outdoor adventure classes (enrollment cap of 25) and replaced with major classes with caps of 60-75. As a result we did not rehire six lecturers in the fall. In October, the Dean informed us that we would have to cut an additional 105,000 dollars, which meant Winter, and Spring's class offerings would be cut in half. To do this all lecturers were cut additional classes, two more lecturers were not rehired and everyone chose to increase course capacities so our students would not suffer. In fact a group of three TT professors and one lecturer volunteered to co teach an additional section of Rec 1000 for free and the enrollment cap was 100. Chart 1.1 below illustrates graphically the changes in our faculty over this past 5 years. Over the past 5 years our tenure track faculty decreased by one, and our lecturers were cut severely but the numbers have slowly recovered over the past three years. We were approved to conduct one tenure track hire in 2012 and were unsuccessful in our search but were given permission to carry that position forward. In 2013 we were approved for an additional position (a total of two new positions), so we conducted two searches this year. We were successful in hiring an Assistant Professor of Special Events Management but the research position was not filled. We have requested to carry that search forward and will reword the job description to attract candidates with the qualifications we need related to general hospitality and tourism areas.

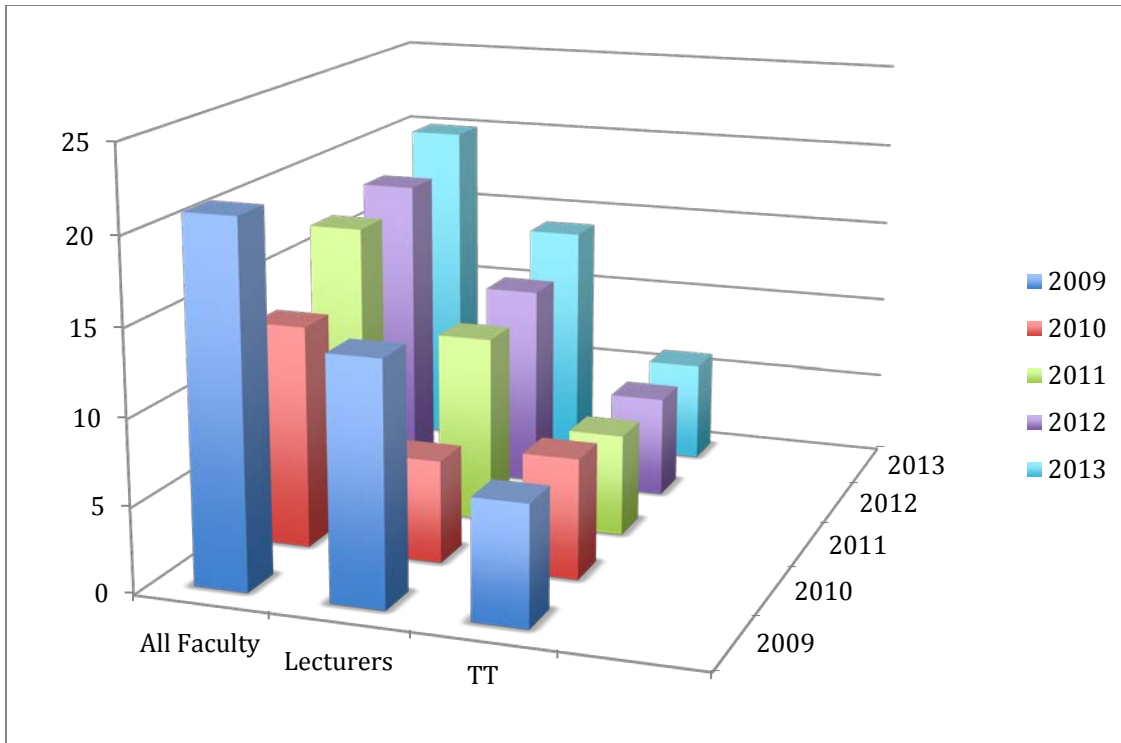


Chart 1

We need to increase our tenure track positions as tenure track faculty only teach 30% of our courses and lecturers are producing 70% of the FTES. With the hiring of Dr. Padron, we are at the same number of tenure track faculty we had in 2008 when we had 188 majors and generated 256.5 FTES. In Fall of 2013 we had 286 majors and FTES of 545.6. We need to increase the percentage of courses taught by tenure track professors.

Students

We have used two sources of data for this report. The first is Institutional Research's CAPR Common Set Summary data but we find that this data misses 100 students who are our majors and who are receiving instruction. During the winter 2014 quarter AVP Amber Machamer was extremely helpful and conducted a training for all our tenured faculty on how to use Pioneer data to uncover more accurate information. The following information comes from Pioneer Data and the CAPR summary data is included in Appendix A.

Table 1 BS in Hospitality Management

Year	2009	2010	2011	2012	2013
# of Majors	56	89	121	140	158

Table 2 BS in Recreation

Year Fall	2009	2010	2011	2012	2013
# of students	108	71	90	90	93

The hospitality program was started as an option in the BS in Recreation in 2007 and in 2008 we advanced it to be a BS in Hospitality and Tourism. So 2009 was the first year of the BS in Hospitality. As you will see in the CAPR Common Data Set, it first was called BS in Hospitality and Tourism and then in 2011 changed to Hospitality Management. From the 2009 enrollment has increased by 182%

Table 3 MS in Recreation and Tourism

Year Fall	2009	2010	2011	2012	2013
# of students	24	41	54	41	35

The graduate program needs constant promotion and additional resources to put ads in national publications. We are listed in online degree information sites and that is driving traffic to our program but it could be more productive if we had some resources. Growth in the other degree programs is still strong and would be greater if we have the capacity to support with faculty instruction.

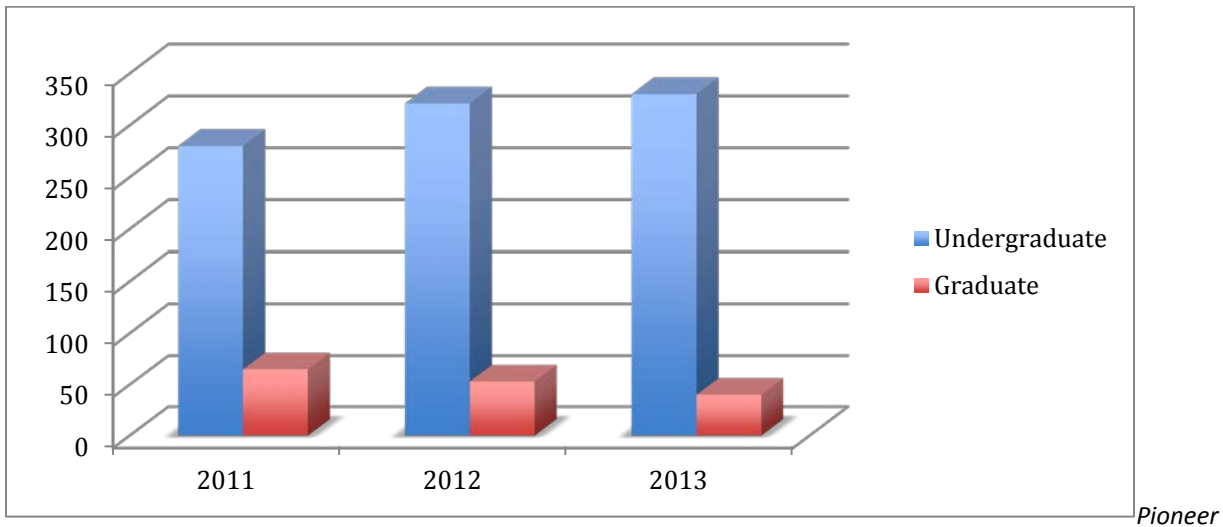
Some of the data available in both the CAPR Common Data Set and Pioneer Data give information about our department that includes the BS in Hospitality and Tourism, BS Recreation with options in Recreation Management, and Recreation Therapy, and the MS in Recreation and Tourism (the following information is about our whole department). The data counted in the Common Data Set include state enrolled matriculating students only. It does not count International students, out of state students, minors, or double majors. The Common Data Set says we have 286 majors but the information in Pioneer Data indicates that we have 330 undergraduates and 40 graduate students in Fall 2013. We know that we are serving the 370 number rather than the 286 students that the CAPR report shows. This number more accurately shows how many students need support from our department. We also are graduating more students – see below charts.

Table 4 Number of Degrees Awarded

Year Fall	2009	2010	2011	2012	2013
# of Degrees					
Hos	1	5	18	28	32
Rec	26	26	23	22	21
MS Rec	0	5	11	12	19

CAPR Common Data Set April 23, 2014

Chart 3: Total number of students in our department



Data: April 11, 2014

Student Feedback on our Programs

In two recent surveys, students were asked why they were majoring in Hospitality, Recreation or Recreation Therapy and they most often stated it was because of personal interest followed by pervious experience in the field. The chart below shows that many of the benefits of

working in this field are the reasons that students are choosing to major in one of the three disciplines, hospitality, recreation or recreation therapy. Word of mouth (being in classes is included here) plays a significant role and support from the professionals in the field.

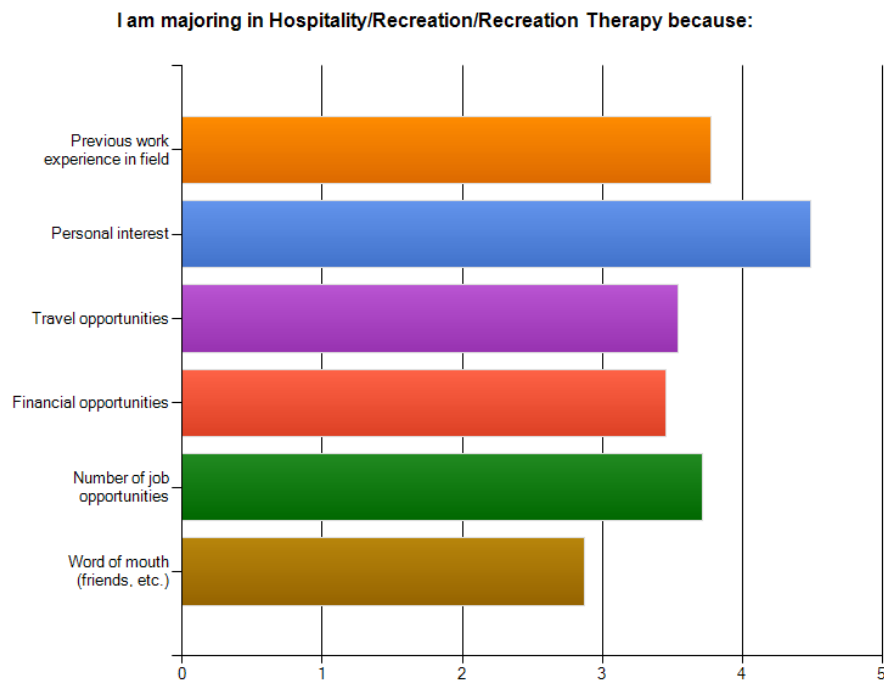


Chart 4

Hospitality especially offers travel opportunities and there is a surplus of jobs available. Recreation career offers great schedules and good benefits. Since many of our students work while in school, 78% indicated that they are currently employed. We then needed to know how many hours a week they worked and we found that over 73% of them work 21- to over 30 hours per week. Normally these numbers would be concerning but since students are taking their courses online this amount of work allows them to immediately apply the concepts and theories they are learning in class to their work setting. Many students report that this is a very productive way to learn and they are excited that they are engaged in the actual work they are training to do. Our students are very busy but they are very productive and are learning to handle the demands (multiple demands) that accompany a management position or working practitioner in the HRT field.

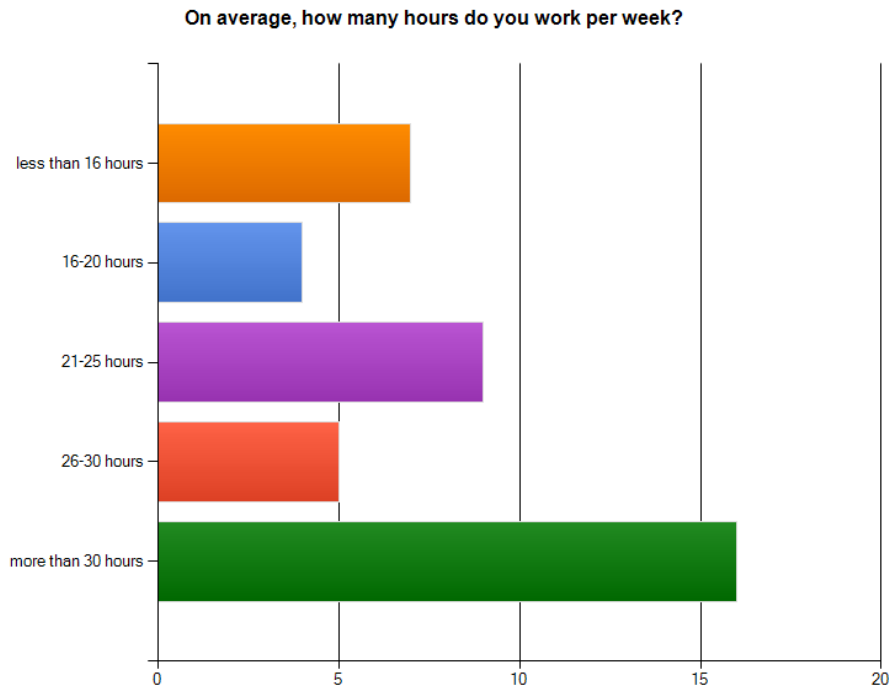


Chart 5

Malcom Gladwell (2012) in *Outliers* said it takes about 10,000 hours of practice to achieve mastery in a field of study. Our students are 2/5 of the way to that number by the time they graduate. The following chart (what chart – YOU SHOULD NUMBER THEM) demonstrates that while in school 61% our students already have two years of experience and another 14.8% have at least a year to 23 months of experience. Most of these will have the two years of experience many entry-level jobs are requiring when they graduate. Our Students are also are building their resumes as they are going to school.

Our students are working in their area of interest. The top worksites for hospitality majors are in foodservice, lodging or in Convention and Visitor Bureaus. Recreation majors work in park districts, recreation departments and in the YMCA or Boys & Girls Clubs. In Appendix VI you will find where Fall quarter Internship hospitality and recreation students were placed. Many were then hired by the hotel or facility.

Please check the area(s) in which you have worked in so far (you may check more than one option).

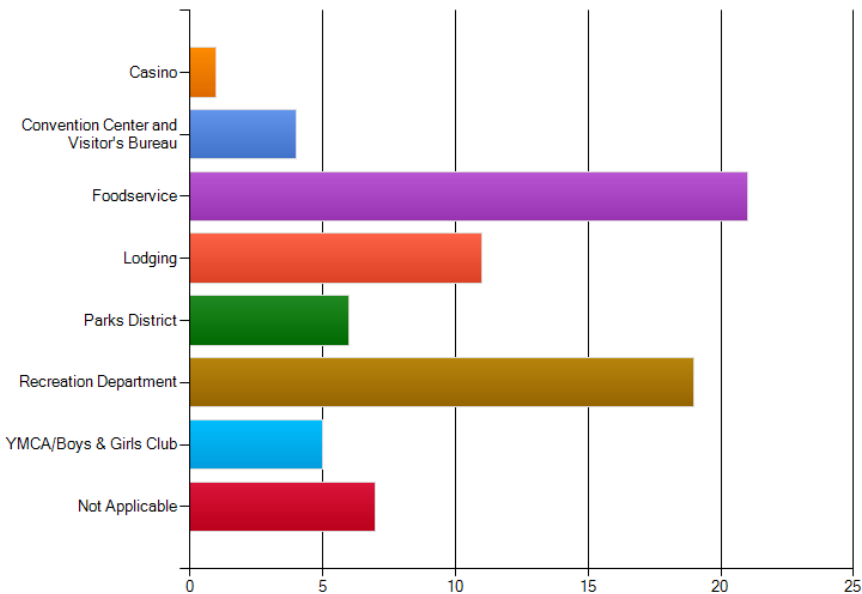


Chart 6

An important factor is that these are jobs with pay and are not volunteer work. To support this we have a requirement that they must have 1000 hours of work experience BEFORE they do their 400 hour internship (Hospitality and Recreation majors) or 560 hour (for Recreation Therapy students). Hospitality and Recreation students are able to get this accomplished but Recreation Therapy students need to mainly get their hours through related jobs or volunteering.

Our students are very diverse and 2/3 of our majors are people of color. Our graduates will be the leaders in the future and will accurately reflect the people they serve in their professional positions. The conclusion is that our diversity matches the population that they will be serving in the San Francisco Bay Area.

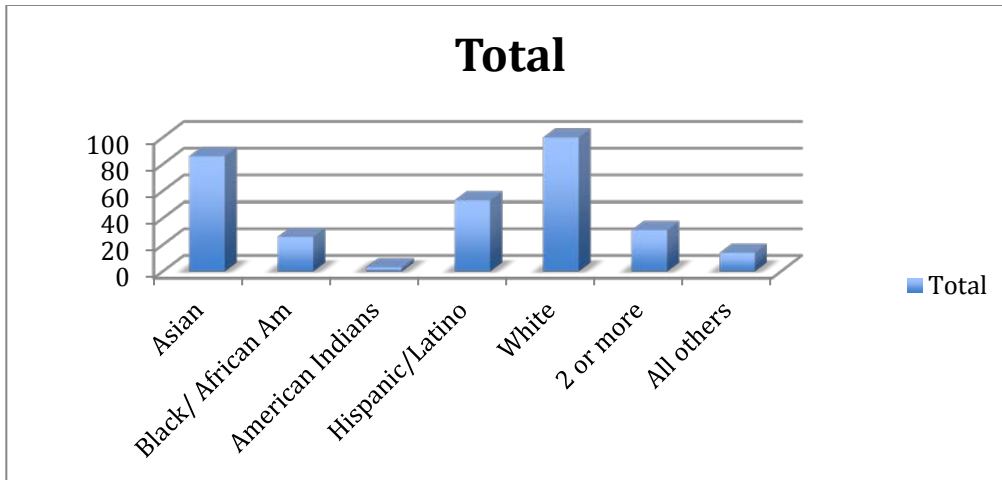


Chart 7

In looking closer at the data, over two-thirds of our students are women. This is consistent with the male/female ratio at CSUEB but it is very different than historical patterns in our profession. Historically our profession has been predominantly male and mainly white. The profession of the future will be different). Even 10 years ago our majors were predominantly white and more males than females. Presently women have risen to the top leadership positions in smaller cities but the future will feature women at many of the top leadership positions in the nation. In hospitality settings most of the General Managers are predominantly male but this too is changing rapidly. Females will be well prepared to be the leaders of the future. In fact, we want to continue preparing all of our graduates to be leaders in our profession at all levels in the future. Basically, what we have that is unique is our diversity and ability to train students to be relevant in today's world.

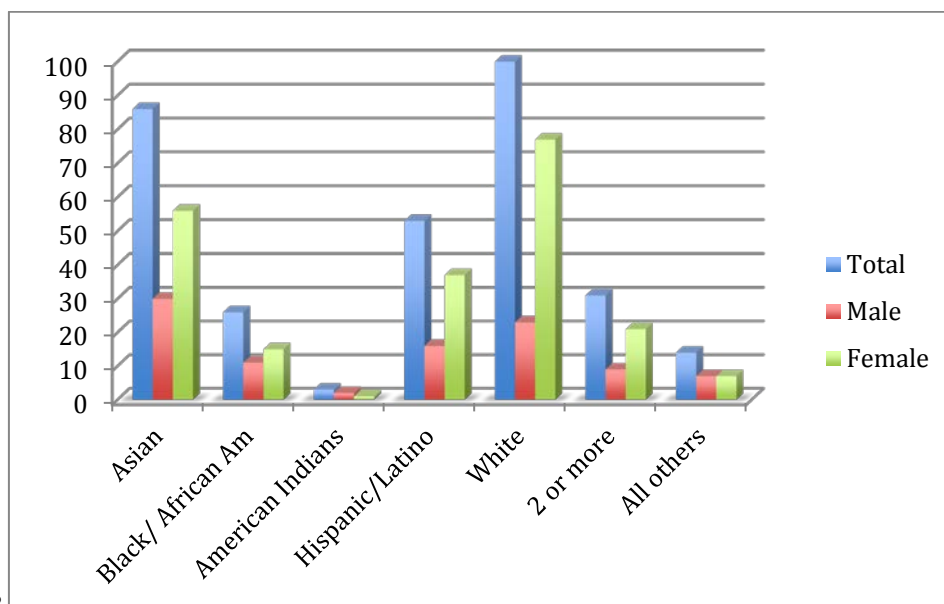


Chart 8

Pioneer Data: April 12, 2014

This data is very good news for our profession especially in urban areas like the San Francisco Bay area. Our students accurately reflect the population of the Bay Area and will be the leaders in Recreation as we move through the next 10-20 years. Historically, the recreation major and the recreation profession have been predominantly white but indicators are painting a different picture to reflect our diversity.

Retention

In an attempt to determine our retention rate, we looked at all entering students in Fall 2011- looking at who graduated, who dropped out and who is still in school. Thirty-eight new students started Fall 2011, ten of those students have already graduated and another 16 are still taking classes. This results in a retention rate of 68.4%. Ten students dropped out or were academically disqualified and five of those students were freshmen. A concern is that we are not reaching them and giving them support. We will continue to follow retention more closely to see if any of our strategies (what strategies?) are working. Having a dedicated HRT advisor was a specific tool we started because online students need more personalized advising to meet their needs and it wasn't available in the rest of the University. In (insert year here), the HRT and KIN departments were relocated together and share all support services – staff, supplies, spaces, etc. The concern now is that HRT students are not receiving the same level of service because of the massive amounts of students in KIN, who now shares our two advisors. This is an issue that needs to be addressed. Another need is our students have is a need for a dedicated HRT Office or lounge for gathering, meetings and studying. Even though many students take major classes online, some still come to campus for other courses and some are active in student activities on campus. We need to meet the needs of our on campus students as well to strengthen our program.

Student Feedback about the Program

We are concerned about our students and often ask if we are meeting their needs. (Survey 2008, 2013, 2014). We offer 85% of our classes online and yet we still needed to determine if that is what students want. We asked what method was their preferred way to take courses and they preferred online 2:1 to hybrid and a little over 2:1 to Face to Face. There is a subset of

recreation and hospitality majors that want face-to-face courses but when face-to-face is offered the class never fills and in fact lower enrolled.

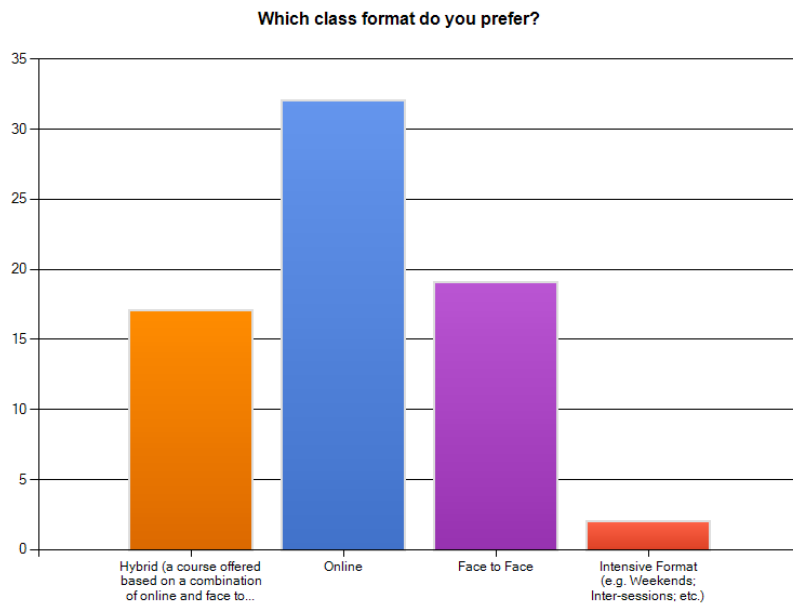


Chart 9

When asked how many of the HRT classes they had taken online, the vast majority indicated they had taken more than six and the mode number was nine. The pie chart below illustrates that online is how the majority of our students who are taking their required courses online.

How many online courses have you taken (including this quarter)?

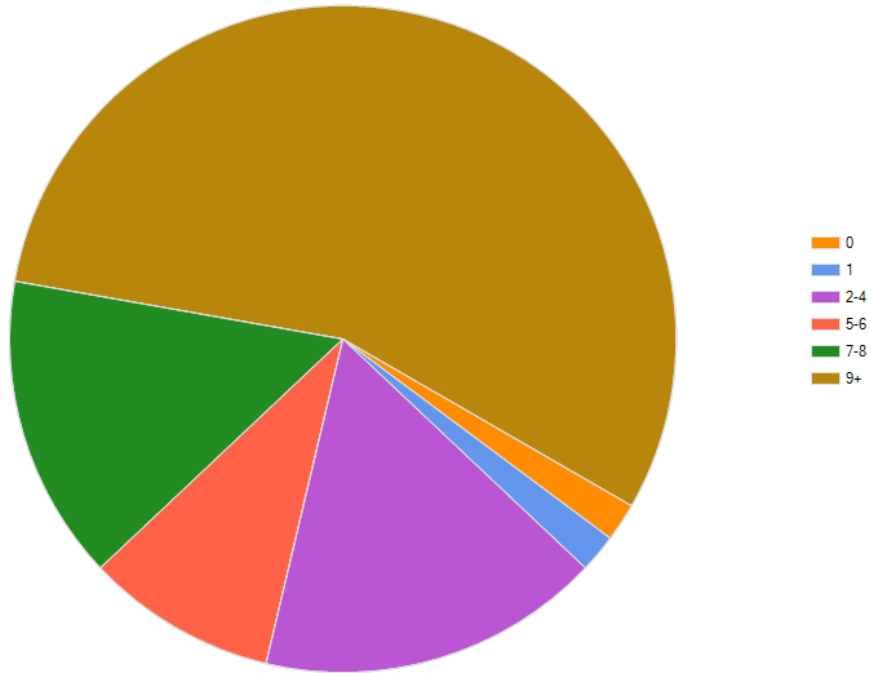


Chart 10

Students prefer online and they tend to vote with their registration. All online courses are filled days after registration opens and even though a subset of students wants on campus classes, the enrollment for these courses is very low.

When asked about their satisfaction with the HRT program 83.6% of the students are satisfied or very satisfied.

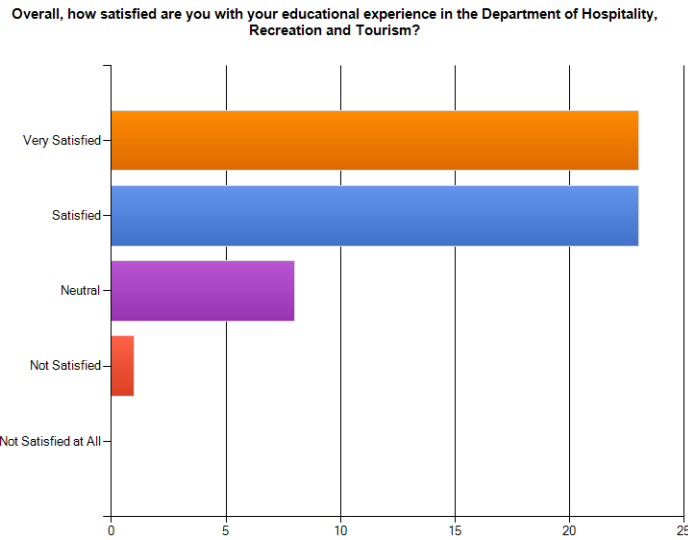


Chart 11

2.4 Faculty

Currently, regular full-time faculty includes four full professors (Dr. Melany Spielman, Dr. Zach Hallab, Dr. Mary F. Fortune, and Dr. Doris Yates) and two associate professors (Dr. Chris Chamberlain, and Dr. Nancy White). In the Fall a new assistant professor will join our team. While these faculty and lecturers have covered the classes offered, there are multiple places that the department still needs faculty to better serve our students including hotel management and research. Dr. Zach Hallab and Dr. Nancy White hold hospitality specific faculty lines. Dr. Hallab has taught most of the hospitality courses over the past four years with the help of our industry partners who serve as lecturers. Dr. White teaches the Hospitality Law courses and many of the core classes taken by all majors.

Throughout the past 5 years the department has undergone several searches to fill multiple tenure track positions. Most recently, Dr. Thomas Padron was hired to join the department as a new tenure track faculty, effective Fall 2014. Dr. Padron was hired to fill the gap in our Hospitality degree programs, specifically the area of Special Events. The 2013-2014 searches for a tenure track faculty in the area of research were unsuccessful. The plan is to continue the search during 2014-2015 year with changes made to the job announcement to increase the pool of applicants.

2.5 Resources

Library

The library is a vital source of information for our students, connecting them directly to academic journals and books directly related to HRT subjects. The HRT library liaison has provided excellent service to the department and has helped to keep the HRT resources relevant and updated. The addition of the “Hospitality and Tourism Complete” has radically improved the quality of student research.

Informational/Instructional Technology

HRT classes are held throughout the buildings on campus. The change in access to smart classrooms throughout the university over the past five years has made teaching with technology accessible to every faculty member. The update to document cameras in many classrooms has also added to learning. Additionally, providing faculty members with updated technology for teaching and research has increased productivity. Faculty members are also making use of the I-clicker2 as a method of collecting responses from students in the classroom.

As 85% percent of our classes are online, HRTthe department is striving to make these interactive and relevant to our students. The department HRT is currently piloting the use of YouSeeU in the online environment. YouSeeU, a complement to Blackboard, provides students an opportunity to learn and collaborate through video activities and assessment. At the end of the 2014-year, a decision will be made on whether to implement YouSeeU fully within our department.

Strategic Plan

Strategic Planning has been an integral part of our department’s long range planning for over 25 years. In Appendix E you will find a copy of our 2003-2009 Strategic Plan. Our plan for the coming five years will be focused on growing our programs, refining our majors, increasing our links with our industry partners, and increasing our research all the while providing great service to our students. The faculty and students in our department decided this mission.

Our Department’s Mission: To educate and prepare effective leaders who contribute to the quality of life of individuals and our communities, locally and globally, through Hospitality, Recreation and Tourism.

In Spring of 2008, we conducted a survey and after a response of nearly 100 people the above statement was adopted.

Our Vision

Our Vision is to be the program of choice, and a resource for, individuals and organizations in the field of Hospitality, Recreation and Tourism, both locally and globally, characterized by:

- Excellent customer service modeled through superior service to all students
- Use of cutting edge technology to increase the interactivity of our classes online
- Rigorous assessment of our teaching and continuous improvement to assure the highest learning attainment for our students
- Research by faculty and students
- Grow enrollment to 500 majors in 5 years
- Have a Hotel and Conference Center on Campus managed by students and our partners
- Education accessible to working adults, people in rural, remote and international locations

Values

- Service, commitment, and be responsive to Students
- Collaboration and partnerships with professional organizations, industry leadership, and academic communities
- To promote Entrepreneurship and Intrapreneurship.
- Integral partner in the University Community
- Promote Equity, Diversity and Social Justice
- Professional Growth
- Promote basic and applied research
- Quality of life
- Social Responsibility

Department Short term Goals 2008-2014	Progress as of 2014
<ul style="list-style-type: none"> • Create more connections with counselors at Community Colleges, CSUEB (Excel, EOP and 	Met with counselors on CSUEB and at Mission College, DVC, City College of San Francisco, Laney, Ohlone, Merritt,

Enrollment)-	Los Medanos, Chabot and Las Positas
<ul style="list-style-type: none"> • Use cross registration, co-locate courses to create pipeline to our CSUEB programs- We are working with Ohlone, Mission, Foothill, Los Medanos, and Columbia Colleges. 	Discussed opportunities but at the time no movement was made
<ul style="list-style-type: none"> • Increase Outdoor Recreation Activity Courses- in negotiations with KPE 	Discontinued Outdoor Recreation classes due to lack of budget resources
<ul style="list-style-type: none"> • Explore Minor in Environmental Recreation with Environmental Sciences 	Talked with Michael Lee but no forward progress was made.
<ul style="list-style-type: none"> • Create a Minor in Leadership 	Leadership by Design was designed by Dr. Mary Fortune but due to the budget was put on hold
<ul style="list-style-type: none"> • Create a Minors in Hospitality, Recreation Therapy and Aquatics (joint with KPE) 	Complete except for the Aquatics
<ul style="list-style-type: none"> • Reform the Recreation Minor 	Complete
<ul style="list-style-type: none"> • Increase Enrollment to 350 FTES by end of 2008-2009 	FTES is now 545
<ul style="list-style-type: none"> • Develop more Frosh and Sophomore courses for on campus students- develop an active program for native students (ones that start as Freshlings) 	Needs to be done – Assign Dr. Mary Fortune to do outreach and event to lower division students.
<ul style="list-style-type: none"> • Create Marketing campaign for MS in Recreation, BS in Hospitality Management and BS in Recreation Management 	Complete but needs to be done continually-

HRTs' Connection to the University Mission

University's Mission: To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.

HRT majors prepare students for meaningful lifework and their work contributes to the quality of life in communities and for individuals. The projects our faculty are working on also contributes to communities globally (Kenya and Lebanon) Our students contribute over 64,000 hours of volunteer and paid work per year to help improve the lives of those living in our communities.

The HRT department's mission, vision and goals are aligned with the mission of both the College of Education and Allied Studies and the University. We believe we are very responsive to the changes happening both on campus and in the world. The economic downturn we experienced in the last five years impacted all sectors in the leisure and hospitality sector.

Recreation Services sector has projected that more than 40% of the current employees will be retiring in the next 5 years. This will create a better job outlook but all our recent grads have been able to obtain positions in local Parks and Recreation agencies. Those students that work with faculty to gain part-time employment while in college have little trouble earning a full-time position either right before or right after graduation. Our current students reported that over 85% work in a related job and spend 16 to over 30+ hours a week (Survey Spring 2014). This pattern works best for students in gaining a full-time job after graduation.

Recreation Therapy has more jobs available than students graduating. This is especially true in California as over half the university programs have closed or suspended in the last two years due to low enrollment. This is because students who are looking for a healthcare career do not think to look in Recreation. Curriculum changes were completed to advance the Recreation Therapy option to become a BS in Recreation Therapy but due to the budget crisis in the CSU, the Chancellor would not approve of any new programs. We will resubmit the proposal in 2014.

Even though hospitality was hit hard in the recession over the last few years, the hospitality sector now is experiencing high demand for hospitality managers. Those graduates with experience and their degree will be more marketable and are in demand now the economy is recovering. The San Francisco Bay Area has been sheltered from the worst of the downturn because of its location and is experiencing a rapid growth as a result of the new tech boom. Research by Smith Travel Research indicates that the demand for hospitality will increase 15% over then next three years. Since hotels are now averaging occupancy at 80% and there are about 2500 rooms in the construction pipeline in San Francisco, demand for hospitality graduates will be high for the future.

Our online delivery draws students to our programs. Making sure that all classes are taught using best practices will be a focus of our peer review. Discussing teaching with one another will also bring us together. The focus is on what the students are experiencing and wanting.

Curriculum

Core: The only addition or substitution in the core will be to add a Fundamentals of Hospitality. Hospitality faculty is pushing for a basic course specifically on Tourism so that all majors will have an introduction to all facets of the industry, Recreation, Hospitality and Tourism. As the number of majors increases, we will be able to offer greater variety in classes for both the Hospitality BS and BS in Recreation with option in Recreation Management. We started the Hospitality program with the core knowledge base. Specializing in different arenas in hospitality will require options in Hospitality. As enrollment grows we will be able to add electives and options.

The core is required for all students in our department and these courses include:

Core Requirements (36 units)

Core Requirements (40 units)

- REC 1000 Introduction to Recreation (4)
- HOS 1100 Introduction to Hospitality and Tourism (4)
- REC 2050 Computers in Hospitality, Recreation and Tourism (2)
- REC 3000 Philosophy of Leisure (4)
- REC 3010 Service Learning in Hospitality, Recreation and Tourism 2 (4)
- REC 3300 Leadership in Hospitality, Recreation and Tourism (4)
- REC 3701 Evaluation and Research in Hospitality, Recreation and Tourism (4)
- REC 4050 Social Justice in Hospitality, Recreation and Tourism (4)
- REC 4100 Professional Issues in Hospitality, Recreation and Tourism (2)
- REC 4501 Special Events Management 1 (4)
- HOS 4502 Special Events Management 2 (4)

Hospitality and Tourism Core Requirements (54 units)

- HOS 4505 Hospitality Information Technology (4)
- HOS 4510 Lodging Management (4)
- HOS 4520 Promotion of Leisure, Hospitality and Tourism (4)
- HOS 4530 Principles in Meetings, Conventions and Special Events (4)
- HOS 4540 Fiscal Leadership for Operational Managers (4)
- HOS 4560 Food and Beverage Management (4)
- HOS 4570 Dimensions of Tourism (4)
- HOS 4590 Hospitality Law (4)

HOS 4901 Hospitality Internship Placement (2)
HOS 4912 Hospitality Internship and Senior Project (4-12); must complete 12 units
MKTG 3495 Business Communication (4)
REC 3510 Management and Supervision in Hospitality, Recreation and Tourism (4)

Electives (4 units)

HOS 3999 Issues in Hospitality and Tourism (1-4) 2
HOS 4550 Global Tourism²
ACCT 2701 Legal Environment of Business (4)
MGMT 3600 Theories of Management (4)
MGMT 3610 Human Resource Management (4)
MGMT 3614 Organizational Behavior (4)
MGMT 4500 Business, Government, and Society (4)
MKTG 3401 Marketing Principles (4)
PSYC 1000 Introduction to Psychology (5)
PSYC 3520 Interpersonal Processes (4) 1
PSYC 3540 Groups and Organizations (4) 1
PSYC 3550 Social Influence and Change (4) 1
REC 2100 Leadership Principles in Action (4)
REC 2500 Service Learning in Leadership, Hospitality and Leisure I (1-4) 2
REC 3200 Wellness Through Leisure (4) 2
REC 3202 Women and Leisure (4)2
REC 3305 Outdoor Living Skills (4)2
REC 3401 Leadership of Small Groups (4)2
REC 3999 Issues in Hospitality and Leisure Services (1-4)2

Hospitality majors are encouraged to take a minor in business. Many of the students choosing hospitality already have a foundation in business at a community college.

Recreation Management

Required Option Courses (46 units)
HOS 4520 Promotion of Recreation, Hospitality and Tourism (4)
HOS 4530 Principles of Meeting, Conventions and Special Events (4)
REC 2200 Programming in Leisure Services (4)
REC 3401 Leadership of Small Groups (4)
REC 3510 Management and Supervision in Hospitality, Recreation and Tourism (4)
REC 4000 Administration and Budgeting in Recreation (4)
REC 4011 Youth Development Through Leisure (4)
REC 4300 Facilities Management and Administration in Leisure (4)
REC 4896 Recreation Management Internship Placement (2)
REC 4910 Recreation Management Internship and Senior Project (4-12)

Electives (16 units)

HDEV 3800 Human Development and Interaction (4)
HOS 4530 Principles in Meetings, Conventions and Special Events (4)
HOS 4540 Fiscal Leadership for Operational Managers (4)
HOS 4550 Global Tourism (4)
HOS 4560 Food and Beverage Management (4)
MKTG 3495 Business Communication (4)
PSYC 3420 Stress and Coping (4)
PSYC 3500 Social Psychology (4)
PSYC 3520 Interpersonal Processes (4)
PSYC 3540 Groups and Organizations (4)
PSYC 3550 Social Influence and Change (4)
PSYC 4410 Abnormal Psychology (4)
PSYC 4430 Developmental Psychology
REC 1001 Leadership Development Through Outdoor Adventure (4)
REC 2100 Leadership Principles in Action (4)
REC 2500 Service Learning in Leadership, Hospitality and Leisure I (1-4)
REC 3200 Wellness Through Leisure (4)
REC 3202 Women and Leisure (4)
REC 3305 Outdoor Living Skills (4)
REC 3401 Leadership of Small Groups (4)
REC 3999 Issues in Hospitality and Leisure Services (1-4)
REC 4011 Youth Development Through Leisure (4)
REC 4600 Recreation Therapy Documentation and Assessment (4)
REC 4601 Recreation Therapy Treatment and Program Planning (4)
REC 4602 Advanced Recreation Therapy Modalities (4)
REC 4603 Recreation Therapy Programming (4)
REC 4605 Recreation Therapy: Diagnostic Groups (4)
REC 4705 Outdoor Adventure Recreation (4)
REC 4900 Independent Study (1-4)

B. Recreation Therapy Option (55 units)

Required Option Courses (51 units)

BIOL 2010 Human Physiology and Anatomy I (or 2011) (5)
HDEV 3800 Human Development and Interaction or PSYC 4420 Developmental Psychology (4)
PSYC 4410 Abnormal Psychology (4)
REC 3800 Introduction to Recreation Therapy (4)
REC 4600 Recreation Therapy Documentation and Assessment (4)
REC 4601 Recreation Therapy Treatment and Program Planning (4)
REC 4602 Advanced Recreation Therapy Modalities (4)
REC 4603 Recreation Therapy Programming (4)

REC 4605 Recreation Therapy: Diagnostic Groups (4)
REC 4897 Recreation Therapy Internship Placement (2)
REC 4911 Recreation Therapy Internship and Senior Project (12)

Electives (4 units)

HDEV 3301 Child Development (4)
HDEV 3302 Foundational Aspects of Adolescent Development (4)
HDEV 3303 Adult Development and Aging (4)
HDEV 4110 Child Cognitive Development (4)
HSC 3300 Medical Care in the U.S. (4)
HSC 4010 Research and Program Evaluation in Health Science (4)
PSYC 3250 Behavior Modification (4)
PSYC 3420 Stress and Coping (4)
PSYC 3500 Social Psychology (4)
PSYC 3520 Interpersonal Processes (4)
PSYC 3540 Groups and Organizations (4)
PSYC 3550 Social Influence and Change (1)
PSYC 4602 Advanced Recreation Therapy Modalities (1)
PSYC 4603 Recreation Therapy Programming (4)
SOC 3419 Death and Dying (4)
SOC 3425 Prejudice and Discrimination (4)
SOC 3520 Sociology of Minority Groups (4)
SOC 3720 Human Behavior in Social Environment (4)
SOC 3730 Juvenile Delinquency (4)
SOC 3750 Alcohol and Drug Abuse (4)
SOC 4720 Medical Sociology (4)

M.S. in Recreation and Tourism

The Masters of Science in Recreation and Tourism consists of 45 units.

Required Courses (45 units)

REC 6000 Research Methods in Leisure Studies (4.5)
REC 6100 Philosophical Foundations and Theories of Leisure (4.5)
REC 6200 Strategies in Staff Supervision (4.5)
REC 6300 Organizational Development in Leisure (4.5)
REC 6400 Current Management Topics in Leisure (4.5)
REC 6500 Critical Analysis of Leisure Research (4.5)
REC 6601 Sustainability in HRT1(4.5)
REC 6700 Advanced Social Justice and Professional Ethics (4.5)
REC 6800 Strategic Leadership in Leisure (4.5)
REC 6901 Graduate Synthesis (4.5) OR REC 6909 Departmental Thesis (4.5)

Online vs. On campus

Our focus has been to identify a market that meets the needs of our students for majors and online has proven to be very successful. We do have a population of students that prefer on campus, in person classes. We also now have freshman and sophomores who are declared majors and we need to provide services for them as well. The faculty work to make sure they are successful. This coming fall we are instituting a new outreach program to connect freshman and sophomores to the major, events and clubs. We started the online to meet the needs of a specific target market but more and more we are finding the online section is full and the face-to-face section is low enrolled. We will be exploring how to make both delivery methods successful and we will offer all major courses on campus IF there is enrollment.

Minors

We have three minors, Hospitality minor, Recreation minor, and Recreation Therapy minor. These are being created to meet the demand for a smaller concentrated set of courses students in other majors can take to pick up specialized skills. Sometimes minors are converted into majors as the students take more classes.

Graduate Program

Our graduate program was launched in Fall 2009 with the design that 25 students would take 2 courses per quarter and would be able to finish in 5 quarters. Reality has shown that more than half of the students are taking the degree one course at a time and will matriculate over 10 quarters. As we admit more students, enrollment in both courses offered each quarter will even out. Only one curricular change has occurred in the last five years in the graduate program. The Trends and Issue course was discontinued and we added a course on Sustainability, as it is a central issue in both recreation and hospitality. We also have an informal way that those wanting Recreation Therapy can substitute 4 graduate classes for 5 of the RT courses. That way they can qualify for certification in Recreation Therapy and earn a Masters in Recreation and Tourism. We do have plans to reduce the number of required courses to allow for some individualization many students are requesting.

Students

We are now experiencing the impact of being in the online catalog, listed as a major in Assist, and having active relationship with both the counselors on campus plus all our outreach to the community colleges. We are also realizing enrollment and inquires from the online campus portal of the CSUEB web site. We are projecting that enrollment growth will now come from an increase in majors. The start of MS in Recreation and Tourism will open another avenue of

enrollment growth. As the word spreads about this program we will get more applications for each group and will be able to admit more than one cohort per year. Since our profession offers so many practice sites and a variety in job titles and duties, it is expected that interest in our field will continue to expand. Our students are preparing to enter the Recreation and Hospitality sector where statistics show it is the number one employer in the world and contributes the second most to the world's economy.

Projected Number of Students 2009-2014

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
BS Hospitality & Tourism	65	75	85	100	125
BS Recreation Management	55	65	75	85	100
Rec Therapy	25	25	25	30	35
MS Rec & Tourism	35 (40 now)	45	55	65	75

In 2009 we projected what our numbers would be over the ensuing five years and here is the chart that shows what was projected and what happened. Even though we projected more recreation management students, several reasons could have contributed to the lower numbers. First off beginning in 2008 and continuing in 2009 the economy was in a major recession. Municipal parks and recreation agencies were laying off people and eliminating programs. This might have deterred potential students from enrolling in our program. Secondly, it takes a huge amount of faculty time to recruit and you need to do it on a regular and frequent basis. During these past five years faculty were furloughed and our faculty were all teaching much bigger loads (classes with 60-100 students instead of the ideal 35-40). That level of teaching

demands leaves little time for recruitment. Recreation Therapy also has remain steady but we have seen a sharp increase in our classes being used by students from our sister CSU campuses. In Winter 2014, 22 students from other campuses were enrolled in 4600 RT Documentation and Assessment. Chart 12 illustrates the difference between the projections and the final tallies.

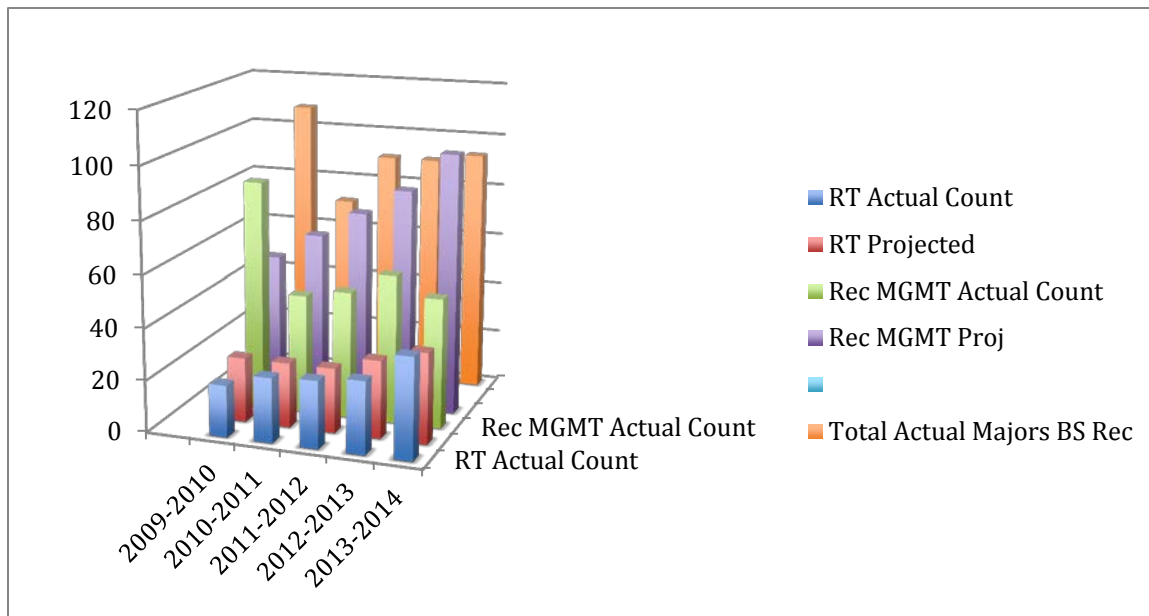


Chart 12

Time To Degree

A recent inquiry to PeopleSoft determined that the average time (in quarters) to degree was 7 quarters for those juniors entering with the lower division general education requirements complete. Since 68.2% of our students are transfer students and 86% of our students are Juniors or Seniors, 7 quarters is the time the average student takes to finish their degree. Since most of our students are working these figures are a testament to the seriousness and dedication of our students and that they are focused on their goal and their career.

Connection to the Major

We have several major initiatives in helping students feel connected to our major. The first one has been very useful over the last three years. We use a Blackboard group (Recreation and Hospitality Majors) to communicate about all manner of announcements for students. We also send out job announcement from the industry. Since we encourage students to gain

employment in the industry, this is seen as a very valuable service to the students. Secondly, we have two student groups forming. One is the resurrection of the **Red Carpet Club** (those interested in Hospitality) and the **Rec Club** (for those interested in Recreation and Recreation Therapy). Each group plans and implement events (visits to Hotels, conferences, dinners, and comedy shows) that will benefit the whole campus. Leadership skills will be emphasized and developed. Thirdly, we are implementing an online publication that will highlight different student's jobs and work sites, articles of interest for students, alum and visitors to the CSUEB website. Students and faculty will contribute articles and features. We would like to highlight student research, projects and writings.

With enrollment of both undergraduates and graduates increasing rapidly, we will need to add sections to guarantee all majors are able to gain entrance into classes when they need the class. We historically have only offered each major class one time a year. This last year we offered one section online and one on campus.

The initiatives for both online and on campus student recruitment will result in more majors from students who would not normally choose CSUEB. This is a wonderful new development. As more people know about the online options, enrollment will also increase. The most of the growth we have had up till now have come from enrollment in General Education and the resulting growth in majors. Many of the 65 hospitality majors are people who chose to come to CSUEB for this program as a result of the marketing we did to the employers in the region.

Student Employment Outlook

The economic recession of 2008-2009 had a severe impact on the jobs in Recreation. and Hospitality. Many of our graduates staff local agencies (East Bay Regional Park, San Ramon Parks and Recreation, Livermore Parks and Recreation, to name only a few). Recently at a professional event, it was observed that more than half the upper management in departments all over the East Bay region came from CSUEB. Many of our hospitality graduates work for Joie de Vivre, Hilton, Fairmont and Marriott because they start there as students and are promoted quickly upon graduation. We have graduates from the last 40 years still involved in our program and this includes Mr. Barry Weiss (BS 1974), director of San Carlos Park and Recreation department who was also recently the President of the California Park and Recreation Association. Our advisory board is very active and has many members who have a vested interest in our program because they graduated from CSUEB. The board reported that the job outlook is good because of large scale retirements projected to occur over the next five to ten years.

In 2012 we invited alumni from all 50 years of the Recreation program's history to a 50th Anniversary Party and more than 100 people attended. The evening culminated in the

establishment of the William Neipoth and Susan Sunderland Scholarship. Fundraising efforts will continue to build this to an endowment so it can be self-sustaining.

This first connection and subsequent activities will help build our support from Alumni. We know that many have been leaders in California. Some of the recent graduates completed internships and are now working in the following places (list here).

Resources

We use the community and student's worksites as instructional venues (hospitals, community centers, hotels, etc).

We also need to visit students in their worksites and this requires mileage and we need financial resources to cover that required expense for faculty. Internship supervisors visit the site three times in a quarter. Field placement supervisors are required to evaluate the site before a student starts a placement and supervise them during the quarter.

In order to keep and support faculty we need to have travel funds. Requiring more rigorous publishing and presentations means we need to provide faculty with the funds to go present their research at conferences—especially the tier one conferences. Having 5 new tenure track positions is a wonderful opportunity but we do need to support them in their tenure and promotion process.

Hospitality, Recreation and Tourism
Five- Year Plan 2014-2019

Goal	Objective	Action/Change	Timeline	Person Responsible	Estimated Cost
Establish RT as a health care Career it is Increase visibility	Increase RT student numbers from former nursing majors	Curriculum Change Advancement of option to a Major	2015-2016	Melany Spielman	
Full Staffing for all Major areas of emphasis – Missing is Recreation Therapy	Increase service to students in Recreation Therapy	Hire new TT in Recreation Therapy 2016	2016-2017	Melany Spielman	
New Faculty Positions	Increase student access to faculty in Hotels and research	New Tenure Track Hospitality-Hotel Management & Research	2015-2016	Zach Hallab, Nancy White,	
Increase transferability from CCC	Maximize time to degree for transfer students by increasing articulation with Community College courses	Curriculum Revisions to correctly number Hospitality, Recreation and Tourism courses	2015-2016	Nancy White	0
Outreach, recruitment and marketing	Increase student participation by Year 1 Update brochures, online social media, develop HRT brand	Assign faculty as Student Outreach Advisor	2014-2015	Mary Fortune	
Increase smoother Transition to Online classes for transfer students	Establish Online and on campus Orientation for Fall admitted students to prepare them for successful	All Faculty participate in New Student Orientation	Sept 2014	Chris Chamberlain	

	matriculation and time to degree				
Excellence in Teaching	Formative Review of effective teaching through the Assessment of Learning Outcomes	On going Assessment activities	2014-2015	Nancy White	
Excellence in Teaching	Infusion of High Touch Tools in Online classes	Add new tools to some online courses, YouSeeU, Simulation for Hospitality	2014-2019	Zach Hallab	
Collaboration	Course based Special Projects	Conference Management Park Development	2014-2015	Tom Padron Mary Fortune	
On campus Special Events			2014-2015	Tom Padron	
Increase Services to Students	Frosh, Soph, & Native students		2014-2019	Mary Fortune	

3.1 Curriculum

The newest curricular issue that needs to be address immediately is the numbering of courses to facilitate articulation with the community colleges. This will involve few recreation courses but will be concentrated in the BS in Hospitality. The option in Recreation Therapy is going to be elevated to a BS in Recreation Therapy in order to increase the visibility of this healthcare career But planning for the move to Semester will be a huge undertaking and will necessitate a complete revision of the Recreation Major.

For the past 20+years we offered each course in the major only once a year. For the past 3 years we needed to add additional sections of almost every class each quarter it was offered.

Starting next year 2014-2015 we will attempt to offer most classes two times a year, which should help with time to degree.

Exploration into the possibility of enriching the tourism curriculum into a airline management which would be a unique area of study thus making our program attractive to a new market of students. The airline industry is growing in complexity and need educated managers to guide the field into the future.

The department must be able to provide students at least one tenure-track faculty member with a doctorate degree for each main area of focus (Meetings, Conventions and Events Management; Food and Beverage; Hotel Management; Tourism Management). Presently we have:

Meetings Conventions and Special Events- Dr. Thomas Padron (new hire)

Food and Beverage-

Hotel Management- Request for New Tenure Track for 2015 with a research focus- Unsuccessful search 2013-2014 and have asked for carryover and adjust to focus more on Hotel Management and Research.

Tourism Management- Dr. Zach Hallab

Part-time faculty and instructors have been great contributors to the HRT department. For accreditation and technical purposes, their numbers need not to exceed a specific percentage specified by accreditation agencies.

Given the above recommendations and the expected continuous growth of the Hospitality and Tourism program, there will be a need for one more tenure-track faculty member (preferably in the area of hotel and resort management). In the meantime, it is acceptable for one faculty to cover two focus areas.

It is projected, based on external environment analysis, a great potential for success a graduate degree in Hospitality and Tourism is introduced in the department. This could be accomplished with using the research core in the MS in Recreation and Tourism and then allow graduate students to specialize in Hospitality Management or Recreation Management or Recreation Therapy. This would maximize resources for the research courses and student would be able to choices in the areas of specialization. We have asked that our position for the Hospitality Research faculty be carried over to next year.

3.2 Students

Continued assessment of student learning objectives will be at the center of our teaching. After doing assessment on a regular basis, the faculty are learning how to improve student learning by changing how they teach and how they give directions. We also believe that we have the potential for continued growth. The recreation sector is rebounding and there is projected a mass retirement of the upper level managers in the next 3-5 years. It has been projected for the last five years but many people continued working because their retirement portfolios took a major hit in the recession of 2008-2009.

The move to make Recreation Therapy a BS will greatly increase the awareness of this healthcare career and enrollment will increase. There is a shortage of recreation therapists in the State of California. California has the largest population in the United States and has the lowest per capita recreation therapist to patients in the whole US (White Paper for RT Licensure, 2012). The California Department of Corrections has 45 job openings for Recreation Therapist right now and the starting salary is \$76500. There are more jobs than there are students graduating.

Projected Numbers for the next Five Years

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Recreation Management	54	65	70	75	80	85
Recreation Therapy	39	45	50	55	60	60
Hospitality	158	165	175	190	200	225
MS in Recreation and Tourism	35	40	45	45	50	55
Total # Majors	286*	315	340	365	390	425

- CAPR Common Data Set April 23, 2014

In 2014 the Pioneer Data indicates that we have 374 students majoring or minoring in our majors as opposed to the 286 indicated by the CAPR data. The final goal in 2018-19 will be over 500 students.

Additional Advisor

When our department joined with Kinesiology for the administrative functions, our advisor had been handling our 250 majors. We have since grown to 375 majors but KIN has 900 students. Even though we have hired and trained one additional advisor, both of these counselors spend 85% of their time with the KIN students. Because HRT students are online and not knocking on doors, their needs are being delayed. A request has been made to provide an additional part time counselor for specifically HRT online students.

Outreach

In the past Dr. Chamberlain and Dr. Spielman attended summer staff trainings in recreation districts around the bay area. Time demands have prevented these orientations to the Recreation major from happening. We are going to restart this important outreach to those young adults already familiar with the profession and show them how it can be a wonderful career. We also need to make more presentations at Community Colleges and high schools.

The Hospitality program needs someone to do specific targeted outreach to the current employees of the hotel properties in San Francisco and the East Bay. The plan for next year is with new marketing collaterals, Dr. Spielman, Dr. Hallab and Dr. Padron will visit local hotels and promote both our undergraduate and graduate programs. Continued work with the California Community Colleges, and the Hospitality Management Educational Initiative (HMEI) will continue to promote our programs. Work with local community colleges to establish articulation agreements with more lower division classes will facilitate students time to degree.

3.3 Faculty

We are fully staff in Recreation as we have Dr. Chamberlain, Dr. Fortune, Dr. White and Dr. Yates. For recreation therapy we don't have a tenure track faculty since Dr. Spielman has been chair all RT classes have been taught by a lecturer. We are asking for a Recreation Therapy position to fill that need. No one has indicated that they are going to retire but in the next five years several faculty could retire. Plans need to be made for leadership changes and to that end we are establishing an Associate Chair in Fall 2014.

Tenure Track Requests for the next five years Hospitality, Recreation and Recreation Therapy

Year	Position	Justification
2014-2015	TT Hospitality Research	Event though this position is a hospitality position it will benefit recreation and recreation therapy as all programs have required research courses
2015-2016	TT in Recreation Therapy	Presently all RT classes are being taught by a lecturer. This program is going to increase as

		RT Licensure is now in the California Legislature. In order to work in California people will need specific educational courses offered here at CSUEB and our program is the only online program available in the state.
2016-2017	TT Hospitality Human Resources	Human Resource Management is a critical part of Hospitality and Recreation Management. We have expertise in Recreation Management but need someone with expertise to strengthen that sector of the hospitality curriculum.
2017-2018	TT in Hospitality Specialization Areas – Food and Beverage, Hotel and Resort Management, Tourism Management/Airlines Management	

3.4 Other Resources

The other big resource concern is keeping current on technology. We need to make our online courses more interactive and that takes cameras on our computers. Those with Apple products are covered but as we refresh other faculty including the lecturers who teach 85% of our courses we need to make sure they have the right equipment. This will incur a cost that we must prepare for as we use more video and audio tools to make the courses interactive.

The Library's purchase of Hospitality and Tourism Complete was a major improvement for our students. We have found the quality of their research abilities has improved radically. If the library can find other services that allow more journals in recreation to be available online (i.e., Journal of Leisure Research), it could really help our online students. With additional areas of specialization (e.g. meetings, conventions and event management; tourism management/airlines management, etc.), there will be a need for more books, periodicals, and media resources. The goal is to have 150 titles of advanced books and journals in various areas of specialty (e.g. hotel and resort management; meetings, conventions and event management; food and beverage management; tourism management).

Technology resources also includes major computer programs used in industry (i.e., Amadeus to practice airlines reservation system; Opera for lodging; Sabre for travel agencies; ActiveNET, Easy Facilities for Recreation Management, and Electronic Medical Records for Recreation Therapy, etc) needs to be available to students to learn the basics so they are prepared to deliver excellent professionals services. Many of these programs have certification programs that could be a value added product we could include in courses and would help advance

students career placements. These resources may be funded through A2E2 but will require planning and action a year before the intended launch.

Appendices

- I. CAPR Common Data Set
- II. ILO/SLO Assessment Road Map
- III. AAPRA Recreation Assessment
- IV. Job Announcements 2012, 2013 (2)
- V. Faculty Qualifications

Appendix I

CAPR Common Data

California State University, East Bay
APR Summary Data
Fall 2009 - 2013

Recreation and Community Service					
Item	Fall Quarter				
	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	162	158	209	229	250
2. Postbaccalaureate	2	2	2	1	1
3. Graduate	24	41	54	41	35
4. Total Number of Majors	188	201	265	271	286
College Years					
	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	27	35	46	50	53
2. Graduate	0	5	11	12	19
3. Total	27	40	57	62	72
Fall Quarter					
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	7	7	6	6	6
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	7	7	6	6	6
3b. % Tenure Track	33.3%	53.8%	35.3%	33.3%	30.0%
Lecturer Headcount					
4. Full-Time	1	2	2	0	2
5. Part-Time	13	4	9	12	12
6a. Total Non-Tenure Track	14	6	11	12	14
6b. % Non-Tenure Track	66.7%	46.2%	64.7%	66.7%	70.0%
7. Grand Total All Faculty	21	13	17	18	20
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	6.4	6.5	5.0	4.8	5.3
9. Lecturer FTEF	6.4	5.5	8.0	9.3	11.7
10. Total Instructional FTEF	12.8	11.9	13.0	14.1	17.0
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	158.0	190.9	143.4	124.2	134.9
11b. % of FTES Taught by Tenure/Track	38.1%	42.9%	29.6%	25.7%	24.7%
12a. FTES Taught by Lecturer	256.5	254.6	341.8	359.0	410.7
12b. % of FTES Taught by Lecturer	61.9%	57.1%	70.4%	74.3%	75.3%

13. Total FTES taught	414.5	445.5	485.2	483.2	545.6
14. Total SCU taught	6217.5	6682.5	7278.5	7248.0	8184.0
D. Student Faculty Ratios					
1. Tenured/Track	24.7	29.6	28.7	25.9	25.3
2. Lecturer	40.3	46.4	42.8	38.5	35.2
3. SFR By Level (All Faculty)	32.5	37.3	37.4	34.3	32.1
4. Lower Division	37.6	55.5	45.1	46.8	37.6
5. Upper Division	33.8	32.2	35.2	32.2	31.4
6. Graduate	12.5	18.1	20.7	11.6	12.7
E. Section Size					
1. Number of Sections Offered	53.0	53.0	57.0	63.0	74.0
2. Average Section Size	34.6	38.6	39.7	38.1	34.6
3. Average Section Size for LD	44.3	53.2	47.9	50.6	37.4
4. Average Section Size for UD	32.8	33.7	36.5	34.1	34.9
5. Average Section Size for GD	15.8	18.3	22.8	15.5	15.0
6. LD Section taught by Tenured/Track	5	4	5	4	4
7. UD Section taught by Tenured/Track	14	20	11	8	12
8. GD Section taught by Tenured/Track	3	4	2	4	3
9. LD Section taught by Lecturer	10	10	13	14	21
10. UD Section taught by Lecturer	21	15	24	33	33
11. GD Section taught by Lecturer	1	0	2	0	1

Source and definitions available at: <http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Headcount Enrollment	Fall Quarter				
	2009	2010	2011	2012	2013
Hospitality and Tourism					
1. Undergraduate	56	89	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	56	89	0	0	0
Recreation					
1. Undergraduate	106	69	89	89	92
2. Postbaccalaureate	2	2	1	1	1
3. Graduate	0	0	0	0	0
4. Total Number of Majors	108	71	90	90	93

Recreation Management					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	24	41	54	41	35
4. Total Number of Majors	24	41	54	41	35
Hospitality Management					
1. Undergraduate	0	0	120	140	158
2. Postbaccalaureate	0	0	1	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	0	0	121	140	158
College Years					
Degrees Awarded	08-09	09-10	10-11	11-12	12-13
Hospitality and Tourism					
1. Undergraduate	1	9	5	0	0
2. Graduate	0	0	0	0	0
3. Total Number of Majors	1	9	5	0	0
Recreation					
1. Undergraduate	26	26	23	22	21
2. Graduate	0	0	0	0	0
3. Total Number of Majors	26	26	23	22	21
Recreation Management					
1. Undergraduate	0	0	0	0	0
2. Graduate	0	5	11	12	19
3. Total Number of Majors	0	5	11	12	19
Hospitality Management					
1. Undergraduate	0	0	18	28	32
2. Graduate	0	0	0	0	0
3. Total Number of Majors	0	0	18	28	32

D. Student Faculty Ratios					
Hospitality					
1. Tenured/Track	23.9	28.1	38.1	38.7	37.9
2. Lecturer	29.8	25.0	37.9	32.5	31.3
3. SFR By Level (All Faculty)	25.4	27.7	38.0	34.7	33.0
4. Lower Division	26.9	38.3	45.5	56.5	39.2
5. Upper Division	25.3	26.7	33.0	26.3	28.9
6. Graduate	0.0	0.0	0.0	0.0	0.0
E. Section Size					
1. Number of Sections Offered	7.3	11.0	11.0	14.0	19.0
2. SCU taught	549.0	938.0	1187.0	1447.0	1948.0

3. Average Section Size	35.7	30.1	44.8	38.3	35.8
4. Average Section Size for LD	0.0	30.0	47.3	55.0	38.2
5. Average Section Size for UD	35.7	30.2	42.3	30.0	33.7
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	0	1	1	1	1
8. UD Section taught by Tenured/Track	6	9	4	4	4
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	1	0	2	2	5
11. UD Section taught by Lecturer	1	1	4	7	9
12. GD Section taught by Lecturer	0	0	0	0	0
<i>D. Student Faculty Ratios</i>	Recreation				
1. Tenured/Track	24.9	30.3	26.3	22.5	22.4
2. Lecturer	40.9	47.5	43.6	40.0	36.6
3. SFR By Level (All Faculty)	33.4	39.6	37.2	34.1	31.9
4. Lower Division	37.9	56.6	45.0	44.6	37.1
5. Upper Division	35.8	34.3	35.7	34.1	32.2
6. Graduate	12.5	18.1	20.7	11.6	12.7
<i>E. Section Size</i>					
1. Number of Sections Offered	45.7	42	46	49	55
2. SCU taught	5668.5	5744.5	6091.5	5801	6236
3. Average Section Size	34.5	40.3	39	38	34.3
4. Average Section Size for LD	44.3	55	48	49.6	37.2
5. Average Section Size for UD	32.5	34.8	35.6	35.2	35.2
6. Average Section Size for GD	15.8	18.3	22.8	15.5	15
7. LD Section taught by Tenured/Track	5	3	4	3	3
8. UD Section taught by Tenured/Track	8	11	7	4	8
9. GD Section taught by Tenured/Track	3	4	2	4	3
10. LD Section taught by Lecturer	9	10	11	12	16
11. UD Section taught by Lecturer	20	14	20	26	24
12. GD Section taught by Lecturer		1	0	2	

Appendix II

SLO/ILO Assessment and Alignment

Curriculum Map for Student Learning Outcomes Assessment, CSU East Bay

Degree:	B.S. in Recreation	pt: HRT
Levels:	I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendations)	
Indicators	A=Assignments; E=Essays; R=Research Project/Papers; T=Objective Tests; X=Exams of Mixed Types (tests, short answers, essays); O=Other Types of Work	
Symbols:	e.g., T50 =The indicator is an Objective Test, which constitutes 50% of the course evaluation	

Instructions:

- 1)** Enter a course ONLY if that course is part of the requirement of the relevant major (either core, option requirement, or elective). Enter the course according to the course number, from smallest to the largest numbers).
- 2)** For each course, for the course line (see example 01), use the pull down list (click the cell, and the downward arrow will show) to indicate at what level the material is addressed for each SLO. For the Indicators line, enter the symbols, such as T50, O35, etc., to indicate the type of work and the % of its weight of the course evaluation (Round to every 5%, e.g., 15, 20, 25, etc.)
- 3)** If the SLO maps to any ILO, enter the same values under that ILO for the same course (see example 01). Map ALL relevant ILOs when appropriate.

Reveal SLO/ILO text: Mouse over each SLO or ILO, the full text of that SLO/ILO will show on the screen.

Serial #	Course Prefix	Course #	Critical Thinking	Leadership	Professional Know	Social Justice	ILO1	ILO2	ILO3	ILO4	ILO6	Note
01	REC	1000			I	I		I	I			
	Field Interviews Group Project											
02	REC	2050	I		I		I				I	
	Spreadsheet Assign.											
03	REC	2200		I	I	I			I	I	I	
	Program Proposal											
04	REC	3000	P		P		P		P		P	
	Philosophy Paper											
05	REC	3010		P							P	
	Supervision Assignment											
06	REC	3300		P		P			P		P	
	Personal Application Paper											
07	REC	3401		P							P	

	Group Evaluation												
08	REC	3510	P		P			P				P	
	Case Study												
09	REC	3701	P		P			P	P			P	
	Lit Review												
10	REC	4000	M		M	P		M		P		M	
	Culture Exchange Paper												
11	REC	4050	M		P	M		M		M		P	
	Wheelchair Assignment												
12	REC	4011		M	M							M	
	Field observation Ex												
13	REC	4100			M							M	
	Prof Memb Org												
14	REC	4300	M			M		M		M			
	Visitation												
15	REC	4501		M	M							M	M
	Special Event Plan												
16	REC	4502		M	M							M	M
	Special Event Plan												
17	REC	4896			M							M	
	Cover Letter/Resume												
18	REC	4910	M	M	M	M		M	M	M		M	M
	Supervision Eval												
19	HOS	1100		I	I	I		I					
	Research Project												
20	HOS	4520	P	P	M			P		P			
	Marketing Plan												
21	HOS	4530		P	P				P			P	
	Conference Proposal												
22													

Curriculum Map for Student Learning Outcomes Assessment, CSU East Bay

Degree:	B.S. in Hospitality and Tourism	D e p t	C S D
		: HRT	

Levels: I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendations)

Indicators
Symbols: A=Assignments; E=Essays; R=Research Project/Papers;
 T=Objective Tests;
 X=Exams of Mixed Types (tests, short answers, essays);
 O=Other Types of Work
 e.g., **T50**=The indicator is an Objective Test, which constitutes 50% of the course evaluation

Instructions:

- 1) Enter a course ONLY if that course is part of the requirement of the relevant major (either core, option requirement, or elective). Enter the course according to the course number, from smallest to the largest numbers).
- 2) For each course, for the course line (see example 01), use the pull down list (click the cell, and the downward arrow will show) to indicate at what level the material is addressed for each SLO. For the Indicators line, enter the symbols, such as T50, O35, etc., to indicate the type of work and the % of its weight of the course evaluation (Round to every 5%, e.g., 15, 20, 25, etc.)
- 3) If the SLO maps to any ILO, enter the same values under that ILO for the same course (see example 01). Map ALL relevant ILOs when appropriate.

Reveal SLO/ILO text: Mouse over each SLO or ILO, the full text of that SLO/ILO will show on the screen.

Serial #	Course Prefix	Course #	Critical Thinking	Leadership	Professional Know	Social Justice	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	HOS	1100		I	I	I	I	I				I	
	Research Project												
02	HOS	4502			M	M				M		M	
	Special Event Plan												
03	HOS	4505	I		I		I				I		
	Emerging Tech Proposal												
04	HOS	4510	I	P	P	P	I	P	P	P	P	P	
	Hotel case study												
05	HOS	4520	P	P	M		P		P		M		
	Marketing Plan												
06	HOS	4530		P	P			P				P	

	Conference Proposal												
07	HOS	4540	P		P			P					P
	Budget												
07	HOS	4560	I	P	P			I	P	P	P	P	P
	Class Project												
08	HOS	4570	P	P	P			P			P	M	P
	Tourism Project												
09	HOS	4590	M		M	P		M		P			M
	Legal Issue Research Paper												
10	HOS	4901			M								M
	Cover letter Resume												
11	HOS	4912	M	M	M	M		M	M	M	M	M	M
	Supervision Evaluation												
13	REC	1000			I	I		I					
	Field Interviews												
14	REC	2050	I					I					I
	Spreadsheet Assignment												
15	REC	3000	P		P			P		P		I	P
	Philosophy Paper												
16	REC	3010		P							P		
	Supervision Assignment												
17	REC	3300		P		P				P	P		
	Personal Application Paper												
19	REC	3510	P		P			P					P
	Case Study												
20	REC	3701	P		P			P	P				P
	Literature Review												
21	REC	4050	M		P	M		M		M			P
	Wheelchair Assignment												
22	REC	4100			M								M
	Professional Mem Org												
23	REC	4501		M	M						M		M
	Special Event Plan												

Appendix III

AARPA Student Learning Outcomes

American Academy for Park and Recreation Administration
Task Force on Learning Outcomes for

Park and Recreation Administration Specialization

January, 2010

Task Force Members:

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9.0 Students graduating with a specialization in park and recreation administration should have the following performance-level and understanding-level knowledge:

9.1 Knowledge of park and recreation finance	
<p><u>Performance-Level Knowledge</u></p> <ul style="list-style-type: none"> • <i>Ability to use key financial tools: budgets, variance reports, income statements, statements of cash flow, break-even analysis, balance sheets, key financial ratios, return-on-investment, net present value, future value, internal rate of return</i> • <i>Ability to interpret basic accounting documents and describe accounting procedures used in park and recreation departments</i> • <i>Ability to manage cash, including development and deployment of control procedures associated with cash handling</i> • <i>Ability to manage contracts</i> • <i>Ability to prepare proposals for grants, sponsorships, and donations</i> • <i>Ability to establish policy and guidelines regarding the use of fees and charges</i> • <i>Ability to prepare, present, and implement fundamental budgets</i> 	<p><u>Understanding-Level Knowledge</u></p> <ul style="list-style-type: none"> • <i>Ability to name and recognize park and recreation revenue sources.</i> • <i>Ability to describe the contents and use of capital improvement plans.</i> • <i>Ability to describe and give examples of capital assets</i> • <i>Ability to describe inventory control procedures</i> • <i>Ability to describe the process of soliciting and accepting gifts</i> • <i>Ability to describe fund raising and development processes</i> • <i>Ability to describe the process of contract management</i> • <i>Ability to describe personal selling techniques and strategies</i> • <i>Ability to describe and give examples of indirect and direct costs</i> • <i>Ability to establish policy and guidelines for the requisition and purchase of agency equipment and supplies</i> • <i>Ability to describe the fundamental differences between accounting and budgeting</i> • <i>Ability to describe the use and availability of Lease Revenue and General Obligation Bonding</i> • <i>Ability to describe use of different types of taxes for parks and recreation (property tax, sales tax, calculate property taxes based on mill rates)</i> • <i>Ability to describe audit processes</i> • <i>Ability to describe the entrepreneurial approach to public parks and recreation programming</i>

9.2 Knowledge of park and recreation facility operations and management

Performance-Level Knowledge

- *Ability to plan and oversee operation and maintenance of physical facilities*
- *Ability to manage facilities and physical resources*
- *Ability to craft partnerships and collaborative agreements*
- *Ability to interpret and make decisions based on environmental assessments*

Understanding-Level Knowledge

- *Ability to describe procedures for managing flora and fauna*
- *Ability to describe concepts and procedures for planning and cost estimating maintenance programs*
- *Ability to describe the contents of a facility and/or park operations manual*
- *Ability to describe park and recreation services for diverse populations, by ethnicity, language, disability, special needs, generational, socio-economics, and other federally protected categories*
- *Ability to assess the various functions of a facility*
- *Ability to describe functionality of use for multiple and diverse clientele*
- *Ability to describe the ADA requirements with respect to physical facilities*
- *Ability to describe the issues relating to natural resource management*
- *Ability to define key terms related to professional services, including engineering, landscape architecture, architecture, and skilled trades*

9.3 Knowledge of park and recreation management and administration

Performance-Level Knowledge

- *Ability to serve effectively as a front-line supervisor*
- *Ability to implement human resource management procedures and policies, including staffing (recruitment, development, retention, separation), labor law, ethics, personnel action, communication of benefits, training*
- *Ability to use quality assurance and quality management procedures*
- *Ability to market offerings of park and recreation agencies*
- *Ability to communicate effectively, both orally and in writing, with internal and external stakeholders, customers, consumers, and associates*
- *Ability to use knowledge of business ethics, including developing and enforcing codes of conduct, recognizing bases for ethical decision making, and conducting stakeholder analyses*
- *Ability to implement evaluation and use evaluation data for decision making*
- *Ability to create partnerships and agreements, establish collaborative relationships with other agencies*
- *Ability to craft memoranda of understanding*
- *Ability to use management information technologies*
- *Ability to use park and recreation foundations knowledge for making reasoned decisions and interpreting those decisions to boards and community leaders.*
- *Ability to use various media (print, internet/social media, television, radio) to reach specific markets*
- *Ability to negotiate agreements*
- *Ability to deliver engaging, informative, and persuasive public speeches*

Understanding-Level Knowledge

- *Ability to describe the various legal foundations authorizing park and recreation service delivery; e.g., enabling legislation, special districts.*
- *Ability to describe basic human resources management concepts, principles, and procedures*
- *Ability to describe community outreach concepts, principles, and procedures*
- *Ability to describe political processes and political advocacy*
- *Ability to describe the composition, appointment, authority, and responsibility of boards and commissions*
- *Ability to describe how management personnel should interact with boards and commissions*
- *Ability to describe similarities and differences among the following concepts: marketing, advertising, public relations, public information (e.g., press release), and personal selling.*

9.4 Knowledge of park and recreation risk, safety, and security

Performance-Level Knowledge

- *Ability to establish and implement basic safety practices*
- *Ability to assess and manage risk*
- *Ability to manage localized emergencies and participate in management of community-wide crises*
- *Ability to manage disruptive behaviors*

Understanding-Level Knowledge

- *Ability to describe basic concepts, principles, and procedures associated with risk, safety, and security*
- *Ability to describe legislation related to risk, safety, and security including, but not limited to the Americans with Disabilities Act, liability, public health regulations, Tort Claims Act and ability to describe management practices usually implemented to deal with these legal requirements*
- *Ability to describe concepts, principles, and procedures for emergency response management*
- *Ability to describe the basic function and process of law enforcement typically implemented in park and recreation venues*
- *Ability to describe issues related to traffic and crowd control management when hosting special events*

9.5 Knowledge of park and recreation service delivery

Performance-Level Knowledge

- *Ability to design, train and supervise a staff capable of delivering excellent customer service*
- *Ability to design and implement food and beverage operations for park and recreation venues*
- *Ability to plan , implement, and evaluate a diverse range of public parks and recreation programs and activities designed to meet the needs of a selected community*

Understanding-Level Knowledge

- *Understand concepts, principles, and procedures for comprehensive services planning, implementation, and evaluation*
- *Ability to assess and describe park and recreation needs of diverse populations*
- *Ability to identify basic regulatory requirement for food and beverage operations and where the regulations can be accessed.*

<ul style="list-style-type: none"> • <i>Ability to provide appropriate levels of supervision for all levels of services delivered</i> 	
<p>9.6 Knowledge of park and recreation planning and development</p>	
<p><u>Performance-Level Knowledge</u></p> <ul style="list-style-type: none"> • <i>Ability to design outcome-based mission statements, process-based vision statements, values statements, and tag lines</i> • <i>Ability to create and use the following types of plans:</i> <ul style="list-style-type: none"> ➤ <i>Facility Operations Plans</i> ➤ <i>Site Concept Plans</i> ➤ <i>Strategic Plans</i> ➤ <i>Business Plans</i> ➤ <i>Risk Management Plans</i> ➤ <i>Recreation Program Plans</i> ➤ <i>Financial Plans</i> ➤ <i>Operational Pro-Forma Plans</i> ➤ <i>Feasibility Studies</i> ➤ <i>Resource Management Plans</i> ➤ <i>Phased Development Plans</i> 	<p><u>Understanding-Level Knowledge</u></p> <ul style="list-style-type: none"> • <i>Ability to describe concepts, principles, and procedures for developing and implementing comprehensive recreation and park master plans.</i> • <i>Ability to describe concepts, principles, and procedures for developing and implementing maintenance management plans and comprehensive recreation and park master plans</i> • <i>Ability to describe the concept and need of involving individuals, special interests, and community in planning processes</i> • <i>Ability to describe the issues and concepts of a consultant selection process</i>

9.7 Knowledge of park maintenance and operations

Performance-Level Knowledge

- *Ability to plan and manage park grounds maintenance operations*
- *Ability to inspect and operate irrigation systems*
- *Ability to set up an athletic field with appropriate markings and support structures*
- *Ability to operate and sustain a grounds maintenance equipment and vehicle inventory*
- *Ability to work with grounds maintenance staff in an effective and efficient manner*
- *Ability to interact effectively with public groups and individuals in the field*
- *Ability to implement and manage a turf maintenance program*
- *Ability to identify playground equipment safety hazards and risks*
- *Ability to implement a parks equipment preventative maintenance program.*

Understanding-Level Knowledge

- *Ability to describe procedures for managing of flora and fauna*
- *Ability to describe budgeting procedures for the park grounds and maintenance operations*
- *Ability to describe legal aspects related to park grounds*
- *Ability to describe maintenance operations*
- *Ability to describe operations and contract for services maintenance operations*
- *Ability to describe the value and involvement of an Urban Forester/Arborist*
- *Ability to describe the use of park ordinances in relation to park management (e.g., leash laws, sound, traffic)*
- *Ability to describe aspects of construction management*
- *Ability to describe the differences between in-house contracted maintenance services and self provided services.*

Appendix IV

Job Announcements

2012-Hospitality Special Events -Not Filled

2013- Hospitality Special Events- Filled

2013- Hospitality Research- Not Filled



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HOSPITALITY, RECREATION AND TOURISM

FULL-TIME TENURE-TRACK

HOSPITALITY AND EVENT MANAGEMENT

OAA position number: 13-14 HRT-HOSP/EVENTMGMT-TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, diverse student body, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The rebounding economy of California, especially in the hospitality and tourism sectors, has been generating positive impacts throughout the state.

The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB's Concord Campus provides full instructional support for several programs (<http://www20.csueastbay.edu/concord/>). Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty members. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit <http://www20.csueastbay.edu>.

THE DEPARTMENT: The Department of Hospitality, Recreation and Tourism, located in the scenic Hayward campus overlooking San Francisco Bay, offers three degree programs: a B.S. in Hospitality and Tourism, B.S. in Recreation Management, and M.S. in Recreation and Tourism. Many of the undergraduate courses are offered online. The graduate degree is offered fully online. The mission of the department is to educate and prepare leaders who contribute to the quality of life of individuals and our communities, both locally and globally, through Hospitality, Recreation and Tourism.

DUTIES OF THE POSITION: The successful candidate for this position is expected to teach undergraduate and graduate courses in the department (face-to-face and online), participate in curriculum and program development, develop a focused line of research and publication, and provide service to the University and community. The candidate may be expected to teach in one or more of the following areas: special events; meetings, events, and convention management; lodging; food and beverage management; and tourism. Other functional areas in hospitality and tourism may include hospitality marketing, finance, human resources, and accounting. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord and Online campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant/Associate Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

BENEFITS: An extensive program of benefits is available; more information is available at http://www20.csueastbay.edu/af/departments/hr/files/docs/benefit-summaries.pdf/2007_Faculty-Unit.pdf.

DATE OF APPOINTMENT: Fall Quarter, 2014.

QUALIFICATIONS: Candidate must have a doctorate (Ph.D. or equivalent) in Hospitality Management or a related field (one degree must be in hospitality or tourism). ABD will be considered, but the degree must be completed by the effective date of the appointment. Candidates with successful teaching experience at the university level and significant professional experience in the hospitality and tourism industry are preferred. Demonstrated ability to teach (both in-person and online), advise and mentor students from diverse educational and cultural backgrounds is highly preferred. Additionally, applicants must demonstrate a record of scholarly activity, such as presentations at professional conferences and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www.csueastbay.edu/af/departments/as/>

APPLICATION REVIEW: Review of applications begins November 1, 2013. The position is considered open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita at https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL

Please submit official academic transcripts; copies of major publications and other evidence of scholarly activity; and three letters from professional references to:

Zaher (Zach) Hallab, Ph.D.
Professor and Chair, Faculty Search Committee
Department of Hospitality, Recreation and Tourism
California State University, East Bay
25800 Carlos Bee Blvd. PE 130
Hayward, CA 94542
Office Phone No.: 510-885-3043
Office Fax No.: 510-885-2423
E-Mail Address: zach.hallab@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any of the protected category: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

CALIFORNIA STATE UNIVERSITY, EAST BAY
FACULTY EMPLOYMENT OPPORTUNITY
DEPARTMENT OF HOSPITALITY, RECREATION AND TOURISM
FULL-TIME TENURE-TRACK
HOSPITALITY AND RESEARCH
OAA position number: 13-14 HRT-RESEARCH-TT

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Management, and M.S. in Recreation and Tourism. Many of the undergraduate courses are offered online. The graduate degree is offered fully online. The mission of the department is to educate and prepare leaders who contribute to the quality of life of individuals and our communities, both locally and globally, through Hospitality, Recreation and Tourism.

DUTIES OF THE POSITION: The successful candidate for this position is expected to teach

undergraduate and graduate courses in the department (face-to-face and online), participate in curriculum and program development, develop a focused line of research and publication, and provide service to the University and community. The candidate may be expected to teach in one or more of the following areas: research; lodging; food and beverage management; tourism; meetings, events and convention management; and special events. Other functional areas in hospitality and tourism may include hospitality marketing, finance, human resources, and accounting. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord and Online campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

BENEFITS: An extensive program of benefits is available; more information is available at http://www20.csueastbay.edu/af/departments/hr/files/docs/benefit-summaries.pdf/2007_Faculty-Unit.pdf.

DATE OF APPOINTMENT: Fall Quarter, 2014.

QUALIFICATIONS: Candidate must have a doctorate (Ph.D. or equivalent) in Hospitality Management or a related field (one degree must be in hospitality or tourism). ABD will be considered, but the degree must be completed by the effective date of the appointment. Candidates with successful teaching experience at the university level and significant professional experience in the hospitality and tourism industry are preferred. Demonstrated ability to teach (both in-person and online), advise and mentor students from diverse educational and cultural backgrounds is highly preferred. Additionally, applicants must demonstrate a record of scholarly activity, such as presentations at professional conferences and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www.csueastbay.edu/af/departments/as/>

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https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL

Please submit official academic transcripts; copies of major publications and other evidence of scholarly activity; and three letters from professional references to:

Nancy B. White, Ph.D.
Associate Professor and Chair, Faculty Search Committee
Department of Hospitality, Recreation and Tourism
California State University, East Bay
25800 Carlos Bee Blvd. PE 130
Hayward, CA 94542
Office Phone No.: 510-885-3043
Office Fax No.: 510-885-2423
E-Mail Address: nancy.white@csueastbay.edu

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Appendix IV

Faculty Qualifications

Our Faculty include both tenured and lecturers who are all hospitality and recreation professionals. Most are both academically and professionally qualified to teach in our program.

Chris Chamberlain, D.M., Associate Professor

Dr. Chamberlain earned a Doctor of Management in Organizational Leadership from the University of Phoenix. He holds three degrees from California State University, East Bay including an MPA in Public Management, a BA in Liberal Studies and a BS in Recreation Administration. Dr. Chamberlain served as the California Parks and Recreation Society (CPRS) Administrators Section Vice President in 2013, National Recreation and Park Association (NRPA) National Aquatic Management School Faculty from 2010-2012, CPRS State Board of Directors from 2005-2007. He has been the chair of the Committee on Academic Planning and Review since 2012.

Mary Fortune, Ed.D., Professor

Dr. Fortune earned an Ed. D. in Organization and Leadership from the University of San Francisco, an M.A. in Counselor Education from San Jose State University, an M.A. in Higher Education from San Jose State University and a B.A. in Recreation Administration from San Diego State University. She served as Chair and Executive Board member for the American Council on Education (ACE) NorCal Network from 2009-2013 and Associate Editor of SCHOLE: Journal of Leisure Studies and Recreation Education from 2008-2011. Dr. Fortune received grant funding for Youth Engagement Project, East Bay Region Parks District & San Francisco State University, Leadership by Design: The Original Summer Institute from the Chancellor's Office in 2010 for \$6,000 and from Target, Inc. for \$5,000 in 2009.

Zaher "Zach" Hallab, Ph.D., Professor

Zaher "Zach" Hallab, Ph.D., Professor

Dr. Hallab earned a Ph.D. in Hospitality and Tourism from Virginia Polytechnic Institute and State University, an M.A. in Tourism Development and an M.B.A in Marketing of Services from George Washington University, and a B.S. in Business Administration from the University of Arizona. He is active in major regional and international hospitality and tourism associations, and served as a board member for the Travel and Tourism Research Association, South Central States Chapter. He has been acknowledged by the International Society of Travel and Tourism Educators for his outstanding contributions towards the advancement of travel and tourism education. Dr. Hallab served as an International Consultant with the U.S. Agency for International Development on the Jordan Tourism Development Project in 2013.

Melany Spielman, Ph.D., Department Chair, Professor

After more than 20 years working as a Recreation Therapist in various settings including Chief Recreation Therapist at City of Hope National Medical Center, Dr. Spielman completed her Ph.D. at the University of Oregon in Leisure Management with an emphasis in Health Care Management. She has been Coordinator of the Recreation Therapy at CSUEB since 1991. Dr. Spielman served on the CPRS Task Force for Recreation Therapy Licensure from 2008-2013 and President of the Recreation Therapy Section of the California Park & Recreation Society from 2009-2012. She received grant funding from the Zellerbach Family Fund-Mental Health Recovery of \$50,000 in 2008 and worked with Utali Hospitality College on a Transforming Training Online grant of \$50,000 from 2008-2009.

Nancy White, Ph.D., Associate Professor

Dr. White earned a Ph.D. in Health, Physical Education and Recreation from the University of New Mexico. She also earned an M.P.A. with an emphasis in Personnel Management, M.A. in Parks and Recreation Management, and a B.A. in Recreation Management from the University of New Mexico. She served as a faculty member for the California Joint Powers Insurance Authority Parks and Recreation Risk Management Academy from 2005-2014, and as an Instructor Trainer for the American Red Cross Preparedness Training System from 2012-2014. In 2012, she presented at the International Aquatic History Symposium and Film Festival and received the People's Choice Best Poster Presentation Award for the topic Lifeguard Training Lessons from the Past. She served on the Committee for Academic Planning and Review from 2010-2012 and the Committee on Budget and Resource Allocation since 2013.

Doris Yates, Ph.D., Professor

Dr. Yates earned a Ph.D. in Adult Education and M.A. at Michigan State University, and a B.S. at Federal City College. She serves on the Fairness Committee at CSUEB and is currently Chair, is serving on the University Administrative Review Committee and chairs a dissertation committee for a graduate student in the Department of Educational Leadership (CSUEB). She has presented at the National Gang Crime Research Center International Conference for fifteen years and the National Mentoring Institute Conference for three years at the University of New Mexico, and has also served as a peer reviewer for the Mentoring Institute with the University of New Mexico. Dr. Yates serves as a Personal Commissioner for the City of Hayward and is a Certified Mental Health First Aid First Responder. She is an editor for the Journal of Gang Crime Research, the Journal of the Humanities, SCHOLE and several recreation textbooks. Is currently a student with Walden University, in the area of adult education.

Lecturers

Our lecturers are accomplished professionals in the field including:

Walter Dennis, MS – Department Chair of Hospitality Management at Mission College.- MS HRT

David Epperson, MS – CSUEB Recreation BS, Educational Technology Leadership MS

Cynthia Eppler MFT - Licensed Marriage and Family Therapist, with expertise in working with urban youth, quality assurance, nonprofit program and project management.

Kenneth Hanley, MS in – renowned outdoor recreation expert, author of six books in fly fishing, lead US Mountain Climbing team in Nepal

Marguerite Heinrichs MS – Director of Student Life and Leadership at CSUEB. MS REC & TOUR Special Events/PR/Marketing consultant since 1997 (owner of The PR Lady & Associates); former Special Events/Marketing Coordinator for City of Oakland Office of Parks and Recreation

My-Lan Huynh, MS – Advisor/Admission Coordinator of Student Life and Leadership at CSUEB.

Janeen Hill, MS - Revenue Manager for Bellariseo, Yountville. Revenue Manager for Starwood

Erick Kong, PhD - Certified Therapeutic Recreation Specialist, Physical Therapist Assistant, new Doctorate from Alliant International University.

James Lim, MS - Regional Vice-President of Joie d Vivre Hotel chain.

Julie McKillop, MBA– Neumanali Restaurant Owner and Chef, Certified Public Accountant.

Lisa Smusz, MFT - Executive Director of PEERS, Director of the International WRAP Conference in Oakland (2013).

Robert Thompson, MS - Regional Vice-President of Wydham Hotels in doctoral candidate at University of Southern Mississippi

Todd Trimble, MPA – CSUEB graduate, account manager.

Heather Vilhauer, MS – expertise in non-profit management and recreation, served as Community Development Director for Girl Scouts of Northern California.

Elizabeth Zeiger Friedmann, MS in REC & TOUR– expertise in non-profit management, doctoral candidate at UC Davis focusing on financing of higher education.

Margaret Zeiger MS– hotel management expert 30year+, faculty member at the City College of San Francisco in the Culinary Arts and Hospitality Management program.

Appendix V

Student Placements

Hospitality

Recreation

Hospitality Internship Placements

Student Name	Internship Organization	Organization Contact Info	Supervisor
R J	Embassy Suites	2885 Lakeside Dr. Santa Clara 94054 Phone: (408)496-6400	May Lock
A G	Stanford Court Hotel	905 California St. San Francisco 94018 Phone: (415) 989-3500	Dale Dadoy
M P	Stanford Court Hotel	905 California St. San Francisco 94018 Phone: (415) 989-3500	Dale Dadoy
A M	Crowne Plaza Hotel	1221 Chess Dr. Foster City, CA 94404 Phone: (650) 925-6102	Daniel Manuelli
BD	The Westin SF Market St.	50 3 rd St. San Francisco, CA 94103 Phone: (800) 937-8461	Kurt Gonsalves
M W	Yoshoku-Ya Usagi	505 2 nd Ave. San Mateo, CA 94401 Phone: (650) 373-2600	Yuki Hashino
G W	American Heart Association	426 17 th St. Suite # 300	Erika Ortiz
W T	The Westin SF Market St.	50 3 rd St. San Francisco, CA 94103 Phone: (800) 937-8461	Jeff Lee
M C	Rebecca Jean Catering	319 S. Maple Ave. Suite # 209 South San Francisco, CA 94080 Phone: (800) 828-2689	Marina Patton

CB	La Boulange	405 Railroad Ave. Danville, CA 94526 Phone: (925) 838-1200	Jennifer Solati
CH	Fairmont San Francisco	950 Mason St. San Francisco, CA 94108 Phone: (415) 772-5000	Tamara Teruel
JG	Rookies Sports Bar & Grill	321 First St. Benicia, CA 94510 Phone: (707) 746-7665	Alex Storelee
JO	Paradise Lake Associates Group	9928 W. San Lazaro Arizona City, AZ 85123	Sandy Stein or Von Cortez
IT	Trump National Golf Club	1 Trump National Dr. Rancho Palos Verdes , CA 9027 Phone: (310) 265-5000	Armando Estrada
MH	Elliston Vineyards	463 Kikare Rd. Sundi CA Phone: (925) 862-2377	Madeline Simmons
CD	Dell'osso Family Farm	22 Stewart Rd. Lathrop, CA 95330 Phone: (209) 982-0833	Michael Dell'osso
AI	Disney College Program	P.O. Box 10,000 Lake Buena Florida, 32830 Email: wdw.college.recruiting@disney.com	John Hamilton
DH	Fairmont San Francisco	950 Mason St. San Francisco, CA 94108 Phone: (415) 772-5000	Tamara Teruel
YL	Wedgewood	10051 Doolittle Dr. Oakland, CA	Mike Zandonella

	Wedding & Banquet Center	94603	
Y I	Hotel Nikko	222 Mason St. San Francisco, CA 94102	Louie Shapiro
N D	Omni Hotel & Resort Tuscan	2727 W Club Dr. Tuscan, AZ 85742	Willow Jodar- Director of Human Resources



California State University, Sacramento
Department of Recreation, Parks & Tourism Administration
6000 J Street • Solano Hall 4000 • Sacramento, CA 95819-6110
T (916) 278-6752 • F (916) 278-5053 • www.hhs.csus.edu/hhs/rpta

Outside Reviewer's Report

Dr. Greg Shaw, Associate Professor
CSU Sacramento

5 Year Program Review

California State University, East Bay

Department of Hospitality, Recreation and Tourism

Introduction

On March 8, 2014 an external reviewer, Dr. Greg Shaw (Department Chair and Associate Professor, Department of Recreation, Parks and Tourism Administration, California State University, Sacramento) visited the campus of California State University, East Bay (CSUEB) to review the programs offered by the Department of Hospitality, Recreation and Tourism (HRT). The processes used by the external reviewer to ascertain the status of the Department's programs and services consisted of reviewing the materials sent by the Department as outlined in the CAPR document and the National Parks and Recreation Council on Accreditation (COA) Standards and Evaluative Criteria; reviewing the department documents submitted for the CSUEB "Planning for Distinction" review; meeting on campus with students, staff and faculty; and meeting with appropriate university administrators.

This report is organized according to the criteria and procedures of the Council on Accreditation of Parks, Recreation and Tourism (COA) of the National Recreation and Park Association, the accreditation body for baccalaureate programs in recreation, park resources and leisure services administration. Additionally, the CAPR Annual Report and Five Year Review Process guided the reviewer's collection and assessment of documents.

This report's format is organized into two sections. The first section provides a response to the sequence of standards outlined by the COA. The second section presents strengths, concerns, and recommendations for improvement.

Section One - Response to COA Standards

1.00 Eligibility Criteria

Standards. The academic unit and curriculum concerned with recreation, park resources, and leisure services shall have been in operation for three years. The institution shall be currently accredited by the appropriate regional accrediting association approved by the Commission for Higher Education Accreditation Association (CHEA) or by the current national accrediting body. At least three FTE shall be assigned to the unit. This must include two full-time (1.0 FTE each) individual faculty members.

Evaluation. This standard is met. The Department of Hospitality, Recreation and Tourism is an identifiable unit in the College of Education and Allied Studies within a regionally accredited institution (Western Association of Schools and Colleges) and has graduated students since 1961. A five year review (2009-2014) self-study was completed and submitted to CAPR. Both undergraduate and graduate programs are approved by WASC and CSUEB faculty governance. There are currently six tenure track faculty with one new tenure track faculty beginning in fall 2014. There are 12 part-time lecturers and two Full time lecturers, and 11.7 FTEF lecturers. CSUEB HRT department has 5.3 FTEF Tenured professors to 11.7 of FTEF lecturers. That results in a 30/70% ratio of Tenure Track to Lecturers.

2.00 Mission, Vision, Values, and Planning

Standards. The academic unit shall have written documents that are clearly demonstrated to be consistent with the institution and with the recreation, park resources, and leisure services profession. There shall be documentation of ongoing curricular development and improvement that includes evidence of faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.

Evaluation. The standards in this section were met. The mission, values, and goals are consistent with the statements of the College and the University. The Department reflects the mission "to educate and prepare effective leaders who contribute to the quality of life of individuals and our communities, locally and globally, through Hospitality, Recreation and Tourism." In 2013 and 2014, students were surveyed about what curriculum changes they would like to see. Students responded in preference for online courses at a ratio of 2:1 over hybrid or face-to-face classes. The department currently offers 85% of its courses online. Students are able to take both the bachelor's programs and the master's program online.

3.00 Administration

Standards. Specific and compelling evidence shall be provided to support the position that institutional policies and the organizational structure within which the program is housed afford sufficient opportunity for the program to succeed in its mission, vision, and values.

Evaluation. The standards in this section were met. The administrator holds the rank of Professor with faculty status and has been visible across campus and has responsibility for management of the unit. Faculty are involved in policy development and implementation. The Department has a clear strategic plan with an active Advisory Committee. College administration is also very supportive of the program as expressed by the College Dean.

4.00 Faculty

Standards. Evidence shall be provided of the impact of ongoing continuing professional development of all full-time faculty members in the unit on program quality. The standards specify strategic hiring practices and methods used to determine academic unit faculty workloads consistent with that applied to other academic units.

Evaluation. The standards in this section were met in regards to faculty. All faculty are involved in scholarship. A reduction in university resources had an effect on participation in faculty development, however there seems to be an improvement again in funding for research. Faculty are qualified in their area of expertise and maintain professional involvement at the local, state, national, and international levels. As consistent with the last several faculty hires, the new faculty hire for fall 2014 has experience in the field before joining the faculty.

The program is anticipating growth in the area of hospitality and the new tenure track faculty has specialty in this area, making it a smart move for the department. The bargaining agreement of the CSU system governs faculty responsibilities including salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignment, and financial support. The average faculty to student ratio in the department is 25:1 and nearly 70% of FTE is generated by lecturers.

5.00 Students

Standards. Clear evidence shall be provided of the existence of a formal and ongoing process of generating, maintaining, and considering student input relative to those aspects of the academic unit that affect their professional preparation. The standards specify the need for admission, retention, and dismissal of students. Resources available to the academic unit, student advising, professional and career advising, student involvement in professional organizations, and record maintenance should be evident.

Evaluation. The standards in this section were met. Students participate in surveys and meetings with faculty to provide input on issues of professional preparation. Policies and procedures for admission, retention, and dismissal of students from the academic unit are in place. Documentation addressing the numbers of students, number of faculty, program budget, and additional program responsibilities such as graduate programs and administrative appointments are evident. The student body is diverse and the department appears to embrace this diversity. Hospitality seems to be a strong areas of growth for the department. In the time since the last five-year review, the B.S. in Hospitality has gone from 56 to 158 students. The B.S. in Recreation has declined a slight amount from 108 to 93 students. This is typical of trends across other CSUs with similar degree tracks. Recreation Therapy has grown from 25 students to 35 students. The M.S. in recreation and Tourism has also grown from 24 to 35 students. The department has plans to grow the major to over 400 students by the 2018-2019 year.

All tenure track faculty are required to provide both academic and career advising, although a portion of academic advising is handled through shared staff with the Department of Kinesiology. Faculty work with students to become actively involved in professional organizations and the faculty have a wide-range of research/professional interests which helps them advise students effectively.

Department records are maintained in compliance with accepted confidentiality practices.

6.00 Instructional Resources

Standards. The standards address administrative support, classrooms, conference rooms, study areas, instructional resources, library materials, accessibility, and faculty offices.

Evaluation. The standards in this section are mostly met. In some cases, faculty are sharing offices and with the department planning to hire new faculty, more faculty offices must be secured. The students are lacking a group space and currently department storage space is not located near the department offices. Library support for online learners has improved greatly with the addition of more online journals in hospitality. The department now shares office staff with the Department of Kinesiology. This has increased the number of office staff, but now HRT faculty and students must share these staff with the nearly 1000 students in Kinesiology. Care must be taken to ensure that HRT students, especially those online, are not ignored due to the changes in the front office.

Administrative staff assist in student advising, which provides consistency and an expertise in advising for students. As the department grows, however, a dedicated staff person or time for HRT may be advisable so that the online HRT students receive equal time to the on-campus students in Kinesiology.

7.00 Learning Outcomes

Standards. The standards require the program to have a current assessment plan for the learning outcomes, along with assessment reports compatible with the respective regional accrediting association's expectations and consistent with the expectations of the institution. Students will be able to use foundation knowledge to inform and influence policy, practice, and technique; effectively manage recreation, park resources, leisure services, or related experience industry organizations; and design recreation encounters that facilitate targeted human experiences.

Evaluation. The program meets this standard. The department has been involved with assessment since 1998. The program requirements appear to be compatible with the university, state and regional standards. The self-study document conducted in 2014 reflects the 7.00 standards. Student learning outcomes are measured in a variety of ways including an electronic

portfolio that requires a reflection component. The portfolios are used to reflect on their educational process and can be used during their job search. The document provides evidence of assessment of student learning over the past five years.

Should the department prepare for NRPA accreditation, evidence of assessment will play a significant role in moving the department toward accreditation.

Section Two - Summary Section

Strengths.

- Active recruiting and hiring of new faculty
- Growth in major, especially hospitality
- Several department assessment measures
- Students very positive of faculty and program
- Students feel prepared for internships and job placements
- Diverse student body
- College Dean supportive of program and recognizes the program's potential for both growth in student numbers and increased credibility
- Faculty feel they have a solid, positive relationship with the Dean
- Support of student entrance to professional conferences
- Online programs continue to be strong and serve the specific students the department attracts
- On-line delivery of curriculum is exemplary
- Technology support to faculty is outstanding
- All faculty participate in online instruction training
- A peer review program is used to improve teaching both online and on campus
- Enrollment continues to rise and thus necessitates additional resources
- Faculty are committed to the program and to the students
- Part-time faculty are dedicated to the department, providing both General Education instruction and instruction in the major
- Recruitment of students into both the undergraduate and graduate programs has been effective
- Department leadership is evident across campus and in the community
- The Advisory Committee is responsive and supportive to program needs
- Strategic planning in the College and Department has been appropriately modified to reflect the current economic situations
- Library has new electronic journal subscriptions in hospitality
- Student clubs (Red Carpet Club and Rec Club) enthusiastic and active
- Donor money given freely to department
- Alumni kept abreast of what's happening in the department
- Improving job market

Concerns.

- Continue to hire faculty so that tenure-track faculty are teaching a higher percentage of the major courses –will be necessary for accreditation.
- Faculty office space so that current faculty and new hires have offices

- Increased professional development funding
- The department/office staff should formally address online advising for students that do not take courses on campus
- Empowering students to coordinate face-to-face courses to ensure more students register
- Better tracking of majors so that the department gets credit for all majors and FTES it generates (two different measures, Pioneer Data vs. CAPR Data give substantially different numbers)
- Equipment space for department and student space for majors
- Outreach for the Master's program
- Technology for all faculty need refreshing more often than every four years due to the nature of the online program

Recommendations for Program Improvement.

- 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
- 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
- As enrollment continues to increase, additional tenure track positions need to be added to the Department
- Funds for professional development should be dedicated to supporting faculty in the retention, tenure, and promotion process
- Maintaining a comprehensive network of alumni and internship supervisors is critical to survival of the Department. Funding should be made available for faculty to visit interns and students in their work sites

Current program quality.

The Department of Hospitality, Recreation and Tourism has been quite progressive in venturing into online course offerings for students. In discussions with students, it was indicated by many of them that they would like more face-to-face courses. However, it was the same students that said when the in-class sections of courses are offered, they do not enroll. One of the reasons for this was the time students needed to work. Students felt that working while in school was not only necessarily financially, but also necessary to build competitive resumes to prepare them for top internship and job placements. The students were appreciative of the department for providing the online options.

Students felt very confident about their future internship and job prospects based on the education they were receiving in HRT. They were very positive about the support and knowledge shared by faculty and the opportunity to learn from faculty with extensive experience in the field.

Students felt very well connected to their individual professional areas. The student group indicated that faculty strongly encouraged them to become involved in professional organizations at the student rate and participate in conferences. Faculty were able to fund student entrance into conferences for various recreation-related organizations.

The program has a well-developed and coherent assessment plan that is integrated into curriculum review, planning, and implementation of activities. Evidence of program assessment is a key component of the new NRPA accreditation standards and HRT has a good start in preparation of applying for national accreditation.

Reflection of the program mission in the delivery and product.

The Department of Hospitality, Recreation and Tourism sits as one of several programs of Recreation Administration in the northern California area. Each of these programs are supportive of each other, but each program needs to distinguish itself from the other programs nearby. HRT has successfully done this by offering online undergraduate programs in Hospitality and Recreation Therapy and a Master's program. The department and college should place a strong emphasis on this learning method since it is being used to distinguish them from other programs and recruit students.

In relation to this, a concern for the program is that between the programs in San Jose, San Francisco, Sacramento, Chico and Fresno, it is the only program that is not accredited by the National Recreation and Parks Association. HRT is working towards this national accreditation, which should be supported by the college and university.

The mission of the Department of Hospitality, Recreation and Tourism is to educate and prepare effective leaders who contribute to the quality of life of individuals and our communities, locally and globally, through Hospitality, Recreation and Tourism. This mission is supportive of the mission and goals of the College of Education and Allied Studies. The Department's values and goals are also supportive of the College's mission statement. Students felt the program's diversity, the extensive use of on-line teaching, the support of faculty, and the requirement of 1000 clock hours of experience prior to the internship are evidence of the Department's primary intent.