

**California State University, East Bay  
5-Year Program Review**

**Hospitality, Recreation and Tourism  
AY: 2015/2016 through 2019/2020**

Self-Study and 5-Year Plan approved by faculty on: December 10, 2021

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# Table of Contents

1. Summary .....	4
2. Self-Study .....	5
2.1 Summary of Previous Five-Year Review and Plan and subsequent Annual Program Reports .....	5
2.1.1 Curriculum and Student Learning .....	5
2.2.2 Students, Advising, and Retention .....	5
2.2.3 Faculty .....	6
2.2.4 Resources .....	6
2.2 Assessment and Curriculum .....	7
2.2.1 Program Learning Outcomes (PLO) .....	7
2.2.2 Assessment Measures and Summarization of Findings from PLO Assessment .....	8
2.2.3 Program Improvement Actions Taken .....	16
2.3 Student Success .....	18
2.3.1 Retention .....	19
2.3.2 Graduation Rates .....	19
2.3.3 Achievement Gaps .....	20
2.3.4 Course Bottlenecks .....	20
2.4 External Comparisons .....	20
2.4.1 Undergraduate .....	20
2.4.2 Graduate .....	21
2.5 General Program Discussion .....	21
2.5.1 Demographics of majors, minors, and options .....	22
2.5.2 Student level of majors, minors, and options .....	22
2.5.3 Faculty and academic resource allocation .....	22
2.5.4 Course Data .....	23
2.6 Faculty .....	25
2.7 Resources .....	25
2.7.1 Staffing and Advising .....	25
2.7.2 Internships .....	25
2.7.3 Technology .....	26
2.7.4 Equipment .....	26
2.7.5 Library .....	26
2.8 Requirements .....	26

3. Plan .....	26
3.1 Curriculum. ....	27
3.1.1 Refine classes and curriculum through analysis.....	27
3.1.2 Improvement and adoption of new teaching methodologies and anti-racist and inclusive pedagogy .....	29
3.2 Assessment.....	30
3.2.1 Planned Assessment Activities of Selected Undergraduate Courses: .....	31
3.2.2 Planned Assessment Activities of Selected Graduate Courses: .....	31
3.3 Student Success.....	32
3.3.1 Deliver inclusive teaching, research, and student support dedicated to ensuring the success of our diverse students, faculty, and staff.....	32
3.3.2 Remain dedicated to increasing departmental graduation rate through our continuing commitment to being a student-centered and student-ready department. ....	32
3.3.3 Continue to strengthen and improve collaborations with diverse industry partners through increasing local and international visibility and reputation of the department. ....	33
3.3.4 Continue to increase transferability from California Community Colleges and offer a seamless transfer process to students in our department. ....	34
3.3.5 Increase number of majors through outreach, recruitment, and marketing.....	34
3.3.6 Improve connections with our alumni.....	35
3.4. Faculty.....	35
3.4.1 Prioritize hiring diverse faculty members with a focus on student success; to create a balance of tenure track and lecturer faculty in each concentration across the department. ..	35
3.5. Resources .....	36
3.5.1 Staff and Advising .....	36
3.5.2 Internships .....	36
3.5.3 Technology/HyFlex Classrooms/Website .....	36
3.5.4 Equipment.....	36
3.5.5 Library .....	37
3.5.6 Event Space, Storage Space, & Meeting Space.....	37
4. External Reviewer(s)' Report.....	38
5. Department Response to External Reviewer(s)' Report.....	40
6. Dean's Acknowledgement.....	43
7. Appendices.....	44

# 1. Summary

The Hospitality, Recreation and Tourism (HRT) Department was founded in 1963 as the Department of Recreation. In 2003, hospitality was added as a major area of study within the department. The mission of the HRT 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. The department values experiential learning, research professionals can use, creating quality of life in the communities we live and work, and service to students. The department's motto is "we are solution oriented, experience driven, and transformation focused."

The Department of Hospitality, Recreation and Tourism offers the following degrees and professional development opportunities:

B.S. in Hospitality and Tourism

*Concentrations in:*

- Event Planning and Management
- Food and Beverage Management
- Lodging, Resort, & Club Management

M.S. in Hospitality, Recreation and Tourism

Minor in Hospitality and Tourism

Minor in Recreation

Certificate in Recreation Therapy through Extension

Professional development opportunities through the Center for Professional Excellence

B.S. in Recreation

*Concentrations in:*

- Youth Development
- Sustainability
- Recreation Therapy

With WASC approval, the HRT Department has offered more than 80% of its courses online. This appeals to HRT students who are typically working in the field and/or who have other obligations that would prevent them from going to courses that are offered in a face-to-face or hybrid format.

At Cal State East Bay and at other universities, HRT is considered a discovery major. The HRT Department has worked diligently for university students to "discover" the degree; efforts included being a part of the general education package, hosting special events on campus, and inviting students to become majors when they are identified in the introductory classes as having characteristics that would help them thrive as a professional in HRT. The HRT curriculum is divided into three parts: (1) Core, which all department majors are required to take, (2) Major Requirements which those in that major take, and (3) Concentration/Elective courses. The desired outcome of any of the HRT degrees has been the graduation of successful professionals and lifelong learners.

The hospitality, recreation, and tourism as well as related fields are some of the world's major and fast-growing industries.

## **2. Self-Study**

The HRT Department completed the self-study during Fall of 2021. The study involved collecting and analyzing available data from a variety of sources as well as meetings with faculty, staff, and other stakeholders.

### **2.1 Summary of Previous Five-Year Review and Plan and subsequent Annual Program Reports**

The last 5-year review was completed in 2014 and included 2009-2014. With the help of HRT faculty members and staff, most of the 5-year goals were met. To increase visibility and establish more set programs for RT, curriculum changes have also been made, as a new hire (TT position) was conducted in 2016. Curriculum revisions to correctly number HRT courses helped to increase students' transferability from CCC. Faculty participated in new student orientation and various course assessment activities to help students transfer and maximize their learning outcomes. Some new tools were added to online courses to increase teaching effectiveness, and collaborations with park districts and professional partners were actively engaged to help students get more opportunities.

The following is a summary of the sections included.

#### **2.1.1 Curriculum and Student Learning**

The HRT Department implemented a self-assessment of knowledge competencies completed by all students. HRT student learning is tracked using their progress through the curriculum and through completion of Signature Assignments that demonstrate the attainment of specific student learning objectives. HRT faculty have consistently aligned student learning outcomes with the Institutional Learning Outcomes approved by the Cal State East Bay Academic Senate.

#### **2.2.2 Students, Advising, and Retention**

HRT students are considered very diverse, with 2/3 of the HRT majors being people of color and 2/3 of majors identifying as women in 2014. This demographic matched both the population they planned to serve in the San Francisco Bay Area and the relevant field leadership positions nationwide. Student enrollment increased from 2009 to 2014 by 182% with a stand-alone B.S. added to the curriculum in Hospitality and Tourism. The HRT graduate program saw some fluctuation in enrollment between 2009 and 2014; the graduate program is cited to need constant promotion and additional resources to continually increase.

The retention rate of HRT students was 68.4% in 2011, leading faculty to a concern that students are not being properly connected with faculty, and/or provided the necessary support for graduation. To mitigate this concern, a dedicated HRT advisor was implemented to directly meet the needs of the growing number of online students. However, the HRT and KIN has since relocated together and merged their support services, which at the time had led HRT faculty to concern that due to the larger number of KIN students, the HRT students were not receiving the same level of service.

As continued assessment of student learning objectives is the center of our teaching, faculty members are constantly putting effort to help students grow and succeed. As we have seen the number of students majoring in HRT grow every year, we expect this trend to continue over the next 3-5 years. A request has been made to provide an additional part-time counselor for specifically HRT online students.

In terms of outreach, Drs. Chamberlain and Spielman made efforts to spend time in different professional communities in the Bay area and making some presentations to community colleges and high schools. More targeted outreach is needed for the Hospitality program to specifically reach out to hotel properties in San Francisco and the East Bay.

### **2.2.3 Faculty**

Due to university-wide budget cuts beginning in 2009, the HRT department was required to minimize their current offerings and staff. The outdoor adventure classes were eliminated, as well as cutting class offerings taught by lecturers. In 2014, the HRT department included four full tenure track professors and two tenure track associate professors. Throughout 2009 to 2014, the HRT department underwent multiple searches to fill multiple tenure track positions, with an additional tenure track faculty member being hired in 2014 to fill gaps within the Hospitality offerings. HRT is fully staffed in Recreation; however Rec Therapy needs more tenure track faculty. No one has indicated that they are going to retire, but things could change within the next five years.

### **2.2.4 Resources**

As the library is a vital source of information for students, it is helpful that the HRT library liaison has provided excellent service to the department and has helped to keep the HRT resources relevant and updated. Informational/Instructional technology has also helped HRT classes to have access to smart classrooms. This was important as 85% of department courses are online.

Strategic planning has been an integral part of the department's long-range planning for over 25 years. For the coming five years the HRT Department has decided to focus on growing the Department, refining majors, increasing links with industry partners, and increasing research along with great service to students. Various actions have been made to meet these goals and HRT have done a remarkable job in fulfilling these objectives in connection with University's mission which was 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.

Based on the evaluation and enrollment, online has proven to be very successful for students. The HRT Department still has a population of students that prefer on campus and in-person classes, so it will continue to have a combination of different course formats for the students. Currently, there are three minors (i.e., hospitality, recreation, recreation therapy) and a graduate program which was launched in Fall 2009. Looking at the number in 2014, students have almost doubled in all four areas within the department (i.e., B.S. hospitality & tourism, Recreation

Management, Rec Therapy, and M.S. Rec & Tourism) since 2009. Average time spent to earn the degree was about 7 quarters for those juniors entering with the lower division general education requirements complete. This number is relevant to the department since almost 70% of students in the department are transfer students and 86% are juniors or seniors.

## **2.2 Assessment and Curriculum**

The hospitality, recreation, and tourism as well as related fields are some of the world's major and fast-growing industries. When courses are taught, researched, planned, developed and managed properly, the program generates substantial economic, socio-cultural, and environmental benefits to numerous organizations, agencies, and destinations in the State of California, the rest of the U.S., and around the world. The HRT field encompasses diverse areas of specializations such as: restaurant and food service; lodging; travel and tourism; meetings and events; airlines; cruise ships; car rentals; community recreation, sports, and aquatics programs; natural resource management; and recreation therapy programs. Diverse employment opportunities exist throughout California, the nation, and internationally. HRT students and graduates work for government, profit, and non-profit organizations. Graduates are hired into both entry level and management positions for small and large organizations. The HRT industries have been leaders in promoting social justice, world peace and cross-cultural understanding as well as embracing and advocating for diversity, inclusion, and equity.

Because the HRT department provides degrees for professional development programs, the curriculum has been designed to provide students with the knowledge competencies identified by the profession as essential for an entry level position. The knowledge competencies identified by HRT professional societies (NRPA, COA, COAPRT, & ACHPA) serve as the basis for curriculum design.

### **2.2.1 Program Learning Outcomes (PLO)**

The HRT Department offers 4 degrees with distinct PLOs as described below. Curriculum maps demonstrating the alignment of quarter- and semester-based courses to PLOs are provided in Appendix A. Additionally, 5-year assessment plans for the department and degree checklists can be found in Appendix A.

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

1. Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of lodging, food services, travel and event management (ILO 1, 4).
2. Identify effective leadership and teamwork strategies, management skills, methods to evaluate service quality and meet consumer needs in hospitality and tourism (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the hospitality and tourism industries (ILO 2, 6).
4. Identify techniques that contribute to a culture of dignity and respect in the hospitality and tourism profession (ILO 3).

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

1. Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of recreation programs and services, management of facilities and stewardship of natural resources (ILO 1, 4).
2. Identify effective leadership and teamwork strategies, management skills, methods to evaluate service quality and meet consumer needs in recreation management (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the recreation profession (ILO 2, 6).
4. Identify techniques that contribute to a culture of dignity and respect in the recreation management profession (ILO 3).

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

1. Explain stages of human development, principles of behavioral change, and models for delivery of recreation therapy programs and services (ILO 1, 4).
2. Identify effective leadership and teamwork strategies, standards of practice, assessment techniques and documentation requirements in recreation therapy (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the recreation therapy profession (ILO 2, 6).
4. Identify techniques that contribute to a culture of dignity and respect in the recreation therapy profession, based on principles of access, inclusion, and independence (ILO 3).

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

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

## **2.2.2 Assessment Measures and Summarization of Findings from PLO Assessment**

*2.2.2.1a 2015-2016 – Assessment of SLO 3 for the B.S. degrees in Hospitality and Tourism Management and Recreation Management.*

*Professional Knowledge:* Articulate clearly (speak and write) ethical, philosophical, historical and current practices and administrative foundations of the profession. This outcome is aligned with the Institutional Learning Outcomes for both Communication and Specialized Field of Study.



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

*Criteria on the Rubric Included:* 1) Statement of purpose, thesis or controlling idea; 2) Audience awareness; 3) Organization, cohesion and clarity; 4) Presentation of supporting ideas; 5) Language usage, sentence structure; 6) Mechanics, grammar, punctuation and spelling. The instructor rated a different set of 10 papers for one additional criteria, the level of professional knowledge (philosophical foundations of HRT). Levels of achievement used to rate the papers were from 1-4, with 4 being the highest. The competent rubric score was set at 3 for each criteria.

*Summary of Assessment Results:* The course mean was above the institutional mean and competent rubric score for 5 criteria including the statement of purpose (3.30), audience awareness (3.30), presentation of supporting ideas (3.06), language usage/sentence structure (3.10), and mechanics (3.15). The score for organization, cohesion and clarity (2.94) was slightly below the competent rubric score, but above the institutional mean. Scores for the level of professional knowledge were slightly below the competent rubric score (2.7).

The assessment data showed that the steps faculty are taking in classes to increase the quality of written communication and professional knowledge were having a positive impact on student learning, but further steps are needed. It was recommended that the Philosophy Paper instructions needed to be changed to provide students with more information about the intended audience. The assessment experience also revealed that additional emphasis needed to be placed on making strong connections between leisure theories and philosophical foundations of leisure throughout the paper. A template to help students organize the paper should be provided, or students should be required to obtain a template (online or at SCAA).

As part of the assessment process, HRT faculty discussed the need to teach students about how to locate and use credible references to provide support, write and provide citations in APA format, and use correct sentence structure in classes across the HRT curriculum. They also stressed that information should be provided in classes to help students with their research and writing (SCAA, APA, Library Databases, List of Peer-Reviewed Journals in HRT fields, etc.).

*2.2.2.1b. 2015-2016 – Assessment of SLO 3 for the M.S. degree in Hospitality, Recreation and Tourism Management.*

*Professional Knowledge:* Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession. This outcome is aligned with the Institutional Learning Outcomes for both Communication and Specialized Field of Study.

*Summary of Assessment Process:* The signature assignment (Philosophy Paper) in REC 6100 Philosophy of Leisure in Fall 2015 was assessed. Students were provided with detailed instructions, information about locating references, and the rubric early in the quarter. A total of 10 papers from the class were randomly selected for review. Each paper was assigned for review by an HRT faculty member.

*Criteria on the Rubric Included:* 1) Statement of purpose, thesis or controlling idea; 2) Audience awareness; 3) Organization, cohesion and clarity; 4) Presentation of supporting ideas; 5) Language usage, sentence structure; 6) Mechanics, grammar, punctuation and spelling; 7) Level of professional knowledge (theoretical and philosophical foundations of HRT). Levels of achievement used to rate the papers were from 1-4, with 4 being the highest. The competent rubric score was set at 3 for each criteria.

*Summary of Assessment Results:* The course mean was above the competent rubric score for 5 criteria including organization/cohesion/clarity (3.3), presentation of supporting ideas (3.4), language usage/sentence structure (3.4), mechanics (3), and professional knowledge (3.1). The scores for the statement of purpose (2.8) and audience awareness (2.8), were slightly below the competent rubric score.

The assessment data shows that the steps faculty were taking in classes to increase the quality of written communication and professional knowledge were having a positive impact on student learning, but further steps were needed. Additional emphasis should be placed on making strong connections between leisure theories and philosophical foundations of leisure throughout the philosophy paper, clearly stating the purpose or controlling idea, and identifying the audience.

The reviewers reconfirmed that students need a strong understanding of leisure theories, along with theoretical and philosophical foundations of leisure to do well on this assignment. Students without sufficient work experience or prior study of hospitality, recreation, tourism or recreation therapy have extreme difficulty with this signature assignment. As the curriculum was re-designed for the semester mode, it was determined that the first class covering foundations of HRT will be beneficial to provide some of the necessary knowledge. Another inference is the importance of screening of graduate applicants to become more stringent to assure students have the prerequisites necessary to succeed in the program.

As part of the assessment process, HRT faculty discussed the need for graduate students to be able to locate and use credible references, draw evidence and supportive ideas from those sources, and write in APA format. Information needed to be provided in classes to help students

with their research and writing (SCAA, APA, Library Databases, List of Peer- Reviewed Journals in HRT fields, etc.).

*2.2.2.2a. 2016-2017 – Assessment of SLO 4 for the B.S. degrees in Hospitality and Tourism Management and Recreation Management.*

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

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

Samples of student work were drawn from two different HRT classes. The sample was drawn randomly using Blackboard Outcomes, as part of a pilot assessment conducted by the ILO Subcommittee. The majority of students in both classes are undergraduate majors in either Recreation Management or Hospitality and Tourism Management.

Student work in two HRT classes from Fall 2016 was collected using Blackboard Outcomes. The work of 10 students in REC 3510, Management and Supervision, was randomly selected. REC 3510 is a core class in the department, and is a requirement for undergraduate majors in Hospitality/Tourism and Recreation Management. The work of 9 students in REC 3800, Introduction to Recreation Therapy, was randomly selected. REC 3800 is a requirement for undergraduate majors in the Recreation Therapy option.

One assignment in each class, a written paper, was developed or revised to fit criteria from the ILO Diversity Rubric. The assignments were aligned in Blackboard to the ILO and PLO. Members of the ILO Subcommittee assessed student work. Reviewers were able to view selected student papers, instructions for the assignment, and the rubric online using Blackboard Outcomes.

**Table 1. Summary of Assessment Results**

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

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

The assessment revealed that in order to reach the desired outcomes, students in the program need to participate in course work that requires hands-on experiences related to diverse people and perspectives.

The assignment in the Introduction to Recreation Therapy course, REC 3800, required students to place themselves in the position of an individual with a disability. Student work demonstrated increased cultural awareness, knowledge of and respect for challenges faced by individuals with a disability, and meaningful reflection about the impact of their personal interactions. Therefore, it was concluded that the assignment in Management and Supervision, REC 3510, needs to be revised to provide a more focused and meaningful student experience. Requiring students to interview diverse managers and staff members is a good approach, but the assignment needs to be refined further to elicit greater self-awareness, knowledge, respect and increased understanding about diversity.

REC 3800, Introduction to Recreation Therapy, has been approved as an upper division GE course starting in Fall 2018, and represents an opportunity for all students to learn more about individuals with disabilities, mainstreaming, integration and empowerment. Therefore, students will need to be encouraged to enroll, although the course will remain a requirement only for majors in the Recreation Therapy Emphasis. Signature assignments in ten courses in the department have been identified as aligning with Diversity and Social Justice learning outcomes. It was recommended that faculty will continue to work together to further develop each signature assignment, refine rubrics, assess student work and make changes necessary to meet this learning outcome. The assessment activity reconfirmed the need for faculty with experience in diversity and social justice to be invited to review assignments throughout the curriculum and to provide guidance to help improve assignments. In addition, there was an inclination to involve more department faculty members in future assessment activities and in the process of assignment design, rubric refinement, review of student work, and analysis of the data.

*2.2.2.2b.2016-2017 – Assessment of SLO 1 (before it got revised at a later stage) for the M.S. degree in Hospitality, Recreation and Tourism Management.*

*Critical Thinking:* Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references. This PLO is aligned with the Institutional Learning Outcomes (ILO) 1 and 4.

The ILO Critical Thinking Rubric, available in the Rubrics Library in Blackboard, was used. The rubric was based on an AAC&U document, which was revised by faculty, and members of the ILO Subcommittee as part of the pilot process.

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

The students in both classes were graduate students in the M.S. in Hospitality, Recreation and Tourism (titled then M.S. in Recreation and Tourism).

Four samples of student work from REC 6100 Philosophy of Leisure in Fall 2016 were randomly selected. In addition, four samples of student work from REC 6200 Staff Supervision in Winter 2017 were randomly selected. Both classes are part of the required graduate curriculum. An HRT faculty member assessed the Philosophy Paper, the signature assignment in REC 6100 and the Discipline/Grievance paper, a signature assignment in REC 6200.

**Table 2. Summary of Assessment Results**

<b>Rubric Criteria</b>	<b>REC 6100 (n=4)</b>	<b>REC 6200 (n=4)</b>
Explanation of Issues	4.00	3.75
Use of Evidence	3.75	3.25
Context and Assumptions	3.25	3.00
Statement of Position	3.50	3.25
Conclusions, implications, consequences	3.75	3.00

A solid explanation of issues was found in the majority of the student work. Evidence was provided, as required in both assignments, to support claims and conclusions, although locating industry specific references with a higher level of directly applicable content would improve student work overall.

Based on the results, it was recommended that assignment instructions needed to be revised to require a clear statement of position, and information about where to place the statement of position within a paper.

In addition, it was recommended that the instructions for the assignment in REC 6200 needed to be revised to more clearly require stronger conclusions, implications and consequences based on the student's analysis.

It was concluded that the rubric criteria related to analyzing strengths and weaknesses of one's own and others' assumptions was not addressed directly in assignment instructions in either class.

To reach the desired outcomes, it was revealed from the assessment that students in the graduate program needed to refine their research skills in order to locate references relevant to the industry and with the content necessary for analysis. Revisions to the rubric were found to be necessary to reflect higher expectations for graduate level work and to re-evaluate the criteria for assessment.

It was also concluded that Assignment instructions should be further developed in terms of statement of position, assumptions and conclusions. Students should be referred to SCAA and the Online Writing Lab to obtain a template for a research paper with a clear statement of position, so students learn what is expected.

With the curriculum revision, the first class that that was offered in the graduate program beginning in Fall 2018 was REC 600, Foundations of Hospitality, Recreation and In REC 600 Tourism. In REC 600, students learn about history, philosophical foundations and the publications most central to each industry. The signature assignments are designed to help students think critically and develop conclusions based on their analysis. It was determined that

faculty will work together to further develop each signature assignment, refine rubrics, assess student work and make changes necessary to meet this learning outcome.

Based on the assessment activity, it was reconfirmed the importance for faculty to encourage students to make use of Student Support Services, use templates for writing papers, improve their information literacy skills through Library searches of journals and databases to obtain more relevant references. Assignments and rubrics needed to be reviewed and revised to help reach desired student learning outcomes.

As the HRT department was developing an assessment schedule for the next few years, there was a vision to involve more department faculty in the process of assignment design, rubric refinement, review of student work, and analysis of the data.

*2.2.2.3a. 2018-2019 – The following assessments were undertaken:*

Assessment of SLO 1 for the B.S. degrees in Hospitality and Tourism Management.

*Critical Thinking:* Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of lodging, food services, travel and event management.

Assessment of SLO 1 for the B.S. degree in Recreation Management.

*Critical Thinking:* Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of recreation programs and services, management of facilities and stewardship of natural resources.

Assessment of SLO 1 for the B.S. degree in Recreation Management with a concentration in Recreation Therapy.

*Critical Thinking:* Explain stages of human development, principles of behavioral change, and models for delivery of recreation therapy programs and services.

This PLO is aligned with the Institutional Learning Outcome (ILO) for Written Communication.

The ILO Written Communication Rubric was used. The signature assignment from one section of REC 400, Law, Risk and Regulation in Hospitality, Recreation, Rec Therapy, and Tourism, a core class in the department was assessed. Eighty percent of the students in the class were majors in either Hospitality/Tourism or Recreation. A total of 10 Legal Issues Papers were randomly selected from Blackboard assignments in Spring 2019.

**Table 3. Summary of Assessment Results**

Rubric Criteria	Scores (n=10)				Mean
	4	3	2	1	
Statement of Purpose	2	8	0	0	3.2
Audience Awareness	2	7	1	0	3.1
Organization, Cohesion and Clarity	2	5	3	0	2.9
Presentation of Supporting Ideas	3	3	4	0	2.9
Language Usage, Sentence Structure	3	4	3	0	3.0
Mechanics, Grammar, Punctuation, Spelling	1	4	5	0	2.6

The mean score of student work was at or above the competent rubric score of 3.0 for three of the criterion: purpose, audience and language. Ratings were below the competent rubric score of 3.0 for organization, supporting ideas and mechanics.

Based on the results, it was recommended that more emphasis on the development of writing skills throughout the curriculum would benefit students. Providing more opportunities for students to read, write and receive constructive feedback are all ways to improve writing skills. It was also concluded that it is important to communicate industry requirements for strong writing skills, so students may realize the need to further develop their skills in this area.

From the assessment results, it was concluded that faculty need to provide clear expectations for written communication in class assignments, along with tips on how to improve writing skills (answers to frequently asked questions, templates, use of spell and grammar check, use of resources such as the Student Center for Academic Achievement and the Online Writing Lab). Another recommendation was for all faculty to convey consistent messaging to students about how strong written communication skills are connected to success in industry. Encouraging students to participate in meetings, conferences, events and networking opportunities with industry professionals may also help reinforce the importance of written communication skills.

It was determined that there was a need to increase the number of faculty members involved in the assessment process, and the number of student artifacts being assessed would provide more useful data in the future.

#### *2.2.2.3b. Assessment of SLO 1 for the M.S. degree in Hospitality, Recreation and Tourism Management.*

*Critical Thinking:* Apply evidence-based research to generate effective, sustainable solutions related to management of personnel, facilities, operations, marketing and finance in hospitality, recreation and tourism.

This PLO is aligned with the Institutional Learning Outcome (ILO) for Written Communication.

The ILO Written Communication Rubric was used. The signature assignment from one section of REC 630, Research Methods in HRT, a required class in the program was assessed. All of the

students in the class were majors in the HRT graduate program. A total of 10 Applied Research Project proposals were selected from Blackboard assignments in Spring 2019.

**Table 4. Summary of Assessment Results**

Rubric Criteria	Scores (n=10)				Mean
	4	3	2	1	
Statement of Purpose	4	6	0	0	3.4
Audience Awareness	7	3	0	0	3.7
Organization, Cohesion and Clarity	3	7	0	0	3.3
Presentation of Supporting Ideas	9	1	0	0	3.9
Language Usage, Sentence Structure	4	6	0	0	3.4
Mechanics, Grammar, Punctuation, Spelling	6	4	0	0	3.6

The mean score of student work was at or above the competent rubric score of 3.0 for all six of the criterion: purpose, audience, organization, supporting ideas, language and mechanics. The highest rated item was presentation of supporting ideas. Ratings were lowest for organization.

Based on the assessment results, it was inferred that more emphasis on development of writing skills throughout the curriculum would benefit graduate students. Providing more opportunities for students to read, write and receive constructive feedback are all ways to improve writing skills. Although peer reviews are helpful, but many writing errors were not corrected through the process of peer review. It was concluded that the practice of submitting a draft, and receiving both peer review and instructor feedback prior to resubmission is a good way to improve student writing - as long as the feedback is used by students to improve the work.

From the assessment experience, it was recommended that faculty should provide clear expectations for written communication in class assignments, along with tips on how to improve writing skills (answers to frequently asked questions, templates, use of spelling and grammar check, and encouraging the use of resources such as the Student Center for Academic Achievement and the Online Writing Lab). Students needed to be required to find good examples of dissertations and theses early in the program so they could begin to learn more about how to format and organize their Applied Research Projects, write a descriptive purpose statement, craft solid research questions and design the methodology for their studies.

Last, but not least, it was determined that there was a need to increase the number of faculty members involved in the assessment process, and the number of student artifacts being assessed will provide more useful data in the future.

### **2.2.3 Program Improvement Actions Taken**

Overall, the HRT department is pleased with the assessment activities undertaken as they revealed key strengths that faculty needed to build upon in future courses and instructional activities in order to continue to improve, succeed, and contribute to students' success. But at the same time, the department took low scores revealed from the assessment activities seriously and



stressed the needed actions that are required to be taken to convert negatives into positives and improve delivery strategies and students' performance standards and, therefore, success.

From the assessment results, the following improvement actions were undertaken:

#### *2.2.3.1 Professional Knowledge and Critical Thinking*

- Additional steps have been undertaken to boost students' performance on organization, cohesion and clarity and the level of professional knowledge. For example, in assignments' guidelines, more emphasis was placed on providing students with information about the intended audience. In addition, more emphasis was placed on exposing students to relevant information on connecting between leisure theories and philosophical foundations while expecting from them to elaborate on the connection in their assignments.
- Assignment instructions were revised to display better clarity on expectations when it comes to having stronger conclusions, implications and consequences based on the student's analysis as well as criteria related to analyzing strengths and weaknesses of one's own and others' assumptions.
- The assessment results led to the realization that faculty needed to give more support to students, undergraduate and graduate, in organizing their papers and to clarify to them resources that may help them with their research and writing. Therefore, more efforts from faculty were undertaken in that regard such as providing students with a template to help them organize their papers, providing them with information on APA format and guiding them to access resources to support their research and writing activities (SCAA, APA, Library Databases, List of Peer-Reviewed Journals in HRT fields, Online Writing Lab, answers to frequently asked questions, templates, use of spell and grammar check, etc.).
- Graduate students have been guided and encouraged to find good examples of dissertations and theses early in the program so they could begin to learn more about how to format and organize their Applied Research Projects, write a descriptive purpose statement, craft solid research questions and design the methodology for their studies.
- The assessment results revealed that some graduate students struggled with having a strong understanding of leisure theories along with theoretical and philosophical foundations of leisure. Based on such outcomes, the following steps were undertaken: 1. Stressing on the need for graduate students to meet pre-requisites and to have practical experience in the industry (more stringent screening of applicants) and 2. Incorporating additional information and assignments in the first graduate course in the program, Foundations of HRT, that support students' understanding and performance on developing a stronger understanding of leisure theories along with theoretical and philosophical foundations of leisure.
- More department faculty have been invited to participate discussions related to the above and to contribute to the process of assignment design, rubric refinement, reviewing of student work, and analysis of the data.
- Developing a consistent message in the HRT department for all faculty members to stress to students the importance of developing strong written communication skills and the connection with success in their professional endeavors

- More venues and opportunities have been created for students to have active presence in meetings, conferences, events and networking opportunities with industry professionals. All members of the department have been taking the promotion of such professional opportunities seriously (incorporating some of them into the requirements of their courses), encouraging students to participate in them, taking students to meetings and conferences, guest speakers, and, in many cases, rewarding students for participation (extra-credit assignments related to attending the events).

### *2.2.3.2 Social Justice*

Positive lessons were drawn from the strong outcomes of the Recreation Therapy course and to incorporate more meaningful activities into REC and HOS courses that may boost more students' understanding and performance of the following: Cultural Self-Awareness, Knowledge of Diverse Perspectives, Respect for Diverse Perspectives, and Reflection on Interaction with Diverse People and Perspectives. As a consequence, the following steps were undertaken:

More activities were incorporated into assignments that require from students to participate in hands-on activities that may boost their understanding and performance on issues related to social justice and diversity (e.g., interviewing diverse professionals, researching on inclusion and diversity in HRT, learning about cross-cultural issues in HRT at various levels, introspecting on experiences that relate to social justice and diversity issues in HRT, more focus on issues with connection to inclusion and social justice in HRT, etc.).

Actions were not only limited to adjustments in contents of courses but also to work on solidifying social justice and diversity in the values and practices of the department. A road map was created to achieve such a goal with faculty who have more experience in diversity and social justice invited to mentor, guide, and share their knowledge with others in the department.

## **2.3 Student Success**

The HRT Department puts student success at the forefront of all decisions made by the department. Over the past five years huge strides have been taken in curriculum development, advising, and other support services for students.

When the HRT Department developed the curriculum to move to semesters, particular focus was put on ensuring that courses developed by the department included research-driven high impact practices such as collaborative assignments, project-based learning, and a particular focus on diversity and social justice, especially as it relates to the student, their learned experiences and the fields of hospitality, recreation and tourism. Additionally, all students in the undergraduate program are required to complete an internship. Many faculty often partner with students on research, both through the Center for Student Research on campus and on their own.

Faculty and staff go to great lengths to get to know students on a personal level, to help them connect their time at Cal State East Bay to their previous experiences and to help them reach the goals they have set for the future. Each year, more than 50 students attend professional meetings and events both locally and nationally. These activities that are funded by department fundraising

and through A2E2 and provide students an opportunity to augment their classroom learning with real life experiences.

As part of those great lengths, upon joining the department as a freshman or transfer, students are referred to meet with a department advisor and the program coordinator for their area of interest. Department advisors provide assistance with course scheduling and mapping while program coordinators provide career advice as well as assist students in selecting appropriate concentration and elective courses so that they can meet their educational and career goals. Program coordinators also work directly with transfer students to ensure a smooth transition. Coming from the community colleges, not everything is a 1 for 1 transfer regarding courses. Each students' transcripts are evaluated to ensure that the maximum courses transfer into the program of their choice. Along with this are each of the faculty members who assist in supporting and reinforcing the information to students. As the department's programs are predominantly offered online, advising is performed in a manner that meets the students where they are which is convenient for them as many are rarely on campus. The efforts of the department have been consistent, and faculty and staff are committed to continue to develop new ways to ensure that information is disseminated to students.

### **2.3.1 Retention**

Retention rates for first-time freshmen majoring in Hospitality and Tourism beginning in 2014 – 2019 began and end with 75%, an average of 67% for first year persistence. For transfer students in 2014 the first-year persistence was 86% and 90% in 2019, with an average of 81%. Retention rates for first-time freshmen in Recreation from 2015-2017 (2018 and 2019 data not available) was 100% for first year persistence. For transfer students with data from 2014-2019 began with 60% in 2014 and 88% in 2019, with an average of 85% persistence in the first year. As with many programs, first-time freshmen are new to college life and are more apt to change their majors within the first or second years. While the data indicates that some years the programs were above, equal to or below the college and university averages, consistency in the overall averages indicates that students remain in the programs, more so for the transfer students who are more versed in the nuances of college courses and requirements as opposed to first-time freshmen having come from a community college or other college or university.

Retention rates for first-time freshmen majoring in Hospitality and Tourism during the review period (2014 – 2019) was an average of 67% for first year persistence. Retention rates for first-time freshmen in Recreation from 2015-2017 (2018 and 2019 data not available) was 100% for first year persistence. For Hospitality and Tourism transfer students the average was 81% for persistence in the first year and 85% for Recreation students. For additional details, please see Appendix B.

### **2.3.2 Graduation Rates**

Hospitality and Tourism 4-year graduation rates for incoming freshmen have increased from 2014-2019 from 25% to 75% while the dropout rate decreased from 38% to 25% respectively. For transfer students, the 2-year graduation rates increased during the same period from 32% to 90% with the dropout rate decreasing from 25% to 10 % respectively. Recreation 2-year

graduation rates increased from 2014-2019 from 60% to 88% with a decreased in the dropout rate from 40% to 12% respectively. This reflects the considerable amount of attention to student needs along with mentoring and advising. Faculty and advisors have increased and improved their communication with students and are monitoring student progress and achievement much closer. For additional details, please see Appendix B.

### **2.3.3 Achievement Gaps**

The HRT Department has started regularly tracking achievement gaps, for both courses and overall graduation rates. Currently, there several courses that have large achievement gaps, when looking at URM versus non-URM students. Those courses with a gap larger than 0.5 (essentially ½ a grade) are HOS 315 (1.28), HOS 205 (1.02), HOS 335 (0.88), REC 400 (0.72), REC 360 (0.68), HOS 215 (0.61), and HOS 230 (0.56) for the 2019-2020 academic year. To address these gaps, the department is digging deeper into each of the courses, their curriculum and syllabi to address the individual needs for each course. The goal is to update each of these courses for the 2021-2022 year. Additional time will be spent analyzing courses to see if there is at particular point at which students struggle. For instance, faculty have seen an increase in the number of students who register for a course and then do not attend/participate at all. Efforts will be made to identify students such as these early, so that faculty can contact missing students and work with advisors to help students engage in or drop courses as needed. See Appendix B for details on the achievement gaps.

### **2.3.4 Course Bottlenecks**

In addition to achievement gaps, the HRT Department has started to look at potential bottle neck courses. While there are a number three courses with non-passing rates of over 25% (HOS 235, HOS 335, HOS 315), none of these courses are required courses within the core. HOS 235 was removed from the schedule after the switch to semesters. Over the next year the department will be further investigating the cause of the high non-passing rate in both HOS 335 (Intro to Wine, Beer, and Spirit) and HOS 315 (Wedding Planning). These courses, both attract a number of non-majors who possibly underestimate the required work in the course. The faculty member who teaches the courses has agreed to send out an early email to registered students to make sure they understand the level of work required in both courses. See Appendix B for details on the course bottlenecks.

## **2.4 External Comparisons**

### **2.4.1 Undergraduate**

The Department of Hospitality, Recreation and Tourism offers the following undergraduate programs:

- B.S. in Hospitality and Tourism with optional concentrations in Event Planning and Management, Food and Beverage Management, Lodging, Resort, and Club Management
- B.S. in Recreation with optional concentrations in Youth Development, Sustainability, and Recreation Therapy
- Minors in Hospitality and Tourism and Recreation

**Appendix C** shows the list of CSU schools that have similar B.S. programs and/or minors to both the Hospitality and Tourism Program as well as the Recreation Program. Of the 23 CSU campuses, 15 have HRT-related program offerings.

The comparison degree programs are housed under different schools/colleges in their respective universities ranging from education to business. This leads to each program having a different focus. However, most core courses are similar and include such things as management, finance, leadership, and research/evaluation.

The clear differentiator has been the online aspect of the program as the HRT department houses the only program that can be done completely online out of all similar CSU programs. Other CSU programs offer online courses; however, their programs cannot be completed entirely online. Other CSU programs regularly send students to the HRT program to complete online courses that they do not offer online. This is due to the accommodations for student and their life and work situations.

One negative to the HRT programs is the lack of dedicated space and facilities for experiential learning initiatives, courses, and labs that other campuses have. Faculty must be creative and utilize whatever space is available depending on the semester and year.

The Event Planning and Management concentration within the Hospitality and Tourism program has grown in declared students and graduates since the creation of the concentration when the university moved to semesters in the fall of 2018. There was a strong demand for these classes by students which correlates to the strong demand from industry for prepared professionals.

In Fall 2019, due to demands from the industry, the HRT Department started to offer a Recreation Therapy Certificate. This program allows people who already have college degrees to enroll in the six courses necessary to prepare them for the state and national Recreation Therapy certifications. This program is offered through extension and was the first of its kind to incorporate current undergraduate courses into the program. One other campus, CSU Long Beach offers a certificate program, however ours is the only program available all online.

#### **2.4.2 Graduate**

The Department also offers an M.S. in Hospitality, Recreation and Tourism. It is offered completely online, similar to the B.S. This is unique within the CSU system. Several universities have tried hybrid with some success, but M.S. in HRT is the only consistently online program designed for working professionals. Additionally, the program is designed to prepare leaders in the field and the curriculum is designed to reflect that. Appendix C shows the list of CSU school that have similar M.S. program to the Hospitality, Recreation and Tourism Department.

### **2.5 General Program Discussion**

The HRT Department prides itself with remaining relatively steady throughout the quarter to semester conversion, remaining aware of student and faculty demographics while hiring and recruiting, seeking to reduce its reliance on lecturers, and remaining responsive to student needs in terms of online courses.

### **2.5.1 Demographics of majors, minors, and options**

Statistics on the genders and race/ethnicity of students within the majors, minor and options/concentrations for the Department of Hospitality, Recreation, and Tourism can be found in Appendix D. This data was obtained from the Cal State East Bay Office of Institutional Effectiveness and Research. The diversity of undergraduate students in Hospitality, Recreation, and Tourism at Cal State East Bay largely reflects the university student body (Appendix D).

HRT industries are female dominated industries according to the Department of Labor and the HRT Department's gender percentages reflect that. Over the review period, 72% of students were female and 28% were male at the undergraduate level.

The majority of undergraduate students in Hospitality and Tourism, identify either Asian (22-25%), Latinx (19-24%), or White (19-24%). Black/African American represent 8-12% and International students represent 10-13%. Undergraduate students in Recreation are Latinx (24-31%), White (21-32%), Black/African American (9-14%). Overall race/ethnicity has remained relatively constant throughout the review period, except for Asians in Recreation Management, which decreased from 23% to 9%.

Due to the relatively small number of graduate students in the program, the race/ethnicity of students has fluctuated during the review period. Students identified as White (13-52%), Latinx (8-35%), Black (17-28%), and Asian (12-21%). All other race/ethnicities have remained relatively constant throughout the review period.

### **2.5.2 Student level of majors, minors, and options**

Due to the Cal State East Bay Quarter to Semester (Q2S) Conversion, the numbers of undergraduate students fluctuated during the review period. Number of students started at 253 in fall 2015 and rose to a high of 265 in fall 2017. In the fall of 2018, enrollment decreased to 242 (a decrease of 8.7%) but once again increased in fall 2019 to 251. This decrease in enrollment is not concerning as the university also experienced a decrease during that same time, from 16,538 in Fall, 2017 but decreased to 15,628 in Fall, 2018 (a decrease of 5.5%).

The number of HRT degrees awarded increased to a maximum of 96 in AY2016-17 and stayed stable at the average of 81.

Additional details on the number of degrees awarded and numbers of undergraduate and graduate majors and minor students for the Department of HRT from Fall 2015 through Fall 2019 (enrollment by option/concentration) can be found in Appendix D.

### **2.5.3 Faculty and academic resource allocation**

The HRT Department relies heavily on lecturers to support the delivery of GE and program courses. During the review period, two successful searches moved lecturers to tenure track faculty positions. Additionally, in 2020-2021 there were two successful searches. In 2016, there were 10 tenure track faculty and 15 lecturers, in 2019 there were 10 tenure track faculty and 10 lecturers. Part of the decrease in the number of lecturers was due to a change in courses offered

with the semester change, additionally there was a decreased need as additional lecturers were hired to fill tenure track positions. For additional details see Appendix D.

The HRT Department's faculty has remained somewhat consistent between male and female, with a 50-60% representation of females. In terms of race/ethnic diversity the department has a higher representation than the university faculty population of Hispanic/Latino (9%), Black/African American (13%), and International instructor (0-4%), but slightly fewer Asian (13%) instructors. There are 61-65% of instructors who are White.

For additional details see Appendix D.

## **2.5.4 Course Data**

### *2.5.4.1 Program Quality Impact*

During the review period, enrollment in the Hospitality and Tourism program has decreased slightly. The average number of students in this 5-year period was 145. Enrollment in the Recreation program have increased from 2016-2020, with an average of 105 students per year. The graduate program has had an average of 26 students from 2016-2020. The HRT Department recognizes that the review period, which included the switch to semesters was a difficult time to recruit students to the university. The hope is that over the next review enrollment numbers will increase.

Even with the decline in students, the student to faculty ratio increased as the university moved from quarters to semesters. During quarters the average students per instructor was 71 (2015-2018), during semesters (2018-2020) it increased to 99. During the same period, the number of instructors decreased from a high of 30 on quarters to a low of 20 on semesters.

The department is heavy in courses taught by lecturers. During quarters, 61% of courses were taught by lecturers, equating to 77% of students. During semesters that percentage has decreased to 57% of courses taught by lecturers, equating to 57% of students. Some of this is due to course demand and tenure track faculty release and assigned time as well as the hiring of several new tenure track faculty.

### *2.5.4.2 Diversity of Tenure Track Faculty*

The HRT Department faculty is more racially and ethnically diverse than the overall campus faculty. See 2.5.3 for additional details.

### *2.5.4.3 Freshman versus Transfer students*

The vast majority of students in the HRT Department enter as transfer students (67% over the review period). A very small percentage of students enter the university declared as either Recreation or Hospitality and Tourism majors. Additionally, the department is considered a discovery major so student often switch their major to the HRT after being exposed to the career options in a GE course or during the HRT Department's marketing efforts.

As many of students enter as transfer students, the majority of focus is on upper division and lower-division program courses. GEs at the lower-division level are designed to expose students to the majors in the department.

Additional details can be found in Appendix D.

#### *2.5.4.4 Distribution of Teaching Resources: Lower versus Upper Division Courses*

The HRT department is predominantly an upper division program. Lower division courses only make up 30% of courses on quarters and 35% of courses on semesters.

#### *2.5.4.5 Ratio of Tenure Track Faculty: Lower versus Upper Division Courses*

During quarters, tenure track faculty taught 22% of lower division courses , and 42% of upper division courses. With the switch to quarters and the reduction in lecturer faculty, tenure track faculty taught 38% of lower division courses and 41% of upper division courses

#### *2.5.4.6 Ratio of students in Lower and Upper Division Courses: GE versus Program*

During quarters, 6% of courses offered were lower division program courses supporting approximately 6% of students. On semesters, 44% of lower division courses were program courses, supporting 44% of students.

During quarters, 69% of program courses were at the upper division level supporting 56% of students each quarter. On semesters, 54% of courses were offered at the upper division level, supporting 48% of students.

The differences between quarters and semesters can be attributed to program changes during the quarter to semester conversation. During this timeframe, a number of program courses at the lower division level were also designed to be GE courses to support the university at large.

#### *2.5.4.7 Program Offerings (Online and Hayward)*

The HRT Department utilizes the Hayward Campus as well as the online campus. During the quarter system, 83% of courses were online, supporting 85% of students. During semesters 79% of courses were online supporting 80% of students

#### *2.5.4.8 Graduate Data*

Enrollment in the graduate program has reduced gradually over the review period, from 35 in Fall 2015 to 25 in Fall 2019. This is a result of the Q2S Conversion and also more stringent review of applicants. Following the previous review period an effort was made to ensure that admitted students would be able to successfully complete the program. Applicants are evaluated based on a series of criteria including GPA, writing skill and industry experience/knowledge.

#### *2.5.4.9 Marketing and Recruitment*

The HRT Department is active in marketing the department in a number of ways including:

- Marketing the HRT Department to the industry at professional organization events including California Park and Recreation Society and American Camp Association.



- Attending graduate fairs, career fairs, Fall Preview Day, Al Fresco, and Orientation days on campus.
- Sending materials to community colleges. Examples of the HRT Department marketing material can be found in Appendix D.
- Presenting in community college classrooms, at staff trainings, and other opportunities as they arise.

## 2.6 Faculty

Between 2015 and 2021 the HRT Department has had five successful tenure track searches. Dr. Saehya Ann (2015) was hired to fulfill the need for a tenured faculty member with experience in lodging management. Dr. Erick Kong (2016) was hired to fill the position vacated when Dr. Melanie Spielman retired. Dr. Kong specializes in recreation therapy. Dr. Heather Vilhauer (2018) was hired due to her expertise in leadership and organizations as well as youth development. Both Dr. Kong and Vilhauer are previous lecturers in the department. Dr. Alexandra Sandoval and Dr. Jaesung An (2021) were hired to teach in both the core hospitality and recreation management courses. Dr. Semih Yilmaz was hired in 2016 for the hospitality area, but resigned in 2021. Job descriptions submitted for new tenure track positions has been attached at the end of the 5-year review report (Appendix E). The summary of the hires is in the table below.

Search Year	Faculty Member Hired	Area of Specialization	Start Date
2014-2015	Dr. Saehya Ann	Hospitality - Lodging	Fall 2015
2015-2016	Dr. Erick Kong	Recreation Therapy	Fall 2016
2016-2017	Dr. Heather Vilhauer	Leadership and Organizations/Recreation Management	Fall 2018
2020-2021	Dr. Alexandra Sandoval	Recreation Management	Fall 2021
2020-2021	Dr. Jaesung An	Recreation Management	Fall 2021

## 2.7 Resources

### 2.7.1 Staffing and Advising

The HRT Department is housed with the Kinesiology Department. The two departments share 2.5 FTE office staff and 2.5 FTE advisors. A Pioneer Success Coach is also assigned to the two departments as of Fall 2019.

### 2.7.2 Internships

All HRT undergraduate students are required to complete a 400-600 hour internship as a part of their degree. To facilitate the agreements between the university and internship organization, the department works closely with the Internships Coordinator from Academic Advising and Career Education.

### **2.7.3 Technology**

In today's new learning environment, the HRT department is adapting pedagogy to meet the needs of students and their learning needs. One recent adaptation is the addition of case simulations to several of the hospitality courses. Case simulations, a game-like simulation, are designed for today's digitally-native college students, are visually immersive, interactive business simulations in use by many leading two-year and four-year universities and colleges. Currently, the cost is between \$8,000 and \$10,000 per year for between 200 and 250 students.

### **2.7.4 Equipment**

Over the past 5 years, as part of the growing Event Planning and Management area, the department has worked to purchase event-related equipment, materials, and supplies that are used for experiential learning. Typically purchased through A2E2 funds, these purchases are stored in 7 different storage spaces throughout 2 different buildings and 3 floors.

In addition to event equipment, specialized equipment has also been purchased through A2E2 funds for the Recreation Therapy program. One example of this equipment was biofeedback monitors, which help to train recreation therapy students about measuring body stress responses based on heart rate.

### **2.7.5 Library**

Many courses in the HRT Department require the use of the library and/or library databases to complete papers and projects. The resource librarian assigned by the university has been a great asset toward helping students. The librarian has served as a subject matter expert, directing students in the right direction. Additionally, they regularly serve as guest lecturers in class, provide tours of the library, and have worked to develop a video specific to the HRT department on where to look for resources.

## **2.8 Requirements**

The undergraduate programs in the HRT Department require the minimum number of units, 120 each.

## **3. Plan**

The next five years look bright for the HRT Department. While the COVID-19 pandemic took a toll on hospitality, recreation, and tourism organizations, the future is looking bright as the pandemic highlighted the importance of those industries and people are excited to go back to participating in additional leisure activities. The HRT Department is optimistic about increasing the number of students in the department as well as the number of GE courses offered on campus and online. Increased numbers will come from additional outreach and marketing both in GE courses, but also throughout the industry and at community colleges and high schools in the area.

The overall vision of the HRT Department is to prepare students to graduate as leaders in the field of hospitality, recreation, and tourism management as well as recreation therapy. Students, through experiential learning, apply their knowledge to seek and develop sustainable solutions

that make a difference in the world. The HRT Department, working with tenure track faculty, lecturers, and other stakeholders, developed the following goals to guide us through the next five years.

1. Deliver inclusive teaching, research, and student support dedicated to ensuring the success of our diverse students, faculty, and staff.
2. Refine classes and curriculum through analysis, improvement and adoption of new teaching methodologies and anti-racist and inclusive pedagogy to improve student success.
3. Remain dedicated to increasing departmental graduation rate through our continuing commitment to being a student-centered and student-ready department.
4. Continue to strengthen and improve collaborations with diverse industry partners through increasing local and international visibility and reputation of the department.
5. Prioritize hiring diverse faculty members with a focus on student success; to create a balance of tenure track and lecturer faculty in each concentration across the department.
6. Continue to increase transferability from California Community Colleges and offer a seamless transfer process to students in our department.
7. Increase number of majors through outreach, recruitment, and marketing.
8. Improve connections with our alumni.

### **3.1 Curriculum.**

The HRT Department prides itself in keeping a student and industry-focus as curriculum is developed and further refined. The HRT Department intends actively utilize the HRT Advisory Board and to listen carefully to student input and needs. Additionally, all courses are designed to reflect the diversity of the students taking the courses and the communities that they will be working in after graduation. Weaved into the courses are the concepts of justice, diversity, equity, and inclusion of all as they are central tenants to the fields of hospitality, equity, and inclusion. For example, in a Recreation Programming course a student might examine access to parks within communities and consider why certain populations do not currently have easy access to parks, while others have access to multiple parks. These discussions incorporate concepts of race, income, education, and power. In an event planning course, students might consider how to accommodate an attendee is in a wheelchair, when the facility is a historic site without an elevator. In leadership and management courses students consider what it looks like to manage diverse staff and to provide an equitable and inclusive environment for all to work in. Additionally, the curriculum for the HRT Department is intentionally written to honor students' lived experiences. There are opportunities throughout each course for students to share their experiences with the topics or how they can use the topic in the future.

#### **3.1.1 Refine classes and curriculum through analysis**

- To adhere to assessment plans drawing from the results as well as those from students' feedback (e.g., surveys) to further refine contents of assignments, guidelines and clarifications to students, CLOs, scheduling, and learning activities.
- To keep commitments to critical thinking, problem-solving, sustainability, social justice, diversity, and inclusion and to make sure to that all are integrated into each course.

- One of the most immediate needs in the curriculum is to create a separate Introductory Hospitality course (HOS 110). Currently, the materials for the introduction of hospitality and recreation are in one course, leading to a dilution of the information. In addition to updating the course, both will have GE certification and a social justice overlay added to them to introduce DEI/social justice concepts early in the program. Additional discussions and assignments in both courses will focus on who has access to what types of activities and who doesn't, why this happens, and how that impacts people's quality of life. Efforts to rewrite both courses and submit them for approval will happen during the 2021-2022 year and will be the responsibility of the Program Coordinators for the respective areas.
- Both the Hospitality and Tourism Management and the Recreation Management Minor need to be updated to allow students to customize their minor depending on their focus. Students would still be able to obtain the breadth of knowledge through the reorganization and create depth in being able to select the courses they want. Efforts to update the minors and submit them for approval will happen during the 2021-2022 year and will be the responsibility of the Program Coordinators for the respective areas.
- There is also a demand to add a Minor in Event Planning and Management and a Minor in Youth Development. Efforts to develop the minors and submit them for approval will happen during the 2021-2022 year and will be the responsibility of the Program Coordinators for the respective areas.
- Additionally, the Department is developing a new concentration for students in Recreation. The new concentration will focus on outdoor recreation. Efforts to develop the new concentration and submit them for approval will happen during the 2021-2022 year and will be the responsibility of the Recreation and Recreation Therapy Program coordinator in collaboration with several Recreation faculty. Adding this will increase the competitiveness of the Cal State East Bay program when compared to other Recreation programs across the state.
- Like the Recreation Therapy Certificate, professionals in Hospitality and Tourism and Recreation are also looking for continuing education and professional development opportunities. The department is looking at offering Hospitality and Tourism and Recreation certificates (9-12 credit bundles) that can be offered through extension. Efforts to develop the certificates and submit them for approval will happen during the 2022-2023 year and will be the responsibility of the Program Coordinators for the respective areas.
- As the HRT Department increases the number of students in the program, there will potentially be a need to add more courses that mirror important sectors in the industry (e.g., outdoor recreation, airlines, etc.). Efforts will occur as needed and individual Program Coordinators will take responsibility as needed.
- To respond to a pressing need for students to have global experiences and knowledge, the HRT department will work on developing and promoting study-abroad opportunities (to be integrated into the curriculum) for students to participate in and grow at various levels. Efforts for this will happen during the 2022-2023 year and will involve several faculty and the Department Chair.
- To keep a solid presence in Cal State East Bay GE program and to continue encouraging faculty to submit proposals and to continue to fulfill the GE promise and sustain the

assignments and implementation of the GE LOs. This is an ongoing effort and the Curriculum Coordinator for the department is responsible for this.

- Add a new GE course, Race and Ethnicity in Hospitality, Recreation and Tourism. The Program Coordinator for Recreation and several Recreation faculty are responsible for this. These efforts will begin in 2022-2023.
- At the graduate level, courses will continue to be refined in order to meet working professionals' needs and expectations. This includes the restructuring of the synthesis project to something more aligned with the needs of professionals, an Applied Research project. Students wishing to pursue a thesis or synthesis will be offered that option. Efforts for this will happen during the 2021-2022 year by the instructor for the course.
- To bring the department, programs, majors, minors, concentrations, and related courses into synch, the HRT Department would like to include the word "management" to each of the titles. This would assist with overall marketing and advertising of what each of these purports to accomplish. While the program is not housed in the business college, the central goal of the courses and programs is to prepare student for supervisory and managerial roles in their careers. Thus, adding the word "management" would accurately reflect such curriculum and it would also be in line with many other sister programs around the CSU. The department recognizes that the College of Business and Economics (CBE) is an accredited college and programs, and their accreditation encompasses programs that include curriculum teaching management courses. The HRT department would need to work in conjunction with the CBE to process the appropriate paperwork and documents to begin the evaluation of the department's programs and courses for consideration of adding the word "management" to their titles. This would also need to be submitted for approval through Curriculog and approved by a multitude of review committees as well as the Academic Senate before being able to make the change official. Efforts for this will happen during the 2021-2022 year by the Department Chair and Program Coordinators.

### **3.1.2 Improvement and adoption of new teaching methodologies and anti-racist and inclusive pedagogy**

- Continue as a leader of online education. HRT is one of the leading departments in online education and one of the first to deliver online courses at Cal State East Bay. All HRT programs and courses are approved for in-person, hybrid, and online delivery the majority of students are non-traditional, work full-time and many reside outside the Bay area. This is an ongoing effort and the Curriculum Coordinator and the Department Chair are responsible for this.
- Continue to focus on keeping all faculty members up to date with innovative online teaching techniques through participation in faculty development workshops such as participation in Quality Matters and ACUE trainings and certifications. In addition, the department will continue making sure that faculty members have the appropriate resources to keep delivering outstanding online education experiences to its students. This is an ongoing effort and the Curriculum Coordinator and the Department Chair are responsible for this.

- Encourage faculty to participate explore new teaching methodologies that appeal to a diverse group of learnings such as case simulations, story-telling, role-playing, gamification, etc. for both online, hybrid, and in-person courses. This is an ongoing effort and the Curriculum Coordinator, Program Coordinators, and Department Chair are responsible for this.
- Ensure that curriculum in all courses provides an opportunity for students to tie their learned experiences to the material that they are learning in the course.
- Review all curriculum with an anti-racism lens, on a rotating schedule, to update as needed to stay relevant and to respect current students' lived experiences. This is an ongoing effort and the Curriculum Coordinator, Program Coordinators, and Department Chair are responsible for this.
- Encourage faculty to attend DEI trainings offered by the university, the college, and the department. The department plans to offer three DEI trainings each year during regularly scheduled faculty meetings and/or department retreats. This is an ongoing effort of the Program Coordinators, and Department Chair.
- Use available data to analyze courses with achievement gaps and work with the overall curriculum and individual instructors to update courses. This is an ongoing effort, and the Curriculum Coordinator, Program Coordinators, and Department Chair are responsible for this.
- Collaborate with faculty to develop anti-racist syllabi and to use anti-racist pedagogy in courses. This is an ongoing effort and the Curriculum Coordinator, Program Coordinators, and Department Chair are responsible for this.
- Explore the development of Hy-flex courses to meet the needs of all students (online, hybrid, and in-person). The Program Coordinator for Recreation and several Recreation faculty are responsible for this. These efforts will begin in 2021-2022.

### **3.2 Assessment**

As Cal State East Bay moved from quarter to semester, various departments, including HRT, had a major opportunity to re-examine and re-evaluate curriculums, revise existing courses and introduce new ones. As a consequence, the department's PLOs and most CLOs needed to be updated. The HRT department exemplified strong leadership and efforts in the Q2S transformation process. As specified in a previous section, previous assessment activities revealed certain gaps (e.g., diversity and social justice competency-related issues, writing skills and organization, theoretical and philosophical foundations, etc.). The awareness about such gaps through assessment activities positioned much better the department to optimize the positive possibilities that the Q2S transformation process presented. To address the gaps, new HRT courses were introduced and existing ones, with signature assignments, got revised to overcome or narrow the gaps. In addition, the positive development continues with It is only natural for the HRT department to continue its assessment activities to properly and positively evolve and to continue its commitments to its various stakeholders.

As specified in previous sections, including Appendix A the HRT department values assessment and will continue its efforts in this regard. The department along with its faculty members take seriously the assessment results.

According to the 5-Year Assessment Plans in Appendix A, both for the undergraduate and graduate programs, plans have been laid out for the following: PLO 1 (Written Communication), PLO 2 (Leadership), PLO 3 (Critical Thinking), and PLO 4 (Sustainability). According to the plan, the HRT assessment activities are positioned to cover signature assignments in diverse undergraduate courses such as: Law Risk and Regulation; Data Driven Decision Making; Sustainable Global Tourism Development; Women and Leisure; Leadership, Management, and Ethics. In addition, the plan encompasses assessment activities to cover signature assignments in different graduate courses such as: Strategic Leadership in HRT; Sustainable Solutions in HRT; Fiscal Management in HRT; Organizational Development in HRT.

### **3.2.1 Planned Assessment Activities of Selected Undergraduate Courses:**

- PLO 1 – Aligned with Written Communication ILOs - Corresponding with (CLO 2) - Identify proactive management strategies for protection of guests, patrons and staff, and to limit liability for hospitality, recreation and tourism organizations. A paper (signature assignment) is assessed using the ILO Written Communication Rubric.
- PLO 2 – Aligned with Leadership ILOs - Corresponding with (CLO 3) - Examine the foundations and theories of leadership in relation to leading groups and organizations and develop an understanding of group behavior, teamwork, and motivation. A paper (signature assignment) is assessed using the ILO Collaboration, Teamwork and Leadership Rubric.
- PLO 3 – Aligned with Critical Thinking ILOs - Corresponding with (CLO 4) - Analyze current market data to make data-driven management decisions. A paper (signature assignment) is assessed using the ILO Critical Thinking Rubric.
- PLO 4 – Aligned with Sustainability ILOs - Corresponding with (CLO 3) - Recognize specific socio-cultural, environmental and economic impacts of tourism at various levels (the individual business, the community, and greater society). A paper (signature assignment) is assessed using the ILO Sustainability Rubric.
- PLO 4 – Aligned with Social Justice ILOs - Corresponding with (CLO 2) - Identify the factors that influence leisure opportunities for women and how they contribute to the quality of life of women. A paper (signature assignment) is assessed using the ILO Social Justice Rubric.

Under each of the above-specified assessment initiatives, an Assessment Coordinator along with a faculty member are the personnel designated to collect, analyze, and interpret SLO data. Quantitative as well qualitative methods are used/to be used to report data findings. Findings are disseminated/to be disseminated through the HRT Department Annual Report. In addition, recommendations on improving the particular assignment and relevant course contents are discussed/to be discussed with the objective to improve students' learning experiences.

### **3.2.2 Planned Assessment Activities of Selected Graduate Courses:**

- PLO 1 - Critical Thinking — Apply evidence-based research to generate effective, sustainable solutions related to management of personnel, facilities, operations, marketing and finance in hospitality, recreation and tourism. Aligned with ILO - Critical Thinking. A paper (signature assignment) is assessed/to be assessed using the rubric.

- PLO 2 Assessed - Leadership – Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs through professional experience. Aligned with ILO – Leadership. A paper (signature assignment) is assessed/to be re-assessed using the rubric.
- PLO 3 Assessed - Professional Knowledge – Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession. Aligned with ILO – Professional Knowledge. A paper (signature assignment) is to be assessed using the rubric.
- PLO 4 Assessed - Social Justice – Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations. Aligned with ILO – Social Justice. A paper (signature assignment) is to be assessed using the rubric.

Under each of the above-specified assessment initiatives, an Assessment Coordinator along with a faculty member are the personnel designated to collect, analyze, and interpret SLO data. Quantitative as well as qualitative methods are used/to be used to report data findings. Findings are disseminated/to be disseminated through the HRT Department Annual Report. In addition, recommendations on improving the particular assignment and relevant course contents are discussed/to be discussed with the objective to improve students' learning experiences.

### **3.3 Student Success**

Student success is at the heart of everything the department does. The HRT Department recognizes that to be successful, students must be successful, not only in their courses, but in all that they do. The following are the goals related specifically to student success.

#### **3.3.1 Deliver inclusive teaching, research, and student support dedicated to ensuring the success of our diverse students, faculty, and staff.**

- Provide faculty, staff, and academic advisors training opportunities related to DEI and student success. The Department Chair is responsible for this ongoing opportunity.
- Continue to support faculty conducting research through the Center for Professional Excellence and support for internal and external grants. The Department Chair is responsible for this ongoing opportunity.
- Continue to encourage tenure track faculty, lecturers, staff, and advisors to join monthly department meetings and annual retreats. The Department Chair is responsible for this ongoing opportunity.
- Develop a plan for monthly success reminders to students. This will include important upcoming dates, links to support services, reminders to reach out to faculty and advisors if you need help. At the beginning of each semester remind students about the inclusive nature of the department. Request that they add their pronouns on their Zoom as well as in MyCSUEB so that faculty can address them appropriately. The Department Chair is responsible for this ongoing opportunity.

#### **3.3.2 Remain dedicated to increasing departmental graduation rate through our continuing commitment to being a student-centered and student-ready department.**



- Develop a student success plan of what the HRT Department wants the student experience to be. Including marketing, application, admission, orientation, advising, and course experiences. Identify current roadblocks and work to solve. This work will begin in 2021-2022, however the majority of work will happen during the 2022-2023 year. The Department Chair and Program Coordinators are responsible for this activity.
- Using data from the self-assessment (and ongoing data), work to strategically schedule courses (including sequencing) in order to heighten students' learning experiences and progress while optimizing in the best way possible HRT resources. The Department Chair will begin work in 2021-2022.
- Develop a procedure for contacting each newly admitted student to ensure that they feel connected to the department and university before they start. As a part of this process, have each newly admitted student meet with the Program Coordinator for their area so they gain an understanding of career options and program opportunities. Assist student in setting up a meeting with an HRT advisor to ensure student is on track for curriculum, course and graduation plans. This work will start in 2021-2022 and is the responsibility of the Program Coordinators.
- Continue to encourage students to meet with Advisors and Program Coordinators once per semester to update course and career plans. This is ongoing and will start in 2021-2022 and is the responsibility of the Program Coordinators.
- Educate faculty on the benefit of using early reporting tools in Bay Advisor to connect Pioneer Success Coaches to students early in the semester. This ongoing opportunity will include at least one presentation each year by the Pioneer Success Coach for the college.
- Continue to have faculty monitor courses for students who do not participate in the first two weeks. Encourage faculty to contact missing students and work with advisors to help students engage in or drop courses as needed.
- Encourage faculty to apply for A2E2 opportunities to take students to professional meetings and events in their fields, leading to student connectedness to faculty, other students, and their field of study while also adding to their learning.

### **3.3.3 Continue to strengthen and improve collaborations with diverse industry partners through increasing local and international visibility and reputation of the department.**

- Actively engaged with the community and industry to ensure student success while in school and upon graduation
- Invite industry panels to present to students in classes, to the HRT Student Club, and during special events. This is an ongoing opportunity that is the responsibility of all faculty in the department and the leaders of the student club.
- Host annual meetings of the HRT Advisory Committee which feature discussions between alumni, representatives from industry, students, and faculty members. Advisory committees are invited to review the curriculum and suggest feedback as well as comment on current trends they see in their respective industries. To resume (post-COVID) in spring 2022. This is the responsibility of the HRT Department Chair.

- Encourage faculty to participate in professional organizations related to the field. This is an ongoing opportunity that is the responsibility of all faculty in the department. The costs associated include membership and event fees.
- Continue to build relationships throughout area industries to market department programs and to place students in internships, volunteer positions, and paid positions. This is an ongoing opportunity that is the responsibility of all faculty in the department.
- Continue to hold Day of Connections, an event that includes the HRT Career Fair, industry panel sessions, and job skills workshops once a year. This event is open to all Cal State East Bay students, alumni, and industry professionals to increase the visibility of the department and the industry and to celebrate students' successes. It is sponsored by the HRT Center of Excellence.

### **3.3.4 Continue to increase transferability from California Community Colleges and offer a seamless transfer process to students in our department.**

- As part of the HRT Department student success plan (3.3.2), a seamless transfer process for students will be developed. Currently, the transfer process is not standardized across the department.
- Develop relationships with faculty from community colleges. This includes providing them with information about the program and working with community colleges to develop additional articulation agreements as necessary to create seamless transfer processes. This is an ongoing effort that will start in 2021-2022. It is the responsibility of the Department Chair and the Program Coordinators.

### **3.3.5 Increase number of majors through outreach, recruitment, and marketing.**

- Continue to market the HRT Department to the industry at professional organization events including California Park and Recreation Society and American Camp Association. This is the responsibility of the Program Coordinators.
- Continue to attend graduate fairs, career fairs, Fall Preview Day, Al Fresco, and Orientation days on campus. This is the responsibility of the Program Coordinators and the Department Chair.
- Continue to offer professional development opportunities for those already working in the field through the Center for Professional Excellence to increase the visibility of the department and the opportunities for those already employed in the field. This is the responsibility of the Director of the Center for Professional Excellence.
- Continue to host international or regional conferences to promote the program and department, and also increase its visibility and reputation. (The HRT Department organized the 9<sup>th</sup> International Scientific Conference on International Sustainable Tourism in 2018, and 2019 WF CHRIE Conference in 2019.) This is the responsibility of the Director of the Center for Professional Excellence.
- Develop relationships with faculty from community colleges (3.3.4) and local high schools. This could include presenting in classes, mentoring high school students (as is currently being done), and providing field trip opportunities to campus.

- Develop a marketing plan that includes social media such as Instagram, Facebook, and TikTok. This is the responsibility of the Department Chair and will start in the 2021-2022 year.

### **3.3.6 Improve connections with our alumni.**

- Continue to build connections and collaborations with alumni through the development of a department newsletter that will be sent to all industry partners and alumni quarterly. This will start in 2022-2023 and be the responsibility of the Department Chair.
- Invite alumni to departmental events, such as the Day of Connection and the HRT Club meetings as well as to speak in classes. This is the responsibility of the Director of CPE, student club leaders, and faculty.
- Conduct an annual exit survey to understand their experiences in the department and to collect their personal email addresses, and intended next steps after graduation. This will increase the possibility of long-term relationships and connections after graduation.

## **3.4. Faculty**

Student success is not possible without amazing faculty and staff who are dedicated to the success of students. The HRT Department anticipates the need for hires in all three areas of focus, hospitality and tourism, recreation, and recreation therapy. This is especially true as the department expects several retirements over the next few years. Additionally, the success of the Certificate in Recreation Therapy and the increase in regular program enrollment for Recreation therapy, has resulted in higher enrollment in that area. With the added concentration in Outdoor Recreation expected, it is likely that enrollment will likely increase with a need to hire a specialist in that area.

### **3.4.1 Prioritize hiring diverse faculty members with a focus on student success; to create a balance of tenure track and lecturer faculty in each concentration across the department.**

- The HRT Department prioritizes hiring faculty who reflect the student body as well as though who have experience in the field for which they are teaching. Job descriptions, interview questions, and marketing plans are continually updated to follow DEI best practices for hiring. This includes advertising the position through a number of different avenues to encourage a more diverse applicant pool. This is the responsibility of the Search Committee Chair and the Department Chair and is prioritized at the beginning of each search.
- Once hired, new faculty are provided two faculty mentors to assist them as they are acclimated to the department and the university. Additional support is provided by others across the college and university. The Department Chair is responsible for ensuring this happens.
- Hire additional faculty to balance the tenure track and lecturer faculty in concentrations across the department.

### **3.5. Resources**

While the HRT Department could likely sustain with the current level of resources, there are several resources that would help support the growth of the department and overall student success.

#### **3.5.1 Staff and Advising**

The department currently shares office staff and academic advisors with Kinesiology. For a number of years, the HRT department has discussed the desire to move away from this arrangement to streamline and improve operations. Currently, the wait time to see an advisor can be long, especially during registration times. The department would like to see the addition of a 0.5 advisor who is dedicated only to the HRT Department to ensure that students' success is not hampered by long wait times for advising.

#### **3.5.2 Internships**

All HRT undergraduate students are required to complete a 400-600 hour internship as a part of their degree. To facilitate the agreements between the university and internship organization, the department works closely with the Internship Coordinator from Academic Advising and Career Education. Currently, there is a bottleneck in the Internship Coordinator position at the university level. The approval process (S4) is cumbersome for many students and organizations where the students are interning. It would be helpful if the Internship Coordinator could have assistance in approving and helping organizations through the process.

#### **3.5.3 Technology/HyFlex Classrooms/Website**

Case simulations as well as other instructional technology can enhance students' success both in school and upon graduation as it encourages students to learn in different ways and to utilize their learned experiences to complete different activities. Currently the case simulations that are utilized in the HRT Department are purchased through A2E2 funds. The department would request that consistent funding be considered.

As students return to the classroom, the HRT Department would like to request a dedicated HyFlex classroom that can be utilized throughout the week for HyFlex courses.

The HRT Department would like to request a dedicated staff person to work on the department website, this does not need to be a full-time position, but rather someone who is available approximately 10 hours a month once major changes have been made. The website was completely updated during the review period, however as information changes it is imperative that the department can make the changes quickly to support current and future students. The task of updating the website is time consuming and often difficult for those that are not familiar with web development practices

#### **3.5.4 Equipment**

The proposed outdoor recreation concentration will require outdoor equipment such as kayaks, standup paddleboards, rock climbing equipment such as harnesses, ropes, and outdoor

backpacking equipment that including backpacks, sleeping bags, tents, stoves, etc. Additional space to store the equipment will also be needed.

### **3.5.5 Library**

Currently the library system is limited in the hospitality and tourism, parks and recreation, and recreation therapy journals that are available. There is demand from students and faculty to add journal access to the following journals: Journal of Hospitality and Marketing Managemnt, Journal of Hospitality and Tourism Technology Therapeutic Recreation Journal, SCHOLE, and Journal of Leisure Research to name a few.

### **3.5.6 Event Space, Storage Space, & Meeting Space**

The HRT Department offers more than 80% of their courses online. While the department has a strong online presence, there continue to be initiatives to create an on-ground presence at the university. Events have been created and held to serve not only as experiential learning opportunities for students but also to serve the need of the greater university community. These events include seminars, workshops, and educational events, to name a few.

There is a strong need to acquire a large event storage room/space for equipment, materials, and supplies. Along with this is also the need for a working sink and a dishwasher. A small storage room in A&E which is used for event storage contains a non-operable sink with ample space for a dishwasher to be installed. Plumbing and electrical are available in this space.

A dedicated student space is needed for use by the HRT Club and for students to meet and collaborate. While most students are taking courses online, students do come to campus for other courses, so a dedicated, private space to meet with their peers is warranted.

#### **4. External Reviewer Report for the Department of Hospitality, Recreation and Tourism California State University, East Bay**

**External Reviewer: Dr. Michael Mahoney, Recreation Administration; CSU, Fresno**

**Date: March 28, 2022**

**Summary** – The External Reviewer virtual site visit took place on Monday, February 28, 2022, during which the external reviewer met with representatives from the College of Education and Allied Studies, as well as department faculty, Chair, and alumni.

As background, the Recreation program at California State University, East Bay, first offered courses in fall 1960 and established as a Recreation Department in 1963. Through several transitions in names and majors, it added Hospitality and Tourism in 2003. Its mission 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.

The self-study identifies the hiring of five tenure-track faculty since fall 2015. Overall, the program utilizes 10 tenure track faculty and 10 lecturers (2019). The program in Hospitality, Recreation and Tourism has three undergraduate options (Hospitality and Tourism, Recreation, Recreation Therapy) and one M.S. in HRT. The four options prepare students to graduate as leaders in the field of hospitality, recreation, and tourism management as well as recreation therapy. Enrollment has fluctuated during the review period as the self-study details impacts of the Quarter to Semester (Q2S) conversion. Diversity of the HRT undergraduate degree reflects the overall student body, and gender percentages reflect industry. To meet student preferences, courses are offered in different formats such as, on campus and in-person, and online (85%).

**Assessment & Curriculum** – The CSU, East Bay Office of Educational Effectiveness and HRT department have a comprehensive assessment plan and option coordinators and faculty participate in assessment. The department assesses program learning outcomes annually and files assessment reports. The department notes a vision to involve more department faculty in the process of assignment design, rubric refinement, review of student work, and analysis of the data. The self-study noted that some of the assessment activities did not meet the benchmark, for example, in AY 15/16, a M.S. degree course mean on scores for the statement of purpose (2.8) and audience awareness (2.8), were below the competent rubric score, however these students achieved above competent scores in five other criteria. The department reported similar results for B.S. degree assessment of written communication in 2018-19 (three criteria above and three below competent). The external review commends the department for using assessment results to discuss changes in teaching, resources, or curriculum to improve student achievement and implement changes if warranted by data. Use of department meeting minutes can provide documentation of assessment and curriculum discussions for future reference. The external review recommends that the department continue to explore additional ways to improve student learning to reach program learning outcomes and assessment goals.

**Student Success** – During the review period HRT curriculum was updated for Q2S and high impact practices including collaborative assignments, project-based learning, diversity and social justice, and now all undergraduate students are required to complete an internship. Internships provide high-impact practice for students to prepare them for the workforce. The self-study indicates more than 50 students attend professional meetings and events (local and national) each

year, and funding is through A2E2 and department fundraising. Hospitality and Tourism 4-year graduation rates and Recreation 2-year graduation rates increased significantly during the review period. External review commends the department for its tracking of achievement gaps (courses and graduation rates), course bottlenecks and efforts to analyze curriculum, courses and syllabi, and implement changes. Academic advising is mentioned in several areas of the self-study. In differentiating between advising from program coordinators and that of department advisors it appears students have challenges obtaining timely appointments with department advisors who are shared with the Kinesiology program.

**External Comparisons** – The HRT department has an expansive offering of undergraduate programs. Of the 23 CSU campuses, 15 offer HRT-related programs, yet East Bay is the only program that can be completed solely online. Similarly, the M.S. in HRT is the only online program within the CSU. External review was impressed by the department’s minors and certificate offerings. The department currently offers a Recreation Therapy certificate. In the future, the department hopes to have more HRT certificates offered through extension. The department notes creating a new concentration in Outdoor Recreation, and adding minors in Event Planning, and Youth Development. External review encourages the department to pursue these ideas. The external review commends the department for making use of the HRT Advisory Committee for review of curriculum appropriateness for the degree level and relevant to the field. An additional method to consider adding is external accreditations.

**General Program Discussion** - The current resources for the HRT department ensure that students receive a degree program of quality. The department’s ability to offer sufficient courses is facilitated by a dedicated group of lecturers. However, as the number of majors increases and when Outdoor Recreation is added and anticipated faculty retirements occur, additional faculty will need to be hired. Expansion of high impact practices such as the on-campus events will also require additional faculty, equipment and storage resources.

**Faculty** – The external review was impressed by the diversity of faculty as far as the areas of expertise in their field. The impressiveness of this diversity was also echoed by the alumni who spoke highly of the faculty’s teaching skills and their accessibility to their instructors while attending events and conferences. This engagement/involvement of the faculty in the program is an example of being a student-centered and student-ready department. External review suggests that the department work towards publicizing the industry and community work that the faculty are doing so that other community members and organizations recognize the department as a source of information/resources in their areas of expertise.

**Resources** – There are multiple areas in the department that demonstrate room for growth and opportunity. These include, although not limited to, marketing of degree offerings, alumni connections, Outdoor Recreation, certificates, study abroad and both undergraduate and M.S. research. However, the department will require support from the administration for this growth to occur. External review suggests library allocations for HRT journals. The Dean acknowledged the program’s strengths and its potential to offer even more to the university and the community.

It is recommended the college/university to provide financial support as well as additional event, storage, and meeting space. Dedicated space is needed for high-impact practices involving event and meetings, along with storage of existing equipment. The proposed Outdoor Recreation concentration will require additional storage space for specialty gear and equipment.

## 5. Department Response to External Reviewer's Report

Dr. Michael Mahoney, Professor in Recreation Administration at CSU, Fresno had a virtual visit of the Hayward campus of CSUEB on February 28, 2022, to perform a virtual on-site review of the department of Hospitality, Recreation and Tourism. During his visit, Dr. Mahoney met the Dean of the College of Education and Allied Studies, HRT Department Chair, three program coordinators, Department faculty and HRT alumni. Dr. Mahoney submitted his report to the Department Chair on March 28, 2022. The department's response to the various components of the External Review follow.

### Introduction

The External Reviewer's report describes the current status of the HRT department at CSUEB, as well as the progress that has been made towards the achieving the goals of the previous 5-year plan. Dr. Mahoney discusses the strengths of the HRT program and makes many inciteful recommendations for improvement of the department's systems and directions/plans.

### Strengths and Advances

- 1) The external reviewer commends the department for using assessment results to discuss changes in teaching, resources, or curriculum to improve student achievement and implement changes if warranted by data.]
- 2) External review commends the department for its tracking of achievement gaps (courses and graduation rates), course bottlenecks and efforts to analyze curriculum, courses and syllabi, and implement changes.
- 3) External review highlights that of the 23 CSU campuses, 15 offer HRT-related programs, CSU East Bay is the only program that can be completed solely online. Similarly, the M.S. in HRT is the only online program within the CSU. External review was impressed by the department's minors and certificate offerings. The department currently offers a Recreation Therapy certificate. In the future, the department hopes to have more HRT certificates offered through extension. The department is developing a new concentration in Outdoor Recreation, and adding minors in Event Planning, and Youth Development.
- 4) The external reviewer was impressed by the diversity of faculty and the variety of areas of expertise in their field. Alumni talk highly of their experience with the program and reflect well on the faculty and program as a whole.
- 5) Outside review pointed out multiple areas in the department that demonstrate room for growth and opportunity, including marketing of degree offerings, alumni connections, Outdoor Recreation, certificates, study abroad and both undergraduate and M.S. research. The review emphasizes the importance of support from the administration for this growth to occur. External review suggests library allocations for HRT journals. During the meeting with the CEAS Dean, the reviewer noted that the Dean acknowledged the program's strengths and its potential to offer even more to the university and the community.

### Recommendations

- 1) *The external reviewer suggests use of department meeting minutes which can provide documentation of assessment and curriculum discussions for future reference. The external reviewer recommends that the department continue to explore additional ways to improve student learning to reach program learning outcomes and assessment goals.*



The department strongly agrees with this recommendation.

2) *External review commends the department for its tracking of achievement gaps (courses and graduation rates), course bottlenecks and efforts to analyze curriculum, courses and syllabi, and implement changes.*

The department appreciates the external reviewer's recognition on the department's effort on analyzing the data related curriculum and student performance and implementing changes.

The department will continue this effort.

3) *External review encourages the department to pursue these ideas on the new Recreation outdoor concentrations, minors and new certificates. The external reviewer commends the department for making use of the HRT Advisory Committee for review of curriculum appropriateness for the degree level and relevant to the field. An additional method to consider adding is external accreditations.*

The department is thrilled to see the external reviewer's commends on our new plans for minors, concentrations and certificates. And the department strongly agrees with working with the HRT Advisory Committee.

For external accreditations, we understand that there are several accreditation options for Hospitality, Tourism and Recreation Programs; the Hospitality accreditation is the Accreditation Commission for Programs in Hospitality Administration of (ACPHA) and Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COPART). Our department has had active conversations about whether to pursue accreditation. And there are several reasons we have not pursued accreditation by either organization:

- The financial and human resource cost of these accreditations is high and not realistic for our program.
- Students do not typically select our programs based on whether they are accredited or not.
- ACPHA does not currently have any programs accredited that offer online programs.
- Our department does not have the actual facilities that are associated with the ACPHA accreditation.
- Our degrees focus on management, not administration which is what the ACPHA accreditation focuses on.

Even though we may not have chosen to become accredited, we do review the accreditation requirements for both as we make decisions about program changes and updates.

4) *The outside reviewer addresses the need of hiring additional faculty as the number of majors increases and when new concentration is added and anticipated faculty retirements occur. Expansion of high impact practices such as the on-campus events will also require additional faculty, equipment and storage resources.*

The department strongly agrees with this recommendation. The department will request the Tenure track faculty positions annually.

5) *External review suggests that the department work towards publicizing the industry and community work that the faculty are doing so that other community members and organizations recognize the department as a source of information/resources in their areas of expertise.*

We appreciate your recognition. We will do our best to offer the quality education for our students to remain a student-centered and student-ready department.

6) *It is recommended the college/university to provide financial support as well as additional event, storage, and meeting space. Dedicated space is needed for high-impact practices involving events and meetings, along with storage of existing equipment. The proposed Outdoor Recreation concentration will require additional storage space for specialty gear and equipment.*

The department strongly agrees with this recommendation. By thoroughly reviewing all resource needs, and also by discussing the needs of the department with Dean and administration at the university, the department will work to request the resources based on the student need and expectations.



To: Interim Provost & Vice President Kim Greer

From: Robert A. Williams, Dean, CEAS *Robert A. Williams*

Date: May 16, 2022

RE: 5-Year Review for the Department of Hospitality, Recreation, and Tourism

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I have reviewed the 5-year review submitted by the Department of Hospitality, Recreation, and Tourism. I concur with their self-evaluation. I concur with the findings of the external evaluator. I encourage the department to work with the dean on an agreeable approach to program growth and expansion.

## **Appendix A**

### **Assessment and Curriculum**

- Quarter-based curriculum map for B.S. in Hospitality and Tourism Management
- Quarter-based curriculum map for B.S. in Recreation Management & Recreation Therapy
- Semester-based curriculum map for B.S. in Hospitality and Tourism Management
- Semester-based curriculum map for B.S. in Recreation Management & Recreation Therapy
- Semester-based curriculum map for M.S. in Hospitality, Recreation, and Tourism Management
- Five-year assessment plan for B.S. in Hospitality and Tourism Management, Recreation Management and Recreation Therapy
- Five-year assessment plan for M.S. in Hospitality, Recreation, and Tourism
- Checklists
  - 1) B.S. in Hospitality and Tourism
    - General Concentration,
    - Lodging, Resort and Club Management Concentration,
    - Event Planning and Management Concentration,
    - Food and Beverage Concentration
  - 2) B.S. in Recreation
    - General Concentration
    - Sustainability Concentration
    - Recreation Therapy Concentration
    - Youth Development Programming Concentration
  - 3) M.S. in Hospitality, Recreation and Tourism





**Curriculum Map for Student Learning Outcomes Assessment, CSU East Bay**

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**Degree:** B.S. in Hospitality and Tourism

**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 Research Project	1100		I	I	I	I	I				I	
02	HOS Special Event Plan	4502			M	M				M		M	
03	HOS Emerging Tech Proposal	4505	I		I		I				I		
04	HOS Hotel case study	4510	I	P	P	P	I	P	P	P	P	P	
05	HOS Marketing Plan	4520	P	P	M		P		P		M		
06	HOS Conference Proposal	4530		P	P			P				P	
07	HOS Budget	4540	P		P		P					P	
07	HOS Class Project	4560	I	P	P		I	P	P	P	P	P	
08	HOS Tourism Project	4570	P	P	P		P			P	M	P	
09	HOS Legal Issue Research Paper	4590	M		M	P	M		P			M	
10	HOS Cover letter Resume	4901			M							M	
11	HOS Supervision Evaluation	4912	M	M	M	M	M	M	M	M	M	M	
13	REC Field Interviews	1000			I	I	I						
14	REC Spreadsheet Assignment	2050	I				I					I	
15	REC Philosophy Paper	3000	P		P		P		P		I	P	
16	REC Supervision Assignment	3010		P						P			
17	REC Personal Application Paper	3300		P		P			P	P			
19	REC Case Study	3510	P		P		P					P	
20	REC Literature Review	3701	P		P		P	P				P	
21	REC Wheelchair Assignment	4050	M		P	M	M		M			P	
22	REC Professional Mem Org	4100			M							M	
23	REC Special Event Plan	4501		M	M					M		M	

**Curriculum Map #1 – Hospitality and Tourism: PLOs Aligned to Required and Elective Courses template**

- Provide a course title and new number for all required and elective courses. Indicate if required (R) or elective (E) course
  - For all required courses, use an I = Introduce, D = Develop, M = Master, and A= Assess.
1. Critical Thinking – Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references.
  2. Leadership – Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs through professional experience.
  3. Professional Knowledge – Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession.
  4. Social Justice – Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.

PLOs	R/E	PLO 1	PLO 2	PLO 3	PLO 4
Course title and new number					
REC 100 Introduction to Hospitality, Recreation, Tourism and Recreation Therapy (GE)	R	I			
HOS 100 Professional Preparation in Hospitality, Recreation, Rec Therapy, and Tourism (2 units)	R		I	I	
REC 200 Serving Diverse Populations in Hospitality, Recreation, Rec Therapy, and Tourism	R				I
HOS 300 Marketing in Hospitality, Recreation, Rec Therapy, and Tourism	R	D			
REC 325 Leadership, Management and Ethics in Hospitality, Recreation, Rec Therapy, and Tourism	R		D		
HOS 400 Introduction to Finance in Hospitality, Recreation, Rec Therapy, and Tourism	R			I	
REC 400 Law, Risk and Regulation in Hospitality, Recreation, Rec Therapy, and Tourism	R			I	



HOS 450 Data-Driven Decision Making in Hospitality, Recreation, Rec Therapy, and Tourism	R			M	
HOS 200 Lodging Management	R			D	
HOS 205 Tourism Management	R	I	I		I
HOS 210 Meetings, Conventions, and Special Events	R				I
HOS 215 Food and Beverage Management	R			D	D
HOS 225 Technology in Hospitality and Tourism	R	M			
HOS 410 Revenue Management in Hospitality and Tourism	R			D	
HOS 475 Internship Placement (1 unit)	R	M	M	M	
HOS 480 Internship (3-6 units)	R	M	M	M	
HOS 310 Special Events: Design & Management in Hospitality and Tourism	E			I	
HOS 315 Wedding Planning	E			M	
HOS 320 Event Leadership	E	D			D
HOS 330 Food and Culture	E		D		
HOS 335 Introduction to Wine, Beer and Spirits	E	I		I	
HOS 340 Menu Planning, Cost Control, and Purchasing	E	I		I	I
HOS 350 Resort and Club Management	E		D	D	
HOS 355 Advanced Lodging Management	E		D	D	
HOS 360 Lodging Alternatives	E		D	D	
HOS 230 Sustainable Global Tourism Development	E		M	M	
HOS 235 Community Engagement (GE) Variable units 1-3	E		M		M
HOS 435 Advanced Community Engagement (GE) Variable units 1-3	E		M	M	
HOS 325 Customer Service for Professions	E	I		I	I
HOS 345 Professionalism & Etiquette	E	I		I	
HOS 490 Independent Study (1-3 units)	E	M	M	M	M
HOS 497 Issues in Recreation (1-3 units)	E	M	M	M	M

## Assigning course numbers

Here is the [academic senate policy](#) (pending president approval) for numbering semester-based courses:

0-99:	remedial courses (generally, 80-99 will be used) and courses with such numbers shall not be eligible for baccalaureate credit.
100-299	lower division courses
300-499	upper division courses
500-599	post-baccalaureate (including credential) or professional oriented courses
600-699	master's level courses
700-799	doctoral level courses
900-999	may be used for record keeping purposes for transfer courses that are not articulated with CSUEB courses

The following numbers shall be reserved across all prefixes:

490, 690	Independent study
398, 498, 698	Co-op Education
493, 693	Project
495, 695	Practicum
499	Capstone
497, 697	Issues in....(Such courses will automatically be entered in the Catalog for any degree-granting program with the courses description, "Readings, discussions, and research on contemporary and/or significant issues in (the field)." and are not subject to infrequently-offered courses policies.
691	University Thesis
692	Comprehensive Exam Review
699	Department thesis

**Curriculum Map #1 – Recreation Management: PLOs Aligned to Required and Elective Courses template**

- Provide a course title and new number for all required and elective courses. Indicate if required (R) or elective (E) course
  - For all required courses, use an I = Introduce, D = Develop, M = Master, and A= Assess.
1. Critical Thinking – Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references.
  2. Leadership – Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs through professional experience.
  3. Professional Knowledge – Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession.
  4. Social Justice – Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.

PLOs	R/E	PLO 1	PLO 2	PLO 3	PLO 4
Course title and new number					
REC 100 Introduction to Hospitality, Recreation, Tourism and Recreation Therapy (GE)	R	I			
HOS 100 Professional Preparation in Hospitality, Recreation, Rec Therapy, and Tourism (2 units)	R		I	I	
REC 200 Serving Diverse Populations in Hospitality, Recreation, Rec Therapy, and Tourism	R				I
HOS 300 Marketing in Hospitality, Recreation, Rec Therapy, and Tourism	R	D			
REC 325 Leadership, Management and Ethics in Hospitality, Recreation, Rec Therapy, and Tourism	R		D		
HOS 400 Introduction to Finance in Hospitality, Recreation, Rec Therapy, and Tourism	R			I	
REC 400 Law, Risk and Regulation in Hospitality, Recreation, Rec Therapy, and Tourism	R			I	
HOS 450 Data-Driven Decision Making in Hospitality, Recreation, Rec Therapy, and Tourism	R			M	

REC 210 Programming in Community Recreation, Sport and Camp	R			D	
REC 215 Special Events in Recreation	R	I	I		
REC 230 Introduction to Youth Development	R				I
REC 340 Sustainable Facilities, Parks and Open Space	R			D	D
REC 425 Strategic Positioning in Recreation	R	M			
REC 475/476 Internship Placement (1 unit)	R	M	M	M	
REC 480/481 Internship (3-6 units)	R	M	M	M	
REC 110 Foundations of Sustainability in Hospitality, Recreation and Tourism	E			I	
HOS 230 Sustainable Global Tourism Development	E			M	
REC 355 Community Sustainability in Hospitality, Recreation and Tourism	E				D
REC 330 Leadership in Small Groups	E		D		
REC 430 Youth Development: Current Issues for Youth 5-17	E		M		
REC 360 Foundations in Recreation Therapy	E	I			I
REC 361 Recreation Therapy Diagnostic Groupings	E		D	D	
REC 362 Recreation Therapy Documentation & Assessment	E		D	D	
REC 363 Recreation Therapy Process & Techniques	E		D	D	
REC 364 Recreation Therapy Program Planning and Implementation	E		M	M	
REC 365 Advancement of the Recreation Therapy Profession and Management	E		M		M
REEC 230 Leisure, Self and Society (GE)	E	I		I	
REC 300 Wellness through Leisure (GE)	E	I			I
REC 310 Women in Leisure (GE)	E				M
REC 320 Aquatic Management (GE)	E	M	M	M	
REC 321 Camp Administration	E	M	M	M	
REC 490 Independent Study (1-3 units)	E	M	M	M	M
REC 497 Issues in Recreation (1-3 units)	E	M	M	M	M

## Assigning course numbers

Here is the [academic senate policy](#) (pending president approval) for numbering semester-based courses:

0-99:	remedial courses (generally, 80-99 will be used) and courses with such numbers shall not be eligible for baccalaureate credit.
100-299	lower division courses
300-499	upper division courses
500-599	post-baccalaureate (including credential) or professional oriented courses
600-699	master's level courses
700-799	doctoral level courses
900-999	may be used for record keeping purposes for transfer courses that are not articulated with CSUEB courses

The following numbers shall be reserved across all prefixes:

490, 690	Independent study
398, 498, 698	Co-op Education
493, 693	Project
495, 695	Practicum
499	Capstone
497, 697	Issues in... (Such courses will automatically be entered in the Catalog for any degree-granting program with the courses description, "Readings, discussions, and research on contemporary and/or significant issues in (the field)." and are not subject to infrequently-offered courses policies.
691	University Thesis
692	Comprehensive Exam Review
699	Department thesis

**Curriculum Map #1 – M.S.: PLOs Aligned to Required and Elective Courses template**

- Provide a course title and new number for all required and elective courses. Indicate if required (R) or elective (E) course
  - For all required courses, use an I = Introduce, D = Develop, M = Master, and A= Assess.
1. Analyze and generate effective management level, sustainable solutions to problems in the hospitality, recreation and tourism field based on evidence and technology and provide relevant references;
  2. Demonstrate significant knowledge of effective HRT leadership and teamwork strategies, management skills, and evaluation of service quality and consumer needs through investigation and practical experience at a management level;
  3. Articulate clearly ethical, philosophical, historical, and current practices and administrative foundations of the HRT profession;
  4. Demonstrate techniques that contribute to a culture of dignity and respect in the HRT workplace at a management level.

PLOs	R/E	PLO 1	PLO 2	PLO 3	PLO 4
Course title and new number					
REC 600 Foundations of HRT	R	I/A		D/A	
REC 610 Strategic Leadership and Ethics in HRT	R	I/A	D/A	D/A	D/A
REC 620 Organizational Development in HRT	R	D/A	D/A	D/A	D/A
REC 630 Research Methods in HRT	R	I/A		I/A	
REC 640 Law and Risk in HRT	R	I/A	D/A	I/A	M/A
REC 650 Fiscal Management in HRT	R	I/A	D/A	D/A	D/A
REC 660 Sustainable Solutions in HRT	R	I/A	D/A	M/A	M/A
REC 670 Advanced Marketing in HRT	R	I/A	D/A	D/A	
REC 693 A Applied Research Project Proposal	R	M/A	M/A	M/A	M/A
REC 693 B Applied Research Project Findings and Conclusions	R	M/A	M/A	M/A	M/A
REC 697 Special Issues in HRT	E	--	--	--	--

Here is the [academic senate policy](#) (pending president approval) for numbering semester-based courses:

0-99:	remedial courses (generally, 80-99 will be used) and courses with such numbers shall not be eligible for baccalaureate credit.
100-299	lower division courses
300-499	upper division courses
500-599	post-baccalaureate (including credential) or professional oriented courses
600-699	master's level courses
700-799	doctoral level courses
900-999	may be used for record keeping purposes for transfer courses that are not articulated with CSUEB courses

The following numbers shall be reserved across all prefixes:

490, 690	Independent study
398, 498, 698	Co-op Education
493, 693	Project
495, 695	Practicum
499	Capstone
497, 697	Issues in....(Such courses will automatically be entered in the Catalog for any degree-granting program with the courses description, "Readings, discussions, and research on contemporary and/or significant issues in (the field)." and are not subject to infrequently-offered courses policies.
691	University Thesis
692	Comprehensive Exam Review
699	Department thesis

**HRT Department: Five-Year Curriculum Assessment Plan:**  
**BS in Hospitality and Tourism and BS in Recreation**

PLOs / ILOs aligned? Y or N. (If Y, list ILO. Min. 2 for every program)	Identify Required Course name And # to be assessed	Identify one or more SLO that aligns to PLO	Identify activity to assess SLO(s) (e.g., lab experiment, paper, etc.)	Assessment instrument	How data findings will be reported (quantitatively or qualitatively)	Designated personnel to collect, analyze, and interpret SLO data	Dissemination schedule for Program data/ findings	Identify data will be used
2018-19 PLO1 Written Communication	REC 400 Law, Risk and Regulation	CLO 2 - Identify proactive management strategies for protection of guests, patrons and staff, and to limit liability for hospitality, recreation and tourism organizations.	Paper	ILO Written Communication Rubric	Quantitative and Qualitative	Course faculty and Assessment Coordinator	Annual report	Faculty discuss recommendations for improvement, signature assignments, and course content.
2019-20 PLO3 Critical Thinking	HOS 450 Data Driven Decision Making	CLO 4 - Analyze current market data to make data-driven management decisions.	Paper	ILO Critical Thinking Rubric	Quantitative and Qualitative	Course faculty and Assessment Coordinator	Annual report	Faculty discuss recommendations for improvement, signature assignments
2020-21 PLO4 Sustainability	HOS 230 Sustainable Global Tourism Development OR REC 340 Sustainable Facilities, Parks and Open Space	CLO 3 - Recognize specific socio-cultural, environmental and economic impacts of tourism at various levels (the individual business, the community, and greater society).	Paper	ILO Sustainability Rubric	Quantitative and Qualitative	Course faculty and Assessment Coordinator	Annual report	Faculty discuss recommendations for improvement, signature assignments, and course content.
2021-22 PLO 4 Social Justice	REC 310 Women and Leisure	CLO 2 - Identify the factors that influence leisure opportunities for women and how they contribute to the quality of life of women.	Paper	ILO Social Justice Rubric	Qualitative and Quantitative	Course faculty and Assessment Coordinator	Annual report	Faculty discuss recommendations for improvement, signature assignments, and course content.



2022-23 PLO 2 Leadership	REC 325 Leadership, Management and Ethics	CLO 3 - Examine the foundations and theories of leadership in relation to leading groups and organizations and develop an understanding of group behavior, teamwork and motivation.	Paper	ILO Collaboration, Teamwork and Leadership Rubric	Quantitative and Qualitative	Course faculty and Assessment Coordinator	Annual report	Faculty discuss recommen- dations for improvement, signature assignments, and course content.
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Institutional Learning Outcomes (aligned with PLOs):

1. Written Communication (PLO 1)
2. Critical Thinking (PLO 2)
3. Diversity or Social Justice (PLO 3)
4. Sustainability or Social Responsibility (PLO 4)
5. Leadership, Teamwork and Collaboration (PLO 5)
6. Specialized Education (PLO 6)

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

1. Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of lodging, food services, travel and event management (ILO 1 & 4).
2. Identify effective leadership and teamwork strategies, management skills, methods to evaluate service quality and meet consumer needs in hospitality and tourism (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the hospitality and tourism industries (ILO 2 & 6).
4. Identify techniques that contribute to a culture of dignity and respect in the hospitality and tourism profession (ILO 3).

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

1. Explain effective and sustainable solutions based on evidence to address challenges faced in the provision of recreation programs and services, management of facilities and stewardship of natural resources (ILO 1 & 4).
2. Identify effective leadership and teamwork strategies, management skills, methods to evaluate service quality and meet consumer needs in recreation management (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the recreation profession (ILO 2 & 6).
4. Identify techniques that contribute to a culture of dignity and respect in the recreation management profession (ILO 3).

Recreation Undergraduate Degree with a concentration in Recreation

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

1. Explain stages of human development, principles of behavioral change, and models for delivery of recreation therapy programs and services (ILO 1 & 4).
2. Identify effective leadership and teamwork strategies, standards of practice, assessment techniques and documentation requirements in recreation therapy (ILO 5).
3. Articulate clearly in both written and oral formats the ethical, philosophical, historical, and administrative foundations of the recreation therapy profession (ILO 2 & 6).
4. Identify techniques that contribute to a culture of dignity and respect in the recreation therapy profession, based on principles of access, inclusion, and independence (ILO 3).

**Five Year Assessment Plan template – M.S. HRT**

PLO's	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
PLO 1 Critical Thinking – Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references.	Use rubric to assess in Course # 610 Strategic Leadership in HRT Mid-term research project to Identify the role of execution as the major job of business leaders.				
PLO 2 Leadership – Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs through professional experience.		Use rubric to assess in Course # 660 Sustainable solutions in HRT Produce a plan detailing sustainable solutions for one segment of a hospitality, recreation or tourism industry.			
PLO 3 Professional Knowledge – Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession.			Use rubric to assess in Course # 693 Strategic Leadership in HRT Successful completion of the program synthesis project		Use rubric to assess in Course # 650 Fiscal Management in HRT Develop a fiscal management plan for a model organization.
PLO 4 Social Justice – Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.				Use rubric to assess in Course # 620 Org. Development in HRT Develop a plan of action for implementation of a systems thinking approach.	
PLO 5				5-Year Program Review	

**Closing the Loop:** Programs will provide a narrative discussion of annual assessment results, analysis of those results, and any changes made as a result. This includes curriculum changes, pedagogy changes, changes in PLO's, course SLO's, etc. These results will be reported to CAPR.

1. Critical Thinking – Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references.
2. Leadership – Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs through professional experience.
3. Professional Knowledge – Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession.
4. Social Justice – Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.

**Curriculum Map – Alignment of PLO's and ILO's**

<b>Program Learning Outcomes</b>	<b>Institutional Learning Outcomes</b>
Critical Thinking – Analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references.	Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.  Act responsibly and sustainably at local, national, and global levels.
Leadership – Demonstrate significant knowledge of effective leadership and teamwork strategies, management skills and evaluation of service quality and consumer needs through investigation and practical experience.	Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.  Work collaboratively and respectfully as members and leaders of diverse teams and communities.
Professional Knowledge – Articulate clearly (speak and write) ethical, philosophical, historical and current practices and administrative foundations of the profession.	Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.
Social Justice – Demonstrate techniques that contribute to a culture of dignity and respect in the workplace.	Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

**Curriculum Map – Alignment of PLO’s and ILO’s**

<b>Program Learning Outcomes</b>	<b>Institutional Learning Outcomes</b>
<p>1. Critical Thinking - Analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas; and provide relevant references.</p>	<p>Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</p> <p>Act responsibly and sustainably at local, national, and global levels.</p>
<p>2. Leadership - Demonstrate significant knowledge of exemplary leadership, and teamwork strategies; innovative and effective management skills; and evaluation of service quality and consumer needs.</p>	<p>Work collaboratively and respectfully as members and leaders of diverse teams and communities.</p>
<p>3. Professional Knowledge - Articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession.</p>	<p>Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p> <p>Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.</p>
<p>4. Social Justice - Develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.</p>	<p>Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</p>



**The Department of Hospitality, Recreation and Tourism**  
**California State University, East Bay**  
**B.S. in Hospitality and Tourism**  
**General Concentration**  
**Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

**Major Requirement Checklist (to be completed before internship)**

<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed
<input type="checkbox"/> All Concentration Courses are C- or Better		

Hospitality and Tourism Major Requirements					Course Plan					Grade	
	#	Title	Units	Term	Fall, Spring, Summer					A-D	
				Fall/Spring	Fall	Spring	Sum	Fall	Spring	Sum	
<b>Hospitality Foundational Core Requirements (23 units)</b>											
<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall, Spring							
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring							
<input type="checkbox"/>	REC 325	Leadership, Management and Ethics in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring							
<b>Hospitality Major Core (25 units)</b>											
<input type="checkbox"/>	HOS 200	Lodging Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 205	Tourism Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 210	Meetings, Conventions & Special Events	3	Fall, Spring							
<input type="checkbox"/>	HOS 215	Food and Beverage Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 225	Technology in Hospitality and Tourism	3	Fall, Spring							
<input type="checkbox"/>	HOS 410	Revenue Management in Hospitality and Tourism	3	Fall, Spring							
<input type="checkbox"/>	HOS 475	Internship Placement (Take one semester before internship)	1	Fall, Spring							
<input type="checkbox"/>	HOS 498	Internship (Should complete in the final semester)	6	Fall, Spring							
<b>Electives (12 units)</b>											
<input type="checkbox"/>			3								
<input type="checkbox"/>			3								
<input type="checkbox"/>			3								
<input type="checkbox"/>			3								
<b>Upper Division GE (9units): To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621</b>											
<input type="checkbox"/>	B6										
<input type="checkbox"/>	C4										
<input type="checkbox"/>	D4										

**Please check in with your Academic Advisor every semester: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**

**Courses and when they are offered are subject to change.**

**\*Prerequisites Required**



**The Department of Hospitality, Recreation and Tourism**  
**California State University, East Bay**  
**B.S. in Hospitality and Tourism**  
**Lodging, Resort and Club Management Concentration**  
**Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised on):	

**Major Requirement Checklist (to be completed before internship)**

<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed
<input type="checkbox"/> All Concentration Courses are C- or Better		

Hospitality and Tourism Major Requirements					Course Plan						Grade
					Fall, Spring, Summer						A-D
	#	Title	Units	Term	Fall	Spring	Sum	Fall	Spring	Sum	
<b>Hospitality Foundational Core Requirements (23 units)</b>											
<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall, Spring							
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring							
<input type="checkbox"/>	REC 325	Leadership, Management and Ethics in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring							
<b>Hospitality Major Core (25 units)</b>											
<input type="checkbox"/>	HOS 200	Lodging Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 205	Tourism Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 210	Meetings, Conventions & Special Events	3	Fall, Spring							
<input type="checkbox"/>	HOS 215	Food and Beverage Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 225	Technology in Hospitality and Tourism	3	Fall, Spring							
<input type="checkbox"/>	HOS 410	Revenue Management in Hospitality and Tourism	3	Fall, Spring							
<input type="checkbox"/>	HOS 475	Internship Placement (Take one semester before internship)	1	Fall, Spring							
<input type="checkbox"/>	HOS 498	Internship (Should complete in the final semester)	6	Fall, Spring							

**Concentration: Please contact the HRT Dept. to discuss your concentration, [hrt@csueastbay.edu](mailto:hrt@csueastbay.edu)**

**Lodging, Resort, and Club Management Concentration (9 units)**

<input type="checkbox"/> *	HOS 350	Resort and Club Management	3	Spring							
<input type="checkbox"/> *	HOS 355	Advanced Lodging Management	3	Spring							
<input type="checkbox"/> *	HOS 360	Lodging Alternatives	3	Fall							

**Elective Courses (3 units)**

<input type="checkbox"/>			3								
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**Upper Division GE (9units): To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621**

<input type="checkbox"/>	B6										
<input type="checkbox"/>	C4										
<input type="checkbox"/>	D4										

**Please check in with your Academic Advisor every semester: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**  
**Courses and when they are offered are subject to change.**

**\*Prerequisites Required**



**The Department of Hospitality, Recreation and Tourism**  
**California State University, East Bay**  
**B.S. in Hospitality and Tourism**  
**Event Planning and Management Concentration**  
**Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

Major Requirement Checklist (to be completed before internship)			
<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed	
<input type="checkbox"/> All Concentration Courses are C- or Better			

Hospitality and Tourism Major Requirements					Course Plan					Grade	
	#	Title	Un its	Term	Fall, Spring, Summer					A-D	
					Fall	Spring	Sum	Fall	Spring	Sum	

<b>Hospitality Foundational Core Requirements (23 units)</b>											
<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall, Spring							
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring							
<input type="checkbox"/>	REC 325	Leadership, Management and Ethics in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring							

<b>Hospitality Major Core (25 units)</b>											
<input type="checkbox"/>	HOS 200	Lodging Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 205	Tourism Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 210	Meetings, Conventions & Special Events	3	Fall, Spring							
<input type="checkbox"/>	HOS 215	Food and Beverage Management	3	Fall, Spring							
<input type="checkbox"/>	HOS 225	Technology in Hospitality and Tourism	3	Fall, Spring							
<input type="checkbox"/>	HOS 410	Revenue Management in Hospitality and Tourism	3	Fall, Spring							
<input type="checkbox"/>	HOS 475	Internship Placement (Take one semester before internship)	1	Fall, Spring							
<input type="checkbox"/>	HOS 498	Internship (Should complete in the final semester)	6	Fall, Spring							

**Concentration: Please contact the advisors to discuss your concentration, [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**

<b>Event Planning and Management Concentration (9 units)</b>											
<input type="checkbox"/>	HOS 310	Special Events: Design and Management in Hospitality and Tourism*	3	Fall							
<input type="checkbox"/>	HOS 315	Wedding Planning*	3	Fall							
<input type="checkbox"/>	HOS 320	Event Leadership*	3	Spring							

<b>Elective Courses (3 units)</b>											
<input type="checkbox"/>			3								

**Upper Division GE (9units): To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621**

<input type="checkbox"/>	B6		3								
<input type="checkbox"/>	C4		3								
<input type="checkbox"/>	D4		3								

**Please check in with your Academic Advisor every semester: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**  
**Courses and when they are offered are subject to change.**  
**\*Prerequisites Required**





**The Department of Hospitality, Recreation and Tourism**  
**California State University, East Bay**  
**B.S. in Hospitality and Tourism**  
**Food and Beverage Concentration**  
**Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

**Major Requirement Checklist (to be completed before internship)**

<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed
<input type="checkbox"/> All Concentration Courses are C- or Better		

Hospitality and Tourism Major Requirements					Course Plan						Grade
	#	Title	Units	Term	Fall, Spring, Summer						A-D

<b>Hospitality Foundational Core Requirements (23 units)</b>					Fall/Spring	Fall	Spring	Sum	Fall	Spring	Sum	
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<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall, Spring								
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring								
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring								
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring								
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring								
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring								
<input type="checkbox"/>	REC 325	Leadership, Management and Ethics in HRT	3	Fall, Spring								
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring								

<b>Hospitality Major Core (25 units)</b>												
--	--	--	--	--	--	--	--	--	--	--	--	--

<input type="checkbox"/>	HOS 200	Lodging Management	3	Fall, Spring								
<input type="checkbox"/>	HOS 205	Tourism Management	3	Fall, Spring								
<input type="checkbox"/>	HOS 210	Meetings, Conventions & Special Events	3	Fall, Spring								
<input type="checkbox"/>	HOS 215	Food and Beverage Management	3	Fall, Spring								
<input type="checkbox"/>	HOS 225	Technology in Hospitality and Tourism	3	Fall, Spring								
<input type="checkbox"/>	HOS 410	Revenue Management in Hospitality and Tourism	3	Fall, Spring								
<input type="checkbox"/>	HOS 475	Internship Placement (Take one semester before internship)	1	Fall, Spring								
<input type="checkbox"/>	HOS 498	Internship (Should complete in the final semester)	6	Fall, Spring								

<b>Concentration: Please contact the HRT Dept to discuss your concentration, <a href="mailto:hrt@csueastbay.edu">hrt@csueastbay.edu</a></b>												
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<b>Food and Beverage Concentration (9 units)</b>												
--	--	--	--	--	--	--	--	--	--	--	--	--

<input type="checkbox"/>	HOS 297	Food and Culture	3	Spring								
<input type="checkbox"/>	* HOS 335	Introduction to Wine, Beer & Spirits*	3	Fall								
<input type="checkbox"/>	* HOS 340	Menu Planning, Cost Control, & Purchasing*	3	Fall								

<b>Elective Courses (3 units)</b>												
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<input type="checkbox"/>			3									
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<b>Upper Division GE (9 units): To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621</b>												
---	--	--	--	--	--	--	--	--	--	--	--	--

<input type="checkbox"/>	B6											
<input type="checkbox"/>	C4											
<input type="checkbox"/>	D4											

**Please check in with your Academic Advisor every semester: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**  
**Courses and when they are offered are subject to change.**  
**\*Prerequisites Required**



**The Department of Hospitality, Recreation and Tourism**  
**California State University, East Bay**  
**B.S. in Recreation**  
**General Concentration**  
**Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

**Major Requirement Checklist (to be completed before internship)**

<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed
<input type="checkbox"/> All Concentration Courses are C- or Better		

Recreation Major Requirements					Course Plan					Grade
#	Title	Units	Term	Fall, Spring, Summer					A-D	
<b>Recreation Foundational Core Requirements (23 units)</b>										
<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall, Spring						
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring						
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring						
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring						
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring						
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring						
<input type="checkbox"/>	REC 325	Leadership, Management and Ethics in HRT	3	Fall, Spring						
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring						
<b>Recreation Major Core (16 units)</b>										
<input type="checkbox"/>	REC 215	Special Events in Recreation	3	Spring						
<input type="checkbox"/>	REC 230	Introduction to Youth Development	3	Fall						
<input type="checkbox"/>	REC 425	Strategic Positioning in Recreation	3	Fall						
<input type="checkbox"/>	REC 475	Internship Placement (Take one semester before internship)	1	Fall, Spring						
<input type="checkbox"/>	REC 480	Internship (Should complete in the final semester)	6	Fall, Spring						
<b>Electives (21 units)</b>										
<input type="checkbox"/>	REC 210	Programming in Community Recreation, Sport and Camp	3	Fall						
<input type="checkbox"/>	REC 340	Sustainable Facilities, Parks, and Open Space	3	Spring						
<input type="checkbox"/>			3							
<input type="checkbox"/>			3							
<input type="checkbox"/>			3							
<input type="checkbox"/>			3							
<input type="checkbox"/>			3							

<b>Upper Division GE (9 units): To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621</b>										
<input type="checkbox"/>	B6									
<input type="checkbox"/>	C4									
<input type="checkbox"/>	D4									

**Please check in with your Academic Advisor every semester: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**  
**Courses and when they are offered are subject to change.**



**The Department of Hospitality, Recreation and Tourism**  
**California State University, East Bay**  
**B.S. in Recreation**  
**Sustainability Concentration**  
**Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

**Major Requirement Checklist (to be completed before internship)**

<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed
<input type="checkbox"/> All Concentration Courses are C- or Better		

Recreation Major Requirements					Course Plan					Grade		
	#	Title	Units	Term	Fall, Spring, Summer					A-D		
<b>Recreation Foundational Core Requirements (23 units)</b>					Fall/Spring	Fall	Spring	Sum	Fall	Spring	Sum	
<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall, Spring								
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring								
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring								
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring								
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring								
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring								
<input type="checkbox"/>	REC 325	Leadership, Management and Ethics in HRT	3	Fall, Spring								
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring								
<b>Recreation Major Core (16 units)</b>												
<input type="checkbox"/>	REC 215	Special Events in Recreation	3	Spring								
<input type="checkbox"/>	REC 230	Introduction to Youth Development	3	Fall								
<input type="checkbox"/>	REC 425	Strategic Positioning in Recreation	3	Fall								
<input type="checkbox"/>	REC 475	Internship Placement (Take one semester before internship)	1	Fall, Spring								
<input type="checkbox"/>	REC 480	Internship (Should complete in the final semester)	6	Fall, Spring								
<b>Sustainability Concentration (9 unit): Please contact the HRT Dept to discuss your concentration, <a href="mailto:hty@csueastbay.edu">hty@csueastbay.edu</a></b>												
<input type="checkbox"/>	HOS 230	Sustainable Global Tourism	3	Fall								
<input type="checkbox"/>	REC 110	Foundations of Sustainability in HRT	3	Fall								
<input type="checkbox"/>	REC 355	Community Sustainability in HRT	3	Spring 2022								
<b>Electives (12 units)</b>												
<input type="checkbox"/>	REC 210	Programming in Community Recreation, Sport and Camp	3	Fall								
<input type="checkbox"/>	REC 340	Sustainable Facilities, Parks, and Open Space	3	Spring								
<input type="checkbox"/>			3									
<input type="checkbox"/>			3									
<b>Upper Division GE (9 units): To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621</b>												
<input type="checkbox"/>	B6											
<input type="checkbox"/>	C4											
<input type="checkbox"/>	D4											

**Please check in with your Academic Advisor every semester: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**  
**Courses and when they are offered are subject to change.**



**The Department of Hospitality, Recreation and Tourism  
California State University, East Bay  
B.S. in Recreation  
Recreation Therapy Concentration  
Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

**Major Requirement Checklist (to be completed before internship)**

<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed
<input type="checkbox"/> All Concentration Courses are C- or Better		

Recreation Major Requirements					Course Plan					Grade	
	#	Title	Units	Term	Fall, Spring, Summer					A-D	
Recreation Major Core Requirements					Fall	Spring	Sum	Fall	Spring	Sum	
<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall, Spring							
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring							
<input type="checkbox"/>	REC 230	Introduction to Youth Development	3	Fall							
<input type="checkbox"/>	REC 325	Leadership, Management, and Ethics in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 425	Strategic Positioning in Recreation	3	Fall							
<input type="checkbox"/>	REC 476	Recreation Therapy Internship Placement	1	Fall/Sp/Su							
<input type="checkbox"/>	REC 481	Recreation Therapy Internship	6	Fall/Sp/Su							

**Recreation Therapy Concentration: Please contact the HRT Dept to discuss your concentration, [hrt@csueastbay.edu](mailto:hrt@csueastbay.edu)**

<input type="checkbox"/>	* BIO 270	Human Physiology and Anatomy I*	4	Call Bio							
<input type="checkbox"/>	* HDEV 380	Lifespan Human Development*	3	Call HDEV							
<input type="checkbox"/>	* PSY 100	General Psychology*	3	Call PSY							
<input type="checkbox"/>	* PSY 200	Methods of Investigate in Psychology*	3	Call PSY							
<input type="checkbox"/>	* PSY 381	Psychopathology*	4	Call PSY							
	REC 360	Foundations in Recreation Therapy*	3	Fall/Sp/Su							
<input type="checkbox"/>	* REC 361	Recreation Therapy Diagnostic Groupings*	3	Fall							
<input type="checkbox"/>	* REC 362	Recreation Therapy Documentation and Assessment*	3	Fall							
<input type="checkbox"/>	* REC 363	Recreation Therapy Process and Techniques*	3	Spring							
<input type="checkbox"/>	* REC 364	Recreation Therapy Program Planning and Implementation*	3	Spring							
<input type="checkbox"/>	* REC 365	Advancement of Recreation Therapy Profession and Management*	3	Spring							

**Upper Division GE: To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621**

**Courses and when they are offered are subject to change.**

**Please check in with your Academic Advisor every semester: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**

**\*Please Note: A grade of C- or better is required in all courses in order to count toward the certification process**



**The Department of Hospitality, Recreation and Tourism**  
**California State University, East Bay**  
**B.S. in Recreation**  
**Youth Development Programming**  
**Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

**Major Requirement Checklist (to be completed before internship)**

<input type="checkbox"/> GE Check	<input type="checkbox"/> 2.0 GPA Overall and Major	<input type="checkbox"/> All Major Requirements Completed
<input type="checkbox"/> All Concentration Courses are C- or Better		

Recreation Major Requirements					Course Plan						Grade
#	Title	Units	Term	Fall, Spring, Summer						A-D	
<b>Recreation Foundational Core Requirements (23 units)</b>											
<input type="checkbox"/>	HOS 100	Professional Preparation	2	Fall/Spring	Fall	Spring	Sum	Fall	Spring	Sum	
<input type="checkbox"/>	HOS 300	Marketing in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 400	Introduction to Finance in HRT	3	Fall, Spring							
<input type="checkbox"/>	HOS 450	Data-Driven Decision Making in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 100	Introduction to HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 200	Serving Diverse Populations	3	Fall, Spring							
<input type="checkbox"/>	REC 325	Leadership, Management and Ethics in HRT	3	Fall, Spring							
<input type="checkbox"/>	REC 400	Law, Risk and Regulation in HRT	3	Fall, Spring							

<b>Recreation Major Core (16 units)</b>											
<input type="checkbox"/>	REC 215	Special Events in Recreation	3	Spring							
<input type="checkbox"/>	REC 230	Introduction to Youth Development	3	Fall							
<input type="checkbox"/>	REC 425	Strategic Positioning in Recreation	3	Fall							
<input type="checkbox"/>	REC 475	Internship Placement (Take one semester before internship)	1	Fall, Spring							
<input type="checkbox"/>	REC 480	Internship (Should complete in the final semester)	6	Fall, Spring							

**Youth Development Programming Concentration (6 unit): Please contact the HRT Dept to discuss your concentration, hty@csueastbay.edu**

<input type="checkbox"/>	REC 330	Leadership in Small Groups	3	Spring							
<input type="checkbox"/>	REC 430*	Youth Development: Current Issues for Youth 5-17*	3	Fall							

<b>Electives (15 units)</b>											
<input type="checkbox"/>	REC 210	Programming in Community Recreation, Sport and Camp	3	Fall							
<input type="checkbox"/>	REC 340	Sustainable Facilities, Parks, and Open Space	3	Spring							
<input type="checkbox"/>			3								
<input type="checkbox"/>			3								
<input type="checkbox"/>			3								

**Upper Division GE (9 units): To be completed as a Junior. Please see your GE advisor regarding your GE requirements. AACE 510-885-3621**

<input type="checkbox"/>	B6										
<input type="checkbox"/>	C4										
<input type="checkbox"/>	D4										

**Please check in with your Academic Advisor every semester: hrtkin.advisors@csueastbay.edu**  
**Courses and when they are offered are subject to change.**



**College of Education and Allied Studies  
Department of Hospitality, Recreation and Tourism  
California State University, East Bay  
M.S. in Hospitality, Recreation and Tourism  
Catalog Year 2020-2021**

Name:		Net ID:	
Academic Year:		Date (or Revised On):	

**Checklist**

- 3.0 GPA Overall and Major    
  Grade of B or Better in Every Course    
  All Major Requirements Completed

HRT Requirements					Course Plan						Grade	
#	Title	Units	Term	Fall, Spring								
<b>Recreation Major Core Requirements</b>					Fall/Spring	Fall	Spring	Fall	Spring	Fall	Spring	
<input type="checkbox"/>	REC 600	Foundations of Hospitality, Recreation and Tourism	3	Fall								
<input type="checkbox"/>	REC 610	Strategic Leadership and Ethics in Hospitality, Recreation and Tourism	3	Fall								
<input type="checkbox"/>	REC 620	Organizational Development in Hospitality, Recreation and Tourism	3	Spring								
<input type="checkbox"/>	REC 630	Advanced Data Driven Decision Making in Hospitality, Recreation and Tourism	3	Spring								
<input type="checkbox"/>	REC 640	Law and Risk in Hospitality, Recreation and Tourism	3	Fall								
<input type="checkbox"/>	REC 650	Fiscal Management in Hospitality, Recreation and Tourism	3	Fall								
<input type="checkbox"/>	REC 660	Sustainable Solutions in Hospitality, Recreation and Tourism	3	Spring								
<input type="checkbox"/>	REC 670	Advanced Marketing in Hospitality, Recreation and Tourism	3	Spring								
<input type="checkbox"/>	REC 693A	Applied Research Project I	3	Fall								
<input type="checkbox"/>	REC 693B	Applied Research Project II	3	Spring								

**Academic Advisors: [hrtkin.advisors@csueastbay.edu](mailto:hrtkin.advisors@csueastbay.edu)**

**Graduate Coordinator: [hrt-graduate@csueastbay.edu](mailto:hrt-graduate@csueastbay.edu)**

Students need a cumulative GPA of 3.0 and a "B" or better is required in all courses.

The three research classes must be taken in order: 630, 693A, 693B.

Ideally, REC 600 should be one of the first classes taken and REC 693B should be the last course taken.

## Appendix B Student Success Measures

Data for Appendix B was obtained from the Pioneer Insights database and the CSU Student Success Dashboards available through the office of Institutional Effectiveness and Research (<http://www.csueastbay.edu/ir/>)

**Table B-1.** Retention rates: Persistence Data

1st Year Persistence	2014	2015	2016	2017	2018	2019	Ave.
<u>HOS Persistence: Freshmen</u>							
Major	75%	57%	60%	100%	33%	75%	67%
<u>HOS Persistence: Transfer</u>							
Major	86%	67%	83%	76%	84%	90%	81%
<u>REC Persistence: Freshmen</u>							
Major	N/A	100%	100%	100%	100%	0%	100%
<u>REC Persistence: Transfer</u>							
Major	60%	100%	100%	79%	83%	88%	85%

**Table B-2.** Graduation rates: Transfer - 2 and 4 Year Graduation Rates

Cohort	2-Year Major	2-Year Campus	4-Year Major	4-Year Campus
<u>HOS: Transfer</u>				
2014	32%	35%	68%	74%
2015	31%	39%	52%	64%
2016	25%	44%	50%	72%
2017	14%	40%	N/A	N/A
2018	28%	37%	N/A	N/A
<u>REC: Transfer</u>				
2014	N<10	35%	N<10	75%
2015	27%	39%	73%	75%
2016	N<10	44%	N<10	74%
2017	7%	40%	N/A	N/A
2018	8%	37%	N/A	N/A

**Table B-3.** Graduation rate: Freshmen - 4 and 6 Year Graduation Rates

Cohort	4-Year Major	4-Year Campus	6-Year Major	6-Year Campus
<u>HOS: Freshmen</u>				
2014	N<10	17%	N<10	47%
2015	N<10	12%	N/A	N/A
2016	N<10	13%	N/A	N/A
<u>REC: Freshmen</u>				
2014	N/A	N/A	N/A	N/A
2015	N<10	12%	N/A	N/A
2016	N<10	13%	N/A	N/A

### c) Achievement Gaps

**Table B-4.** Enrollments, average GPA and GPA Gaps for HRT courses, AY 2019/20.

Course Code	Course	Non-URM Enrollment	URM Enrollment	Non-URM AVG. GPA	URM AVG. GPA	GPA Gap
HOS315	Wedding Planning	20	19	3.3	2.02	1.28
HOS205	Tourism Management	55	26	3.14	2.13	1.02
HOS335	Intro to Wine, Beer and Spirit	18	12	2.73	1.85	0.88
REC400	Law, Risk and Regulation in HRT	52	23	3.32	2.6	0.72
REC363	Rec Therapy Process and Techniqs	23	10	3.74	3.07	0.68
HOS215	Food and Beverage Management	46	24	3.28	2.67	0.61
HOS230	Sustainable Global Tourism Develop	10	10	3.56	3.00	0.56
HOS300	Marketing in Hos, Rec, Rec Th, & Tour	68	35	3.72	3.24	0.48

REC100	Intro to Hos, Rec and Rec Ther	135	168	3.82	3.35	0.47
HOS400	Intro to Finance HRT	55	30	3.21	2.79	0.43
REC215	Special Events in Recreation	41	33	3.54	3.13	0.41
HOS100	Professional Preparation	96	71	3.36	2.95	0.40
HOS225	Technology in HT	43	20	3.46	3.06	0.39
REC360	Foundations in Rec Therapy	46	34	3.33	2.95	0.38
HOS210	Meetings, Conventions and Events	57	36	3.14	2.78	0.36
HOS310	Design and Mgmt of Spec Events	41	18	3.40	3.04	0.35
HOS298	Customer Service	29	30	3.67	3.32	0.35
REC300	Wellness Through Leisure	305	271	3.63	3.32	0.31
REC110	Foundations of Sustainability	23	18	3.64	3.35	0.28
HOS200	Lodging Management	38	14	3.24	2.98	0.27
HOS410	Revenue Management in HRT	33	19	3.47	3.21	0.26
REC235	Leisure, Self and Society	67	65	3.20	2.99	0.21
REC200	Serving Diverse Populations	94	85	3.64	3.44	0.20
HOS235	Intro to Community Engagement	10	13	3.24	3.07	0.17
REC230	Intro to Youth Development	38	51	3.53	3.37	0.17
HOS498	Internship	32	11	3.86	4.00	-0.14
REC330	Leadership in Small Groups	11	15	3.64	3.5	0.14
REC325	Leadership, Mgmt and Ethics HRT	63	43	3.24	3.11	0.13
HOS299	Professionalism and Etiquette	28	17	3.73	3.64	0.10
REC310	Women and Leisure	337	281	3.73	3.67	0.06
REC210	Programming Rec, Sport, Camp	16	12	3.06	3.11	-0.05
REC340	Sustainable Facilities	56	43	3.92	3.87	0.05
HOS450	Data-Driven Decisions	64	29	3.46	3.49	-0.04
HOS297	Food and Culture	29	19	3.73	3.7	0.03

#### d) Bottle Neck Courses

**Table B-5.** Bottle-Neck Courses – % of non-passing and enrollment data averaged over AY 2018/19 through AY 2019/20, after the semester conversion

Course #	Course Title	Enrollment	Non-passing rate	Impact Score
HOS 235	Intro to Community Engagement	37	29.50%	11
HOS 335	Intro to Wine, Beer and Spirit	31.5	29.50%	9.5
HOS 315	Wedding Planning	40	28.50%	11.5
REC 363	Rec Therapy Process and Techniques	33	18%	6
HOS 298	Customer Service	74	17.5	13.5
HOS 320	Event Leadership	21.5	16.00%	3
HOS 210	Meetings, Conventions and Event	105.5	16.00%	17
REC 400	Law, Risk and Regulation in HRT	68	16.00%	10.5
REC 361	Rec Therapy Diagnostic Groups	25	15.50%	4
REC 235	Leisure, Self and Society	173.5	15.00%	27
HOS 100	Professional Preparation	184	15.00%	28.5
HOS 310	Design and Mgmt of Spec Events	51	15.00%	7
REC 362	Rec Therapy Document and Assessment	23	15.00%	3.5
REC 215	Special Events in Recreation	75	13.50%	10
HOS 200	Lodging Management	64	13.50%	9.5
REC 325	Leadership, Mgmt and Ethics HRT	107	13.00%	14
REC 355	Community Sustainability HRT	8	12.50%	2
HOS 230	Sustainable Global Tourism Development	25	12.50%	3
REC 425	Strategic Positioning	29.5	12.00%	3.5
HOS 215	Food and Beverage Management	70.5	11.00%	8
HOS 205	Tourism Management	69.5	11.00%	8.5
HOS 225	Technology in HT	62.5	10.50%	6.5
REC 100	Intro to Hos, Rec and Rec Therapy	391.5	10.00%	40.5
HOS 400	Intro to Finance HRT	75.5	9.50%	7
REC 210	Programming Rec, Sport, Camp	14	9.00%	2.5
REC 360	Foundations in Rec Therapy	76	9.00%	7
REC 364	Rec Therapy Program Planning	19.5	8.50%	1.5
REC 110	Foundations of Sustainability	36.5	8.00%	3
HOS 410	Revenue Management in HT	58	8.00%	5
REC 321	Resident and Day Camp Admin	10	7.50%	1.5
HOS 435	Advanced Community Engagement	25.5	7.50%	2
HOS 340	Menu Plan, Cost and Purchase	39.5	7.00%	2.5
HOS 450	Data-Driven Decisions	81.5	7.00%	6



REC 365	Advance Rec Therapy Prof and M	8	6.50%	1
HOS 299	Professionalism and Etiquette	22.5	6.50%	3
REC 200	Serving Diverse Populations	161	6.00%	9
REC 300	Wellness Through Leisure	563	5.50%	31
HOS 297	Food and Culture	15.5	5.00%	1.5
REC 310	Women and Leisure	556.5	4.50%	25
HOS 300	Marketing in Hos, Rec, Rec Th and Tour	99	4.50%	4.5
REC 330	Leadership in Small Groups	13	4.00%	1
REC 230	Intro to Youth Development	82	3.50%	3
HOS 350	Resort and Club Mgmt	8.5	3.00%	0.5
HOS 498	Internship	212.5	1.00%	0.5
REC 340	Sustainability Facilities	49.5	0.50%	0.5

**Table B-6.** Recreation Bottle-Neck Courses – % of non-passing and enrollment data averaged over AY 2015/16 through AY 2017/18

Course #	Course Title	Enrollment	Non-passing rate	Impact Score
HOS 4550	Global Tourism	26	23	6
REC3510	Manage and Supervise In HRT	76	17	13
REC2400	Leisure, Self and Society	288	16	48
REC3300	Leadership in HRT	117	15	17
REC 3701	Evaluation Research in Leisure and Hospitality	97	13	13
REC3800	Intro to Recreation Therapy	39	13	7
REC2050	Computers In HRT	131	13	17
HOS 1100	Intro Hospitality and Tourism	686	13	92
REC4000	Admn and Budgeting in Recreation	28	13	4
REC3000	Philosophy of Leisure	205	13	26
HOS4560	Food and Beverage Management	63	12	8
REC4100	Professional Issues In HRT	116	11	12
REC2401	Leisure, Self, and Society	108	11	8
REC4600	Rec Therapy Doc and Assessment	49	10	5
REC4604	Rt, Advancing The Profession	23	10	2
REC4601	Rec Therapy Treat and Prog Planning	35	10	3
REC3010	Service Learning 2 In HRT	93	10	9
HOS4530	Meetings, Convention and Special Event	87	10	8
HOS4590	Hospitality Law	58	10	6
REC4603	Recreation Therapy Programming	22	10	2
HOS4520	Promotion Leisure and Hospitality	74	9	7
HOS4540	Fiscal Leadership	61	9	6
REC4602	Rec Therapy Processes	29	9	3
HOS4510	Lodging Management	71	8	6
REC1000	Introduction to Recreation	852	8	72
REC3202	Women and Leisure	824	7	59
HOS4901	Hospitality Intern Placement	43	7	3
REC2500	Service Learning 1	133	7	9
REC3200	Wellness Through Leisure	670	6	41
REC4300	Facilities Mgmt and Admin	20	5	1
HOS4570	Dimensions of Tourism	62	5	3
REC4011	Youth Development Thru Leisure	202	4	9
REC4050	Social Justice in HRT	80	4	3
REC2200	Programming in Leisure Services	38	4	2
REC4501	Special Events Management 1	113	3	4
HOS4505	Hospitality Info Technology	64	3	2
HOS4502	Special Events Management 2	76	3	2
REC3401	Leadership in Small Groups	70	3	2

**Appendix C**  
**External Comparisons to other California State University Campuses**

Of the 23 CSU campuses, 15 have HRT-related program offerings.

**Table C-1.** The list of CSU schools that have similar B.S. programs and/or minors to both the Hospitality and Tourism Program and the Recreation Program

CSU CAMPUS	RECREATION AND HOSPITALITY-RELATED PROGRAMS	REC THERAPY	DEGREE REQUIREMENTS
Cal Poly Pomona	B.S. in Hospitality Management		<a href="https://www.cpp.edu/academic-programs/academic-advising/tools/sheets-roadmaps/2020-2021/roadmaps/collins/hospitality-management.pdf">https://www.cpp.edu/academic-programs/academic-advising/tools/sheets-roadmaps/2020-2021/roadmaps/collins/hospitality-management.pdf</a>
Cal Poly San Luis Obispo	B.S. in Experience Industry Management Minor in Event Planning and Experience Management		<a href="https://eim.calpoly.edu/schedule">https://eim.calpoly.edu/schedule</a> <a href="http://catalog.calpoly.edu/collegesandprograms/collegeofagriculturefoodenvironmentalsciences/experienceindustrymanagement/eventplanningexperiencemanagementminor/">http://catalog.calpoly.edu/collegesandprograms/collegeofagriculturefoodenvironmentalsciences/experienceindustrymanagement/eventplanningexperiencemanagementminor/</a>
CSU Chico	B.S. in Recreation, Hospitality, & Parks Management Minor in Recreation, Hospitality, & Parks Management Minor in Tourism	X	<a href="https://catalog.csuchico.edu/viewer/20/RECR/RECRNONEUN.html/#RECRSPEVBS">https://catalog.csuchico.edu/viewer/20/RECR/RECRNONEUN.html/#RECRSPEVBS</a> <a href="https://catalog.csuchico.edu/viewer/20/RECR/TOURNONEUM.html">https://catalog.csuchico.edu/viewer/20/RECR/TOURNONEUM.html</a>
CSU East Bay	B.S. in Recreation B.S. in Hospitality and Tourism Minor in Hospitality and Tourism Minor in Recreation		<a href="https://www.csueastbay.edu/hrt/advising/degree-roadmaps.html">https://www.csueastbay.edu/hrt/advising/degree-roadmaps.html</a>
Fresno State	B.S. in Recreation Administration Minor in Recreation Administration	X	<a href="https://fresnostate.edu/chhs/recreation/">https://fresnostate.edu/chhs/recreation/</a> <a href="http://fresnostate.edu/chhs/recreation/degrees-certificates/index.html">http://fresnostate.edu/chhs/recreation/degrees-certificates/index.html</a>
CSU Fullerton	B.A. in Business Administration (Hospitality) Minor in Business Administration		<a href="https://business.fullerton.edu/engagement/Entertainment-Hospitality-Management/#About">https://business.fullerton.edu/engagement/Entertainment-Hospitality-Management/#About</a> <a href="https://business.fullerton.edu/programs/undergraduate/assets/pdf/prerequisite_sheets/2020-2021/Entertainment_and_Hospitality_Mgmt_2020-2021.pdf">https://business.fullerton.edu/programs/undergraduate/assets/pdf/prerequisite_sheets/2020-2021/Entertainment_and_Hospitality_Mgmt_2020-2021.pdf</a>
Humboldt	B.A. in Recreation Administration		<a href="https://kra.humboldt.edu/content/bachelors-recreation-administration">https://kra.humboldt.edu/content/bachelors-recreation-administration</a>
CSU Long Beach	B.S. in Recreation B.S. in Hospitality Management Minor in Hospitality Management Minor in Event Planning and Management	X	<a href="https://www.csulb.edu/college-of-health-human-services/recreation-and-leisure-studies">https://www.csulb.edu/college-of-health-human-services/recreation-and-leisure-studies</a> <a href="http://web.csulb.edu/colleges/chhs/academic-advising/advising/documents/HM18-19.pdf">http://web.csulb.edu/colleges/chhs/academic-advising/advising/documents/HM18-19.pdf</a> <a href="http://catalog.csulb.edu/preview_program.php?catoid=5&amp;poid=2088">http://catalog.csulb.edu/preview_program.php?catoid=5&amp;poid=2088</a> <a href="http://web.csulb.edu/colleges/chhs/departments/fcs/programs/hfhm/MinorinHospitalityManagement.htm">http://web.csulb.edu/colleges/chhs/departments/fcs/programs/hfhm/MinorinHospitalityManagement.htm</a> <a href="http://web.csulb.edu/colleges/chhs/departments/fcs/programs/hfhm/MinorinEventPlanningandManagement.htm">http://web.csulb.edu/colleges/chhs/departments/fcs/programs/hfhm/MinorinEventPlanningandManagement.htm</a>
CSU Monterey Bay	B.S. in Sustainable Hospitality Management		<a href="https://csumb.edu/hospitality/sustainable-hotel-resort-and-event-management">https://csumb.edu/hospitality/sustainable-hotel-resort-and-event-management</a>
CSU Northridge	B.S. in Tourism, Hospitality and Recreation Management  Minor in Hospitality and Tourism		<a href="https://www.csun.edu/health-human-development/recreation-tourism-management/undergraduate-program-curriculum">https://www.csun.edu/health-human-development/recreation-tourism-management/undergraduate-program-curriculum</a> <a href="https://catalog.cpp.edu/preview_program.php?catoid=10&amp;poid=2731&amp;returnto=1211">https://catalog.cpp.edu/preview_program.php?catoid=10&amp;poid=2731&amp;returnto=1211</a>
Sacramento State	B.S. in Recreation Administration B.S. in Hospitality Management Minor in Recreation Administration	X	<a href="https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/bs-in-hospitality-and-tourism-management/">https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/bs-in-hospitality-and-tourism-management/</a> <a href="https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/bs-in-hospitality-and-tourism-management/">https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/bs-in-hospitality-and-tourism-management/</a>

			<a href="https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/minor-in-recreation-administration/">https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/minor-in-recreation-administration/</a>
CSU San Bernardino	B.S. in Administration w/ Hospitality Management Concentration		<a href="https://www.csusb.edu/marketing/advising/academic-preparation">https://www.csusb.edu/marketing/advising/academic-preparation</a>
San Diego State	B.S. in Recreation and Tourism Management B.S. in Hospitality and Tourism Management Minor in Recreation and Tourism Management		<a href="https://htm.sdsu.edu/degrees/rtm">https://htm.sdsu.edu/degrees/rtm</a> <a href="https://htm.sdsu.edu/degrees/htm/hotel-management">https://htm.sdsu.edu/degrees/htm/hotel-management</a> <a href="https://htm.sdsu.edu/degrees/htm/hotel-management">https://htm.sdsu.edu/degrees/htm/hotel-management</a>
San Francisco State	B.S. in Recreation, Parks and Tourism Administration B.S. in Hospitality Management Minor in Hospitality and Tourism Management Minor in Recreation		<a href="http://bulletin.sfsu.edu/colleges/health-social-sciences/recreation-parks-tourism/bs-recreation-parks-tourism-administration/">http://bulletin.sfsu.edu/colleges/health-social-sciences/recreation-parks-tourism/bs-recreation-parks-tourism-administration/</a> <a href="http://bulletin.sfsu.edu/colleges/business/hospitality-tourism-management/#coursestext">http://bulletin.sfsu.edu/colleges/business/hospitality-tourism-management/#coursestext</a> <a href="http://bulletin.sfsu.edu/colleges/business/hospitality-tourism-management/minor-hospitality-tourism-management/">http://bulletin.sfsu.edu/colleges/business/hospitality-tourism-management/minor-hospitality-tourism-management/</a> <a href="http://bulletin.sfsu.edu/colleges/health-social-sciences/recreation-parks-tourism/minor-recreation/">http://bulletin.sfsu.edu/colleges/health-social-sciences/recreation-parks-tourism/minor-recreation/</a>
San José State	B.S. in Recreation B.S. in Hospitality, Tourism, and Event Management Minor in Hotel and Restaurant Management Minor in Event Management	X	<a href="https://www.sjsu.edu/hsr/academicprograms/recreation/index.html">https://www.sjsu.edu/hsr/academicprograms/recreation/index.html</a> <a href="https://catalog.sjsu.edu/preview_program.php?catoid=2&amp;poid=657">https://catalog.sjsu.edu/preview_program.php?catoid=2&amp;poid=657</a> <a href="https://catalog.sjsu.edu/preview_program.php?catoid=2&amp;poid=658&amp;returnto=96">https://catalog.sjsu.edu/preview_program.php?catoid=2&amp;poid=658&amp;returnto=96</a> <a href="https://catalog.sjsu.edu/preview_program.php?catoid=2&amp;poid=624">https://catalog.sjsu.edu/preview_program.php?catoid=2&amp;poid=624</a>
Sonoma State	Minor in Business Administration		<a href="http://sbe.sonoma.edu/minor-business-administration">http://sbe.sonoma.edu/minor-business-administration</a>

**Table C-2.** The list of CSU school that have similar M.S. program to the Hospitality, Recreation and Tourism Department

CSU CAMPUS	GRADUATE PROGRAMS	DEGREE REQUIREMENTS
CSU Chico	M.S. in Recreation Administration	<a href="https://catalog.csuchico.edu/viewer/18/RECR/RECRNONEMA.html">https://catalog.csuchico.edu/viewer/18/RECR/RECRNONEMA.html</a>
CSU Northridge	M.S. in Tourism, Hospitality and Recreation Management	<a href="https://www.csun.edu/health-human-development/recreation-tourism-management/graduate-program-curriculum">https://www.csun.edu/health-human-development/recreation-tourism-management/graduate-program-curriculum</a>
Cal Poly Pomona	M.S. in Hospitality Management	<a href="https://www.cpp.edu/ceu/degree-programs/hospitality/curriculum.shtml">https://www.cpp.edu/ceu/degree-programs/hospitality/curriculum.shtml</a>
Sacramento State	M.S. in Recreation Administration	<a href="https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/ms-in-recreation-administration/">https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/ms-in-recreation-administration/</a>
San Diego State	M.S. in Hospitality and Tourism Management M.S. in Meeting and Event Management	<a href="https://ces.sdsu.edu/sites/default/files/htm-calendar-2020.pdf">https://ces.sdsu.edu/sites/default/files/htm-calendar-2020.pdf</a> <a href="https://ces.sdsu.edu/sites/default/files/mem-calendar-2020.pdf">https://ces.sdsu.edu/sites/default/files/mem-calendar-2020.pdf</a>
San Francisco State	M.B.A.	<a href="https://cob.sfsu.edu/graduate-programs/hospitality-emphasis">https://cob.sfsu.edu/graduate-programs/hospitality-emphasis</a>
Sonoma State	M.B.A.	<a href="http://sbe.sonoma.edu/mba/sonoma-empa">http://sbe.sonoma.edu/mba/sonoma-empa</a>

**Appendix D**  
**Student Demographics / General Program Data**

Data for Appendix D was obtained from the Pioneer Insights database and the CSU Student Success Dashboards available through the office of Institutional Effectiveness and Research (<http://www.csueastbay.edu/ir/>)

**Table D-1.** Ethnic identity of HRT undergraduate and graduate majors at CSUEB.

		<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
Undergraduate: Hospitality & Tourism	American Indian	1%	1%			
	Asian	25%	22%	22%	24%	25%
	Black/African American	11%	10%	12%	8%	9%
	Hawaiian/PI	1%		1%		
	International	10%	12%	12%	13%	11%
	Latinx	19%	24%	21%	20%	21%
	Multiple Races	5%	5%	3%	6%	8%
	Unknown	5%	3%	5%	4%	6%
	White	23%	24%	24%	24%	19%
Total #	166	153	152	134	148	
		<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
Undergraduate: Recreation	American Indian					
	Asian	23%	20%	15%	14%	9%
	Black/African American	15%	9%	9%	11%	12%
	Hawaiian/PI	2%	1%	1%	2%	3%
	International	1%		1%	2%	3%
	Latinx	24%	30%	31%	26%	29%
	Multiple Races	5%	6%	8%	6%	5%
	Unknown	9%	11%	10%	10%	8%
	White	21%	22%	26%	30%	32%
Total #	87	98	113	108	103	
		<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
Graduate	American Indian					
	Asian	14%	19%	21%	12%	12%
	Black/African American	17%	19%	28%	28%	20%
	Hawaiian/PI	3%	3%			
	International					
	Latinx	26%	35%	14%	12%	8%
	Multiple Races	9%	6%	7%	8%	4%
	Unknown	9%	3%	7%	12%	4%
	White	23%	13%	24%	28%	52%
Total #	35	31	29	25	25	

**Table D-2.** Undergraduate and graduate major student enrollment in HRT from Fall 2015 through Fall 2019 (enrollment by option/concentration).

		<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
Undergraduate: Hospitality & Tourism	General Option	166	153	152		
	Event Planning & Management				125	113
	Food & Beverage				7	24
	Lodging, Resort & Club Mgmt				2	11
	Hospitality & Tourism Total:	166	153	152	134	148
Undergraduate: Recreation	Recreation Administration	48				
	Recreation Management	39	50	66	50	22
	General Option		10	3	5	12
	Leisure Management		1			
	Recreation Therapy		37	44	42	47
	Sustainability				3	10
	Youth Development				8	12
	Programming					
Recreation Total:	87	98	113	108	103	

	Undergraduate B.S. Total:	<b>253</b>	<b>251</b>	<b>265</b>	<b>242</b>	<b>251</b>
Graduate	Hospitality, Recreation and Tourism	35	31	29	25	25
	<b>Department Total:</b>	<b>288</b>	<b>282</b>	<b>294</b>	<b>267</b>	<b>276</b>

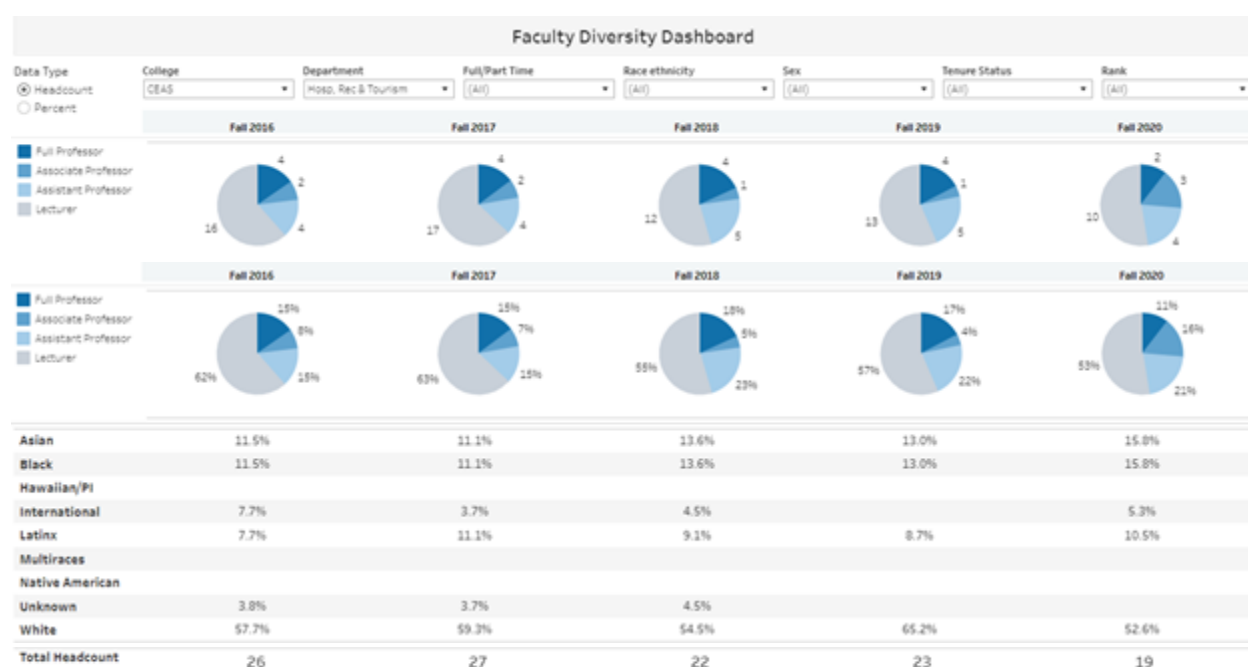
**Table D-3.** Undergraduate minor student enrollment in HRT from Fall 2015 through Fall 2019

		<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
Undergraduate:	Hospitality & Tourism	10	10	6	5	4
	Recreation	26	25	22	13	7
	Recreation Management				3	6
	Recreation Therapy	1	1			
	<b>Department Total:</b>	<b>37</b>	<b>36</b>	<b>28</b>	<b>21</b>	<b>17</b>

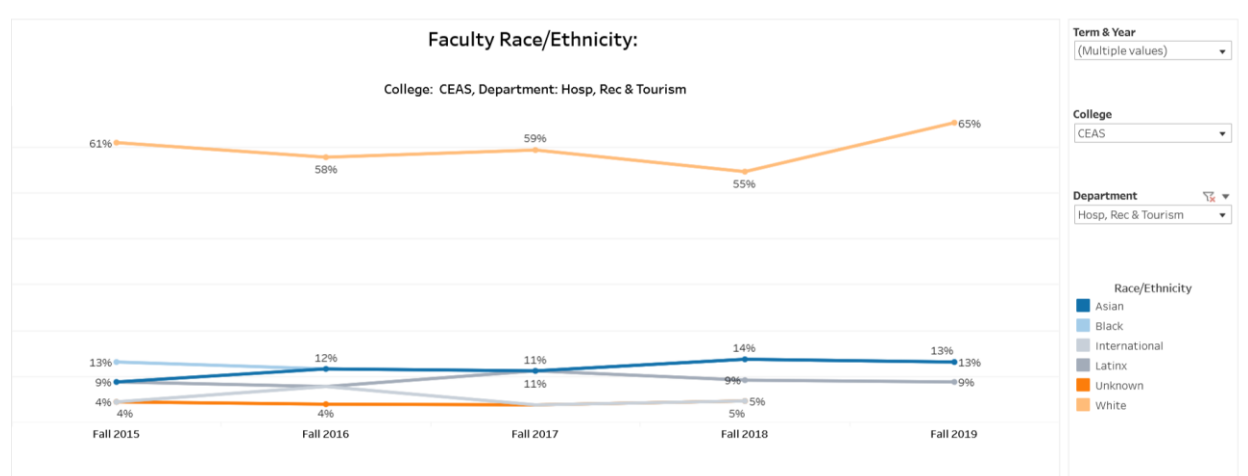
**Table D-4.** HRT degrees awarded at CSUEB from AY 2015-16 through AY 2019-20

Degree	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
Bachelor's					
Hospitality & Tourism	42	51	36	36	43
Recreation	24	29	26	34	27
Master's	12	16	9	10	10
<b>Total</b>	<b>78</b>	<b>96</b>	<b>71</b>	<b>80</b>	<b>80</b>

**Figure D-1.** Department of Hospitality, Recreation & Tourism faculty diversity for AY 2015/16 to 2019/20.



**Figure D-2.** Department of Hospitality, Recreation & Tourism faculty race/ethnicity for AY 2015/16 to 2019/20.



**Table D-5.** Student to faculty ratio

Quarter/Semester	Instructor (n)	Student (n)	Students Per Instructor
2015_Fall	25	2,115	84.6
2016_Winter	27	2,127	78.8
2016_Spring	29	2,082	71.8
2016_Fall	28	1,972	70.4
2017_Winter	30	2,098	69.9
2017_Spring	28	1,933	69.0
2017_Fall	29	1,886	65.0
2018_Winter	29	1,989	68.6
2018_Spring	29	1,970	67.9
2018_Fall	20	2,130	106.5
2019_Spring	21	2,010	95.7
2019_Fall	22	2,192	99.6
2020_Spring	22	2,060	93.6

**Table D-6.** Number of overall faculty by semester

Quarter/Semester	Instructor n
2015_Fall	25
2016_Winter	27
2016_Spring	29
2016_Fall	28
2017_Winter	30
2017_Spring	28
2017_Fall	29
2018_Winter	29
2018_Spring	29
2018_Fall	20
2019_Spring	21
2019_Fall	22
2020_Spring	22

**Table D-7.** Courses taught by tenure/lecturer

Quarter/ Semester	Lecturer (n)	TT (n)	Instructors Total	TT &	Sections/ Lecturer	Sections/ TT	Sections Total	Sections % TT
2015_F	16	9	25	36.0	41	30	71	42.3
2016_W	17	10	27	37.0	46	31	77	40.3
2016_S	19	10	29	34.5	46	28	74	37.8
2016_F	17	11	28	39.3	42	30	72	41.7
2017_W	19	11	30	36.7	48	30	78	38.5
2017_S	18	10	28	35.7	47	25	72	34.7
2017_F	18	11	29	37.9	43	30	73	41.1
2018_W	18	11	29	37.9	46	28	74	37.8
2018_S	19	10	29	34.5	50	29	79	36.7
2018_F	12	8	20	40.0	43	29	72	40.3
2019_S	12	9	21	42.9	39	36	75	48.0
2019_F	13	9	22	40.9	49	31	80	38.8
2020_S	12	10	22	45.5	44	36	80	45.0

\*Note: F = Fall, W = Winter, S = Spring / TT = Tenure Track Faculty

**Table D-8.** Number of Students taught by tenure/lecturer

Quarter/ Semester	LEC (n)	TT (n)	Total (n)	% TT	STU/ LEC	STU/ TT	STU Total	STU % TT	STU Per TT	STU per LEC	STU per Total
2015_F	16	9	25	36.0	1,443	672	2,115	31.8	74.7	90.2	84.6
2016_W	17	10	27	37.0	1,391	736	2,127	34.6	73.6	81.8	78.8
2016_S	19	10	29	34.5	1,362	720	2,082	34.6	72.0	71.7	71.8
2016_F	17	11	28	39.3	1,300	672	1,972	34.1	61.1	76.5	70.4
2017_W	19	11	30	36.7	1,434	664	2,098	31.6	60.4	75.5	69.9
2017_S	18	10	28	35.7	1,414	519	1,933	26.8	51.9	78.6	69.0
2017_F	18	11	29	37.9	1,245	641	1,886	34.0	58.3	69.2	65.0
2018_W	18	11	29	37.9	1,247	742	1,989	37.3	67.5	69.3	68.6
2018_S	19	10	29	34.5	1,334	636	1,970	32.3	63.6	70.2	67.9
2018_F	12	8	20	40.0	1,236	894	2,130	42.0	111.8	103.0	106.5
2019_S	12	9	21	42.9	1,069	941	2,010	46.8	104.6	89.1	95.7
2019_F	13	9	22	40.9	1,313	879	2,192	40.1	97.7	101.0	99.6
2020_S	12	10	22	45.5	1,167	893	2,060	43.3	89.3	97.2	93.6

\*Note: F = Fall, W = Winter, S = Spring / LEC = Lecturer, TT = Tenure Track faculty, STU: Students

**Table D-9.** Admit type: freshmen and transfer students

	HOS	REC	Total	%
<b>2016</b>				
Fresh	65	44	109	43%
Transfer	88	54	142	57%
<b>2017</b>				
Fresh	56	37	93	35%
Transfer	96	76	172	65%
<b>2018</b>				
Fresh	54	25	79	33%
Transfer	80	83	163	67%
<b>2019</b>				
Fresh	47	20	67	27%
Transfer	101	83	184	73%
<b>2020</b>				
Fresh	42	23	65	27%
Transfer	94	82	176	73%
<b>Average</b>				
Fresh				33%
Transfer				67%

**Table D-10.** Distribution of teaching resources in lower and upper division courses

Quarter/ Semester	Lower Division	Upper Division	Grad	Total Courses	Lower Division % Total
2015_Fall	21	46	4	71	29.6
2016_Winter	22	53	2	77	28.6
2016_Spring	23	49	2	74	31.1
2016_Fall	24	44	4	72	33.3
2017_Winter	23	53	2	78	29.5
2017_Spring	20	49	3	72	27.8
2017_Fall	23	45	5	73	31.5
2018_Winter	23	48	3	74	31.1
2018_Spring	24	51	4	79	30.4
2018_Fall	29	40	3	72	40.3
2019_Spring	26	45	4	75	34.7
2019_Fall	30	45	5	80	37.5
2020_Spring	23	52	5	80	28.7
2020_Fall	21	49	5	75	28.0

**Table D-11.** Distribution of teaching resources in lower and upper division courses

Quarter/ Semester	LEC LD	LEC UD	TT LD	TT UD	LEC Total	TT Total	LD Total	UD Total	LD % TT	UD % TT
2015_F	16	25	5	21	41	30	21	46	23.8	45.7
2016_W	17	29	5	24	46	31	22	53	22.7	45.3
2016_S	19	27	4	22	46	28	23	49	17.4	44.9
2016_F	18	24	6	20	42	30	24	44	25.0	45.5
2017_W	18	30	5	23	48	30	23	53	21.7	43.4
2017_S	18	29	2	20	47	25	20	49	10.0	40.8
2017_F	16	27	7	18	43	30	23	45	30.4	40.0
2018_W	16	30	7	18	46	28	23	48	30.4	37.5
2018_S	19	31	5	20	50	29	24	51	20.8	39.2
2018_F	21	22	8	18	43	29	29	40	27.6	45.0
2019_S	13	26	13	19	39	36	26	45	50.0	42.2
2019_F	20	29	10	16	49	31	30	45	33.3	35.6
2020_S	14	30	9	22	44	36	23	52	39.1	42.3

**\*Note:** F = Fall, W = Winter, S = Spring / LEC = Lecturer, TT = Tenure Track Faculty, LD = Lower Division, UD = Upper Division,



**Table D-12.** Lower Division by Course Type

Quarter/ Semester	GE	Program	Students GE	Students Program	Course Total	Enrolled Total	Courses % Program	Enrolled % program
2015_Fall	19	2	791	78	21	869	9.5	9.0
2016_Winter	21	1	718	36	22	754	4.5	4.8
2016_Spring	22	1	710	45	23	755	4.3	6.0
2016_Fall	21	3	740	83	24	823	12.5	10.1
2017_Winter	22	1	753	46	23	799	4.3	5.8
2017_Spring	19	1	629	48	20	677	5.0	7.1
2017_Fall	21	2	644	78	23	722	8.7	10.8
2018_Winter	22	1	669	47	23	716	4.3	6.6
2018_Spring	23	1	590	48	24	638	4.2	7.5
2018_Fall	18	11	632	370	29	1,002	37.9	36.9
2019_Spring	14	12	448	408	26	856	46.2	47.7
2019_Fall	16	14	475	457	30	932	46.7	49.0
2020_Spring	13	10	388	271	23	659	43.5	41.1

**Table D-13.** Upper Division by Course Type

Quarter/ Semester	GE	Program	Students GE	Students Program	Course Total	Enrolled Total	Courses % Program	Enrolled % program
2015_Fall	14	32	548	637	46	1,185	69.6	53.8
2016_Winter	15	38	560	773	53	1,333	71.7	58.0
2016_Spring	15	34	536	753	49	1,289	69.4	58.4
2016_Fall	14	30	531	567	44	1,098	68.2	51.6
2017_Winter	15	38	542	733	53	1,275	71.7	57.5
2017_Spring	14	35	510	726	49	1,236	71.4	58.7
2017_Fall	16	29	549	564	45	1,113	64.4	50.7
2018_Winter	16	32	543	696	48	1,239	66.7	56.2
2018_Spring	15	36	506	793	51	1,299	70.6	61.0
2018_Fall	18	22	528	554	40	1,082	55.0	51.2
2019_Spring	20	25	598	507	45	1,105	55.6	45.9
2019_Fall	22	23	637	570	45	1,207	51.1	47.2
2020_Spring	23	29	681	672	52	1,353	55.8	49.7
2020_Fall	21	28	612	601	49	1,213	57.1	49.5
2021_Spring	20	29	587	598	49	1,185	59.2	50.5

**Total D-14. Location Offering & Online**

Quarter/ Semester	Hayward	Online	Students Hayward	Students Online	Course Total	Students Total	% Courses Online	% Students Online
2015_Fall	15	56	356	1,759	71	2,115	78.9	83.2
2016_Winter	14	63	282	1,845	77	2,127	81.8	86.7
2016_Spring	11	63	335	1,747	74	2,082	85.1	83.9
2016_Fall	12	60	292	1,680	72	1,972	83.3	85.2
2017_Winter	12	66	247	1,851	78	2,098	84.6	88.2
2017_Spring	11	61	219	1,714	72	1,933	84.7	88.7
2017_Fall	9	64	276	1,610	73	1,886	87.7	85.4
2018_Winter	13	61	294	1,695	74	1,989	82.4	85.2
2018_Spring	16	63	312	1,658	79	1,970	79.7	84.2
2018_Fall	18	54	584	1,546	72	2,130	75.0	72.6
2019_Spring	16	59	377	1,633	75	2,010	78.7	81.2
2019_Fall	18	62	501	1,691	80	2,192	77.5	77.1
2020_Spring	13	67	278	1,782	80	2,060	83.8	86.5

- **Examples of the HRT Department marketing material**
  - **Program flyers**

# Hospitality and Tourism



## B.S. in Hospitality and Tourism • Minor in Hospitality and Tourism M.S. in Hospitality, Recreation and Tourism

The award-winning Hospitality and Tourism program prepares students for entry-level supervisory and/or management positions in a variety of industries.

The program supports the development of students' leadership, customer service, communication, decision-making, and critical thinking skills in industry-relevant curriculum.

Customize your career path. Choose one of the following areas to study:

- Event Planning and Management
- Food and Beverage Management
- Lodging Management
- Design Your Own Path



### Flexible

Classes offered online, in-person, and hybrid. Work while simultaneously completing courses.



### Learn by Doing

Apply course knowledge to real-world situations.



### Career Development

Take your career to the next level with a Bachelor of Science degree.



### Educated and Experienced

Faculty have practical experience and are dedicated and committed to supporting your learning and success.



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### For more information

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[hrt@csueastbay.edu](mailto:hrt@csueastbay.edu) Visit us in PE-130

# Hospitality and Tourism

## Possible Career Options



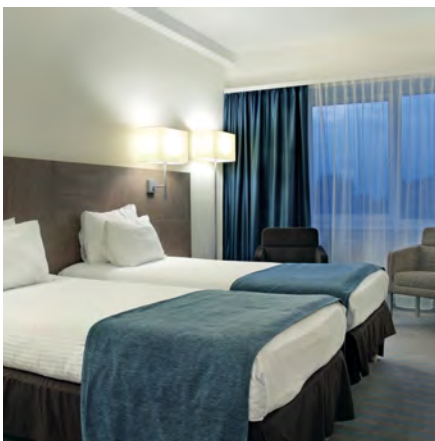
### Event Planning and Management

- Banquet Management
- Convention Sales Management
- Conventions Services Management
- Meeting Planner
- Event Coordinator
- Event Supervisor
- Wedding Planner
- Event Planner
- Meeting Coordinator



### Food and Beverage Management

- Food and Beverage Management
- Restaurant Management
- Catering Management
- Resort/Hotel Food Services Management
- Beverage Management
- Kitchen Management
- Dining Room Management



### Lodging Management

- Rooms Division Management
- Room Reservations Management
- Front Desk Management
- Front Office Management
- Night Auditor Supervisor
- Executive Housekeeper
- Housekeeping Management
- Employee Services Coordinator
- Guest Relations Management
- Guest Services Management



### Tourism/Travel

- Convention Sales Management
- Convention Services Management
- Meeting Planner
- Event Coordinator
- Convention and Visitors Bureau Management
- Cruise Director
- Cruise Ship Coordinator
- Airline Management



# Online Master's Degree

## Master of Science Hospitality, Recreation and Tourism

A master's degree provides an in-depth understanding of the fast-paced, increasingly difficult challenges in the world of hospitality, recreation and tourism.

Through active engagement and exploration of current industry research, best practices, theories, and data, the program supports the development of student knowledge in the following areas: leadership, organizational development, law, risk, fiscal management, sustainable solutions, and marketing.

The courses are offered Executive Style during the Fall and Spring semesters. Classes are seven weeks in length (with the exception of two Applied Research classes, which are 15 weeks in length), each class is three units. During the first year, students take one course at a time. During the second year, students take two courses at a time.

### Flexible

Classes offered online, asynchronously. Work full-time while simultaneously completing courses.

### Learn by Doing

Apply course knowledge to real-world situations.

### Career Development

Take your career to the next level with a Master of Science degree.

### Educated and Experienced

Faculty have practical experience and are dedicated and committed to supporting your learning and success.

### For more information

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[hrt@csueastbay.edu](mailto:hrt@csueastbay.edu) Visit us in PE-130



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# Recreation



## B.S. in Recreation • Minor in Recreation M.S. in Hospitality, Recreation and Tourism

The award-winning Recreation Management program prepares students for entry-level supervisory and management positions in a variety of industries.

The program supports the development of students' leadership, customer service, communication, decision-making, and critical thinking skills in industry-relevant curriculum.

Customize your career path. Choose one of the following areas to study:

- Youth Development
- Sustainability
- Event Planning and Management
- Design Your Own Path



### Flexible

Classes offered online, in-person, and hybrid. Work while simultaneously completing courses.



### Learn by Doing

Apply course knowledge to real-world situations.



### Career Development

Take your career to the next level with a Bachelor of Science degree.



### Educated and Experienced

Faculty have practical experience and are dedicated and committed to supporting your learning and success.



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# Recreation Management

## Possible Career Options



- Aquatic Management
- Camp Management
- Campus Recreation
- Cultural Arts Management
- Event Planning
- Golf Course Management
- Health and Wellness Centers
- High Adventure Programs
- Local, State, and Federal Government
- Mental Health Facilities
- Military Recreation
- Nonprofit Management
- Outdoor Recreation Management
- Park Management
- Recovery Treatment Center
- Recreation Management
- Rehabilitation Centers
- Senior Services
- Skilled Nursing Facilities
- Sports Management
- Sustainable Management
- Venue Management
- Wedding Planning
- Youth Development





# Recreation Therapy

## Possible Career Options



- Correctional Facilities
- Health and Wellness Centers
- Hospitals
- Mental Health Facilities
- Military Recreation
- Nonprofit Organizations
- Outdoor Recreation Facilities
- Recreation Therapy
- Recovery Treatment Centers
- Rehabilitation Camps
- Rehabilitation Centers
- Senior Service Centers
- Skilled Nursing Facilities
- Sports Management
- Wilderness Rehabilitation Treatment Center
- Youth Centers



# Recreation Therapy



## Bachelor of Science in Recreation Concentration in Recreation Therapy

Recreation Therapists provide therapeutic recreation services and treatment services to people with illnesses or disabilities to enhance their health, functional abilities, independence, and quality of life.

Graduates of the program will have knowledge of the foundations of therapeutic recreation service delivery and be able to identify recreation therapy interventions for cognitive/developmental disorders, physical/medical impairments, and psychiatric disorders.

The Recreation Therapy program is designed to prepare students to become Certified Therapeutic Recreation Specialist (CTRS) and/or Recreation Therapist Certified (RTC) by the National (NCTRC) and State (CBRPC) boards.



### Flexible

Classes offered online, in-person, and hybrid. Work while simultaneously completing courses.



### Learn by Doing

Apply course knowledge to real-world situations.



### Career Development

Take your career to the next level with a Bachelor of Science degree.



### Educated and Experienced

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**Appendix E**  
**Tenure Track Faculty: Job Descriptions**



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 MANAGEMENT*

OAA Position No: 14-15 HRT-HOSPMGMT-TT

**THE UNIVERSITY:** California State University, East Bay (CSUEB) is known for award-winning programs, expert instruction, a diverse student body of over 14,000 students, and a choice of more than 100 career-focused fields of study. The University has campuses in Hayward, Contra Costa County, Online, and in Oakland, California. Our 600 faculty offer bachelor's degrees in 42 fields, minors in 62 fields, master's degrees in 36 fields, and 1 doctoral degree program. <http://www20.csueastbay.edu>.

**THE DEPARTMENT:** The Department of Hospitality, Recreation and Tourism, located in the scenic Hayward campus, 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, hybrid and online), participate in curriculum and program development, develop a focused line of research and publication, and provide service to the university and community. This position is for someone who loves teaching research to undergraduate and graduate students, ideally involving them in projects that result in publications. The candidate may be expected to teach in one or more of the following areas: lodging management; research methods in hospitality, food and beverage management; and other functional areas in hospitality, recreation and tourism. 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.

**DATE OF APPOINTMENT:** Fall Quarter, 2015.

**QUALIFICATIONS:** Candidate must have a doctorate (Ph.D. or equivalent) in Hospitality Management or a related field; preferably with a focus on lodging management (one degree must be in hospitality). 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 industry (especially in the lodging sector) are preferred. Demonstrated ability to teach (both in-person and online), advise and mentor students from diverse educational and cultural backgrounds is highly preferred. Candidates should demonstrate experience in teaching, mentoring, research, or community service that has prepared them to contribute to our commitment to diversity and excellence. 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, staff, and faculty 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 3, 2014. Applications can be submitted until the position is filled.

To be considered for the position, the following application materials need to be submitted at [https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS\\_HRAM.HRS\\_CE.GBL](https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL)

1. Online application
2. Letter of application, which addresses the qualifications noted in the position announcement
3. A complete and current vita
4. Academic transcripts
5. Copies of major publications and other evidence of scholarly activity
6. Three current letters from professional references.

Refer questions about the position 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](mailto:nancy.white@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. If you are considered as a finalist for the position, you may be subject to a background check.

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  
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CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HOSPITALITY, RECREATION AND TOURISM  
*FULL-TIME TENURE-TRACK*

*Recreation Therapy*

OAA Position No: 16-17 HRT-RECTHERAPY-TT

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, a diverse student body, and a choice of more than 100 career-focused fields of study. 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 computer labs and a library, which contains a collection of over one million items. The University also has campuses in Contra Costa County, Online, and in Oakland, California. With an enrollment of approximately 13,000 students and 600 faculty, 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 50 fields, minors in 61 fields, master's degrees in 37, and 1 doctoral degree program. <http://www20.csueastbay.edu/>

**THE DEPARTMENT:** The Department of Hospitality, Recreation and Tourism, located in the scenic Hayward campus, 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, hybrid and online), participate in curriculum and program development, develop a focused line of research and publication, and provide service to the university and the community. This position is for someone with interest to teach a variety recreation therapy courses at the undergraduate and graduate levels as well as other courses in the department. The candidate may be expected to teach in one or more of the following areas of specialization: Recreation Therapy including accreditation (COPART, CART), facilitate ongoing assessment of student learning and program learning outcomes in Recreation Therapy, and lead ongoing program improvement for students success through evidence-based assessment and planning. 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.

**DATE OF APPOINTMENT:** Fall Quarter, 2016.

**QUALIFICATIONS:** The candidate must have a doctorate (Ph.D. or equivalent) in recreation, parks, leisure studies or related field, and one degree MUST be in Recreation Therapy with current credential of Certified Therapeutic Recreation Specialist (CTRS) by NCTRC. 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 professional experience in recreation therapy practice are especially preferred. Demonstrated ability to teach (both in-person and online), advise and mentor students from diverse educational and cultural backgrounds is highly preferred. Candidates should demonstrate experience in teaching, mentoring, research, or community service that has prepared them to contribute to our commitment to diversity and excellence. Additionally, applicants must demonstrate a record of scholarly activity in the field of recreation therapy, such as presentations at professional conferences and publications. This University is fully committed to serving students, staff, and faculty 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 October 15, 2015. Applications can be submitted until the position is filled.

To be considered for the position, the following application materials need to be submitted [here](#).

1. Online application
2. Letter of application, which addresses the qualifications noted in the position announcement
3. A complete and current vita
4. Academic transcript
5. The names and contact information of three professional references

Refer questions about the position to:

Mary F. Fortune, Ed.D.  
Professor and Chair, Faculty Search Committee for RT Position  
Department of Hospitality, Recreation and Tourism  
California State University, East Bay  
25800 Carlos Bee Blvd. PE 130  
Hayward, CA 94542  
Office Phone No.: 510-885-3995  
Office Fax No.: 510-885-2423  
E-Mail Address: [mary.fortune@csueastbay.edu](mailto:mary.fortune@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. If you are considered as a finalist for the position, you may be subject to a background check.

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.

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# Assistant Professor of Recreation Management, Tenure-Track Faculty\_18-19 HRT-RECREATION-TT [Position PS #00005786]

California State University-East Bay: Hospitality, Recreation &  
Tourism

## Location

Hayward/ Concord/ Online, CA

## Open Date

Aug 10, 2017

## Description

FACULTY EMPLOYMENT OPPORTUNITY

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, a diverse student body, and a choice of more than 100 career-focused fields of study. 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 computer labs and a library, which contains a collection of over one million items. The University also has campuses in Concord and Oakland, as well as Online. With an enrollment of over 15,000 students and approximately 900 faculty, 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 47 fields, minors in 51 fields, master's degrees in 33 fields, 9 credentials programs, 12 certificate options, and 1 doctoral degree program. All California State University campuses, including CSUEB, will become smoke and tobacco-free effective September 1, 2017. <http://www20.csueastbay.edu/> (<http://www20.csueastbay.edu/>).

**THE DEPARTMENT:** The Department of Hospitality, Recreation and Tourism offers a B.S. in Recreation with areas of emphasis in Recreation Management and Recreation Therapy. We also offer a B.S. in Hospitality and Tourism and an M.S. in Hospitality, Recreation and Tourism. We believe in the value of experiential learning and often have students participate in events and projects in the community so they can apply concepts and theories learned in the classroom. Our Advisory Board members work with faculty to respond to industry needs, while providing our students with a quality education, internships and professional opportunities. We are solution oriented, experience driven, and transformation focused.

**RESPONSIBILITIES OF THE POSITION:** The successful candidate for this position is expected to teach undergraduate and graduate courses in the department. The candidate will be responsible for curriculum and program development, develop a focused line of research and publication, and provide service to the university and the community. This position is for someone with expertise and interest in teaching a variety of classes in the department core and recreation program, as well as other courses in the department. The candidate may be expected to teach in one or more of the following areas of specialization: recreation programming, residence and day camp administration, youth development, sustainability, leadership, recreation management, data-driven decision making and research methods. The candidate will also help lead ongoing program improvement efforts, using evidence-based assessment and planning to increase student success.

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.

**DATE OF APPOINTMENT:** Fall Semester, 2018.

### **Qualifications**

The candidate must have a doctorate (Ph.D. or equivalent) in recreation, parks, leisure studies or a related field. A minimum of one degree must be in Recreation. 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 professional experience in recreation management are highly preferred. Demonstrated ability to teach (face-to-face, hybrid and online), advise and mentor students from diverse educational and cultural backgrounds is highly preferred. Candidates should demonstrate experience in teaching, mentoring, research, or community service that has prepared them to contribute to our commitment to diversity and excellence. Additionally, applicants must demonstrate a record of scholarly activity in the field of recreation, such as presentations at professional conferences and publications. This University is fully committed to serving students, staff, and faculty 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/department/as/> (<http://www.csueastbay.edu/af/%20department/as/>).

### **Application Instructions**

**APPLICATION DEADLINE:** : Review of applications will begin October 23, 2017. The position is open until filled.

Please submit: (1) a letter of application, which addresses the qualifications noted in this position announcement; (2) a complete and current vita with URL links for up to three examples of your most recent/best scholarly activity in the field of recreation (e.g., articles, books chapters, reviews, presentations); (3) scanned copies of graduate transcripts; (4) three current letters of recommendation

professional references; a (5) a one-page diversity statement addresses how you engage a diverse student population in your teaching, research, mentoring, and advising. All documents should be submitted via Interfolio (see "Apply Now," below).

Already have an account? [Sign in \(https://accounts.interfolio.com/login\)](https://accounts.interfolio.com/login)

Questions should be directed to Dr. Nancy White, [nancy.white@csueastbay.edu](mailto:nancy.white@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 provisions of the Immigration Reform and Control Act. A background check (including a criminal records check and prior employment verification) must be completed and cleared prior to the start of employment.




# CAL STATE EAST BAY

## Application Process

This institution is using Interfolio's Faculty Search to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials, including confidential letters of recommendation, free of charge.

[Apply Now \(https://dossier.interfolio.com/apply/43411\)](https://dossier.interfolio.com/apply/43411)

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## Equal Employment Opportunity Statement

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: 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.

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# Assistant Professor of Hospitality, Recreation & Tourism (Recreation Management), Tenure-Track Faculty \_20-21 HRT- RECREATIONMANAGE-TT [Position PS#00004704]

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California State University-East Bay: College of Education & Allied  
Sciences: Hospitality, Recreation & Tourism

## Location

Hayward/Concord/Online

## Open Date

Sep 18, 2020

## Description

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HOSPITALITY, RECREATION AND MANAGEMENT

*FULL-TIME TENURE-TRACK*

\*OAA Position No. 20-21 HRT-RECREATIONMANAGE-TT

**THE UNIVERSITY:** California State University, East Bay (CSUEB) is a comprehensive university serving the San Francisco Bay Area/Silicon Valley. It is known for award-winning programs, expert instruction, its diverse student body, and a choice of more than 100 career-focused fields of study. With an enrollment of approximately 15,000 students and 900 faculty, CSUEB is organized into four colleges. The University

offers bachelor's degrees in 49 fields, minors in 52 fields, master's degrees in 34 fields, 16 credentials programs, 18 certificate options, and 1 doctoral degree program. <http://www20.csueastbay.edu/> (http://www20.csueastbay.edu/). **Sign In** (<https://account.interfolio.com/login>)

California State University East Bay has a mission to support a diverse student body through academically rich and culturally relevant learning experiences. The successful candidate will bring with them expertise or an openness to creating a welcoming and supportive environment for all students.

**THE DEPARTMENT:** The Department of Hospitality, Recreation and Tourism, housed in the College of Education and Allied Studies, offers a B.S. in Recreation with concentrations in Recreation Management, Youth Development, Sustainability, and Recreation Therapy. We also offer a B.S. in Hospitality and Tourism and an M.S. in Hospitality, Recreation and Tourism. Programs within the department can be completed in-person, fully online, or hybrid. We are solution-oriented, experience-driven, and transformation focused. We value experiential learning and encourage students to participate in events and projects on campus and in the community. Our over 300 majors are representative of the culturally diverse San Francisco Bay Area. More than 60 percent of our students are first-generation and most work in the field throughout their time in our program.

We value industry experience and most of our faculty have years of experience in the fields of hospitality, recreation, and tourism. To keep our department relevant, faculty partner with industry professionals to continue our learning. Our department also utilizes an Advisory Committee to provide relevant solutions, suggestions, and support.

**DUTIES OF THE POSITION:** The successful candidate for this position is expected to fulfill duties in the area of teaching; professional/scholarly activities; department, college, university service; and, community service.

- **Teaching:** Teach undergraduate and graduate courses in a combination of face-to-face, hybrid and online modalities. Specifically, the successful candidate will have expertise and interest in teaching in a variety of classes in the department core and recreation program, in various modalities, as well as other courses in the department. We are looking specifically for a candidate who has experience in and can teach in one or more of the following areas: recreation programming, special events, youth development, sustainability, leadership, recreation management, financial management, data-driven decision making, and research methods. **Note, this is not a Recreation Therapy or Tourism position.** Faculty are also expected to advise and mentor students, both on campus and online.
- **Professional and scholarly activities:** Develop a focused line of research and publish results in academic journals and/or technical publications. Present at professional and academic conferences regionally and nationally. Collaborate with industry professionals through participation in professional organizations and other avenues.
- **Department, college, and university service:** All faculty actively participate in department, college, and university service. At the department, level faculty participate in curriculum development and program improvement efforts, marketing and promoting the department at campus and community events, and attending student activities and events. At the college and university level, faculty serve on a variety of committees that work toward college and university improvement and governance.
- **Location:** Teaching assignments at California State University, East Bay could include courses at the Hayward, Concord, and/or online courses.

**RANK AND SALARY:** The rank for this position is Assistant Professor. The salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

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**DATE OF APPOINTMENT:** Fall Semester, 2021

### **Qualifications**

Candidates should demonstrate experience in teaching, mentoring, research, or community service that has prepared them to contribute to our commitment to diversity and excellence.

**Education:** The candidate must have a doctorate (Ph.D., Ed.D. or equivalent) in Recreation or a related field. If the terminal degree is not in Recreation, a minimum of one degree (bachelors or masters) must be in Recreation or Leisure Studies. ABD will be considered, but the degree must be completed by the effective date of the appointment.

**Teaching experience:** Candidates with successful teaching experience in recreation or related fields at the university level in face to face and online modalities are highly preferred. Preference will be given to candidates who have experience in advising and mentoring students from diverse educational and cultural backgrounds.

**Professional experience:** Candidates should have at least two years of full-time (or equivalent part-time) work in the field of recreation or related field. Preference will be given to candidates who have had management experience in the recreation field.

**Professional and scholarly activities experience:** Candidates must demonstrate promise in their focused line of research. This could include publications, presentations, consultations, grant proposals, trainings, and other related activities.

This University is fully committed to the rights of students, staff and faculty 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://www20.csueastbay.edu/af/departments/as/>

### **Application Instructions**

**APPLICATION DEADLINE: Review of applications will begin November 1, 2020. The position is open until filled.** Applications will only be accepted via Interfolio (see "Apply Now.") Emailed materials will not be accepted. Only completed applications will be reviewed. The following should be uploaded as part of your application:

**Cover letter** that addresses the qualifications noted in this position announcement;

**Curriculum vitae** with URL links or copies for up to three examples of your research activity in the field of recreation (e.g., articles, book chapters, reviews, presentations);

**Transcripts** that attest to highest degree earned as well as all degrees relevant to the subject matter of the position (unofficial for application, official upon hiring);

Three current **letters of recommendation** from academic/professional references (uploaded by the person providing the recommendation, see Interfolio for more information);

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A two-page **teaching philosophy/diversity statement** that addresses the following prompts:

- How have your experiences in the field of parks and recreation shaped the way you see yourself as a faculty member?
- How will you integrate culturally relevant material into recreation management courses? Be specific about subjects and materials used.
- Describe how you will create an inclusive classroom environment in both face to face courses and online courses.
- Describe your approach to advising and mentoring in a diverse and inclusive environment.

Questions should be directed to Dr. Heather Vilhauer, [heather.vilhauer@csueastbay.edu](mailto:heather.vilhauer@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 provisions of the Immigration Reform and Control Act. A background check (including a criminal records check and prior employment verification) must be completed and cleared prior to the start of employment.




**CAL STATE**  
**EAST BAY**

### Application Process

This institution is using Interfolio's Faculty Search to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials, including confidential letters of recommendation, free of charge.

**Apply Now (<https://dossier.interfolio.com/apply/76613>)**

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### Equal Employment Opportunity Statement

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: 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.





- [CHRS](#)
- [Employee / Applicant Accommodation](#)



## Current Opportunities

### Lecturer Pool - Department of Nursing

**Job no:** 500197

**Work type:** Instructional Faculty - Temporary/Lecturer

**Location:** East Bay

**Categories:** Unit 3 - CFA - California Faculty Association, Temporary, Part Time, Faculty - Health Sciences

[Apply now](#)



#### FACULTY EMPLOYMENT OPPORTUNITY

##### DEPARTMENT OF NURSING

##### *Part-Time Lecturer Pool Position*

**POSITION AVAILABLE:** One or more temporary, part-time lecturers for a pool from which instructors will be considered for appointments as they become available for Fall Semester 2021, and/or Spring Semester 2022.

**THE DEPARTMENT:** The Department of Nursing is in the College of Science. The department has over 400 students in BSN, RN-BSN, and Master's Degree in Nursing programs. The college has been ranked the most diverse in the continental United States and the nursing students reflect this diversity. The nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Nursing program graduates have a history of strong performance on the NCLEX. The Department has a reputation for producing highly skilled health professionals and enjoys supportive relationships with the regional healthcare facilities. The college remains highly supportive of the nursing programs as evidenced by the recent addition of an MSN program to our nursing curricular options.

**DUTIES OF THE POSITION:** Part-time positions teaching (clinical or lecture) undergraduate Medical-Surgical Nursing, Pediatric, Perinatal, Gerontologic, Mental Health, Community Health Nursing, and Health Assessment. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord, and Online campuses.

**RANK AND SALARY:** Lecturer. Salary is dependent upon educational preparation and experience. Position appointment is subject to budgetary authorization.

**DATE OF APPOINTMENT:** Fall Semester begins August 17, 2021 and Spring Semester begins January 21, 2022.

**QUALIFICATIONS:** M.S. in Nursing from an accredited College or University which includes course work in nursing, education or administration; current, unrestricted California RN license, one year of clinical experience providing direct patient care within the last five years, eligibility for BRN approval to teach in a nursing program. Teaching experience at University level preferred for all positions.

**APPLICATION DEADLINE:** Positions open until filled. Applications are considered on a continuous basis. Those presently in the pool, whether teaching or not, must submit a new application for the new academic year, and a current vita.

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background check (including a criminal records check and prior employment verification) must be completed and cleared prior to the start of employment.

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**Advertised:** April 27, 2021 (9:00 AM) Pacific Daylight Time

**Applications close:** Open Until Filled

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## Position Search

Lecturer Pool - Department of Nursing

## Refine Your Search

### Work type

- Instructional Faculty - Temporary/Lecturer (44)
- Instructional Faculty – Tenured/Tenure-Track (20)
- Management (MPP) (7)
- Non-Instructional Faculty (Coach/Counselor/Librarian) (3)
- Staff (75)

### Locations

Northern California

- East Bay (149)

### Categories

#### Appointment Type

- At-Will (7)
- Probationary (62)
- Temporary (61)
- Tenured/Tenure-Track (19)

#### Bargaining Unit

- Confidential (1)
- MPP (7)
- Unit 1 - UAPD - Union of American Physicians/Dentists (2)
- Unit 2 - CSUEU - Health Care Support (4)
- Unit 3 - CFA - California Faculty Association (68)
- Unit 4 - APC - Academic Professionals of California (20)
- Unit 5 - CSUEU - Operations and Support Services (3)
- Unit 6 - Teamsters Local 2010 (6)
- Unit 7 - CSUEU - Clerical and Administrative Support Services (13)
- Unit 8 - SUPA - State University Police Association (1)
- Unit 9 - CSUEU - Technical Support Services (24)

#### Job Search Category/Discipline

- Administrative (30)
- Athletics (3)
- Compliance/Legal (1)
- Counselor (Non-instructional Faculty) (2)
- Custodial/Facilities (3)
- Environmental Health and Safety (2)
- Faculty - Behavioral Sciences (1)
- Faculty - Business/Management (6)
- Faculty - Communications/Journalism (2)
- Faculty - Computer Science (1)
- Faculty - Education/Library Science (7)
- Faculty - Engineering (2)
- Faculty - Fine/Performing Arts (2)
- Faculty - Health Sciences (6)
- Faculty - Human Development (2)
- Faculty - Letters/Humanities (7)
- Faculty - Mathematics/Statistics (4)

- Faculty - Natural Sciences (10)
- Faculty - Public Affairs (1)
- Faculty - Social Sciences (7)
- Finance/Accounting (2)
- Health Professionals (6)
- Information Systems & Technology (5)
- Research (1)
- Safety (1)
- Student Services (23)
- Trades (6)

Time Basis

- Full Time (92)
- Part Time (52)
- Time Varies (4)



**CAL STATE**  
**EAST BAY**

25800 Carlos Bee Boulevard | Hayward, CA 94542 | 510-885-3000

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CALIFORNIA STATE  
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CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HOSPITALITY, RECREATION AND TOURISM  
*FULL-TIME TENURE-TRACK*

*HOSPITALITY MANAGEMENT*

OAA Position No: 16-17 HRT-HOSPITALITY-TT

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, a diverse student body, and a choice of more than 100 career-focused fields of study. 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 computer labs and a library, which contains a collection of over one million items. The University also has campuses in Contra Costa County, Online, and in Oakland, California. With an enrollment of approximately 13,000 students and 600 faculty, 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 50 fields, minors in 61 fields, master's degrees in 37, and 1 doctoral degree program. <http://www20.csueastbay.edu/>

**THE DEPARTMENT:** The Department of Hospitality, Recreation and Tourism, located in the scenic Hayward campus, 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 a fully online program. 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, hybrid and online), participate in curriculum and program development, develop a focused line of research and publication, and provide service to the university and the community. This position is for someone with interest to teach a variety of hospitality and tourism courses at the undergraduate and graduate levels. The candidate may be expected to teach in one or more of the following areas of specialization: lodging management, food and beverage management, special events and in one or more of the functional areas in the field such as marketing, finance, cost control, and technology. Please note 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.

**DATE OF APPOINTMENT:** Fall Quarter, 2016.

**QUALIFICATIONS:** The candidate must have a doctorate (Ph.D. or equivalent) in Hospitality Management or a related field (one degree must be in hospitality). 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 professional experience in the hospitality industry are especially preferred. Demonstrated ability to teach (both in-person and online), advise and mentor students from diverse educational and cultural backgrounds is highly preferred. Candidates should demonstrate experience in teaching, mentoring, research, or community service that has prepared them to contribute to our commitment to diversity and excellence. Additionally, applicants must demonstrate a record of scholarly activity in the field of hospitality and tourism, such as presentations at professional conferences and publications. This University is fully committed to serving students, staff, and faculty 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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Online application

1. Letter of application, which addresses the qualifications noted in the position announcement
2. A complete and current vita
3. Academic transcripts
4. The names and contact information of three professional references

Refer questions about the position 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.: 510-885-3995  
Office Fax No.: 510-885-2423  
E-Mail Address: [Zach.Hallab@csueastbay.edu](mailto: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. If you are considered as a finalist for the position, you may be subject to a background check.

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