

Recreation and Tourism Management Department



California State University Northridge

Self-Study Report

Prepared for the Program Review process of the
University

December, 2012

Department of Recreation and Tourism Management
California State University Northridge

Program Review Self-Study Report

Dr. Alan Wright, Chair

B.S.: Tourism, Hospitality, Recreation Management, (1973/2011)
Option: Therapeutic Recreation (Suspended 2012)

Minor: Recreation Management (1974/proposed 2012)
Tourism/Hospitality (proposed 2012)
Leadership Development (proposed 2012)

M.S. Tourism, Hospitality, Recreation Management (1973/2011)

Accreditation: Council on Accreditation Parks Recreation Tourism (1973-2002; 2012 pending)
CSUN Program Review: 2004

Program Review Self-Study Faculty Committee

Dr. Mechelle Best, Assistant Professor

Dr. Craig Finney, Professor

Dr. Joong-won Lee, Assistant Professor

Dr. Dianne Philibosian, Professor

Dr. Jan Tolan, Associate Professor

Dr. Veda Ward, Professor

Dr. Al Wright, Professor

Dr. Hui Xie, Assistant Professor

Dr. Nathan Martin, Instructor

Ms. Wendy Yost, Instructor

Dr. Sylvia A. Alva, Dean
College of Health and Human Development

Dr. Alan Wright, Chair
Department of Recreation and Tourism Management
Date Submitted: 1/30/2013

Faculty Review Verification And Foreword

The RTM Department began a strategic planning process in 2011-12 as part of the preparation for the Self-Study for the Council on Accreditation of Parks Recreation Tourism and Related Professions (COAPRT). COAPRT is the accreditation body related to the National Recreation and Parks Association (NRPA). The NRPA is one of the largest professional societies in the discipline and the one with the historic tie to accreditation of academic programs. The accreditation process has moved forward with the self-study written in 2012, submitted in January 2013, with the site visit for the accreditation scheduled for March 2013.

The Program Review process is being viewed as a parallel process to the external Accreditation and this self-study for Program Review has been written in Fall 2012 with the anticipation of completing the process with an April 2013 site visit. The RTM department conducted its last internal Program Review in 2003-2004. The current program review overlaps with the external accreditation review but the faculty anticipates a successful conclusion to both processes.

The return to accreditation by National Recreation and Parks Association (NRPA) represents a major part of the Department's strategic plan. The accreditation is both a journey to the future and a connection to the past. In 2001 the Recreation and Tourism Management program pursued its twenty-five year accreditation cycle. Due to conflicts within the accreditation process itself (not lack of compliance with standards); the faculty withdrew from the accreditation process with COAPRT. Today the faculty believes there are significant benefits to pursuing the accreditation process again and has submitted the self-study to COAPRT with renewed enthusiasm to demonstrate the quality of the Recreation and Tourism Management (RTM) program.

Executive Summary

The Self-Study document for the Recreation and Tourism Management Department (RTM) reflects a department undergoing significant growth and change. The number of undergraduate majors has increased substantially with a growth rate of 91% over the last six years. The RTM undergraduate majors head count rose from 91 in 2005 to 173 in 2012 showing steady increase over that period of time. The graduate program restarted in 2008 after a short hiatus and now has 58 students active in the program (2012).

Accommodation of the growth while maintaining the work load of the California State University system has stretched faculty resources. The self-study recognizes the great progress that has been made and also points to the need to continue improving to realize the full potential for overall program outcomes, enhance assessment and quality control, expand resource development (human and financial), and strengthen connections with our industry groups and the community.

The faculty self-study process represents a comprehensive review of our undergraduate and graduate curriculum and the student learning outcomes of the program. The narrative conforms to the outline provided by the program review office. The report is complemented by interactive web-based resources which provide detailed evidence to support the narrative responses to each program review area. To facilitate access to the information the reader can link to supportive documents directly from the text of the self-study. There is also a webpage that provides a copy of the report and access to the major source documents. The link to that organizing web page is

http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html

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PART 1

Overview of the RTM Program

The Department of Recreation and Tourism Management (RTM) is one of nine academic departments within the College of Health and Human Development at the California State University, Northridge. The RTM Department was formed in the 1970's when the original Department of Health Physical Education and Recreation founded in the late 1950's was split into three separate units. Foundational information on the university, college, and department can be found at the following websites.

California State University, Northridge: <http://www.csun.edu/>
College of Health and Human Development: <http://www.csun.edu/hhd/>
Department of Recreation and Tourism Management: <http://www.csun.edu/hhd/rtm/>
CSUN organizational chart: <http://wailuku.csun.edu/xplatform/99740714.htm>

The mission of the Recreation and Tourism Department was slightly revised in 2011 as a result of our strategic planning process in 2010-2012. The short version of the mission is: *Provide a challenging, experiential, student- centered education to prepare professionals to enhance the quality of human life through recreation, leisure and play.* The Department mission is in broad alignment with the College of Health and Human Development mission and the University mission. The following sources document the mission statement which is available at the main Department website and university catalog. The statement is available at the following links:

- [New Majors Orientation Lecture Slides:](#)
- Department's Web Page: <http://www.csun.edu/hhd/rtm/>
- Department's Catalog Copy
<http://www.csun.edu/catalog/recreationandtourismmanagement.html>

The mission of College of Health and Human Development is available at the following link
<http://www.csun.edu/hhd/collegeplan.html>

The RTM Department has a long history and thus an extensive network of alumni in different sectors of the community providing recreation and leisure services. The program has seen several periods of curriculum revision; the most recent major reorganization was in 1996 with curricular expansions in 2004, 2008 and 2010. Presently the Department offers the following degrees and minors.

- Undergraduate Degree:
 - Bachelor of Science in Tourism Hospitality Recreation Management

- Minors:

A single minor in Recreation Management exists. The department has proposed a revision to that minor and the addition of two other minors in the 2011-13 curriculum cycles. A successful conclusion to that process in Spring 2013 will result in three separate minors representing the breadth of our discipline.

- Recreation Management
- Tourism and Hospitality Management
- Leadership Development

- Graduate Degree:

- Master of Science in Tourism Hospitality Recreation Management

Degree descriptions and requirements are available in CSU Northridge University Catalog:
<http://www.csun.edu/~vcrec004/COAPRT/rtmcatalog2012.pdf>

A. Undergraduate Program Overview

Overview of Undergraduate Curriculum

The Department of Recreation and Tourism Management (RTM) has structured the undergraduate curriculum with a 36 unit core that represents the theoretical foundations of the field, the competencies for service delivery, and management competencies for organizational effectiveness. In addition to the 36 unit core, students also enroll in 24 units of electives representing a career emphasis area(s).

The core classes include the following:

1. Lower Division Core (9 units)

[RTM 202/L Planning Programs and Events for the Recreational Experience and Lab \(2/1\)](#)

[RTM 204 Foundations of Recreation Therapy and Special Populations \(3\)](#)

[RTM 278 Recreation and Leisure in Contemporary Society \(3\)](#)

2. Upper Division Core (27 units)

[RTM 300 Recreation and Community Development \(3\)](#)

[RTM 302 Dynamics of Leadership in Recreation and Human Services \(3\)](#)

[RTM 303 Promotion of the Recreation Experience \(3\)](#)

[RTM 304 Entrepreneurial Ventures in Recreation and Human Services \(3\)](#)

[RTM 402 Models of Play, Recreation and Leisure \(3\)](#)

[RTM 403 Evaluation Research in Recreation and Human Services \(3\)](#)

[RTM 490 Challenges in Leisure Services Seminar \(3\)](#)

[RTM 494ABC Senior Internship \(6\)](#)

Recreation and Tourism Management majors are required to take 24 units of elective coursework in the department. This coursework is not common across each student, but reflects career interests and often the passion that attracted the student to the Department. Core courses serve as the springboard to the student's proposed career path by providing the foundational areas of knowledge and skills for the RTM profession. Electives provide the additional depth of knowledge students need to be effective in their chosen professional context. Common career goals are event planning, campus recreation, hotel management, hospitality, sustainable tourism, community parks and recreation, outdoor recreation, aquatics and destination resorts. Recreational Sport Management is also expressed by some students but may be subsumed within one or more of the identified areas. As with any undergraduate major there are some students who are undecided about career direction and at this point just wish to earn a degree that offers a broad base.

The **24 unit electives packages** are determined by the student in consultation with a full time tenure track faculty who serve as academic advisors. Common elective packages are part of the advisement process for students pursuing a career emphasis. For example, an "outdoor student" would be advised to take advantage of the RTM 151 series of classes in outdoor recreation skills and would also take RTM 251 Recreation and the Natural Environment, RTM 351 Outdoor Education Methods, RTM 452/L Outdoor Leadership plus a compliment of other relevant electives. Students in "hospitality careers" would be advised to take RTM 314 Intro to Hospitality, RTM 414 Food and Beverage, RTM 434 Accommodations Management, RTM 480 Tourism, RTM 481 Sustainable Tourism, and RTM 424 Meetings and Conventions. The goal is professional readiness for single or multiple career foci of the student.

Elective courses include the following:

3. Electives (minimum of 15 units from the following)

[RTM 251 Recreation and the Natural Environment \(3\)](#)

[RTM 280 Organizing Campus Recreation and Sport \(3\)](#)

[RTM 294CS/L Recreation Service Learning Theory and Practicum \(1/2\)](#)

[RTM 305 Dynamics of Early Childhood Play \(3\)](#)

[RTM 310/L Adventure Recreation and Human Relations and Lab \(2/1\)](#)

[RTM 314 Leisure Aspects of the Hospitality Industry \(3\)](#)

[RTM 330 Women, Leisure and Ethnicity in the U.S. \(3\)](#)

[RTM 351 Practices of Outdoor and Environmental Education \(3\)](#)

[RTM 352 Play and Human Potential \(3\)](#)

[RTM 353/L Literature of the Wilderness Experience \(2/1\)](#)

[RTM 375A Recreation Therapy Programming and Adaptive Techniques \(3\)](#)

[RTM 375B Recreation Therapy Leadership and Programming \(3\)](#)

[RTM 405 Play and the Exceptional Child \(3\)](#)

[RTM 406/L Enhancing Childhood Creativity \(2/1\)](#)

[RTM 414 Food and Beverage Management \(3\)](#)

[RTM 415 Leisure and Aging \(3\)](#)

[RTM 424 Meetings and Conventions \(3\)](#)

[RTM 434 Accommodations Management \(3\)](#)

[RTM 444 Non-Profit Organizations and Fund- Development in Leisure and Human Services \(3\)](#)

[RTM 452/L Outdoor Recreation Leadership and Lab \(3/2\)](#)

[RTM 475 Recreation Therapy Process Management \(3\)](#)

[RTM 480 Recreational Tourism \(3\)](#)

Student may choose up to 4 units from the following:

[RTM 151A Backpacking \(2\)](#)

[RTM 151B Rock Climbing and Mountaineering \(2\)](#)

[RTM 151C Winter Mountaineering \(2\)](#)

[RTM 151D Flat-Water Boating \(2\)](#)

[RTM 151E Whitewater Boating \(2\)](#)

[RTM 151F Survival \(2\)](#)

[RTM 151G Challenge/Ropes Courses \(2\)](#)

[RTM 151H Caving \(2\)](#)

[RTM 265 Water Skiing and Wakeboarding \(1\)](#)

[RTM 267/L Sailing \(1/1\)](#)

Students may choose up to 3 units from the following:

[RTM 398A Supervised Individual Project \(1\)](#)

[RTM 498A Field Assignment and Reports \(1\)](#)

[RTM 498B Field Assignment and Reports \(2\)](#)

[RTM 499A-C Independent Study \(1-3\)](#)

Up to 6 elective units may be selected in career-related courses outside the Department subject to the approval of the Departmental advisor.

Total Units in Core = 36

Total Units in Electives = 24

Total Units in the Major 60

The syllabi for each of the core courses are found in the resource directory for program review. (http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html).

Overview of Student Learning Outcomes:

The Department of Recreation and Tourism Management (RTM) has overall student learning outcomes for the bachelor degree program in addition to specific objectives and learning outcomes for each individual course. The RTM Department also integrates student learning outcomes identified by the College of Health and Human Development as well as reinforcing the student learning outcomes identified by the university's general education program. The alignment of these student learning outcomes are expressed in the *Assessment Matrix for Core Classes Documents* found in our document directory.

(http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html). The current student learning outcomes for the RTM Department are listed below.

Student Learning Outcomes of the RTM Undergraduate Program

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.

3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.

4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

Enrollment Patterns for Undergraduate Program:

The undergraduate program has seen a significant increase. The number of undergraduate majors has increased substantially with a growth rate of 91% over the last six years. The RTM undergraduate majors head count rose from 91 to 176 (2005-2011). A full breakdown of the RTM Student Profile is in the [document directory for Program Review under student profile](#). Future trends in the undergraduate program suggest additional growth. The current growth has moved core course offerings to double sections each semester and future growth is anticipated to make that scheduling format more robust. Future growth would need to be evaluated based on instructional resources available.

B. Graduate Program Overview

Overview of Graduate Curriculum (M.S. Tourism, Hospitality, and Recreation Management)

The Master's Degree Program is intended for persons interested in developing and/or improving their knowledge of recreational sport management or tourism management. It is designed for those seeking advancement in their career settings or a change in career settings. The selection of courses allows students to "specialize" in either: a) Recreational Sport/Campus Recreation Management; or b) Tourism Management. Students progress through the Program as a cohort and are actively engaged in courses and internships on evenings and weekends.

Students complete 15 units of required core courses, 12 elective units in their selected track (Recreational Sport Management or Tourism Management) and 3 additional units of approved electives for a total of 30 units. The core requirements include 2 internship experiences of 2 units each. A 2-unit directed comprehensive studies course (comprehensive examination) is one of three culminating experience options for the Degree and is completed during the last semester of enrollment in the Program. Students also have the option of completing a Graduate Project or a Thesis. A grade of "B" or better in each graduate course is required for the units be counted as progress toward Degree requirements.

1. Required Courses (15 units) – (hyperlinks show catalog course descriptions)

[RTM 540 Human Resources in Recreational Sport and Tourism \(3\)](#)

[RTM 550 Marketing and Promotion in Recreational Sport and Tourism \(3\)](#)

[RTM 684 Advanced Research Method and Design \(3\)](#)

[RTM 693A Supervised Internship I \(2\)](#)

[RTM 693B Supervised Internship II \(2\)](#)

[RTM 697 Directed Comprehensive Studies \(2\)](#)

or [RTM 698 Graduate Project or Thesis \(2\)](#)

Seminars for Recreational Sport Graduate Majors (12 units)

[RTM 520 Trends and Issues in Recreational Sport \(3\)](#)

[RTM 560 Facility Design in Recreational Sport \(3\)](#)

[RTM 600 Law, Risk Management and Ethics in Recreational Sport \(3\)](#)

[RTM 620 Organizational Theory in Recreational Sport \(3\)](#)

Seminars for Hospitality, Travel and Tourism Graduate Majors (12 units)

[RTM 510 Trends and Issues in Hospitality and Tourism \(3\)](#)

[RTM 530 Cultural Aspects and Global Perspectives in Tourism \(3\)](#)

[RTM 580 Seminar in Tourism Planning: A Cultural and International Perspective \(3\)](#)

[RTM 610 Sustainable Tourism \(3\)](#)

[RTM 695AT Alternative Tourism \(3\)](#)

2. Electives (3 units, according to specialization)

To be chosen with the approval of the Graduate Faculty Advisor. The courses can be selected from other RTM course work or relevant courses from other departments. Courses are listed in the CSUN catalog.

Overview of Student Learning Outcomes for Graduate Program:

The Department of Recreation and Tourism Management (RTM) has overall student learning outcomes for the graduate degree program in addition to specific objectives and learning outcomes for each individual class. The RTM Department also integrates student learning outcomes identified by the College of Health and Human Development as well as reinforcing the student learning outcomes identified by the university's general education program. The current student learning outcomes for the RTM Department's Grad Program are listed below.

Student Learning Outcomes of the RTM Graduate Program

1. Students will demonstrate critical thinking including analysis, synthesis, and evaluation within the recreational sport management and/or tourism industry(ies).
2. Students will demonstrate both a broad and in-depth application of knowledge of the economic, environmental, cultural and social impacts of recreational sport management and/or tourism.
3. Students will demonstrate theoretical knowledge and practical skills in preparation for a career in the recreational sport management and/or tourism industry(ies) as demonstrated by satisfactory completion of research projects, course work, and internships.

Enrollment Patterns for Graduate Program:

The graduate program has seen a significant increase in enrollment. The graduate program restarted in 2008 after a period of closure and now has 58 graduate students active in the program (2012). A full breakdown of the RTM Student Profile for graduate students is found in [the document directory for Program Review under student profile.](#)

The projection for the residential graduate program is to maintain the current pattern of approximately 30 graduate students in each incoming cohort divided between the tourism management track and the recreational sport management track. This number allows for maintaining class sizes at both the core course and elective course levels.

A new online delivery of the M.S. program through The Tseng College has been proposed and is discussed under the department's strategic plans. The self-support program would not be a substitute for the on-campus program but has unique features in terms of market, tracks, and

delivery system. The anticipated market for the online format is the midcareer professional who wants to pursue graduate work for professional development and career advancement. The newly proposed curriculum will include an option for pursuit of a stand-alone certificate in Hospitality Management or a stand-alone certificate in Tourism Management. Students will be able to select either a certificate or a complete Master's degree. The growth projection for this new program is uncertain but it is anticipated that it will double the size of the overall graduate program (when combining both the traditional residential format and Tseng College/online formats). Additional description of this new curriculum can be found in our document directory in program modifications.

C. Instructional and Support Staff

The RTM Department has seven full-time tenured/tenure-track faculty members. Due to reassigned duties across campus the 'working' group of tenured/tenure-track in the last three years has been 5. (Two tenure track faculty have been reassigned full time to other projects on campus). The Department also utilizes a variety of part-time faculty who are current with the emerging trends in the discipline and bring a wealth of real world experiences into the classroom.

Our self-study supports a concern that the faculty has been grappling with for some time - the balance of tenure track and part-time instructors has swung too far toward part time instruction. Additional tenure track hires are needed to bring the unit back into an optimal staffing pattern.

- The number of full time and part-time instructors is reported in [Faculty Data](#) in the resource directory for the self-study.
- [Table 1.1](#) summarizes faculty data for full time faculty and [Table 2.2](#) summarizes faculty currently teaching in our part-time faculty pool.
- Full time faculty vitas are in the [resource directory](#).

The RTM department has never worked with a formal teaching assistant program. Informally instructors in the outdoor area use a network of student volunteers to assist in the delivery of outdoor education field experiences.

The RTM department has one full time Office Coordinator supplemented by several part time student assistants who approximate one additional head count.

D. Self-Study Process

The RTM Department began a new strategic planning process in 2010-11 with the change in Chair. Several faculty retreats were held and the faculty worked on a SWOT analysis as well as creating a five year strategic plan. Part-time faculty were invited to participate and several were able to contribute. The bulk of the work was conducted by the tenure-track faculty assigned to the department. A clear directive from early planning was to proceed with the preparation for the Self-Study for the Council on Accreditation of Parks Recreation Tourism and Related Professions (COAPRT). COAPRT is the accreditation body related to the National Recreation and Parks Association (NRPA). The NRPA is one of the largest professional societies in our

discipline and the one with the historic tie to accreditation of academic programs. The accreditation process has moved forward in 2011-12 with the self-study written in 2012, submitted in January 2013, with the site visit for the accreditation scheduled for April 2013.

Other points in the strategic plan were also implemented during the 2010-2013 academic years as the self-study was underway. Most notably: curriculum expansion at the undergraduate level as well as development of a new online format for the Master's program through Tseng College. The Fall of 2012 the faculty spent a great deal of time consolidating its assessment process for the undergraduate core. Consultations with students, alumni, and industry groups were a part of the overall process and details of this information are found in the [document directory](#) for the self-study.

E. Advisement

All tenured/tenure track faculty provide undergraduate and graduate advisement. The department provides a student centered approach to advisement allowing focused on individual advising appointments with faculty each semester. An intake advisement process is required for undergraduates to declare an RTM major. Each subsequent semester a mandatory advisement is required for each semester for all undergraduates and graduates by placing a 'hard hold' on the registration access. Students make appointments with a faculty advisor to review their planned schedule for the next semester. Students must bring a current DPR to their advising appointment or they will need to reschedule for another time. Students are reminded about the sequence demands of the core classes and the career track course packages that are selected from the elective courses. Advisors also assist students in decision making regarding internship site selection. A physical advisement folder is maintained for each student. Faculty enter program planning decisions in the folder at each visit. Student files are kept at the office and advisement worksheets are updated accordingly.

Students are also provided an 'orientation' to the major on a group level for both new undergraduates and new graduates. The orientation not only reviews the curriculum and matters of advising but talks about the student learning outcomes, the assessment process, and professional expectations for the program.

Since internship is a central part of the curriculum the internship instructor holds several group orientations on internship requirements prior to the registration process for the next semester.

Additional resources include:

- The Department also maintains a Moodle advising page
 - Samples from Moodle page - Degree planning documents, policies, and a description of procedures are provided for students as a resource
http://www.csun.edu/~vcrec004/COAPRT/Moodle_advising_resource.docx
- The HHD College Student Services/ EOP Satellite center is utilized as a resource in the advisement process, particularly for new transfer undergraduate students and on issues of academic probation and disqualification.
- Faculty agenda time includes discussion of advisement process and procedures.

F. Service to the University and Community

The Department provides five courses for General Education Life-long Learning (Section E: RTM 278, 251, 310, 352, 353) and one course for General Education Comparative Cultural Studies (Section F: RTM 330). The General Education Life-long Learning courses were submitted for recertification in fall 2012 and the relevant documents are included in the [document directory](#).

Faculty have active roles across campus serving on committees and these are listed on faculty vita in the document directory.

PART 2

Assessment and Strategic Planning

A. Assessment Results

Assessment Overview:

The student learning outcomes assessment process for the RTM Department is multi-pronged. Elements include: a) individual faculty responsibility at the course level; b) course specific assessment protocols defined by faculty collectively; c) summative assessment protocols defined by faculty collectively; d) Department assessment liaison duties and e) integration with other student learning outcomes defined by other units in the university.

Recent History of RTM Assessment:

The most critical change resulting from recent assessment process in RTM is engaging the faculty in a thorough review of our undergraduate core curriculum during the preparation of the self-study for Accreditation by COAPRT and for CSUN Program Review. The need for this change was noted in the annual assessment reports the last two years. The work began with a review of Student Portfolios (one the of the Department's key assessment tools) by faculty and practitioners. In RTM 490, the course known informally as Portfolio class' by students and 'Senior Seminar' by faculty, students compile a learning portfolio that can also be used to support their internship interview and selection process as well as summarize learning from the overall program. Specific assignments from each core course are identified, and may vary by instructor of each course. Assignments are appropriate to course content and are relevant to probable career expectations in parks, recreation, hospitality and tourism. Portfolios are reviewed in RTM 490 then updated along with the students resume at the conclusion of RTM 494C (Internship). The faculty-practitioner review of Portfolios identified the need for maintaining a higher level of consistency and quality of student work. The faculty then undertook a thorough review of the core classes including decision making regarding course objectives and 'key learning' experiences for each class. The intent was to define a higher level of consistency in course delivery across different sections of the core classes.

Action steps included:

- Discussion of program SLOs with a slight modification in the language describing SLO # 3 and #4.
- Revision of each course outline to validate faculty agreed-upon student learning outcomes.
- Faculty discussion of key learning experiences that are an integral part of each course and agreement to implement such experiences while retaining flexibility to try new learning strategies to better achieve class and program objectives. For example, the 'business plan' is a key learning experience in the RTM 304 core class, Entrepreneurial Ventures.

Matrices for each class identify which class specific objectives are clearly attached to key learning experiences as well as identifying alignment with program student learning outcomes and college level student learning outcomes. The matrix table also identified linkages between our accreditation standards and the key learning experience and related course objectives.

- Finally the discussion identified key assessment tools or protocols and recent assessment driven ‘changes’ that have already been implemented. In other words, what changes have been implemented as a result of learning from the assessment process (i.e. “completing the assessment loop”)? The final column in those tables identify changes made from this information and discussion.

The evidence of this extensive work is the Core Course Assessment Matrices found in the document directory.

(http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html).

Additional assessment strategies in the last several years include:

- The implementation of a new self-report assessment measure for the Spring 2012 semester. Although self-report of competency has bias issues, it does provide an additional point of reference for the assessment process. An online questionnaire was developed that asks students their perceived level of progress on learning outcomes for each core class. The questionnaire has two distinct formats; students are randomly assigned to one of the two. In the first format students report quantitatively on their level of progress for each course objective. For example as part of the RTM 202 Program class: *“The ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service (for groups and individuals) within the service have been met. Please rate your progress on this objective where 7 is a high level of competency and 1 is a low level of competency.”* The second format follows a more qualitative approach where students are asked an open-ended question: *“During your semester in RTM 202 Program and Event Planning you have participated in different in-class and out-of-class assignments and experiences. Think about two or three professional competencies that you have developed and/or significant topics that you learned about this semester. Please be as specific as possible in terms of the ‘learning’ and how that came about (e.g. assignment, reading, lecture, experiential event, discussion, field experience, test, etc. etc.)”*
- The report of this data is included at the program resources page entitled Student Learning Outcome by Course. http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html . The response set was lower than desired and faculty will administer the survey at another time to increase the percentage of student participation.
- A new emotional intelligence (EI) instrument to assess improvement in EI levels for students was also adopted. The administration of this component of assessment is now

attached to two specific courses in the core – RTM 278 which students usually take on commencing the program and RTM 490 at or near the end of the program. Additionally, RTM 278 now includes a teaching unit on the EI model during the semester.

- Revision of RTM 330: *Women, Leisure and Ethnicity* course based on review of course portfolios and student comments.

Important Next Steps:

The course driven format described above provided a systematic review of the overall process of our core curriculum and was intended to describe for faculty what is sometimes called the ‘black box’ dilemma of outcome assessment. Black box is a metaphor for understanding how a measurable outcome is achieved. Preliminary reviews of our key assessment measure (portfolio) indicated some success and some inconsistency in quality. Review of course objectives and key learning experiences provided for us a reasonable expectation of how our departmental student learning outcomes were achieved. The next two steps in our assessment journey include movement to a manageable data collection system and establishment of acceptable levels of criteria.

- **Manageable Data Collection:** In the coming months the faculty will further refine our complicated course matrices to select two to four key assessment documents (and/or behavioral demonstrations) from the many ‘key learning experiences’ found in our core classes. These assessment points will be consistently collected and placed in the ‘drop-box’ system being created by the university. A faculty agreed upon assessment rubric will be formalized for each of these key documents. A team of internal and external reviewers will randomly select a sample of work for evaluation.
- **Criteria of Acceptable Competency:** The formalized evaluation will provide a quantitative data point which can then be used to establish a level of success. For example – if the senior portfolio remains as one of the key assessment documents, faculty will set a criterion level such as “80% of the students will achieve an acceptable rating” of overall portfolio quality based on the rubric.

General Education Student Learning Outcomes: Students build upon general education requirements set by the University faculty for all students in the areas of oral communication, math, information competence and critical thinking. These are reinforced in RTM core courses and electives. Table 7.1 provides examples of departmental integration of GE SLOs into specific RTM classes. At the end of the Spring semester 2012, RTM majors completed an assessment of these general education competencies as captured in their major courses.

General Education Competencies in RTM Core Courses

General Education	RTM Core Course	Evidence/ Assignment
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Oral Communication	RTM 278, 300, 302, 303, 402, 494	Oral presentation of class projects
Math Applications	RTM 304, 403	Business plan, analysis of data
Information Competence	RTM 278, 300, 304, 402, 403	Research of scholarly material
Critical Thinking	RTM 202, 204, 278, 300, 302, 303, 304, 402, 403, 490, 494C	Research paper, Class projects, Internship Problem Solving

Integration with College Level SLOs:

Each of the departments within the college of Health and Human Development implements an assessment process unique to their program and associated SLOs. The college-wide expectation is that all will participate in the assessment process within their department and follow the CSUN policy on assessment. Each department has a faculty liaison that coordinates/facilitates the assessment process and writes the program assessment report. In addition, each liaison serves as a member on the HHD Assessment, Accreditation, and Program Review College committee. This committee meets the third Monday of each month. The overall charge of the college committee is to review accreditation documents, program reviews and discuss, guide, address HHD assessment initiatives/process throughout the college. Specific college-wide assessment continues to focus on HHD learning outcome on Ethics and Professionalism.

During the last assessment cycle the committee focused on:

- a. Aligning their programs with HHD SLO 1
- b. Explored potential assessment tools used to evaluate the HHD SLO1
- c. Where appropriate, began assessing HHD SLO1 within the various programs

RTM department during this last assessment cycle completed the process of identifying how HHD SLO's align with RTM department courses. [The Course-Specific-Assessment Matrix in the resource directory](#) shows the connection between RTM classroom level learning and the college level SLOs.

B. Strategic Plan

The RTM Department began a strategic planning process in 2010-11 and began to implement parts of the strategic plan immediately. The strategic plan represents the focus of the Department for the five year period of 2010-2015. The strategic planning document is available at the following link:

Department Strategic Plan <http://www.csun.edu/~vcrec004/COAPRT/rtmstrategic.pdf>

Summary points to the Departments Strategic Plan include:

- Pursue accreditation by COAPRT

- Hire new faculty members to resource curriculum expansion in hospitality and tourism and to support curriculum foci.
- Create new revenue streams through the Department centers, grants, and contracts
- Grow the undergrad program through expanded curriculum for the major and the minor
- Pursue degree name change to reflect growth in new areas
- Develop new master's degree format with Tseng College
- Improve assessment efforts
- Explore future of recreation therapy option
- Increase partnerships on campus
- Invest in the Aquatic center
- Enhance physical space needs for administration and instruction

Key action steps where the strategic plan has been implemented or shown significant progress during the review and planning process include:

- Accreditation and Assessment

Preparation for the Self-Study for the Council on Accreditation of Parks Recreation Tourism and Related Professions (COAPRT) moved forward in 2011-12 with the self-study written in 2012, submitted in January 2013, with the site visit for the accreditation scheduled for March 2013. As part of the accreditation process the assessment program of the unit for the undergraduate program has been upgraded. Changes have been noted in the previous section and in the resource directory.

- Degree Name Change

In order to recognize expansion in curriculum and increase the marketability of our degree programs the Department made changes in degree name. The curricular request was re-initiated in 2010-11 as a follow-up to the decision made by faculty in 2009-10. Final resolution was achieved in 2011 spring semester after extended negotiation with the College of Business. New degree names- B. S. in Tourism, Hospitality, and Recreation Management; M.S. in Tourism, Hospitality, and Recreation Management - were implemented in Spring 2012.

- Expansion of hospitality and tourism curriculum

A key part of curricular growth is the development of the Hospitality and Tourism areas at both the graduate and undergraduate levels. The expansion of the hospitality and tourism curriculum offering at the undergraduate level includes new classes in Food and Beverage Management and Accommodations Management and acceptance of two experimental courses Meeting and Convention Management, and Sustainable Tourism as permanent elective courses. The course development committee consulted with both industry practitioners and campus departments. College and University Curriculum Committees approved these courses in 2011-12.

- Expand RTM minor

The current minor will be replaced with three distinct minors that focus on recreation management, hospitality and tourism management, and leadership development. A fourth minor was proposed but has now been withdrawn. The curriculum proposal documents provide additional detail and rationale. Curriculum proposals were submitted in Spring 2012 for implementation Spring 2014. The curriculum proposals for [new minors are available in the document directory](#).

- New online Master's program.

Curriculum proposals were developed in conjunction with an industry advisory group to create a new online Master's program in cooperation with The Tseng College. Proposals were written in 2011-12 and are now moving through the curriculum approval process in 2012-13. If approved at the HHD Curriculum Committee level in Spring 2013 they will move to GSC in Fall 2013.

- New tenure track faculty hires

The search and screen process for tenure track hires is presently being conducted for new hires to commence at the start of the 2013/2014 academic year.

- Aquatic Center expansion and growth

A key component of the overall RTM strategic plan was to create a strategy for the Department' aquatic center at Castaic Lake. The following points summarize key parts of the Aquatic Center's plan:

- Hire a tenure track faculty member as part of a new staffing plan for the center. The tenure track appointment as an Executive Director combined with a new program director position from other funding sources would allow a much stronger alignment of the center with the RTM mission of research, teaching, and service. The Executive Director would be able to orchestrate research and grants and move the Center to the next level. The historic commitment to community service programs would continue as a hallmark of the center.
- Expand program development for both the community and the campus to increase the enrollment or and revenue stream to support the RTM Department
- Expand partnerships with campus auxiliaries

The specific plan for the CSUN Aquatic Center is available here:

http://www.csun.edu/~vcrec004/COAPRT/Aquatic_Center_Strategic_Plan_2011.pdf

Implementation of the Strategic Plan:

Key parts of the strategic plan for the year are put into the Faculty Project List which appears at the bottom of each faculty meeting agenda. During faculty meetings (held once or twice per month) all faculty members review the progress on accomplishing the goals and objectives that are identified in the strategic plan. The strategic plan still requires action in several areas over the next two years.

PART 3

Key Strengths and Challenges

The Department's strategic planning process began with a review of the Mission and core values of the Recreation and Tourism Management Department. A conclusion of that discussion is available in the resource directory as [Mission and Core Values](#).

The next step toward identifying strategic direction was to identify issues and challenges that the department faced. From the initial list the faculty began to work on the specific issues listed in the table below. The table topics were listed as part of a faculty planning retreat to identify themes and issues the department should address as part of strategic planning and program review. The table below represents the strategic thinking created by that discussion in 2010-11. Discussion of these topics over the year resulted in a strategic plan for the RTM Department. Some of the items in the table remained as discussion items only and were not included as part of the strategic plan.

Themes and Issues for Program Review

Questions considered: What issues (current and short term future within the next 5 years) should be addressed as part of the self-study for program review? What are the critical topics/issues RTM should be discussing/deciding. The list below represented the topics of discussion – not necessarily statements of strategic action. The discussion of these topics resulted in faculty consensus to create the strategic plan for the RTM Department and the strategic plan for the expansion of the Aquatic Center.

Issue/Topic	Other items in Category
1. Growth of dept. with commitment to continued growth	<ol style="list-style-type: none"> 1. Increasing number of RTM Majors 2. Growing demand for undergrad and grad program with limited resources (faculty, staff, operating budget) to meet demand.
2. Graduate Program	<ol style="list-style-type: none"> 1. How to market to non CSUN grads for diversity 2. Tseng College of Extended Learning – online degree options
3. Department Centers: <ul style="list-style-type: none"> • Aquatic Center • Center for Recreation and Tourism 	<ol style="list-style-type: none"> 1. Request for new name change to Center for Recreation and Tourism and clarify mission of the renamed Center 2. Partnership/administrative structure of Aquatic Center and ASREC/USU relationship 3. How to institutionalize Aquatic Center to secure its future contribution to dept., university and community 3. Other sources for departmental funding (i.e. grants and donations)
4. Curriculum and Assessment: Quality of Student Experiences and Department Specialty Areas	<p><u>Quality of Student Experiences</u></p> <ol style="list-style-type: none"> 1. Coursework: can students take coursework from theory to practical situations 2. Honors program for undergrads 3. Retention of RTM students 4. Assessment as a meaningful exercise (relevant versus formalized compliance) 5. Curricular consistency/assessment 6. Quality of overall RTM program delivery <p><u>Specialty Areas</u></p> <ol style="list-style-type: none"> 1. Are the specialties in the major keeping up with the times? 2. Recreation Therapy Future: external factors and internal factors driving the design 3. Emphasis/certificate in Therapeutic Horsemanship 4. Partnership of AS Outdoor Adventures with RTM
5. Department Accreditation Decision	<ol style="list-style-type: none"> 1. AEE (Association of Experiential Education) 2. NRPA (National Recreation and Parks Association) 3. WTO (World Tourism Association)

Issue/Topic	Other items in Category
6. Faculty	<ol style="list-style-type: none"> 1. Need for continuity: all tenured faculty eligible for retirement in next 5 years 2. High percentage of part-time faculty-need for orientation to dept. and teaching 3. New faculty hires consistent with program focus of department 4. Quality of program faculty
7. Influencing Factors	<ol style="list-style-type: none"> 1. Prolonged funding crisis in the CSU 2. Instructional space appropriate for learning centered curriculum 3. Main office space and reception of students 4. Additional office staffing 5. Limited number of tenured/tenured track faculty to serve on committees-faculty stretched thin 6. College readiness of students 7. Technology as a curricular tool 8. Qualifications of faculty teaching business oriented classes/Relationship with College of Business and Economics

The key components of these planning tools formed the basis for writing the Strategic Plan for the overall Department and for the Aquatic Center. The strategic plans are reviewed in Part 2 along with indications of progress on completing those plans.

For reference the key Strategic Planning Documents are listed here as well as in Part 2.

- Recreation and Tourism Management Strategic Plan
<http://www.csun.edu/~vcrec004/COAPRT/rtmstrategic.pdf>
- Aquatic Center Strategic Plan
http://www.csun.edu/~vcrec004/COAPRT/Aquatic_Center_Strategic_Plan_2011.pdf
- Outdoor Recreation Partnership Planning Tool
<http://www.csun.edu/~vcrec004/COAPRT/outdoorprogram.pdf>

Key action steps in addition to the strategic plan. The strategic plan focused on major new initiatives and visions but the Department has also taken several steps to increase our effectiveness as a unit. These items are referenced in our 'issues' table above or grew out of faculty discussions in the planning process. Accomplishments include:

- Faculty Orientation for Part-Time Instructors
 - An annual orientation for all part-time instructors began in Fall 2011 to improve linkages with program and course learning outcomes as well as general communication.
- Student advising has seen the introduction of a Moodle Advising page and will add a common scheduling module to allow students easier access to advisement appointments.
- Increase in recruiting efforts for part-time instructors to allow for greater depth in teaching assignments and to fully support new curriculum areas and existing full time faculty.
- Name change of the other Department Center to: Center for Recreation and Tourism.
- Movement of Storage Unit for Challenge Course equipment and gear to the challenge course field area. Re-configuration of storage areas and creation of new part-time faculty office space.
- Internship requirements now consistent across instructors.

The Department's engagement in planning is continuous. At a Saturday "retreat" towards the end of spring semester 2012, a simple SWOT analysis assisted those present with sharing additional ideas about the future. New faculty who were not present in 2010 were able to engage in this process along with the faculty's earlier ideas. The reflections show marked similarity with the planning process begun in 2010. Although new accomplishments have been achieved there are new goals to achieve and threats and weaknesses to overcome. As additional new faculty become part of the organizational culture the future will continue to evolve and looks exciting as new voices join into future planning.

RTM Retreat SWOT Analysis Summary (5/2012)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Diversity of faculty; their professional, academic and personal backgrounds • Small yet growing major; still maintaining personal advising, exciting time • Rebranding from LSRC to RTM; major and degree name changes attracting different students, internship placements, industry interest, etc.; <i>management</i> in title is important national trend in careers • Good, long-standing relationship with USU, AS and The Tseng • Location in CA as valuing parks, recreation, tourism and outdoor lifestyle 	<ul style="list-style-type: none"> • Uncertainty about filling faculty positions; department perceived as too broad by some administrators • Smaller unit heavily -weighted with part-time faculty; limited number of bodies/minds to get things done • Department advisory council should be re-invigorated on new tasks beyond Tseng program • Program and department need better, comprehensive marketing • Limited resources for graduate assistants, research • Indirect access to staff and Chair in main office (need direct interface with customers/students) • Lack of office space for instructional faculty • Classrooms located all over campus • RMA not visible in New Student Orientation
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Fast-growing hospitality industry in California • Community connections and fund development through Castaic Lake Aquatic Center and College of HHD Wellness Institute • Connections in international marketplace; students, instruction, consulting, etc. • RTM has no competition in SFV • New Student Recreation Center could expand partnerships • Possible Recreation Therapy licensure could create new strategy • Contracts and grants with non-profit and 	<ul style="list-style-type: none"> • Competition from increasing number of tourism/hospitality programs nationally • Budget constraints that may limit program development, increase “turf” protection, or lead to mergers • CSU student realities; FT employee demands with family responsibilities and others • Enrollment limitations based on geography may reduce diversity of students • Course structure/unit limitations (S-Factor, internship, independent

industry partners

- Tseng College online program
- Formalize visiting scholar exchange programs
- Summer Institutes with international “sister” institutions; expand concept of Lily Academy

study, etc.)

- Turnover in upper administration; unknown
- Retiring campus partners
- High cost of living for (potential) new hires; retention/recruitment
- Growing number of students with mental health concerns; national focus on autism spectrum disorders (perhaps at expense of other populations)

PART 4

MOU

[The MOU from the last program review in 2004-05 is found in the resource directory.](#) The following points of change in the last MOU have been addressed.

Response to Reviewers' Recommendations

Each recommendation from the previous MOU is listed first in plain text and the department's current response to that item is listed *in italics*.

1. The desire to expand into commercial recreation is appropriate given the opportunities for employment of graduates. There need to be adequate fiscal and personnel resources to accommodate such an expansion.

Understanding: The department is working with Dean Castillo in securing a tenure track position in the area of Travel/Tourism and Hospitality. There is faculty agreement that this is a growing area that should be pursued. Along these lines, the department is preparing a proposal to change its name to Recreation and Tourism Management. The department also plans to partner with other programs such as Family & Consumer Studies and Child & Adolescent Development, as well as local community colleges, in order to attract more students.

Response: Highly Successful. *The department name change to Recreation and Tourism Management (RTM) resulted in new interest from students, industry professionals and prospective faculty hires. Strategic partnerships with Student Outreach and Recruitment Services, the University Student Union, Associated Students, Inc. and the Tseng College created multiple contact points through which the department became known. As student enrollment increases, the Department has garnered increased institutional support in several critical resource areas, as described below. A change in degree name was also achieved in 2011 – B. S. in Tourism Hospitality and Recreation Management and M.S. in Tourism Hospitality and Recreation Management.*

2. Two areas where evaluation and redirection might be appropriate are in municipal parks and recreation management, and recreation therapy.

Understanding: Since June 2005, the LSRC faculty has been in the process of developing two task forces to assist in re-assessing these areas of the program. Each task force includes professionals from the community, which will help the department maintain networks in these fields.

Response: Successful. *The Department has focused on competencies that are transferable across career areas, consistent with the system-wide expectation that CSU students awarded the baccalaureate degree will be employable in entry-level management positions across a wide spectrum of the hospitality, tourism and recreation industry sectors; including traditional parks and recreation settings. For example, many students identify their career niche as “event planning” which may be found in many areas of employment. At present, the Recreation Therapy program has been suspended due to low enrollment concerns and pending results of the state-wide initiative to secure licensure for the profession.*

3. The program needs better and consistent implementation of the assessment plan and a systematically prepared record of the results. Such data are valuable in support of resource needs.

Understanding: The department is in alignment with the University with regard to the 5-year assessment plan. It began implementation of its assessment plan before the Program Review and is collecting data this semester. The assessment plan is based upon National Parks and Recreation Association accreditation standards.

Response: Successful. *The Department has had a designated assessment liaison since 2007 who works with department faculty, College of Health and Human Development (HHD) and campus assessment faculty to keep the department informed and on track with expectations. Capstone portfolios, consistent portfolio “assignments” in core courses, and increased use of standardized measures are examples of some of the improvements associated with this recommendation. Models for assessment are taken from a variety of sources, including from the National Recreation and Park Association accreditation standards (COAPRT – Council on Accreditation for Parks Recreation Tourism). The current self-study for COAPRT as well as the CSUN Program Review describe in detail the assessment program in RTM. RTM has continued to expand the culture of evidence and commitment to assessment of student learning. Assessment continues to be an area of improvement for the Department. Major steps forward have been made in the last year and a culture shift has occurred to pursue consistency and commitment to implementation among both full-and part-time faculty members.*

4. The department and its students would be better served by a support/administrative staff member dedicated solely to the department, capable of providing insights and service to students as an adjunct to the faculty.

Understanding: The dean agrees that the department would benefit from a designated staff person. The dean is currently assisting the LSRC department in filling this need.

Response: Successful. *The Department of Recreation and Tourism Management has its own full-time designated administrative coordinator and a regular allocation of student assistants, who are increasingly reliable and able to support office management and to assist with projects.*

5. Classrooms assigned to the Department are identified as being substandard; some have insufficient access to critical technology.

Understanding: “Substandard” for the department means that their classrooms are crowded with armchair desks and cannot be used in more interactive learning. LSRC needs smart classrooms, with tables and chairs. Together with the dean, the department is working on classroom configuration as well as classroom scheduling conflicts within the college. The dean’s office is assisting in finding a smart classroom for LSRC to share beginning next Spring semester.

Response: Successful. *RTM has benefitted from campus-wide improvements in classroom technology, including standardized “black boxes: that allow faculty to teach in many locations across campus. While the Department has achieved consistency in the assignment of some classrooms in Redwood Hall to RTM classes, the rooms are small and windowless, but appropriate to the current model of multi-section, smaller-enrolled course offerings preferred by students. One drawback in providing diverse locations across campus, is the need for students who block classes back-to back to move effortlessly from one part of the campus to another; a common predicament in which many Northridge students find themselves. The Department now owns dedicated equipment in offices and the conference room that increase efficiency of operations. One classroom has been set up with tables and chairs, a configuration appropriate to certain courses and instructional approaches. Additional classrooms allocated as priority scheduling for RTM (beyond our current level of 1 room) would provide a higher level of consistency in classroom resources.*

6. The faculty seek to extend the program in outdoor recreation and play behavior through dedicated labs. Faculty need to prepare fully documented needs assessments for dedicated

labs and be willing to propose alternatives, such as shared, rather than sole-use, arrangements.

Understanding: The High Ropes Challenge course, taught in an outdoors lab, is used to develop leadership training, group dynamics, and problem solving skills. The department's goal is to use the High Ropes course to attract corporate groups and for this they also require nearby classroom space for instructional purposes. The department is working with the dean and the Kinesiology department chair to find a location for the course, possibly in the Kinesiology building. Corporate groups are already aware of the course and once an appropriate classroom location is found, the department will develop a plan with marketing strategies. The department is concerned that the university's Vision 2035 plan shows the High Ropes lab space as earmarked for student housing, without any plans for relocation of the lab.

In the area of Play there is a need for shared space that provides students access to water, shelves and storage. Further, faculty members would like to engage in observational and experimental design research projects that require appropriate laboratory space. The department, together with the dean, is looking for a shared or multipurpose use space to accommodate these needs.

Response: Moderate Success. *The ropes/Challenge Course, unfortunately, is not a permanent feature of the Envision 2035 campus master plan. Its current location, however, seems to be of low priority for siting of new facilities and is a good location for a permanent location. Level of use and new revenue generation from the Challenge Course is less than its potential due to insufficient staffing resources.*

Continuing concerns over the security and integrity of materials stored in the racquetball court (due to rain leaks) have not been addressed with an acceptable, permanent solution for additional storage for lab equipment and supplies.

Play remains a core and integral foundation of the discipline. As national models have shifted to respond to childhood obesity, emphasize benefits of family leisure, outdoor and intergenerational play experiences, current facilities are too limited to develop safe, dedicated spaces for on-going programs that could develop into longitudinal studies or potential external funding candidate. This is a missed opportunity.

*Due to its proximity to the Ropes Course, Brown Center and open space of West Field, the historic **Adobe building** and adjacent grounds could serve as a central location and outdoor laboratory for advocating and enhancing family play behavior as foundational to building strong societies. Play, as an academic area of study, holds potential to collaborate with HHD partners, the campus Veterans Center and the Autism Society of*

Los Angeles. Additional shade structures, water and restroom access need to be provided as well as the opportunity for quality indoor play space and classroom space that could be provided at the Adobe building.

7. The faculty are being proactive by furloughing the graduate program for one year. During that period the department will reconsider the focus of the graduate program, develop a revised curriculum, and prepare a marketing strategy to recruit graduate students.

Understanding: The department is re-evaluating all aspects of the graduate program, utilizing task force and focus group discussions. The program is not accepting new students until the decision is made whether to continue the graduate program.

Response: Highly Successful. *The RTM graduate program was re-instated with the addition of a new faculty members with expertise in the tourism and hospitality areas. A third area of interest among graduate students is described as recreational sport management. The RTM department has also partnered with the Tseng College to design and offer online certificate and Master's degree programs to industry professionals in hospitality and tourism. The more traditionally-delivered "stateside" Master's program will continue. Course design and program structure represent a productive collaboration that will benefit both units, the institution and associated industries. Courses are increasingly attractive to international students.*

Conclusion

The Department of Recreation and Tourism Management has successfully achieved, and often exceeded, a majority of the recommendations (for improvement) contained in the December 2005 Memorandum of Understanding, a requirement of the campus 2004-5 Program Review process. At the same time, RTM has maintained the strengths identified in "commendations" and looks forward to supporting students, institution, community and profession.

PART 5

Appendices

The [resource directory](#) provides links to supporting appendices for the Program Review Self-Study.

Material is listed under the relevant Part 1-4 of the Self-Study document by document title. The outline for the resource directory (appendices) is listed here.

Support Documents for Part 1: Overview of RTM Program

Course Syllabi for Core Courses RTM 278

RTM 202/L

RTM 204

RTM 300

RTM 302

RTM 303

RTM 304

RTM 402

RTM 403

RTM 490

RTM 494C

RTM Advisement Moodle Site

Faculty Vitae

Student Profile Data

Faculty Teaching Data

Degree Requirements - CSUN Catalog

General Education Re-Certification 2012 - Life Long Learning

RTM 278

RTM 251

RTM 310

RTM 352

RTM 353

Support Documents for Part 2: Assessment and Strategic Planning

Assessment Matrix for Core Classes RTM 278

RTM 202/L

RTM 204

RTM 300

RTM 302

RTM 303

RTM 304

RTM 402

RTM 403

RTM 490

RTM 494C

Annual Assessment Report for 2009-10

Annual Assessment Report for 2010-11

Annual Assessment Report for 2011-12

Student Learning Outcome by Course (Self-Report, Spring 2012 Data)

Mission and Core Values

RTM Strategic Plan 2010-2015

Aquatic Center Strategic Plan

Curriculum Proposals for New Minors

Recreation Management Minor

Hospitality and Tourism Minor

Leadership Development Minor

Support Documents for Part 3: Key Strengths and Challenges

Support Documents for Part 4: MOU

MOU for 2004-2005

Part 5: Appendices (those not already referenced Part 1-4)

Departmental Student Learning Outcomes Undergraduate by Courses

Departmental Student Learning Outcomes Graduate by Courses

Alumni Survey Data