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

Self-Study Report

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Northridge, CA

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**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 to 176 (2005-2011). The graduate program restarted the program in 2007 after a period of closure and now has 58 graduate students active in the program (2011).

Faculty resources have been stretched in order to accommodate the growth while maintaining the work load of the California State University system. The self-study recognizes the great progress that has been made and also points to the need to continue to improve to reach the highest 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 learning outcomes of the program. The narrative conforms to the outline provided by the program review office. The study is organized with a web-based format to provide detailed evidence to support the brief 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 summary of the report and access the major source documents. The link to that organizing web page is

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

**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 our 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 April 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 a Spring 2013 site visit.

The return to accreditation by National Recreation and Parks Association (NRPA) represents a major part of our 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 pursue the accreditation process again and has submitted the self-study to COAPRT with a new enthusiasm to demonstrate the quality of the Recreation and Tourism Management (RTM) program.

The RTM department conducted its last internal Program Review in 2003-2004. The current program review is clearly in overlap with the external accreditation review but the faculty anticipates a successful conclusion to both processes.

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 website:<http://www.csun.edu/>
College of Health and Human Development website:<http://www.csun.edu/hhd/>
Department of Recreation and Tourism Management website:<http://www.csun.edu/hhd/rtm/>
CSUN organizational chart website:<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 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](http://www.csun.edu/~vcrec004/COAPRT/new_majors_orientation_slides.pdf):
* Department Web Page <http://www.csun.edu/hhd/rtm/>
* Department’s Catalog Copy [http://www.csun.edu/catalog/recreationandtourismmanagement.html](http://www.csun.edu/catalog/recreationandtourismmanagement.html%20)

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

The RTM Department has a long history that has placed an extensive number 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 and 2010. Presently the Department offers the following degrees and minors.

* Undergraduate Degree:
	+ Bachelor of Science in Tourism Hospitality Recreation Management
* Graduate Degree:
	+ Masters 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 expansion of two other minors in the 2011-13 curriculum cycle. A successful conclusion to that process will result in three separate minor representing the breadth of our discipline.
	+ Recreation Management
	+ Tourism and Hospitality Management
	+ Leadership

Degree descriptions and requirements are available in CSU Northridge University Catalog:<http://www.csun.edu/catalog/recreationandtourismmanagement.html>

**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)](http://catalog.csun.edu/courses/rtm-202l-planning-programs-and-events-for-recreation-experiences-and-lab-21/)

[RTM 204 Foundations of Recreation Therapy and Special Populations (3)](http://catalog.csun.edu/courses/rtm-204-introduction-to-recreation-therapy-3/)

[RTM 278 Recreation and Leisure in Contemporary Society (3)](http://catalog.csun.edu/courses/rtm-278-recreation-and-leisure-in-contemporary-society-3/)

**2. Upper Division Core (27 units)**

[RTM 300 Recreation and Community Development (3)](http://catalog.csun.edu/courses/rtm-300-recreation-and-community-development-3/)

[RTM 302 Dynamics of Leadership in Recreation and Human Services (3)](http://catalog.csun.edu/courses/rtm-302-dynamics-of-leadership-in-recreation-and-human-services-3/)

[RTM 303 Promotion of the Recreation Experience (3)](http://catalog.csun.edu/courses/rtm-303-promotion-of-the-recreation-experience-3/)

[RTM 304 Entrepreneurial Ventures in Recreation and Human Services (3)](http://catalog.csun.edu/courses/rtm-304-entrepreneurial-ventures-in-recreation-and-human-services-3/)

[RTM 402 Models of Play, Recreation and Leisure (3)](http://catalog.csun.edu/courses/rtm-402-models-of-play-leisure-and-recreation-3/)

[RTM 403 Evaluation Research in Recreation and Human Services (3)](http://catalog.csun.edu/courses/rtm-403-evaluation-research-in-recreation-and-human-services-3/)

[RTM 490 Challenges in Leisure Services Seminar (3)](http://catalog.csun.edu/courses/rtm-490-challenges-in-leisure-services-seminar-3/)

[RTM 494ABC Senior Internship (6)](http://catalog.csun.edu/courses/rtm-494a-c-supervised-internship-1-3/)

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 hospitality, sustainable tourism, community parks and recreation, outdoor recreation, aquatics and destination resorts. 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 advising 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 of career foci of the student.

Elective courses include the following:

**3. Electives (mimimum of 15 units from the following)**

[RTM 251 Recreation and the Natural Environment (3)](http://catalog.csun.edu/courses/rtm-251-recreation-and-the-natural-environment-3/)

[RTM 280 Organizing Campus Recreation and Sport (3)](http://catalog.csun.edu/courses/rtm-280-organizing-campus-recreation-and-sport-3/)

[RTM 294CS/L Recreation Service Learning Theory and Practicum (1/2)](http://catalog.csun.edu/courses/rtm-294csl-recreation-service-learning-theory-and-practicum-and-lab-12/)

[RTM 305 Dynamics of Early Childhood Play (3)](http://catalog.csun.edu/courses/rtm-305-dynamics-of-early-childhood-play-3/)

[RTM 310/L Adventure Recreation and Human Relations and Lab (2/1)](http://catalog.csun.edu/courses/rtm-310l-adventure-recreation-and-human-relations-and-lab-21/)

[RTM 314 Leisure Aspects of the Hospitality Industry (3)](http://catalog.csun.edu/courses/rtm-314-leisure-aspects-of-the-hospitality-industry-3/)

[RTM 330 Women, Leisure and Ethnicity in the U.S. (3)](http://catalog.csun.edu/courses/rtm-330-women-leisure-and-ethnicity-in-the-united-states-3/)

[RTM 351 Practices of Outdoor and Environmental Education (3)](http://catalog.csun.edu/courses/rtm-351-outdoor-and-environmental-education-3/)

[RTM 352 Play and Human Potential (3)](http://catalog.csun.edu/courses/rtm-352-play-and-human-potential-3/)

[RTM 353/L Literature of the Wilderness Experience (2/1)](http://catalog.csun.edu/courses/rtm-353l-literature-of-the-wilderness-experience-and-lab-21/)

[RTM 375A Recreation Therapy Programming and Adaptive Techniques (3)](http://catalog.csun.edu/courses/rtm-375a-recreation-therapy-practices-and-adaptive-techniques-3/)

[RTM 375B Recreation Therapy Leadership and Programming (3)](http://catalog.csun.edu/courses/rtm-375b-recreation-therapy-leadership-and-programming-3/)

[RTM 405 Play and the Exceptional Child (3)](http://catalog.csun.edu/courses/rtm-405-play-and-the-exceptional-child-3/)

[RTM 406/L Enhancing Childhood Creativity (2/1)](http://catalog.csun.edu/courses/rtm-406l-enhancing-childhood-creativity-and-lab-21/)

[RTM 415 Leisure and Aging (3)](http://catalog.csun.edu/courses/rtm-415-leisure-and-aging-3/)

[RTM 444 Non-Profit Organizations and Fund- Development in Leisure and Human Services (3)](http://catalog.csun.edu/courses/rtm-444-non-profit-organizations-and-fund-development-in-leisure-and-human-services-3/%22%20%5Co%20%22RTM%20444.%20%20Non-Profit%20Organizations%20and%20Fund-Development%20in%20Leisure%20and%20Human%20Services%20%283%29)

[RTM 452/L Outdoor Recreation Leadership and Lab (3/2)](http://catalog.csun.edu/courses/rtm-444-non-profit-organizations-and-fund-development-in-leisure-and-human-services-3/)

[RTM 475 Recreation Therapy Process Management (3)](http://catalog.csun.edu/courses/rtm-475-recreation-therapy-process-management-3/)

[RTM 480 Recreational Tourism (3)](http://catalog.csun.edu/courses/rtm-480-recreational-tourism-issues-and-trends-3/)

**Choose up to 2 units from the following:**

[RTM 151A Backpacking (2)](http://catalog.csun.edu/courses/rtm-151a-backpacking-2/)

[RTM 151B Rock Climbing and Mountaineering (2)](http://catalog.csun.edu/courses/rtm-151b-rock-climbing-and-mountaineering-2/)

[RTM 151C Winter Mountaineering (2)](http://catalog.csun.edu/courses/rtm-151c-winter-mountaineering-2/)

[RTM 151D Flat-Water Boating (2)](http://catalog.csun.edu/courses/rtm-151d-flat-water-boating-2/)

[RTM 151E Whitewater Boating (2)](http://catalog.csun.edu/courses/rtm-151e-whitewater-boating-2/)

[RTM 151F Survival (2)](http://catalog.csun.edu/courses/rtm-151f-survival-2/)

[RTM 151G Challenge/Ropes Courses (2)](http://catalog.csun.edu/courses/rtm-151g-challengeropes-courses-2/)

[RTM 151H Caving (2)](http://catalog.csun.edu/courses/rtm-151h-caving-2/)

[RTM 265 Water Skiing and Wakeboarding (1)](http://catalog.csun.edu/courses/rtm-265-water-skiing-and-wakeboarding-1/)

[RTM 267/L Sailing (1/1)](http://catalog.csun.edu/courses/rtm-267l-sailing-and-lab-11/)

**Choose up to 3 units from the following:**

[RTM 398A Supervised Individual Project (1)](http://catalog.csun.edu/courses/rtm-398a-supervised-individual-projects-1-1/)

[RTM 498A Field Assignment and Reports (1)](http://catalog.csun.edu/courses/rtm-498a-b-field-assignment-and-reports-1-2/)

[RTM 498B Field Assignment and Reports (2)](http://catalog.csun.edu/courses/rtm-498a-b-field-assignment-and-reports-1-2/)

[RTM 499A-C Independent Study (1-3](http://catalog.csun.edu/courses/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 Learning Outcomes:

The Department of Recreation and Tourism Management (RTM) has overall learning outcomes for the bachelor degree program in addition to specific objectives and learning outcomes for each individual class. The RTM Department also integrates learning outcomes identified by the College of Health and Human Development as well as reinforcing the learning outcomes identified by the university’s general education program. The current learning outcomes (PLO’S as referred to at CSUN) 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 through a variety of pedagogies.

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 found at the [document directory for Program Review under student profile.](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html)

Future projections in the undergraduate program anticipate additional growth. The current growth has moved core class 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 will complete 15 units of required Core classes, 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 classes include 2 internship experiences of 2 units each. A 2-unit directed comprehensive studies course (comprehensive examination) based on the internship experiences is the culminating experience for the Degree and will be completed during the last semester of enrollment in the Program. Students also have the option of completing a Graduate Project or 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)](http://catalog.csun.edu/courses/rtm-540-human-resources-in-recreational-sport-and-tourism-3/)

[RTM 550 Marketing and Promotion in Recreational Sport and Tourism (3)](http://catalog.csun.edu/courses/rtm-550-marketing-and-promotions-in-recreational-sport-and-tourism-3/)

[RTM 684 Advanced Research Method and Design (3)](http://catalog.csun.edu/courses/rtm-684-advanced-research-method-and-design-3/)

[RTM 693A Supervised Internship I (2)](http://catalog.csun.edu/courses/rtm-693a-supervised-internship-i-2/)

[RTM 693B Supervised Internship II (2)](http://catalog.csun.edu/courses/rtm-693b-supervised-internship-ii-2/)

[RTM 697 Directed Comprehensive Studies (2)](http://catalog.csun.edu/courses/rtm-697-directed-comprehensive-studies-2/)

or [RTM 698 Graduate Project or Thesis (2)](http://catalog.csun.edu/courses/rtm-698-graduate-project-or-thesis-2/)

**Seminars For Recreational Sport Graduate Majors (12 units)**

[RTM 520 Trends and Issues in Recreational Sport (3)](http://catalog.csun.edu/courses/rtm-520-trends-and-issues-in-recreational-sport-3/)

[RTM 560 Facility Design in Recreational Sport (3)](http://catalog.csun.edu/courses/rtm-560-facility-design-in-recreational-sport-3/)

[RTM 600 Law, Risk Management and Ethics in Recreational Sport (3)](http://catalog.csun.edu/courses/rtm-600-law-risk-management-and-ethics-in-recreational-sport-3/)

[RTM 620 Organizational Theory in Recreational Sport (3)](http://catalog.csun.edu/courses/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)](http://catalog.csun.edu/courses/rtm-510-trends-and-issues-in-hospitality-and-tourism-3/)

[RTM 530 Cultural Aspects and Global Perspectives in Tourism (3)](http://catalog.csun.edu/courses/rtm-530-cultural-aspects-and-global-perspectives-in-tourism-3/)

[RTM 580 Seminar in Tourism Planning: A Cultural and International Perspective (3)](http://catalog.csun.edu/courses/rtm-580-seminar-in-tourism-planning-a-cultural-and-international-perspective-3/)

[RTM 610 Sustainable Tourism (3)](http://catalog.csun.edu/courses/rtm-610-sustainable-tourism-3/)

**2. Electives (3 units, according To specialization)**

To be chosen with the approval of the Graduate Faculty Advisor.

Overview of Learning Outcomes:

The Department of Recreation and Tourism Management (RTM) has overall learning outcomes for the graduate degree program in addition to specific objectives and learning outcomes for each individual class. The RTM Department also integrates learning outcomes identified by the College of Health and Human Development as well as reinforcing the learning outcomes identified by the university’s general education program. The current program learning outcomes (PLO’S) 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) through a variety of pedagogies.
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 obtain 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 the program in 2007 after a period of closure and now has 58 graduate students active in the program (2011). A full breakdown of the RTM Student Profile is found at [the document directory for Program Review under student profile.](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html)

The projected trend for the graduate program is to maintain approximately 30 students in each incoming cohort divided between the tourism 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 Tseng College is discussed under 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.

**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/tenured-track in the last three years has been 5. The Department also hires many part-time faculty who bring their wealth of real world experiences into the classroom and remain current with the emerging trends in the discipline.

The balance of tenure track and part-time instructors has swung too far toward part time instruction and additional tenure track hires are needed to bring the unit back into proper staffing.

* The number of full time and part-time instructors are reported in [Faculty Data](Faculty_Teaching_Data.docx) in the resource directory for the self-study.
* [Table 1.1](http://www.csun.edu/~vcrec004/COAPRT/FacultyTables.docx) summarizes faculty data for full time faculty and [Table 2.2](http://www.csun.edu/~vcrec004/COAPRT/FacultyTables.docx) summarizes faculty currently teaching in our part-time faculty pool.
* Full time faculty vitas are in the [resource directory](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html).

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 provide close to one additional head count.

**D. Self-Study Process**

The RTM Department began a strategic planning process in 2010-11with the change in Chair leadership. 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 Masters 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 his information is found in the [document directory](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html) for the self-study.

**E. Advisement**

All tenured/tenure track faculty provide undergraduate and graduate advisement. Mandatory advisement is required for each semester for all undergraduates and graduates. Student files are kept at the office and advisement worksheets are updated accordingly.

* Department also maintains a Moodle advising page
o   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 center is utilized as a resource in the advisement process, particularly on issues of academic probation and disqualification.

**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 documents for recertification for Section E are included in the [document directory](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html).

PART 2

**Assessment and Strategic Planning**

1. **Assessment Results**

Assessment Overview:

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

The most critical change resulting from assessment is engaging the faculty in a thorough review of our core curriculum. 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. During the RTM 490 course known informally as ‘Senior Seminar’ by faculty and ‘Portfolio class’ by students; the students pull together a learning portfolio that can also be used in support of internship interview and selection process as well as a way to 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 conclusion after the Portfolio’s review was an identified need for maintaining a higher level of consistency and quality of student work.

Action steps included:

* Discussion of program SLO’s with a slight modification in the language describing SLO # 3 and #4.
* Revising each course outline to validate faculty agreed-upon and approved learning outcomes.
* Faculty discussed key learning experiences that are an integral part of each course and agreed to implement key learning experiences while remaining experimental in trying new learning strategies to better achieve class and program objectives. For example, the ‘business plan’ is a key learning experience in the RTM 304 class, Entrepreneurial Ventures. The matrix for each class identifies which class specific objectives are clearly attached to key learning experiences as well as identifying alignment with program learning outcomes (PLO) and college level learning outcomes as well.
* Finally the discussion identified key assessment tools or protocols as well as identifying ‘changes’ that have been made recently as to how the class is taught based on assessment to date. In other words, what changes have been implemented as a result of learning from the assessment process (i.e. “completing the assessment loop”)?

The reflection of this extensive work is the Course Assessment Matrices found in the document directory (<http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html>) .

Additional assessment action-steps in the last several years include:

* A new assessment measure for the Spring 2012 semester was implemented based on self-report. Although self-report of competency has bias issues, it does provide an additional point of reference for the assessment process. An on-line questionnaire was developed that asks students their perceived level of progress on learning outcomes for each core class. The questionnaire has two different styles. The first format asks students to provide a quantitative report of 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.”* A second format provides a more qualitative approach where students are asks an open-ended question; “*During your semester in RTM 202 Program and Event Planning you have participated in different in-class experiences and out-of-class assignments. 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.)”*
* Students are randomly assigned to the two question formats. The report of this data in included at the program resources page entitled Student Learning Outcome by Course. [(http://www.csun.edu/~vcrec004/COAPRT/csun\_programreview\_directory.html).](%28http%3A//www.csun.edu/~vcrec004/COAPRT/csun_programreview_directory.html%29.) The response set was lower than desired and faculty expect to administer the survey at another time to increase the percentage of student participation.
* The change in the emotional intelligence (EI) scale used to assess improvement in EI levels for students was also implemented. The administration of the test is now attached to a specific class in the core – RTM 278 and is given again at or near the end of the program as part of the RMT 490 seminar. RTM 278 also 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;

*General Education 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 SLO’s into specific RTM classes. At the end of Spring semester 2012, RTM ma:jors 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** |
| 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 SLO:*

The College of Health and Human Development has developed several student learning outcomes that have relevance to all the academic departments in the unit. These student learning outcomes address the themes of professionalism and ethics. [The Course-Specific-Assessment Matrix in the resource directory](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html) shows the connection between RTM classroom level learning and the college level SLO’s.

1. **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 represent the focus of the Department for the five year period of 2010-2015. The strategic planning document is available in 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 April 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 above 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.

* Expand the 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, Accommodations Management, Meeting and Convention Management, and Sustainable Tourism as permanent courses. The course development consulted with both industry practitioners and campus departments. College and University Curriculum Committees approved those courses in 2011-12.

* Expand RTM minor

The previous 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.](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html%22%20%5Cl%20%22minors)

* 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 Tseng College. Proposals were written in 2011-12 and are now moving through the curriculum approval process in 2012-13.

* New tenure track faculty hires

The search and screen process for tenure track hires is presently being conducted for hires beginning Fall of 2013.

* Aquatic Center expansion and growth

A part of the overall RTM strategic plan was to create a strategic plan for the aquatic center, under the Department of Recreation and Tourism Management. Key parts of the plans for the aquatic plan are summarized in the following bullet points:

* + Hire a tenure track faculty member as part of a new staffing plan for the center and to align the center more completely with the RTM mission of research, teaching, and service.
	+ Expand program development for both the community and the campus to increase the service sector and revenue stream to support the RTM Department
	+ Expand partnerships with campus auxiliaries
	+ The specific plan for the CSUN Aquatic Center is available in the following link:
	 <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 is listed at the bottom of each faculty meeting agenda. During faculty meetings (one of two times 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 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](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html).

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 exercise in identifying themes and issues was also conducted as an early part of the planning process. The table below represents the strategic thinking created by that discussion in 2010-11.

**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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Issue/Topic** | **Other items in Category** | **Supports Core Identity of Dept.** | **Measurable**  | **Existing Dept. Champions** | **Can be funded with current resources or resources available** | **Other** | **Notes** |
| 1. Growth of dept. with commitment to continued growth | 1.Increasing number of RTM Majors2. Growing demand for undergrad and grad program with limited resources (faculty, staff, operating budget) to meet demand. |  |  |  |  |  |  |
| 2. Graduate Program | 1. How to market to non CSUN grads for diversity2. Extended learning option online |  |  |  |  |  |  |
| 3. Department Centers: Aquatic Center and Center to be renamed  | 1. Request for name change for Center to be renamed and clarify mission of the renamed Center2. Partnership/administrative structure of Aquatic Center and ASREC/USU relationship3. How to institutionalize Aquatic Center to secure its future contribution to dept., university and community3. Other sources for departmental funding (i.e. grants and donations)  |  |  |  |  |  |  |
| **Issue/Topic** | **Other items in Category** | **Supports Core Identity of Dept.** | **Measurable**  | **Existing Dept. Champions** | **Can be funded with current resources or resources available** | **Other** | **Notes** |
| 4. Curriculum and Assessment: Quality of Student Experiences and Department Specialty Areas | Quality of Student Experiences1. Coursework: can students take coursework from theory to practical situations2. Honors program for undergrads3. Retention of RTM students4. Assessment as a meaningful exercise5. Curricular consistency/assessment6. Quality of overall RTM programSpecialty Areas1. Are the specialties in the major keeping up with the times?2. Recreation Therapy Future: external factors and internal factors driving the design3. Emphasis/certificate in Therapeutic Horsemanship4. Partnership of outdoor adventures with RTM  |  |  |  |  |  |  |
| 5. Department Accreditation | 1. AEE2. NRPA3. WTO |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Issue/Topic** | **Other items in Category** | **Supports Core Identity of Dept.** | **Measurable**  | **Existing Dept. Champions** | **Can be funded with current resources or resources available** | **Other** | **Notes** |
| 6. Faculty | 1. Need for continuity: all tenured faculty eligible for retirement in next 5 years2. High percentage of part-time faculty-need for orientation to dept. and teaching3. New faculty hires consistent with program focus of department4. Quality of program faculty |  |  |  |  |  |  |
| 7. Influencing Factors | 1. Prolonged funding crisis in the CSU2. Instructional space appropriate for learning centered curriculum3. Main office space and reception of students4. Additional office staffing5. Limited number of tenured/tenured track faculty to serve on committees-faculty stretched thin6. College readiness of students7. Technology as a curricular tool8. 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 Container 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 continues to engage in a planning process. At a recent Saturday “retreat” (April 2012), a simple SWOT analysis assisted those present with sharing additional ideas about the future. 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**

|  |  |
| --- | --- |
| **STRENGTHS*** Diversity of faculty; their professional, academic and personal backgrounds
* Smaller 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.; *management i*n title is important national trend in careers
* Good, long-standing relationship with USU, AS and College of Extended Learning
* Location in CA as valuing parks, recreation, tourism and outdoor lifestyle
 | **WEAKNESSES*** Uncertainty about filling faculty positions; department perceived as too broad by some administrators
* Smaller unity heavily -weighted with part-time faculty; limited number of bodies/minds to get things done
* Department advisory council should be re-invigorated
* Program and department need better, comprehensive marketing
* Limited resources for graduate assistants, research
* Indirect access to staff and Chair in main office
* No office space for new hires
* Classrooms located all over campus
* RMA not visible in New Student Orientation
 |
| **OPPORTUNITIES*** 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
* Contracts and grants with non-profit and industry partners
* Tseng College online program
* Formalize visiting scholar exchange programs
* Summer Institutes with international “sister” institutions; expand concept of Lily Academy
 | **THREATS*** Competition from increasing number of tourism/hospitality programs
* Budget constraints that may limit program development, increase “turf” protection, or lead to mergers
* CSU student realities; FT employee, family responsibilities, cost of units
* Enrollment limitations based on geography may reduce diversity of students
* Course structure/unit limitations (S-Factor, internship, independent 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.](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html) The site visitor’s [report of recommendation](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html) is also included for reference. The following points of change in the last MOU have been addressed.

* Blah blah

The following points of change in the last MOU are still in need of attention.

* Blah blah

PART 5

**Appendices**

The [resource directory](http://www.csun.edu/~vcrec004/COAPRT/CSUN_ProgramReview_Directory.html) 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 Appendices section lists other general appendices not specifically referenced in the narrative of Parts 1-4.

* Faculty Vitae
* GE Courses Recertification