

**APPENDIX A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW**

respect each other. To have a transparent process and communication, the faculty decided to complete meeting minutes, starting in September 2022.

The HRT faculty have been actively participated in the monthly First Friday CEAS College webinar, which acknowledges diversity in ability, age, class, gender, nationality, race, religion sexual orientation, etc.

For the success of junior faculty, the department chair provides bi-monthly training and guidance meetings during their 1<sup>st</sup>

<p>Continue to strengthen and improve collaborations with diverse industry partners through increasing local and international visibility and reputation of the department.</p>	<p>2022. Each student earned a \$1,000 one-time summer scholarship to support their completion of the required upper division HRT core courses. And the HRT department also offered the Niepoth and Sunderland scholarship over the past 4 years. Three students received \$1,000 every year. However, during the 2022-2023 academic year, the department chair and leadership decided to grant seven scholarships to increase graduation rate.</p> <p>Faculty connect with industry partners throughout the Bay Area to market our programs and place students in internships, volunteer and paid positions. The HRT Center for Professional Excellence (CPE) hosted the in-person HRT Career Building Expo in February 2023, and it is one example of department collaborations with industry</p>
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	<p>instructor of a fully online option for them to complete their degrees and interest has been sporadic. The flyers will need to be sent to local and regional businesses to further deepen the marketing push for the degree.</p> <p>The department hosts a table in the exhibit hall at the California Parks and Recreation Conference and at the 2023 WF CHRIE conference every year, to recruit industry professionals interested in furthering their education and careers.</p> <p>The department continues to work on updating the website and establishing a social media presence through Facebook, Instagram and LinkedIn. The department created GE course and summer course flyers to promote low enrolled and new courses throughout the year. The flyers were posted on social media platforms and on campus bulletin boards.</p> <p>HRT is proudly the most active department regarding promotional events and presentations. HRT has presented both on and off campus to promote the program, including orientations, transfer days, preview day, Welcome Day, Al Fresco, Graduate Fair, the San Ramon Valley Teen Job Fair, the Los Cerros Middle School Job Fair, and the CPRS District 3 Youth and Teen Recreation Services (YTRS) summer training event, Las Positas College Fair, Chabot College Fair and more. This summer, HRT participated in the 15 Transfer Day and Freshman Orientations. The department hosts a table in the exhibit hall at the California Parks and Recreation Conference, and at the 2023 WF CHRIE conference every year, to recruit industry professionals interested in furthering their education and careers.</p>
<p>Improve connections with our alumni.</p>	<p>During the pandemic, the alumni gathering was postponed. The department now plans to host an in-person alumni gathering on October 25, 2023. Many alumni, industry professionals and current HRT students and faculty are all invited.</p>

**C. Program Changes and Needs**

*Report on changes and emerging needs not already discussed above. Include any changes related to your ~~87d~~ <sup>87d</sup> ~~Ngre~~ <sup>Ngre</sup>*

continues to be valuable in terms of developing and revising curriculum.

**Students:**

**Assessment:** In the past, the department used ILO rubrics developed by East Bay faculty, and approved by the Senate, for assessment of undergraduate and graduate courses. In 2022-23, the department had to select other reputable rubrics for program assessment for online course assessment, as the ILO rubrics is more focused on in-person courses. Department faculty members provided assignments from their classes to be assessed at the program and ILO level. The department schedule of assessments for the next few years corresponds with ILO assessment being done at the University level.

**DEI Initiatives:** Deliver inclusive teaching, research, and student support dedicated to ensuring the success of our diverse students, During monthly department meetings and the faculty retreat, the HRT faculty continues to focus on engaging authentically with our new diverse post-pandemic students; focusing specifically on understanding their learning styles, appreciating their unique differences, and helping each of them in an inclusive way. Faculty also used the data provided by Pioneer Insight and Pioneer Warehouse to learn who our students currently are and how to recruit and retain a diverse student body, especially underrepresented students. Additionally, HRT faculty actively practices. By providing information to our students and actively sharing student experiences we are

**Other:** (e.g., major program modifications): The department is the front-effort regarding program, the Certificate in Recreation Therapy, was launched through the University Extension in 2018. Three new certificates are now offered through Open University beginning in Fall 2023: Event Planning and Management Certificate, Food and Beverage Management Certificate, and Lodging Certificate. The University Extension team oversees marketing information as well as the certificate - d to be proposed in the upcoming year. Admissions for the program have increased during the 2023-2024 academic year and we look to continue this trajectory moving forward.

## II. **SUMMARY OF ASSESSMENT** (suggested length of 1-2 pages)

### A. **Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional

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

1.

**Institutional Learning Outcomes** (aligned with PLOs):

1. Thinking and Reasoning (PLO 1)
2. Communication (PLO 3)
3. Diversity and Social Justice (PLO 4)
4. Collaboration (PLO 2)
5. Sustainability and Social Responsibility (PLO 1)
6. Specialized Education (PLO 3)

**B. Program Learning Outcome(S) Assessed**

*PLO(s) (e.g., annually, first time, part of other assessments, etc.).*

Assess exemplary and innovative management, leadership and teamwork strategies for hospitality, recreation, and tourism organizations (ILO 4).

**C. Summary of Assessment Process**

*Summarize your assessment process briefly using the following sub-headings.*

**Instrument(s):** *(include if new or old instrument, how developed, description of content).*

Because the REC 610 course modality does not allow for direct instructor observations on collaborative teamwork in HRT classes, a new instrument was used for this assessment. The assessment rubric created is a combination of two reputable rubric instruments used in higher education: (1) the VALUE- Teamwork rubric derived from the Association of American Colleges & Universities and (2) the Collaborative Work Learning Outcome Rubric, from Rhode Island College.

**Sampling Procedure:** The signature assignment from one section of REC 610,

project used in this course as the signature assignment is adequately challenging students to w

to be above average at 3.60, indicating that students work well together on this project and use these team efforts to engage in aspects of responsibility and team goals learned in their prior bachelor programs, as well as in other HRT Master courses and real-life work experiences. This

training in management for students working in the hospitality/tourism and recreation fields.

**Recommendations for Program Improvement:** (*changes in course content, course sequence, student advising*). Instructor should continue emphasis on teamwork and collaboration, as well as equal contributions from all team members. Students should be encouraged to work closely with one another to achieve team success, with a focus on their team/project communication skills.

**Next Step(s) for Closing the Loop:** (*recommendations to address findings, how & when*). Students should be advised early in the semester and prior to the project that successful communication and collaboration are essential to this assignment. The instructor should consider the use of video/written directions detailing each component of the signature assignment, as well as the use of Canvas Announcements. As this is final assignment for this course, the instructor should also use direct messages and other lines of communication with students who may need additional assistance in communication with their perspective partners.

**Other Reflections:** Increasing the number of faculty members involved in the assessment process, increasing the number of courses and student artifacts assessed, and including both GE and major courses in future assessment projects will provide more useful data in the future.

#### **D. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

Program assessment will be based on the plan for ILO assessment at the University level for upcoming years. The PLO for Written Communication will be assessed for 2023-24. The goal will be to use Watermark to obtain a random sample of student work in at least two classes, and for a group of two or more faculty members to complete the assessment.

### **III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS** (*suggested length of 2 pages*)

*Each program should provide a one-page discussion of the program data available through Pioneer Insights or the CAPR Data Portal. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to Pioneer Insights data or other data resources.*

*Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

#### **A. Discussion of Trends & Reflections Notable Trends;**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of*



*supplemental information as appendices to this report (e.g., graphs and tables).*

The program attracts many HRT undergraduate graduates to apply for our graduate program after working full-time in the hospitality, recreation and tourism industries who are seeking career advancement. A good avenue for recruiting new students to the program was tabling in the Exhibit Hall at the California Parks and Recreation Annual Conference. REC U (a series of CEU workshops for recreation professionals) was not offered during the height of the pandemic, and was another great avenue to attract graduate students

The overall number of students in the program has decreased in the past 4 years, which coincides with an effort by faculty to uphold higher standards for admission to the program and a trend in the reduced enrollment in higher education throughout the nation. Students with good writing skills and industry knowledge/experience are better prepared to handle the demands of the program.

**Reflections on Trends and Program Statistics:**

*Provide your reflections on the trends discussed above and statistics and supplemental information*

*Graduation/Degree Data*

**B. Request for Resources for the Upcoming Year** *(suggested length of 1 page)*

Request for Tenure-Trn1 228.2n49.024R 228.2n49.024R 228.2n49.020 G0 G0 G0 G0 G0 G0 G0 G0 G0 G0 G0 G0 G0 G0

