Program Planning Committee Report to the Provost
College of Applied Sciences & Arts
Hospitality, Recreation and Tourism Management (HRTM)

B.S. Hospitality, Tourism and Event Management
B.S. Recreation and B.S. Recreation with Concentration in Therapeutic Recreation or Recreation Management
M.S. Recreation and M.S. Recreation with Concentration in International Tourism

May 11, 2009
2003 – 2008 Program Planning Cycle

The Program Planning Committee congratulates the department of Hospitality, Recreation and Tourism Management for completing the merger and for making progress toward its program assessment and planning. The committee commends the department for its efforts in justifying and implementing previous external reviewer’s recommendations. The committee strongly commends the department for its hard-work in redesigning both the undergraduate and graduate curricula due to the merger, including the closing of quite a number of concentrations and opening other concentrations, minors, etc. The committee also commends the department for successfully increasing student enrollment in the past few years.

The committee welcomes the improvements to program assessment in which SLOs are divided into groups and groups are scheduled on different semesters for data collection, discussion and implementation. It is great to see SLOs are well defined and assessment responsibilities are distributed among faculty members. The committee recognizes that the assessment process is not truly fulfilled for this planning cycle and so looks forward to seeing improvements in student learning in the next cycle.

The Hospitality, Recreation and Tourism Management department has begun the assessment process. Now that the merger of the two departments has been accomplished, the committee urges more attention to using the evidence collected to improve student learning. While both the recreation and the hospitality programs need to progress in assessment, the program planning committees notes the external reviewer’s concerns about the quality of the hospitality program in particular.

The WASC team in their March 2007 visit encouraged all programs to put greater focus on program (rather than course) assessment and use data (course and other sources) to evaluate the achievement of program outcomes at graduation. Should the HRTM department need help with assessment activities, the Director of Assessment and College Facilitators are available to provide suggestions and support. In accordance with the 2006 Program Planning Guidelines, in the next program cycle, the self study should include program assessment plans, the university assessment reports, and an evaluation of the results of assessment efforts with particular attention to modifications that have been made to improve student achievement and the results of those modifications.

The committee shares some serious concerns addressed in the external reviewer’s comments and advises the department to take them seriously. The ratio of part-time faculty could damage the quality of student advising, curriculum development, department research, as well as the uniqueness of the course sequences. Part-time faculty members are good for bringing practical expectations from business and industry, but may not be as effective in integrating skill sets and knowledge into program objectives as tenured faculty members. Other comments of the external reviewer, such as those
regarding NRPA accreditation, qualifications of guest lecturers, course sequences and prerequisites, qualifications of the courses and their levels, faculty involvement with local industry, associations, etc. should to be evaluated and considered for improvement if necessary.

The final step in the program planning process is a meeting with Provost Carmen Sigler (or her designee), Vice Provost for Academic Budgets and Planning William (Bill) Nance, AVP of Undergraduate Studies Robert (Bob) Cooper, AVP of Graduate Studies and Research Pamela (Pam) Stacks, Dean Charles Bullock, and Department Chair Randy Virden. The department should contact Svetla Ilieva in the Office of Undergraduate Studies to schedule the final meeting. The following topics for discussion are summarized from the reports:

- The department’s vision and how the department can leverage its strengths and surroundings to create a unique and relevant position in hospitality, recreation and tourism education.
- The department vision with respect to curriculum, faculty scholarship, and student engagement with the community.
- How two disciplines can work for a shared vision.
- Plans for assessing the adequacy of recent curricular changes including improving student achievement.
- Curriculum improvements as identified by the external reviewer.
- How the department can work with the Dean’s office in allocating classrooms.

If the Department would like to propose other issues for the meeting, please discuss the appropriateness of the topics with your Dean.

The Program Planning Committee recommends acceptance of the self-study. The self-study provided a good examination of the issues for subsequent reviewers. The next program review for all programs in the Hospitality, Recreation and Tourism Management is scheduled for AY 2012-2013, following the completion of the accreditation review for B.S. in Recreation in 2011, with the self-study due in spring 2012.

2008 – 2009 Program Planning Committee:

Debra Caires  
Mary Calegari  
Peter Chua  
Elaine Collins  
Bob Cooper  
M. E. Fayad  
Beverly Grindstaff  
Xiaolu Hu  
Thuy Le  
Quynh Lu  
Bill Nance  
Dan Perales  
Annabel Prins  
Lori Rodriguez  
Jackie Snell  
Pam Stacks  
Gary Stebbins  
Patricia Stroh  
Sutee Sujitparapitaya  
Shaitaja Venkatsubramanyan  
Ashwini Wagle

CC:  Randy Virden, Chair, HRTM Department  
Charles Bullock, Dean, College of Applied Science and Art  
Barbara Conry, Associate Dean, College of Applied Science and Art  
Robert (Bob) Cooper, AVP Undergraduate Studies  
Pamela (Pam) Stacks, AVP Graduate Studies and Research  
William (Bill) Nance, Vice-Provost
Appendix:
Summary of the Hospitality, Recreation and Tourism Management (HRTM) Self-Studies
2003 – 2008 Program Planning Cycle

Department Formation and Its Program

The Department of Hospitality, Recreation and Tourism Management was formed by the merging of Hospitality Management and Recreation & Leisure Studies in May 2007. The department offers:

Two B.S. degree programs:
1. B.S. in Hospitality, Tourism and Event Management.
2. B.S. in Recreation.
   B.S. in Recreation with Concentrations in: Therapeutic Recreation.
   Recreation Management.

One M.S. degree program:
1. MS in Recreation.
   MS in Recreation with Concentration in International Tourism.

Two minor programs

Programs and Curricula

All curricula have undergone extensive changes since the last review. The department presently offers two undergraduate degree programs with and without concentrations, one graduate degree program with and without concentrations, and two minors.

- All B.S. degrees require 53 units (minimum) in general education, American institutions, and physical education.
- All coursework for electives and minor require advisor approvals.

BS Recreation without concentration (120 – 126 units):
- Founded in 1947 and is accredited by the National Recreation and Park Association.
- 35 units from core courses.
- 3 units in supporting the major (HRTM 100W).
- 32 units in electives with up to 12 units outside HRTM or 14 – 17 units in electives and 15 – 18 units in minor.

BS Recreation with concentration in Therapeutic Recreation (120 units):
- 35 units from core courses.
- 13 units in supporting the major (courses from biology, psychology, and health sciences).
- 10 units in electives.
- 9 units required HRTM coursework.

BS Recreation with concentration in Recreation Management (120 units):
- 35 units from core courses.
- 3 units in supporting the major (Business 20N).
- 14 units in electives.
- 15 units required HRTM coursework.
BS Hospitality, Tourism and Event Management (120 units):
- Approved for implementation in Fall 2008.
- 32 core units.
- 8 units in supporting the major (course selections from business and nutrition programs).
- 27 units in electives.

MS Recreation (30 units):
- 12 core units (including 3-unit professional project (special studies) or 6-unit thesis).
- 18 units in electives (up to 12 upper division undergraduate units).

MS Recreation with concentration in International Tourism (30 units):
- 12 core units (including 3-unit professional project (special studies) or 6-unit thesis).
- 9 units in electives (can be upper division undergraduate).
- 9 units required coursework.

Minor in Recreation (15 units)
- 6 units required courses.
- 9 units approved electives.

Minor in Hotel & Restaurant Management (15 units):
- 6 units required courses.
- 9 units approved electives.

Department Personnel

At the time of writing the self-study report, the department has:
- 26 faculty positions, which include:
  - Seven tenured and tenure track faculty members.
  - One full-time lecturer and eighteen part-time lecturers.
- 1.5 staff positions, which include:
  - One full-time department coordinator for personnel, finance, and curriculum supports.
  - One part-time coordinator for operations and student supports.
- Two part-time student assistants.

Current and Previous Enrollments

- In the first year of operation after the merging, the department has significant enrollment growth:
- Average FTES for 2006/2007 semesters (under the separate operation) are 157.4 for Hospitality Management (HSPM) and 188.2 for Recreation and Leisure Studies (REC).
- Real FTES (based on enrollments) are more than 400 in fall 2007 and spring 2008:
  - 431.9 in fall 2007 semester (157.9 for HSPM and 274 for REC).
  - 403.4 in spring 2008 semester (170.5 for HSPM and 232.9 for REC).
- There has been significant growth in number of majors in the past 4 years (2003 – 2007):
Recreation and Leisure Studies increases 44% (from about 100 to almost 150 majors) in four years.
- Hospitality Management increases 66% (from 150 to 250 majors) in four years.

- The ratios of applications, admitted, and enrolled students from 2003 to 2007:
  - For Hospitality Management, the ratio of applications and enrolled students is about 4/1 and the ratio of admitted to enrolled students is about 3/1.
  - For Recreation and Leisure Studies, the ratio of applications and enrolled students is about 3/1 and the ratio of admitted to enrolled students is about 2/1.

Department's Actions for Previous Program Review

There was no external review for the 2003 self-study of the Recreation and Leisure Studies department. The Hospitality Management department has implemented most of external reviewer’s recommendations but the department believes a few of the recommendations are no longer valid and/or applicable.

Significant Changes to the Programs since the Last Program Review

Undergraduate level:
- Four emphases in Recreation were dissolved.
- Two concentrations (Therapeutic Recreation and Recreation Management) were established.
- A minor in Hotel and Restaurant Management has been created.
- A new name for the second baccalaureate degree was established, which is Hospitality, Tourism and Event Management.
- A number of experimental and permanent courses in entrepreneurship, contract catering, trade show and convention management and wine appreciation were offered.
- A special program in Event Management was developed between the department and the Pebble Beach Company in 2006.
- A reduction in the required core courses and the business minor became optional.
- Students can complete internships in the fall, spring, and summer sessions. All HRTM students complete internships of 5 semester units (a minimum of 500 hours) during their course of study. Possible placements include medical centers, hospitals, development centers and psychiatric units.

Graduate level:
- Three emphases were dissolved.
- One concentration in International Tourism was established.

Current Assessment Activities
The department has established an assessment plan including curriculum and instruction improvement. SLOs are divided into groups and groups are scheduled on different semesters. For each semester, data is collected by the faculty members who are responsible for that semester’s SLOs. The data and findings are then discussed in the following semester. Corrective actions, if any are required, are then implemented in the following semesters. There have been a number of modifications to the program SLOs.

Management and Resource Challenges – The Department’s Point of View
The department believes that it has a number of management and resource challenges as listed below:
• Classrooms are allocated throughout campus, often resulting in faculty members rushing from one end of campus to another when classes are scheduled back-to-back.

• As in many departments at SJSU, time is extremely limited for faculty members teaching four courses, especially when seeking to develop new community-based courses and undertake research.

**Propose and Plan for Curriculum and Program**

Per faculty recommendations, the department has planned:

• Possibly having “Event Planning” as a concentration and hiring a full-time faculty member for this area.

• Possibly hiring a full-time faculty in the area of Therapeutic Recreation. The area has been growing in recent years and high demand is expected in the future because of veterans returning from Iraq and Afghanistan.

• Possibly consolidating some part-time lecturing positions into a full-time lecturing position that would help with student advising.

• Increasing laboratory and administrative support.

• Expanding office space into YUH building. Currently, all tenured and tenure track faculty (except the chair) share an office and part-time faculty share office space with anywhere from 3 to 8 faculty.

• Possibly having a Leisure Laboratory for the REC degree and providing additional space for the planning and demonstration of events.

• Possibly having a Kitchen Laboratory for HTE students to gain practical experience in food production. To date students have been accommodated by a variety of methods including using the NUFS food laboratory when available, working in the University room and the Faculty Club, along with the International House and Fairmont Hotel. A permanent, dedicated kitchen would provide a more appropriate learning environment.

• Expanding faculty office space in one location near the main office. The faculty is presently located in two different buildings: Macquarie Hall and Spartan complex. Greater efficiencies and synergy could be achieved if faculty and staff were in the same building.

**Summary of External Reviewer’s Comments to Hospitality, Recreation and Tourism Management Programs**

**November 2008**

*External Reviewer: Carl Winston, Director, School of Hospitality and Tourism Management, San Diego State University*

The external reviewer mainly focused on the hospitality part of the department due to the recent NRPA accreditation review and the recent hiring of Dr. Randy Virden, who comes with strong credentials in the recreation and tourism arena. The reviewer noted that there has been a worldwide proliferation of hospitality & tourism schools in the past 10 years and many of these programs have more than doubled their enrollment in a very short time. In the United States alone there are nearly 300 4-year programs with 20 in California alone. One of the most popular growth areas has been in the area of event planning. Schools offering this program, particularly with a business orientation, are achieving much success for their graduates.

Below are summaries of positive comments from the reviewer:
The number of group projects done by students and the positive benefits reported from this approach by the alumni.

Good student learning outcomes and assessment of the recreation/tourism part of the department.

The relationship between the department and local park and recreation agencies as well as its strong therapeutic recreation program.

The relationship between lecturers, students, and tenured faculty members.

Collaboration with College of Business for teaching courses in financial accounting and marketing.

The large number of small classes. Many hospitality schools today are forced to teach some courses with several hundred in a given section.

The growth of the department and its ability to adapt to the demand for event planning in recent years.

The connection between the department and the annual event in Pebble Beach.

The reviewer also believes that the department has some major weaknesses and lacks an identity. He recommends building a strategic vision around two questions:

- What is the department known for?
- How can the department leverage its strengths and surroundings to create a unique and relevant position in hospitality, recreation and tourism education?

The department organizational structure and its personnel issues should be dealt with as soon as possible. Below are summaries of major weaknesses identified by the reviewer:

- Hospitality is a business discipline and recreation and tourism are social sciences. While the two disciplines have natural overlaps, the tendency to lump them together as the same discipline should be resisted.

- Classes in the hospitality side are not as linked as they might be. Grading standards, pedagogy and rigor seem to not be as purposeful and integrated as they might be.

- Courses, pedagogy and content should be evaluated as to their relevance to employers. In reviewing curricula and syllabi it seems the department may be somewhat out of touch with today’s practices.

- The hospitality side of the department should identify student learning outcomes. This would establish a currency between courses and among professors. It would be a major benefit to student understanding.

- Students and some faculty report a lack of enforced prerequisites for courses. This has impact on the quality and delivery of content.

- With 4/4 teaching load, it is extremely difficult to have faculty conducting research at the level desired by the administration. This will especially have an impact on pedagogy as well (new course development, attending conferences, ETC.)

- Students take food and beverage cost control course before taking managerial accounting course? The understanding of how to measure and manipulate basic financial results is probably a prerequisite to cost control in specific area like food and beverage.

- The hospitality minor does not have an introductory class?

- The 4-unit recreation internship is significantly below the national and CSU norm, which are usually 10-12 units. This internship is required to be a full-time work experience of at least 10 weeks by the NRPA accrediting body.

- There seems to be a culture of building FTES before other priorities, like high quality pedagogy. This culture puts pedagogy and quality of the student experience at risk and should
be examined. Examples of improvement to pedagogy might include more experiential learning and guest speakers from industry.

- About 25% of the hospitality students have a grade point average below 2.0. One must ask if the current students in hospitality are as well qualified as they might be. Again, the hospitality faculty may want to evaluate academic rigor, admission qualifications and maybe even impaction criteria to drive quality.

- Hospitality faculty do not appear to be actively involved in local industry trade associations, such as Hospitality Finance and Technology Professionals (HFTP), Meeting Professionals International (MPI), and there seems to be some “stress” even with the Convention and Visitors Bureau.

- The department is putting some resources into culinary and wine courses. One must question if these are indeed topics worthy of a 4-year institute like San Jose State. Local colleges such as Mission and Diablo offer this type of course work in a 2-year setting which may be more appropriate.

- One of the senior hospitality faculty members seems somewhat disaffected. This person is the former director (who should be commended for launching the hospitality part of the department and “putting it on the map”) and who should take a leadership role in embracing new challenges to take the department to the next level.

- The hospitality department needs to continue to evaluate ways to update its “relevance.” Its curriculum is somewhat isolated and out of date. It needs to consider ways to get more current and more integrated.

- A major threat for the department is the fact that most hospitality schools are going toward a business-oriented curriculum and away from technical skills training. This trend coupled with the lack of current relevance does represent potential threat of the school becoming irrelevant. This is perhaps best measured by the lack of recruiting from major hospitality companies, both in hotels and restaurants. These companies do recruit at other CSU schools.

The reviewer recommends for the department to:

- Identify what it stands for and what success looks like for its graduates 5, 10 and 20 years after they graduate.

- Pay especially close attention to the NRPA accreditation review and further buttress that with a review of the California Parks and Recreation Society’s CPRS new Competency Model.

- Take advantage of the leverage of being in Silicon Valley and Bay Area (e.g. business travel, convention center, meetings industry, great municipal and county parks and recreation programs, technology).

- Re-evaluate hospitality courses for their effectiveness.

- Spend additional time with community leaders in recreation and tourism asking questions around what they expect from graduates.

- Consider further collaborations with College of Business in delivering course content.

- Redo Introduction to Hospitality course.

- Take a careful look at re-aligning itself and noticing the differences and overlapping issues between hospitality and recreation and tourism. While there are clearly areas that overlap such as the use of project management for recreation programming and for event planning, there are an equally large number of significant differences. Most recreation and tourism is not for profit, while hospitality is normally for profit.

- Do a better job of developing more thoughtful requirements for guest lecturers. Creating a list of academic qualifications and professional qualifications and linking them into a more
consistent review process for lecturers is a significant opportunity to drive the quality of the program.

- Spend more time on the effective use of developing resources. This could come through fundraising and through being more involved in community businesses, organizations and associations.
- Better leverage general education courses to support student learning and student learning outcomes. For example, rather than letting students choose any general education class, the department might want to specify psychology and sociology as required.
- Entertain international experiences in a more meaningful way. Having a Masters in International Tourism without a mandatory international experience is an opportunity to be explored.
- Evaluate graduate student career paths following their degree at San Jose State. This would help to identify whether the curriculum should be more research or practitioner oriented.

Summary of College of Applied Science and Art Committee Report
December 18, 2008

Committee Members: Ann Lucas, Kathryn Sucher, Greg Payne

The college committee commends the department for its comprehensive, thorough, and thoughtful examination of the past five years. The committee commends positive comments from the external reviewer due to the merger during 2007-2008 and the operation under an interim chair from another discipline. The committee looks forward to future department strategic planning as recommended by the external reviewer, especially “finding their niche”. The committee recognizes a sense of optimism in the self study regarding the promise for the future with the arrival of a new chair, but also a number of issues posed in the 2007 accreditation review. The committee advises the department to treat these issues with priority, including faculty retention since the department has lost several faculty members in recent years. The committee also recognizes the potential for the area of event management, perhaps including summer sessions and new money, and suggests further discussion with the College of Business which might be willing to collaborate on a larger and jointly designed program.
December 18, 2008

To: Barbara Conry  
   Interim Dean, CASA
Fr: Ann Lucas  
   Chair, Justice Studies
   Kathryn Sucher  
   Member, CASA Curriculum Committee
   Professor, Nutrition, Food Science, and Packaging
   Greg Payne  
   Acting Associate Dean, CASA

Re: HRTM Self Study Review

   Our sub-committee examined the self study materials provided by the Hospitality, Recreation, and Tourism Management Department as a part of their program planning process. We commend the department on a generally comprehensive, thorough, and thoughtful examination of their past five years. We noted that the department self study and the external evaluator’s report were more heavily oriented toward hospitality, but recognize that may be a reflection of that being a larger FTES producer than the recreation and leisure studies component, or perhaps, could reflect the orientation of the document’s primary author, Dr. Colin Johnson. Nevertheless, the external evaluator stated that the department appears to be, “strong and caring with a passion for the industry, the profession, and its students.” The program has “solid pedagogy” and is located in a “terrific” institution.

   We believe these comments are particularly noteworthy in light of the merger of the past year (2007-2008) and the department functioning under an interim chair from another discipline. The faculty significantly reconfigured their curriculum to accommodate the merger in one year and appear to be doing well as a result. Now that they are fully merged and have a permanent chair, strategic planning is advisable to determine their initiatives for the next few years and to find their niche in recreation and hospitality (e.g., eco tourism). This was also strongly recommended by the external reviewer who said the department needs to determine, “what it stands for.”

   Generally, we noted a sense of optimism in the self study regarding the promise for the future with the arrival of a new chair and presumably greater stability. Nevertheless, we also noted a number of issues posed regarding their 2007 accreditation review. We are confident these items will be addressed, but advise making them a priority. Faculty retention also appears to be a topic that warrants full consideration as the department has lost several faculty in recent years.

   Also noted was the potential for the area of event management. This program seems particularly ripe for growth, collaboration, and creative offerings. Perhaps the College of Business would be willing to collaborate on a larger, jointly designed, program. In addition, an area with such growth potential may lend itself to a special sessions program whereby additional monies could be generated for the department.

   In general, we believe the department was serious and reflective in its self-analysis and is to be commended for the work they have done, especially in light of the merger over the past year or more. Particular accolades are extended for the quality of this department’s curriculum, faculty, and graduates.
December 8, 2008

Dr. Robert Cooper
Associate Vice President for
Undergraduate Studies
One Washington Square
San Jose, CA 95192-0030

Dear Dr. Cooper,

Enclosed you will find a copy of my review of your department of Hospitality, Recreation and Tourism Management.

I truly enjoyed meeting with the faculty and staff at SJSU. They were committed and passionate about their work.

Like any review of this sort, there are opportunities to consider and some wonderful strengths to acknowledge.

I would be happy to respond to any questions or comments on this work. Dr. Virden has been quite helpful throughout this process.

Sincerely,

Carl Winston
Director
A REVIEW OF THE DEPARTMENT OF HOSPITALITY, RECREATION AND TOURISM MANAGEMENT, SAN JOSE STATE UNIVERSITY

NOVEMBER 2008

External Reviewer
Mr. Carl Winston, Director
School of Hospitality and Tourism Management
San Diego State University
Introduction

It was a real pleasure for me to get to know the San Jose State University’s Department of Hospitality, Recreation and Tourism Management. During my review I was consistently impressed with the warmth, intelligence, and passion of the faculty and staff of the department. They seem truly committed to delivering education to their students.

This review focuses mostly on the hospitality part of the department. This is in large part due to the recent NRPA accreditation review and the recent hiring of Dr. Randy Virden, who comes with strong credentials in the recreation and tourism arena. The NRPA review was clearly being used as a guideline and I encourage the department to continue to address, and build on, the issues identified there. In my review, I used a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) to allow the department to relate to Dr. Jim Burke’s past review.

An overall theme in my review focuses around the notion of, “What is the department known for?” Further, “how can the department leverage its strengths and surroundings to create a unique and relevant position in hospitality, recreation and tourism education?” I believe that if the department implements its strategic vision around these important questions, it will build on its past success.

Methodology

The methodology used in this review included a detailed review of the department’s self-study, followed by a fairly extensive list of questions submitted to the program chair, Dr. Virden. As a reviewer, I also rely heavily on my experience with the Council of Hotel, Restaurant, and Institutional Educators (CHRIE) in benchmarking the department against other hospitality & tourism programs worldwide. In my role on the board of directors for CHRIE, I am able to ascertain and remain quite current on trends in hospitality & tourism education. Other insights were gained from the NRPA accreditation study, a review of CPRS (California Parks & Recreation Society) competencies and extensive conversations with hospitality employers, both locally in San Jose and those who recruit at hospitality schools nationwide. Finally, I conducted interviews in San Jose with stakeholder groups that included faculty and university staff, local recruiters, current students, and alumni.

The findings were distilled in a qualitative analysis and overlaid against similar type universities domestically and beyond.

It is worth noting that there has been a worldwide proliferation of hospitality & tourism schools in the past 10 years. Many of these programs have more than doubled their enrollment in a very short time. In the United States alone there are nearly 300 4-year programs with 20 in California alone. Many of these school remain “below the radar” but are growing quickly nonetheless. One of the most popular growth areas has been in the area of event planning. Schools offering this, particularly in a business orientation, are achieving much success for their graduates.
Program Strengths

I was impressed with the harmony between the recreation and hospitality functions. While there may have been a history of leadership challenges and the fact that the tenured/tenure track faculty have been through a lot (upheaval, leadership changes, pressured merger of two departments, nonstop curriculum and strategic planning) over the past year and a half, things seem quite calm and collegial at this point.

I was similarly impressed with the passion and warmth between faculty and students. Each party seems quite motivated to support the other. I was also impressed with the number of group projects done by students and the positive benefits reported from this approach by the alumni.

I further found that the recreation tourism part of the department had done a particularly good job at identifying student learning outcomes and has laid a strong foundation to be able to measure them. This 60-year-old department with its strong therapeutic recreation department is an asset to be leveraged overall.

The recreation faculty has very good connections to state (California Park and Recreation Society) and national (National Recreation and Parks Association) professional associations.

It was notable to meet with lecturers who feel so valued by not just students, but tenured members of the faculty. Their commitment and expertise for both the hospitality and recreation programs offers students great connections/opportunities with the industry.

It was also positive to see that the financial accounting course and marketing course were taught in a business manner by the College of Business at the University. This collegiality and use of other department’s expertise is something to be encouraged.

The department is also fortunate to have such a large number of small class sizes. Today, many hospitality schools are forced to teach some courses with several hundred in a given section. It was also good to note that the local community has an active interest in wanting to support the department.

Another of the noted strengths of the department was its growth and ability to adapt to the demand for event planning in recent years. It was encouraging to see the department connecting both academic knowledge and projects like the annual event in Pebble Beach; this represents model behavior in hospitality & tourism departments.

Program Weaknesses

While it is not unusual for hospitality, tourism and recreation to be jointly administered, it is important to recognize that hospitality is a *business discipline* in contemporary
university settings. Recreation and tourism remain social sciences and while the two
disciplines have natural overlaps, the tendency to lump them together as the same
discipline should be resisted. In terms of operational and curricular decisions, the
distinction between business and social science should be carefully observed. Other
curricular issues identified in the review were as follows:

1. Classes in the hospitality side were identified as not linking as well as they might.
   Students are experiencing a curriculum that is not greater than the sum of the
   whole. Further, grading standards, pedagogy and rigor seem to not be as
   purposeful as they might be.

2. Given that the department is largely offering degrees in applied disciplines,
courses, pedagogy and content should be evaluated as to their relevance to
employers. The relevance (of pedagogy and content) of hospitality practices
needs evaluation. In reviewing curricula and syllabi it seems the department may
be somewhat out of touch with today’s practices.

3. On a related note, if the hospitality part of the department can identify student
learning outcomes, this would be a major benefit, both in currency and for
student understanding. Further, course linkages would be made clearer to all.

4. Students and some faculty report a lack of enforced prerequisites for courses.
   This is having an impact on the quality and delivery of content.

5. Given a 4/4 teaching load, it is extremely difficult to have faculty conducting
research at the level desired by the administration. This will especially have an
impact on pedagogy as well (new course development, attending conferences,
ETC.)

6. An example of potential improvements in pedagogy might include more
   experiential learning and guests speaking from industry. These things require
time the faculty may not have.

7. Why is food and beverage cost control taught before managerial accounting?
   Seemingly, the understanding of how to measure and manipulate basic financial
   results is probably a prerequisite to cost control in specific area like food and
   beverage.

8. Why is the hospitality minor lacking an introductory class? It seems like a logical
   requirement and is in typical hospitality schools.

9. The 4-unit recreation internship is significantly below the norm for like schools
   (10-12 units.) This has negative impacts for students during school (cannot get
   financial aid) and after from lack of typical work experience.
Other program weaknesses revealed themselves in discussions with faculty and lecturers. There seems to be a culture of building FTES before other priorities, like high quality pedagogy. This culture puts pedagogy and quality of the student experience at risk and should be examined.

I also have a concern that 25% of the hospitality students have a grade point average below 2.0. One must ask if the current students in hospitality are as well qualified as they might be. Again, the hospitality faculty may want to evaluate academic rigor, admission qualifications and maybe even impaction criteria to drive quality.

Further, 75% of hospitality students are in upper division which was interpreted by constituent groups that I interviewed as defining hospitality as a “discovery major” at San Jose State University. These factors coupled with the advising model that is very inconsistent make it difficult for me to imagine consistent student success. The inability of the faculty to identify any luminary alumni seems to reflect a lack of student success following graduation.

Hospitality faculty do not appear to be actively involved in local industry trade associations, such as Hospitality Finance and Technology Professionals (HFTP), Meeting Professionals International (MPI), and there seems to be some “stress” even with the Convention and Visitors Bureau.

The department is putting some resources into culinary and wine courses. One must question if these are indeed topics worthy of a 4-year institute like San Jose State. Local colleges such as Mission and Diablo offer this type of course work in a 2-year setting which may be more appropriate. It could be that the re-deployment of resources is something that needs to be considered. Again, the hospitality faculty is encouraged to discuss this with college recruiters, area employers and the like.

One of the senior hospitality faculty members seems somewhat disaffected. This person is the former chair (who should be commended for launching the hospitality part of the department and “putting it on the map”) and who should take a leadership in embracing new changes to take the department to the next level.

**Program Threats**

The hospitality department needs to continue to evaluate ways to update its “relevance.” Its curriculum is somewhat isolated and out of date. It needs to consider ways to get more current and more integrated.

The disaffected faculty member should be “brought in to the fold” and their expertise leveraged.

A major threat for the department is the fact that most hospitality schools are going toward a business-oriented curriculum and away from technical skills training. This trend coupled with the lack of current relevance does represent potential threat of the
school becoming irrelevant. This is perhaps best measured by the lack of recruiting from major hospitality companies, both in hotels and restaurants. These companies do recruit at some other CSU schools.

**Program Opportunities**

San Jose State University’s Department of Hospitality Recreation And Tourism Management has significant opportunities to establish itself in a unique and meaningful way. The reviewer strongly recommends the department identify what it stands for and what success looks like for its graduates 5, 10 and 20 years after they graduate. It is recommended that the department’s recreation and tourism faculty pay especially close attention to the NRPA review and further buttress that with a review of the California Parks and Recreation Society’s CPRS new *Competency Model*. The department should find that these will closely align with their student learning outcomes and ensure the department moves forward in a popular and comfortable way.

If the department is going to be successful, it is important for the faculty to work together and develop/share a common vision for the future.

I suggest you take advantage of your place - in other words, think about leveraging the strengths of being in Silicon Valley and Bay Area (e.g. business travel, convention center, meetings industry, great municipal and county parks and recreation programs, technology).

Hence, while a bit painful after a couple of years of re-alignment, hospitality courses should yet again be reevaluated for effectiveness. For example, lack of a strategy class is most unusual.

It is further recommended that the department leverage its therapeutic recreation area with a special eye to wounded veterans returning from the wars in Afghanistan and Iraq. The department should also take a look at including more parks and leisure oriented activities in that part of the curriculum.

The department takes great pride in its APA writing style for recreation and tourism. I suggest that the department spend additional time with community leaders in recreation and tourism asking questions around what they expect from graduates. This is a workforce development program; I expect you will hear new needs for more persuasive writing and more ability and understanding by graduates of how government politics work. Students graduating and going to work in public facilities are going to have to fight for resources and this school should consider how to best prepare them for that.

In the hospitality part of the department, there is an opportunity by giving some serious time to re-thinking the curriculum, how courses link, and in what order and why. I also recommend that you consider further collaborations with your College of Business in delivering content.
While I am very impressed with the Pebble Beach program, it’s only serving about 10% of your students per year. The big opportunity is how to serve the other 90%. Something I think the department needs to take on in a serious way is experiential learning is definitely a major trend in hospitality education.

I suggest you take a look at redeveloping your Introduction to Hospitality course. You clearly have academic issues given the low GPA’s of some of your students. Students reported only “discovering” the major later in their college career. According to recent study by CHRIE, 35% of all 4-year hospitality graduates leave the hospitality industry after 5 years. The school may want to consider re-developing the introductory course to do a more effective job of informing students about what the realities of the industry are and to drive quality. Using significantly more guest lecturers and having field experiences in this course could also be a way of effectively re-engaging the community on a more structured basis.

The department should take a careful look at re-aligning itself and noticing the differences and overlapping issues between hospitality and recreation and tourism. While there are clearly areas that overlap such as the use of project management for recreation programming and for event planning, there are an equally large number of significant differences. Most recreation and tourism is not for profit, while hospitality is normally for profit.

Both departments could do a better job of developing more thoughtful requirements for guest lecturers. Creating a list of academic qualifications and professional qualifications (AQ & PQ) and linking them into a more consistent review process for lecturers is a significant opportunity to drive the quality of the program.

It is also recommended that the department spend more time on the effective use of developing resources. This could come through fundraising and through being more involved in community businesses, organizations and associations. With limited release time for Dr. Virden and such a heavy teaching load this may be a challenge.

Another related opportunity would be to re-deploy assets to have one full-time advisor who could work on advising, placement and community relations. This person could also be responsible for staying connected to alumni, something that is a real opportunity for the department. We also recommend that more time be put into student extra-curricular activities such as the National Society of Minorities in Hospitality (www.NSMH.org) or Eta Sigma Delta, the honor society within CHRIE, and to student members of organizations like CPRS, MPI, and so on.

One curricular opportunity might be to leverage general education courses better to support student learning and student learning outcomes. For example, rather than letting students choose any general education class, the department might want to specify psychology and sociology as required within those areas further leveraging the impact on students.
The department could also entertain international experiences in a more meaningful way. Having a Masters in International Tourism without a mandatory international experience is an opportunity to be explored. I also recommend that some evaluation of graduate student career paths following their degree at San Jose State be undertaken. This would help us identify whether the curriculum should be more research or practitioner oriented. The department identified success factors at its retreat earlier in the year. It would significantly benefit by adding metrics to these success factors as this would help benchmark results going forward.

The recreation internship should be elevated to 10-12 units reflecting the norm in this area.

Conclusions

You have a strong and caring department with a passion for the industry, the profession, and its students. You have got some solid pedagogy and a terrific institution. The department lacks an identity in burgeoning competition within the state and beyond. The department needs to sharpen its identity, its delivery and its relevance to build on its tradition of success. Organizational structure and personnel issues should be dealt with as soon as possible.

I remain very interested in supporting the department in any way I can and look forward to any questions.
14 August 2008

Dr. Carl Winston
Director, School of Hospitality and Tourism Management
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4514

Dear Dr. Winston:

Thank you for agreeing to serve as the external reviewer for San Jose State University's Hospitality, Recreation and Tourism Management Department. Reviewers take on such a task only out of love for the profession and respect for their colleagues, definitely not as a way of building retirement income. SJSU will pay you an honorarium of $1,000 in appreciation of your willingness to serve as a reviewer, and from that amount you are expected to cover your own expenses, save airfare. You should let the department know whether all or part of your air travel is to be funded by SJSU, and that amount will be added to your stipend. Typically the host department provides at least some meals, and the College of Applied Sciences and Arts will work with you in locating lodging. The Chair of the program, Randy Virden, will help you complete the necessary paperwork, and will see that you are paid promptly.

In accepting this assignment, you agree to review the self-study prepared by the program. Please feel free to ask Dr. Virden or this office for any additional materials you need. Additionally, the university web site has much information, especially on the College of Applied Sciences and Arts in the Statistical Abstracts at http://www.ipar.sjsu.edu/Data & Reporting/statistical_update.cfm.

The visit itself should take about a day and a half to two days. It typically begins with an administrative overview that includes me, the College Interim Dean Dr. Conry, the Associate VP for Graduate Studies and Research Dr. Pamela Stacks, and the Vice Provost, Dr. Bill Nance. This will be a good opportunity for you to clarify with us the key university goals of your visit. You will then meet with faculty, staff, students, and graduates of the program. I encourage you to be forthright in your questioning and probing. Please let me know if, having seen the schedule for the visit, you would like to have any additions made to that schedule.

The visit ends with your presenting an exit interview of about 45 minutes. Some reviewers prefer to make a statement that is then open to questions; others prefer an interactive format throughout the interview. That choice is yours. The interview may be recorded for the use of faculty who are not able to attend. Your exit interview will be attended by several administrators, the College Dean, the liaison faculty member from the Program Planning Committee, the Director of Assessment and as many program faculty as are available. Reviewers normally do not have meetings with the Provost.

San Jose State’s review process emphasizes planning rather than retrospective evaluation. The Dean and the Provost want to ensure that the program is making realistic plans for curricular development, for faculty hiring and for strategies to garner whatever additional resources might be necessary for the program’s success. In the CSU, a program’s intentions must match the probability that there will in fact continue to be students desirous of enrolling in the program, so it is important to take into account the SJSU student in evaluating the plans.
The Program Planning guidelines, which I enclose, require that the program have a
definite plan for collecting evidence of student learning. As you are aware, regional and
specialized accreditation agencies now insist that programs document their educational
successes, and show how they are making program modifications based on data rather
than anecdote. SJISU believes that assessment of student learning must be carried out by
faculty, and that the program level is the most effective place for faculty to undertake
this work. Please address the program’s strengths and weaknesses in systematic
assessment of student learning in the exit interview and in your written report. Such
assessment often takes different forms in graduate programs, yet such typically
undergraduate “general education” issues as communication skills, team-work, global
and cultural sensitivity, environmental awareness, and the like, remain critical. Also, a
program's encouragement for and success in research and scholarship is essential at the
graduate level. In all events, the program’s assessments should be closely matched to its
specific goals.

We will expect a written report within three weeks of your visit. Please send that report
to me. The written report, and any comments the program cares to make, will then
provide the basis for recommendations to the Provost by a College committee, the
College Dean, and the Program Planning committee.

Again, thank you for your assistance in this process, and I encourage you to call or email
me (undergraduate.studies@sjis.edu) should you have questions or should you like to
engage in any preliminary discussion about your visit. I look forward to meeting you,
and I thank you for your assistance in this important planning task. Dr. Virden will
contact you directly about scheduling the date of the visit.

Sincerely,

Robert Cooper, Ph.D.
Associate Vice President

Attachments

Cc: Randy Virden, Chair, Hospitality, Recreations and Tourism Management
    Barbara Conry, Dean, College of Applied Sciences and Arts
    Pamela Stacks, AVP Graduate Studies & Research
    Jacqueline Snell, Director, Assessment
    Dan Perales, Chair, Program Planning Committee
A REVIEW OF THE DEPARTMENT OF HOSPITALITY, RECREATION AND TOURISM MANAGEMENT, SAN JOSE STATE UNIVERSITY

NOVEMBER 2008

External Reviewer
Mr. Carl Winston, Director
School of Hospitality and Tourism Management
San Diego State University
Introduction

It was a real pleasure for me to get to know the San Jose State University's Department of Hospitality, Recreation and Tourism Management. During my review I was consistently impressed with the warmth, intelligence, and passion of the faculty and staff of the department. They seem truly committed to delivering education to their students.

This review focuses mostly on the hospitality part of the department. This is in large part due to the recent NRPA accreditation review and the recent hiring of Dr. Randy Virden, who comes with strong credentials in the recreation and tourism arena. The NRPA review was clearly being used as a guideline and I encourage the department to continue to address, and build on, the issues identified there. In my review, I used a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) to allow the department to relate to Dr. Jim Burke's past review.

An overall theme in my review focuses around the notion of, “What is the department known for?” Further, “how can the department leverage its strengths and surroundings to create a unique and relevant position in hospitality, recreation and tourism education?” I believe that if the department implements its strategic vision around these important questions, it will build on its past success.

Methodology

The methodology used in this review included a detailed review of the department’s self-study, followed by a fairly extensive list of questions submitted to the program chair, Dr. Virden. As a reviewer, I also rely heavily on my experience with the Council of Hotel, Restaurant, and Institutional Educators (CHRIE) in benchmarking the department against other hospitality & tourism programs worldwide. In my role on the board of directors for CHRIE, I am able to ascertain and remain quite current on trends in hospitality & tourism education. Other insights were gained from the NRPA accreditation study, a review of CPRS (California Parks & Recreation Society) competencies and extensive conversations with hospitality employers, both locally in San Jose and those who recruit at hospitality schools nationwide. Finally, I conducted interviews in San Jose with stakeholder groups that included faculty and university staff, local recruiters, current students, and alumni.

The findings were distilled in a qualitative analysis and overlaid against similar type universities domestically and beyond.

It is worth noting that there has been a worldwide proliferation of hospitality & tourism schools in the past 10 years. Many of these programs have more than doubled their enrollment in a very short time. In the United States alone there are nearly 300 4-year programs with 20 in California alone. Many of these school remain “below the radar” but are growing quickly nonetheless. One of the most popular growth areas has been in
the area of event planning. Schools offering this, particularly in a business orientation, are achieving much success for their graduates.

**Program Strengths**

I was impressed with the harmony between the recreation and hospitality functions. While there may have been a history of leadership challenges and the fact that the tenured/tenure track faculty have been through a lot (upheaval, leadership changes, pressured merger of two departments, nonstop curriculum and strategic planning) over the past year and a half, things seem quite calm and collegial at this point.

I was similarly impressed with the passion and warmth between faculty and students. Each party seems quite motivated to support the other. I was also impressed with the number of group projects done by students and the positive benefits reported from this approach by the alumni.

I further found that the recreation/tourism part of the department had done a particularly good job at identifying student learning outcomes and has laid a strong foundation to be able to measure them. This 60-year-old department has an established relationship with local park and recreation agencies and its strong therapeutic recreation program is an asset to be leveraged overall.

The recreation faculty has very good connections to state (California Park and Recreation Society) and national (National Recreation and Park Association) professional associations. Recreation students at the undergraduate and graduate level are involved in CPRS conferences and scholarship programs.

It was notable to meet with lecturers who feel so valued by not just students, but tenured members of the faculty. Their commitment and expertise for both the hospitality and recreation programs offers students great connections/opportunities with the industry.

It was also positive to see that the financial accounting course and marketing course were taught in a business manner by the College of Business at the University. This collegiality and use of other department’s expertise is something to be encouraged.

The department is also fortunate to have such a large number of small class sizes. Today, many hospitality schools are forced to teach some courses with several hundred in a given section. It was also good to note that the local community has an active interest in wanting to support the department.

Another of the noted strengths of the department was its growth and ability to adapt to the demand for event planning in recent years. It was encouraging to see the department connecting both academic knowledge and projects like the annual event in Pebble Beach; this represents model behavior in hospitality & tourism departments.
Program Weaknesses

While it is not unusual for hospitality, tourism and recreation to be jointly administered, it is important to recognize that hospitality is a business discipline in contemporary university settings. Recreation and tourism remain social sciences and while the two disciplines have natural overlaps, the tendency to lump them together as the same discipline should be resisted. In terms of operational and curricular decisions, the distinction between business and social science should be carefully observed. Other curricular issues identified in the review were as follows:

1. Classes in the hospitality side were identified as not linking as well as they might. Students are experiencing a curriculum that is not greater than the sum of the whole. Further, grading standards, pedagogy and rigor seem to not be as purposeful and integrated as they might be.

2. Given that the department is largely offering degrees in applied disciplines, courses, pedagogy and content should be evaluated as to their relevance to employers. The relevance (of pedagogy and content) of hospitality practices needs evaluation. In reviewing curricula and syllabi it seems the department may be somewhat out of touch with today’s practices.

3. On a related note, if the hospitality part of the department can identify more relevant student learning outcomes, this would be a major benefit, both in currency and for student understanding. Further, course linkages would be made clearer to all.

4. Students and some faculty report a lack of enforced prerequisites for courses. This is having an impact on the quality and delivery of content.

5. Given a 4/4 teaching load, it is extremely difficult to have faculty conducting research at the level desired by the administration. This will especially have an impact on pedagogy as well (new course development, attending conferences, ETC.)

6. An example of potential improvements in pedagogy might include more experiential learning and guests speaking from industry. These things require time the faculty may not have.

7. Why is food and beverage cost control taught before managerial accounting? Seemingly, the understanding of how to measure and manipulate basic financial results is probably a prerequisite to cost control in specific area like food and beverage.

8. Why is the hospitality minor lacking an introductory class? It seems like a logical requirement and is in typical hospitality schools.
9. The 4-unit recreation internship is significantly below the national and CSU norm for like schools (usually 10-12 units.) This internship is required to be a full-time work experience of at least 10 weeks by the NRPA accrediting body. This recently reduced 4 unit course has negative impacts for students during school (cannot get financial aid) and after from lack of typical work experience (if they juggle 3 other courses offered during the day).

Other program weaknesses revealed themselves in discussions with faculty and lecturers. There seems to be a culture of building FTES before other priorities, like high quality pedagogy. This culture puts pedagogy and quality of the student experience at risk and should be examined.

I also have a concern that 25% of the hospitality students have a grade point average below 2.0. One must ask if the current students in hospitality are as well qualified as they might be. Again, the hospitality faculty may want to evaluate academic rigor, admission qualifications and maybe even impaction criteria to drive quality.

Further, 75% of hospitality students are in upper division which was interpreted by constituent groups that I interviewed as defining hospitality as a “discovery major” at San Jose State University. These factors coupled with the advising model that is very inconsistent make it difficult for me to imagine consistent student success. The inability of the faculty to identify any luminary alumni seems to reflect a lack of student success following graduation.

Hospitality faculty do not appear to be actively involved in local industry trade associations, such as Hospitality Finance and Technology Professionals (HFTP), Meeting Professionals International (MPI), and there seems to be some “stress” even with the Convention and Visitors Bureau.

The department is putting some resources into culinary and wine courses. One must question if these are indeed topics worthy of a 4-year institute like San Jose State. Local colleges such as Mission and Diablo offer this type of course work in a 2-year setting which may be more appropriate. It could be that the re-deployment of resources is something that needs to be considered. Again, the hospitality faculty is encouraged to discuss this with college recruiters, area employers and the like.

One of the senior hospitality faculty members seems somewhat disaffected. This person is the former director (who should be commended for launching the hospitality part of the department and “putting it on the map”) and who should take a leadership in embracing new changes to take the department to the next level.

Program Threats

The hospitality department needs to continue to evaluate ways to update its “relevance.” Its curriculum is somewhat isolated and out of date. It needs to consider ways to get more current and more integrated.
The disaffected faculty member should be "brought in to the fold" and their expertise leveraged.

A major threat for the department is the fact that most hospitality schools are going toward a business-oriented curriculum and away from technical skills training. This trend coupled with the lack of current relevance does represent potential threat of the school becoming irrelevant. This is perhaps best measured by the lack of recruiting from major hospitality companies, both in hotels and restaurants. These companies do recruit at other CSU schools.

Program Opportunities

San Jose State University's Department of Hospitality Recreation And Tourism Management has significant opportunities to establish itself in a unique and meaningful way. The reviewer strongly recommends the department identify what it stands for and what success looks like for its graduates 5, 10 and 20 years after they graduate. It is recommended that the department's recreation and tourism faculty pay especially close attention to the NRPA accreditation review and further buttress that with a review of the California Parks and Recreation Society's CPRS new Competency Model. The department should find that these will closely align with their student learning outcomes and ensure the department moves forward in a popular and comfortable way.

If the department is going to be successful, it is important for the faculty to work together and develop/share a common vision for the future.

I suggest you take advantage of your place - in other words, think about leveraging the strengths of being in Silicon Valley and Bay Area (e.g. business travel, convention center, meetings industry, great municipal and county parks and recreation programs, technology).

Hence, while a bit painful after a couple of years of re-alignment, hospitality courses should yet again be reevaluated for effectiveness. For example, lack of a strategy class is most unusual.

It is further recommended that the department leverage its therapeutic recreation area with a special eye to wounded veterans returning from the wars in Afghanistan and Iraq. The department should also take a look at including more parks and leisure oriented programming in that part of the curriculum.

The department takes great pride in its APA writing style for recreation and tourism. I suggest that the department spend additional time with community leaders in recreation and tourism asking questions around what they expect from graduates. This is in large part a workforce development program; I expect you will hear new needs for more persuasive writing and more ability and understanding by graduates of how government politics work. Students graduating and going to work in public facilities are going to
have to fight for resources and this school should consider how to best prepare them for that.

In the hospitality part of the department, there is an opportunity by giving some serious
time to re-thinking the curriculum, how courses link, and in what order and why. I also
recommend that you consider further collaborations with your College of Business in
delivering content.

While I am very impressed with the Pebble Beach program, it’s only serving about 10%
of your students per year. The big opportunity is how to serve the other 90%.
Something I think the department needs to take on in a serious way is experiential
learning is definitely a major trend in hospitality education.

I suggest you take a look at redeveloping your Introduction to Hospitality course. You
clearly have academic issues given the low GPA’s of some of your students. Students
reported only “discovering” the major later in their college career. According to recent
study by CHRIE, 35% of all 4-year hospitality graduates leave the hospitality industry
after 5 years. The school may want to consider re-developing the introductory course to
do a more effective job of informing students about what the realities of the industry are
and to drive quality. Using significantly more guest lecturers and having field
experiences in this course could also be a way of effectively re-engaging the community
on a more structured basis.

The department should take a careful look at re-aligning itself and noticing the
differences and overlapping issues between hospitality and recreation and tourism.
While there are clearly areas that overlap such as the use of project management for
recreation programming and for event planning, there are an equally large number of
significant differences. Most recreation and tourism is not for profit, while hospitality is
normally for profit.

Both departments could do a better job of developing more thoughtful requirements for
guest lecturers. Creating a list of academic qualifications and professional qualifications
(AQ & PQ) and linking them into a more consistent review process for lecturers is a
significant opportunity to drive the quality of the program.

It is also recommended that the department spend more time on the effective use of
developing resources. This could come through fundraising and through being more
involved in community businesses, organizations and associations. With limited release
time for Dr. Virden and such a heavy teaching load this may be a challenge.

Another related opportunity would be to re-deploy assets to have one full-time advisor
who could work on advising, placement and community relations. This person could
also be responsible for staying connected to alumni, something that is a real opportunity
for the department. We also recommend that more time be put into student extra-
curricular activities such as the National Society of Minorities in Hospitality
(www.NSMH.org) or Eta Sigma Delta, the honor society within CHRIE, and to student members of organizations like CPRS, MPI, and so on.

One curricular opportunity might be to leverage general education courses better to support student learning and student learning outcomes. For example, rather than letting students choose any general education class, the department might want to specify psychology and sociology as required within those areas further leveraging the impact on students.

The department could also entertain international experiences in a more meaningful way. Having a Masters in International Tourism without a mandatory international experience is an opportunity to be explored. I also recommend that some evaluation of graduate student career paths following their degree at San Jose State be undertaken. This would help us identify whether the curriculum should be more research or practitioner oriented. The department identified success factors at its retreat earlier in the year. It would significantly benefit by adding metrics to these success factors as this would help benchmark results going forward.

The recreation internship should be elevated to 10-12 units reflecting the national norm in this area.

Conclusions

You have a strong and caring department with a passion for the industry, the profession, and its students. You have got some solid pedagogy and a terrific institution. The department lacks an identity in burgeoning competition within the state and beyond. The department needs to sharpen its identity, its delivery and its relevance to build on its tradition of success. Organizational structure and personnel issues should be dealt with as soon as possible.

I remain very interested in supporting the department in any way I can and look forward to any questions.
SAN JOSE STATE UNIVERSITY
PROGRAM PLANNING SELF-STUDY

Department of Hospitality, Recreation and Tourism Management

Degree Programs

B.S. in Hospitality, Tourism and Event Management

B.S. in Recreation
B.S. Recreation: Concentration in Therapeutic Recreation
B.S. Recreation: Concentration in Recreation Management

M.S. in Recreation
M.S. Recreation: Concentration in International Tourism

2007-2008

The enclosed self-study report has been reviewed by the faculty in the Department of Hospitality, Recreation and Tourism Management (HRTM) and is now submitted for external review.

HRTM Chair

Date 8/28/08

Draft has been read and deemed ready for external review by:

College Dean

Date 8/28/08

Dated signature of department/program head: This signature serves to verify that there has been widespread faculty participation, including faculty in interdisciplinary programs, in the preparation of the self-study report and that the faculty are aware of all findings and recommendations.

Dated signatures of the College Dean: This signature indicates that the self-study report is complete and ready for external review. It does not necessarily indicate agreement with the recommendations in the self-study report.
# Table of Contents

1. Executive Summary .................................................................................................................. 4  
   1.1 Description of the Department and its Program(s): .......................................................... 4  
   1.2 Synopsis of the Previous Program Review Recommendations ........................................... 4  
   1.3 Summary of Present Program Review Recommendations: .............................................. 8  
2. Context and Scope .................................................................................................................... 9  
   Department Mission: .............................................................................................................. 10  
   Department Vision: .................................................................................................................. 10  
3. Curriculum and Achievement of Student Learning Outcomes .............................................. 10  
   3.1 Curriculum .......................................................................................................................... 10  
   3.2 General Education and Service Courses ........................................................................... 17  
   3.3 Assessment of Student Learning ....................................................................................... 18  
   3.4 Goals and Plans .................................................................................................................. 20  
4. Students ................................................................................................................................ 23  
   4.1 Analysis of Student Data .................................................................................................... 23  
   4.2 Student Experiences .......................................................................................................... 25  
   4.3 Student Recruitment and Retention .................................................................................... 25  
   4.4 Student Scholarly and Creative Achievements .................................................................. 26  
   4.5. Student Engagement Activities ...................................................................................... 27  
   4.6 Goals and Plans .................................................................................................................. 27  
5. Faculty ................................................................................................................................... 29  
   5.1 Faculty profile ..................................................................................................................... 29  
   5.2 Faculty Scholarly and Creative Achievements ................................................................. 32  
   5.3. Service and Community Engagement ............................................................................ 32  
   5.4 Goals and Plans .................................................................................................................. 34  
6. Resources ............................................................................................................................... 36  
   6.1 Program Support ................................................................................................................ 36  
   6.2 Resource Management ....................................................................................................... 37  
   6.3 Goals and Plans .................................................................................................................. 38  
Appendices ................................................................................................................................. 40  
Appendix A - Recommendations from Previous Planning Cycle  
Appendix B - Five Year Plan for Faculty Recruitment  
Appendix C - Required Data Elements  
Appendix D - Assessment Plan and Assessment Results  
Appendix E - Catalog Copy
1. Executive Summary

1.1 Description of the Department and its Program(s):

Briefly describe the organization of the departmental program(s) and provide indicators of size such as FTEF, FTES, and degrees awarded per year.

The Department of Hospitality, Recreation and Tourism Management was formed by the merger of the Departments of Hospitality Management and Recreation and Leisure Studies in May 2007. The Department presently has an interim chair, seven tenured and tenure track faculty, one full time lecturer and 18 part time lecturers. There is a full time department coordinator responsible for personnel, finance and curriculum, a part-time coordinator responsible for operations and student support. In addition there are two part-time student assistants. A permanent Department Chair, Dr. Randy Virden, will assume responsibility in July 2008.

In the last year (06-07) of operation as separate departments, total enrollment was 345.6 (HSPM average FTES was 157.4; REC average FTES was 188.2). The combined department showed enrollment growth in the first year of operation (2007-08); FTES enrollment was 431.9 in fall 2007 (157.9 HSPM; 274 REC), and 403.4 in spring 2008 (170.5 HSPM; 232.9 REC). In both semesters the department exceeded the 2007-2008 target of 395. In terms of FTEF, recreation and leisure studies has declined from an average of 10.2 in 2002/2003 to 7.3 in 2006/2007. Hospitality management has increased from 4.0 in 2003/2004 (statistics were not available for the previous year as it had not yet become a department) to 5.1 by 2006/2007. In 2006/2007 a total of 27 students (21 undergraduate and 6 masters) graduated with a recreation degree and 46 with a hospitality management degree.

Include information about any significant additions to the program(s) since the last program review.

Four emphasis areas in Recreation were dissolved and two concentrations (Therapeutic Recreation and Recreation Management) established at the undergraduate level. At the graduate level, 3 emphasis areas were dissolved and one concentration in International Tourism was established. In addition, a minor in hotel and restaurant management has been created and a new name for the hospitality management baccalaureate degree was established (Hospitality, Tourism and Event Management)

1.2 Synopsis of the Previous Program Review Recommendations (a complete description is placed in Appendix A).

The Department has recommendations from the Hospitality Management Self Study (December 19th 1999). It does not appear that the Recreation and Leisure Studies Self Study of fall 2003 was reviewed by an external reviewer. However, recreation program recommendations from the most recent (2007) NRPA Accreditation review are included in Appendix L.
Recommendations from the Hospitality Management Self Study December 1999:

1. Develop a strategic plan which clearly identifies hospitality management program goals related to priorities, curricular updates, performance incentives, enrollment targets, resources requirements, timelines and program organization, structure and staffing.

2. Resources
   a. Have full-time clerical support so that the program can respond to the volume of inquiries and request.
   b. More reassignment time for Dr. Sullivan.

3. Develop a stronger link with the hi-tech industry.

4. Support the development (fund raising) efforts of the program.

5. Identify a niche and focus resources and coursework on being successful in a defined area.

6. Pursue accreditation with ACPHA (Accreditation Commission for Programs in Hospitality Administration).

7. Academic program related issues:
   a. Develop, and be committed to a two-year schedule which will help students to more effectively plan their academic programs.
   b. Recognize that interdisciplinary programs are more expensive to operate and adjust COB and CASA FTE targets accordingly.
   c. Re-examine the 50-50 split in core courses. It seems to be more of an FTE compromise than an academic content based ratio.
   d. Develop a hospitality minor, general education courses and a Masters Degree option available to students in other departments.
   e. Expand the number of student clubs that the program supports.
   f. Offer courses during “winter school”
   g. Increase the percentage of courses taught by tenure or tenure track faculty.
   h. Improve the advertising and promotion of the on-campus restaurant to off campus guests by emphasizing the role that students play in managing and operating it.

8. Seize the opportunity to market the program in the region particularly given its strategic location between San Francisco and Monterrey.
   - Summarize progress on recommendations made in the last program review.
   - Include the rationale for recommendations which were deferred or abandoned since the previous program review.
   - Include any issues from the last review that are still pending. Refer to the appropriate section(s) in this self-study report where these issues are addressed.

At a general level, as may be expected due to the length of time since the program review, some of the recommendations are no longer applicable. The following section responds to the
recommendations directly. For the sake of brevity, only a heading has been included next to the point number:

1. Strategic plan. A strategic plan has been developed for the department which was circulated in May 2008. The plan is included as appendix H.

2. Resources:
   a. The administrative resources now stand at 1.5 administrative assistants, but is considered insufficient to support the department if the forecasted growth is maintained over the long term
   b. Additional release time for Dr. Sullivan is no longer applicable. The new chair, Dr. Randy Virden’s appointment is .50 chair time with an additional .2 assigned time for fall 2008 semester.

3. Develop a stronger link with the hi-tech industry.

There have been some linkages with the major players in the hi-tech industry; a number of alumni work in the sector (for example in the event management departments at Cisco Systems); this could be developed further, through for example inclusion in the community partnership evenings.

4. Support the development (fund raising) efforts of the program. Again, this is an area that has produced mixed results. For a number of years the Hospitality Management Department generated funds (circa $7,000-$10,000 per annum) through its Industry Advisory Board. Fund raising potential may be seen to have been an area of under-achievement due to a number of factors including a lack of time, energy, expertise and institutional and industry commitment.

5. Identify a niche and focus resources and coursework on being successful in a defined area.

A number of areas were identified as potential niches at faculty retreats including entrepreneurship, financial management, real estate and event management. Recent changes to the curriculum have resulted in the hospitality degree being re-branded as “Hospitality, tourism and event management”. This should result in greater awareness of event management, with the possibility of new courses being proposed as experimental courses in event management and related areas. The idea of having specializations/concentrations in entrepreneurship and finance/real estate has been dropped for the time being.

Recreation has identified therapeutic recreation as a niche to be exploited which, after a period of program decline has seen a marked improvement in student interest and numbers.

6. Accreditation with ACPHA

   Various members of the Hospitality department were aware of the ACPHA. Whilst it may have been useful to have accreditation in the late 1990’s, it is not considered particularly important at this time, with little added value in terms of prestige and credibility to either the academic or industry communities.

7. Academic program, related issues:
   a. two-year schedule
It is believed that this is probably referring to offering courses at least every 2 years, so that transfer status can finish in 2. In addition road maps have been developed for all undergraduate programs.

b. Recognize that interdisciplinary programs are more expensive to operate and adjust COB and CASA FTE targets accordingly. "The new HTE curriculum does not split course FTEs with other departments or colleges as Hospitality used to. The redesigned curriculum requires two business (Bus 20N and 13) and one nutrition (NUFS 20) course.") HRTM is credited with most of the FTEs from courses offered, apart from HRTM 22 which is expensed through Nutrition and food studies department which keeps the FTEs.

c. Reexamine the 50-50 split in core courses.

The new curriculum has radically changed the nature of core courses required.

d. Develop a hospitality minor, general education courses and a Masters Degree option available to students in other departments.

A hospitality minor is now available and a GE course is available in 100W. The minor is available to all SJSU students, as is the 100W course. Students Furthermore, although not a GE course, HRTM "Wine appreciation" is also selected by students from many different disciplines. The idea of a master's degree has been discussed but no progress has been made.

e. Expand the number of student clubs that the program supports.

The department has its own "Recreality" student club. A number of years ago, hospitality management had an honors society through the Council on Hotel Restaurant and Institutional Education. This could be re-introduced if it was believed that there was sufficient student demand.

f. Offer courses during "winter school"

Some courses have been offered during both summer and winter sessions, depending upon funding.

g. Increase the percentage of courses taught by tenure or tenure track faculty.

This has been addressed to a large degree, with two full time tenure track faculty being recruited for both hospitality and for recreation. (4 in total)

h. Improve the advertising and promotion of the on-campus restaurant to off campus guests by emphasizing the role that students play in managing and operating it

This point is no longer valid as the restaurant in question ceased to operate in 2002-2003.

i. Seize the opportunity to market the program in the region particularly given its strategic location between San Francisco and Monterey.

There has been a conscious effort to better market the program within the University and San Jose area. A new flyer advertising the department has been produced. The action items from the August 2007 strategic retreat could also be further implemented.
1.3 Summary of Present Program Review Recommendations:

1.3.1 Curriculum Recommendations

- Implementation of curriculum evaluation leading to activity to strengthen curriculum and infrastructure.
- The possibility of Event Planning as a future concentration.

1.3.2 Student Recommendations

- Expand professional engagement at local, regional and statewide conferences & workshops.
- Expand opportunities for student involvement (internships, general support, leadership) in campus sponsored special events.
- Maintain reputation as the "event management" support team for the university.
- Examine fundraising opportunities that engage and involve the students in special events.
- Expand opportunities for students to be involved in Department sponsored events e.g. Play Day.
- Clarify transition planning to employment.
- Expand efforts to support and better serve international graduate and undergraduate students.
- Continue to build study abroad opportunities.
- Utilize student advising survey results.
- Make available graduate internship or assistantship opportunities.

1.3.3 Faculty Recommendations

- Growth of faculty lines:
  - Full-time tenure (preference in the area of Therapeutic Recreation).
  - Full-time tenure (generalist/event planning).
  - Full-time temp (will help to address the advising load).
- Continue to provide opportunities for faculty advising training.
- Promote faculty international exchanges.
- Development of assigned time opportunities for tenure-track faculty.
- Evaluate, expand and provide additional faculty access to professional development opportunities.
- Evaluate support for projects and research.
- Expand opportunities for part-time faculty learning and peer exchanges.

1.3.4 Resource Recommendations

- Academic Space:
  - Leisure Lab for REC degree.
- Kitchen lab for HTE degree.
- Expand Faculty office space in one location near existing main office.
- Equipment:
  - Continue to evaluate and access technology that improves faculty research and curriculum.
- Fundraising:
  - Engage in strategic planning and implementation of strategies.
- Revenue Streams:
  - Continue to explore opportunities for revenue streams
    - City of San Jose
    - Spartan Catering
    - Certificate Programs.

For each recommendation, refer to the section(s) in the self-study where the issues, rationale, and recommendations are discussed in detail.

2. Context and Scope

The department is comprised of the faculty (26 total; 8 full-time faculty members and 18 part-time lecturers), staff (1.5 positions), and standing committees (curriculum, personnel, student affairs). Also integral to the creation of a student and faculty “community” the newly merged department formed a student club “RecReality” in fall 2008.

In relation to curriculum, the Department offers two undergraduate degree programs, two minors and one graduate degree program.

There is an undergraduate recreation degree program which is nationally accredited and designed to prepare students for successful careers in public and private parks, recreation agencies, schools and universities, hospitals, clinics, and non-profit public service organizations.

The Hospitality Tourism & Event Management degree program incorporates multicultural-focused academic study in hotel and lodging, food and beverage, tourism, and event management with professional experiences. There are strong links with major players in the industry including the major chain hotels of Starwood, Hilton and Fairmont brands along with regional partnerships (for example an annual special event partnership with Pebble Beach) designed to facilitate students’ transition to their chosen career.

The Masters Degree program in Recreation is designed to facilitate advanced and in-depth study among professionals looking to be on the leading edge of change in the field and society.

Department mission and vision

As may be anticipated, following the merger it was considered vital to work on a new, inclusive mission at the faculty retreat in August 2007. Further details of the retreat may be seen in appendix I. The following mission and vision statements are the outcomes of the retreat and subsequent discussions:
Department Mission:
"To facilitate the personal and professional learning of students through outstanding academic and career-focused experiences. Graduates will possess the knowledge and skills to provide sound, ethical, and visionary leadership in their discipline and in the diverse communities they serve".

Department Vision:
"The Department of Hospitality, Recreation & Tourism Management will be recognized by the campus community, professionals in the region, and alumni for the high quality of its academic degree programs, its dynamic and engaged faculty, and graduates who are well prepared to anticipate and address challenges in the workplace and community.

- The faculty, in collaboration with professional colleagues, continually enhance curriculum so that it is responsive to changes in their discipline, designed to meet student needs, and provides insights to emerging societal issues.

- By creating a dynamic, professional and welcoming environment the department will be known for its focus on inclusive excellence and ability to bridge the needs of students and the community through clear pathways to successful careers".

It is believed that the mission and vision statements are strongly aligned with both the College and University’s mission; the university emphasizes being a responsive institution, enriching lives of students, transmitting and applying knowledge and research and scholarship. The College stresses excellence in undergraduate and graduate programs along with improving the quality of life for present and future generations. The department’s vision and mission emphasize the “high quality of its academic degree programs; “outstanding and career focused experiences” and also provides graduates with the knowledge and skills required of visionary leaders to serve their respective communities. There is a high degree of congruence with the department’s purpose and the goals of the University. The department provides in-depth knowledge of major fields of study (and travel and tourism, of which hospitality and recreation are important sub-sets, are worth over $85 billion annually to the state of California). Furthermore there is an emphasis on both the arts and sciences of hospitality and recreation, with students demonstrating reflective and communicative abilities. There are many opportunities in the classroom and in internships to appreciate the importance of diversity and international perspectives. Students are strongly encouraged to be members of professional associations and are reminded of the obligations and responsibilities that are part of the ethical choices inherent in development.

3. Curriculum and Achievement of Student Learning Outcomes

3.1 Curriculum

a. Briefly summarize the current curriculum for each degree program. For graduate degree programs, summarize the required culminating experiences (thesis, oral exam, written exam, etc.). Please see appendix E for the program catalog copy.

All curricula have undergone extensive changes since the last review and details of the requirements follow later in this section. Table 1 summarizes the curricula for the undergraduate degrees
### Table 1: Major details of undergraduate degrees.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Core units</th>
<th>Required coursework</th>
<th>Courses supporting the major</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Recreation</td>
<td>35</td>
<td></td>
<td>3</td>
<td>14-17 (if taking minor of 15-18 units) or 32 without minor</td>
</tr>
<tr>
<td>BS Recreation (concentration in therapeutic recreation)</td>
<td>35</td>
<td>9</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>BS Recreation (concentration in recreation management)</td>
<td>35</td>
<td>15</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>BS Hospitality, Tourism and Event Management</td>
<td>32</td>
<td></td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>MS Recreation</td>
<td>12</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>MS Recreation (concentration in International Tourism)</td>
<td>12</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

### Additional program details:

#### Hospitality Program

**BS, Hospitality Tourism and Event Management**

Minor, Hotel and Restaurant Management

#### BS – Hospitality, Tourism and Event (HTE) Management

Approved for implementation in the Fall of 2008 this is as an innovative, interdisciplinary program which includes core coursework in the department and supporting coursework from SJSU's business and nutrition programs. Elective coursework enables students to craft the breadth and depth of their studies to best match their career objectives. There is a wide range of careers for students graduating with a degree in Hospitality, Tourism and Event Management including: Hotel/Resort General Manager, Financial Controller, Catering Coordinator, Meeting Planner, Sales Director, Marketing Manager, Conference/Tradeshow Manager, Banquet and Events Coordinator, Restaurant Manager, Contract Food Service Manager, Food and Beverage
Manager, Human Resources Manager, Tourism Specialist, Travel Consultant, and Information Systems Specialist.

**HTE Degree Program Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJSU Requirements</td>
<td></td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>51</td>
</tr>
<tr>
<td>American Institutions: Of the 6 units required by the university, all may be satisfied within general education requirements as specified in the schedule of classes.</td>
<td>0-6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Coursework Supporting the HTE Degree Program Requirements**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 20N</td>
<td>3</td>
</tr>
<tr>
<td>BUS 130</td>
<td>3</td>
</tr>
<tr>
<td>NUFS 20</td>
<td>2</td>
</tr>
<tr>
<td>HRTM 100W (counts in GE)</td>
<td></td>
</tr>
</tbody>
</table>

**Hospitality Tourism and Event Management Courses**

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core: HRTM 1, HRTM 11, HRTM 23, HRTM 97 A or B, HRTM 102, HRTM 105, HRTM 107, HRTM 134, HRTM 156, HRTM 191A, HRTM 191B</td>
<td>32</td>
</tr>
<tr>
<td>Electives; Select in consultation with academic advisor</td>
<td>27</td>
</tr>
</tbody>
</table>

**Hotel & Restaurant Management Minor**

The minor (15 units) is designed for those who would like to apply the skills developed in their major (business, accounting, nutrition, law, real estate, marketing, sales, global studies, management, MIS, etc.) in a Hotel and/or Restaurant setting.

**Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required: HRTM 11, HRTM 102</td>
<td></td>
</tr>
<tr>
<td>Electives: 9 units selected in consultation with department advising coordinator</td>
<td>15</td>
</tr>
</tbody>
</table>
Degree Program Requirements for BS in Recreation

BS Recreation

This degree program was founded in 1947. The core is accredited by the National Recreation and Park Association. All undergraduates complete this well-rounded set of core courses. In addition, two concentrations are offered: Recreation Management and Therapeutic Recreation. Graduates completing these concentrations are eligible to apply for national and state certification. Graduates find employment with federal, state, county, and city recreation agencies/parks; college unions and student/campus activity centers, non-profit/volunteer agencies; armed forces; hospitals, rehabilitation centers, nursing facilities, schools; commercial, resort, camp and outdoor education recreation programs; theme parks and tourism enterprises; corporate training; and event planning/management.

SJSU Baccalaureate Requirements (120 Units)

<table>
<thead>
<tr>
<th>SJSU Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>51</td>
</tr>
<tr>
<td>American Institutions: Of the 6 units required by the university, all may be satisfied within general education requirements as specified in the schedule of classes</td>
<td>0-6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Coursework Supporting HRTM Recreation Degree Program Requirements

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 100W (counts in GE)</td>
<td></td>
</tr>
</tbody>
</table>

Recreation Baccalaureate Degree Program Core Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 90, HRTM 97 A or B, HRTM 109, HRTM 110, HRTM 112, HRTM 113, HRTM 134, HRTM 135, HRTM 136, HRTM 160, HRTM 170A, HRTM 170 B or C</td>
<td>35</td>
</tr>
</tbody>
</table>

Additional Coursework for Recreation Degree (no concentration)

Advisor approved Minor (15-18 units) and HRTM Electives (14-17 units) OR 32 Units with advisor approved electives (up to 12 units outside HRTM)
Requirements for Recreation Management Concentration

Courses

<table>
<thead>
<tr>
<th>Required: HRTM 105, HRTM 106, HRTM 107, HRTM 108, HRTM 175, BUS 20N</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives Select (14 units) in consultation with academic advisor</td>
<td>32</td>
</tr>
</tbody>
</table>

Requirements for Therapeutic Recreation Concentration

Courses

<table>
<thead>
<tr>
<th>Required: HRTM 185, HRTM 197, HRTM 198, BIO 50, Psych 1, Psych 110, HS 15</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives Select (10 units) in consultation with academic advisor</td>
<td>32</td>
</tr>
</tbody>
</table>

Recreation Minor

The minor in Recreation (15 units) is designed to complement many degree programs in other departments at the University such as business, early childhood education, environmental studies, gerontology, health sciences, justice studies, kinesiology, and public relations.

Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required: HRTM 90, HRTM 97A</td>
<td></td>
</tr>
<tr>
<td>Electives: 9 units selected in consultation with department advising coordinator</td>
<td>15</td>
</tr>
</tbody>
</table>

MS – Recreation

Graduate students complete a common set of core courses and can then choose to complete a concentration in International Tourism or design a course of study suited to career objectives. In addition, all students complete either a professional project or a thesis. Each area of study is designed to facilitate the continuing development of individuals already employed in the recreation field. The program also provides those interested in a career change with the opportunity to pursue opportunities in a wide array of Recreation settings tourism and commercial businesses, government agencies and consulting organizations.

There are two options for a culminating experience for the MS degree:

a. HRTM 298: Special Studies, 3 units and REC 299, 6 units

REC 298, HRTM 298: Special Studies

The product is an intellectually rigorous and professionally relevant creative project that the student completes and the project advisor pre-approves. The student works with their selected faculty member (not a committee). The project should demonstrate the student's ability to synthesize experiences and knowledge acquired during their masters program of study. The nature of the project can vary depending on the focus and could include (but is not limited to):
• A concrete marketing plan
• Feasibility study
• Needs assessment
• Data-based research
• Program evaluation

Regardless of the nature of the project, the final paper will take the form of a journal article and contain an abstract, introduction, review of relevant literature, methods, project evaluation, and discussion/conclusions which the project advisor evaluates.

b. HRTM 299: Master's Thesis, 6 units

The product is an intellectually rigorous and professionally relevant research study that the student conducts and their thesis committee pre-approves that demonstrates the student's ability to synthesize experiences and knowledge acquired during their masters program of study. The completed thesis must conform to all guidelines required by the SJSU Graduate Studies office and will be presented to the student's thesis committee (minimum of 3 faculty/professionals) for review and subsequent evaluation. The thesis is expected to build on extant theoretical/conceptual frameworks and provide in detail a complete record of the work conducted through the review of literature, methods, results/analyses, and discussion/conclusions.

Master of Science in Recreation Degree Program Requirements

HRTM and SJSU Graduate Degree Requirements (30 Units minimum)

Core Coursework (12 units) – Required of all Graduate Students in HTRM

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 200</td>
<td>Contemporary Theories of Recreation and Leisure</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 202</td>
<td>Research Methods in Recreation and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 298 &amp; 204 OR</td>
<td>Special Studies &amp; Evaluation Recreation and Tourism Services</td>
<td>3+3</td>
</tr>
<tr>
<td>HRTM 299</td>
<td>Master's Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives for M.S. in Recreation (18 units; up to 12 upper division undergraduate) Selected in consultation with academic advisor.

Requirements for International Tourism Concentration

Core Coursework (12 units) plus:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 215</td>
<td>International Tourism Trends and Issues</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 216</td>
<td>Marketing for Tourism and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 217</td>
<td>Tourism Planning and Development</td>
<td>3</td>
</tr>
</tbody>
</table>
c. Summarize all curricular changes since the last review, including changes that are now pending. Include the rationale for these changes.

There have been several minor and major changes to the curricula of the different programs since the last review.

In hospitality management, for example, there were curriculum changes in 2004 that sought to provide further choices to students in areas of the industry that were expanding and considered attractive to students. As such experimental and permanent courses were offered in entrepreneurship, contract catering, trade show and convention management and wine appreciation. In addition, a special event management program was developed between the department and the Pebble Beach Company in 2006. Under interim chair Dr. Barbara Conry, there was further streamlining of the electives and core modules.

The existing curricula result from work undertaken by the curriculum committee throughout the fall 2007 and spring 2008 semesters in response to the interim Dean's request that the 2nd degree program be a 'merged' degree. This had especially major repercussions for the former hospitality management degree, with the degree being renamed a BS in hospitality, tourism and event management. The outcome of the curricular review included a reduction in the number of courses in the core and the business minor became optional.

It was also believed that, as many students were seeking careers in event management, that more emphasis should be placed on event management within the program as well as in the title of the degree program.

As may be anticipated there were also changes in the curricula for recreation and leisure studies; much activity was devoted to developing the international tourism concentration in the Masters degree. An attempt was also made to create an additional Masters in Leadership for Not-for-profit organizations, but unfortunately this was not successful. Most recently, curricular changes resulted in eliminating the 4 emphasis areas in the baccalaureate degree and establishing two concentrations. At the graduate level, 3 emphasis areas were eliminated and one concentration established. These changes focus resources and energy on areas both viable and of interest to students and result in areas both recognized by the university and documented on student transcripts and degrees.

d. If your program differs from standard curricula in your discipline, please explain how and why.

The programs do not differ from standard curricula in the discipline.

e. Describe any curricular bottlenecks, (e.g., required or prerequisite courses which are either oversubscribed in enrollment or offered so infrequently as to impede student progress). Explain the plan to alleviate such problems in section 3.4.

There are no major curricula bottlenecks. For both degree lines core courses are offered each semester.

f. If applicable, describe to what extent your program is interdisciplinary.

The hospitality, tourism and event management degree is interdisciplinary, with students studying both the arts and sciences of hospitality in terms of business, global management and practical applications. Recreation is also interdisciplinary in nature, with REC 015 and REC 185 being cross listed with Health Sciences and Gerontology.
Internships

An important aspect of all programs is the community/industry internships.

For internships as well as career placement, the department has developed a strong partnership with the career center. Students can complete internships in the fall, spring, and summer sessions. All HRTM students complete 5 units (a minimum of 500 hours) during their course of study related to internships:

Recreation

The 100 hour practicum followed by a 400 hour (480 for TR) internships are designed to give recreation student on-the-job experience. Possible internships placements include medical centers, hospitals, development centers and psychiatric units.

Hospitality Tourism & Event Management:

A combination of two internship experiences (191A (200 hours) & 191B (300 hours) provide experiences of increasing complexity in a wide array of settings. Careful attention is paid to matching internship placement with future career goals. Student apply theoretical and academic subject matter to their work experiences, and identify areas of opportunity for permanent employment upon graduation.

3.2 General Education and Service Courses

a. Summarize the General Education courses taught in the program. Include any bottlenecks in the delivery of General Education courses.

There are three general education courses offered within the program: HRTM 10, “Creating a meaningful life”, HRTM 111, “Leisure, Culture and Identity” and a HRTM 100W writing course. The “Creating a Meaningful Life” is a particularly well regarded general education course on campus. HRTM 10 provides strong FTES for the department with up to 17 sections of the course running each semester. HRTM 111 examines perspectives of leisure as a source of self-expression and social control related to cultural beliefs, values, and practices and institutionalized social systems. The 100W course is in demand from within the department and provides a useful application of writing skills to the professions.

b. Summarize any service courses. Evaluate how well the courses meet the needs of the departments/programs being served.

The department does not provide courses that are required for majors outside the department.

c. Describe any management/resource challenges in offering your department’s mix of General Education, service courses and courses required for the major.

A number of management and resource challenges have been identified. There is a general lack space allocated for the department, which is particularly felt in the preparation of events; classrooms are allocated throughout campus. Often resulting in faculty members rushing from one end of campus to another if classes are scheduled back-to-back.

As in many other departments at SJSU, time is also extremely limited for faculty members teaching four courses, especially when seeking to develop new community-based courses and to undertake research.

17
3.3 Assessment of student learning

Summarize the process for regular department review of learning objectives, courses, and curricular structures (described in detail in the assessment plan included in self-study Appendix D).

Under the two departments student learning outcomes had been identified and data had begun to be collated, analyzed and acted upon. Following the merger, the student learning outcomes were discussed and modified. The modified student learning outcomes are as follows:

**BS Recreation Student Learning Objectives**

Upon successful completion of this program students will be able to:

1. Identify and assess the factors (including leisure behavior and the environment) related to the development of sustainable communities.
2. Critically assess the influence of legal and political systems on the management of recreation and tourism programs and services.
3. Assess the extent to which leisure service delivery systems are inclusive of diverse populations, particularly people with disabilities.
4. Apply the principles of area and facility management, particularly with regard to risk management and accommodation.
5. Apply basic principles of research and data analysis related to recreation and tourism.

**BS Hospitality, Tourism and Event Management Student Learning Objectives**

Upon successful completion of this program students will be able to:

1. Explain the dynamics of the hospitality industry including principles of lodging, food and beverage, and event management.
2. Apply appropriate standards in executing essential sanitation requirements from receiving to service foods and beverages.
3. Demonstrate awareness of compliance with federal and state laws in relation to human resources management.
4. Demonstrate the ability to evaluate financial information for effective business decision making.
5. Exhibit effective customer service skills and techniques including communication and responsive interpersonal skills

**MS Recreation Student Learning Objectives**

Upon successful completion of this program students will be able to:

1. Apply historical and philosophical foundations of recreation and tourism to trends in the field.
2. Articulate and critique the key theoretical foundations of recreation and tourism.
3. Identify and assess gaps in professional literature related to recreation and tourism.
4. Critique research articles with respect to researchable questions, research design, data collection, and data analysis.
5. Demonstrate graduate level writing competency encompassing application of APA format and critical analysis of concepts and issues.

a. Evaluate the procedures in place for collecting and analyzing the evidence that program goals are being achieved. Include procedures that are in place for assessing student learning.

Each semester data is collated by the faculty members responsible for that semester’s SLO’s. The data is then discussed at a faculty meeting dedicated specifically to SLOs and the implications of the findings from the data are discussed, along with any corrective action that may be required for the curriculum.

Evaluate the results of assessment efforts with particular attention to modifications that have been made to improve student achievement of learning goals and outcomes.

There have been a number of modifications to SLOs resulting from the assessment of the data to date. This is an area that would benefit from a more structured procedure, which could well be the responsibility of the new chair or an appointed assessment coordinator.

General Education Assessment

The Board of General Studies reviewed HRTM 10 Creating a Meaningful Life in December 2006. The Board voted unanimously to continue certification of the course in Area E of core GE through spring 2009. The Board commended the course coordinator, Suzanne Sheppard, for “the excellent criteria used for grading essays”. There were however, three concerns that required attention:

1. “all of the green-sheets need to specify how the 1500 word writing requirement will be met:

Response: The 1500-word requirement is far exceeded through the assigning of four papers: 
#1 Reflective Paper addresses four major topics, which can not successfully be completed in less than two pages (500+ words); #3 Discovery Event Paper expressly requires a minimum of two pages (500+ words); and two papers associated with the Leisure Mentor Culminating Experience list several items needing attention, the first of these two papers is an essay about learners’ experience of leisure across their life-spans (500+ words), and second, a reflective paper written after the mentor interview (500+ words). Admittedly, Assignments #1 and #4 do not specify the number of pages explicitly, and this information will be added to the green sheet for fall 2008.

2. “there is lack of evidence as to how the diversity content objective is addressed in all sections”

Response: assignment #2 requires learners to pair-up to teach each other a leisure activity. The pairings typically are assembled randomly by each instructor. Thus, first, the natural diversity exhibited by SJSU students is reflected in the pairings. Second, the activities chosen quite often are culturally-related, so the pairs experience this diversity first-hand during the teaching-learning process and the learners are exposed to this diversity when the pairs give their oral reports. In addition, the leisure activities themselves represent a wide variety of preferences and opportunities. Further, the discussion-centered general classroom pedagogy manifests instructors’ and learners’ diversity of opinions, insights, and experiences.

3. “there is virtually not (sic) evidence of how the physiological component of the student learning objectives is met.”
Response: Again referring to Assignment #2, the majority of teaching pairs engage in active recreation (dancing, sports skills, skateboarding, etc.) thereby resulting in their own physiological expression and development along with the exposure of their peers to said activities. Further, each instructor, through her/his own methods, employs a variety of in-class activities (ice-breakers, team-building, problem-solving, leadership-development) requiring physiological involvement on the part of the learners.

The BOGS comments seem to imply a need to explicitly express these attributes, and such language will be added to the green sheet for fall 2008.

3.4 Goals and Plans

Make curricular recommendations in this section. This section must include a discussion of how assessment results are being used for program planning. Evaluate the intended learning outcomes of all the programs being reviewed, and revise if appropriate. Provide the rationale for any recommendations in light of the information collected and analyzed. A summary listing of the recommendations (without their rationale) is provided in Section 1.3.1.

Faculty agreed at a faculty meeting in spring 2008 that the following schedule would be followed for the collection, discussion and implementation of SLOs.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify and assess the factors related to the development of sustainable communities.</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Critically assess the influence of legal and political systems on the management of recreation and tourism programs and services.</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assess the extent to which leisure service delivery systems are inclusive of diverse populations, particularly people with disabilities</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Apply the principles of area and facility management, particularly with regard to risk management and accommodation.</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Apply basic principles of research and data analysis related to recreation/tourism.</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS Hospitality Tourism and Event Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the dynamics of the hospitality industry including principles of lodging, food and beverage, and event management</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply appropriate standards in executing essential sanitation requirements from receiving to service foods and beverages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate awareness of compliance with federal and state laws in relation to human resources management.</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate the ability to evaluate financial information for effective business decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Exhibit effective customer service skills and techniques including communication and responsive interpersonal skills</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Apply historical and philosophical foundations of recreation and tourism to trends in the field.</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Articulate and critique the key theoretical foundations of recreation and tourism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify and assess gaps in professional literature related to recreation and tourism</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Critique research articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with respect to researchable questions, research design, data collection, and data analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate graduate level writing competency encompassing application of APA format and critical analysis of concepts and issues</td>
<td>C</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C=collate data, D= discussion, I=implementation

Previous semester assessment SLO reports may be seen in appendix D. SLOs have been identified as a priority by the interim chair and faculty have discussed and refined the SLOs throughout the semester. Plans are underway to have comprehensive data available for each of the SLOs allowing considered deliberation of the objectives and resultant changes to the curriculum.

**Implementation of curriculum evaluation leading to activity to strengthen curriculum and infrastructure**

The department expended a great deal of energy in changes to curricula throughout 2008. It is necessary to assess the effectiveness and appropriateness of the changes and to make any required adjustments in a timely fashion. Resource issues, especially in terms of practical laboratories for students to apply theory have been raised many times by faculty. This would be an appropriate time to ensure that changes meet the student and industry needs.

HRTM160 (research methods) is being evaluated and revised and a number of experimental courses including gaming, trade show management and revenue management courses are also being considered.

**The possibility of Event planning as a future concentration**

Faculty is aware through advising that event management is a preferred career choice for students in both the recreation and hospitality disciplines. It would appear that the interest expressed would sustain an event management concentration.
4. Students

4.1 Analysis of Student Data

a. Use the Data Elements from the past five years provided in Appendix C to comment on status and trends in:

(a) number of applicants to each program;

![Hospitality Management Bar Chart]

![Recreation and Leisure Studies Bar Chart]

Initially it can be seen that, especially for hospitality there was a real problem in converting applicants into enrolled students. This is still running at around 4:1 applied students to enrolled.
Conversely recreation and leisure studies did a better job of getting students into the enrolled status but had a much smaller pool to draw from.

Measures taken to improve both the awareness that the department exists and conversion rates include greater emphasis on connecting with students through email, introducing the department and encouraging visitation and attendance at department orientations. A number of faculty members have presented the department to undecided majors as part of Dr. Donna Bender’s introductory class that has resulted in a number of students choosing HRTM as a major. The department also participates in orientations, TIP sessions and admitted Spartan day. Finally the department has put a great deal of emphasis on partnering with enrollment and academic services, with faculty members part of the planning team.

\( \text{(b) Number of majors;} \)

\begin{center}
\begin{tikzpicture}
\begin{axis}[
    width=\textwidth,
    height=0.5\textwidth,
    ybar stacked, 
    ymajorgrids, 
    bar width=10pt, 
    xlabel=Year, 
    ylabel=Number of Majors, 
    xticklabel style={align=center}, 
    ytick={0,50,100,150,200,250,300},
    yticklabels={0,50,100,150,200,250,300},
    legend style={at={(0.5,1.2)},anchor=north},
    legend cell align=left,
    legend entries={Recreation, Hospitality},
]
\addplot[fill=red!40] coordinates {
};
\addplot[fill=gray!40] coordinates {
};
\end{axis}
\end{tikzpicture}
\end{center}

As may be seen, there has been significant growth in both disciplines, with recreation increasing from just over 100 to almost 150 (44%) majors in four years and with hospitality management increasing from 150 to 250 majors (66%) in the same time.

\( \text{(c) Number of graduates, and (d) gender and ethnicity ratios of program majors in the context of the University at large and your college(s).} \)

\( \text{(d) Summarize any available information on where your students go after completing your degree programs (e.g., employment, graduate school).} \)

Unfortunately there is little formal information to address this question. Recreation and leisure studies have some completed exit interviews. There is official data on employment history on just 14 of 531 alums who graduated in the last 10 years in hospitality management. This is insufficient data for meaningful reporting, and is an area that the department could attend to over the next few years.
4.2 Student Experiences

a. Evaluate student advising procedures. In self-study Appendix F, include degree road-maps and other important advising materials (including electronic resources such as website URLs). The department is very aware of the importance of effective advising and academic support for students. Some of the main measures include an initial information session and welcome at the beginning of the semester; a designated faculty member who acts as a main point of contact for all new students, giving clear guidance as to who the students major advisor is and contact details. Special advising sessions are also carried out periodically as part of the introductory courses (HRTM 001; HRTM 90) etc. Road maps have been created for each of the degree programs and may be seen in appendix F.

b. Identify tutoring or special assistance, services, or activities that are regularly provided to students to assist in achieving academic goals.

Each student is assigned a faculty advisor and there are special internship meetings held at the start of each semester. In addition, in spring 2008 there was a special internship, practicum and job acquisition forum that enabled students to meet previous interns, graduates and career center specialists along with faculty to critique resumes and develop career plans.

c. Where available, analyze student responses to program questionnaires, exit interviews, and/or alumni surveys. What key issues emerge from student perspectives?

There is currently no data to answer this question.

4.3 Student Recruitment and Retention

a. Describe the effectiveness of your process for student recruitment, including recruiting underrepresented students.

Student numbers are showing strong growth, which seems to be an indication of the efficiency of improved communication, especially in relation to the improved web presence. In addition, department representatives continue to regularly speak to undecided majors in the EDCO 4 class. The department is also marketed, albeit in a more subtle way, to students enrolled in the HRTM 10 Creating a meaningful life class. As a “discovery major” there is great potential to market the department further to students who may not be aware of the career possibilities within the different fields within the department. In respect to underrepresented students the department is represented at a professions fair held annually at the Andrew Hill High School which is located in a low socio-economic district.

b. Describe the effectiveness of your process for student retention. In particular, describe any process for retaining underrepresented students.

Designated advisors assist in creating a sense of community within the department and ensuring that problems with students may be dealt with as quickly as possible. There is, however, no specific program or process in place specifically for under-represented students.
c. Describe the mechanisms in place for ensuring that students are graduating in a timely manner.

Advisors recommend that students check the myiisu portal. There is a strong relationship with graduation advisors, who are often known by name. Queries from graduation advisors are dealt with in an expedient fashion. Recent summer session courses have been offered thereby providing more flexibility for students to fulfill graduation requirements. Numbers of freshman students entering both programs are very small (6 for hospitality and only 1 for hospitality) so the graduation statistics of 16.7% and 100% respectively do not provide a great deal of useful information.

d. In self-study Appendix F, include important samples of outreach brochures and/or website URLs describing your programs.

Sample brochures may be seen in Appendix F.

4.4 Student Scholarly and Creative Achievements

a. Summarize the involvement of students in research, scholarship activities (exhibitions, publications, etc.), and other scholarly or creative works.

Students from the department have gained recognition for the quality of their creative and scholarly work through a variety of presentations, publications and scholarships:


Graduate student Ambika Chauhan had her research, "Understanding Travel Motivations of 'Older Americans' Visiting India-A Qualitative Investigation," accepted for presentation at the 2007 National Recreation and Parks Association Leisure Research Symposium.

A master's thesis authored by Seungwon Nam is being revised for submission to national camping magazine;

A master's project authored by Dian Skroh is being revised for submission to one of the aging/gerontology journals;

An undergraduate special topics project completed with Sarah Coffman is being written-up for submission to the NACADA Journal, the national journal for academic advising.

Graduate student Kelly Phan received a National Recreation and Park Association Diversity Scholarship in 2007.

Graduate student Colleen Riley received the California Parks and Recreation Society's (CPRS) Anne Arge Nathan Spirit Award in 2008.

Graduate student Anna Bielecki received a CPRS District IV scholarship in 2008.

Graduate student Janis Louis (Holly) earned an Outstanding Thesis Award (from CASA) and then went on to a doctoral program at Penn State University.

Graduate student Naho Maruyama published a paper based upon her thesis and then progressed to doctoral studies at Texas A&M University.
4.5. Student Engagement Activities

Summarize the service and engagement activities of the students to the University.

REC 97 students supported the inaugural Day of Service in the spring semester of 2007 and 9 student teams did so this year.

HRTM students have served as volunteers for the University's Honors Convocation, SJSU "Admitted Spartan Day", SJSU "Become a Spartan Day", and the Presidential Gala in November 2007. All of these activities are run through the president's office, the provost's office or the Visitor Relations and Admission Counseling Dept.

CASA also seeks out HRTM students to assist with special event coordination for college wide events and within the department students were significantly involved in the community partnership forum held in spring 2008.

Summarize current student interactions and engagement with the community, the professional field, or other outside groups.

Students from the HRTM 097 Event Planning classes have, during the previous two academic years, implemented events including a Safe Halloween at the McKinley elementary school, and the 1st and 2nd annual Days of Service, both in partnership with CommUniverCity. In addition, these classes have raised funds and donations for numerous local and national organizations, such as Toys-for-Tots and the One Bear Project. The HRTM 204 Planning and Evaluation graduate class performed three separate program evaluations for the Center for Community Learning and Leadership.

Students from the HRTM 10, Creating a meaningful life assisted at the Second Harvest Food Bank. Students from HRTM 11 Food and Beverage Operations class served various functions in the Dr. Martin Luther King, Jnr Library and helped out at Habitat for Humanity. Food for the community partnership evening and for the department convocation has been organized and cooked by the HRTM 23 Culinary Concepts course. Many thousands of the general public is served annually by students from the department enrolled in the 97b Special Event Management course at the Pebble Beach AT&T classic golf tournament.

Many students attended both the CPRS spell out District 4 symposium held in Redwood City last November, and the CPRS Pacific Southwest regional conference, held in long beach in February.

RECL students are asked annually to serve as room hosts for the Bay Area Recreation Conference Institute. This institute serves professionals who work in the region from San Francisco to Gilroy.

HRTM students are being sought after to play a significant role in the coordination and execution of the upcoming California Park and Recreation Training conference to be held in March 2009 in Santa Clara, CA.

Each year HRTM students manage and assist in the AT&T golf tournament at Pebble Beach.

4.6 Goals and Plans

Make recommendations regarding students in this section. Provide the rationale for recommendations in light of the information analyzed above. A summary listing of the recommendations (without their rationale) is to be provided in Section 1.3.2.
Continue and expand professional engagement at local, regional and statewide conferences & workshops

Through exposure to local, regional and statewide conferences students will gain valuable experience and benefit from the opportunity to network with colleagues and potential employers; this will enable students to be current with emerging trends, latest research and industry issues. Faculty (see section 5.3.b) are playing key roles in conference organization and leadership.

Expand opportunities for students' involvement (internships, general support, and leadership) in campus sponsored special events

There are many opportunities for HRTM students to play a major role in campus activities, thereby gaining invaluable experience and at the same time promoting the department.

Maintain reputation as the “event management” support team for the university

Again, this complements the preceding point; through student (and faculty) involvement, it is to be hoped that HRTM will position itself as the natural, first point of contact for colleagues seeking advice and expertise when organizing events.

Examine fundraising opportunities that engage and involve the students in special events

There are opportunities to engage students in fundraising activities that could, with the merged department be taken to a higher level. Hospitality management students were involved in two fundraising events per year, a dinner and a food and wine tasting event. Over time the events raised $3,000-$10,000 annually, but in some years the hospitality tasting event made a loss. There is a belief that with more resources being allocated to the planning and implementation of events that substantially more money could be raised for the department through fund raising activities.

Revise and clarify transition planning to employment

Currently students are advised on internship opportunities, but little formal information is available for beginning and building careers in the respective disciplines. It is envisaged that a more structured approach would demonstrate possible career ladders for the respective disciplines.
Expand efforts to support and better serve students international graduate and undergraduate students

Although the department has a certain number of international students, there is little formal structure in terms of welcome and advice to the department specifically directed at international students (for example in the search for internships)

Continue to build study abroad opportunities and international linkages.

The department is ideally suited to offer a range of study abroad programs for example with major international tourism and hospitality programs. The study abroad program to Peru has proven very popular, and in the recent past efforts were made to offer a study abroad program in China, but the program did not run due to insufficient enrollment. With the combined department, it may now be possible to obtain the minimum number of students.

International agreements have been agreed with schools in Switzerland, Italy and the Oman. Again, given the nature of the programs and the international nature of hospitality and tourism additional MOA could be concluded with partner institutions.

Make available graduate internship or assistant opportunities

It is envisaged that there will be more opportunities for graduate internships and assistant opportunities as the department enlarges. The current student assistants have played an very useful role in assisting with the office administration. It is to be expected that these responsibilities may be extended in the medium to long term.

5. Faculty

5.1 Faculty profile

a. Summarize the profile (e.g., gender, rank, and ethnicity) of the tenured and tenure-track faculty, noting the estimated schedule of expected retirements.

The profile of the FTEFs show an interesting contrast between the two departments; As seen in Table 2 hospitality management had probationary and tenured faculty increasing from a combined probationary and tenured 2.3 to 3.7 in the period.
Table 2: Hospitality Management (average FTEF per year)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary</td>
<td>1.3</td>
<td>1.4</td>
<td>1.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Temp Lecturer</td>
<td>1.8</td>
<td>1.2</td>
<td>1.6</td>
<td>1.9</td>
</tr>
<tr>
<td>Tenured</td>
<td>1</td>
<td>1</td>
<td>1.6</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td><strong>3.6</strong></td>
<td><strong>4.9</strong></td>
<td><strong>5.1</strong></td>
</tr>
</tbody>
</table>

Table 3: Recreation (average FTEF per year)

Conversely, as shown in Table 3, recreation and leisure studies saw the number of tenured faculty declined from 2.4 to 1 during the period, with the department not having a tenured faculty member for the years 2004-2006. The number of temporary lecturers for the same period is much higher for recreation (average 5.3 FTEF) than for hospitality (average 1.6 FTEF). The major reason for the larger number of temporary lecturers is the success of the HRTM 10 *Creating a Meaningful Life* general education class which is staffed primarily by part-time lecturers.
a. Summarize the profile (e.g., gender, number of years teaching at SJSU, ethnicity) of the full- and part-time lecturers contributing to the program(s), noting any recent trends.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Gender</th>
<th>Hire Date</th>
<th>Length of Service (yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom, Kelly</td>
<td>F</td>
<td>8/22/2005</td>
<td>3</td>
</tr>
<tr>
<td>Dowling, Stephen</td>
<td>M</td>
<td>8/24/1979</td>
<td>9</td>
</tr>
<tr>
<td>Dufilhy, Monique</td>
<td>F</td>
<td>1/24/2006</td>
<td>2</td>
</tr>
<tr>
<td>Dworak, Joseph</td>
<td>M</td>
<td>1/25/1993</td>
<td>15</td>
</tr>
<tr>
<td>Finkelstein, Alan</td>
<td>M</td>
<td>8/25/1994</td>
<td>14</td>
</tr>
<tr>
<td>Grosvenor, Billie Jo</td>
<td>F</td>
<td>8/22/1996</td>
<td>12</td>
</tr>
<tr>
<td>Joyner, Hewitt</td>
<td>M</td>
<td>1/22/1990</td>
<td>18</td>
</tr>
<tr>
<td>Lamont, Lisa</td>
<td>F</td>
<td>8/21/2007</td>
<td>1</td>
</tr>
<tr>
<td>Lange, Michael</td>
<td>M</td>
<td>1/25/2000</td>
<td>8</td>
</tr>
<tr>
<td>Levine, Linda</td>
<td>F</td>
<td>8/22/1988</td>
<td>10</td>
</tr>
<tr>
<td>Muela, David</td>
<td>M</td>
<td>1/28/2004</td>
<td>4</td>
</tr>
<tr>
<td>Orvis, Seth</td>
<td>M</td>
<td>8/21/2006</td>
<td>2</td>
</tr>
<tr>
<td>Ratcliffe, Barbara</td>
<td>F</td>
<td>1/21/2003</td>
<td>5</td>
</tr>
<tr>
<td>Ross, Susan (Full time)</td>
<td>F</td>
<td>8/23/1999</td>
<td>9</td>
</tr>
<tr>
<td>Schultz, Joseph</td>
<td>M</td>
<td>8/22/2005</td>
<td>3</td>
</tr>
<tr>
<td>Southwell, Alice</td>
<td>F</td>
<td>2/7/2006</td>
<td>2</td>
</tr>
<tr>
<td>Toney, Philrene</td>
<td>F</td>
<td>8/23/2001</td>
<td>7</td>
</tr>
<tr>
<td>Wey, Pi-Shin</td>
<td>F</td>
<td>1/25/2005</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4: Full and part – time teaching lecturers

As may be seen from Table 4, there is an equitable balance of male to female lecturers in the program (10 female, 9 male). There is only one full time lecturer (female). There has been a tradition of both female and male faculty members in both departments prior to the merger. There is a wide range of years teaching at the University from 1 to 18 years service recorded.

b. Identify any issues that the profiles may present in the next five years, in accordance with the goals established by the university strategic planning process.

There are no issues identified at the present time.
5.2 Faculty Scholarly and Creative Achievements

a. Summarize the scholarly and creative achievements of the faculty as a whole in the areas of:
   1) research and publications;
   2) creative works;
   3) Grant activity.

Faculty members have published in many of the leading journals in the discipline. This has included articles in the top rated journal in tourism The Annals of Tourism Research, along with publications in other highly regarded journals such as the Cornell Hotel and Restaurant Administration Quarterly, The International Journal of Contemporary Hospitality Management, and Advances in Hospitality and Leisure. Publications in generic journals include The Journal of Experiential Education, the Journal of Tourism and Cultural Change, the Journal of the Academy of Finance and Managing Service Quality. Faculty members also contributed chapters to textbooks in recreation and leisure and ecotourism. In terms of creative work, contributions were made to the field through contributions to Journals such as Parks and Recreation Business. Many faculty presented papers and represented the department at refereed conferences.

b. Summarize any notable research and creative work collaborations between your faculty and faculty in other disciplines within the college, other colleges of the University, and other institutions.

Joint research has been undertaken between SJSU and colleagues from the Pennsylvania State University, University of Nevada, the University of Indiana, Missouri State University, the University of Liege, Belgium, the Business School of Sierre, The University of Fribourg, and the Ecole hoteliere de Lausanne, all in Switzerland.

c. A current two-page resume for all tenured/tenure track faculty and full-time lecturers.

Please see appendix G for faculty resumes

5.3. Service and Community Engagement

a. Summarize and reflect on faculty service to the University.

The department lends itself naturally to service to the University and the wider community. Several faculty members participated in many of the events celebrating the University’s 150th anniversary.

Faculty from the department have collaborated with colleagues from the Center for Literary Studies and School of Music and Dance in organizing receptions for cultural events such as the
"Piano Tuner" concert involving Dr Gwen Mok and the author David Mason and providing a reception for other famous writers including the "Baghdad blogger"

Dr. Colin Johnson and Dr Jocelina Santos both served on the University Program Planning Committee (2005-2007 and 2006-2007, respectively). Dr Santos was a member of the President’s Reading Group - fall 2006, and also of the EnAct project (Ensuring Access through Collaboration and Technology). Dr. Santos has been very actively involved in the Center for faculty Development including serving as the Faculty in Residence---Instructional Materials and was a member of the CSU's Accessible Technology Initiative in spring 2008. Dr. Santos has also worked on developing student leadership working at the Advanced Student Retreats in 2006 and 2007.

Dr Kate Sullivan and several members of the department were also involved in the Spartan Homecoming “06 “World’s Fair”.

Dr Kelly Bloom is leading the “Team up for Youth” project. Involving planning and implementation of College Play Day at SJSU to be implemented in spring 2009

b. Summarize and reflect on faculty service and engagement with the community, the professional field or other outside groups.

Several members of the Department are active members of the California Parks and Recreation Society (CPRS) including B.J. Grosvenor who served as the Vice Chair of the California Board of Recreation and Park Certification and also as a committee member for the 2009 Training conference to be held in Santa Clara. Dr. Kim Uhlik has cooperated with the CPRS District IV, to develop the BASIC plan (Bay Area Succession Initiative Consortium) which provides a structured pathway leading SJSU students from their senior year in high school through full-time employment at District-IV municipal recreation departments. Linda Levine was a workshop presenter at the annual conference.

In relation to other professional associations, Dr. Kelly Bloom serves on the membership committee for the International Association for Society and Natural Resources, and served on the research and publications Committee (2003-2006) of the Association of Outdoor Recreation and Education.

Faculty members also work hard to foster connections with the City of San Jose. There is a project lead by Dr. Kelly Bloom with the City of San Jose Department of Parks, Recreation and Neighborhood Services “Planning and implementation of Community Service Division” staff training retreat series to be held in October 2008.

Dr. Tsu Hong Yen has involved the HRTM 104 research methods class in applied research projects for the San Jose CVB conducting a music preference survey. Work has been undertaken in collaboration with the Silicon Valley Workforce Investment Network in developing and delivering a program for unemployed people to enable them a gateway into the industry.
In miscellaneous but important other projects, statewide, Dr. Yen represented the department at a Family and Consumer Sciences Strategic Planning Retreat, evaluating hospitality curricula offered by community colleges.

Ms. Linda Levine is a workshop facilitator and staff development consultant for the Resource Area for Teachers (RAFT). Ms Levine is a workshop presenter for the National Association for the Education of Young Children (NAEYC).

Dr Kelly Bloom is involved in the planning and implementation of social science research agenda for the Midpeninsula Regional Open Space District.

There was a faculty driven community evening organized in April 2008, where over 60 partners came together from hotels, restaurants, special events, recreation parks, recreation therapy departments educators to discuss methods of improving collaboration between the department and the respective institutions and individuals. Please see appendix J for details of the attendees at the meeting.

5.4 Goals and Plans

Summarize your hiring plan (self-study Appendix B), with associated rationale.

Make other faculty recommendations in this section. Provide the rationale for them in light of the information collected and analyzed. A summary listing of the recommendations (without their rationale) is to be provided in Section 1.3.3.

Growth of faculty lines

Full-time tenure (preference in the area of TR)

It is considered important that, with the growth of the TR concentration in recent years and the underpinning expansion of the demand for TR (through for example the effects of veterans returning from Iraq and Afghanistan) that a FTTT line would be necessary for the development of the TR program

Full-time tenure (generalist/event planning)

With the growth in demand from students for event management and the recommendation that the department creates an event management concentration, it is considered necessary to employ a full time event management/generalist faculty member.

Full-time temp

It was also considered important to consolidate some of the various part-time lecturing positions into a full-time lecturing position that would also assist greatly with the heavy advising role in the department.
Continue to provide opportunities for advising training for the faculty

As mentioned previously advising is regarded as important but some faculty members may advise over 60 students per semester. Advising training for additional faculty members will help to spread the load more equitably throughout the department.

Promote faculty international exchanges

Given the global nature of the travel and tourism industries and projected growth in the industries in the next twenty years, the department is ideally positioned to develop a network of international exchanges in South-east Asia, South America and in Europe.

Development of assigned time opportunities for tenure-track faculty

A significant proportion of the faculty has been successful in obtaining assigned time dispensation through the provost’s office the college and through mini-grants etc. It is expected that this will be extended through the sharing of knowledge at the department’s annual retreat.

Evaluate and expand and provide additional faculty access to professional development opportunities

It is considered important that faculty continue to grow professionally and there are a number or areas that could be exploited further both within and outside the department. Expertise could be shared from within faculty members working in the Center for Faculty Development especially Dr. Jocelina Santos who has worked on several major projects for the CFD and the CSU. Other ideas could be joint research projects case study writing and workshops.

Evaluate support for implementation of projects and research

It is anticipated that there will be a number of significant research and service learning projects developing over the next few years. It is necessary to assess the level of administrative and resource support in the delivery of these projects.

Continue and expand opportunities for part-time faculty learning and peer exchanges

The department has a significant number of part-time faculty (especially in the delivery of the REC 10 “Creating a meaningful life” course). It is important that all faculty members are given support and opportunities for development. Again, part-time faculty could be encouraged to take advantage of the peer-mentoring programs in the CFD.
6. Resources

6.1 Program Support

a. Analyze the adequacy and effectiveness of the program's clerical support, technical support staff, and other instructional support.

Technical support for computing resources, and particularly hardware installation, is available through CASA. While increased staffing at the college level would be helpful, the support available at this time is minimally sufficient.

With respect to clerical support, staff positions at a total of 1.5 are not sufficient to support the department particularly as the merger unfolds and growth in all areas is happening. Through creative use of technology and work study help we manage to meet all obligations, but, the workload for staff is unacceptably high.

With respect to instructional support, the upgrade of the classrooms BBC 225 and SPX 209 to 'smart' rooms is a welcome change which the faculty is fully utilizing. In addition, instructional support through workshops offered at the university level through the center for faculty development has been particularly well targeted and focused on university-wide issues (e.g. accessibility) the faculty need assistance in dealing with.

b. Analyze the adequacy and effectiveness of the program's equipment and facilities.

With respect to space and equipment, the HTE program would benefit significantly if an on-campus working culinary arts lab was available. We have relied on support from the community (e.g. The Fairmont Hotel) and continue to build new relationships that will benefit our students in this area. Thus, we presently have some resources but they are not an integral part of the department at this time.

In the Recreation program, courses in the major and GE would benefit considerably if an open lab were available for event planning and other activities not easily conducted in a classroom.

With respect to office space the department is sorely in need of expansion. All tenured and tenure track faculty (except the chair) share an office and part-time faculty share office space with anywhere between 3 and 8 faculty. Expansion into the YUH building would be ideal. This will require sustained effort on the part of the CASA Dean.

c. Identify any external funding (contracts, grants, gifts, etc.) received by the program to support its instructional program.
There has been some increase in funding from Pebble Beach ($5000 to $7500) for the special events management class. As mentioned there have been proceeds from the annual International Hospitality Celebration event and the Spartan Hospitality Industry Dinner, along with minor gifts from alumni, but there is a need for a more strategic focus on fund raising activities.

Evaluate the adequacy of library holdings and related informational Resources.

There has been a new, and most welcome, outreach on the part of the SJSU Library to new tenure track faculty that has increased in a targeted fashion library holdings and related information resources. In addition, opportunities have been made available by our library liaison to all faculty to request additional resources.

6.2 Resource Management

a. Describe the process for distribution/allocation of resources within the program(s).

There is no allocation by 'program'. Resources are managed at the department level in the large categories of salaries, equipment and operating expenses. When resources (e.g. equipment) are available for allocation, department policy guides the allocation process (please see appendix K for a copy of the policy).

b. Reflect on resource utilization in relation to level of instruction for the period under review (e.g., ratio of Part-time faculty to Full-time faculty, faculty teaching workload balance, etc.). This analysis should be completed using the data in self-study Appendix C.

It is believed that the department merger will facilitate a more balanced use of resources. Prior to the merger hospitality management relied more on full-time tenure track while recreation and leisure studies used larger numbers of part-time lecturers. The new department has a good mix of full time tenured and tenure track faculty (7) fulltime lecturers (1) and part-time faculty (19). Prioritize any instructional support needs in order of importance to the program.

The following suggestions are made for instructional support:

Convert SPX 47 into smart classroom
Convert SH 345 into smart classroom
Install new dividers for SPX 209
Install flexible tabling in SPX 51 for workshops
Purchase a lightweight projector for conference use by faculty
Purchase qualitative data analysis software (including content analysis)
Generate funding to provide honorarium for invited speakers
Generate travel resources for training (as part of professional development)

6.3 Goals and Plans

Make resource recommendations in this section. Provide the rationale for any recommendations in light of the information collected and analyzed. A summary listing of the recommendations (without their rationale) is to be provided in Section 1.3.4.

Resource Recommendations

Academic Space
Leisure Lab for REC degree

It is considered important to have a dedicated leisure lab that would provide additional space especially for the planning and demonstration of events

Kitchen lab for HTE degree

There is a need for a dedicated kitchen laboratory for HTE students to gain practical experience of food production. To date students have been accommodated in a variety of methods including using the NUFS food laboratory when available, working in the University room and the Faculty Club, along with the International House and the Fairmont Hotel. A permanent, dedicated kitchen would provide a more appropriate learning environment.

Expand Faculty office space in one location near existing main office

The faculty is presently located in two different buildings (Macquarie Hall and Spartan complex). Greater efficiencies and synergy could be achieved if faculty and staff were in the same building and closer to each other.

Equipment

Continue to evaluate and access technology that improves faculty research and curriculum

Technology has obviously exerted a major influence on the business side of the disciplines that should be reflected by changes in the curriculum. Additionally
technological aids to research such as new analysis programs should be utilized wherever possible.

Fundraising

Engage in strategic planning and implementation of strategies

Revenue Streams

There is a need for a reassessment and realignment of the fundraising efforts for the department with a view to maximize future potential.

Continue to explore opportunities for revenue streams:

City of San Jose

There has been some connection with the City with a proposal for a culinary institute under the "Town and Gown" initiative. There are many possibilities for future collaboration, especially with students from the Department working on specific events.

Spartan Catering

Students from hospitality management have worked with Spartan Catering in the past including preparing food for the University room. There are further possibilities for students to work within Spartan catering, i as interns and on special events. The re-introduction/re-formulation of the Hospitality Dinner could involve donations from suppliers such as Sysco Systems.

Certificate Programs

There are possibilities for the Department to produce a number of certificate courses that would prove popular with the general public: event management would seem to be very much in demand.
External Review Schedule (as of 10/28/08)

Carl Winston
Director, School of Hospitality and Tourism
San Diego State University

October 29 – 30, 2008

Wednesday, October 29

Travel to San Jose, met in airport by Dr. Randy Virden at 9:15 a.m.

10:00 Campus Tour/Hospitality Internships/coffee, B J Grosvenor and Alice Southwell (Lecturers)

11:00 Entrance Interview, ADM 167

   AVP Robert Cooper, Dean, Undergraduate Studies
   AVP Pamela Stacks, Dean, Graduate Studies and Research
   AVP Bill Nance, Academic Budgets and Planning
   Interim Dean Barbara Conry, College of Applied Sciences and Arts
   Dr. Randy Virden, Chair HRTM

12:00 Lunch – Hospitality, Tourism and SE Lecturers – P.F. Chang’s

   Rich Larson
   Pi Shin Wey
   Joseph Dworak
   Alan Finkelstein
   Seth Orvis

1:30 HRTM 156 – Visit with Hospitality/Tourism Students – SPXC 211

2:30 Graduate Program/Recreation Internships – Dr. Gonzaga Da Gama – SPCX 47

3:30 Break

4:00 Meet with HRTM Alumni – SPCX 47

5:15 Meet with Hotel Industry Partners – Fairmont Hotel

6:30 Dinner – Hospitality, Tourism and SE Faculty (Tenured/Tenure track) – Bella Mia Restaurant

   Dr. Kate Sullivan
   Dr. Tsu-Hong Yen
   Dr. Jocelina Santos
   Dr. Kim Uhlik

8:30 Staying at the Fairmont Hotel - Free time
Thursday, October 30

7:45  Breakfast – Randy Virden – Fairmont Hotel

9:00  Office of Development and Alumni Relations – SPCX 47

       Janikke Klem, CASA Director of Development
       Diane Satriano, Corporate Giving Officer

9:30  Recreation Lecturers - SPCX 47

       Dr. Kelly Bloom
       B.J. Grosvenor

10:30  HRTM 110 – Visit with Recreation Students – SH 345

11:30  SJSU Career Center

       Angela Wayfer
       Joe Bucher

12:00  Lunch – Recreation and Tourism Faculty (Tenured/Tenure Track/Full-time) - TBD

       Dr. Gonzaga Da Gama
       Dr. Suzy Ross
       Dr. Ranjan Bandyopadhyay

1:30  Meeting with HRTM Chair – SPX47

2:00  Preparation (free time) in HRTM Department

3:00  Exit Interview, ADM 167

       AVP Robert Cooper, Undergraduate Studies
       AVP Pamela Stacks, Graduate Studies and Research
       AVP Bill Nance, Academic Budgets and Planning
       Interim Dean Barbara Conry, College of Applied Sciences and Arts
       Dr. Randy Virden, Chair HRTM

4:00  Depart for Airport – Randy Virden