



# Department of Recreation, Hospitality, and Parks Management

Prepared for the Council on Accreditation of Parks, Recreation, Tourism and Related Professions

California State University, Chico

2012



# Accreditation Self-Study Report

Prepared for the Council on Accreditation of Parks, Recreation, Tourism  
and Related Professions

*Department of Recreation, Hospitality, and Parks Management*

Chico, CA

2012

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Second, we thank our previous Dean, Dr. Phyllis Fernlund, and our current Interim Dean, Dr. Maggie Payne, for being supportive of the accreditation process. We also thank President Paul Zingg and former Provost Sandra Flake for understanding the important role that accreditation plays with respect to both current and future programs in our department. Dr. Morgan Geddie, Department Chair and Associate Dean of the College, also deserves our praise for maintaining a steady hand on the helm of the department throughout the accreditation self-study process. He has guided the department through both General Education and departmental curriculum revisions, as well as the process of campus reorganization.

We would also like to thank LaRee Robinson, our department's Administrative Support Coordinator, for her many contributions to the daily operations of our department, especially her ability to distill our far-ranging faculty meeting discussions down to coherent faculty meeting minutes.

Of course, our most valuable asset is our students and we'd like to thank them for the wonderful energy they put forth in support of our program. We especially cherish the input they provide that helps "fine tune" our department's offerings. In particular, we salute the RHAPS's (Recreation, Hospitality, and Parks Society) leadership and appreciate the special efforts of Stacy Canada, graduate student editor of the Accreditation Report.

Finally, we thank our department's alumni for the insightful advice they have provided throughout the years in support of the department's strategic planning process. Members of the Chico community as well as key partners throughout California (and beyond) have helped to guide our program and students and we are grateful for their investment in our professional future. We are especially appreciative of input received from our Department Advisory Committee, which consists of recreation and leisure professionals from our Northern California region.

Each faculty member made contributions to the development of the Accreditation Self-Study Report by drafting chapters, providing feedback, and adding their own wry sense of humor to the process of developing this self-study. Faculty members also distilled intern and internship supervisor feedback across the semesters and years to provide a basis for our curriculum revisions and as well as data for our self-study.

All of the individuals above have contributed significantly to our department's Accreditation Self Study Report. Their efforts have been invaluable in our department's ongoing efforts to maintain high quality learning environments that prepare ethical and competent professionals for the leisure service industry. Thanks!

-The Faculty of the Department of Recreation, Hospitality, and Parks Management



## Executive Summary

### Today Decides Tomorrow

California State University, Chico's motto is a touchstone for the Department of Recreation, Hospitality, and Parks Management. In 2012 our department begins its 50th year of service, the campus celebrates its quasiquicentennial (125th Anniversary), and we enter our sixth national accreditation cycle in the midst of the worst budget scenario in memory. Today will indeed decide our tomorrow. Our department has 482 majors with five undergraduate advising patterns, 34 minors, and an energetic graduate program that remains an essential contributor to our faculty excellence.

Three new faculty colleagues have joined our department since the 2006 Accreditation cycle and they add new ideas and new capacity to our efforts. Two faculty members have fully retired and two continue to share their expertise through our Faculty Early Retirement Program. Our department continues to thoughtfully and intentionally align its efforts with career opportunities as well as campus initiatives. Faculty members provide leadership to CSU, Chico outcomes assessment, sustainability, and civic engagement initiatives. The initiatives will transform our campus and position our students to provide similar leadership to the nation's most diverse state with a population approaching 40 million.

The Department presents its undergraduate professional program for review using the 2013 COAPRT standards. These standards reveal our strengths and inspire us to new levels of curricular integration and innovation. It is a pleasure to share the results of our work with you and to introduce you to the students, staff, and faculty of the Department of Recreation, Hospitality, and Parks Management at California State University, Chico.



## Foreword

### California State University, Chico

In 1887 the California Legislature approved the creation of the Northern Branch of the State Normal School for the purpose of training and educating teachers. After much debate over which city would be selected for the new school site, Chico was chosen and construction began on the Chico Normal School, which opened its doors to 90 students in 1889. Throughout the years, the college grew and its name changed to reflect that growth—from Chico Normal School to Chico State Teachers College to Chico State College. In 1972, we became known as California State University, Chico. The University, commonly called "Chico State," now offers more than 100 undergraduate majors and options. Learn more about our [history and traditions](#).

The main campus is situated on 119 acres in downtown Chico, but Chico State also owns a 1,050-acre farm and five acres of off-campus dorms about one mile from the main campus. The University also manages 3,950-acre Big Chico Creek Ecological Reserve and the 300-acre Butte Creek Ecological Reserve.

### The College of Communication and Education

The College of Communication and Education has the largest (3654) number of majors at Chico State with a diverse array of programs. More than 270 faculty teach the 2,800 full-time students enrolled in our undergraduate and graduate professional programs.

The College of Communication and Education, led by Interim Dean Maggie Payne, has a rich history of excellence, and includes the Department of Kinesiology, the Department of Recreation, Hospitality, and Parks Management, the School of Communication, and the School of Education.

The mission of the College of Communication and Education is:

... a student-centered learning community focused on the development of human potential through disciplinary knowledge and professional practice that meet the needs of diverse clients. We invest in our collective future through leadership in effective communication, collaborative field experiences, reflective professional practice, and the scholarship of teaching and learning.

More information on the College Strategic Planning and Assessment can be found at this link:

[CME Mission and Strategic Plan](#)



## **The Department of Recreation, Hospitality, and Parks Management**

The Department of Recreation, Hospitality, and Parks Management (RHPM) is pleased to submit this 2011-2012 Accreditation Self-Study Report. It has been assembled through the cooperative effort of department faculty and staff. Collecting, organizing, and presenting the data for this report has provided the faculty with the opportunity to assess our status in relation to accreditation guidelines, and to evaluate our program in relation to desired professional outcomes. We anticipate a beneficial visit by the visitation team in spring 2012, for the value provided by an independent external review. These collaborative efforts will structure the guidelines for continued programmatic improvement of the Department of Recreation, Hospitality, and Parks Management.

Our department originally received accreditation under the early California Council on Parks and Recreation Accreditation. The California Council was established in 1971, prior to the national program. Three curriculums were approved before the Council was dissolved in recognition of the establishment of the National Council: Northridge (1972), Chico (1973), and Long Beach (1974). These programs were granted accreditation by the National Council without review on the basis of their recognition by the California Council. The department did not reapply when our accreditation expired.

In July of 1984, Recreation Administration Majors (R.A.M.), a student club formed on campus to promote various aspects of the recreation field, raised two thousand dollars to begin the process of accreditation. This honorable contribution laid the groundwork for the difficult tasks ahead.

The fall semester of 1985 witnessed an enthusiastic faculty commitment to the accreditation effort. Without question, each stage of the process was marked by faculty involvement and a desire to provide information to improve both the quality of education available and the caliber of students graduating in the recreation and parks discipline. Following a spring 1986 on-campus review, our program was again accredited in fall 1986.

In 1991, the department was reaccredited in the general curriculum and four options. Continuing accreditation followed in 1996 and 2001. In 2006 the department was reaccredited with its general curriculum and four options. The external reviewer and the Council on Accreditation commended our mentor-advising program, our placement rate, and the strong relationship between outcomes assessment and curriculum. Now at 25 years, the department submits its most recent appraisal of its educational program.

### **Significant Events Since 2006**

Since we prepared the last self-study, several personnel changes have occurred. Dr. Morgan Geddie received tenure and promotion to full professor in fall of 2010. Dr. Richard Gitelson joined our faculty in the fall of 2007. Our most recent addition to our faculty is Dr. Chang Lee, who joined the department at the beginning of 2011-2012 academic year. Both colleagues add faculty depth to our



department core, resort and lodging management option, and the graduate program. In a short period of time, both colleagues have become involved in the life of the campus and the community. We have also accepted several retirements and resignations. These losses have been accompanied by permanent budget cuts as part of a state wide economic contraction that appears to be stabilizing.

California State University, Chico has always remained focused on the undergraduate experience. Sound instruction remains the foremost and indispensable criteria for advancement, promotion and recognition. Campus-wide, several of our faculty colleagues are campus leaders in service learning and community-based learning. Based, in part, on this leadership our department was nominated to be one of the first academic units to participate in the Engaged Department program at CSU, Chico.

The campus-wide strategic plan has provided another means to further integrate our department into the campus. Our early leadership in outcomes assessment led to the recreation and parks management curriculum revision of 1999. The campus was reaccredited by WASC in 2009. The campus is in the process of revising the general education requirement and will implement the new curriculum in the fall of 2012. Several department and college faculty are involved in the campus-wide development of the new general education curriculum.

This current accreditation effort finds us as a veteran faculty with an opportunity to serve Californians well into the future with a strong curriculum, an excellent faculty and outstanding students. We have a new Interim Dean, Maggie Payne. We are housed in one of the newest buildings on campus and have made significant upgrades to our computer labs, our faculty space, and our departmental identity.

The department has recently completed a complete revision of our department core to better align with the new accreditation standards. This new curriculum will begin implementation in the fall of 2012. With these changes, we believe we will be able to more fully realize our potential as one of the finest programs of recreation and parks management in the world. This self-study report has been prepared as a window to our present, with a view toward mapping our future. We are excited about helping CSU, Chico become the University of the Northstate. To echo the words of our new President Paul Zingg, we are dedicated to "fulfilling our mission and choosing our future."



## CHAPTER 1

### Eligibility Criteria

#### 1.0 Eligibility Criteria

- 1.01 The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.

*Evidence of Compliance:*

The Department of Recreation, Hospitality, and Parks Management is administratively housed within the College of Communication and Education (CME) at CSU, Chico. The College of Communication and Education, one of seven colleges at CSU, Chico, has six departments: Recreation, Hospitality, and Parks Management; Communication Arts and Sciences; Communication Design; Journalism; Kinesiology; Liberal Studies as well as the School of Education.

The Department has existed since 1962 under various titles: "Recreation and Youth Leadership," "Recreation and Parks Administration," "Recreation Administration," "Recreation and Parks Management," and, since September 2011, "Recreation, Hospitality, and Parks Management." The baccalaureate degree was offered in 1962, the minor added in 1966, and the Master of Arts degree added in 1969.

The Department currently offers the Bachelor of Science degree and Master of Arts degree in Recreation Administration. The links below provide additional information about the University, the College, and the Department.

[California State University, Chico](#)

[College of Communication and Education](#)

[Department of Recreation, Hospitality, and Parks Management](#)

Organizational charts for Academic Affairs and for Chico State President and Vice Presidents are available at these links:

[Organizational chart for Academic Affairs](#)

[Organizational chart for Chico State President and Vice Presidents](#)

The Department of Recreation, Hospitality, and Parks Management was last reaccredited by the Council on Accreditation in 2006. The department has been continuously accredited by COAPRT or its precursors since 1986.



The Department has the following five distinct options, which are detailed in Chico State catalog:

- Community and Commercial Recreation and Tourism
- Parks and Natural Resource Management
- Event Management
- Recreation Therapy
- Resort and Lodging Management

Degree descriptions and requirements are listed in the Chico State catalog, available at this link:

[Bachelor of Science in Recreation Administration](#)

- 1.02 The institution shall be currently accredited by the appropriate regional accreditation association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.

*Evidence of Compliance:*

California State University, Chico is accredited by the Western Association of Schools and Colleges (WASC). The current accreditation was granted in 2009 and extends for ten years.

The WASC statement of reaccreditation status is available at this link:

[WASC Statement of Accreditation Status](#)

The listing of California State University, Chico as an accredited college is available at this link:

[WASC web site](#)

- 1.03 A minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the program.

*Evidence of Compliance:*

The Department has nine full-time tenure-track faculty members and two faculty on the Faculty Early Retirement Program (FERP). One of the FERP faculty members teaches full time during the spring semester. The other FERP faculty member teaches part-time during both spring and fall semesters. Approval was granted earlier this year to hire another full-time tenure-track faculty member beginning in Fall 2012. The Department also utilizes part-time faculty on a regular basis.



The current schedule of courses for Spring 2012, showing instructional assignments in the Department, is available at this link:

[Class schedule Spring 2012](#)

The tentative schedule for the upcoming Fall 2012 semester courses and instructional assignments can be viewed at this link:

[Class schedule Fall 2012](#)

- 1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions.

*Evidence of Compliance:*

All permanent and temporary faculty members were hired based on competitive national searches (e.g., permanent) or regional announcements (e.g., temporary). As reflected in Table 1.1, the Department has highly qualified faculty of diverse backgrounds and expertise. All full-time faculty members have doctoral degrees and most have permanent and temporary faculty members hold at least one degree in the field. In addition, several faculty members have advanced academic degrees in related fields (e.g., finance, business administration) bringing additional expertise to our students.

Faculty bios are available at this link:

[Department Faculty Bios](#)

- 1.05 All individuals instructing in the programs shall have competence and credentials in the subject matter for which they are responsible.

*Evidence of Compliance:*

All faculty, permanent or temporary, hold at least one degree in recreation, park resources, or leisure services or have extensive professional involvement in the fields of recreation, hospitality, and parks. All faculty members have demonstrated competency in the subject matter for which they are responsible (see Table 1.1 and 1.2 and link to faculty bios above)

- 1.06 Each Program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study.

*Evidence of Compliance:*

Dr. Laura McLachlin attended COA training in 2011 at the CAL-SPRE Educator's Annual Conference. In addition, Dr. Richard Gitelson attended COA training at the 2010 Annual Congress. Dr. McLachlin has agreed to serve as chair for the self-study and work with the accreditation team on their visit.



**TABLE 1.1**  
**Faculty Profiles - Full-Time Faculty**

Faculty And % Time In Unit	Doctorate Institution - Major (Minor)	Masters Institution - Major (Minor)	Bachelors Institution - Major (Minor)	Additional Studies And Certifications	Area Of Expertise	Scholarly Activities In 2006-2011
<b>Steve Dennis</b> - <b>50%</b>	University of Arizona, Tuscon-Renewable Natural Resources	California State University, Chico-Recreation Admin.	California State University, Chico-Recreation Admin.		Natural Resources Management	Publications-1 Book (2 <sup>nd</sup> ed)-1
<b>Morgan Geddie</b> - <b>100%</b>	Oklahoma State University-Occupational and Adult Education	University of Central Oklahoma- MBA in Marketing	Oklahoma State University-Hotel and Restaurant Admin.	Certified Hospitality Educator	Lodging and Cruise Lines	Publications-1 Book chapters-3 Presentations-3
<b>Richard Gitelson</b> - <b>100%</b>	Texas A&M University-Natural Recreation Resource Management (Public Admin. & Marketing)	University of North Carolina-Recreation Admin.	University of North Carolina-Sociology/ Recreation Admin.	University of North Carolina-Masters of Teaching Degree History (Education) Arizona State University - Graduate Certificate in Gerontology	Leisure and Aging, Recreation Admin., Tourism Impacts & Benefits, Research	Publications-3 Presentations-7 Grants-4 Editor/reviewer - 27
<b>Roger Guthrie</b> - <b>50%</b>	University of Illinois-Leisure Studies	California State University, Chico-Recreation Admin.	University of Oregon-Parks and Recreation Management	University of Portland-B.B.A. in Finance		Editor/Reviewer-1 Grants-2
<b>Jon Hooper</b> - <b>100%</b>	University of California, Davis-Ecology	Colorado State University-Natural Resources Administration	University of California, Davis-Biological Science	Certified Wildlife Biologist, Interpretive Trainer, Project WILD, WET, & Learning Tree facilitator	Enviro. Interpretation and Education, Natural Resources Management	Publications-8 Presentations-14 Editor/Reviewer -5
<b>Jeff Jiang</b> - <b>100%</b>	University of Oregon-Leisure Studies & Services	University of Oregon-Journalism	Beijing Language Institute (English)		Event Management, Destination Marketing, Tourism Marketing	Presentations-4 Grants-4



Faculty and % Time In Unit	Doctorate Institution - Major (Minor)	Masters Institution - Major (Minor)	Bachelors Institution - Major (Minor)	Additional Studies and Certifications	Area of Expertise	Scholarly Activities In 2006-2011
<b>Chang Lee</b> - <b>100%</b>	Oklahoma State University-Hospitality Admin.	Delta State University-Commercial Aviation	Black Hills State University-Hospitality and Tourism Management	University of Central Missouri-Education Specialist - Certified Hotel Administrator	Hotel Management, Travel & Tourism Development	Publications-6 Presentations-8 Grants-2 Editor/reviewer-20
<b>Michael Leitner</b> - <b>100%</b>	University of Maryland-Therapeutic Recreation	University of Maryland-Therapeutic Recreation (Gerontology)	Brooklyn College-Psychology (Economics)	RTC	Leisure and Aging, Leisure Education, Recreational Coexistence, Graduate Studies	Publications-1 Books-2 Presentations-11
<b>Laura McLachlin</b> - <b>100%</b>	Texas Woman's University-Therapeutic Recreation	California State University, Sacramento-Therapeutic Recreation	California State University, Sacramento-Therapeutic Recreation	RTC CTRS	Recreation Therapy, Community Recreation, Inclusive Recreation, ADA, Disability Sport	Publications-3 Presentations-9 Grants-5 Editor/Reviewer - 2
<b>Emilyn Sheffield</b> - <b>100%</b>	University of Southern California-Physical Education (Admin. of PE and Recreation)		University of Tennessee-Physical Education		Tourism, Event Management, Public Lands	Publications-12 Presentations-60+
<b>Sarah Richardson</b> - <b>100%</b>	Texas A&M University-Recreation, Park & Tourism Sciences (Educational Psychology and Marketing)	Texas A&M University-Recreation, Park & Tourism Sciences (Marketing)	University of Waterloo-Environ. Studies (Outdoor Recreation)		Recreation Marketing, Natural Resource Recreation, Ecotourism, Animal-assisted Therapy	Publications-1 Presentations-1 Editor/Reviewer-7
<b>Ed Seagle</b> - <b>100%</b>	University of the Pacific-Education Admin. (Counseling Psychology)	Brigham Young University-Recreation Education	California State University, Sacramento-Recreation Admin.	NPRA Post Graduate Internship-Therapeutic Recreation - RTC (Retired)	Therapeutic, Community Recreation, Hospitality, Career Development	Publications-2 (4 <sup>th</sup> ed.) Instruc. DVD-2 Presentations-5



**TABLE 1.2**  
**Faculty Profiles - Part-Time Faculty**

Faculty and % Time In Unit	Doctorate Institution - Major (Minor)	Masters Institution - Major (Minor)	Bachelors Institution - Major (Minor)	Additional Studies and Certifications	Area of Expertise	Scholarly Activities In 2006-2011
<b>Susan Barnett</b> - <b>93%</b>		California State University, Chico- Recreation Admin.	California State University, Chico- Recreation Admin.		Special Events, Recreation Programming, Therapeutic Recreation, Youth Development	
<b>Brett Eldredge</b> - <b>100%</b>	University of Texas at Dallas - Management (Research Methods)	California State University, Sacramento, Business		Graduate Student Professional Development Program, National Training Labs	Management, Organizational Behavior and Theory, Group Dynamics and Effectiveness	Publications-1 Presentations-3
<b>Cassie Faith</b> - <b>33%</b>		California State University, Chico- Recreation Admin.	Fresno State- Recreation Admin.		Recreation Programming, Therapeutic Recreation	
<b>Don Penland</b> - <b>100%</b>		University of Oregon- Computer Science Education	California State University, Chico- Biology (Chemistry)	Lifetime Single Subject Credential, Life Science and Mathematics, K-12	Technology and Computers, Pedagogy	Presentations-2
<b>Jessica Walters</b>			SUNY Cortland		Outdoor Recreation, Field School, Campus Recreation	
<b>Frank Kennemer</b> - <b>42%</b>						



## CHAPTER 2

### Mission, Vision, Values, and Planning

#### 2.0 Mission, Vision, Values, and Planning

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions:

2.01.01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

*Evidence of Compliance:*

The mission, vision, and values of the Recreation, Hospitality, and Parks Management Department have been revised since the last accreditation cycle. In Fall 2011, we updated our mission, vision, and values as part of our strategic planning process. These statements are available at this link:

[Department's Mission, Vision, and Values Statement](#)

The mission, vision, and values statements are posted on the Department's web site.

The Department's mission, vision, and values statements are aligned closely with the mission, vision, values and strategic priorities of California State University, Chico and the mission, vision and strategic plan of the College of Communication and Education. These statements are available at these links:

[University's Mission, Vision, Values and Strategic Priorities](#)

[College of Communication and Education's Mission, Vision and Strategic Plan](#)

2.01.02 The academic unit shall maintain an up-to-date strategic plan for the program. This plan must include a) current mission, vision and values; b) goals; c) measureable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

*Evidence of Compliance:*

The Department of Recreation, Hospitality, and Parks Management began a strategic planning process at our faculty retreat in Fall 2007. Discussions evolved around outcomes-based curriculum, competencies, and curriculum re-design. Minutes from the faculty retreats, curriculum committee meetings, and faculty meetings and can be found at this link:

[Department Faculty Meeting Minutes](#)



Since then, faculty have worked to re-design curriculum and move towards an outcomes-based program. An up-to-date strategic plan including our mission, goals, objectives, and target dates is available at this link:

[Strategic Plan/Mission/Goals and Objectives](#)

Option coordinators, in concert with the Department chair will monitor progress on the attainment of objectives. Each year at the fall faculty retreat, goals and objectives will be revisited and modified if necessary. Revisions to curriculum, policies, and procedures will also be discussed and documented.

- 2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.

*Evidence of Compliance:*

The curricular development and improvement in the Department of Recreation, Hospitality and Parks Management has been ongoing to address changing needs of our profession and students. In 2005, the Department added its 5<sup>th</sup> option, the Special Event and Tourism Option, to address the rapidly-increasing demand from the industry and students. In the face of the increasingly-challenging budget situation, faculty retirement, and university academic reorganization, the faculty along with the Curriculum Committee, worked to address these challenges and ensure the quality of the curriculum. In addition, the Department conducted a large-scale alumni survey to help assess the program outcomes. We also solicited our Advisory Board's input on a number of pressing issues especially on our curriculum development and improvement. The newest option, Special Event and Tourism in the 2005-2007 Catalog can be found at this link:

[Special Event and Tourism Option](#)

Minutes from the Department curriculum committee meetings during 2010-2011 can be found at this link:

[Department Curriculum Committee Meeting Minutes](#)

The Agenda/Minutes of the Advisory Board Meeting on December 9, 2011 can be found at this link:

[Advisory Board Meeting Agenda/Minutes](#)

- 2.03 The academic unit shall have institutionally approved degree requirements for all programs being considered for accreditation.

*Evidence of Compliance:*

The Department offers the bachelor's and master's degrees in Recreation Administration and minor in Recreation Administration. Preparation is provided within the major for five distinct



degree options. Within these options, students may further focus their training into special areas. There is also an outdoor recreation certificate program. Table 2.1 provides a list of the approved degrees with links to the catalog that documents the requirements for each degree. All students in the department share a common core. The syllabi and a matrix for each core class are described in Table 2.2.

**TABLE 2.1**

**Approved Degrees in the Recreation, Hospitality, and Parks Management Department**

DEGREE	MAJOR	OPTION	CATALOG LINK
B.S.	Recreation Administration	Community/Commercial Recreation & Tourism	<a href="#">CCRT</a>
		Event Management	<a href="#">EM</a>
		Parks and Natural Resource Management	<a href="#">PNRM</a>
		Resort and Lodging Management	<a href="#">RLM</a>
		Recreation Therapy	<a href="#">RT</a>
M.A.	Recreation Administration		<a href="#">Master's</a>
	<b>MINOR</b>		
	Recreation Administration		<a href="#">Minor</a>



**TABLE 2.2**  
**Core Courses in the RHPM Major With Links to Syllabi and Course Learning Objectives Matrices**

COURSE NUMBER	TITLE AND LINK TO SYLLABUS	COURSE LEARNING OBJECTIVES - STANDARDS - LEARNING ACTIVITIES MATRICES	PRIMARY PROFESSOR(S)
RECR 200	<a href="#">Foundations of Leisure and Recreation</a>	<a href="#">RECR 200 Matrix</a>	Eldredge
RECR 220	<a href="#">Program Planning</a>	<a href="#">RECR 220 Matrix</a>	McLachlin
RECR 260	<a href="#">Recreation Therapy and Inclusion</a>	<a href="#">RECR 260 Matrix</a>	Leitner McLachlin
RECR 300	<a href="#">Leisure Science</a>	<a href="#">RECR 300 Matrix</a>	Gitelson
RECR 301	<a href="#">Leadership and Supervision in Recreation</a>	<a href="#">RECR 301 Matrix</a>	Seagle
RECR 371	<a href="#">Customer Service in Recreation Operations</a>	<a href="#">RECR 371 Matrix</a>	Richardson
RECR 400	<a href="#">Management in Recreation and Parks</a>	<a href="#">RECR 400 Matrix</a>	Eldredge Gitelson Hooper
RECR 420	<a href="#">Recreation Budget/Finance Management</a>	<a href="#">RECR 420 Matrix</a>	Guthrie

2.04 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards.

*Evidence of Compliance:*

The Department has developed an assessment plan that addresses the three broad learning outcomes of the new COA standards, Foundations, Provision of Services and Experiences, and Management and Administration. Each core class has one or more measures that assess student learning outcomes that meet the 2013 COAPRT standards. Data on each of these measures is collected at the conclusion of each semester and put into a database. Faculty are encouraged to review the findings and make any necessary adjustments in the next semester’s course(s).



- 2.04.01 The program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

*Evidence of Compliance:*

In accordance with a CSU-wide mandate, the Recreation, Hospitality, and Parks Management Department has designed a comprehensive assessment plan to measure student outcomes. The link below provides strategies and resources for assessing student learning outcome that were used during this process.

[Strategies for Assessing Student Learning Outcomes](#)

The assessment plan can be viewed at this link:

[Assessment Plan](#)

Data from 2010-2011 is available at this link:

[Data from RHPM 2010/2011 Assessment](#)

- 2.04.02 The program shall demonstrate that data generated through measurement tools that were designed to measure program learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions.

*Evidence of Compliance:*

Results of the Department assessment plan are collected at the end of each semester and used for program improvement. Although individual faculty members may choose to use data collected during assessment to show evidence of their individual teaching effectiveness, it is neither the policy nor practice of the Department as a whole to do so.

- 2.04.03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

*Evidence of Compliance:*

Each faculty member develops exams or rubrics to evaluate student learning outcomes in their courses. Since Fall 2010, faculty have reported how many students score 70% or better on the course learning activities using the rubric or exam. Table 2.3 provides an overview of the types of learning activities used to assess learning outcomes. Information about exams is available at this secure link:

[Secure link to exams and rubrics](#)



**TABLE 2.3**

**Matrix of Metrics (Assignments and Exams) Used to Assess Learning Outcomes Embedded in Courses in Departmental Assessment Plan**

Visit this link to see [assignments and rubrics](#) for Table 2.3.

COAPRT Standard	Core Classes								
	RECR 200	RECR 220	RECR 260	RECR 300	RECR 301	RECR 371	RECR 400	RECR 420	RECR 589/M
<b>Foundations</b>									
7.01.01	Quizzes; Interview with professionals								
7.01.02	Quizzes								
7.01.03		Program concepts exam	Research on a park and recreation department						
<b>Design, Implementation, and Evaluation</b>									
7.02.01		Program planning manual	Research on a park and recreation department						
7.02.02		Program planning manual	Service learning; Service learning paper						
7.02.03		Program planning manual	Service learning paper	Research paper; Research presentation; Exam 1; Exam 2; Exam 3; Internship supervisor's evaluation					
<b>Management/Administration</b>									
7.03.01					Oral presentation; Papers; Workshop; PowerPoint presentation; Final exam; Internship supervisor's evaluation		Case study; Correspondence assignments; Quizzes; Oral presentation; Exams; Research presentation; Final paper; Intern supervisor's evaluation		
7.03.02						Customer Service Assessment; Intern supervisor's evaluation		Prospectus-graded & defended; Exams; Intern supervisor's evaluation	
7.04									Internship supervisor's evaluation



2.04.04 Evidence shall be provided to demonstrate that the program uses learning outcomes data to inform decisions.

*Evidence of Compliance:*

At the conclusion of each semester, the assessment coordinator collects and analyzes data from the respective assignments in the core courses (see Table 2.3). These findings are shared each year at the fall faculty retreat where curricular revisions and improvements are discussed.

In addition, the campus has adopted a system, "Student Tracking, Evaluation, and Portfolio System" (STEPS) which will become an integral feature of our new strategic plan. Information on STEPS for assessment is available at this link:

[Student Tracking, Evaluation, and Portfolio System](#)

STEPS will be used by faculty to make decisions regarding curriculum and other teaching-related areas. The data from STEPS will also be part of the strategic planning process.



## CHAPTER 3

### Administration

#### 3.0 Administration

3.1 Institutional policies and the organizational structure within which the program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:

3.01.01 Responsibility and authority of the program administrator to make decisions related to resources allocated to that program.

*Evidence of Compliance:*

The department program is administered through a department chairperson, degree option coordinators, and a network of department committees and faculty assignments. The chairperson is part of the faculty unit. Selected by faculty, the chair serves at the pleasure of the Dean of the College. The chairperson answers directly to the College Dean. The following resources are provided to the department through the dean: faculty, staff, equipment, materials, and facilities. The chairperson makes requests or recommendations on behalf of the faculty/department after consulting with the faculty. An organizational chart of Academic Affairs delineates the line of reporting:

[Academic Affairs Organizational Chart](#)

As prescribed by the provost and described in the University policy manual, the department chairperson is responsible for department administration and for carrying out University, College and department policies, leadership, course programming, personnel actions, representation of the department, budget administration, staff supervision, planning, curriculum coordination, liaison and dispute resolution. There are additional responsibilities that are assigned to the chairperson: regulating use of facilities and resources, signing all approvals and requests concerning the department and its resources, and handling numerous faculty, public, emergency and unique concerns. CSU, Chico Academic Department Manual provides the roles and responsibilities of chairpersons at the following link:

[Academic Department Manual](#)

To accomplish the above, the department is provided with a 60 percent, 12-month administrative position and allowed a portion of help from the department administrative support coordinator (ASC). To complete the position, the faculty chairperson must teach the equivalent of two classes, or handle AWTU assignments. Therefore, the chairperson delegates some responsibilities and receives assistance from option coordinators and department committees. The department ASC manages the daily operations of the office. Each degree option has a program coordinator to represent the option and to meet with option faculty to



evaluate programs, handle option needs, and plan the option programs. There is a graduate program coordinator and a department internship program coordinator. The Department Chair appoints the graduate coordinator, intern coordinator, and option coordinator.

In the areas of personnel, curriculum, resources, promotion, and other ongoing activities, committees and individual faculty representing the department in the particular area of concern assist the chairperson. The committees currently operating at the Department, College or University level include:

**TABLE 3.1**  
**Current Committees Operating at Department, College, or University Level**

COMMITTEE	DEPARTMENT	COLLEGE	UNIVERSITY
Academic Standing		X	
Advising	X		
Affirmative Action	Liaison selected from various personnel committees.		
Instructional Media Equipment	X		
Commencement			X
Executive Committee	X	X	
Graduate Commencement			X
Graduate Program	X		X
Human Subjects Research			X
Instructional Computing		X	
Internships	X		
Job Announcement Service	X		
Leaves	X	X	
Library Resources	X	X	
Personnel: Retention, Tenure, Promotion, Post-Tenure Review	X	X	
Promotions, Public Relations and Outreach	X		
Scholarships	X	X	
Student Majors Club	X		
Writing Proficiency	X		X



In addition, annual or periodic tasks may be assumed by faculty that include the Faculty Senate, Dean/Provost/President Performance Review Committee, Personnel Committees for College departments with insufficient numbers of full-time, tenured personnel, Parents/Founders Week Program Committees, New Programs and College Program Administrators (i.e., Athletic Director, etc.) Review Committee, Strategic Planning Committees, Accreditation Review Committee and the Western Association of Schools and Colleges Review Committee. Faculty is also asked to assume campus service assignments based on their disciplinary expertise. Current appointments of this nature include the Campus Arboretum Committee and the 125<sup>th</sup> Anniversary Celebration Committee.

Identified needs in the administrative area to improve performance include:

- Additional dedicated funding for clerical assistance for the department office, and
- Release time, graduate or student assistance for faculty who extensively serve the students, department and university through committee work, graduate and graduate thesis advising, grants and research or special administrative assignments (e.g., coordination and preparation of reaccreditation report).
- Additional staff positions for field school, internship coordination, and academic advising

The Department's current home, Yolo Hall continues to provide advantages such as two state-of-the-art computer labs for instructional and student use, a dedicated conference room, two "smart" classrooms, and a more efficient main office suite. However, there continues to be some challenges. These include:

- Dedicated space for the student majors club
- A large, high ceiling space for use by therapeutic recreation and recreation program planning classes
- A campus guesthouse or other similar training facility for resort and lodging management students
- Additional classrooms

### 3.01.02 Adequacy of financial resources.

#### Evidence of Compliance:

Budget requests are prepared by the department chairperson and presented to the College dean following an assessment of budgetary needs to carry out essential and desired department activities. The budget is based on the strategic plan for the university and the strategic goals of the department. The chairperson works with the department ASC to ensure that the department operates within its budget.

The Dean of the College has sole authority to allocate the College budget. Allocations are currently made on the basis of need and merit as varying appropriations are provided to the



College. The current practice is for the dean to approve specific allocations to certain accounts (e.g., work study, operating expenses (O&E), temporary help, performance travel, etc.).

### **Operating Budget**

The RHPM Department lost a significant portion of its budget due to the changing nature of support for higher education in California and a protracted recession. The Department will absorb a 26% reduction in its operating budget between AY 2008/09 and AY 2012/13. This reduction in base budget is not disproportionate when compared to other CME departments.

Our FTE target, however, was unchanged. In response, we eliminated all intern travel, consolidated classes, increased class size, cut all non-required courses, reduced the number of part-timers, moved to mandatory electronic syllabi and course materials, and cut all grading assistance. The link below provides specific information about the Department budget.

[Link to Department Budget](#)

### **Department Budget**

Computers and Other Technology: CSU, Chico has maintained a three-year replacement cycle, so that all faculty members who need upgrades have received them, In addition, classroom and computer lab technology has remained current.

Travel: In the Department, tenured faculty may request up to \$600 per year to support travel. Typically, the request is funded if the faculty member is scheduled to present and attend professional meetings. New faculty receives \$1,600 each for the first two academic years. Faculty members with grants have additional travel resources.

## **3.01.03 Implementation of personnel policies and procedures.**

### *Evidence of Compliance:*

The chair's and faculty members' responsibility for personnel policies and procedures is specified in the college and departmental personnel policies and procedures. Formally, the first review for personnel action occurs with the RHPM Department Personnel Committee. The chair's review and consideration is often a distinct step in the various personnel processes (hiring, reappointment, and tenure). The RHPM Personnel Policy Manual is available at this link:

[Link to RHPM Personnel Policy Manual](#)

### **RHPM Personnel Policies**

Additional personnel policies are outlined in the CSU, Chico's Faculty Personnel Policies and Procedures (FPPP) and the CSU Board of Trustees Policies available at these links:

[Faculty Personnel Policies and Procedures](#)

[CSU Employee Policies and Programs](#)



Faculty personnel policies and procedures, to a significant degree, reflect the contract or memorandum of understanding between the state College trustees and the faculty unit union (the California Faculty Association). The Collective Bargaining Agreement (or CBA) is available at this link:

[CSU Collective Bargaining Unit](#)

**3.01.04 Development and implementation of academic policies and procedures for the unit.**

*Evidence of Compliance:*

Department policies are voted on by faculty and represent the majority vote of the faculty. The policies are placed in a college or department policy manual/notebook in the department office for reference. The chairperson shares responsibility for the implementation of department and campus policies and procedures.

In addition, the RHPM has been very involved in setting college-wide policy. Dr. Sarah Richardson and Michael Leitner served on the General Education Pathways Committee. Dr. Geddie and Dr. Richardson served on the Faculty Senate, where final policy is recommended. The University Policies are available at this link:

[University Policies](#)

**3.02 The program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.**

*Evidence of Compliance:*

The Department Chair, Dr. Morgan Geddie, is a full-time, tenured full professor. He is completing his third semester of a three year term. Dr. Geddie also serves as Interim Associate Dean for the College of Communication and Education during the 2011-2012 academic year. His appointment within the Department is sixty percent and within the College is sixty percent. To compensate for the overload, Dr. Laura McLachlin was appointed to serve as Associate Chair for the 2011-2012 academic year. She has a twenty percent (one course release per semester). She is a full-time, tenured full professor. Vitas for both Dr. Geddie and Dr. McLachlin are available at this link:

[Vitas for Dr. Geddie and Dr. McLachlin](#)

**3.03 The program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.**

*Evidence of Compliance:*

The department chair is a tenured, full professor with a 60 percent administrative and a 40 percent teaching appointment. This is a slightly higher proportion of administrative time than



many campus departments. Sixty percent administrative time is the equivalent of three course release per semester based on a 15 credit hour load per semester, as is the practice in the College. An annual stipend is provided and determined by the current policies of CSU, Chico. The position is a 12-month appointment due to Department program work that is needed during the summer.

In addition, the Associate Chair receives one course of release time per semester (6 credit hours total).

**3.04 There shall be formal participation of faculty in setting policies within the academic unit.**

*Evidence of Compliance:*

The chairperson and faculty participate in setting policies of the academic unit. Department policy decisions are brought before the full faculty at scheduled meetings and acted upon. Policies are adopted by faculty consensus or vote, as appropriate, at these meetings. On select matters, the department chair has the power to act without faculty approval. The chair represents the Department at the College Dean and Chairs meetings at which policies are set that are the prerogative of the College and this committee.

Faculty also set personnel policy, as outlined in the RHPM Department Personnel Policies that are discussed in Standard 3.01.03.

**3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.**

*Evidence of Compliance:*

Faculty and students in the Department of Recreation, Hospitality, and Parks Management utilize a variety of strategies to ensure on-going consultation with field-based practitioners. Below are several examples that demonstrate evidence of compliance.

**Professional Associations and Conferences**

Faculty are involved in many private and public recreation organizations, businesses and agencies at the local, state, and federal levels via workshops, professional meetings, and consultative or contracted projects. Through professional leadership and/or consultation, each faculty member maintains ongoing contact with practitioners. In recent years, department faculty have served as President of Cal-SPRE, the California Society of Park and Recreation Educators, and as committee chairs in the many associations or organizations including the California Roundtable for Recreation, Parks and Tourism (CRRPT), the California Park and Recreation Society (CPRS), and The California Board of Recreation Professionals Certification (CBRPC).



Conferences to which faculty members traveled and networked include various agency or organization meetings as well as these professional conferences, listed in alphabetical order:

- American Association for Public Opinion Research
- American Therapeutic Recreation Association
- Asia Pacific Tourism Association
- Association of Partners for Public Lands
- California Park and Recreation Society
- International Conference on Tourism Development in Third World Countries
- World Association for Public Opinion Research
- World Leisure & Recreation Association Conference on Leisure and Aging, in Shanghai, China

### **Internship Program**

As part of a campus-wide and CSU system-wide emphasis on outcomes assessment, we have expanded our internship evaluation process to collect data about each intern's strengths and weaknesses as well as field-based supervisors' perceptions of our curriculum. We use this guided interview process to query internship supervisors about emerging trends in the field and about entry-level employees. Since the internship outcomes evaluation is completed for each recreation intern, the flow of information is closely aligned with the career paths and choices of our students. This system was instituted in 1998 and has provided us with valuable insight into our undergraduate program. Due to the recent budgetary constraints, the Department is exploring alternate methods of intern visits with interns and their supervisors.

### **Guest Lectures and Field Trips**

Contacts with practitioners and other off-campus professionals are maintained through workshops, guest lecturer programs, and numerous field trips to agencies and businesses. Hyatt and Marriott Corporations come to campus each semester to recruit students from our Resort and Lodging Management and Events Management options. FAM (familiarization) trips to the Sacramento Hyatt and Northern California destination attractions (e.g., Turtle Bay Museum, Sierra Nevada, and Golden Gate National Recreation Area) and other venues (e.g., Woodleaf Environmental School) enrich students and our relationships with practicing hospitality professionals. Students in the Parks and Natural Resource Management option regularly tour local, state and federal natural resource sites in Northern California. Recreation students enrolled in the introductory classes (programming, recreation therapy and outdoor recreation) visit facilities or benefit from an extensive guest-lecturer schedule.

### **Fieldwork Experiences**

The Department sponsors or supports one or more large special events to provide planning opportunities for students interested in event planning. Each of these curricular enhancements also provides opportunities for faculty and students to consult with field-based professionals. Recent examples include:



- Chico Preview Day, annual Fall event for high school juniors and seniors
- Up 'til Dawn, annual Fall event fundraiser for Saint Jude Hospital
- Choose Chico, annual Spring event for in-coming freshman
- Special Olympics, annual Spring and fall events
- Field schools, Fall and Spring semester experiential courses

Most of the department's programming classes include community or campus based direct delivery. The introductory programming and recreation therapy programming classes, for example, use service learning and field experiences to help students experience recreation program planning and delivery first hand. Students plan more than a hundred after-school and special event programs each year. In other classes, the program delivery is a component of the class. Students in these classes generally provide programs in partnership with a campus or community partners. Recent examples include:

- Students providing environmental education programming at the Endangered Species Fair
- Students providing logistical support to a campus-wide folk dance event
- Students serving as the programming "division" of the CSU, Chico Alumni Association
- Students assisting with the Pastels on the Plaza fundraiser for a local nonprofit organization.

### **Advisory Committee**

The newly re-constituted Department Advisory Committee met for the first time in fall 2011. The purpose of the meeting was to provide input related to our revised curriculum. In addition, the members were polled on what trends and issues they felt would impact each market area. Based, in part, on input from the Advisory Board, the Department will implement or continue providing the following:

- *Critical computer skills* (i.e., blogging, social media, Face book management, tweeting) will be incorporated into the RECR 201-Computer Literacy in Recreation perhaps as early as Fall 2012.
- *Writing skills* will continue to be reinforced within the courses and in the Writing Lab
- *Professional speaking skills* continues to be required in several of the core classes
- *Understanding financial statements* will remain in RECR 420-Recreation Budget & Finance. This course has been added to the core.
- *Customer service and sales* will become a Department core class in Fall 2012
- *Application of theory* will continue to be reinforced through field school, community service, pre-internship experiences, and the internship

### **Alumni Survey**

In Fall 2011, a survey was disseminated to graduates from the Department. Results were interpreted and discussed among the faculty. A summary of findings is presented under Standard 7.o.



## CHAPTER 4

### Faculty

#### 4.0 Faculty

- 4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

Faculty members in the Department of Recreation, Hospitality, and Parks Management (RHPM) demonstrate their belief in continued professional education and academic growth in a variety of ways, often with limited financial support from the University. Limited travel money is provided for conferences and professional development events via the College of Communication and Education professional development funds. All department faculty members have been active in a variety of scholarly activities since the last accreditation review in 2006. Faculty has access to the Office of Research and Sponsored Programs and its support services available at this link:

[Office of Research and Sponsored Programs](#)

An important resource to enhance faculty's teaching is the Technology and Learning Program. On-going workshops, trainings, and support are provided to faculty interested in learning about technological applications to teaching. The website can be found at this link:

[Technology and Learning Program](#)

The Center for Excellence in Learning and Teaching (CELT) provides support to faculty in their teaching, scholarship, and service. CELT offers awards and recognition, workshops, conferences, visiting professors' lectures, and grants. Several of the RHPM faculty participate in CELT's activities. Information can be found at this link:

[Center for Learning and Teaching](#)

Faculty members regularly attend and participate in local, state, and national conferences and trainings. Faculty members maintain memberships in a variety of professional organizations. Two of our faculty are certified recreation therapists. One serves as chair for licensure for recreation therapy, and several others are certified through various organizations



4.02 Faculty development activities shall impact program quality, consistent with the missions of the institution and the academic unit.

*Evidence of Compliance:*

Evidence of faculty development activities meets expectations in the RHPM Department and in opportunities afforded to students. The following list introduces our full-time faculty and some of their recent professional development activities.

**Dr. Steve Dennis**

Dr. Steve Dennis earned BA and MA degrees from CSU, Chico prior to his PhD in Renewable Natural Resources Studies at the University of Arizona. A former Department Chair and Associate Dean, Dr. Dennis teaches courses in outdoor recreation management, citizen involvement in natural resource planning and decision-making and resource-based tourism in the U.S. and abroad. Recent professional development activities include international teaching assignments through USAC, the University Study Abroad Consortium.

**Dr. Brett Eldredge**

Dr. Brett Eldredge earned a PhD from the University of Texas, Dallas with an emphasis in organizational behavior and theory. He teaches courses throughout the undergraduate and graduate program and brings a managerial perspective to every course. Recent professional development activities have focused on the role of Internet resources and writing proficiency and professional collaborations with colleagues in therapeutic recreation.

**Dr. Morgan Geddie**

Dr. Morgan Geddie is the Department Chair and a Professor of Resort and Lodging Management in the Department of Recreation, Hospitality and Parks Management at California State University (CSU), Chico. He is also Associate Dean of the College of Communication and Education at California State University, Chico. Professor Geddie received his doctorate from Oklahoma State University in Occupational and Adult Education with an emphasis in Human Resources Development. He also has an MBA with an emphasis in Marketing from the University of Central Oklahoma and a BS in Hotel and Restaurant Management from Oklahoma State University. Before joining the faculty at CSU, Chico State, he taught at the University of Houston, Oklahoma State University, Eastern Illinois University and Arkansas Tech University. He also has several years of hotel experience in the New York City, New York and Charlotte, North Carolina markets. Professor Geddie specializes in the areas of Lodging and Cruise Line Management. He has published in many journals, textbooks and trade magazines as well as being a featured speaker at several conferences.

**Dr. Richard Gitelson**

Dr. Gitelson earned a PhD in Recreation Resource Management from Texas A&M University and a Graduate Certificate in Gerontology from Arizona State University. He teaches in the department core and advises graduate students. His recent professional development activities have concentrated on strategies to enhance the social and physical well-being of senior adults and his research has been presented at regional and national conferences. In



addition, his background and expertise in research design supports several graduate theses and projects and he has created new opportunities for students to engage in service learning activities aligned with local recreation and quality of life surveys.

**Dr. Roger Guthrie**

Dr. Roger Guthrie's doctorate in Leisure Studies was earned from the University of Illinois. Dr. Guthrie recently began his involvement in FERP (Faculty Early Retirement Program), where he continues to teach the department's budget and finance course. Dr. Guthrie was recently recognized as the CSU, Chico Outstanding Faculty Advisor. His professional development activities have focused on field data collection for visitor use studies for the USDA Forest Service and the USDI Bureau of Land Management.

**Dr. Jon Hooper**

Dr. Jon Hooper is an environmental interpreter and educator who was Project WILD's first-ever "National Facilitator of the Year." He is a Certified Interpretive Trainer (National Association for Interpretation) who has trained natural resource professionals from around the country how to communicate more effectively. He has also helped design self-guided nature trails, educational displays, and numerous PowerPoint shows. He is also a certified Project WILD, Project Learning Tree, and Project WET facilitator. Jon has conducted animal welfare/rights research on a national scale for the Department of Defense. Jon serves on the board of directors of the Lassen Association and California Community Forest Foundation.

**Dr. Jeff Jiang**

Dr. Jeff Jiang has been a national leader of event education. He serves as a member of IFEA's (International Festivals & Events Association) President Council, a member of IFEA's Global Roundtable Council, a moderator for the Event Education Affinity Group at IFEA's annual convention (for several years), and a member of an international stakeholder group, which collaborated with the Canadian Tourism Human Resources Council (CTHRC) to develop the International Event Management Competency Framework and Standard. For over 11 years, Dr. Jiang has been a campus leader of instructional technology, service-learning, and sustainability education, which greatly enhances student learning.

**Dr. Chang Lee**

Dr. Chang Lee is the newest addition to the department's faculty. His PhD is from Oklahoma State University in Human Environment Sciences with concentrations in hotel and resort operations, transportation and alternative tourism. His research addresses the job satisfaction of hospitality employee retention and decision-making criteria for restaurants and hospitality programs. Other professional development activities include committee service for the International Council on Hotel, Restaurant and Institutional Education and the International Association of Hispanic Meeting Planners.



**Dr. Michael Leitner**

Dr. Michael Leitner and his wife Sara are the authors of two textbooks, "Leisure Enhancement," and "Leisure in Later Life." The fourth editions of these books are scheduled for publication in Fall 2011 by Sagamore Publishing. Professor Leitner is active in the World Leisure Association and has served on their leisure education commission. His main research interests are in leisure and aging, leisure education, leisure counseling, and recreational coexistence programs. During the 2011-2012 academic year, Professor Leitner is on leave in Israel, conducting research on the effects of recreational coexistence programs on the attitudes of Palestinians and Israelis toward each other. Previous research by Professor Leitner on this subject was published in the World Leisure Journal.

**Dr. Laura McLachlin**

Dr. Laura McLachlin's PhD was earned at Texas Woman's University with an emphasis in therapeutic recreation. Her professional development activities are extensive and focus on professional licensure and direct delivery of TR services through an innovative summer sports camp. She serves as the Chair for the task force on licensure for Recreation Therapy. She is also instrumental in the development of the California State University Consortium for Recreation Therapy, a Co-Director for Ability First Sports Camp, and maintains an active research agenda spanning recreation program inclusion and elite athletic performance.

**Mr. Don Penland**

Mr. Don Penland earned a MS degree in computer science education from the University of Oregon. At CSU, Chico he manages a suite of four computer labs and teaches the department's foundation course in computer literacy. He maintains professional currency through ongoing involvement with Upward Bound, IREX (International Research and Exchange Board), and CELT, the Center for Excellence in Learning and Teaching. He also supports faculty members in the use of technology in teaching, research and service.

**Dr. Sarah Richardson**

Dr. Sarah Richardson earned a PhD from Texas A&M University in Recreation Resources Development. She teaches in the area of leisure services promotion and customer service. Recent professional development activities have focused on pet therapy, dog training and dog sports, and small business development.

**Dr. Ed Seagle**

Dr. Ed Seagle's EdD was earned from the University of the Pacific. Professional development activities include extensive involvement with the California Park and Recreation Society, the statewide Hospitality Educators Forum, and books and supplemental materials on internships in recreation, parks, and sport management.

**Dr. Emilyn Sheffield**

Dr. Emilyn Sheffield and the students in the department have developed a popular field school program in partnership with a variety of agency, resort, tourism, and event sponsors. Student team leaders organize one- to six-day excursions for majors and non-majors. Participants



volunteer at conferences, workshops, and milestone events, build and promote trails, and assist with landscape scale habitat restoration programs. Other field schools focus on hospitality marketing, social media, and digital story-telling. Programs are fee-free due to extensive sponsor, alumni, and department support. Some graduate students serve as mentor-coaches and complete their MA culminating experiences (e.g., thesis or project) on field school topics. Field school is becoming an important component of our outreach to increase the diversity of our undergraduate student profile.

- 4.03 The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.

*Evidence of Compliance:*

CSU, Chico is an equal opportunity - affirmative action employer who seeks to employ faculty from all ethnic backgrounds. All faculty recruitment is performed in accordance with the CSU, Chico Faculty Personnel Policies and Procedures. Hiring practices and policies at CSU, Chico are clearly delineated and available at this link:

[Human Resources Service Center](#)

The RHPM Department is in full compliance with these policies and practices. Our faculty members are diverse in age, education, training, institutions attended, and gender.

- 4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.

*Evidence of Compliance:*

A normal full-time assignment per term for tenured or tenure-track faculty in academic units at CSU, Chico is twelve (12) weighted teaching units and three (3) units for instructionally-related responsibilities that include advising, holding a minimum of five office hours per week, assigned committee and task force work, curriculum development, research and scholarly activity, program coordination, and other similar activities. Fifteen units is the normal instructional load for a full-time temporary (e.g., non-tenure-track) position.

The department chairperson makes normal teaching and advising assignments after consultation with faculty. A typical load is three or four courses and internship supervision, directed fieldwork, program coordination, independent study, or graduate student project and thesis supervision to meet the normal 12-unit teaching load requirement. Information on faculty workload can be found at this link:

[Faculty Workload](#)



See Table 4.1 for faculty workload breakdown.

**TABLE 4.1**  
**Faculty Workload**

FACULTY	WORKLOAD %	FACULTY	WORKLOAD %
Fall 2007/ Spring 2008		Fall 2008/ Spring 2009	
Dennis, Steve (FT)	.20/1.0	Dennis, Steve (FT)	1.0/1.0
Fletcher, James (FT)	1.0/1.0	Fletcher, James (FT)	1.0/1.0
Geddie, Morgan (FT)	1.0/1.0	Geddie, Morgan (FT)	1.0/1.0
Guthrie, Roger (FT)	1.0/1.0	Gitelson, Richard (FT)	1.0/1.0
Hooper, Jon (FT)	1.0/1.0	Guthrie, Roger (FT)	1.0/1.0
Jiang, Jeff (FT)	.20/1.0	Hooper, Jon (FT)	1.0/1.0
Leitner, Michael (FT)	1.0/1.0	Jiang, Jeff (FT)	1.0/1.0
McLachlin, Laura (FT)	1.0/1.0	Leitner, Michael (FT)	1.0/1.0
Richardson, Sarah (FT)	1.0/1.0	McLachlin, Laura (FT)	Leave/1.0
Seagle, Ed (FT)	1.0/1.0	Richardson, Sarah (FT)	1.0/1.0
Sheffield, Emilyn (FT)	1.0/1.0	Seagle, Ed (FT)	1.0/1.0
Simcox, Dave	1.0/Leave	Sheffield, Emilyn (FT)	1.0/1.0
Penland, Don (FTT)	1.0/1.0	Penland, Don (FTT)	1.0/1.0
Eldredge, Brett (FTT)	1.0/1.0	Eldredge, Brett (FTT)	1.0/1.0
Campbell, Doug (FTT)	1.0/1.0	Campbell, Doug (FTT)	1.0/1.0
Kennemer, Frank (PT)	.22/.22	Barnett, Susan (PT)	.22/.00
Crabtree, Polly (PT)	.00/.00	Kennemer, Frank (PT)	.22/.22
Polen, Don (PT)	.22/.22	Crabtree, Polly (PT)	.00/.00
Roland, Martin (PT)	.20/.20	Roland, Martin (PT)	.20/.20
Schwarz, John (PT)	.20/.20	Stadler, Nicky (PT)	NA/.086
Sederberg, Laura (PT)	.17/.17	Steidley, Ken (PT)	.086/.086
Stadler, Nicky (PT)	.20/.20	Faith, Cassie (PT)	.260/.086
Steidley, Ken (PT)	.173/.173	Figge, Pam (PT)	.20/NA
Ebeling, John (PT)	.20/.20		
Faith, Cassie (PT)	.10/.10		
Melton, Greg (PT)	NA/.23		



FACULTY	WORKLOAD %	FACULTY	WORKLOAD %
Fall 2009/ Spring 2010		Fall 2010/ Spring 2011	
Dennis, Steve (FT)	FERP/1.0	Dennis, Steve (FT)	FERP/1.0
Fletcher, James (FT)	1.0/1.0	Fletcher, James (FT)	1.0/1.0
Geddie, Morgan (FT)	1.0/1.0	Geddie, Morgan (FT)	1.0/1.0
Gitelson, Richard (FT)	1.0/1.0	Gitelson, Richard (FT)	1.0/1.0
Guthrie, Roger (FT)	1.0/1.0	Guthrie, Roger (FT)	1.0/1.0
Hooper, Jon (FT)	1.0/1.0	Hooper, Jon (FT)	1.0/1.0
Jiang, Jeff (FT)	1.0/1.0	Jiang, Jeff (FT)	1.0/1.0
Leitner, Michael (FT)	1.0/1.0	Leitner, Michael (FT)	1.0/1.0
McLachlin, Laura (FT)	1.0/1.0	McLachlin, Laura (FT)	1.0/1.0
Richardson, Sarah (FT)	1.0/1.0	Richardson, Sarah (FT)	1.0/1.0
Seagle, Ed (FT)	1.0/1.0	Seagle, Ed (FT)	1.0/1.0
Sheffield, Emily (FT)	1.0/1.0	Sheffield, Emily (FT)	1.0/1.0
Penland, Don (FTT)	1.0/1.0	Penland, Don (FTT)	1.0/1.0
Eldredge, Brett (FTT)	.93/1.00	Eldredge, Brett (FTT)	1.0/1.0
Campbell, Doug (FTT)	1.0/1.0	Barnett, Susan (PT)	.62/.91
Barnett, Susan (PT)	NA/.42	Kennemer, Frank (PT)	.22/.22
Kennemer, Frank (PT)	.22/.22	Crabtree, Polly (PT)	.00/.00
Crabtree, Polly (PT)	.00/.00	Teague, Sandy (PT)	NA/.20
Figge, Pam (PT)	.20/.00	Markey, Christine (PT)	.20/.20
Christensen, Nels (PT)	.00/.20	Bird, Walter	.20/.00
		Teague, Sandy (PT)	NA/.22
		Walter, Jessica (PT)	NA/.4806



- 4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

The RHPM Department complies with all college and CSU System policies and procedures in relation to salaries, promotion, tenure, sabbatical leaves, leaves of absence, and related policies.

Policies, rules and regulations concerning salaries, retention, tenure and promotion are the same for tenured or tenure-track faculty members at CSU, Chico. The Memorandum of Understanding between the CSU and Collective Bargaining Unit 3 (California Faculty Association), and the Faculty Personnel Policies and Procedures (FPPP as updated for Academic Year 2008-09) outline all procedures related to appointments, periodic evaluation, retention and tenure requirements, promotions, university services, leaves of absence, sabbatical leaves, and financial support for professional development. Specifically, retention, tenure and promotion are prescribed in Section 8, and paid sabbatical leaves and leaves of absence are located in Section 9. Salaries are based upon legislative appropriations and performance review (in the cases of salary step increases and faculty merit increases). Copies of the Memorandum of Understanding and the FPPP are available through this link:

[Faculty Personnel Policies and Procedures](#)

For specific information related to personnel policies and procedures, refer to the following links:

[Retention, Tenure and Promotion \(RTP\) & Temporary Faculty Evaluation](#)

[Sabbatical and other leaves](#)

[California Faculty Association](#)

The RHPM Department faculty have been able to take sabbatical leaves on a regular scheduled basis, and, despite the current budget difficulties, the University has preserved sabbatical leaves. Further, a few faculty have been approved to take difference in pay leaves.

- 4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions program shall instruct at least 60 percent of the required courses within the curriculum.

Evidence of Compliance:

As indicated in Table 4.2, on average, 75% of the professional courses are taught by full-time faculty members. Part-time faculty members are used specifically for the expertise they bring to the department and student learning.



**TABLE 4.2**  
**Courses Taught Last Five Years of Teaching Assignments**

FACULTY	COURSES	FACULTY	COURSES
Fall 2007		Spring 2008	
Dennis, Steve (FT)	589, 598M	Dennis, Steve (FT)	310, 400, 441, 642
Fletcher, James (FT)	524	Fletcher, James (FT)	400, 524
Geddie, Morgan (FT)	250, 250, 452, 589, 589M	Geddie, Morgan (FT)	250, 398, 452, 589, 589M
Guthrie, Roger (FT)	420, 420, 558, 598, 589M	Gitelson, Richard (FT)	
Hooper, Jon (FT)	448, 240, 400, 589, 589M	Guthrie, Roger (FT)	420, 420, 558, 589, 589M
Jiang, Jeff (FT)		Hooper, Jon (FT)	240, 444, 448
Leitner, Michael (FT)	180, 180, 360, 468	Jiang, Jeff (FT)	270, 270, 589, 589M
McLachlin, Laura (FT)	220, 260, 466, 589, 589M	Leitner, Michael (FT)	180, 360, 489, 645
Richardson, Sarah (FT)	220, 310, 422, 471	McLachlin, Laura (FT)	220, 260, 460, 589, 589M
Seagle, Ed (FT)	301, 301, 585, 586, 587, 589, 589M	Richardson, Sarah (FT)	220, 398, 422
Sheffield, Emilyn (FT)	589, 589M, 611	Seagle, Ed (FT)	301, 301, 569, 585, 586, 587, 589
Simcox, Dave	440, 446, 589, 589M, 601	Sheffield, Emilyn (FT)	398, 589, 589M
Penland, Don (FTT)	201, 201	Penland, Don (FTT)	201
Eldredge, Brett (FTT)	200, 300, 300, 400	Eldredge, Brett (FTT)	
Campbell, Doug (FTT)	270, 323, 354, 470	Campbell, Doug (FTT)	323, 354, 354, 422, 470
Kennemer, Frank (PT)	350	Kennemer, Frank (PT)	350

FACULTY	COURSE	FACULTY	COURSES
Fall 2007 (cont.)		Spring 2008 (cont.)	
Crabtree, Polly (PT)	474	Crabtree, Polly (PT)	474
Polen, Don (PT)	201		201
Roland, Martin (PT)	180	Roland, Martin (PT)	180
Schwarz, John (PT)	428	Schwarz, John (PT)	428
Sederberg, Laura (PT)	422		422
Stadler, Nicky (PT)	180		180
Steidley, Ken (PT)	584		584
		Ebeling, John (PT)	495/631
		Faith, Cassie (PT)	220
		Melton, Greg (PT)	342
FACULTY	COURSES	FACULTY	COURSES
Fall 2008		Spring 2009	
Dennis, Steve (FT)	310, 400, 446, 589, 589M	Dennis, Steve (FT)	310, 400, 441, 589, 589M
Fletcher, James (FT)	471, 589, 589M	Fletcher, James (FT)	342, 589, 589M
Geddie, Morgan (FT)	250, 250, 452, 589, 589M	Geddie, Morgan (FT)	250, 354, 452, 589, 589M
Gitelson, Richard (FT)	300, 300,	Gitelson, Richard (FT)	300, 300
Guthrie, Roger (FT)	420, 420, 558, 589, 589M	Guthrie, Roger (FT)	420, 420, 558, 589, 589M
Hooper, Jon (FT)	240, 400, 589, 589M, 601	Hooper, Jon (FT)	240, 444, 444, 448
Jiang, Jeff (FT)	270, 270, 589	Jiang, Jeff (FT)	270, 323, 470, 589, 589M
Leitner, Michael (FT)	180, 360, 468	Leitner, Michael (FT)	180, 180, 360, 645
McLachlin, Laura (FT)	Associate Dean	McLachlin, Laura (FT)	220, 260, 466, 589, 589M
Richardson, Sarah (FT)	220, 220, 422, 589, 589M	Richardson, Sarah (FT)	220, 422, 589, 589M, 642

FACULTY	COURSES	FACULTY	COURSES
Fall 2008 (cont.)		Spring 2009 (cont.)	
Seagle, Ed (FT)	301, 301, 585, 586, 587, 589, 589M	Seagle, Ed (FT)	301, 301, 584, 585, 586, 587, 589, 589M
Sheffield, Emilyn (FT)	589, 589M, 611	Sheffield, Emilyn (FT)	190, 589, 589M
Penland, Don (FTT)	201	Penland, Don (FTT)	201
Eldredge, Brett (FTT)	180, 180, 200, 200, 201	Eldredge, Brett (FTT)	200. 200, 201, 201, 400
Campbell, Doug (FTT)	323, 354, 428, 470, 524	Campbell, Doug (FTT)	323, 400, 428, 471
Barnett, Susan (PT)	323	Barnett, Susan (PT)	
Kennemer, Frank (PT)	350	Kennemer, Frank (PT)	350
Crabtree, Polly (PT)	474	Crabtree, Polly (PT)	474
Polen, Don (PT)			
Roland, Martin (PT)	180		180, 180
Schwarz, John (PT)			
Sederberg, Laura (PT)			
Stadler, Nicky (PT)			
Steidley, Ken (PT)			584
Ebeling, John (PT)			
Faith, Cassie (PT)	200, 260		200, 200
Figge, Pan (PT)			320, 440
FACULTY	COURSES	FACULTY	COURSES
Fall 2009		Spring 2010	
Dennis, Steve (FT)		Dennis, Steve (FT)	310, 441, 466, 589, 589M
Fletcher, James (FT)	342, 598, 589M	Fletcher, James (FT)	400, 589, 589M
Geddie, Morgan (FT)	250, 250, 452, 589, 589M	Geddie, Morgan (FT)	250, 354, 452, 589, 589M
Gitelson, Richard (FT)	201, 300, 300	Gitelson, Richard (FT)	300, 300, 400



FACULTY	COURSES	FACULTY	COURSES
<b>Fall 2009 (cont.)</b>		<b>Spring 2010 (cont.)</b>	
Guthrie, Roger (FT)	400, 420, 420, 589, 589M	Guthrie, Roger (FT)	420, 420, 558, 589, 589M
Hooper, Jon (FT)	240, 400, 589, 589M, 601	Hooper, Jon (FT)	240, 444, 448,
Jiang, Jeff (FT)	270, 270, 470, 589, 589M	Jiang, Jeff (FT)	270, 323, 470, 589
Leitner, Michael (FT)	180, 180, 360, 468	Leitner, Michael (FT)	180, 180, 360, 645
McLachlin, Laura (FT)	220, 220, 260, 589, 589M	McLachlin, Laura (FT)	220, 220, 260, 466
Richardson, Sarah (FT)	310, 422, 471, 589, 589M	Richardson, Sarah (FT)	422, 471, 589, 589M, 642
Seagle, Ed (FT)	301, 301, 585, 586, 587, 589, 589M	Seagle, Ed (FT)	301, 301, 585, 586, 587, 589, 589M
Sheffield, Emilyn (FT)	570, 611	Sheffield, Emilyn (FT)	190, 399
Penland, Don (FTT)	201	Penland, Don (FTT)	201
Eldredge, Brett (FTT)	180, 180, 200, 200, 584	Eldredge, Brett (FTT)	200, 200, 201, 400, 584, 589
Campbell, Doug (FTT)	323, 354, 428 524, 558	Barnett, Susan (PT)	180, 323
Kennemer, Frank (PT)	350	Crabtree, Polly (PT)	474
Crabtree, Polly (PT)	474	Christensen, Nels (PT)	428
Figge, Pam (PT)	320, 440		

FACULTY	COURSES	FACULTY	COURSES
Fall 2010		Spring 2011	
Dennis, Steve (FT)		Dennis, Steve (FT)	310, 441, 446, 589
Fletcher, James (FT)	342, 589	Geddie, Morgan (FT)	452, 589, 589M
Geddie, Morgan (FT)	250, 354, 452, 589, 589M	Gitelson, Richard (FT)	300, 300, 400
Gitelson, Richard (FT)	300, 300, 400	Guthrie, Roger (FT)	420, 420, 558, 589, 589M
Guthrie, Roger(FT)	420, 420, 558, 589M	Hooper, Jon (FT)	240, 444, 448
Hooper, Jon (FT)	240, 400, 589, 589M,601	Jiang, Jeff (FT)	270, 323, 470, 589, 589M
Jiang, Jeff (FT)	270, 270, 470, 589, 589M	Leitner, Michael (FT)	180, 180, 360, 645,
Leitner, Michael (FT)	180, 180, 360, 468	McLachlin, Laura (FT)	220, 220, 260, 466, 589M
McLachlin, Laura (FT)	220, 220, 260, 589, 589M	Richardson, Sarah (FT)	422, 422, 471, 589, 589M
Richardson, Sarah (FT)	310, 422, 471, 589, 589M	Seagle, Ed (FT)	301, 301, 585, 586, 587, 589, 589M
Seagle, Ed (FT)	301, 301, 585, 586, 587, 589, 589M	Sheffield, Emilyn (FT)	190, 399, 589, 589M
Sheffield, Emilyn (FT)	190, 399, 589, 589M, 611	Penland, Don (FTT)	201
Penland, Don (FTT)	201	Eldredge, Brett (FTT)	201, 400, 584, 584, 642
Eldredge, Brett (FTT)	220, 220, 201, 524, 584, 589, 589M	Barnett, Susan (PT)	180, 180, 200, 323
Barnett, Susan (PT)	180, 180, 323	Kennemer, Frank (PT)	350
Kennemer, Frank (PT)	350	Crabtree, Polly (PT)	474
Crabtree, Polly (PT)	474		428
Christensen, Nels (PT)	428	Markey, Christine (PT)	250
Bird, Walter	440	Teague, Sandy (PT)	354
		Walter, Jessica (PT)	190, 200



- 4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact program quality, consistent with the missions of the institution and the academic unit.

Evidence of Compliance:

Faculty members in the RHPM Department participate actively in continuing professional development. These scholarly activities include, but are not limited to, the publication of five textbooks (e.g., *Leisure Enhancement* (4<sup>rd</sup> ed.), *Leisure in Later Life* (4<sup>rd</sup> ed.), *Internship in Recreation and Leisure Services* (4<sup>rd</sup> ed.), *Recreation, Parks, Sport Management, Hospitality, and Tourism: A Career with Meaning* (2011), and *Natural Resources and the Informed Citizen*), two book chapters, seven peer-reviewed articles, a teacher's resource guide, an instructional manual, and many instructional support materials.

Faculty members have keynoted dozens of conferences and professional meetings and delivered more than three-dozen professional presentations at state, regional, national and international meetings, conferences or workshops. They have also conducted numerous training workshops for park, hospitality, recreation and tourism professionals. Topics range from therapeutic animals to service-learning pedagogy to tourism product development to program assessment and evaluation.

In addition, the faculty secured several research grants and contracts with combined budgets approaching several hundred thousand dollars. These externally funded projects have yielded more than dozens of contract or technical reports for agencies at the local, state and federal level as well as clients and partners in the private sector. Faculty members often encourage students to get involved in funded research. Project involvement provides outstanding applied research experience and agency/client exposure as well as financial compensation for students at wages that far exceed the ordinary campus wage.

Faculty with less than tenured full professor appointments are required to demonstrate scholarly activities through research, writing/publications, contract projects, grants, etc. as a part of their annual retention, tenure and promotion cycle. During this five-year period, the department reached the level where most permanent faculty members have attained tenured professor status. Tenured full professors undergo a fifth year review to assess their professional currency. Tenured full professors are encouraged to complete scholarly activities to remain professionally current and help the department secure performance funding. Tenured faculty members continue to be active in scholarly activities through contracts and grants, presentations at conferences and workshops, and writing books and journal articles. As illustrated in Table 4.3, faculty members have an impressive and consistent record of scholarly and professional activity.



**TABLE 4.3**  
**Summary of School Activity and Professional Involvement**

<b>TYPE OF ACTIVITY</b>	<b>NUMBER OF ACTIVITIES 2006-2011</b>
Publications	31
Presentations	84
Grant Proposals	13
Leadership Positions in Professional Organizations	22
Editor or Referee	57
Membership in Professional Organizations	24
Conference Attended	68
Service Learning Involvement	34



## CHAPTER 5

### Students

#### 5.0 Students

- 5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.

Evidence of Compliance:

The Department provides numerous opportunities for student involvement in aspects of our program that affect students' professional preparation. Student involvement provides valuable input that helps shape the curriculum and academic processes of the Department.

**Senior Summit**

Each semester, the pre-internship students participate in the "Senior Summit," a structured session that allows students to provide feedback about their experiences. The Summit uses a three-stage nominal group input process; involving individual and group participation, to facilitate students reflecting and commenting on areas of the Department that they feel have most positively influenced them or is in need of improvement. This information is presented in a subsequent faculty meeting, and used when assessing curriculum, policies, procedures, and other elements of the Department. The Summit has been conducted each semester since 2002 with the use of a standardized procedure, instrument, and student group (students enrolled in RECR 584 – Internship Preparation), thereby allowing for comparisons within and across student groups.

The Senior Summit provides a valuable student perspective for incremental change. Field School was "institutionalized" within the department, in part, based on strong support for the program that emerged during a Senior Summit several years ago. In addition, the Senior Summit provides an important information exchange function between faculty and students for desired changes that cannot be implemented. Students, for example, routinely express a desire for internship preparation to occur earlier in the curriculum, a change that is not implementable based on hiring practices on the internship sponsor businesses, agencies, or organizations. Further discussions with students identified that resume preparation and interviewing skills were the key elements of internship preparation desired earlier in the curriculum so we were able to introduce those two components in lower division courses.

A part of the fall, 2011 Senior Summit was an on-line survey that graduating seniors were asked to complete. The students were asked three questions. The first question asked students the extent to which they agreed or disagreed with 13 statements about the Department. The second question asked students what they liked best about the program, and the third question asked the students to list up to 5 things they would change about the Department.



The results will be discussed by the faculty during the spring of 2012 and can be found at the following link:

[Senior Summit Results](#)

[Senior Summit Open-ended responses](#)

### **Mentor-Advising**

The Department prides itself on a mentor-advising model that encourages open dialogue between faculty and students. Aspects of this model are described under 5.04. This dialogue keeps faculty apprised of and receptive to students' ideas, suggestions, and concerns. These concerns are often discussed during faculty, curriculum committee, and option meetings. Option coordinators maintain contact with students individually and as groups to get student input concerning changes in each option's curriculum and programs. For example, the decision, to introduce the newest option, Event Management (EM), was based in part, on student input and consultation.

### **Internship Visits**

Internship supervision provides another opportunity for student input toward curriculum enhancement. Faculty members complete phone interviews with most interns and their supervisors. These interviews provide an excellent system for feedback on how students and their supervisors perceive the academic preparation of respective interns. At the conclusion of the internship experience, each student evaluates his or her faculty supervisor's performance. Students also provide additional information about how well their academic preparation, while enrolled at CSU Chico, has helped them perform in their internship position. Information gained through these processes helps to improve the curriculum and future supervision of interns. The form used by students to evaluate their faculty advisors can be seen by clicking the following link:

[Internship Forms](#), click on "Faculty Supervisor Evaluation Form in MS Word format."

In addition, students completing their internships fill out an exit survey (Student Evaluation of Internship) that evaluates the quality of the internship experience. This form can be viewed by clicking on the following link:

[Internship Forms](#) click on "Student Evaluation of Internship Form in MS Word Format""

### **Student Representation at Faculty Meetings**

At least once a semester, one or more representatives from the student majors' club (RHAPS) attend a faculty meeting to update faculty on the club's activities. The student leaders have also been consulted on proposed policies that may affect students' professional preparation. At least one of the faculty club advisors tries to attend each club meeting.



## **RHAPS**

Our student organization, the Recreation, Hospitality, and Parks Society (RHAPS), works actively to meet the recreational, educational, and experiential needs of the students beyond what is provided by the Department. This organization provides a variety of educational activities, leadership opportunities, and social activities that enrich the lives of the students. The organization also provides input to the faculty regarding programmatic concerns and desires. For further details on student clubs and teams, click on the available link:

[Student Clubs and Teams](#)

## **Student Evaluations of Teaching (SETs)**

Students have many opportunities to provide feedback about their instructors, classes, and other aspects of the academic unit that affect their professional preparation. Student evaluations of faculty/courses are performed annually on all faculty members, giving students an opportunity to evaluate their instructors and courses. The results of these evaluations are accessible to each faculty member and are referred to for retention, tenure and promotion purposes. For details on the SET process, consult Section 4.0 of the Faculty Personnel Policies and Procedures document at this available link:

[Faculty Personnel Policies and Procedures](#)

## **Student Input to Faculty Hiring**

A standard part of hiring a new faculty member is obtaining students' perspectives on each candidate. When candidates are brought to campus for an interview, they are required to give at least one lecture in a class being offered that semester. Faculty gather students' reactions to such guest lectures and the data play a role in the hiring decision.

## **Student Input to Department Advisory Committee**

The president of RHAPS (Recreation, Hospitality, and Parks Society) serves as the student representative to the Department Advisory Committee. As such, students have a voice in Department Advisory Committee affairs and recommendations.

- 5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.

### *Evidence of Compliance:*

The Department follows University guidelines for admission, retention and dismissal of students from the academic unit as detailed in the University Catalog. This catalog is available on-line or through the print catalog.

For information on student admission, consult the Office of Admissions website at:

[Office of Admissions](#)



For information on student retention, consult the Student Support Services website at:

[Student Support Services](#)

For information on student dismissal, consult the Division of Student Affairs website at:

[Division of Student Affairs](#)

For a complete listing of University Policies, refer to the available link:

[University Polices](#)

The University President's "Policy on Academic Integrity and the Establishment of the Academic Integrity Council," is found at the following link:

[Policy on Academic Integrity](#)

- 5.03 The resources available to the academic unit shall be sufficient to meet its educational objectives and serve the number of students admitted to the unit and enrolled in its courses.

*Evidence of Compliance:*

**Adequacy and Equity of Resources**

Our resource allocations are comparable to other departmental units in the College of Communication and Education. Although diminished by recent base budget cuts, resources have, for the most part, been sufficient to serve our students. However, there continues to be an imbalance between student numbers and the number of permanent faculty associated with certain options. Specifically, this is the case with the two most popular options within the Department. Resort and Lodging Management (RLM) and Event Management (EM) have a higher student-to-faculty ratio than the department's other options (Parks and Natural Resource Management, Community/Commercial Recreation and Tourism, and Recreation Therapy).

Four things have mitigated the otherwise negative consequences of the imbalance.

- First, the addition of two new tenure-track hires in AY 08-09 and AY 11-12 (along with two earlier tenure-track hires in AY 00-01 and in AY 01-02), added capacity directly to the RLM (Resort and Lodging Management), CCRT (Community/Commercial Recreation and Tourism), and EM (Event Management) option areas.
- Second, faculty in our areas with fewer students (Parks and Natural Resource Management, Community/Commercial Recreation, and Recreation Therapy) have taught recreation core classes, GE service courses, and specialty classes (e.g., Introduction to Inclusive Recreation, Outdoor Recreation Systems) to support our larger advising patterns. Additionally, there has been willingness on the part of the



- permanent faculty to engage in cross training to help provide faculty support to the more popular option areas.
- Third, our part-time, temporary faculty members comprise a robust pool of well-qualified professionals with disciplinary expertise that is aligned with the instructional needs of our larger advising patterns (options).
  - Fourth, the college uses a decentralized budget process, which has provided the Department with a measure of flexibility that has made it possible to serve the needs of our students.

Therefore, there is adequate full-time faculty representation at this time in all of the advising patterns, providing students with access to specialized coursework and mentor advisors aligned with their preferred career paths. A challenge to the Department will be to replace the three faculty members who have retired in the past two years and to replace those senior faculty members who will be retiring in the next few years.

### **Faculty Numbers**

Two full-time faculty positions have been filled since the last Accreditation review. Dr. Richard Gitelson filled a tenure-track position in AY 08-09. Dr. Gitelson's expertise relates to research principles and methods, tourism behaviors and impacts, healthy aging, and recreation administration. In addition to his doctorate in Recreation Resource Management from Texas A & M, Dr. Gitelson has a Graduate Certificate in Gerontology from Arizona State University.

Dr. Chang Lee filled a tenure-track position in AY 11-12. Dr. Lee's expertise relates to the hospitality and travel industry. He is a Certified Hotel Administrator and has worked in a variety of positions in resorts, clubs, hotels, and restaurants.

A faculty search has just been completed and an offer has been made to a candidate to begin in Fall 2012. The addition of this new faculty member will provide us with a total of ten full-time tenure-track faculty.

### **Graduate Program**

The Department has a small but rigorous graduate program. Approximately ten new students are admitted annually, about half of whom have been recruited from our undergraduate program. Upon graduation with their M.A. in Recreation Administration, our graduate students typically assume management positions with recreation and park agencies or go on to pursue doctoral studies.

### **Student-to-Faculty Ratios**

Table 5.1 summarizes Department, College, and University student-to-faculty ratios (SFR) for the most recent five (5) years. The Department's SFR has been consistently higher than both the college's and the university's SFR throughout this five-year period. The SFRs for this five-year period are higher than the SFRs generated between 2000 and 2005, the time frame of our last Accreditation Self-Study. These figures are higher than comparable figures for the college and university, in part, because we have accepted higher FTE allocations in exchange for



additional tenure-track faculty lines (other academic units have increased their proportions of temporary faculty). Our higher SFR is somewhat mitigated for permanent faculty by internship supervision.

**TABLE 5.1**  
**Student-Faculty Ratios for Fall Semesters**

	2006	2007	2008	2009	2010
Department	24.82	24.26	23.22	25.91	24.94
College	20.10	20.29	19.52	22.35	21.62
University	21.22	21.62	22.37	23.96	23.80

Source: Academic Planning Database.

The following table (Table 5.2) profiles student enrollment and graduate rates of the Department of Recreation, Hospitality, and Parks Management for the Academic Years (AYs) between 2006 - 2007 and 2010 - 2011. Overall, the number of undergraduate majors has increased over the last five years. In 2010, the Department was the seventh largest major on campus. The Department had the fourth highest number of students graduating during the 2010-2011 academic year.

As shown below, student interest in the Event Management option has increased steadily since the last Accreditation study. The introduction of this option has helped manage demand for the Resort and Lodging Management option by allowing students with a specific interest in the event management profession to follow an option more specifically aligned with their interests.



**TABLE 5.2**  
**Enrollment (by Semester) and Degrees Awarded (by Academic Year)**

MAJOR	NUMBER OF STUDENTS									
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	2006 F	2007 S	2007 F	2008 S	2008 F	2009 S	2009 F	2010 S	2010 F	2011 S
CCRT	21	25	23	40	50	53	55	58	53	53
EM	105	132	132	138	156	168	167	159	175	175
PNRM	68	63	66	64	64	71	77	77	76	73
RT	30	26	30	23	24	29	26	32	26	25
RLM	174	150	130	133	136	137	154	157	156	155
<b>TOTAL ENROLLMENT</b>										
	398	396	381	398	430	458	479	483	486	481
<b>DEGREES AWARDED</b>										
BS	110		116		118		112		135	
MA	1		1		1		2		5	

Figure 5.3 shows the graduation rate performance for students in the Department of Recreation, Hospitality, and Parks Management from 2000 through 2005. Based on this information, the Department will explore additional strategies to ensure that students have the resources and tools necessary to graduate in a timely manner. The curricular revision of 2012 will enable students to graduate more quickly but we anticipate that many will continue to pursue dual options, one or more minors, and/or Study Abroad opportunities. Each of these options adds increased time to graduation but also yield significant career benefits to students so we are grateful that so many of our students pursue these curricular enhancements. There have been no recorded instances of students expressing displeasure or dismay with the time needed to complete an undergraduate degree.

The campus is experiencing growing success in attracting students from racially and ethnically diverse backgrounds and we will continue our efforts to encourage interested (or potentially interested) students from diverse backgrounds to pursue a major or minor in the department. The recently released campus diversity initiative has defined diversity broadly and provides new impetus to our collective efforts to create a campus that reflects California’s diversity.

As a program with more students than resources, our efforts to actively recruit ANY students have been very limited. But we value diversity and have developed an “organic” (albeit informal) strategy with several components:



1. We work closely with credible advisors within campus support programs (e.g., Upward Bound, Student Support Services, military veterans) to increase their understanding of the breadth of our programs. These advisors are the foundation of efforts to encourage more students from racially and ethnically diverse backgrounds to consider a degree or minor from our department
2. Several of our event management students have assumed highly visible leadership roles in campus organizations (e.g., Big Cat Productions, CSU, Chico Alumni Association) that serve all students, including students from racially and ethnically diverse backgrounds.
3. Our event management option has proved attractive to students from international and racially or ethnically diverse backgrounds, especially Asian women and Latinas.
4. We are pursuing a closer relationship with our GI-bill advisors to encourage returning vets to consider career options in natural resources and RT.
5. We have developed a Field School partnership with Students Support Services, a federally funded program to provide educational services to educationally or economically disadvantaged students. This partnership has increased awareness of career opportunities in recreation, hospitality, and leisure among SSS students and several have pursued additional coursework or pursued dual majors or one of the minors sponsored by the department.
6. We have worked closely with risk management and departmental leadership to ensure that international students can participate in Field School without the added financial burden of their per unit fee structure.
7. Our recreation therapy professors bring their expertise in programmatic inclusion into our curriculum and provide important career outreach to persons with disabilities through camps, trainings, and an enduring partnership with colleagues in Kinesiology and Adapted Physical Education (APE).
8. We invite students enrolled in our GE courses to consider career options in our department and we recruit participants for Field School from these classes so non-majors can experience the field through service and adventure.
9. We work closely with CAVE, the Community Action Volunteers in Education, to support park-themed volunteer opportunities for non-majors and continue to strengthen linkages between CAVE and our Field School program.



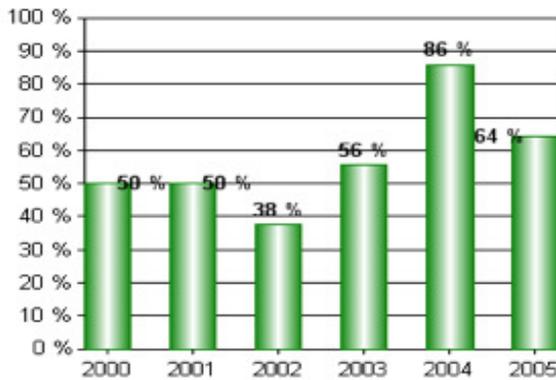
FIGURE 5.3

Graduation Rate Performance for Students in the Department of RHPM



**First-time Freshmen Six Year Graduation Rate Performance  
Department of Recreation and Parks Management**

**All first Time Freshmen Students**

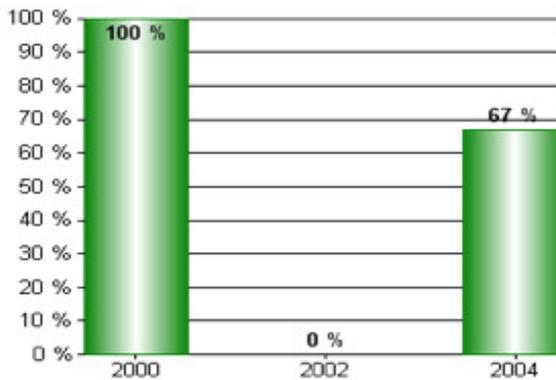


Start in Department of Recreation and Parks Management  
Graduate from Chico State

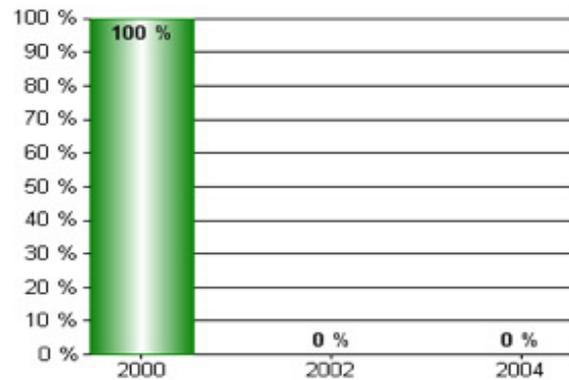


Start in Department of Recreation and Parks Management  
Graduate from Department of Recreation and Parks Management

**Underrepresented Minority First Time Freshmen Students**



Start in Department of Recreation and Parks Management  
Graduate from Chico State



Start in Department of Recreation and Parks Management  
Graduate from Department of Recreation and Parks Management

**Program's Budget**

Detailed information on the budget can be found in Section 3.01.02. As previously mentioned, the budget process within the College is decentralized.



5.04 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.04.01 Academic advising.

Evidence of Compliance:

The Department recognizes that academic advising is a primary responsibility of faculty, and that it is imperative that students' progress through their programs with a minimum of avoidable error. It is also felt that through contacts with faculty advisors, learning is attained beyond the classroom and students can be apprised of career and other opportunities.

**Components of the Department's Advising Approach**

1. Advising takes place in individual meetings or group discussions relating to the Department, the leisure services career field, the job situation, curriculum and student performance expectations. This advising is done on an individual basis during the year and sometimes on a group basis at the start of each new semester. Additionally, faculty participate in the Summer Orientation program for students new to Chico State, which allows them to meet and advise students immediately upon their arrival to the university.
2. Student majors and minors are assigned faculty advisors depending on their area of preparation. The Department shifted to mandatory advising in the fall 2005 term for all incoming majors. Advising is provided for all continuing students each semester. In addition to academic advising, faculty members provide fieldwork and internship advising.
3. Each student has an individual faculty mentor-advisor to assist with class registration, fieldwork selection, and other appropriate academic matters. Students are encouraged to work out any academic problems that pertain to a particular course with the individual instructor of that course.
4. Self-advising materials are available in the Department office as well as petitions for class substitution and verification of hours. Merit internship applications are available from the internship coordinator.
5. In the past, a major clearance form had to be completed by the student the year before graduation. It had to be verified and signed by the advisor and department chair and then was submitted to the student advising office for further processing. With the new system effective AY 2011-12, the advisor reviews (with the student present) the individual student's "Advisement" information that is available via the Chico State Connection "Portal." This "Advisement" section covers General Education as well as "declared major" graduation requirements. Using the Degree Progress Report (DPR), students can see via a color code system, which graduation requirements have been met and which ones still need to be completed. If there are any course substitutions that the advisor has allowed the student for his/her major, the advisor electronically submits this information via the Portal. Once the substitution is received and approved by Academic Advising, both the student and the advisor receive notification via an email.



6. Bulletin boards in Yolo Hall and Tehama Hall carry current messages for majors concerning upcoming meetings, curricular changes, and social events. Campus email and the doors of our primary instructional classrooms and computer labs provide convenient messaging systems as well.
7. The student professional club, Recreation, Hospitality, and Parks Society (RHAPS), maintains an information board that contains current information for members and prospective members. The Society also holds frequent meetings to assist students with academic and other matters.
8. Faculty coordinators for specific Department programs are:
  - a. Department Chair (new majors, department curriculum, and student academic appeals): Dr. Morgan Geddie
  - b. Internship coordinator: Dr. Edward Seagle, Jr.
  - c. Community/Commercial Recreation and Tourism coordinator: Dr. Laura McLachlin
  - d. Event Management coordinator: Dr. Jeff Jiang
  - e. Resort and Lodging Management coordinator: Dr. Ed Seagle, Jr.
  - f. Parks and Natural Resource Management coordinator: Dr. Jon Hooper
  - g. Recreation Therapy coordinator: Dr. Laura McLachlin
  - h. Department minors:
    - Recreation Minor - Dr. Edward Seagle, Jr.
    - Tourism Minor – Dr. Emilyn Sheffield

### **Individual Guidance and Advising**

Academic advising is a primary responsibility of all faculty members in the Department of Recreation, Hospitality, and Parks Management. The schedule of each full-time, tenure track instructor consists of three units per semester for Department committee work and advising services. The success of faculty guidance and advising is evaluated in Department meetings with all faculty members participating in the discussion. Moreover, faculty advisors help keep abreast of the success of academic advising in the Department by talking with individual students as well as members of the student majors club. Each option continually monitors its students through group and individual advising and current materials.

The university maintains an Academic Advising office that assists students and faculty in understanding general education requirements, requirements for graduation, and questions related to the transfer of courses taken at other institutions. Academic advising provides various workshops for students, e.g. getting back on track academically, and workshops for faculty, e.g. understanding the on-line degree-tracking program. The office of Academic Advising also provides a new student orientation for students enrolling each semester.

#### **5.04.02 Professional and career advising.**

##### *Evidence of Compliance:*

Professional and career advising is conducted alongside, and is integrated into, academic advising. In addition to meetings with individual faculty advisors, all Department majors



participate in either RECR 584 - Internship Preparation or RECR 585 – Merit Internship Preparation. These courses focus specifically on career and internship preparation, including beginning and building a career in a chosen profession.

Several faculty members retain students' names and notify students individually concerning certain announced positions where there appears to be a high correlation between the employment opportunity and the individual student's qualifications and aspirations. The Department coordinates with the Alumni Association office to update alumni records for career and networking purposes.

In addition, the overall task of helping students to find seasonal part-time and full-time recreation positions is the responsibility of all faculty members. All professors have assisted particular students at one time or another to secure positions in our profession.

Faculty members have worked closely with recreation agencies to set up special placement opportunities for students. For example, STEP (Student Temporary Employment Program) and SCEP (Student Career Experience Program) positions have been filled with the U.S. Army Corps of Engineers.

Our strong alumni and professional networks provide an additional tier to student professional and career advising. Alumni are frequent guest speakers in classes and panels of alumni are periodically organized so that former students can help current students with career-related questions.

The CSUC Career Center provides a wide variety of career development programs and services for students of all majors and class levels, as well as for all alumni. It offers a variety of services to help students with the transition from student to working professional, as listed below:

- Career and internship advising
- One-on-one appointments
- On-campus interviews
- Resume and cover letter reviews
- Individual job search strategies
- Interview preparation
- Career fairs, information sessions, workshops
- Majors, career and grad school guidance

The Center has extensive web-based resources for students to use. It also sponsors five career fairs per year on campus. Such fairs provide students with convenient access to employers. More information on Career Services is available at this link:

[Career Services](#)

The Career Center furnishes, upon request, information on employment of students who graduate from programs or courses in a particular career field. This information includes data



concerning average starting salaries and the percentages of previously enrolled students who obtained employment. Data collected from graduates of California State University, Chico and from graduates of all campuses in the California State University system are available at the Career Services link above. California State University, Chico graduates are sought by employers both for the training they received and the interpersonal and communication skills they develop while at CSU, Chico.

The Department maintains a placement service known as the Job Announcement Service (JAS). It is comprised of a computerized, on-line database and a central bulletin board located in the Yolo Hall building. Virtually all announcements for part-time and full-time positions, as well as internships, are entered into the on-line database and posted on the bulletin board. The on-line database is a free service accessible to current students as well as graduates. As job sites have proliferated on the internet, JAS has evolved to become a valued source of pre-qualified, career-oriented positions for our students.

Each semester, specialized career recruitment events are held during which students learn about employment opportunities. Agency professionals representing a broad spectrum of the leisure services field are available for career counseling. Placement officers participate in such events.

Internship preparation is designed to simulate job application conditions as much as possible by using application forms, resumes, and mock interviews with professionals and real interviews with the agencies or leisure service providers.

**5.05 Student records shall be maintained in compliance with accepted confidentiality practices.**

*Evidence of Compliance:*

The Office of Academic Advising maintains the official student academic records which is available through this link:

[Office of Academic Advising](#)

Student records are also maintained at the department level with a combination of electronic and paper files. Individual student file folders are housed and locked in the Department office and are available only to the individual student and Department faculty. Included in most students' files are declaration of major forms and transfer evaluation check sheets. Fieldwork verification and curriculum petition forms are also filed in these folders.

Faculty advisors also maintain electronic spreadsheet-based advising forms that track student progress semester by semester. Such electronic files are maintained in a secure campus server or on a removable storage device that is secured in a locked cabinet or desk.

In the spring of 2005, the campus migrated to a new California State University system-wide record-keeping system, the Common Management System (CMS). As part of this transition,



social security numbers were replaced with information identification numbers to reduce the risk to identity theft and to provide each student with secure, Internet-based access to his or her academic records.

5.06 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.

*Evidence of Compliance:*

Since 2008, the department's "Field School" program spearheaded by Dr. Emilyn Sheffield has helped students become actively involved in a variety of professional society conferences, professional agency workshops, commercial organization conferences, career exploration events, and other profession-related events. During this period, over 25 "experiences have been provided, involving over 600 individual student "experiences". The link below summarizes these events.

[Field School experiences, number of students, and student roles](#)

Students are also involved in professional service via the Department-sponsored student organization called Recreation, Hospitality, and Parks Society (RHAPS). An elected board of student officers, guided by a Department faculty advisor, conducts the general business of the student unit. Opportunities are provided for students to participate in professional activities, community service projects, social events, and fund-raisers. RHAPS also coordinates workshops, guest speakers, and conference delegations. The group co-sponsors alumni events with the Department.

RHAPS involves students from all five options. The association exists to broaden the students' knowledge of the recreation/commercial recreation, resort and lodging, event management, parks and natural resources, and recreation therapy professions. Besides being a paraprofessional organization, it is also an organization for the students to experience social functions and networking.

Activities are scheduled at various times of the day and week. Types of activities provided by this student organization include:

- Community Projects
- Speaker Forums
- California Park and Recreation Society (CPRS) Conference Assistants
- California Park and Recreation Society (CPRS) District II Assistants
- California Park and Recreation Society (CPRS) CPRS Scholarship Participation
- Fund-raisers
- Professional Speakers
- Faculty/Student Social
- Convocation
- Alumni Events



For further details, on club, teams and event, click on the available links:

[Student Clubs and Teams](#)

[Student events 2010-2011](#)

Students are encouraged to attend conferences related to their fields of study including the National Recreation and Park Association (NRPA), California Parks and Recreation Society (CPRS), Park Rangers Association of California (PRAC), and National Association of Interpretation (NAI). Department students consistently attend the Spring CPRS conference.

During the past five years, CSU, Chico students have received numerous CPRS scholarships. Some students have received scholarships from other professional organizations as well, including the National Tour Foundation, and National Association for Interpretation. The Department has also established and endowed a fund to support educational trips and travel.



## CHAPTER 6

### Instructional Resources

#### 6.o Instructional Resources

- 6.01 Administrative support services shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

Support services for faculty in the Recreation, Hospitality, and Parks Management Department are comparable to those available in other departments at California State University, Chico. LaRee Robinson, a highly valued administrative support coordinator (ASC) who has worked for the department since 1985, provides secretarial, fiscal, and office management services. This is consistent with campus guidelines. The Department hires two, part-time student employees to provide assistance to our ASC in the afternoon.

Staffing of the Department office remains below desired levels. The role of the ASC has become more complex and critical to efficient departmental functioning. For example, our ASC manages personnel payroll for all faculty members and student workers. All non-permanent faculty and student workers must be reappointed each semester with associated paperwork. The ASC also orders all materials and supplies, manages the equipment inventory, purchasing and tracking and manages all aspects of our electronic and print catalogs and schedules.

Duplicating machines and services are available in the mail room. Additional support for large duplicating requests is provided by Print and Mail Services in Siskiyou Hall. Each faculty member has an individual private telephone line with voicemail. A fax machine is located in the Department office.

For the past two years the Department has eliminated all student assistants due to budgetary constraints. This has become increasingly difficult to manage particularly for faculty assigned to writing intensive or large enrollment courses. Our hope is that as the economy begins to recover, we will resume employing students to assist faculty with teaching-related tasks.

Storage and control of Department equipment and supplies, though limited in terms of square footage, are comparable to many other units. Further, those units viewed as "space rich" are not likely to surrender their space.



- 6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other programs housed in the academic unit and consistent with institutional policy.

Evidence of Compliance:

Offices for the Recreation, Hospitality, and Parks and Management Department are located in Yolo Hall. All of the Department's full-time faculty members occupy single offices of approximately 110 square feet. Each office is equipped with a desk, chairs, bookcases, filing cabinets, a multi-function telephone with voice mail, direct Internet access, wireless access, and a personal computer.

- 6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.

Evidence of Compliance:

Facilities in general are extremely limited at California State University, Chico. For example, our Department has no dedicated research or study area available to students for work or meetings. Students do, however, have study areas in the Meriam Library and Bell Memorial Union (e.g., student union). Our Department does have several display cases in Yolo Hall that provide a desirable spot for posting information about student-related activities.

There is no space, other than very limited storage, provided for the student club. Currently, the student club meets in one of the dedicated classrooms or the Bell Memorial Union.

- 6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.

Evidence of Compliance:

Our Department currently has priority scheduling in four campus classrooms (Yolo 171 and 178 and Tehama 121 and 133) and four computer labs (Yolo 224 and 235 and Tehama 116 and 132B). We teach between 48 and 52 course sections each semester so classroom scheduling continues to be a challenge. The classrooms we utilize are considered "smart classrooms," which means they are equipped with computers, LCD projectors, DVD/VCRs, easy access to Internet resources, overhead projectors, and so on. Tehama 121 is also a "smart classroom." Tehama 133 is not equipped with computer-based presentation equipment and is now a conference style training room. All rooms have white (dry-erase) boards. The lighting level, unfortunately, is not variable in each room (e.g., the teacher has limited control over lighting level). Rooms are generally scheduled at 30 to 49 students and it is often a tight squeeze.

While the Department has various classes with activity components, no suitable facilities are provided for these classes. Courses ranging from programming, activity, and hospitality classes to those preparing interpretive materials have no dedicated activity or lab spaces (with the exception of computer lab space). Activity rooms and lab areas are needed for the scheduling



of activity classes, laboratory classes and workshops. Space is also needed to have equipment and materials that are used for these programs readily available to the classrooms.

The academic computing labs that we have assembled are a great asset to faculty and students. These investments are described in greater detail in Standard 6.o8.

- 6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.

*Evidence of Compliance:*

The instructional equipment available to the Department is adequate. The Department has fairly new video equipment used in interpretation and promotion classes. Dell PCs and Macintosh computers are available for classroom use. The Department has made a consistent and systematic investment in technology and we are in an enviable position in comparison with other departments.

Academic Technologies offers a wide range of instructional media and services including instructional television production facilities. The Presentation Graphics Lab provides for high quality scanning and computer mediated materials. It is available on a cost-recovery basis to the campus and the community.

The University provides ongoing training for faculty through the Technology and Learning Program (TLP) on University-supported software and Blackboard Learn. Blackboard Learn is the software the campus is using for on-line classes. Currently, all faculty members in the Recreation, Hospitality, and Parks Management Department have been through the Blackboard Learn training and more than two dozen courses use Blackboard Learn support. One of these courses is available fully on-line. TLP also offers programming and advice to faculty through a consulting team to assist them in developing computer related course materials.

The University has several extended hour or 24-hour PC labs around the campus. There has been a significant computer infrastructure investment campus wide. The student off-campus access to centralized computing services has been greatly enhanced over the past five years as DSL, cable, wireless, and other high bandwidth technology has become more common. CSU, Chico is a residential campus and most students live within five blocks of campus. This provides ready access to campus resources. The University is also investing in "cloud" technology to increase access for students and faculty.

The Department is most fortunate to provide Don Penland, our lab director, with an academic "home." He serves as our in-house technologist and manages to keep all our various labs running. In addition, he has added to the instructional capacity of almost every faculty member in the Department and has worked file retrieval "magic" for most of our students. Mr. Penland's role in our department is further described in Standard 6.o8.



Students requiring special assistance, adaptive devices, or educational supports are urged to meet with faculty and/or go to the Accessibility Resource Center (ARC) to identify strategies and methods that will help them be academically successful. More information about the Accessibility Resource Center (ARC) is available at this link:

[Accessibility Resource Center](#)

- 6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act.

*Evidence of Compliance:*

The majority of the facilities at California State University, Chico are accessible to people with disabilities. Accessible resources available to people include library, media center, student union, bookstore, classrooms and lab facilities. Accessibility Resource Center (ARC) provides technical assistance and equipment needed by students with disabilities. ARC is described in greater detail later in this section. There is also a special desk and seating designated for students with disabilities in each classroom.

Most campus buildings are accessible to persons with disabilities. In 1992, a campus-wide facility and program audit was completed and the campus has a prioritized list of improvements to undertake. The recently completed Bell Memorial Union expansion is ADA compliant as is Yolo Hall. Even historic buildings such as Laxson Auditorium were renovated or adapted to increase access to persons with mobility impairments.

Yolo Hall and Tehama Hall, the two buildings in which most of the Recreation, Hospitality, and Parks Management classes are taught, are newer buildings and incorporate access improvements. Most classrooms are accessible to persons with disabilities. Although the classrooms are legally accessible, if 25-30 desks are in place, the aisles are often too narrow for wheelchair access to the front of the room. Faculty offices are fully accessible.

The campus is supported by a centralized office to support the educational experience of students with disabilities. Accessibility Resource Center (ARC) provides support to faculty and students. Services to students include note-takers, specialized equipment, and resource and referral services. Services to faculty include alternative testing spaces and times under ARC staff supervision, and assistance in modifying course assignments.

The Department is further supported by three permanent full-time faculty members (Leitner, McLachlin, and Seagle) who specialize in recreation therapy. In addition, several part-time faculty persons have work experience in recreation therapy. Finally, Department faculty members provide campus-wide leadership for persons with disabilities through service on the campus ADA Committee and campus programming and workshops.



- 6.07 Library resources and access shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

In spite of steadily increasing prices and substantial base budget cuts, the University has been very innovative in maintaining student and faculty access to research and reference materials. The Library Catalog and many full-text resources are available via the web. Faculty and students have access to the Library Catalog from campus offices and labs as well as from their homes and within the library. For each academic department, the library has created a gateway page that leads users quickly to relevant library resources in their discipline. The recreation page can be found at this link:

[Recreation Library Resources](#)

Additionally, the library purchased new software (libguides) which allows subject librarians to create online research guides and these new guides go beyond just pointing students to appropriate databases. The online research guide for recreation can be found at this link:

[Research Guide for Recreation](#)

Course guides can be created and customized for specific assignments upon request of the instructor. To see examples, click on the following links:

[Resource Guide for RECR 270](#)

[Resource Guide for RECR 300](#)

**Books**

The library receives current books in all subjects through an approval plan. Publishers available through this plan include Garland, Sage, Wiley, Sagamore, Venture, Waveland, and many university press and general interest publishers. The library is technologically innovative. In July 2004, it began receiving weekly on-line announcements of new approval items, rather than automatically receiving whatever books are ready to ship that week. Working on-line, librarians for each academic department select approval items that best support their departments' curricula and interests. By doing this, the library hopes to maximize its buying power and improve the relevance of the materials received. Prior to 2004, the approval money was handled as one lump sum covering all disciplines. In addition, the library earmarks money for faculty requests for new materials in various formats – books, videos, films, eBooks, etc. Each campus department receives an annual allocation, also according to formula but with input from the College Dean. Faculty members submit orders to the library against these accounts. The Department allocation for 2011/2012 is \$1,033.00. Faculty participation in building library collections is encouraged; however, librarians work closely with their departments to secure needed materials whenever possible.



### **Periodicals**

Special consortia pricing for all CSU campuses has allowed the library to acquire many on-line databases and full text journal collections. Recreation students and faculty can use Lexis Nexis Academic, Academic Search, Factiva (formerly Dow Jones Interactive), and ABI Inform to retrieve full text articles that can be printed, downloaded or e-mailed to another computer. Two other full text journal collections, Wiley InterScience and Elsevier's Science Direct, focus mainly on science and business, but provide access to recent issues of the *International Journal of Tourism Research* and *Tourism Management* - two important journals the library could not afford to purchase individually.

The library also acquired CAB Abstracts about five years ago. This database from Cabi (Thomson Scientific) covers international research and development in many topics in recreation including, management and conservation of parks and natural resources. This database, along with others such as PsycInfo, Sport Discus, and Medline allow users to identify relevant articles but do not provide full text. To aid students in finding articles from these databases, the library uses a product called SFX to link directly from an article citation within a database to library holdings on-line or in print. The Library Catalog now includes a brief record of all journals (both print & digital) owned by library. These catalog records provide call numbers to the print journals and direct links to the digital journals (via individual electronic subscription or the subscription database that contains it).

Some examples of available journals that support the curriculum and research of the Department of Recreation, Hospitality and Parks Management are: *American Sociological Review*, *Annals of Tourism Research*, *Cornell Hotel and Restaurant Administration Quarterly*, *Environment and Behavior*, *Journal of Environmental Education*, *Journal of Hospitality and Tourism Research*, *Journal of Leisure Research*, *Journal of Physical Education, Recreation and Dance*, *Journal of Travel Research*, *Journal of Wildlife Management*, *Leisure Sciences*, *Lodging Hospitality*, *Parks and Recreation*, *Special Events*, and *Therapeutic Recreation Journal*.

### **Other**

Graduate students in recreation have access to U.S. masters and doctoral theses in leisure, recreation, and hospitality and parks management through Oregon PDF in Health & Performance, a database originally created by Oregon's Institute for Sport & Performance. The CSUC Meriam Library maintains a microfiche collection of older theses that are indexed in this database. However, the database has improved technologically in the past few years. Through this website you can now access, search, and instantly download the material. Even materials that have not yet been scanned (where no PDF link is currently available) can be requested digitally 'on demand'. The CSUC Meriam Library subscribes to this database, and these instant downloads are free as long as the database was accessed via one of the library's links. It is alphabetically listed on our Databases A-Z page:

[Library Databases A-Z](#)



The Meriam Library's non-print media collection contains extensive holdings of instructional materials and playback equipment for videocassettes, audio-cassettes, video disks and audio disks. Most all videocassettes have been recently transferred to the more convenient DVD format.

CSU, Chico's book and article holdings are supplemented by access to the holdings of all the other California State University libraries, as well as libraries throughout the world via Worldcat.org. If the CSUC Meriam Library does not own the item, it can be requested online via ILLiad, Interlibrary Services available through this link:

[Interlibrary Services](#)

Borrowers are now able to retrieve their articles on-line, rather than having to come to the library for a photocopy.

Faculty & Department owned textbooks & reference materials may be placed in the library's reserve book collection. The library then manages limited loans of these items to students. Additionally, faculty can request library materials be placed temporarily on reserve for limited periods thus allowing more equitable distribution of high-demand items.

Additionally, faculty are making increasing use of the World Wide Web as well as area print and copy shops to provide low-cost copies of unpublished materials to students in specific classes. Limited class handouts are available through the Department copy budget. Faculty also utilize handbooks, brochures and information sheets provided by government agencies and interested organizations at no charge.

Reference librarians continue to provide special instructional sessions geared to the needs of specific classes. The Meriam Library classroom includes 25 networked computer stations with access to the web and a dual color LCD projection system (two screens/two projectors). Instruction is also offered in the Recreation, Hospitality, and Parks Management Department computer lab and some classrooms. Librarians collaborate with instructors of on-line classes to provide resources and web guides to accompany their courses. Additionally, a full array of more generic online instructional guides is available at the following links:

[Citing Sources - APA](#)

[Finding Scholarly Articles](#)

[Web Searching](#)

State policy dictates no mechanism for maintaining a department library. Because of this constraint, most departmental materials and personal and unpublished references are available for student review and use through individual faculty members (student borrowing of these faculty-owned materials can be easily managed and tracked by depositing the items into the library's reserve collection ... see above). Most faculty members receive one or more trade



publications and newsletters. These resources are made available to students. Certain instructional materials are available for student use through the Department (e.g., DVDs and instruction manuals). Advising and job placement information is available to students through our mentor-advising program, our website, our Facebook page, and our Job Announcement Service.

The CSUC campus community (students, faculty, and staff) have free access to EndNote Web, a reference management system, via our CABI database. The library provides an online guide and offers occasional workshops found at the following link:

[EndNote Web](#)

Since 2005, resources have been allocated from alumni contributions to support a Department Writing Lab. A student from another department is hired to provide technical writing guidance to students. The Writing Lab is currently housed in Yolo Hall in one of the Department's computer labs. Writing assistance is available to students for approximately 20 hours per week. Since implementing the Writing Lab, faculty report that the quality of student writing has improved. The writing tutor also allows the Department to keep another computer lab open for 20 hours a week for student access. In addition, the University provides a Writing Center (located in the new Student Services Center) that provides writing assistance 20 hours per week.

- 6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

Our department has made a sustained investment in technology for the past 22 years. We get consistent feedback from internship supervisors and grateful graduates that our "technological edge" is a distinctive and valuable feature of our program. Descriptions of the Department's major computer labs follow in this section.

**Campus and Department Level Support**

The campus makes computers available to faculty for instruction, research, and administration. Personal computers have reduced faculty reliance on mainframe computers for research and analysis. The campus maintains an IBM mainframe for administrative purposes. The Department secretary makes extensive use of the centralized campus database as a clerical tool. The university also maintains a campus network connected to the Internet for access to off campus resources. The CSU system is still implementing and improving the Common Management System (CMS) using PeopleSoft software.

At the Department level, office staff uses networked PC and Macintosh computers, as does the Dean's office. All faculty members have access to the campus network and electronic mail (e-mail). E-mail is an important communication and file transfer tool for faculty. In addition, each



full-time faculty member in the Department of Recreation, Hospitality, and Parks Management has a personal computer on his or her desktop. The University and/or Department usually maintain a three to five year rotating upgrade schedule for computers. Faculty members can select the computer platform of their preference. The campus sets a base computer configuration and a base dollar amount. Any computer configured with enhancements above the base requires the department to pay the difference.

### **Yolo Hall Computer Labs**

The Department shares four computer labs with three other departments (Kinesiology, Education, and Professional Studies in Education). The Yolo 234 multimedia lab has 16 networked (100 Mb/sec switched Ethernet) student stations equipped with Macintosh Pro Tower machines (6 GB RAM, 1 Tb hard drives, DVD dual layer drives and 27" color LED monitors, with USB, and both Firewire 400 and 800 ports). This lab is Internet capable and the computers have sufficient RAM to operate several software programs at the same time. Some of the software packages we are currently running include MS Office (i.e., Word, Excel, and PowerPoint), Stat Crunch, SPSS, FileMaker Pro, Photoshop, Flash, Dreamweaver, InDesign, and Inspiration. Currently, the Chancellor's office provides the Microsoft Office suite to the campus so the software can be installed on all faculty and campus labs. Any additional software needed the Department purchases. This lab also has one high-speed networked laser printer. A color LCD projector is available when needed along with an S-video connection to a portable television monitor. The lab was designed for video editing and DVD production. This lab is connected to a Macintosh Xserver and XRAID for file and print services.

Yolo 224 has 36 Dell OptiPlex 760 computers (dual Quad Core Q8400 Intel 2.66 GHz processors, 3.25 GB RAM, 500 GB hard drives, DVD/CD writers, multi-card reader, Firewire and 17" flat screen color monitors). These machines are connected to a Dell PowerEdge 2650 server for file and print services. This mediated computer lab has an instructor's media station (e.g., computer, VHS and DVD player) connected to an overhead LCD projector for computer and video display.

### **Tehama Hall Computer Lab Suite**

The Tehama 116 lab has been converted from a computer lab to a group meeting room and computer lab. The room has tables that can be arranged as needed to fit groups of varying size. The room also features wireless connectivity for fifteen Mac G4 PowerPC laptops and 15 MacBook Pro Intel laptops. When classes need Internet access, students can select a laptop from the cart and log into the wireless network. A color LCD projector is available for classroom use.

The Tehama 132B Macintosh lab is our open access lab. This lab includes 32 Macintosh Pro tower computers, (dual core Intel Zeon 2.66 GHz processors, 6 GB RAM and 1 Tb and 250 GB hard drives, 17" color monitors). Within the lab, these machines are connected to the campus network through a switched 100 Mb/sec Ethernet connections. This lab has one high speed, high volume, black and white networked laser printer and one color laser printer. All machines



are linked to the campus network so students can gain Internet access to all Internet resources and the local campus Vista/WebCT learning system for course content.

In the center of the 132B lab we have a Macintosh Pro tower with additional hard drives for video storage. This machine is the instructor's computer and is also connected to an LCD projector for classroom presentations.

### **Department Academic Servers**

Four servers are currently providing network resources for the four labs. In the Yolo building there are three rack-mounted servers (two Dell PowerEdge 2650 servers and one Apple Xserve with XRAID). The Apple Xserver and XRAID server support the Yolo 234 multimedia student lab and one of the Dell PowerEdge 2650 servers is the file and print server for the Yolo 224 student lab. The other Dell PowerEdge 2650 is for faculty use. Faculty and students can place webpages or files, such as PowerPoint presentations, on the servers and retrieve them in the smart classrooms. Students do not have to carry storage media if they elect not to do so. That said, many students are using USB drives for data storage.

The Department's website is now running on the campus webserver using the Cascade information management system. Parts of the Department website are supported by the servers in the Yolo server rack. The jobs database (Jobs Announcement Service – JAS) is running some custom software developed by the department to provide current job information to students and alums

The Department also has various laptop computers for faculty and student use (e.g., Macintosh PowerBook G4 laptop, MacBook Pro and a Gateway Solo and Dell Latitude 800 laptop). Along with the laptops, the Department has access to three Epson and two Panasonic color LCD projectors for classroom or conference use. Additional notebook computers and LCD projectors are available to faculty through the Technology and Learning Program (TLP).

One full-time director and several student assistants serve the computer labs. The Tehama 116/132B labs are staffed 40 hours a week (one side or the other may be closed periodically for instructional purposes). Evening and weekend hours are available only if faculty members come in to supervise, as they sometimes do. The security in these two rooms is maintained by the faculty member or student assistant who is in the room. The rest of the time the room is locked. The Yolo computer labs are only open when a faculty member or their designated assistant is in the room. The department is using the Writing Lab tutor as a way to keep the Yolo 234 lab open for student access for an additional twenty hours a week.

The economic conditions have caused the Department to explore alternate options to the current operation of the computer labs. The Department is considering creating a new policy requiring incoming students to purchase their own laptop computers. The University is testing the use of "cloud" technology to deliver software programs for academic use. This new policy and "cloud" technology would free up valuable space to accommodate our growing student population and limited classroom space.





### **Lab Director**

The Department of Recreation, Hospitality, and Parks Management benefits greatly from the expertise of the lab director. The lab director manages the four labs mentioned in the preceding paragraphs, handles most of the faculty, staff and student requests throughout the college (and, increasingly, the campus), manages the Department network, websites, and servers and handles all the computer labs payroll and computer-related purchasing for the Department and the computer labs.

A campus-wide technical shop (User Services) and Student Computing can assist departments with installation, repair, and operations of microcomputers and related equipment. These services now need to be paid for by the Department. The departments can no longer look to User Services or Student Computing for assistance in maintaining their labs unless they are willing to pay.



## CHAPTER 7

# Learning Outcomes

### 7.0 Learning Outcomes

To fully understand outcomes of the Department of Recreation, Hospitality, and Parks Management program, we use several indicators and triangulation in our departmental assessment plan. The conceptual framework for the RHPM assessment plan is provided below in Table 7.1. Those elements of the plan that provide feedback on student learning outcomes will be presented and discussed in this chapter (highlighted in Table 7.1).

**TABLE 7.1**  
**Framework of RHPM Assessment Plan**

LEVEL	INTERNAL INDICATORS	EXTERNAL INDICATORS
<b>Student Level</b>	<ul style="list-style-type: none"> <li>• Course-embedded Student Learning Outcomes (every semester) (direct) (7.0 Standards)</li> <li>• Internal scholarships/awards (yearly) (indirect)</li> <li>• % students on Dean’s list (every semester) (indirect)</li> <li>• Graduation rate and honors (yearly) (indirect)</li> <li>• Internship completion (every semester) (direct)</li> <li>• Activity level of RHAPS (yearly) (indirect)</li> <li>• Portfolio (in progress)</li> </ul>	<ul style="list-style-type: none"> <li>• Intern supervisor ratings (every semester) (direct)</li> <li>• NCTRC exam results (yearly reporting) (direct)</li> <li>• External scholarships/awards (yearly) (indirect)</li> </ul>
<b>Program Level</b>	<ul style="list-style-type: none"> <li>• Progress toward departmental goals (strategic plan) (every semester) (direct)</li> <li>• Internal surveys of students (advising survey) (in progress) (indirect)</li> <li>• Senior Summit (every semester) (indirect)</li> </ul>	<ul style="list-style-type: none"> <li>• Reaccreditation with NRPA (yearly reporting; every five years self-study and external review) (direct)</li> <li>• Alumni surveys (every year by the department) (direct)</li> <li>• Faculty accomplishments (yearly in Academic Affairs Indicator) (direct)</li> <li>• Advisory Board Committee review of strategic plan (yearly) (indirect)</li> </ul>



To view the five year assessment plan, go to this link:

[Five Year Assessment Plan](#)

### **Global Indicators**

Overall program success is monitored in part by the success of students in achieving academic excellence, civic engagement, graduation, and placement in the field. Global indicators of program success include:

- Number of students on the Dean's List each semester (must obtain an overall GPA of 3.3)
- Number of students inducted into Rho Phi Lambda each year (3.2 GPA and upper 15% of class)
- Number of students receiving external scholarships and awards each year
- Degrees granted as a percentage of overall enrollment
- Internship placement rates
- Graduation rate
- Placement rates upon graduation (employment or graduate school)

These indirect measures of student success reflect learning that students have achieved across the curriculum. Because most students in RHPM are juniors and seniors and are taking more courses directly in the major (compared to general education courses), these measures are clear reflections of program success.

Each semester, data is collected on each of these indicators of global learning outcomes. Figure 7.1 provides the results of several indicators over the past three years.

- Dean's List – Students must achieve a GPA of 3.0 to be in the Dean's List each semester. As can be seen in Figure 7.1, we exceed our target of 10% of RHPM students. However, as can be seen in fall 2010, the number of students on the dean's list dropped. This may be due in part that a high number of transfer students come into our Department and need more support transitioning into the environment of a four-year institution. Additional support could be given to new transfer students.
- Number of students in Rho Phi Lambda – Students must achieve a GPA of 3.2, be in the upper 15% of their class, and show leadership and service. Given that only a very small handful of eligible students in the majors are pursuing induction into Rho Phi Lambda, this is an indicator that might be adjusted to align with the number of eligible students rather than the number who actually join Rho Phi Lambda. That noted, the faculty can undertake more active recruitment of eligible students.



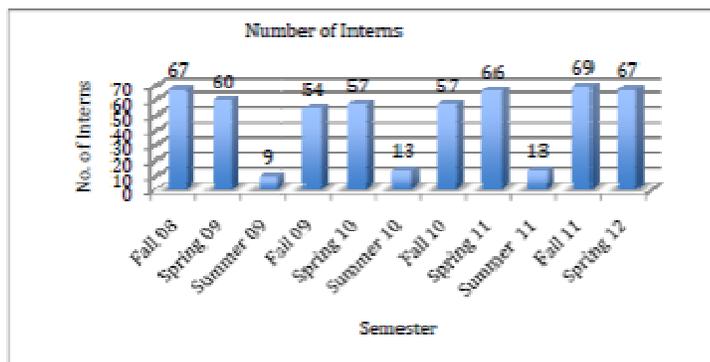
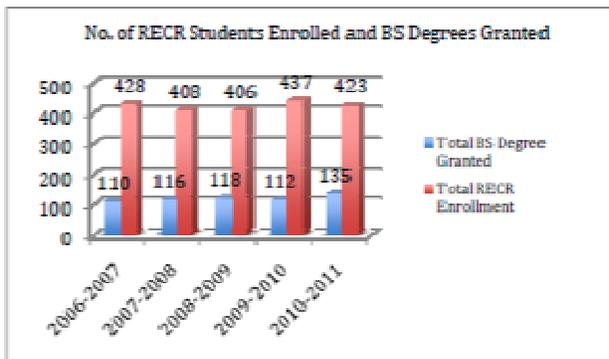
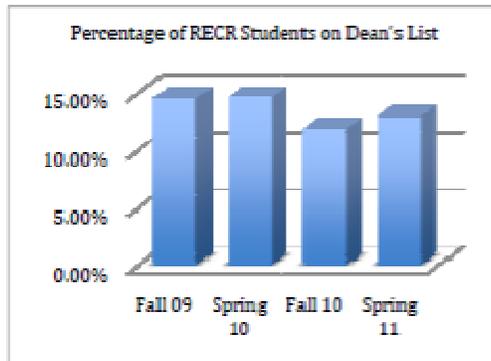
- Number of students receiving external scholarships and awards – The Department overall meets or exceeds the target. RHPM students routinely win competitive statewide scholarships from professional associations. During the past three years (2008 to 2011), students in the Department have received 48 scholarships. The breakout of scholarships is as follows:
  - Conner Scholarship – 4
  - Armstrong Scholarship – 4
  - Batlin Scholarship – 5
  - Excellence Scholarship – 6
  - Farris Scholarship – 4
  - Seagle Scholarship – 2
  - RECR Alumni Scholarship – 4
  - R. Brainard Scholarship – 4
  - California Park and Recreation Society Scholarship – 9
  - Education Foundation, California Lodging Association Scholarship – 3
  - Bridge to Tomorrow Scholarships – 2
- Degrees granted – The average number of degrees granted between 2007 and 2011 was 118. The Department exceeds its target on the percent of students graduating each year, averaging 27% of the total enrollment graduating each year. This may be due in part to a high number of internal and external transfer students in the major, who come into the Department with most of the general education requirements completed. It also reflects successful degree planning and persistence to graduate.
- Internship placement rates – Since Fall 2008, 532 students have completed internships throughout the state, country and abroad. An average of 132 students each academic year, including summers, have successfully completed their internships.
- Graduation rates - The graduation rate of first year students who matriculated in Fall 2004/05 is 47%, which is the lowest for the four year completion for our Department. The majority of our students enter the Department as sophomores or juniors, thus this lower 4 year graduation rate is expected. In 2006/07 the average time to degree was 4.7 years. In 2010/2011 the average time to degree was 5.1 years. This increase in time to degree is due in large part to courses not being offered as frequently, fewer sections available, and increase in tuition requiring students to work more in order to pay fees.
- Placement rates – Tracking the placement of graduates is done by the Career Center. Because new graduates tend to be mobile, data is not always accurate in the existing system. To address this challenge, the Department has set up a Facebook page. Our aim is to use a social networking system, in conjunction with the Career Center and Alumni Office, to be able to maintain more accurate records of our graduates.
- The Department encourages all recreation therapy students to register and complete the national examination immediately after their internships. Since NCTRC now allows students to complete the exam prior to graduation, the Department requires that all recreation therapy interns complete the application process as part of an internship assignment. During 2009-2011 ten (90%) of recreation therapy students completed the



NCTRC exam. Of those ten students, 70% passed. This figure exceeds the national pass rate of 66.4% (Prometric Test Development Solutions, 2012).

FIGURE 7.1

Figure 7.1 Dashboard for Global Indicators of Student Learning in RHPM  
Fall 2009-Spring 2011





### Alumni Survey

In Fall 2011, in response to a campus-wide initiative on assessment outcomes, an alumni survey was conducted. One hundred and eighty-two (n=182) DRHP alumni responded to the on-line survey. The results will be discussed at a faculty meeting and reported in the Annual Report, and can be viewed at the link below.

[Alumni Survey Results](#)

### Activities of the Department

Another important measure of the success of students and the Department is engagement in learning and service. The mission of the department clearly identifies engagement as a citizen and professional as important to the development of students. The link below provides numerous examples of service learning experiences in which our students participate.

[Examples of service learning experiences](#)

### Course Embedded Learning Outcomes

For the past several years, the RHPM Department has assessed learning outcomes embedded in courses based on the COA 2004 accreditation standards (series 8.0 standards). Beginning in 2010, the Department launched several course embedded learning outcomes based on the 2013 COAPRT accreditation standards. In this section of the self-study, learning outcomes from the past two years is presented under each of the three key content areas in the new 2013 standards.

---

## Foundations

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; c) the foundations of the profession in history, science, and philosophy.

- |         |   |
|---------|---|
| 7.01.01 | Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the program, along with professional practices of that profession.                     |
| 7.01.02 | Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the program prepares students.                 |
| 7.01.03 | Student graduating from the program shall demonstrate the ability to apply knowledge of professional practice and the historical, scientific, and philosophical foundations of the relevant profession decision making. |



*Evidence of Compliance:*

In the fall 2011, we implemented our new assessment plan. Using multiple sources of data and triangulation, we assess Learning Outcome 7.01 in the following ways:

**7.01.01**

RECR 200: Quizzes

RECR 200: Interview with a professional

**7.01.02**

RECR 200: Quizzes

**7.01.03**

RECR 220: Programming concepts exam

RECR 260: Research on a parks and recreation department

Rubrics and exam information for each of these assignments or tests are available at this secure link:

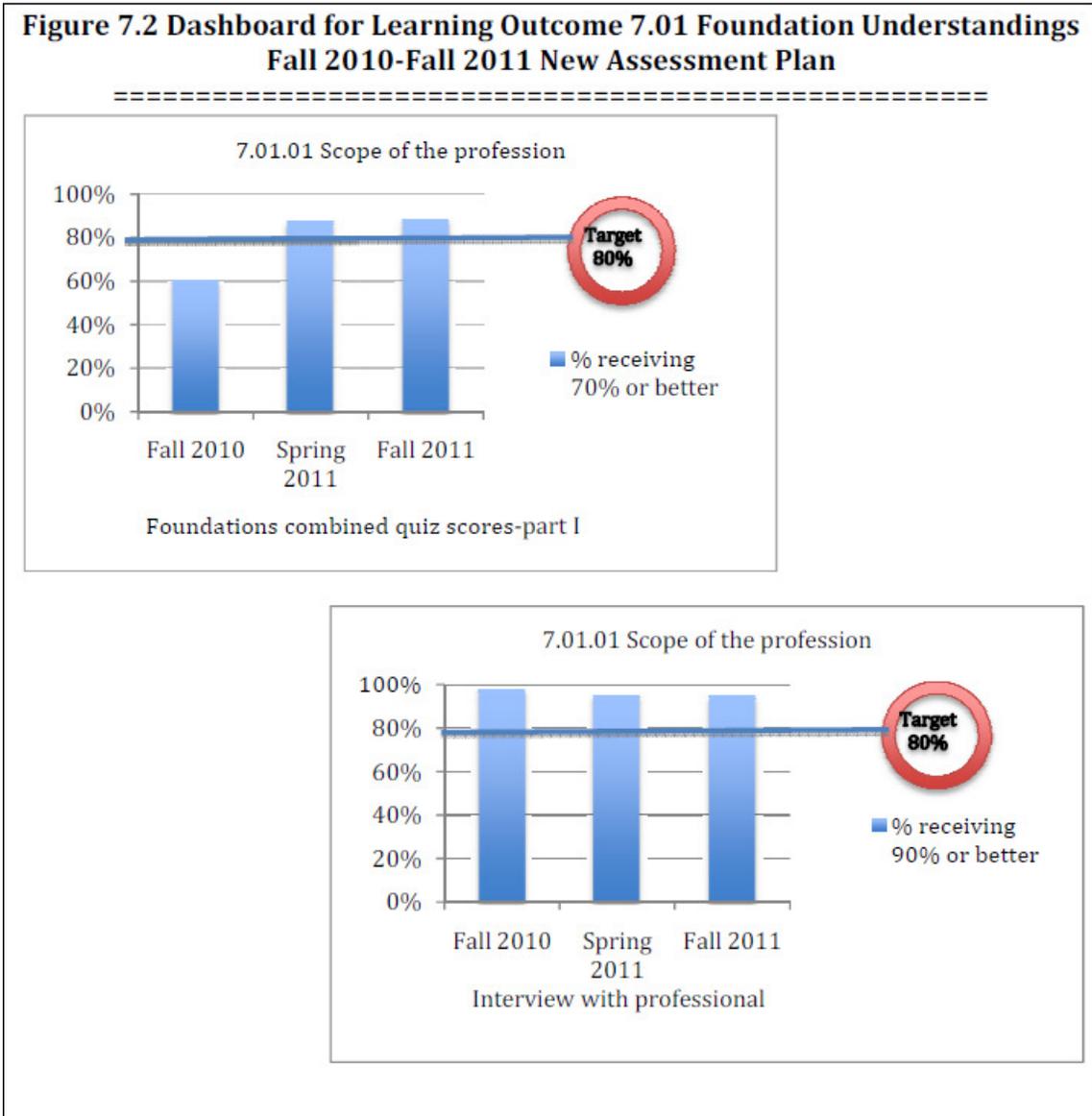
[Secure link to rubrics and exam metrics](#)

Results of these multiple sources of data are presented in Figure 7.2.

Taken as a whole, the assessment data supports the conclusion that students in the Department of RHPM are learning and applying foundational understanding of the scope of the profession and the historical, philosophical, and scientific basis of practice. With the exception of combined quiz scores in fall 2010, all other outcome measures were met at our target of 80 percent.

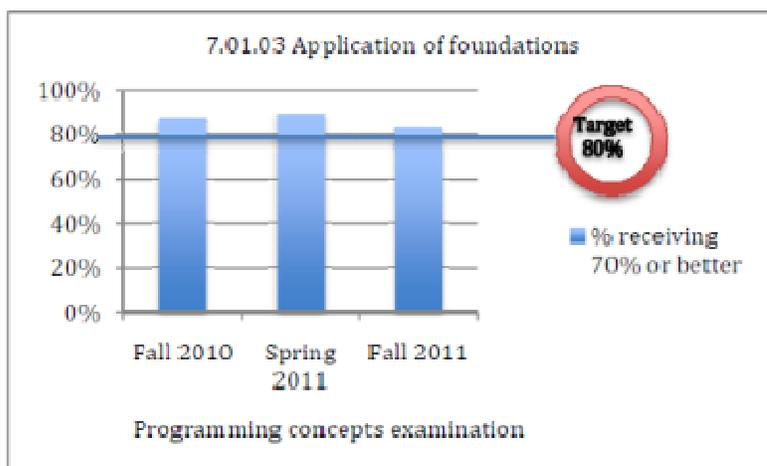
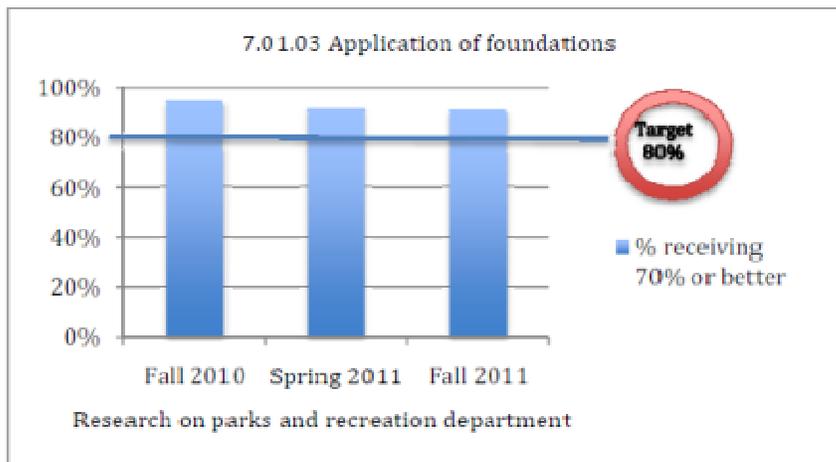
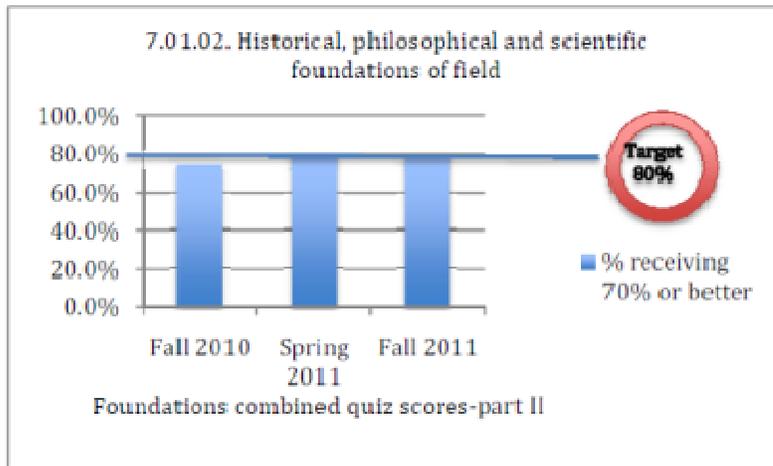


FIGURE 7.2





Continue Figure 7.2





## Provision of Services and Experiences

7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

- 7.02.01 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.
- 7.02.02 Student graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.
- 7.02.03 Student graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

### Evidence of Compliance:

In the fall 2011, we implemented our new assessment plan. Using multiple sources of data and triangulation, we assess Learning Outcome 7.02 in the following ways:

#### **7.02.01**

RECR 220: Program planning manual  
RECR 260: Research on a parks and recreation department  
RECR 260: Accessibility critique

#### **7.02.02**

RECR 220: Program planning manual  
RECR 260: Service learning  
RECR 260: Service learning paper/presentation

#### **7.02.03**

RECR 220: Program planning manual  
RECR 260: Service learning paper/presentation  
RECR 300: Research paper  
RECR 300: Examinations  
RECR 300: Research presentation  
RECR 589: Internship supervisor's evaluation



Rubrics and exam information for each of these assignments or tests are available at this secure link:

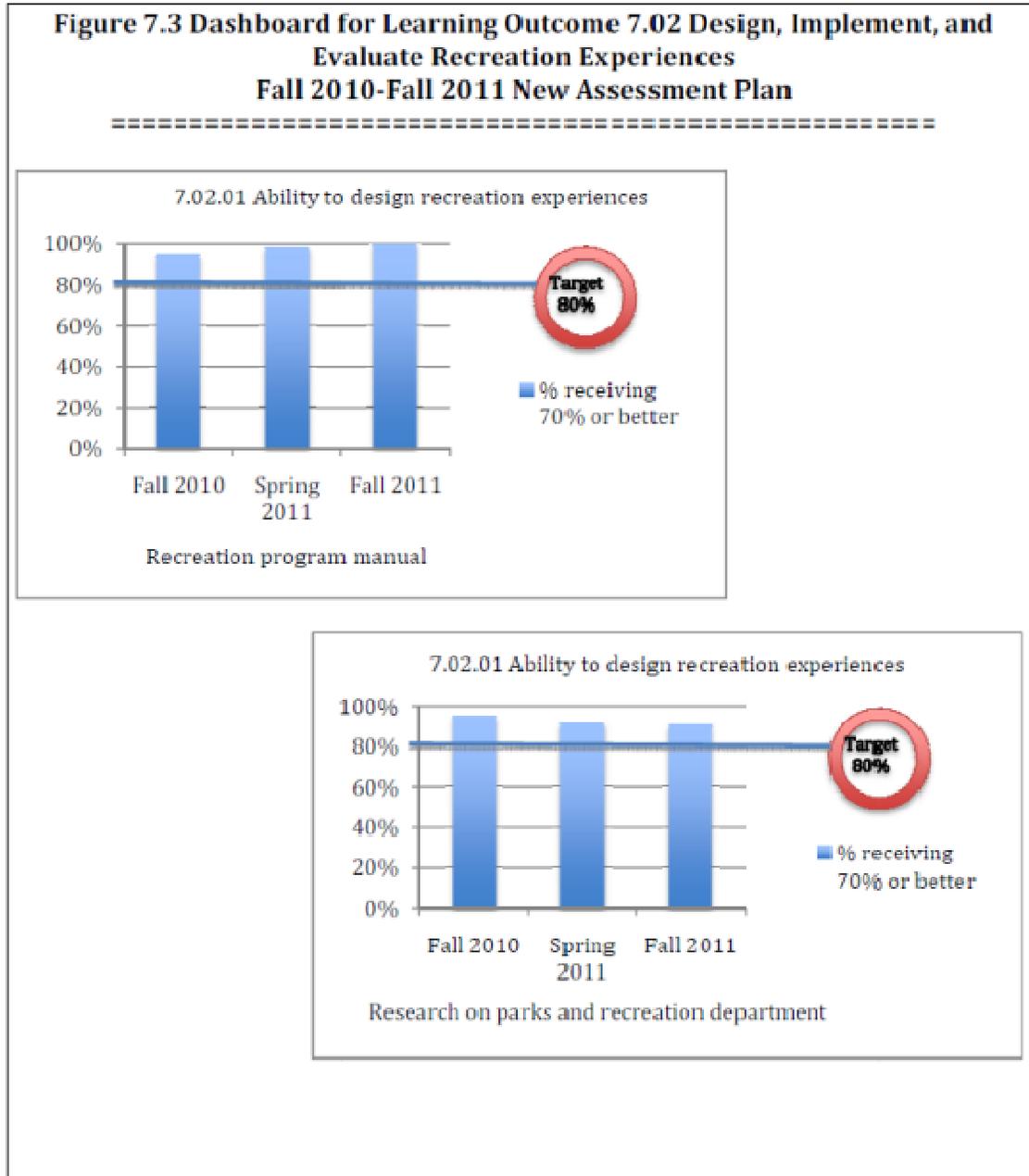
[Secure link to rubrics and exam metrics](#)

Results of these multiple sources of data are presented in Figure 7.3.

Taken as a whole, the assessment data supports the conclusion that students in the Department of RHPM are learning how to design, implement, and evaluate recreation experiences for all people. It is interesting to note that one of the indicators for 7.02.03, RECR 301 exams, is one of the lower scoring areas. Many of our students seem to perform better in the areas of writing papers, presentations, and performing service learning projects. Although cultural competencies are addressed across the curriculum, Recr 260 – Inclusive and Recreation Therapy contains the majority of content addressing standard 7.02.02. Assignments such as the “Accessibility critique” and “Research of a parks and recreation department” require students to analyze structures and departments for Americans with Disabilities (ADA) compliance.

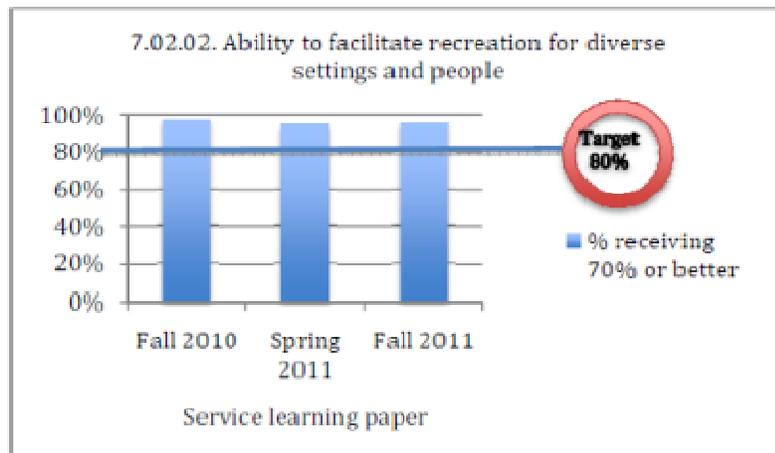
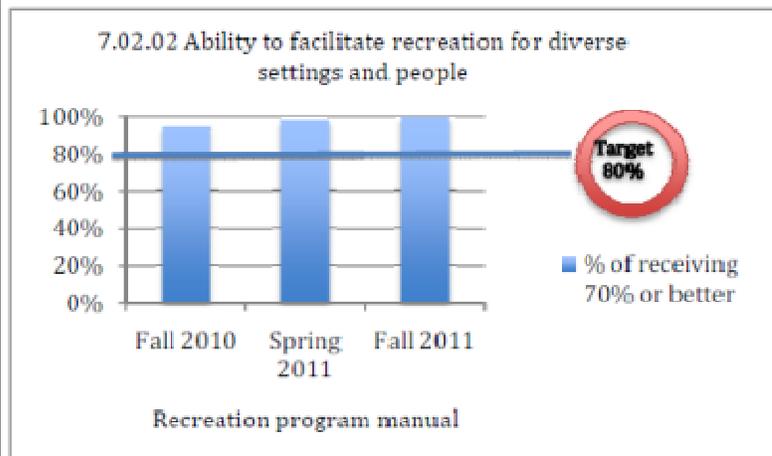
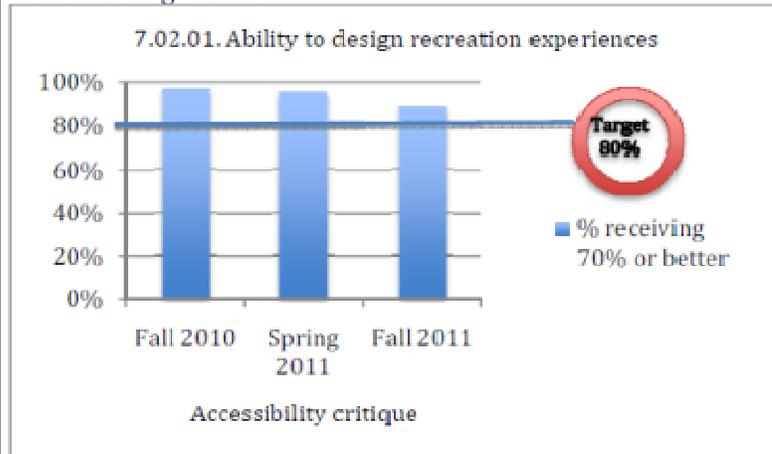


FIGURE 7.3



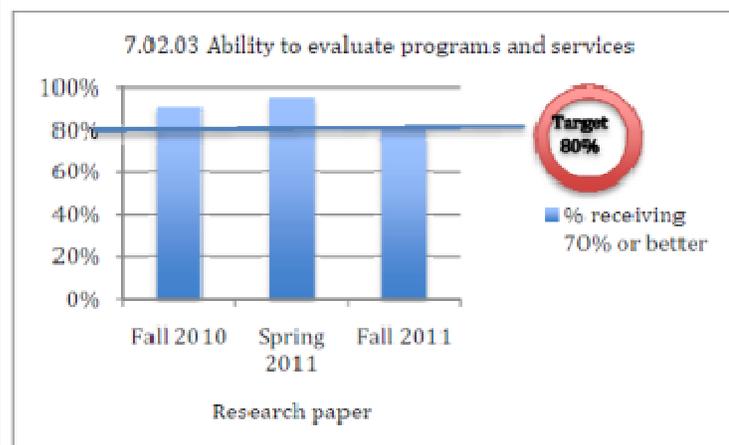
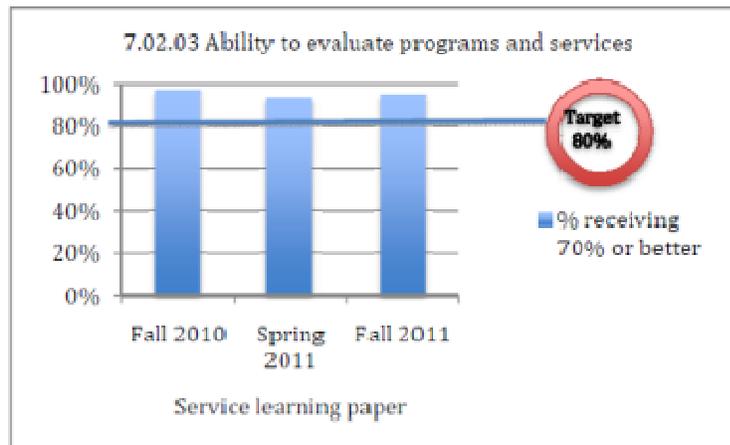
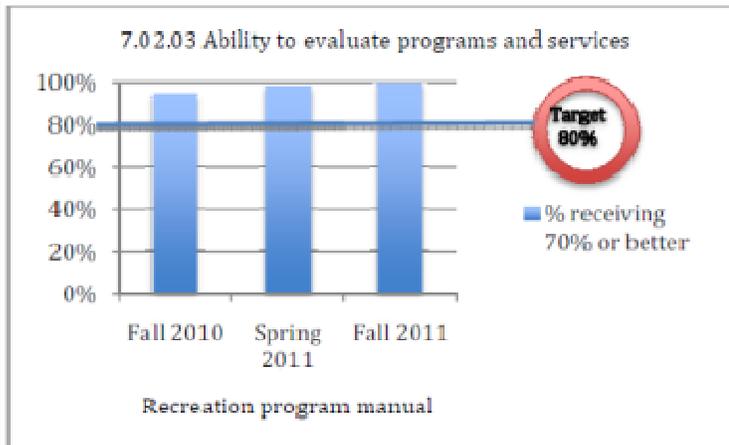


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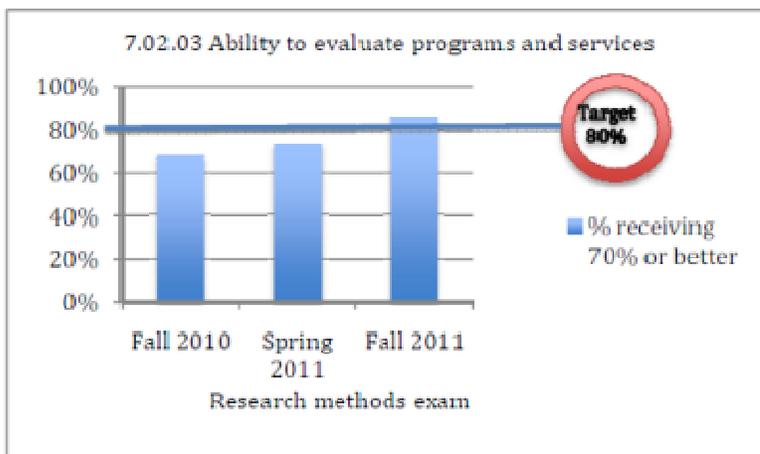
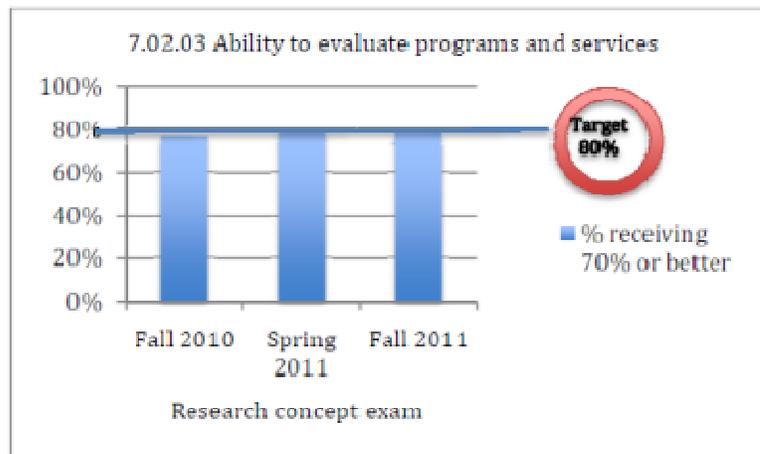
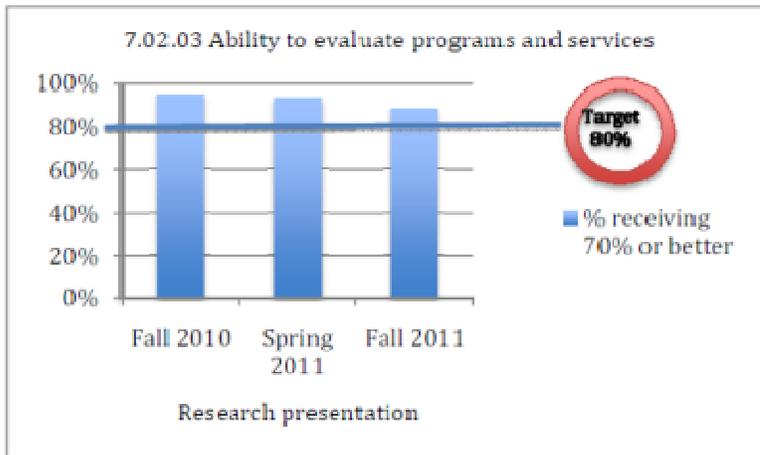


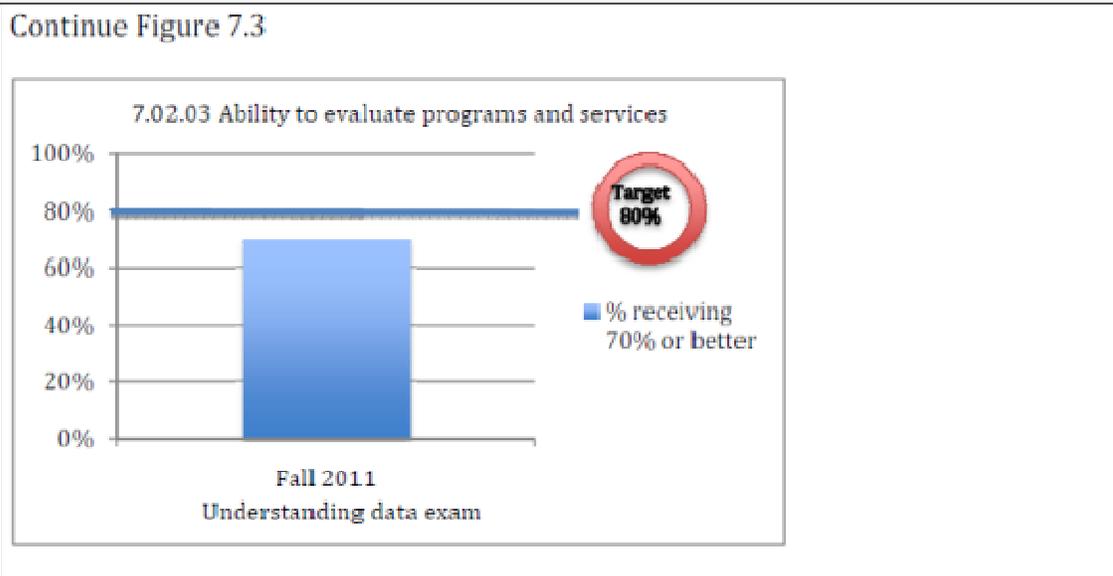
Continue Figure 7.3





Continue Figure 7.3





## Management/Administration

7.03 Student graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.

7.03.01 Student graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

7.03.02 Student graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

Evidence of Compliance:

Based on our new assessment plan, a variety of sources of data are used to meet the Learning Outcome 7.03.

**7.03.01**

RECR 301: Leadership presentation

RECR 301: Papers

RECR 301: Leadership workshop

RECR 301: Final examination

RECR 400: Quizzes

RECR 400: Management examinations

RECR 400: Case study

RECR 400: Correspondence assignments

RECR 400: Presentations



RECR 400: Final paper  
RECR 589: Intern supervisor's evaluation

**7.03.02**

RECR 371: Customer service assessment  
RECR 420: Prospectus  
RECR 420: Financial transaction examination  
RECR 420: Budget balancing examination  
RECR 420: Proforma examination  
RECR 420: Cash flow statement  
RECR 589: Internship supervisor's evaluation

Rubrics for each of these assignments are available at this secure link:

[Secure link to rubrics and exam metrics](#)

Results of these multiple sources of data are presented in Figure 7.4.

Taken as a whole, the assessment data supports the conclusion that students in the Department of RHPM are learning how to manage and administer recreation programs, services, and facilities. Areas where improvement was needed are now being addressed.

In Recr 371-Customer Service and Sales in Recreation Operations, the customer service assessment has been redesigned. This assignment allows students to apply theory and conduct an in-depth analysis of a recreation business.

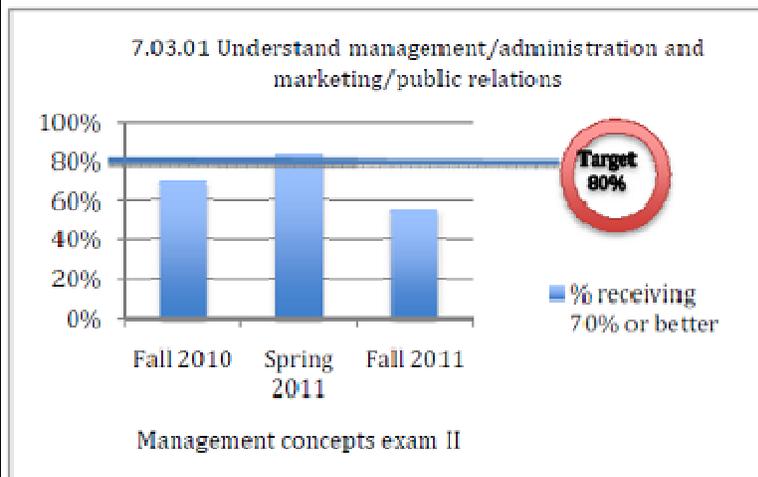
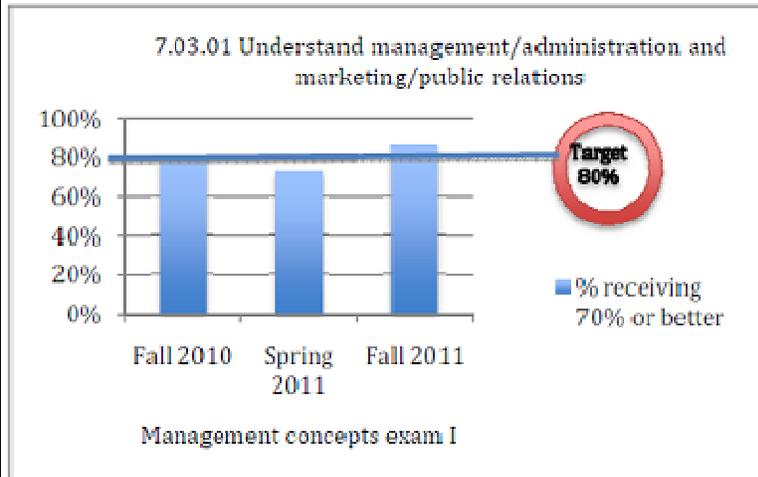
In Recr 400 – Management of Recreation and Parks now includes more realistic managerial writing assignments such as preparing a bad newsletter, a letter of reprimand, and a letter of inquiry about a product or service.



FIGURE 7.4

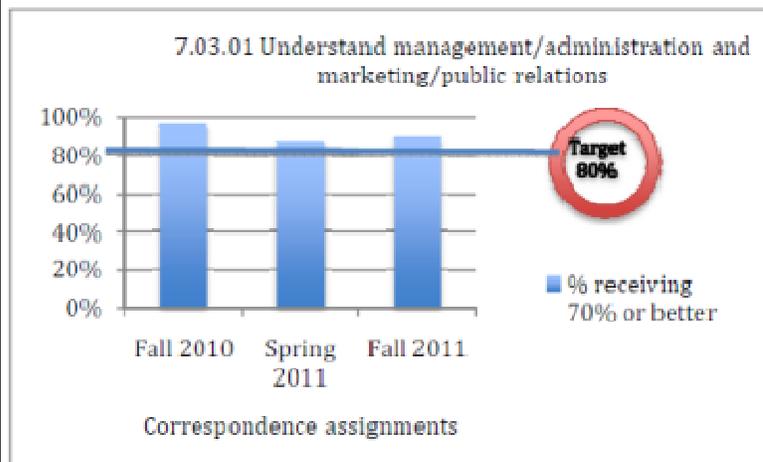
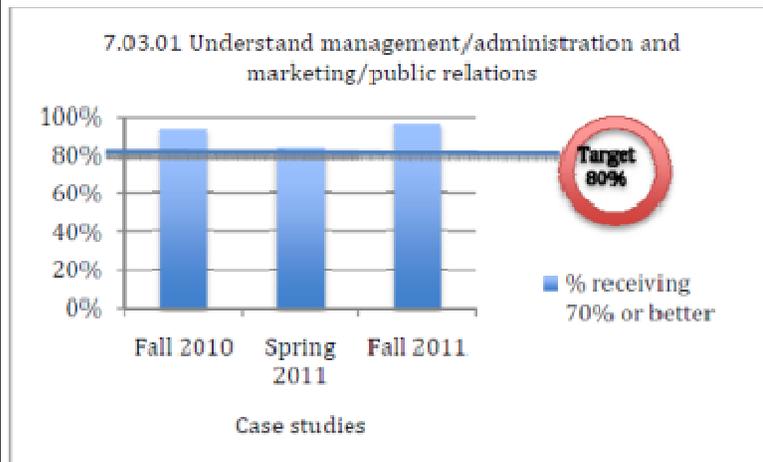
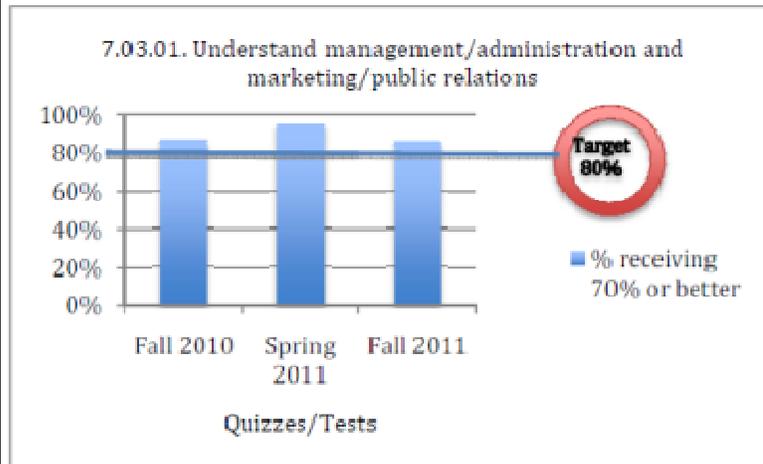
**Figure 7.4 Dashboard for Learning Outcome 7.03  
Management/Administration  
Fall 2010-Fall 2011 New Assessment Plan**

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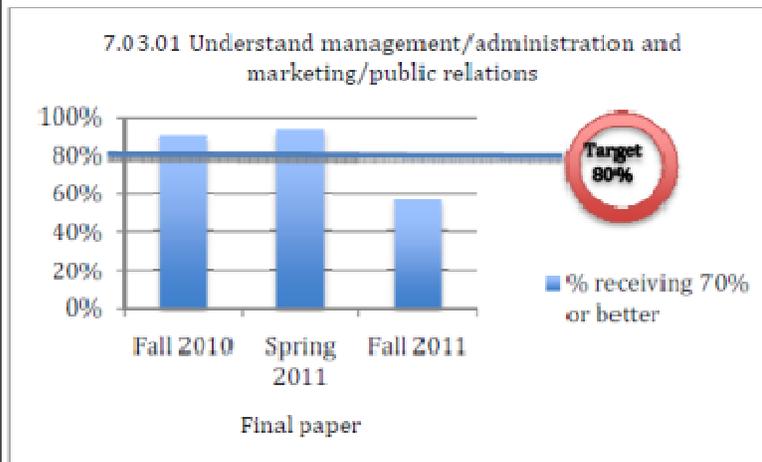
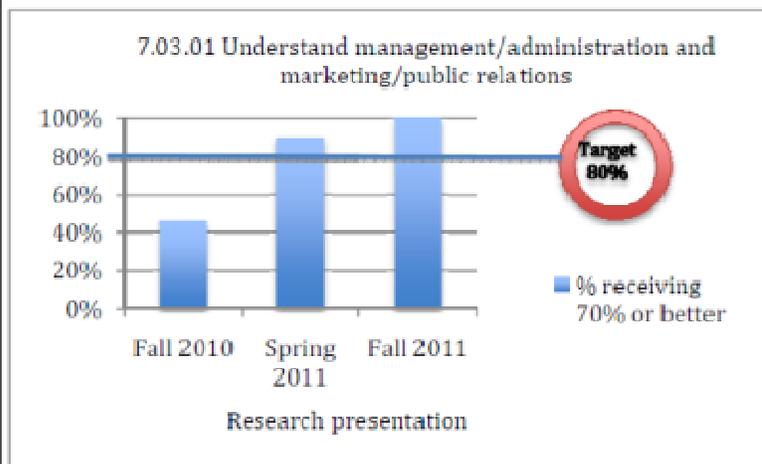
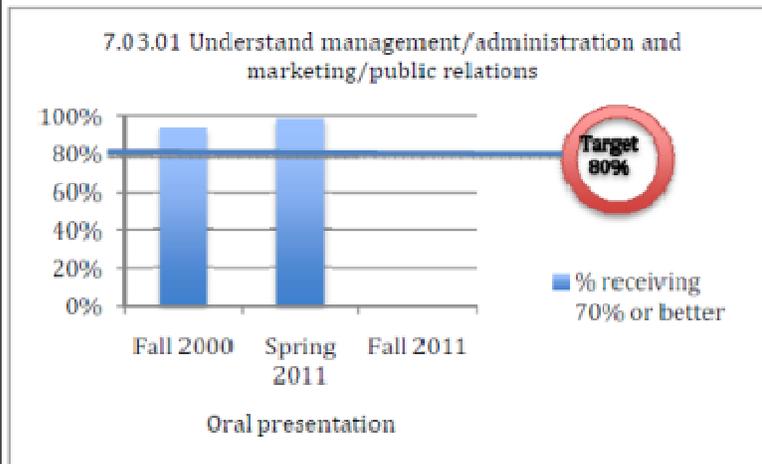


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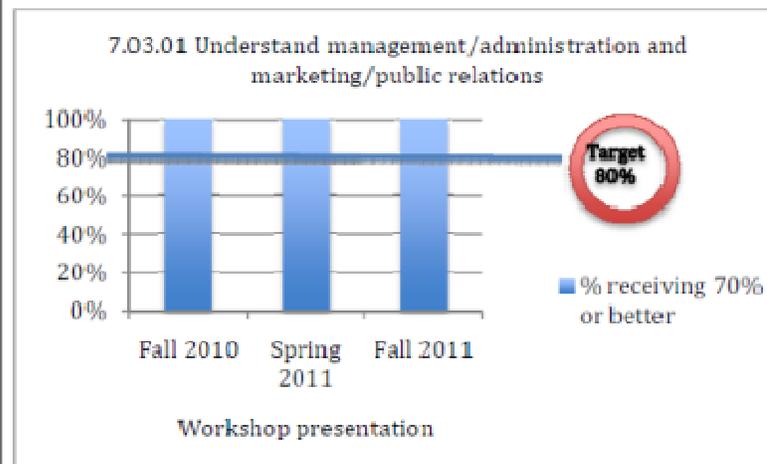
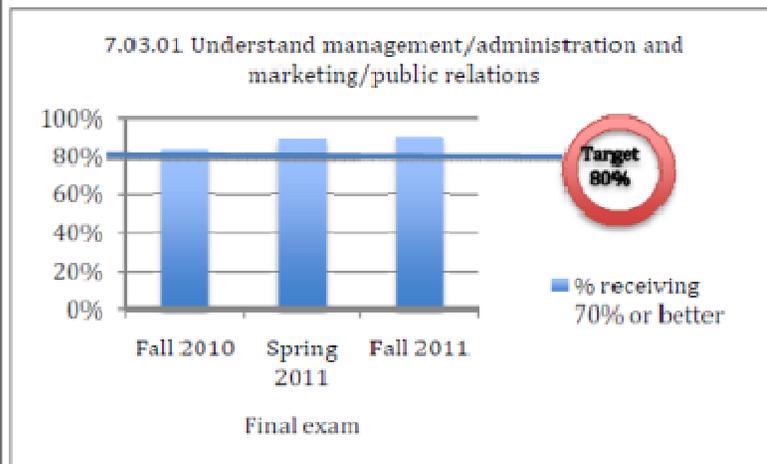
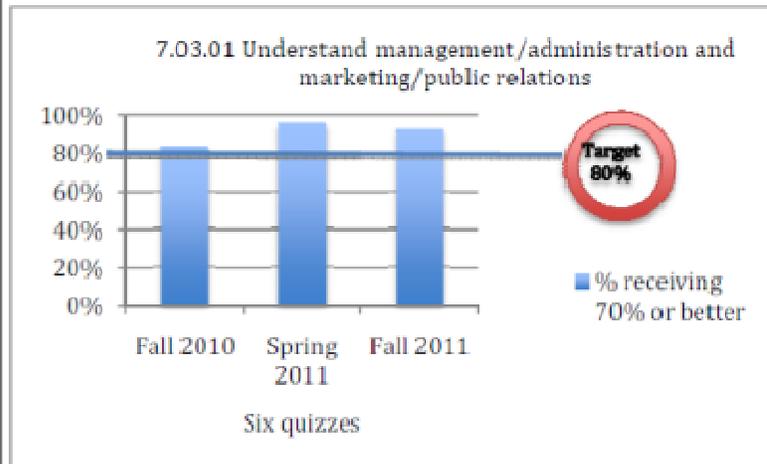


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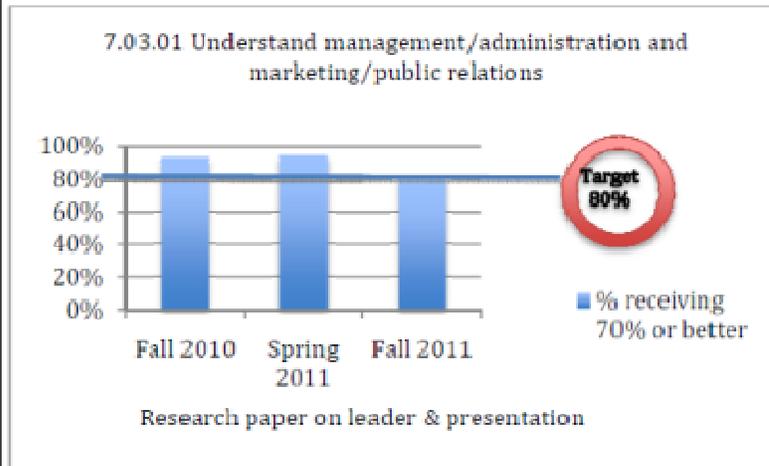
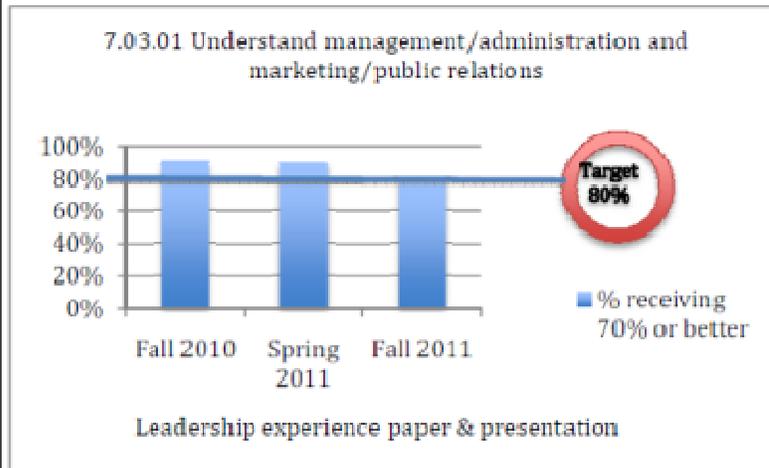


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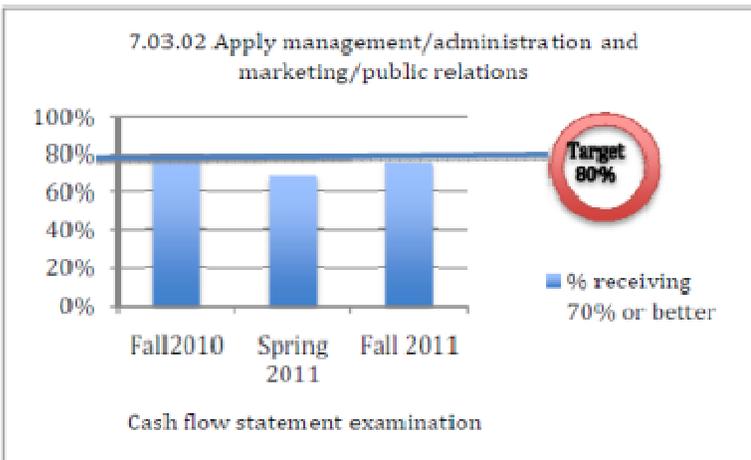
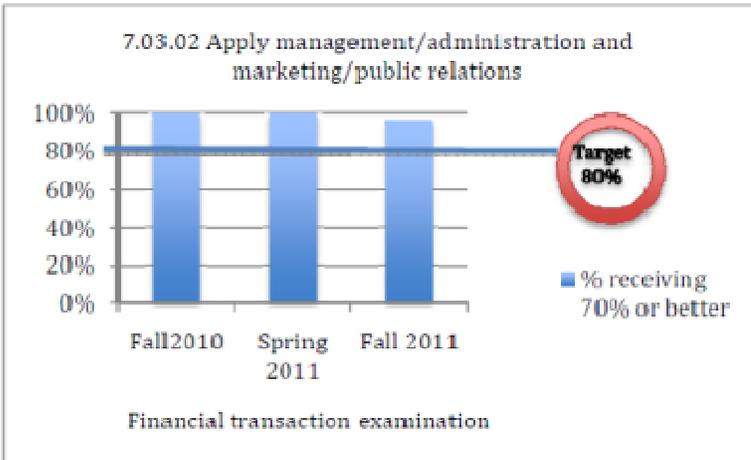
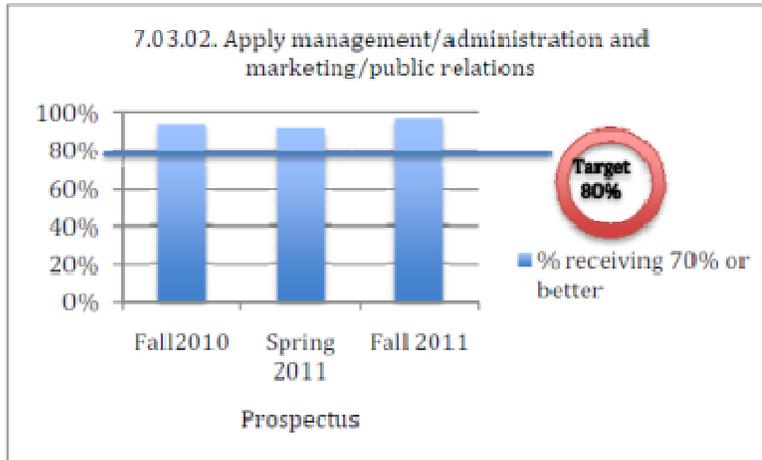


Continue Figure 7.4



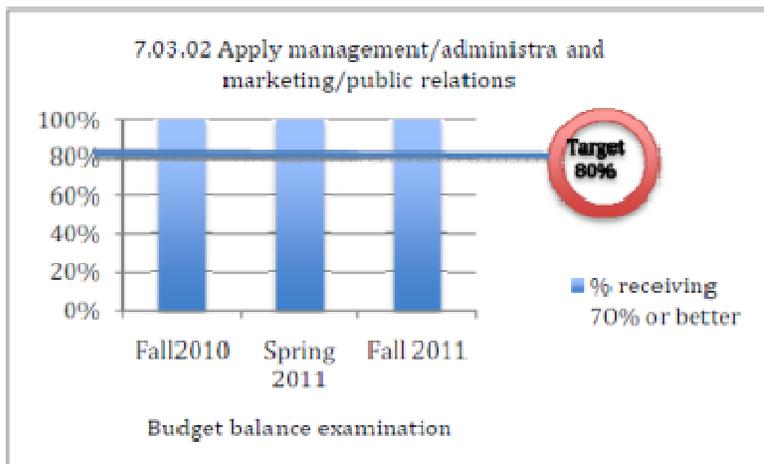
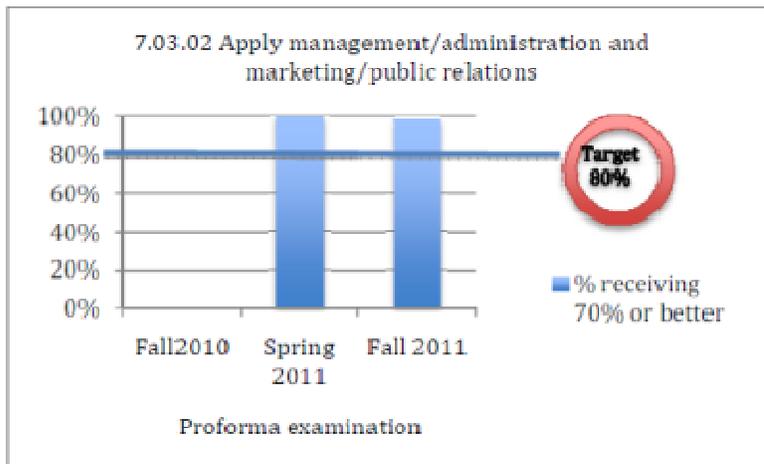
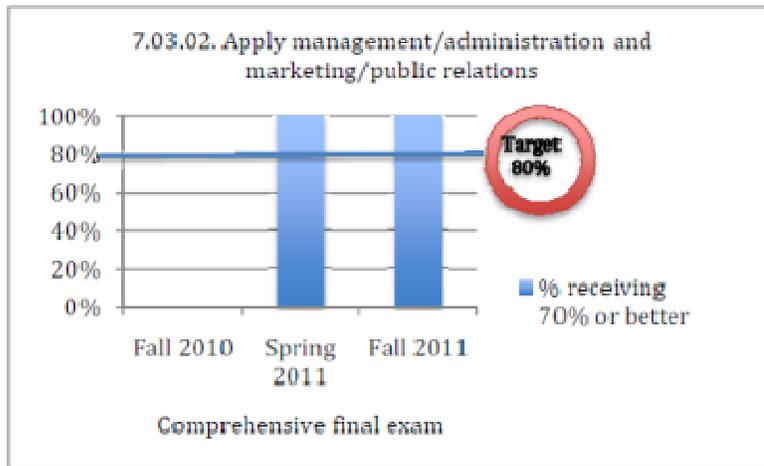


Continue Figure 7.4



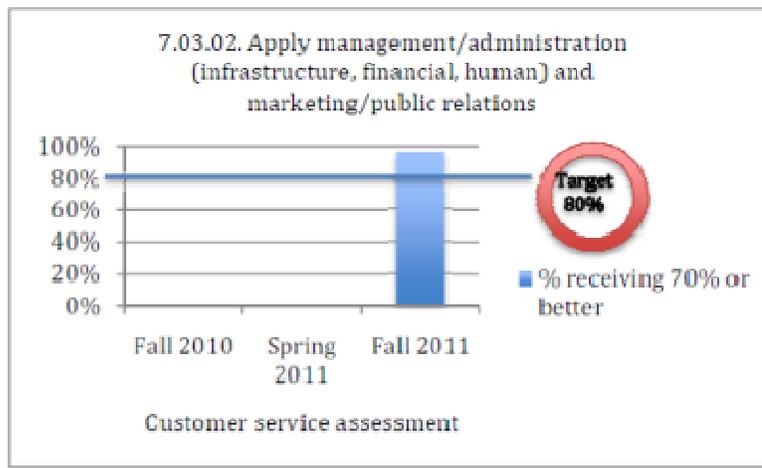


Continue Figure 7.4





Continue Figure 7.4



- 7.04 Student graduating from the program shall demonstrate through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

Evidence of Compliance:

Students in the Department of RHPM complete RECR 589: Internship in Parks, Recreation, and Hospitality, a 12 unit course, during the final semester in their degree programs. The internship is 14 weeks in length for a total of 560 hours.

Prior to enrolling in internship, each student must show evidence of 700 hours of professionally related work or volunteer experience. (Students enrolled in the merit internship program must complete 1000 hours.) For the regular internship program, at least 200 hours must be related to the student's primary option area. For the merit internship, the number of option specific hours is 400 hours.

Students must also enroll in RECR 584, Internship Preparation or RECR 585, Merit Internship Preparation, both are one credit courses. These courses are scheduled the semester before the internship. During their final semester, students enroll in two courses, Internship Seminar and Internship Program. The seminar (regular or merit) is a one unit credit course. Both sections of internship seminar are combined as one large class and held during the first three days of the internship semester. This seminar provides students with information about the internship requirements and procedures to receive credit for the internship experience. More information about the professional experience requirement is available at this link:

[Internship information](#)



RECR 589/M, Internship Program is carefully structured and supervised. Students have a campus supervisor and agency supervisor who communicate throughout the internship. The students complete several assignments (described in depth in the internship manual) that foster integration of theory and practice based on an action-reflection model. They complete a mid-term and final evaluation with their agency supervisor. Detailed information about the internship requirements is available at this link:

[Internship manual](#)

Internship sites are chosen by the students from a large pool of affiliated sites, which have met the criteria established by the Department. The internship database of affiliated sites is available to students in an MS Access file on a departmental computer. A listing of internship sites used in the last five years is provided at this link:

[Previous internship sites](#)

At the conclusion of the internship, agency supervisors provide feedback on the student's overall performance. Historically, faculty supervisors collected the data through a paper and pencil format. Because of the large number of interns each semester, this system for data collection was cumbersome and difficult to manage. Based on feedback from the industry and Advisory Committee, the faculty have decided to move to an electronic version of the evaluation. Items will include competencies acquired during the internship, potential for employment, whether or not the supervisor would hire the intern, and recommendations for curricular improvement. This evaluation is under development and will be launched in Survey Monkey during fall 2012.

### **Summary Comments on Learning Outcomes**

As a result of input from the assessments, students, faculty, alumni, and internship supervisors, a major overhaul of our core requirements was completed during the spring of 2011 and will be implemented in the fall of 2012. Assessment results will be discussed regularly at faculty meetings, curriculum meetings, and with our Advisory Board members. The Department will complete an Annual Report at the end of the 2011/2012 academic year, which will document the progress the Department has made in complying with the 2013 standards in the new curriculum. The Annual Report will be reviewed by alumni, the Dean, Provost, and President. As well, compiled assessment results will become part of the strategic planning discovery (or environmental scan) phase of planning. The data will be used to develop goals, strategies and actions for the next five years. With the new learning outcomes, and our new assessment plan in place, the Department intends to institutionalize further review and action on learning outcomes assessment data collected.